

Middle School Persuasive Prompts

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A Four-Day School Week

Recently, a school district in Pennsylvania became the first in the state to change the traditional school schedule from a five-day week to a four-day week. This change is intended to save the school district money, but it may cost parents and students money and opportunities in the long run. All of the students in your class have heard this news. Some are thrilled; however, some believe that this change will have a negative impact on learning and extracurricular activities.

In a well-developed, multi-paragraph essay, state your position on this issue and then persuade your fellow classmates to join you in a call to action to either shorten your school week to four days, or to keep the five-day school week. You must provide compelling reasons for your argument, and address and rebut the counterarguments. Be sure to include facts, statistics, or any other relevant information to strengthen your view on this issue.

Score Point 6 - very effectively communicates the writer's message.

Model Essay

Many students express overwhelming happiness when informed about a four day school week, but an abundance of these children do not realize the consequences of having a shorter school schedule. Decreasing a student's time in school can affect all students, whether they are in elementary school, middle school, high school, or college. Many students feel that a shorter schedule would give them a break from work; however, decreasing their schedule will ultimately limit a child's knowledge and his opportunities for the future. Kids need a way to express themselves and to show their knowledge, and school is one of the few ways they are able to do so. So, if we limit a student's school week, it is as if we are lowering his self-esteem as well. School-aged children should not have a shorter school week because it gives students too much free time, will lower the students' social achievements, and will limit the students' ability to increase their academic achievement.

Giving students more free time in their daily lives can lead to horrible decisions, mentally and physically. When faced with hours of free time, children will often become lazy and inactive, forming bad habits for their body and brain. A child's body needs at least two hours of physical activity a day, and limiting a day of physical care cuts off oxygen to the heart and brain. Fat cells and other sugars will build up on the body, forming fat and ultimately causing a child to become unhealthy. Becoming unhealthy at an early age will increase a child's chances of heart disease, cancer, and other ailments in their lifetime. So if we limit just one day of physical education, it will also limit oxygen, energy levels, and mental concentration. Adding excess free time to a student's life can also cause a child to form bad habits. An average parent works five days a week, so when a child is alone, what do you expect him to do? Research has shown that children tend to not follow the basic rules when alone, inviting their friends over, having parties, damaging property, stealing, and watching inappropriate films. "I always feel nervous when leaving my kids alone, knowing they're up to some trouble," says T.P., a mother of two boys. I know that you might think that your child is responsible, but research has shown that children can become curious and do something unexpected, which is why it is far too risky to leave your child alone. Children should stay with the five day schedule so they can learn and participate in physical activity, instead of wasting a day doing something unimportant and potentially dangerous.

Limiting a child's academic knowledge is certainly not the right way of handling a child's future. Children need all the time they can get to become intelligent and organized, as well as needing the preparation for high school and college. For example, many schools in China have fifty more days of school than in the U.S., and their levels of academic achievement are far higher than ours. So if we limit another day of school for our children, we are also limiting a child's time to learn. If schools start to change the schedule to a four day week, children are missing out on over forty days of school! This time can be used for learning

opportunities and study skills for a child, giving a student a variety of opportunities in the future. Children shouldn't be limited in choosing a type of job, which is why school districts should fit in as much teaching as they can, making a child's life successful. Children should also keep their schedule consistent, or their brain may suffer from memory decay. Memory decay occurs when the brain doesn't review a subject, causing your brain to forget a part of knowledge you once knew. You might think that a child can't forget something over three days, but research has shown that memory loss can occur in a matter of hours! I doubt that anyone wants to forget something he has just learned, so let's stay with the five day schedule, and learn as much as we can!

In addition to academics, learning how to make friends and being in relationships is a big part of school. Children need the preparation and experience of interacting with other students, learning how to share, converse, take turns, help one another, and show politeness. Students who are limited to a four day school week might often feel lonely or depressed without anyone to talk to. In order for students to practice being social with other children, they have to get used to being around them for a certain period of time. This is especially true for shy and quiet children. Having this amount of school is a perfect opportunity for quiet students to express themselves to other peers, showing their personality, hobbies, and possibly making a friend. It is important to feel like you belong in a group of friends, and when you aren't in school often, their self-esteem may drop, leading to depression and possibly suicidal thoughts. You might believe that time away from friends can lower peer pressure, but being with friends actually encourages students to form the basic social skills necessary for daily life.

As you can see, eliminating a day of school will definitely affect a child's life, no matter what age. Academic and physical achievement is a huge resource in a child's life, and eliminating these materials can cause a student to be unsuccessful. Children of all ages need as much time as they can to become role models and scholars, and school is the perfect place for children to do so. Eliminating a school day is only holding a child back from his actual potential, such as learning new things and getting the exercise he needs. Having a shorter schedule will only give students wasteful time, limit them from learning the basics of social activity, and lower a child's rate of academic achievement. Now, do you really want to risk the chance of becoming an unsuccessful student?

Commentary and Analysis **Focus & Meaning**

The essay conveys very effective focus and meaning. It establishes and maintains an insightful position to effectively persuade the readers. The writer demonstrates a thorough understanding of the purpose and audience and completes all parts of the task, even going beyond the limits of the task.

The writer grabs the readers' attention by effectively using a question, a quotation, or a surprising fact at the beginning of the introduction. ("Many students express overwhelming happiness when informed about a four day school week, but an abundance of these children do not realize the consequences of having a shorter school schedule. Decreasing a student's time in school can affect all students, whether they are in elementary school, middle school, high school, or college. Many students feel that a shorter schedule would give them a break from work; however, decreasing their schedule will ultimately limit a child's knowledge and his opportunities for the future.")

The writer effectively uses words that are appropriate for his/her audience; the writer does not use slang, contractions, or other versions of informal language. ("Many students express overwhelming happiness when informed about a four day school week, but an abundance of these children do not realize the consequences of having a shorter school schedule. Decreasing a student's time in school can affect all students, whether they are in elementary school, middle school, high school, or college. Many students feel that a shorter schedule would give them a break from work; however, decreasing their schedule will ultimately limit a child's knowledge and his opportunities for the future. Kids need a way to express themselves and to show their knowledge, and school is one of the few ways they are able to do so.")

The writer's thesis creatively states what he/she believes about the issue. ("School-aged children should not have a shorter school week because it gives students too much free time, will lower the students' social achievements, and will limit the students' ability to increase their academic achievement.")

Content & Development

The essay contains very effective content and development. The writer effectively develops arguments using a wide variety of specific, accurate, and relevant detail to support his/her position. Additionally, the essay convincingly addresses readers' opposing points of view or counterarguments.

The writer addresses readers' concerns by effectively responding to those who might disagree with his/her own opinion. ("You might think that a child can't forget something over three days, but research has shown that memory loss can occur in a matter of hours! I doubt that anyone wants to forget something he has just learned, so let's stay with the five day schedule, and learn as much as we can! ... You might believe that time away from friends can lower peer pressure, but being with friends actually encourages students to form the basic social skills necessary for daily life.")

The writer effectively includes facts, statistics, examples, short stories, and/or explanations that explain or illustrate his/her opinion. ("Limiting a child's academic knowledge is certainly not the right way of handling a child's future. Children need all the time they can get to become intelligent and organized, as well as needing the preparation for high school and college. For example, many schools in China have fifty more days of school than in the U.S., and their levels of academic achievement are far higher than ours. So if we limit another day of school for our children, we are also limiting a child's time to learn. If schools start to change the schedule to a four day week, children are missing out on over forty days of school! This time can be used for learning opportunities and study skills for a child, giving a student a variety of opportunities in the future. Children shouldn't be limited in choosing a type of job, which is why school districts should fit in as much teaching as they can, making a child's life successful. Children should also keep their schedule consistent, or their brain may suffer from memory decay. Memory decay occurs when the brain doesn't review a subject, causing your brain to forget a part of knowledge you once knew. You might think that a child can't forget something over three days, but research has shown that memory loss can occur in a matter of hours! I doubt that anyone wants to forget something he has just learned, so let's stay with the five day schedule, and learn as much as we can!")

The writer asks questions to get the readers' attention, or even challenges readers to formulate a better idea or solution. ("Now, do you really want to risk the chance of becoming an unsuccessful student?")

Details explain and illustrate each main idea very effectively. ("Giving students more free time in their daily lives can lead to horrible decisions, mentally and physically. When faced with hours of free time, children will often become lazy and inactive, forming bad habits for their body and brain. A child's body needs at least two hours of physical activity a day, and limiting a day of physical care cuts off oxygen to the heart and brain. Fat cells and other sugars will build up on the body, forming fat and ultimately causing a child to become unhealthy. Becoming unhealthy at an early age will increase a child's chances of heart disease, cancer, and other ailments in their lifetime. So if we limit just one day of physical education, it will also limit oxygen, energy levels, and mental concentration. Adding excess free time to a student's life can also cause a child to form bad habits. An average parent works five days a week, so when a child is alone, what do you expect him to do? Research has shown that children tend to not follow the basic rules when alone, inviting their friends over, having parties, damaging property, stealing, and watching inappropriate films.")

Organization

The essay is very effectively organized. It demonstrates a cohesive and unified structure with an engaging introduction and a strong conclusion, as well as effective use of paragraphing and transitional devices throughout.

The writer's introduction effectively provides background information to help readers understand the issue. ("Many students express overwhelming happiness when informed about a four day school week, but an abundance of these children do not realize the consequences of having a shorter school schedule. Decreasing a student's time in school can affect all students, whether they are in elementary school, middle school, high school, or college. Many students feel that a shorter schedule would give them a break from work; however, decreasing their schedule will ultimately limit a child's knowledge and his opportunities for the future. Kids need a way to express themselves and to show their knowledge, and school is one of the few ways they are able to do so. So, if we limit a student's school week, it is as if we are lowering his self-esteem as well. School-aged children should not have a shorter school week because it gives students too much free time, will lower the students' social achievements, and will limit the students' ability to increase their academic achievement.")

The writer states his/her thesis at the end of the introduction. ("Many students express overwhelming happiness when informed about a four day school week, but an abundance of these children do not realize the consequences of having a shorter school schedule. Decreasing a student's time in school can affect all students, whether they are in elementary school, middle school, high school, or college. Many students feel that a shorter schedule would give them a break from work; however, decreasing their schedule will ultimately limit a child's knowledge and his opportunities for the future. Kids need a way to express themselves and to show their knowledge, and school is one of the few ways they are able to do so. So, if we limit a student's school week, it is as if we are lowering his self-esteem as well. School-aged children should not have a shorter school week because it gives students too much free time, will lower the students' social achievements, and will limit the students' ability to increase their academic achievement.")

The writer effectively uses transitional devices to lead his/her readers to the conclusion. ("In addition to academics, learning how to make friends and being in relationships is a big part of school. Children need the preparation and experience of interacting with other students, learning how to share, converse, take turns, help one another, and show politeness. ...As you can see, eliminating a day of school will definitely affect a child's life, no matter what age.")

The writer's conclusion effectively wraps up his/her argument and leaves readers with something to think about or something to do. ("As you can see, eliminating a day of school will definitely affect a child's life, no matter what age. Academic and physical achievement is a huge resource in a child's life, and eliminating these materials can cause a student to be unsuccessful. Children of all ages need as much time as they can to become role models and scholars, and school is the perfect place for children to do so. Eliminating a school day is only holding a child back from his actual potential, such as learning new things and getting the exercise he needs. Having a shorter schedule will only give students wasteful time, limit them from learning the basics of social activity, and lower a child's rate of academic achievement. Now, do you really want to risk the chance of becoming an unsuccessful student?")

Language Use & Style

The essay exhibits very effective language use and style. It demonstrates precise language and word choice, a defined voice, and a clear sense of audience; the writer also uses well-structured and varied sentences.

The writer effectively uses language to make his/her writing more persuasive. ("Adding excess free time to a student's life can also cause a child to form bad habits. An average parent works five days a week, so when a child is alone, what do you expect him to do? Research has shown that children tend to not follow the basic rules when alone, inviting their friends over, having parties, damaging property, stealing, and watching inappropriate films. 'I always feel nervous when leaving my kids alone, knowing they're up to some trouble,' says T.P., a mother of two boys.")

The writer uses varied sentences in his/her essay by making or adding sentences with exclamations or questions, or combining sentences with conjunctions and/or semicolons. ("An average parent works five days a week, so when a child is alone, what do you expect him to do? ... You might think that a child can't forget something over three days, but research has shown that memory loss can occur in a matter of hours!

I doubt that anyone wants to forget something he has just learned, so let's stay with the five day schedule, and learn as much as we can!")

The compound sentence, "Children of all ages need as much time as they can to become role models and scholars, and school is the perfect place for children to do so," is used effectively.

Mechanics & Conventions

The essay demonstrates very effective control of mechanics and conventions, as it contains few or no errors in grammar, mechanics, punctuation, and spelling. For example, each sentence has a subject and a verb (an action), begins with a capital letter, and ends with a punctuation mark. ("When faced with hours of free time, children will often become lazy and inactive, forming bad habits for their body and brain.")

Score Point 5 - strongly communicates the writer's message.

Model Essay

Currently, our school district is facing some serious budget problems. So, the state is making up to 11 million dollars in budget cuts for its schools. So, many people are coming up with different ways to compensate, including laying off teachers, increasing class sizes, and even cutting important elective programs. Some have pondered the idea to create a four-day school week. It's a brilliant idea for some, but a questionable one for others. This is a good idea because of many reasons.

First of all, a four day school week is a good idea because it will significantly cut the costs for the school district and the state. Most of these savings are on utility bills. With a four day school week, all schools will save a lot of money on electricity, water, gas, and many other small service bills. If there was no fifth day in the school week, we would not need to use heaters, air conditioners, and lights for the students. Also, the schools would save a lot of money on hiring teachers and staff members. Cleanup, food preparation, and office staff would not be needed to run the school properly. Since teachers are paid by wages, the district would also need to spend less money on pay. In addition to that, the school district would need to spend less money on free and reduced lunches for students. If the students are not at school, they would not need to have reduced meals.

It is also known that time away from school is the perfect opportunity to expand the students' interests and knowledge outside of academics. A four day school week is the perfect opportunity to take extracurricular activities. These include but are not limited to sports, writing classes, art classes, acting classes, etc. Not only do these activities prepare students for later on in life, they sometimes even expand their academic skills.

Finally, a four day week causes less stress on students, staff members, teachers, and parents. Many parents' stress would be reduced tremendously if they only had to drive their children to school four days instead of five. In addition to that, parents would not have to make lunches and worry about grades for that one extra day. All of the staff members would not have to drive to work and would save a huge amount of gas bills. Students would also get a day to relax so they wouldn't overstress over homework.

Now, you may be considering the fact that the aforementioned extracurricular activities will cost quite a bundle of money. Luckily, there are many state sponsored activities that are free or close to free. The last issue to be addressed is how some students might forget what they have learned over the longer weekend. Luckily, teachers may be instructed to assign review activities to refresh students' minds. As you can see, this idea of a four day school week benefits everyone if people are willing to compromise a little.

Commentary and Analysis

Focus & Meaning

The essay displays good focus and meaning. It establishes and maintains a clear position to persuade readers and, furthermore, demonstrates a general understanding of the purpose and audience, completing most parts of the task.

The writer grabs the readers' attention by beginning with a question, a quotation, or a surprising fact. ("Currently, our school district is facing some serious budget problems.")

All of the details used in the essay relate to the writer's opinion. ("First of all, a four day school week is a good idea because it will significantly cut the costs for the school district and the state. ...A four day school week is the perfect opportunity to take extracurricular activities. ...Finally, a four day week causes less stress on students, staff members, teachers, and parents.")

The writer mostly uses words that are appropriate for his/her audience; the writer does not use slang, contractions, or other versions of informal language. ("Now, you may be considering the fact that the aforementioned extracurricular activities will cost quite a bundle of money. Luckily, there are many state sponsored activities that are free or close to free. The last issue to be addressed is how some students might forget what they have learned over the longer weekend. Luckily, teachers may be instructed to assign review activities to refresh students' minds. As you can see, this idea of a four day school week benefits everyone if people are willing to compromise a little.")

Content & Development

Content and development within this essay are good. The writer develops arguments using sufficient specific, accurate, and relevant details to support his/her position. In addition, the writer clearly addresses readers' opposing points of view or counterarguments.

The writer addresses readers' concerns by responding to those who might disagree with his/her own opinion. ("Now, you may be considering the fact that the aforementioned extracurricular activities will cost quite a bundle of money. Luckily, there are many state sponsored activities that are free or close to free.")

The writer's details are convincing. ("Finally, a four day week causes less stress on students, staff members, teachers, and parents. Many parents' stress would be reduced tremendously if they only had to drive their children to school four days instead of five. In addition to that, parents would not have to make lunches and worry about grades for that one extra day. All of the staff members would not have to drive to work and would save a huge amount of gas bills. Students would also get a day to relax so they wouldn't overstress over homework.")

Details explain and illustrate each main idea well. ("First of all, a four day school week is a good idea because it will significantly cut the costs for the school district and the state. Most of these savings are on utility bills. With a four day school week, all schools will save a lot of money on electricity, water, gas, and many other small service bills. If there was no fifth day in the school week, we would not need to use heaters, air conditioners, and lights for the students. Also, the schools would save a lot of money on hiring teachers and staff members. Cleanup, food preparation, and office staff would not be needed to run the school properly. Since teachers are paid by wages, the district would also need to spend less money on pay. In addition to that, the school district would need to spend less money on free and reduced lunches for students. If the students are not at school, they would not need to have reduced meals.")

Organization

The essay consists of good organization. It demonstrates a mostly unified structure with a good introduction and conclusion, as well as consistent use of paragraphing and transitional devices.

The writer's introduction gives background information to help readers understand the issue. ("Currently, our school district is facing some serious budget problems. So, the state is making up to 11 million dollars in budget cuts for its schools. So, many people are coming up with different ways to compensate, including laying off teachers, increasing class sizes, and even cutting important elective programs. Some have pondered the idea to create a four-day school week. It's a brilliant idea for some, but a questionable one for others. This is a good idea because of many reasons.")

The writer uses transitional devices to lead his/her readers to the conclusion. ("First of all, a four day school week is a good idea because it will significantly cut the costs for the school district and the state. Most of these savings are on utility bills. ...Finally, a four day week causes less stress on students, staff members, teachers, and parents.")

Reasons are presented in a logical order. ("First of all, a four day school week is a good idea because it will significantly cut the costs for the school district and the state. ...It is also known that time away from school is the perfect opportunity to expand the students' interests and knowledge outside of academics. ... Finally, a four day week causes less stress on students, staff members, teachers, and parents.")

Language Use & Style

The writer's use of language and style in this essay is good. The writing demonstrates appropriate language and word choice with some evidence of voice and a clear sense of audience; well-structured sentences with some variety are also used.

The writer uses language to make his/her writing more persuasive. ("Now, you may be considering the fact that the aforementioned extracurricular activities will cost quite a bundle of money. Luckily, there are many state sponsored activities that are free or close to free. The last issue to be addressed is how some students might forget what they have learned over the longer weekend. Luckily, teachers may be instructed to assign review activities to refresh students' minds. As you can see, this idea of a four day school week benefits everyone if people are willing to compromise a little.")

The writer combines short sentences using conjunctions (and, or, but, for, nor, so, yet) or adds more details. ("It's a brilliant idea for some, but a questionable one for others.")

The complex sentence, "If there was no fifth day in the school week, we would not need to use heaters, air conditioners, and lights for the students," is used well.

Mechanics & Conventions

This essay shows good control of the mechanics and conventions of standard written English. It has few errors in grammar, mechanics, punctuation, and spelling that do not interfere with the message. For example, most or all sentences have a subject and a verb (an action), begin with a capital letter, and end with a punctuation mark. ("Not only do these activities prepare students for later on in life, they sometimes even expand their academic skills.")

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| Score Point 4 - adequately communicates the writer's message. |
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Model Essay

Dear Classmates,

Hello, I attend middle school as a seventh grader. I am writing to you to inform you about why a four-day week of school is not such a good idea. I am against having a four-day week of school because of its

disadvantages. Therefore I will state the disadvantages in the following paragraphs. Hopefully that will persuade you to change your mind about having a four-day week of school.

My first reason why a four-day week is a bad idea is because the hours of school will extend to a longer day. Longer hours at school can lead to getting out of school late. Some students that are in school for a long time are usually less focused in school because they just want to get everything over with. Also, since the hours extend and when you get out of school late you may not have enough time to do your things at home before it's time for bed. For example, when you get home you may not have time to study because it's too late it may be time for bed! If you keep reading you will see my other reasons why I am against a four-day week.

My second reason why a four-day week is a bad idea is because it may take time away from sports or activities after school. If you're on a school team and you have practice right after school for probably two hours it may be cut down to an hour and that's not good. Players on the team may need more than one hour to practice. I'm sure there's a certain amount of time your coach would want you to practice, that's why practices are held right after school so they can start right away to not waste time. Also, not having enough hours to practice may lead to loss of skills in that sport. Please keep reading the following paragraphs to understand more why I am against a four-day week.

My third reason why a four-day week is a bad idea is there might be less time to cover material. Some students may need extra hours maybe even an extra day to cover material they're struggling in. Since the week is shorter the hours may extend and more material and work will be assigned. Also, your teacher might teach all the material that needed to be covered that certain day, that can be confusing. Since having longer hours and more material to work on, you may not have time to do homework after school because of all the homework assigned in other classes.

Those are all my reasons why I think a four-day week is a bad idea. A four-day week can have other faults. In the last paragraphs I mentioned a few of them. A four-day week may not be the best idea. Hopefully the reasons I mentioned persuaded you to be against a four-day week as I am.

Sincerely,
A Concerned Student

Commentary and Analysis **Focus & Meaning**

The focus and meaning presented in this essay are adequate. The writer establishes a position and adequately attempts to persuade the readers. Furthermore, the essay demonstrates a basic understanding of the purpose and audience and completes many parts of the task.

The writer's thesis adequately states what he/she believes about the issue. ("I am against having a four-day week of school because of its disadvantages.")

Most of the details used in the essay relate to the writer's opinion. ("My first reason why a four-day week is a bad idea is because the hours of school will extend to a longer day. Longer hours at school can lead to getting out of school late. Some students that are in school for a long time are usually less focused in school because they just want to get everything over with.")

The writer mostly uses words that are appropriate for his/her audience; the writer rarely or does not use slang, contractions, or other versions of informal language. ("Hello, I attend middle school as a seventh grader. I am writing to you to inform you about why a four-day week of school is not such a good idea. I am against having a four-day week of school because of its disadvantages. Therefore I will state the disadvantages in the following paragraphs. Hopefully that will persuade you to change your mind about having a four-day week of school.")

Content & Development

The essay features adequate content and development. It develops arguments using some specific, accurate, and relevant details to support the writer's position. In addition, the essay adequately addresses readers' opposing points of view or counterarguments.

The explanation and details used to explain the main ideas in the body paragraphs are adequate. ("My first reason why a four-day week is a bad idea is because the hours of school will extend to a longer day. Longer hours at school can lead to getting out of school late. Some students that are in school for a long time are usually less focused in school because they just want to get everything over with. Also, since the hours extend and when you get out of school late you may not have enough time to do your things at home before it's time for bed. For example, when you get home you may not have time to study because it's too late it may be time for bed! If you keep reading you will see my other reasons why I am against a four-day week.")

At least three details are stated about each main idea. ("My third reason why a four-day week is a bad idea is there might be less time to cover material. Some students may need extra hours maybe even an extra day to cover material they're struggling in. Since the week is shorter the hours may extend and more material and work will be assigned. Also, your teacher might teach all the material that needed to be covered that certain day, that can be confusing. Since having longer hours and more material to work on, you may not have time to do homework after school because of all the homework assigned in other classes.")

Most of the writer's details are convincing. ("My second reason why a four-day week is a bad idea is because it may take time away from sports or activities after school. If your on a school team and you have practice right after school for probably two hours it may be cut down to an hour and that's not good. Players on the team may need more than one hour to practice. I'm sure there's a certain amount of time your coach would want you to practice, that's why practices are held right after school so they can start right away to not waste time. Also, not having enough hours to practice may lead to loss of skills in that sport. Please keep reading the following paragraphs to understand more why I am against a four-day week.")

Organization

Adequate organization is seen in this essay. It demonstrates a generally unified structure with a noticeable introduction and conclusion and inconsistent use of paragraphing and transitional devices.

The writer includes some transition between paragraphs and between sentences. ("My first reason why a four-day week is a bad idea is because the hours of school will extend to a longer day. ...Also, since the hours extend and when you get out of school late you may not have enough time to do your things at home before it's time for bed. For example, when you get home you may not have time to study because it's too late it may be time for bed!")

Details in each paragraph relate to the paragraph's topic sentence. ("My second reason why a four-day week is a bad idea is because it may take time away from sports or activities after school. If your on a school team and you have practice right after school for probably two hours it may be cut down to an hour and that's not good. Players on the team may need more than one hour to practice. I'm sure there's a certain amount of time your coach would want you to practice, that's why practices are held right after school so they can start right away to not waste time. Also, not having enough hours to practice may lead to loss of skills in that sport.")

The writer's conclusion adequately wraps up his/her argument. ("Those are all my reasons why I think a four-day week is a bad idea. A four-day week can have other faults. In the last paragraphs I mentioned a few of them. A four-day week may not be the best idea. Hopefully the reasons I mentioned persuaded you to be against a four-day week as I am.")

Language Use & Style

This essay exhibits adequate language use and style. It demonstrates appropriate language and word choice with an awareness of audience and control of voice; the writer generally uses correct sentence structure with some variety.

The lengths of the sentences are adequately varied. (“Hello, I attend middle school as a seventh grader. I am writing to you to inform you about why a four-day week of school is not such a good idea. ...Also, since the hours extend and when you get out of school late you may not have enough time to do your things at home before it's time for bed. For example, when you get home you may not have time to study because it's too late it may be time for bed!”)

The writer sometimes uses varied sentences in his/her essay by making or adding sentences with exclamations or questions, or combining sentences with conjunctions and/or semicolons. (“For example, when you get home you may not have time to study because it's too late it may be time for bed!”)

Word choice is sometimes poor; for example, the word “bad” is used throughout the essay. A stronger, more specific word would be more effective. (“My first reason why a four-day week is a bad idea is because the hours of school will extend to a longer day.”)

Mechanics & Conventions

The essay shows adequate control of mechanics and conventions. Noticeable are some errors in grammar, mechanics, punctuation, and spelling that do not significantly interfere with the communication of the message. For example, many sentences have a subject and a verb (an action), begin with a capital letter, and end with a punctuation mark. (“Since the week is shorter the hours may extend and more material and work will be assigned. Also, your teacher might teach all the material that needed to be covered that certain day, that can be confusing.”)

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| Score Point 3 - partially communicates the writer's message. |
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Model Essay

A four day school week is a good idea and should be considered for all schools. A four day school week has many benefits as compared to the regular five day week. One thing that is better about a four day school week is that you have more time to hang out with friends and you can do alot more stuff in a full day. These are only some of the advantages to a full day week, you can only imagine all the possibilities.

One advantage the four day week has, versus the five day week, is that it gives you more time to hang out with friends. I know alot of people are saying it doesnt give you any more time, but the truth of the matter is that no one does anything on a school day. The average student has enough homework that by the time they finish, they have to eat dinner, and then after dinner there isnt realy much to do. If we had three full days to hang out, then we would see our friends alot more, and probably, be alittle happier. Then after a while, students start to get tired of the regular rutine and will purposely skip school to hang out with some friends. I know a girl in my math class, and every couple of weeks she will take a "personal day", probably with a friend or two, and just skip school to hang out with them. If they had a four day week, they would probably skip shool less.

Another reson a four day week should be considered is because if the class time increases then what you could do during that class would also increas. For example in science class some of the labs we try to do take about 45 minutes so the teacher has no time to tell us what to do, fifteen minutes (which is how much longer the class would be), is all that you need to get a better understanding. Also in spanish, and some other classes, when we try to take a test, we run out of time and have to spend time that was time the

student should have been in another class, but it only took a maximum of 15 minutes. As it can be seen, most times it is just a difference of 15 minutes, the difference between a four and five day school week.

In conclusion a four day week is a lot better for both students and teacher and therefore should be considered everywhere.

Commentary and Analysis Focus & Meaning

The essay has limited focus and meaning. It states a position, but it may be unclear or underdeveloped. The essay also demonstrates limited understanding of the purpose and audience and only completes some parts of the task.

The essay's limited awareness of audience is exhibited by including slang, contractions, or other versions of informal language. ("One thing that is better about a four day school week is that you have more time to hang out with friends and you can do a lot more stuff in a full day.")

In the introduction, the position or argument of the essay is not stated in a clear, convincing, or creative way. ("A four day school week is a good idea and should be considered for all schools. A four day school week has many benefits as compared to the regular five day week. One thing that is better about a four day school week is that you have more time to hang out with friends and you can do a lot more stuff in a full day. These are only some of the advantages to a full day week, you can only imagine all the possibilities.")

In the introduction, only a limited point of view or argument of the essay is stated. ("A four day school week is a good idea and should be considered for all schools. A four day school week has many benefits as compared to the regular five day week. One thing that is better about a four day school week is that you have more time to hang out with friends and you can do a lot more stuff in a full day. These are only some of the advantages to a full day week, you can only imagine all the possibilities.")

Content & Development

The essay consists of limited content and development. Arguments are developed briefly and inconsistently, using insufficient details to support the writer's position.

Some of the writer's details are convincing. ("Another reason a four day week should be considered is because if the class time increases then what you could do during that class would also increase. For example in science class some of the labs we try to do take about 45 minutes so the teacher has no time to tell us what to do, fifteen minutes (which is how much longer the class would be), is all that you need to get a better understanding. Also in Spanish, and some other classes, when we try to take a test, we run out of time and have to spend time that was time the student should have been in another class, but it only took a maximum of 15 minutes. As it can be seen, most times it is just a difference of 15 minutes, the difference between a four and five day school week.")

At least three topic sentences are needed to elaborate on the main argument of the essay; this particular essay only has two. ("One advantage the four day week has, versus the five day week, is that it gives you more time to hang out with friends. ... Another reason a four day week should be considered is because if the class time increases then what you could do during that class would also increase.")

The essay needs details (specific examples, facts, brief narratives, or explanations) that are clear, correct, and specific. ("One advantage the four day week has, versus the five day week, is that it gives you more time to hang out with friends. I know a lot of people are saying it doesn't give you any more time, but the truth of the matter is that no one does anything on a school day. The average student has enough homework that by the time they finish, they have to eat dinner, and then after dinner there isn't really much to do. If we had three full days to hang out, then we would see our friends a lot more, and probably, be a little happier.")

Organization

The essay above consists of limited organization. It demonstrates evidence of structure with an uncertain introduction and conclusion and lacks paragraphing and some transitional devices.

The essay demonstrates limited evidence of an effective introduction. (“A four day school week is a good idea and should be considered for all schools. A four day school week has many benefits as compared to the regular five day week. One thing that is better about a four day school week is that you have more time to hang out with friends and you can do alot more stuff in a full day. These are only some of the advantages to a full day week, you can only imagine all the possibilities.”)

There is evidence of some transitional devices to illustrate connections between ideas. (“Another reson a four day week should be considered is because if the class time increases then what you could do during that class would also increas. ...In conclusion a four day week is alot better for both students and teacher and therefore should be considered everywhere.”)

The conclusion may not leave readers with something to think about or tell them what to do next. (“In conclusion a four day week is alot better for both students and teacher and therefore should be considered everywhere.”)

Language Use & Style

The essay displays limited use of language and style. It demonstrates simple language and word choice with some awareness of audience and control of voice, and it relies on simple sentences with insufficient sentence variety and word choice.

Use the thesaurus in MY Access! to replace words and phrases used too often with synonyms or more specific words or phrases. (“One thing that is better about a four day school week is that you have more time to hang out with friends and you can do alot more stuff in a full day.”)

Sentences in the essay lack well-developed structure. (“Another reson a four day week should be considered is because if the class time increases then what you could do during that class would also increas.”)

There is repetition, as the phrase “four-day school week” is repeated throughout. (“A four day school week is a good idea and should be considered for all schools. A four day school week has many benefits as compared to the regular five day week. One thing that is better about a four day school week is that you have more time to hang out with friends and you can do alot more stuff in a full day. These are only some of the advantages to a full day week, you can only imagine all the possibilities.”)

Mechanics & Conventions

This essay demonstrates limited control of mechanics and conventions. There are several noticeable errors in grammar, mechanics, punctuation, and spelling that may interfere with the communication of the message. The writer should make sure each sentence has a subject and a verb (an action), begins with a capital letter, and ends with a punctuation mark. (“The average student has enough homework that by the time they finish, they have to eat dinner, and then after dinner there isnt realy much to do. If we had three full days to hang out, then we would see our friends alot more, and probably, be alittle happier.”)

Score Point 2 - limited in communication of the writer's message.**Model Essay**

The school District in Pennsylvania is the firrrrst in the state to change a five day week to a four day week for the students that go to that school in that state. it would be great for the school district because it saves money from their budget si then they can give it to all the schools in that state. But the students or the pupils does not get much ofn an education because they will not get many days of school to learn. Parents will think this can be a negative impact on their school district and they can not be what they thoght to be here in the united states

Parents should have a stirke on what the school district is doing to theb schools all over the state of pennsylvania and this can be a negative impact on our Country. All the students can be pleased with what the school district is doing to making the school days to 4 day weekend. But some teachers may think that they need the rest for both the students and the teachers to get rest for their brains so they can both do great in schools.

**Commentary and Analysis
Focus & Meaning**

This essay delivers minimal focus and meaning. It demonstrates little attempt at stating a thesis, as well as minimal understanding of the purpose and audience. Only few parts of the task are completed.

The essay does not state a clearly defined opinion about the issue. (“The school District in Pennsylvania is the firrrrst in the state to change a five day week to a four day week for the students that go to that school in that state. it would be great for the school district because it saves money from their budget si then they can give it to all the schools in that state. But the students or the pupils does not get much ofn an education because they will not get many days of school to learn. Parents will think this can be a negative impact on their school district and they can not be what they thoght to be here in the united states”)

In the introduction, the position or argument of the essay is not stated in a clear or convincing way. (“The school District in Pennsylvania is the firrrrst in the state to change a five day week to a four day week for the students that go to that school in that state. it would be great for the school district because it saves money from their budget si then they can give it to all the schools in that state. But the students or the pupils does not get much ofn an education because they will not get many days of school to learn. Parents will think this can be a negative impact on their school district and they can not be what they thoght to be here in the united states”)

In the introduction, the purpose of the essay and its intended audience are not clearly identified. (“The school District in Pennsylvania is the firrrrst in the state to change a five day week to a four day week for the students that go to that school in that state. it would be great for the school district because it saves money from their budget si then they can give it to all the schools in that state. But the students or the pupils does not get much ofn an education because they will not get many days of school to learn. Parents will think this can be a negative impact on their school district and they can not be what they thoght to be here in the united states”)

Content & Development

Minimal content and development are seen in this essay. The writer develops arguments incompletely and inadequately, using few details to support his/her position. However, the writer does consider opposing points of view or counterarguments.

There is minimal evidence that explains or supports the opinion statement. (“Parents should have a stirke on what the school district is doing to theb schools all over the state of pennsylvania and this can be a

negative impact on our Country. All the students can be pleased with what the school district is doing to making the school days to 4 day weekend. But some teachers may think that they need the rest for both the students and the teachers to get rest for their brains so they can both do great in schools.”)

The essay does not include at least three main ideas as evidence. (“Parents should have a stirke on what the school district is doing to theb schools all over the state of pennsylvania and this can be a negative impact on our Country. All the students can be pleased with what the school district is doing to making the school days to 4 day weekend. But some teachers may think that they need the rest for both the students and the teachers to get rest for their brains so they can both do great in schools.”)

Important details (specific examples, facts, brief narratives, or explanations) are needed to explain and illustrate each main idea. (“Parents should have a stirke on what the school district is doing to theb schools all over the state of pennsylvania and this can be a negative impact on our Country. All the students can be pleased with what the school district is doing to making the school days to 4 day weekend. But some teachers may think that they need the rest for both the students and the teachers to get rest for their brains so they can both do great in schools.”)

Organization

Minimal organization is exhibited in this essay. It demonstrates little evidence of structure with a poor introduction and conclusion, as well as little evidence of paragraphing and transitional devices.

The thesis statement cannot be found at the end of the introduction. (“The school District in Pennsylvania is the firrrrst in the state to change a five day week to a four day week for the students that go to that school in that state. it would be great for the school district because it saves money from their budget si then they can give it to all the schools in that state. But the students or the pupils does not get much ofn an education because they will not get many days of school to learn.Parents will think this can be a negative impact on their school district and they can not be what they thoght to be here in the united states”)

The essay does little to grab the readers’ attention in the beginning of the introduction by posing a question, an exclamation, or an interesting fact to hook the readers. (“The school District in Pennsylvania is the firrrrst in the state to change a five day week to a four day week for the students that go to that school in that state. it would be great for the school district because it saves money from their budget si then they can give it to all the schools in that state. But the students or the pupils does not get much ofn an education because they will not get many days of school to learn.Parents will think this can be a negative impact on their school district and they can not be what they thoght to be here in the united states”)

Transitional words were not used to illustrate connections between ideas in the essay. (“Parents should have a stirke on what the school district is doing to theb schools all over the state of pennsylvania and this can be a negative impact on our Country. All the students can be pleased with what the school district is doing to making the school days to 4 day weekend. But some teachers may think that they need the rest for both the students and the teachers to get rest for their brains so they can both do great in schools.”)

Language Use & Style

The writer of this essay demonstrates minimal use of language and style. The writing features poor language and word choice with little awareness of audience; furthermore, basic errors in sentence structure and usage are made.

The writer should use the thesaurus in MY Access! to replace words and phrases used too often with synonyms or more specific words or phrases. (“But some teachers may think that they need the rest for both the students and the teachers to get rest for their brains so they can both do great in schools.”)

Sentences in the essay are not well structured. (“Parents will think this can be a negative impact on their school district and they can not be what they thoght to be here in the united states”)

Sentences in the essay are too long and have too many ideas. (“it would be great for the school district because it saves money from their budget si then they can give it to all the schools in that state.”)

Mechanics & Conventions

This writer’s control of mechanics and conventions in this essay is minimal. Patterns of errors in grammar, mechanics, punctuation, and spelling substantially interfere with the communication of the message. The essay does not make sure each sentence has a subject and a verb (an action), begins with a capital letter, and ends with a punctuation mark. (“it would be great for the school district because it saves money from their budget si then they can give it to all the schools in that state. ...Parents will think this can be a negative impact on their school district and they can not be what they thoght to be here in the united states”)

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| Score Point 1 - inadequately communicates the writer's message. |
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Model Essay

I think four days is better. One thing is you can save money,lights and so on. The school can save on staff. And buses pelut air and it not good the plant and the gas price I think its good to spend time with family members and say your the man or woman of the house you will need a job. And The teenager could take care of little kids. That why I think us kids should have four days

Commentary and Analysis Focus & Meaning

The essay has inadequate focus and meaning. It demonstrates almost no effort at stating a position, and little effort is made to persuade. It completes few or no parts of the task.

The essay does not state a clearly defined position about the issue. (“I think four days is better. One thing is you can save money,lights and so on. The school can save on staff. And buses pelut air and it not good the plant and the gas price I think its good to spend time with family members and say your the man or woman of the house you will need a job. And The teenager could take care of little kids. That why I think us kids should have four days”)

The essay lacks awareness of audience by including contractions or other versions of informal language. (“I think four days is better. One thing is you can save money,lights and so on. The school can save on staff. And buses pelut air and it not good the plant and the gas price I think its good to spend time with family members and say your the man or woman of the house you will need a job. And The teenager could take care of little kids. That why I think us kids should have four days”)

The purpose of the essay and its intended audience are not clearly identified. (“I think four days is better. One thing is you can save money,lights and so on. The school can save on staff. And buses pelut air and it not good the plant and the gas price I think its good to spend time with family members and say your the man or woman of the house you will need a job. And The teenager could take care of little kids. That why I think us kids should have four days”)

Content & Development

Content and development within this essay are inadequate. There is little or no attempt made to use details to support the arguments and the writer’s position. It does not consider readers’ opposing points of view or counterarguments.

The essay does not include details to support the stated opinion. (“I think four days is better. One thing is you can save money,lights and so on. The school can save on staff. And buses pelut air and it not good the plant and the gas price I think its good to spend time with family members and say your the man or woman of the house you will need a job. And The teenager could take care of little kids. That why I think us kids should have four days”)

At least three main ideas are not included as support for the argument. (“I think four days is better. One thing is you can save money,lights and so on. The school can save on staff. And buses pelut air and it not good the plant and the gas price I think its good to spend time with family members and say your the man or woman of the house you will need a job. And The teenager could take care of little kids. That why I think us kids should have four days”)

The essay does not provide facts, experiences, or specific examples to support each main idea. (“I think four days is better. One thing is you can save money,lights and so on. The school can save on staff. And buses pelut air and it not good the plant and the gas price I think its good to spend time with family members and say your the man or woman of the house you will need a job. And The teenager could take care of little kids. That why I think us kids should have four days”)

Organization

The essay consists of inadequate organization. There is no evidence of structure, no introduction or conclusion, and no evidence of paragraphing and transitional devices.

The essay does not grab the readers’ attention in the beginning because it does not pose a question, an exclamation, or an interesting fact to hook the readers. (“I think four days is better. One thing is you can save money,lights and so on. The school can save on staff. And buses pelut air and it not good the plant and the gas price I think its good to spend time with family members and say your the man or woman of the house you will need a job. And The teenager could take care of little kids. That why I think us kids should have four days”)

The essay does not create effective supporting paragraphs. (“I think four days is better. One thing is you can save money,lights and so on. The school can save on staff. And buses pelut air and it not good the plant and the gas price I think its good to spend time with family members and say your the man or woman of the house you will need a job. And The teenager could take care of little kids. That why I think us kids should have four days”)

Transitional words are not used to illustrate connections between ideas in the essay. (“I think four days is better. One thing is you can save money,lights and so on. The school can save on staff. And buses pelut air and it not good the plant and the gas price I think its good to spend time with family members and say your the man or woman of the house you will need a job. And The teenager could take care of little kids. That why I think us kids should have four days”)

Language Use & Style

Language use and style are predominately inadequate in this essay. The writer demonstrates unclear or incoherent language and word choice, no awareness of audience, and major errors in sentence structure and usage.

Sentences in the essay are not well structured. (“I think four days is better. One thing is you can save money,lights and so on. The school can save on staff. And buses pelut air and it not good the plant and the gas price I think its good to spend time with family members and say your the man or woman of the house you will need a job. And The teenager could take care of little kids. That why I think us kids should have four days”)

Sentences in the essay are too long and have too many ideas. (“And buses pelut air and it not good the plant and the gas price I think its good to spend time with family members and say your the man or woman of the house you will need a job.”)

Sentences in the essay are too short. (“I think four days is better. One thing is you can save money,lights and so on. The school can save on staff.”)

Mechanics & Conventions

Inadequate control of mechanics and conventions is evident in this essay. Errors are so severe in grammar, mechanics, punctuation, and spelling that they significantly interfere with the communication of the message. The writer does not make sure each sentence has a subject and a verb (an action), begins with a capital letter, and ends with a punctuation mark. (“And buses pelut air and it not good the plant and the gas price I think its good to spend time with family members and say your the man or woman of the house you will need a job. And The teenager could take care of little kids. That why I think us kids should have four days”)

A Manned Mission to Mars

In the next few years, the United States plans to launch a manned spaceship to Mars to establish a human colony there. While some observers argue that such a mission is necessary for human knowledge to advance, others fear that the costs of such a mission are too high or that it may not even be possible with our present technology.

Do you think this is a wise course of action or not? Write a letter to the President of the United States that expresses your opinion of whether the United States should proceed with this course of action.

Score Point 6 - very effectively communicates the writer's message.

Model Essay

Dear Mr. President,

Going to Mars would be a very costly trip of 20 billion dollars. Not to mention, it would take nine months just to get to Mars. Then, you would have to take into consideration the food and oxygen supply. There would need to be enough to get you up to Mars and then back. That trip alone would take over a year to accomplish. Yes, I can see that there are some good outcomes that could come out of this. One big outcome is that we could find a cure for cancer on Mars. In the end, there are good things that could happen, and there are bad things that could happen.

Firstly, it will cost 20 billion dollars to go to Mars. That's a huge amount of money that could be spent wisely on other things. Also, it takes nine months just to get to Mars. Then, when they got there who knows how long it would take to get set up. They may not even be able to land. The United States and other countries have sent Rovers up to Mars, and some of them have had trouble landing. The Rover's cost a lot of money, but they weren't humans.

The cost of losing human life would be extraordinary. No one knows if there are diseases up there that could kill us. We could just breathe in some little thing, and we could all be contaminated. There is really no way of knowing. Also, we have to breathe in oxygen to survive, and there is no oxygen on Mars. There is carbon dioxide, but if we breathe that in, it will kill us. We can't plant trees to give off oxygen because the water that was once on Mars, is now all frozen into ice. There would be no way to melt the ice either because there is no electricity.

Since it takes nine months to get up to Mars, it would obviously take nine months to get back to Earth. The spaceship may not have enough fuel to get back to Earth. There would be almost no way to get more

fuel. Also, can someone spend 18 months in a very confined space? That's over a year spent in a spaceship just to get up to Mars. Also, how would you get more food once you use up all of your supplies? You would have to find some way to get or grow more food on Mars. Think of the other things that you could be doing or that you could have done while you were in a spaceship for 18 months.

Going to Mars would let us learn more about the planet. We could find new and interesting things on Mars. Eventually our planet is not going to be able to hold everything and everybody, so we're going to have to find another place to go. Mars is almost about the same size as Earth, so we would have almost double the space. There would be a lot less pollution because you can't use cars on Mars. Therefore, we couldn't destroy the planet.

We would also go down in history for being the first people to not only land on Mars, but also start a whole new colony on Mars! Consequently, we would get money from different people and organizations. That money could be used to further explore the planet! Also, who knows, there could be cures for cancer and other diseases on Mars! That could save countless lives. There could also be fossils hidden beneath molten rock. That could give us some insight about what used to be on Mars years ago.

In the end I do not agree with going to Mars. In the end there are could things that could happen, and there are bad things that could happen. There could be many problems involving the mission to Mars. Many things that could go wrong would be very costly or irreplaceable. Yes, there could be some great things on Mars, like cures for cancer, but there are too many bad things that could go wrong that just take priority over the good things.

Commentary and Analysis **Focus & Meaning**

In this insightful essay, the author establishes both positive and negative reasons to go to Mars, which allows the reader to keep an open mind. ("There would need to be enough to get you up to Mars and then back. That trip alone would take over a year to accomplish. Yes, I can see that there are some good outcomes that could come out of this. One big outcome is that we could find a cure for cancer on Mars. In the end, there are good things that could happen, and there are bad things that could happen.") This response demonstrates the writer's ability to persuade his or her audience by effectively developing support, understanding the audience, and completing all parts of the assigned task.

Content & Development

This author effectively develops his/her argument by using the format of con/pro/con to adequately portray the author's point of view. ("Firstly, it will cost 20 billion dollars to go to Mars... We would also go down in history for being the first people to not only land on Mars, but also start a whole new colony on Mars!") What makes this argument so convincing is the wide amount of supporting details the author's uses. ("The cost of losing human life would be extraordinary. No one knows if there are diseases up there that could kill us. We could just breathe in some little thing, and we could all be contaminated.")

Organization

This response demonstrates an entirely unified structure. The introductory paragraph is enticing because it leaves the reader questioning whether this author is for or against going to Mars. Each paragraph begins with a focused topic statement and supporting details. The conclusion accurately explains the author's point of view and sums up the essay's arguments. ("In the end I do not agree with going to Mars. In the end there are could things that could happen, and there are bad things that could happen. There could be many problems involving the mission to Mars. Many things that could go wrong would be very costly or irreplaceable. Yes, there could be some great things on Mars, like cures for cancer, but there are too many bad things that could go wrong that just take priority over the good things.")

Language Use & Style

It is clear that this author has a clear sense of his/her intended audience and effectively uses precise word choice to communicate with them. The essay's skillful use of language is demonstrated through well-

structured and varied sentences. (“We would also go down in history for being the first people to not only land on Mars, but also start a whole new colony on Mars! Consequently, we would get money from different people and organizations. That money could be used to further explore the planet! Also, who knows, there could be cures for cancer and other diseases on Mars!”) The author also has a clearly defined voice.

Mechanics & Conventions

Although a few grammatical errors exist in this essay, the author shows very effective control of the standards of written English. Errors in mechanics, punctuation, and spelling are not evident in this well-written piece.

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| Score Point 5 - strongly communicates the writer's message. |
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Model Essay

Dear Mr. President,

In the next few years, the United States space program is planning to launch a manned spacecraft to Mars. Their plan is to establish a human colony there, and gather a lot of information and data to send back to Earth. Space scientists believe they can discover many things about Mars and other planets in general that they have been curious about for a long time, such as discovering whether life can exist on another planet. I do not think that this is a good idea, and have several arguments for my position.

First, the information astronauts can discover from this is not that important. The most important question that they want to answer is whether life can exist on Mars. We already know that the only water that exists on Mars is frozen as ice, and though there could have been liquid water at one time, it is doubtful whether life could have existed there. Plus, they found this information out with robots, so they can find a lot more information out with them, instead of people.

Second, this plan would be too expensive! It would cost about two hundred billion dollars to pull off this mission, and we are not even sure if it will work! America is already a couple trillion dollars into debt, and this would not help that problem at all. There are better places to put that money (like paying off some debts) than into a mission with very doubtful results.

Third, it would be too risky. As I already said, we do not even know if it will work. It could be just throwing money away. Also, you have human lives at stake. Think of all the lives that would be affected if it were unsuccessful. It would take at least nine months to get there, and we do not even know what they would find there. There are many things that could go wrong, and if just one thing goes wrong, they would be in serious trouble. So when you think about all the risks, it is just not worth taking a chance.

Lastly, in a few years space travel may be much easier. With all the developments that will be made, it will not hurt anything to wait for a while on such a risky venture. Perhaps in a few years it will only take a couple of days instead of nine months to get to Mars. So for all those scientists who want answers now, the faster they can make space travel safer, the sooner they can find answers to their questions.

So, in conclusion, until space travel is made safer, long and dangerous missions should be reserved for non-human mechanical robots.

Commentary and Analysis

Focus & Meaning

This author demonstrates a general understanding of the task and intended audience. (“In the next few years, the United States space program is planning to launch a manned spacecraft to Mars. Their plan is to establish a human colony there, and gather a lot of information and data to send back to Earth.”) A strong and persuasive thesis is maintained throughout the essay to persuade the reader. (“I do not think that this is good idea, and have several arguments for my position.”)

Content & Development

This author develops his/her arguments by providing three central reasons and using sufficient specific, accurate, and relevant details to support his/her position. Additionally, the student addresses counterarguments and poses an equitable solution. (“Lastly, in a few years space travel may be much easier. With all the developments that will be made, it will not hurt anything to wait for a while on such a risky venture. Perhaps in a few years it will only take a couple of days instead of nine months to get to Mars. So for all those scientists who want answers now, the faster they can make space travel safer, the sooner they can find answers to their questions.”)

Organization

This response demonstrates a mostly unified structure. A clear introduction, which poses the thesis, and four body paragraphs make up this essay. Each body paragraph begins with a topic sentence and a transitional device. (“Second, this plan would be too expensive! It would cost about two hundred billion dollars to pull off this mission, and we are not even sure if it will work!”) The conclusion is insufficient and abruptly ends the essay. (“So, in conclusion, until space travel is made safer, long and dangerous missions should be reserved for non-human mechanical robots.”)

Language Use & Style

The author’s language use and style are accurate for this assigned task. Sentences are well constructed and varied. (“The most important question that they want to answer is whether life can exist on Mars. We already know that the only water that exists on Mars is frozen as ice, and though there could have been liquid water at one time, it is doubtful whether life could have existed there.”) This student is also able to demonstrate evidence of voice in this essay. (“America is already a couple trillion dollars into debt, and this would not help that problem at all. There are better places to put that money (like paying off some debts) than into a mission with very doubtful results.”)

Mechanics & Conventions

This essay demonstrates good control of the conventions and mechanics of standard written English. Although not without errors (“plane ts”), these mistakes do not interfere with the author’s intended message.

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| <p>Score Point 4 - adequately communicates the writer's message.</p> |
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Model Essay

Dear President Bush,

I am aware that you are in a tight spot since you must decide whether or not to establish a human colony on Mars, and do not know which option to choose. I am writing this letter to you to tell you why it would be a bad decision to agree to establish a colony on Mars.

My first reason to you, for my opinion, is that it would cost too much money; twenty billion dollars to be exact. I am concerned about this because, if this colony is to be built, our future children will be the ones paying for all of this. And I do not want them to pay for something that they did not even decide or vote to do.

My second reason is that, if humans were actually sent to Mars, then there would be a good chance that most of them would die. The atmosphere in Mars has no oxygen, so humans will not be able to breathe. Also, there is no water; all of it is frozen into ice. Water is an important part of our diet and without it, we could get very sick and there might be a great possibility of death. I do not even think that anybody has even been to Mars, not even aliens.

My last and final reason is that this establishment of a new colony is not even necessary. We could go on and live our lives without it. It would actually make our lives worse because of problems we might face in the future because of this colony.

This is why I think that you should not agree to establish a human colony on Mars. It would be too expensive, people could die, and it is not even necessary.

Commentary and Analysis **Focus & Meaning**

This response adequately addresses the writing prompt and attempts to persuade the audience. This author establishes a thesis statement (“I am writing this letter to you to tell you why it would be a bad decision to agree to establish a colony on Mars.”) and exhibits a basic understanding of the task.

Content & Development

This author develops his/her thesis using some accurate and relevant arguments. In the body paragraphs, the author addresses three main concerns with the manned mission (“cost too much money, then there would be a good chance that most of them would die, and establishment of a new colony is not even necessary.”). Although the arguments could be further developed, the author’s reasoning remains adequate and persuasive.

Organization

This essay demonstrates a satisfactory organizational structure. The introductory paragraph attempts to attract the reader (“I am aware that you are in a tight spot since you must decide whether or not to establish a human colony on Mars, and do not know which option to chose.”) and take a side on the presented issue. Each body paragraph focuses on one main idea. The conclusion is limited because it simply repeats the main ideas in the essay, without any further commentary. (“This is why I think that you should not agree to establish a human colony on Mars. It would be too expensive, people could die, and it is not even necessary.”)

Language Use & Style

Although the author’s writing style is simple, for the most part the language use is appropriate. Sentence structure and word choice are also adequate for this task. (“My second reason is that, if humans were actually sent to Mars, then there would be a good chance that most of them would die. The atmosphere in Mars has no oxygen, so humans qill not be able to breathe. Also, there is no water; all of it is frozen into ice.”)

Mechanics & Conventions

This student shows an adequate ability to control the conventions and mechanics of standard written English. Although there are some noticeable errors in spelling (“necessary”), punctuation, and grammar, they do not significantly interfere with the communication of this message.

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| Score Point 3 - partially communicates the writer's message. |
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Model Essay

The United States have been thinking of sending people to Mars because on Earth it has started to get overpopulated. The only solution they have been able to come up with is sending people to a horrible and very dangerous planet that we do not know much about.

It is true that earth is getting to overpopulated but sending them to an unknown planet is not a possible solution. Mars is about the same size as Earth but Mars has no inhabital places on its surface.

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On the whole surface of Mars there is not a single drop of liquid water. All the water on Mars has been evaporated and turned to steam do to the closeness to the sun. It would take at least nine months to prepare people to be sent into space not to mention the time it will take them to start a civilization up on Mars. The cost would be about 20 billion dollars per ship sent into space!

We are also unaware if there is any other life living on Mars already and if there is we do not know what kinds of things they might do to us or how they might react.

The worst part and most important part about sending people to Mars is that Mars's atmosphere there is absolutely no oxygen what so ever! people would die there because they would not be able to breath! This alone is a good enough reason to stop the United States from sending people into space.

Commentary and Analysis **Focus & Meaning**

In this essay, the author attempts to establish a thesis statement in response to the prompt, but it is unclear and underdeveloped. (“The only solution they have been able to come up with is sending people to a horrible and very dangerous planet that we do not know much about.”) Although this student is attempting to convince the reader, the argument is limited in its persuasive capabilities. This response only completes part of the task.

Content & Development

Although this essay includes some arguments to support the author’s position (“the whole surface of Mars there is not a single drop of liquid water. All the water on Mars has been evaporated and turned to steam do to the closeness to the sun. It would take at least nine months to prepare people to be sent into space not to mention the time it will take them to start a civilization up on Mars. The cost would be about 20 billion dollars per ship sent into space!”), the ideas are insufficiently presented.

Organization

The organization of this essay is limited, but there is some evidence of structure. The introduction attempts to define the author’s position, but fails without a thesis. Body paragraphs are evident, each with its own main idea. (“The worst part and most important part about sending people to Mars is that Mars's atmosphere there is absolutely no oxygen what so ever! people would die there because they would not be able to breath!”) This piece lacks a clear conclusion; only a single sentence is provided in the closing.

Language Use & Style

Although the language in this response is not completely inadequate, it is quite simple. This response lacks sophisticated word choice and varied sentence structure. (“It is true that earth is getting to overpopulated but sending them to an unknown planet is not a possible solution. Mars is about the same size as Earth but Mars has no inhabital places on its surface.”)

Mechanics & Conventions

This author has adequate control over the conventions and mechanics of standard written English. A few errors in grammar, mechanics (“people”), punctuation, and spelling (“inhabital”) that do not interfere with the communication of this message exist.

Score Point 2 - limited in communication of the writer's message.

Model Essay

Dear Mister Bush,

My name is Steven Mills, a fellow Christian with dreams of working for NASA. I believe that it would be a mistake to send a manned trip to Mars. Our methods for space travel are poor at best. We probably could not even pack enough supplies in their ship. And then there are the sand storms. Our astronauts would probably not live through one of them. They can last for months. I think that we should wait for several years, until our technology increases by a lot.

Commentary and Analysis **Focus & Meaning**

This student makes an obvious attempt at stating a clear response to the prompt. (“I believe that it would be a mistake to send a manned trip to Mars.”) However, this opinion is only minimally developed and supported. This response is unable to demonstrate an adequate understanding of the purpose of the task or intended audience.

Content & Development

Some details are presented to support the author’s position, but these reasons are insufficient. (“Our methods for space travel are poor at best. We probably could not even pack enough supplies in their ship. And then there are the sand storms. Our astronauts would probably not live through one of them.”) These details support the thesis, but lack the development necessary to meet the requirements of the task.

Organization

Little evidence of organizational structure is evident in this short response. A simple introduction and thesis are combined with three supporting details that should be in body paragraphs. A single sentence sums up the opinion of the author. (“I think that we should wait for several years, until our technology increases by a lot.”) This response could be improved with proper paragraphing, transitional devices, and clear supporting details.

Language Use & Style

This author demonstrates poor language and word choice in this response. The word choice and use of voice show that the author does not understand the intended audience. (“Our astronauts would probably not live through one of them. They can last for months.”)

Mechanics & Conventions

Although this response is limited in many areas, the student has adequate control over the conventions of standard written English. A few errors in grammar, punctuation, and spelling (“astronauts, technology”) that do not interfere with the intended message are found in this essay.

Score Point 1 - inadequately communicates the writer's message.

Model Essay

I think it would be a wise course to launch a manned spaceship to mars because if it doesn't work then the scientist know what they did wrong so they can fix the damage. When they try it again they can be successful the next time they try it. If it was successful then they can keep on and on going up there to space. then they can dicover the solar system and nameing the planets. If the spaceship blow up on the way up to space the goverment would have to pay alot of money for the damage. so, the're going to have chect the spaceship very good just to make sure it works. If it dose then i will go to mars and do my mission.

Commentary and Analysis **Focus & Meaning**

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Although this author adequately states an opinion, he/she fails to complete any parts of the task. The author fails to address why we should or shouldn't have the mission, but instead discusses the events after the mission. ("I think it would be a wise course to launch a manned spaceship to mars because if it doesn't work then the scientist know what they did wrong so they can fix the damage.")

Content & Development

No reasons are given behind why this author thinks we should send a mission to Mars. Rather, the author's supporting details focus around what happens after the mission takes place. ("If it was successful then they can keep on and on going up there to space. then they can dicover the solar system and nameing the planets. If the spaceship blow up on the way up to space the goverment would have to pay alot of money for the damage. so, the're going to have chect the spaceship very good just to make sure it works.")

Organization

This response demonstrates minimal evidence of structure, with a one-line introduction and a single body paragraph that also serves as the conclusion. ("so, the're going to have chect the spaceship very good just to make sure it works. If it dose then i will go to mars and do my mission.") This response does not have any paragraphing or transitional devices.

Language Use & Style

The author's language use, word choice, and style are unclear and incoherent. ("If the spaceship blow up on the way up to space the goverment would have to pay alot of money for the damage. so, the're going to have chect the spaceship very good just to make sure it works. If it dose then i will go to mars and do my mission.")

Mechanics & Conventions

The writer lacks the ability to control the conventions and mechanics of standard written English. The errors in grammar ("If the spaceship blow up"), punctuation ("the're"), and spelling ("dicover") significantly interfere with the communication of the message.

An Environmental Problem

Write a 3-paragraph article for your community newspaper. Tell about an environmental problem and persuade readers to solve it through a team effort. Present your ideas for solving the problem.

Score Point 6 - very effectively communicates the writer's message.

Model Essay

Imagine sitting in a world where more than a billion of people are jam-packed in a small space maybe the size of a residential backyard. Everyone there would be sweating buckets and grabbing every grain of dried up grass to fill their empty bellies. Well, that is what will happen if we do not stop the world from global warming. What is global warming you may ask. Global warming is the increase in the earth's average atmospheric temperature that causes corresponding changes in climate and that may result from the greenhouse effect. This sounds pretty bad right, but luck for you there are ways to prevent or slow down the process that has already started.

In simpler terms global warming is a significant increase in the Earth's temperature over a short period of time. During global warming the greenhouse effect occurs. The greenhouse effect is the rise in temperature that the Earth experiences because certain gases in the atmosphere trap energy from the sun. There are two theories about why global warming and the greenhouse effect came to be. The first theory is that this has happened before and the earth is just going through a natural cycle. Scientists have said that the earth has done this before, that millions of years ago Antarctica was a tropical Forrest filled with living plants and tropical weather then it went to its colder stages.

That is what some scientists believe is happening now, we are just going through stifling hot temperatures and bad weather just because it is a cycle in the earth. An opposing theory is that the earth is getting the effects of humans daily activities. These scientists think that global warming and the greenhouse effect are caused by pollution and the overuse of certain things. All the gases we use are going into the earth's atmosphere causing it to overheat. It sounds to me like the world and the people in it are in great danger!

Even though the world is becoming a hazardous place that does not mean we cannot do things to slow down this process of global warming. First, off we can start by preserving water. When you brush your teeth or soap up the dishes you can turn off the faucet, that would save gallons of water every time you do it. You should also do the 3 R's: reduce, reuse, and recycle, if everyone in the world did that we would save tons of trees, electricity, and time. We could also save electricity by using solar panels, which use energy from the sun instead of electricity. We can also use hybrid cars to conserve gasoline. Another way we can save energy is by using windmills, and hydroelectric power. By taking public transportation it helps prevent having a large amount of toxic gases in our atmosphere. If every person in the world did at least one of these things, just one, we would save over 10 million trees and decrease the Earth's pollution by 50 percent.

If it is that easy to save the world why don't we just do it? In this situation it is easier said than done. It would take billions and billions of dollars to transform our money hungry world to an environmental friendly one. Hybrid cars can go up to \$20,000 more dollars than its regular gas fueled model. People do not want to spend thousands of dollars to install a solar panel on their roof. Another reason why people cannot use everything that is environmental safe is because scientists have not discovered accurate inventions. For example solar panels only work when the sun is out, what would happen if you lived in a place where it rained half the time? Another reason why we cannot just jump out and do good things for our planet is because these things are not made yet. There are not many of these safe things made yet. Unlike the things that cause global warming, safe and healthy items are not made in massive quantities. So even if we tried we would try to prevent the greenhouse effect there would not be enough products to do so.

So think about it, if you do not want to be sitting on one patch of land surrounded by millions of people you need to work hard to help save our environment from that horrible process known as global warming. We don't want our world to end up like a big melting pot. So turn off the faucet when brushing your teeth, recycle, do everything in your power to save our world. Let's stop global warming.

Commentary and Analysis **Focus & Meaning**

This essay demonstrates very effective focus and meaning. It establishes and maintains an insightful controlling idea, demonstrates a thorough understanding of the purpose and audience, completes all parts of the task, and may even go beyond the limits of the task. The essay grabs the readers' attention by very effectively using an interesting, engaging statement and a question in the introduction. ("Imagine sitting in a world where more than a billion of people are jam-packed in a small space maybe the size of a residential backyard. Everyone there would be sweating buckets and grabbing every grain of dried up grass to fill their empty bellies. Well, that is what will happen if we do not stop the world from global warming.") All of the details used in the essay relate to the central/controlling idea very effectively. The language demonstrated in the thesis fits the examples provided very effectively. ("In simpler terms global warming is a significant increase in the Earth's temperature over a short period of time.")

Content & Development

The essay develops ideas fully and artfully, using a wide variety of appropriate details to support ideas. The essay's relevant points explain and illustrate environmental problems very effectively. The supporting details develop the examples provided well. The content of the body paragraphs uses a variety of details that effectively explain each body paragraph's main idea. ("Even though the world is becoming a hazardous place that does not mean we can not do things to slow down this process of global warming. First, off we can start by preserving water.")

Organization

The essay has very effective organization. It demonstrates a cohesive and unified structure with an engaging introduction and a strong conclusion, effective use of paragraphing, and effective use of transitional devices throughout. ("Even though the world is becoming a hazardous place that does not mean we can not do things to slow down this process of global warming. First, off we can start by preserving water.") The essay demonstrates a strong introduction and a very effective thesis statement. The essay grabs the readers' attention in the introduction, which includes very effective background information about the topic. The essay demonstrates a strong conclusion that summarizes the main points of the essay very effectively. ("So think about it, if you do not want to be sitting on one patch of land surrounded by millions off people you need to work hard to help save our environment from that horrible process known as global warming.")

Language Use & Style

The essay demonstrates precise language and word choice, a defined voice, a clear sense of audience, and uses well-structured and varied sentences. The language and tone are consistent. Coherent style and tone ensure that the reader can thoroughly understand how the main and supporting points of both paragraphs are related and how they strengthen the controlling point/thesis statement of the essay. ("By taking public transportation it helps prevent having a large amount of toxic gases in our atmosphere. If every person in the world did at least one of these things, just one, we would save over 10 million trees and decrease the Earth's pollution by 50 percent.")

Mechanics & Conventions

The essay uses very effective control of conventions and mechanics. There are few or no errors in grammar, mechanics, punctuation, and spelling. For example, each sentence has a subject and a verb, each sentence ends with a punctuation mark, each sentence is indented when beginning a new paragraph, and each sentence starts with a capital letter. ("If it is that easy to save the world why don't we just do it? In this situation it is easier said than done. It would take billions and billions of dollars to transform our money hungry world to and environmental friendly one.")

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| Score Point 5 - strongly communicates the writer's message. |
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Model Essay

To inform all readers, we pushed this article to the top of the page. There is a crisis that will eventually build up called Global Warming, possibly being caused by gasoline, greenhouse gases and carbon dioxide. If we do not do certain things to help the environment and our surroundings of our beautiful green grasses and our shimmering waters, they could possibly become polluted in the future which would lead to many diseases and deaths. Thankfully, our news reporters and scientists have come up with many theories to solve these upcoming problems.

For starters, human use of fossil fuels is the main source of excess greenhouse gases. By driving cars, using electricity from coal-fired power plants, or heating our homes with oil or natural gas, we release carbon dioxide and other heat-trapping gases into the atmosphere. To stop this, we can drive electric cars

and not pollute our environment with gasoline. Also, deforestation is another example of how our atmosphere is becoming more and more polluted as the years go by. A solution for deforestation would be instead of cutting down trees, we recycle, therefore our trees are saved and we still have plenty of resources being used, recycled and renewed. These are some ways to help save our atmosphere, environment, and our surroundings.

To help save electricity, we can use three different types of energy that comes from the sun to power our sources. Radiation is the first form of energy transmitted by the sun as electromagnetic waves. These waves include ultra-violet, visible light, and infrared. An example of radiation is when you are outside on a sunny day, and you feel the radiation from the sun warm the surface of your body. The second transfer of energy from the sun is called conduction. Conduction is the transfer of thermal energy through an object. When air molecules come into direct contact with the warm surface of Earth, thermal energy is transferred to the atmosphere. The third and last type of energy helping to heat the world is called convection. Convection is the transfer of thermal energy by the circulation of a liquid or a gas. An example of convection is when warm air rises and cool air sinks. By using these three elements instead of wasting so much electricity, one day the US could possibly be Global Warming free!

Simply put, the conclusion of the effects of greenhouse gases, carbon dioxide, and gasoline could lead to a dead end in the future. To help your neighbors, nature, and just plain Earth, try to buy electric cars and possibly catch a ride with a friend to work to save gasoline and get rid of fossil fuels. Just to be generous and to support your planet, take Earth Day as a chance to give, and for once maybe not to damage. Always keep in mind the three most important rules that will help us succeed with our plans to save the Earth... use, recycle and reuse. This has been the latest update on our planet's behalf from our local scientists. So remember to help save the planet and you can be a hero yourself!

Commentary and Analysis **Focus & Meaning**

The essay uses good focus and meaning. It establishes and maintains a clear controlling idea and demonstrates a general understanding of the purpose and audience and completes most parts of the task. The essay grabs the readers' attention by using an interesting, engaging statement and a question in the beginning of the introduction. ("To inform all readers, we pushed this article to the top of the page. There is a crisis that will eventually build up called Global Warming, possibly being caused by gasoline, greenhouse gases and carbon dioxide. If we do not do certain things to help the environment and our surroundings of our beautiful green grasses and our shimmering waters, they could possibly become polluted in the future which would lead to many diseases and deaths.") All of the details used in the essay relate to the central/controlling idea. The language in the thesis fits the effective examples very well. ("Always keep in mind the three most important rules that will help us succeed with our plans to save the Earth... use, recycle and reuse. This has been the latest update on our planet's behalf from our local scientists. So remember to help save the planet and you can be a hero yourself!")

Content & Development

The essay has good content and development. The writer develops ideas clearly, using sufficient appropriate details to support ideas. The content in the body paragraphs uses a variety of details that explain the paragraph's main idea. ("For starters, human use of fossil fuels is the main source of excess greenhouse gases. By driving cars, using electricity from coal-fired power plants, or heating our homes with oil or natural gas, we release carbon dioxide and other heat-trapping gases into the atmosphere.") The details that are included in each paragraph are connected to the main idea of the topic sentence. ("Also, deforestation is another example of how our atmosphere is becoming more and more polluted as the years go by.")

Organization

The essay has good organization. It demonstrates a mostly unified structure with a good introduction and conclusion, consistent use of paragraphing, and consistent use of transitional devices. The introduction creatively grabs the readers' attention by including a question, a puzzling statement, an unusual fact, a

profound quotation, or an exclamation. (“To inform all readers, we pushed this article to the top of the page. There is a crisis that will eventually build up called Global Warming, possibly being caused by gasoline, greenhouse gases, and carbon dioxide.”) The essay demonstrates an effective introduction that ends with a good thesis statement. (“This has been the latest update on our planets behalf from our local scientists. So remember to help save the planet and you can be a hero yourself!”) The introduction includes adequate background information about the topic. (“If we do not do certain things to help the environment and our surroundings of our beautiful green grasses and our shimmering waters, they could possibly become polluted in the future which would lead to many diseases and deaths. Thankfully, our news reporters and scientists have come up with many theories to solve these upcoming problems.”)

Language Use & Style

This essay demonstrates appropriate language and word choice with some evidence of voice, a clear sense of audience, and uses well-structured sentences with some variety. The language and tone are consistent. Coherent style and tone ensure that the reader can thoroughly understand how the main and supporting points of both paragraphs are related and how they strengthen the controlling point/thesis statement of the essay. (“For starters, human use of fossil fuels is the main source of excess greenhouse gases. By driving cars, using electricity from coal-fired power plants, or heating our homes with oil or natural gas, we release carbon dioxide and other heat-trapping gases into the atmosphere. To stop this, we can drive electric cars and not pollute our environment with gasoline.”)

Mechanics & Conventions

The essay uses good control of conventions and mechanics. There are few errors in grammar, mechanics, punctuation, and spelling that do not interfere with the message. For example, most sentences have a subject and a verb, end with a punctuation mark, are indented when beginning a new paragraph, and most sentences start with a capital letter. (“To help save electricity, we can use three different types of energy that comes from the sun to power our sources. Radiation is the first form of energy transmitted by the sun as electromagnetic waves. These waves include ultra-violet, visible light, and infrared. An example of radiation is when you are outside on a sunny day, and you feel the radiation from the sun warm the surface of your body. The second transfer of energy from the sun is called conduction.”)

Score Point 4 - adequately communicates the writer's message.

Model Essay

"Ask what your country can do for you for, but what you can do for country." This quote was from one the greatest president John F. Kennedy. What he is saying is that we need to do what's best for our country or community. Our community Pembroke Pines is home to a diversity of people. It has wonderful beaches, amazing restaurants and friendly people. Besides all those things, nature is what holds Pembroke Pines together. Today our beaches and parks are filled with debris and littering. We need to do what is best for our community and try to help it.

Generally speaking, global warming is one of the greatest factors that affects the environment. Global warming is an increase in greenhouse gases which has carbon dioxide into the air. According to the I. P. C.C. most of the global warming is caused by human activities. Some of the things that we are using too much gas, using a lot of hair spray, and not properly throwing away garbage. Without a doubt, we are spoiling our planet rapidly with too much pollution.

In addition, another factor is the greenhouse effect and gases. The greenhouse effect warms the surface of Earth and makes Earth suitable for life. It is caused by the greenhouse gases in the air. The greenhouse gases in the air take up infrared energy and change it into thermal energy in the atmosphere. The thermal energy is conducted and convection to the surface warming it. Thanks to the ozone layer it protects us from the radiation caused by the greenhouse effect. Certainly, we have a big issue with the greenhouse effect.

As you can see, our Earth is in grave danger. There is way too much contamination in the neighborhood. Also there has been too much warming of the Earth. We can make a difference for our world. We can start recycling more and stop using things that can hurt our environment. Everybody can help make a difference to make our planet safe.

Commentary and Analysis Focus & Meaning

The essay has adequate focus and meaning. It establishes a controlling idea and demonstrates a basic understanding of the purpose and audience and completes many parts of the task. The thesis statement states the supporting idea of the essay and the point of view or argument adequately. (“Today our beaches and parks are filled with debris and littering. We need to do what is best for our community and try to help it.”) The essay understands the intended audience, and the writing style is adequately appropriate for the audience with little use of slang or contractions. (“As you can see, our Earth is in grave danger. There is way too much contamination in the neighborhood. Also there has been too much warming of the Earth. We can make a difference for our world.”)

Content & Development

The essay has adequate content and development. It develops ideas adequately, using sufficient details to support ideas. The essay uses some details to illustrate main ideas (“In addition, another factor is the greenhouse effect and gases. The greenhouse effect warms the surface of Earth and makes Earth suitable for life.”), and the main ideas of the body paragraph support the thesis. The essay includes facts, statistics, examples, brief narratives, or explanations about each of the main ideas. (“Generally speaking, global warming is one of the greatest factors that affects the environment. Global warming is an increase in greenhouse gases which has carbon dioxide into the air.”)

Organization

The essay uses adequate organization. It demonstrates a generally unified structure with a noticeable introduction and conclusion, but there is inconsistent use of paragraphing and inconsistent use of transitional devices. The introduction creatively grabs the readers’ attention by including a question, a puzzling statement, an unusual fact, a profound quotation, or an exclamation. (“‘Ask what your country can do for you for, but what you can do for country.’ This quote was from one the greatest president John F. Kennedy.”) The essay’s introduction ends with an adequate thesis statement. (“We need to do what is best for our community and try to help it.”) The introduction also includes adequate background information about the topic. (“Our community Pembroke Pines is home to a diversity of people. It has wonderful beaches, amazing restaurants and friendly people. Besides all those things, nature is what holds Pembroke Pines together.”) The essay also demonstrates an adequate conclusion. (“Everybody can help make a difference to make our planet safe.”)

Language Use & Style

The essay demonstrates appropriate language and word choice with an awareness of audience and control of voice. The writer generally uses correct sentence structure with some variety. The lengths of the sentences are adequately varied. (“In addition, another factor is the greenhouse effect and gases. The greenhouse effect warms the surface of Earth and makes Earth suitable for life. It is caused by the greenhouse gases in the air.”) Word choice, however, is sometimes poor. (“The thermal energy is conducted and convection to the surface warming it. Thanks to the ozone layer it protects us from the radiation caused by the greenhouse effect. Certainly, we have a big issue with the greenhouse effect.”)

Mechanics & Conventions

The essay demonstrates adequate control of mechanics and conventions. There are some errors in grammar, mechanics, punctuation, and spelling that do not significantly interfere with the communication

of the message. For example, many sentences have a subject and a verb, many sentences end with a punctuation mark, many sentences are indented when beginning a new paragraph, and many sentences start with a capital letter. (“As you can see, our Earth is in grave danger. There is way too much contamination in the neighborhood. Also there has been too much warming of the Earth. We can make a difference for our world.”)

Score Point 3 - partially communicates the writer's message.

Model Essay

Do you know what will happen if we keep using cars, or if we keep taking down trees that also serve as homes for animals, or if we keep poluting the earth with our filth and trash? Well no one knows for sure. But, if I could predict what will happen I would saythat in the end there won't be anything left except for buildings. But surely we can stop that from happening.

To start off, we don't always need to use our cars. Sometimes we use cars for the stupidest reasons. For example, going a few houses away. Or even going to the super market not that far away to get a few things. If we all just walk to some places or even ride bikes we can atleast save our world for another year or two from polution. But, sometimes it isn't or fault that things happen to be too far away.

I believe that if places weren't so far from home people won't use cars as much, and we can save a ton of gas. Even the smalist things like changing just one light bulb to an energy efficient light bulb can save a lot more energy. Also if we use windmills we can get power from a natural resource that doesn't need producing. Once, I even heard of a town that used currents from the water for energy. Nobody knows for sure what the best way to concerve energy but all we need to do is the best we can.

Commentary and Analysis

Focus & Meaning

The essay has limited focus and meaning. It establishes a controlling idea, but demonstrates little understanding of the purpose and audience and completes only some parts of the task. The essay does not illustrate an understanding of audience, and does not include relevant details to make the ideas clear and convincing. (“If we all just walk to some places or even ride bikes we can atleast save our world for another year or two from polution. But, sometimes it isn't or fault that things happen to be too far away.”) The essay states a limited central/controlling idea of the essay. (“But, if I could predict what will happen I would saythat in the end there won't be anything left except for buildings. But surely we can stop that from happening.”) Also, the writing style is not always appropriate for the audience. (“To start off, we don't always need to use our cars. Sometimes we use cars for the stupidest reasons.”)

Content & Development

This essay contains limited content and development. It develops ideas briefly and inconsistently using insufficient details to support ideas. The essay uses limited detail to illustrate the main ideas. (“I believe that if places weren't so far from home people won't use cars as much, and we can save a ton of gas. Even the smalist things like changing just one light bulb to an energy efficient light bulb can save a lot more energy.”) Explanation in the body paragraphs is also limited. (“To start off, we don't always need to use our cars. Sometimes we use cars for the stupidest reasons. For example, going a few houses away. Or even going to the super market not that far away to get a few things.”)

Organization

The essay demonstrates evidence of structure with an uncertain introduction and conclusion. It lacks paragraphing and lacks some transitional devices. However, the essay demonstrates evidence of a good introduction. (“Do you know what will happen if we keep using cars, or if we keep taking down trees that also serve as homes for animals, or if we keep poluting the earth with our filth and trash?”) The essay attempts to grab the readers' attention in the introduction, and the introduction includes some background

information about the topic. (“Well no one knows for sure. But, if I could predict what will happen I would saythat in the end there won't be anything left except for buildings. But surely we can stop that from happening.”) The conclusion attempts to summarize the main points of the essay. (“Nobody knows for sure what the best way to concerve energy but all we need to do is the best we can.”)

Language Use & Style

The essay demonstrates simple language and word choice and some awareness of audience and control of voice. It relies on simple sentences with insufficient sentence variety and word choice. The essay also lacks transitions. (“But, sometimes it isn't or fault that things happen to be too far away. / I believe that if places weren't so far from home people won't use cars as much, and we can save a ton of gas.”) The style of the essay isn't formal. (“Well no one knows for sure. But, if I could predict what will happen I would saythat in the end there won't be anything left except for buildings. But surely we can stop that from happening.”)

Mechanics & Conventions

There are several noticeable errors in grammar, mechanics, punctuation, and spelling that may interfere with the communication of the message. The author should make sure each sentence has a subject and a verb, end each sentence with a punctuation mark, indent when beginning a new paragraph, and start each sentence with a capital letter. (“But, if I could predict what will happen I would saythat in the end there won't be anything left except for buildings.”)

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| Score Point 2 - limited in communication of the writer's message. |
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Model Essay

the envierment is getting filthy.It is getting filthy because people have no respect for the envierment or they just dont care. I dont think they now that they are hearting the envierment.

I think that if people would talk to other people that if they can try to keep the envier ment safe and cleane.I another thing is that they should have thier own bin where they can put thier own oil.When people throw trash in the street they dont think about where it gose.

So in conclusion i think thatsome citys they should have trash cans at evry .couner ofthe blocks so theres not that much trash every whereso. thats why i think that thats a way of keeping alot of trash evre where.

Commentary and Analysis **Focus & Meaning**

The essay has minimal focus and meaning. The writer suggests a controlling idea, but demonstrates minimal understanding of the purpose and audience and completes few parts of the task. The essay does not illustrate an understanding of audience by not including relevant details to make the ideas clear and convincing. (“the envierment is getting filthy.It is getting filthy because people have no respect for the envierment or they just dont care. I dont think they now that they are hearting the envierment.”) The writing style is not appropriate for the audience. (“I think that if people would talk to other people that if they can try to keep the envier ment safe and cleane.I another thing is that they should have thier own bin where they can put thier own oil.”)

Content & Development

The writer develops ideas incompletely and inadequately, using few details to support ideas. There is minimal evidence that explains or supports the thesis statement. (“When people throw trash in the street they dont think about where it gose.”) The essay does not include at least three main ideas as evidence. The essay is lacking important details that are needed to explain and illustrate each main idea. (“I think

that if people would talk to other people that if they can try to keep the environment safe and clean. I another thing is that they should have their own bin where they can put their own oil.”)

Organization

The essay demonstrates little evidence of structure with a poor introduction and conclusion and little evidence of paragraphing and transitional devices. The essay demonstrates little evidence of a good introduction. (“the environment is getting filthy. It is getting filthy because people have no respect for the environment or they just don't care. I don't think they know that they are hurting the environment.”) The essay does little to grab the readers' attention in the introduction, and the introduction includes little background information about the topic. There is also little evidence of transitional devices to help connect ideas, and the essay does little to include a strong conclusion. (“So in conclusion I think that some cities they should have trash cans at every corner of the blocks so there's not that much trash everywhere. That's why I think that that's a way of keeping a lot of trash everywhere.”)

Language Use & Style

The essay demonstrates poor language and word choice with little awareness of audience and makes basic errors in sentence structure and usage. There are also run-on portions in the essay. (“So in conclusion I think that some cities they should have trash cans at every corner of the blocks so there's not that much trash everywhere. That's why I think that that's a way of keeping a lot of trash everywhere.”) The lengths of the sentences are short. (“the environment is getting filthy. It is getting filthy because people have no respect for the environment or they just don't care. I don't think they know that they are hurting the environment.”) The sentences are too informal and do not effectively communicate the writer's purpose to the intended audience. (“That's why I think that that's a way of keeping a lot of trash everywhere.”)

Mechanics & Conventions

There are patterns of errors in grammar, mechanics, punctuation, and spelling that substantially interfere with the communication of the message. The essay does not end each sentence with a punctuation mark or start each sentence with a capital letter. (“So in conclusion I think that some cities they should have trash cans at every corner of the blocks so there's not that much trash everywhere. That's why I think that that's a way of keeping a lot of trash everywhere.”)

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| Score Point 1 - inadequately communicates the writer's message. |
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Model Essay

Constantly people are burning fossil fuels, by driving on gas. How can we stop this, that's what I wonder? Maybe with technology for example cars that may drive with solar or that drive w. we can't keep on doing this! The ice in the north and south pole are melting!

Commentary and Analysis **Focus & Meaning**

The writer fails to establish a controlling idea, demonstrates no understanding of purpose and audience, and completes no parts of the task. The essay does not illustrate an understanding of audience by not including relevant details to make the ideas clear and convincing. The essay does not state the central/controlling idea of the essay. In the introduction, the supporting idea of the essay is not stated. (“We can't keep on doing this! The ice in the north and south pole are melting!”)

Content & Development

The writer fails to develop ideas and uses no details to support ideas. Little or no evidence is used to explain the central/controlling idea of the essay. At least three main ideas are not included as evidence. Details are not used to explain and illustrate the evidence, and there are no main ideas in the body paragraphs. (“Maybe with technology for example cars that may drive with solar or that drive w.”)

Organization

The essay demonstrates no evidence of a unified structure with no introduction or conclusion and no evidence of paragraphing or transitional devices. The essay demonstrates no evidence of a good introduction, and the essay does not grab the readers’ attention in the introduction. The first sentence of the introduction does not include a question, a quotation, or an interesting fact or statistic. (“Constantly people are burning fossil fuels, by driving on gas.”) The introduction does not include a clear sentence that explains what the essay is about. Transitional devices are not used to help connect ideas, and the essay does not include a strong conclusion. (“The ice in the north and south pole are melting!”)

Language Use & Style

The essay demonstrates unclear or incoherent language use and word choice, no awareness of audience, and major errors in sentence structure and usage. The lengths of the sentences are short. (“We can’t keep on doing this! The ice in the north and south pole are melting!”) Transitions are needed, and the style is not formal. (“How can we stop this, that’s what I wonder?”)

Mechanics & Conventions

There are major errors in grammar, mechanics, punctuation, and spelling that significantly interfere with the communication of the message. The text is not indented when beginning a new paragraph, and each sentence does not start with a capital letter. (“we can’t keep on doing this! The ice in the north and south pole are melting!”)

Animal Abuse Laws

Many citizens believe that America’s animal cruelty laws are not tough enough and that people who participate in illegal animal fighting or other forms of animal abuse should be treated in the same manner as those who abuse humans. Do you believe that the consequences for severe animal abuse should be the same as for human abuse?

In a well-developed essay, articulate your position on this issue. Be sure to provide specific reasons and examples to support your argument.

Score Point 6 - very effectively communicates the writer’s message.

Model Essay

Are laws for animal abuse less severe than they are for human abuse? Do you think that the punishment for human abuse should be the same as the consequences for animal abuse? Animal abuse should be more widely thought about and be punished severely. There should be a special organization to govern and help stop animal abuse. One reason why punishment for severe animal abuse should be the same for human abuse is because animal abuse has led to the deaths of many innocent animals. Killing an animal for your own personal gain totally violates human morality. Second, it is illegal to abuse an animal or kill it

inhumanely. In China, people there skin animals after whacking them with sticks or clubs! Some animals might even still be alive after the skinning process, writhing in pain, just waiting to die! Third, animal cruelty, like any other form of violence, is often committed by a person who feels powerless, unnoticed, and under the control of others. That person may abuse animals to shock, threaten, intimidate, or offend others or to demonstrate rejection of society's rules. Truly, they do not really want to hurt animals, do they? The alternative thought seems unfathomable to me.

To begin, killing animals for no reason could change an ecosystem. For example, everything is interconnected in an ecosystem. Killing or scaring off animals could break a food web in the ecosystem which in turn, could destroy the ecosystem. The ecosystem is what we depend on. Next, besides killing innocent animals as though they had no life, you could treat them as a friend who helps you and loves you. Instead of earning some cash, you could earn something you may have never experienced before, perhaps loyalty or friendship. A dog possibly might save your life in a life or death situation. As Confucius said, "Everything has its beauty but not everyone sees it." Lastly, killing animals could possibly make them extinct. A long time ago, so many crocodiles were killed for their skins that certain species of them became extinct. Another example includes the Dodo, which had been extinct since the seventeenth century. Killing animals not only affects us, but it also affects everyone in the global community.

Moving on, it is illegal to abuse an animal. As the California law says, "Except as provided in subdivision (c) of this section or Section 599c, every person who maliciously and intentionally maims, mutilates, tortures, or wounds a living animal, or maliciously and intentionally kills an animal, is guilty of an offense punishable by imprisonment in the state prison, or by a fine of not more than twenty thousand dollars (\$20,000), or by both the fine and imprisonment, or, alternatively, by imprisonment in a county jail for not more than one year, or by a fine of not more than twenty thousand dollars (\$20,000), or by both the fine and imprisonment." Illegally abusing animals could land you in a state facility for a very long time. For example, in the bloody and brutal sport of cockfighting, in which two roosters fight each other to the death, you could pay a fine of \$5000 and go to jail for the maximum of one year if you are caught just watching the illegal and oftentimes, brutal "sport". The spectators who are watching these events might not really think about the many animals that are being killed. People still go and watch animal fighting because there, they can bet against who is going to win. The gamblers hope they can make some extra cash. There, they could also have entertainment by watching animals fight. One example is the game called bull baiting. In this fight, the bulldog has to bite the opposing bull in the nose and hang on, without ever letting go of his hold on the bull. These dogs could retain their holds even after their entrails have been torn out. The dogs often bleed to death from wounds received from the competing bull. Finally, people watch animals being abused because they copy things they have seen or that have been done to them. Suppose a dad watches animal fighting and takes his kids along to see what it is like. There, the kids see their dad betting money and watching animals get killed, laughing about it all the while. This might give the children a clear cue that animal abuse is okay and is for entertainment. When they grow up, they may get involved in the same activities, thus the cycle of abuse continues into the next generation.

Finally, most people who abuse animals may not really want to do it. One reason they do it is for money. A lot of people in China are very poor. By selling animal furs, they can make a lot of money because of the increasing demands for the fur. Next, people abuse animals so that they can make themselves more powerful. They might abuse animals to control another person or animal. Others see harming an animal as a safe way to get revenge on someone who cares about that animal. For example, a husband might hurt the family's pet to show his wife what he could do to her, if she doesn't obey his commands. Someone else might make his dog kill other dogs because he thinks that makes him powerful. Finally, people who hurt animals intentionally are the worst. These are people who intentionally hurt animals because they enjoy hurting things, or because it makes them feel powerful. Many of these people would rather hurt other people instead, but choose only to hurt animals, because animals are helpless and the perpetrators are easily able to get away with.

In conclusion, animal abuse is something that should be taken very seriously. The punishments to it must be as severe as human abuse for many animals may continue to be hurt. First, you would not kill an innocent animal for their own gain; second, it is illegal for animal abuse or any animal fighting, and last, people who abuse animals may not really want to do it. You might say, "Our rules for animal abuse are

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quite severe already." You may be right, but there are a lot of places without even one law in place for animal abuse. Such places include Mexico, China, and other countries. Although the laws for animal abuse may be strong, they are not necessarily severe enough to stop poachers or hunters from killing animals. Hundreds of pandas have been killed for their prized furs. Now, they are almost extinct. If you think laws for animal abuse shouldn't be as severe as they are for human abuse, think again.

Commentary and Analysis **Focus & Meaning**

The essay has very effective focus and meaning and conveys a message that clearly reflects the objectives of the writing task. The writer establishes and maintains an insightful position on the argument of the severity or lack thereof of animal abuse laws in our country and around the world to effectively persuade readers. The response demonstrates a thorough understanding of the purpose and audience. The writer successfully completes all parts of the task and may go beyond the limits of the task.

The writer grabs the readers' attention by effectively using a question, a quotation, or a surprising fact at the beginning of the introduction. In this case, the writer poses questions that put the readers into a mindset of what the argument will address. ("Are laws for animal abuse less severe than they are for human abuse? Do you think that the punishment for human abuse should be the same as the consequences for animal abuse? Animal abuse should be more widely thought about and be punished severely.")

All of the details used in the essay effectively relate to the argument and the writer's opinion. ("One reason why punishment for severe animal abuse should be the same for human abuse is because animal abuse has led to the deaths of many innocent animals. Killing an animal for your own personal gain totally violates human morality. Second, it is illegal to abuse an animal or kill it inhumanely. In China, people there skin animals after whacking them with sticks or clubs! Some animals might even still be alive after the skinning process, writhing in pain, just waiting to die! Third, animal cruelty, like any other form of violence, is often committed by a person who feels powerless, unnoticed, and under the control of others.")

The essay is very effectively focused on the controlling idea with details about existing laws, prevalent and illegal gaming activities, and scientific information regarding animals and their extinctions. ("Moving on, it is illegal to abuse an animal. As the California law says, 'Except as provided in subdivision (c) of this section or Section 599c, every person who maliciously and intentionally maims, mutilates, tortures, or wounds a living animal, or maliciously and intentionally kills an animal, is guilty of an offense punishable by imprisonment in the state prison, or by a fine of not more than twenty thousand dollars (\$20,000), or by both the fine and imprisonment, or, alternatively, by imprisonment in a county jail for not more than one year, or by a fine of not more than twenty thousand dollars (\$20,000), or by both the fine and imprisonment.' Illegally abusing animals could land you in a state facility for a very long time.")

Content & Development

There is very effective content and development of ideas in the essay response. The writer effectively develops arguments, using a wide variety of specific, accurate, and relevant details to support his/her position on the animal abuse law debate. The response does address the readers' opposing points of view or counterarguments, but not in as much detail as it could have. However, the argument is strong, well rounded, and effectively communicates the writer's message.

The writer addresses readers' concerns by effectively responding to those who might disagree with his/her own opinion. ("You might say, 'Our rules for animal abuse are quite severe already.' You may be right, but there are a lot of places without even one law in place for animal abuse. Such places include Mexico, China, and other countries. Although the laws for animal abuse may be strong, they are not necessarily severe enough to stop poachers or hunters from killing animals. Hundreds of pandas have been killed for their prized furs. Now, they are almost extinct.")

The writer effectively includes facts, statistics, examples, short stories, and/or explanations that explain or illustrate his/her opinion. (“As Confucius said, ‘Everything has its beauty but not everyone sees it.’ Lastly, killing animals could possibly make them extinct. A long time ago, so many crocodiles were killed for their skins that certain species of them became extinct. Another example includes the Dodo, which had been extinct since the seventeenth century. Killing animals not only affects us, but it also affects everyone in the global community.”)

Details in the paragraphs make the essay more persuasive by including or challenging readers. (“Although the laws for animal abuse may be strong, they are not necessarily severe enough to stop poachers or hunters from killing animals. Hundreds of pandas have been killed for of their prized furs. Now, they are almost extinct. If you think laws for animal abuse shouldn’t be as severe as they are for human abuse, think again.)

Details explain and illustrate each main idea very effectively. (“Illegally abusing animals could land you in a state facility for a very long time. For example, in the bloody and brutal sport of cockfighting, in which two roosters fight each other to the death, you could pay a fine of \$5000 and go to jail for the maximum of one year if you are caught just watching the illegal and oftentimes, brutal ‘sport’.”)

Organization

The writer organizes his/her ideas very effectively in the essay response. The essay demonstrates a cohesive and unified structure with an engaging introduction and a strong conclusion. There are effective uses of paragraphing and transitional devices throughout the essay response.

The essay’s introduction poses a question or gives an unusual or surprising statement to its readers. (“Are laws for animal abuse less severe than they are for human abuse? Do you think that the punishment for human abuse should be the same as the consequences for animal abuse? Animal abuse should be more widely thought about and be punished severely.”)

The writer uses transitions such as “to begin,” “next,” and “moving along” that help him/her move from one reason or idea to the next. (“To begin, killing animals for no reason could change an ecosystem. For example, everything is interconnected in an ecosystem. Killing or scaring off animals could break a food web in the ecosystem which in turn, could destroy the ecosystem. The ecosystem is what we depend on. Next, besides killing innocent animals as though they had no life, you could treat them as a friend who helps you and loves you. Instead of earning some cash, you could earn something you may have never experienced before, perhaps loyalty or friendship.”)

The conclusion of the essay effectively wraps up the argument and leaves readers with something to think about or something to do. (“Although the laws for animal abuse may be strong, they are not necessarily severe enough to stop poachers or hunters from killing animals. Hundreds of pandas have been killed for of their prized furs. Now, they are almost extinct. If you think laws for animal abuse shouldn’t be as severe as they are for human abuse, think again.”)

Language Use & Style

The writer employs very effective language use, voice, and style in the essay. Precise language and word choices are demonstrated, as well as a defined voice, and a clear sense of the writer’s intended audience. The use of well-structured and varied sentences adds to the effectiveness of the essay.

The writer effectively uses language to make his/her writing more persuasive. (“Third, animal cruelty, like any other form of violence, is often committed by a person who feels powerless, unnoticed, and under the control of others. That person may abuse animals to shock, threaten, intimidate, or offend others or to demonstrate rejection of society’s rules. Truly, they do not really want to hurt animals, do they? The alternative thought seems unfathomable to me.”)

The language and tone are consistent throughout the entire essay response. (“Finally, most people who abuse animals may not really want to do it. One reason they do it is for money. A lot of people in China are

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very poor. By selling animal furs, they can make a lot of money because of the increasing demands for the fur. Next, people abuse animals so that they can make themselves more powerful. They might abuse animals to control another person or animal. Others see harming an animal as a safe way to get revenge on someone who cares about that animal.”)

The writer’s coherent style and tone ensure readers thoroughly understand how the main and supporting points of all paragraphs are related and how they strengthen the controlling thesis statement of the essay. (“...animal abuse is something that should be taken very seriously. The punishments to it must be as severe as human abuse for many animals may continue to be hurt. First, you would not kill an innocent animal for their own gain; second, it is illegal for animal abuse or any animal fighting, and last, people who abuse animals may not really want to do it. You might say, ‘Our rules for animal abuse are quite severe already.’ You may be right, but there are a lot of places without even one law in place for animal abuse. Such places include Mexico, China, and other countries. Although the laws for animal abuse...”)

Mechanics & Conventions

There is very effective control of mechanics and conventions in the essay. Few or no errors in grammar, mechanics, punctuation, or spelling enhance the quality and overall effectiveness of the message.

For example, each sentence has a subject and a verb (an action), each sentence ends with a punctuation mark, each paragraph is distinguished by a line break or indentation, and each sentence begins with a capital letter. (“These are people who intentionally hurt animals because they enjoy hurting things, or because it makes them feel powerful. Many of these people would rather hurt other people instead, but choose only to hurt animals, because animals are helpless and the perpetrators are easily able to get away with.”)

Score Point 5 - strongly communicates the writer’s message.

Model Essay

Animal abuse is worse than you think and finding out just how terrifying it is may just be a few clicks away. Animal abusers are all over the world, and on the internet, too. You can easily search pictures and videos of anti-animal abuse, showing us what really happens behind the scenes. Our laws on animal abuse are not strict enough. Animals receive cruel treatment for blatantly testing procedures for dangerous products. Animals never choose to be tortured, and all the pain and abuse can really kill their lives. If animals could see how they would be crudely abused by a selected group of wretched individuals in our society, they would never want to be born. Also, everyone has heard of criminals torturing and killing other humans and receiving dire consequences. Why doesn’t this occur with animals as well?

Your riding your bike and you fall because a small rock was in the way or you cut yourself while chopping vegetables. We’ve all felt pain in past situations, and most of us think it is unpleasant. Unlucky lab animals are forced to experience this abuse almost everyday. They feel ripped apart from unhealthy surgical procedures and are forced to take dangerous drugs and other substances. Would you like to always experience pain and feel medications diluting in your systems? No one gets to choose their lives when they’re born. If we could, everyone would be rich and that would destroy our economy. Life is unfair, but we should try to create an equal lifestyle for everyone and everything. Pets don’t deserve the suffering, but receive it for no reason at all. This is called abuse. Abuse is something everyone should try to stay away from.

Kidnapping, torture, and other abusive crimes are feared by many, including all species in nature. Each of those crimes result in major consequences, including long terms of incarceration, community service, and being known to the police. When cruel scientists and other human beings abuse animals, the government doesn’t really care, and no one is told. Animals should receive the equal justice humans do, and abusers should get the same consequences as other criminals.

Some people may disagree with my point of view. They may ask me, “Humans or animals?” as if asking, “Which would you rather test new products on?” My answer is neither, because animals don’t need to be tested. There are already many successful products that have not been tested on animals. Others disagreeing may say that a new unstable drug could be very valuable to mankind, but unsafe to test on humans, so animals would be the answer. I argue that animals and humans are not the same and the results of a new product on an animal can differ from the affects it might place on a human being.

Our laws on animal abuse should be stricter for our earth’s animals. The abuse our animals receive is really terrible. Animals don’t choose to be animals, and the legal effects on humans should change for animals, so that people will think twice before harming an animal’s body. Through all of this, I hope that the laws on animal abuse will become stricter, and the issue becomes well known to everyone. We all need to see how cruel and crazy this insanity, known as animal abuse, really is.

Commentary and Analysis **Focus & Meaning**

There is good focus and meaning in the essay response. The writer establishes and maintains a clear thesis statement to persuade readers of the writer’s point of view. The writer’s response to the prompt task demonstrates a general understanding of the purpose and intended audience. The writer is effective in completing most parts of the task.

The writer grabs the readers’ attention by beginning with a surprising fact. (“Animal abuse is worse then you think and finding out just how terrifying it is may just be a few clicks away. Animal abusers are all over the world, and on the internet, too. You can easily search pictures and videos of anti-animal abuse, showing us what really happens behind the scenes. Our laws on animal abuse are not strict enough.”)

All of the details used in the essay relate to the writer’s opinion. (“Unlucky lab animals are forced to experience this abuse almost everyday. They feel ripped apart from unhealthy surgical procedures and are forced to take dangerous drugs and other substances. Would you like to always experience pain and feel medications diluting in your systems? No one gets to choose their lives when they’re born. If we could, everyone would be rich and that would destroy our economy. Life is unfair, but we should try to create an equal lifestyle for everyone and everything. Pets don’t deserve the suffering, but receive it for no reason at all. This is called abuse. Abuse is something everyone should try to stay away from.”)

The writer maintains good focus by incorporating language that supports the thesis and fits the examples well. (“Your riding your bike and you fall because a small rock was in the way or you cut yourself while chopping vegetables. We’ve all felt pain in past situations, and most of us think it is unpleasant. Unlucky lab animals are forced to experience this abuse almost everyday.”)

The writer uses appropriate words that are suitable for the purpose of the task and the intended audience. The writer does not use slang, contractions, or other versions of informal language. This enhances the effectiveness of the intended message. (“There are already many successful products that have not been tested on animals. Others disagreeing may say that a new unstable drug could be very valuable to mankind, but unsafe to test on humans, so animals would be the answer. I argue that animals and humans are not the same and the results of a new product on an animal can differ from the affects it might place on a human being.”)

Content & Development

The content and development in the essay are good. The writer develops arguments using sufficient specific, accurate, and relevant details to support his/her position on the argument. The essay is also successful in clearly addressing readers’ opposing points of view or counterarguments.

The writer addresses readers' concerns by responding to those who might disagree with his/her own opinion. ("Some people may disagree with my point of view. They may ask me, 'Humans or animals?' as if asking, 'Which would you rather test new products on?' My answer is neither, because animals don't need to be tested. There are already many successful products that have not been tested on animals. Others disagreeing may say that a new unstable drug could be very valuable to mankind, but unsafe to test on humans, so animals would be the answer. I argue that animals and humans are not the same and the results of a new product on an animal can differ from the affects it might place on a human being.")

The writer includes facts, statistics, examples, short stories, and/or explanations that explain or illustrate his/her opinion. ("Your riding your bike and you fall because a small rock was in the way or you cut yourself while chopping vegetables. We've all felt pain in past situations, and most of us think it is unpleasant. Unlucky lab animals are forced to experience this abuse almost everyday. They feel ripped apart from unhealthy surgical procedures and are forced to take dangerous drugs and other substances. Would you like to always experience pain and feel medications diluting in your systems? No one gets to choose their lives when they're born.")

The writer's details are convincing and illustrate each main idea well. ("Kidnapping, torture, and other abusive crimes are feared by many, including all species in nature. Each of those crimes result in major consequences, including long terms of incarceration, community service, and being known to the police. When cruel scientists and other human beings abuse animals, the government doesn't really care, and no one is told. Animals should receive the equal justice humans do, and abusers should get the same consequences as other criminals.")

Organization

The cohesive nature of the writer's ideas reflects good organization in the essay. The writer provides a mostly unified structure with a good introduction and conclusion. There is consistent use of paragraphing and transitional devices to enhance the overall flow of the writer's main ideas and supporting details.

The writer's introduction poses a question or gives an unusual or surprising statement to its readers. ("Animal abuse is worse then you think and finding out just how terrifying it is may just be a few clicks away. Animal abusers are all over the world, and on the internet, too. You can easily search pictures and videos of anti-animal abuse, showing us what really happens behind the scenes. Our laws on animal abuse are not strict enough.")

The writer's introduction gives background information to help readers understand the issue. ("Animal abuse is worse then you think and finding out just how terrifying it is may just be a few clicks away. Animal abusers are all over the world, and on the internet, too. You can easily search pictures and videos of anti-animal abuse, showing us what really happens behind the scenes. Our laws on animal abuse are not strict enough. Animals receive cruel treatment for blatantly testing procedures for dangerous products. Animals never choose to be tortured, and all the pain and abuse can really kill their lives. If animals could see how they would be crudely abused by a selected group of wretched individuals in our society, they would never want to be born. Also, everyone has heard of criminals torturing and killing other humans and receiving dire consequences. Why doesn't this occur with animals as well?")

The writer uses clever ways to lead his/her readers from one idea or event to the next. ("Your riding your bike and you fall because a small rock was in the way or you cut yourself while chopping vegetables. We've all felt pain in past situations, and most of us think it is unpleasant. Unlucky lab animals are forced to experience this abuse almost everyday.")

The writer's conclusion wraps up his/her argument and leaves readers with something to think about or something to do. ("Our laws on animal abuse should be stricter for our earth's animals. The abuse our animals receive is really terrible. Animals don't choose to be animals, and the legal effects on humans should change for animals, so that people will think twice before harming an animal's body. Through all of this, I hope that the laws on animal abuse will become stricter, and the issue becomes well known to everyone. We all need to see how cruel and crazy this insanity, known as animal abuse, really is.")

Language Use & Style

There is good language use, voice, and style exhibited by the writer. The writer demonstrates appropriate language and word choices with evidence of voice and a clear sense of audience. The use of well-structured sentences with some variety adds to the effectiveness of the writer's arguments.

The writer uses language to make his/her writing more persuasive. ("There are already many successful products that have not been tested on animals. Others disagreeing may say that a new unstable drug could be very valuable to mankind, but unsafe to test on humans, so animals would be the answer. I argue that animals and humans are not the same and the results of a new product on an animal can differ from the affects it might place on a human being.")

The writer combines short sentences using conjunctions (and, or, but, for, nor, so, yet) or adds more details. ("Some people may disagree with my point of view. They may ask me, 'Humans or animals?' as if asking, 'Which would you rather test new products on?' My answer is neither, because animals don't need to be tested. There are already many successful products that have not been tested on animals. Others disagreeing may say that a new unstable drug could be very valuable to mankind, but unsafe to test on humans, so animals would be the answer. I argue that animals and humans are not the same and the results of a new product on an animal can differ from the affects it might place on a human being.")

The language and tone are consistent with a persuasive argument. ("Others disagreeing may say that a new unstable drug could be very valuable to mankind, but unsafe to test on humans, so animals would be the answer. I argue that animals and humans are not the same and the results of a new product on an animal can differ from the affects it might place on a human being. Our laws on animal abuse should be stricter for our earth's animals. The abuse our animals receive is really terrible. Animals don't choose to be animals, and the legal effects on humans should change for animals, so that people will think twice before harming an animal's body.")

Mechanics & Conventions

The writer demonstrates good control of mechanics and conventions in the essay response. There are few to no errors in grammar, mechanics, punctuation, or spelling that would interfere with the writer's intended message.

For example, sentences have a subject and a verb (an action), sentences end with punctuation marks, paragraphs are distinguished by a line break or indentation, and sentences begin with capital letters. ("Would you like to always experience pain and feel medications diluting in your systems? No one gets to choose their lives when they're born. If we could, everyone would be rich and that would destroy our economy. Life is unfair, but we should try to create an equal lifestyle for everyone and everything. Pets don't deserve the suffering, but receive it for no reason at all. This is called abuse. Abuse is something everyone should try to stay away from.")

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| <p>Score Point 4 - adequately communicates the writer's message.</p> |
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Model Essay

Animals are abused everyday. Dogs are kicked, cats are burned, and horses are left unfed. Animals are left abandoned. They are left having to fend for themselves without prior knowledge on how to survive. Animal cruelty should be severely punished.

The laws need to be stricter. After all, if some one can abuse animals what would prohibit them from abusing humans? To an animal lover, abusing animals is like abusing your own child. If someone has an animal in their care, they should take the responsibility to make sure it has everything it needs to survive and stay healthy. Animals should be fed and respected. Animals are just like humans.

Animals can feel pain. They can feel every punch, smack, shove, or burn. They know when they haven't been fed. They feel the emptiness in their stomachs. Animals can feel the thirst that may never be quenched. Neglected animals are more susceptible to catching deadly diseases such as worms. Without treatment, they could be sitting in their own "death row."

Animals provide many services to the community. Some animals help people that can't see or navigate. Dogs can be specially trained to detect humans in disastrous situations. Why abuse animals that could be valuable and beneficial to many people?

When animals are neglected or abused, they may become frightened or scared, just as a human would. If the abuse gets bad enough, the animals might cower away from people and be frightened to get near them. Why should people be able to get away with hurting such innocent animals?

Animals that are abused and neglected live in agony. Their furs become matted and dirty. They catch diseases that may never be treated. They don't get exercise, so they become weak. They don't get enough food or water so they don't get the nutrients they need to survive. Animals shouldn't have to live like this!

Laws should be stricter on the people that mistreat animals this way. They shouldn't just be fined! They should have to spend time in jail. Mistreating animals needs to be considered the same as mistreating humans with the same consequences! In my opinion, animals should never be abused or neglected and something needs to be done about it!

Commentary and Analysis **Focus & Meaning**

There is adequate focus and meaning in the essay response. The writer establishes an opinion relevant to the argument posed in the writing task and adequately attempts to persuade the reader. The essay reveals a basic understanding of the purpose and audience and, as a result, completes many parts of the task.

The writer's thesis adequately states what he/she believes about the issue. The writer, however, should assert the thesis in the introductory paragraph, not in the concluding paragraph. ("Laws should be stricter on the people that mistreat animals this way. They shouldn't just be fined! They should have to spend time in jail. Mistreating animals needs to be considered the same as mistreating humans with the same consequences! In my opinion, animals should never be abused or neglected and something needs to be done about it!")

Most of the details used in the essay relate to the writer's opinion. ("Animals that are abused and neglected live in agony. Their furs become matted and dirty. They catch diseases that may never be treated. They don't get exercise, so they become weak. They don't get enough food or water so they don't get the nutrients they need to survive. Animals shouldn't have to live like this!")

The language of the thesis fits the examples. ("Animals provide many services to the community. Some animals help people that can't see or navigate. Dogs can be specially trained to detect humans in disastrous situations. Why abuse animals that could be valuable and beneficial to many people?")

The writer uses words that are appropriate for his/her intended audience. The writer is successful in avoiding word choices that reflect the use of slang, contractions, or other versions of informal language. ("When animals are neglected or abused, they may become frightened or scared, just as a human would. If the abuse gets bad enough, the animals might cower away from people and be frightened to get near them. Why should people be able to get away with hurting such innocent animals?")

Content & Development

The essay's content and development are adequate. The writer develops arguments using some specific, accurate, and relevant details to support his/her position in the argument. However, the writer does not take the opportunity to address the readers' opposing points of view or counterarguments. In missing this crucial piece of the argument, the writer presents a fairly one-sided argument, leaving the response adequate at best.

Most of the writer's details are convincing, clear, correct, and specific. ("Animals can feel pain. They can feel every punch, smack, shove, or burn. They know when they haven't been fed. They feel the emptiness in their stomachs. Animals can feel the thirst that may never be quenched. Neglected animals are more susceptible to catching deadly diseases such as worms. Without treatment, they could be sitting in their own 'death row.' Animals provide many services to the community. Some animals help people that can't see or navigate. Dogs can be specially trained to detect humans in disastrous situations. Why abuse animals that could be valuable and beneficial to many people?")

The explanation and details used to explain the main ideas in the body paragraphs are adequate. ("When animals are neglected or abused, they may become frightened or scared, just as a human would. If the abuse gets bad enough, the animals might cower away from people and be frightened to get near them. Why should people be able to get away with hurting such innocent animals? Animals that are abused and neglected live in agony. Their furs become matted and dirty. They catch diseases that may never be treated. They don't get exercise, so they become weak. They don't get enough food or water so they don't get the nutrients they need to survive. Animals shouldn't have to live like this!")

The writing includes appropriate supporting details in a paragraph to explain and illustrate each main idea. However, an additional paragraph addressing the readers' potential counterarguments is necessary for the argument to be considered well rounded and complete. ("Mistreating animals needs to be considered the same as mistreating humans with the same consequences! In my opinion, animals should never be abused or neglected and something needs to be done about it!")

Organization

The essay exhibits adequate organization. The writer demonstrates a generally unified structure with a noticeable introduction and conclusion. There is consistent evidence of paragraphing, but the use of transitional devices is inadequate. Implementing transitional devices from the MY Access! Word Bank would serve to enhance the flow and sequential development of ideas within the essay.

The writer's introduction adequately grabs the readers' attention. ("Animals are abused everyday. Dogs are kicked, cats are burned, and horses are left unfed. Animals are left abandoned. They are left having to fend for themselves without prior knowledge on how to survive. Animal cruelty should be severely punished.")

The essay includes some transitions between paragraphs and between sentences. However, the writer should employ additional transitions to enhance the connections between main ideas and supporting details. ("The laws need to be stricter. After all, if some one can abuse animals what would prohibit them from abusing humans? To an animal lover, abusing animals is like abusing your own child.")

Details in each paragraph relate to the paragraph's topic sentence. ("Animals can feel pain. They can feel every punch, smack, shove, or burn. They know when they haven't been fed. They feel the emptiness in their stomachs. Animals can feel the thirst that may never be quenched. Neglected animals are more susceptible to catching deadly diseases such as worms. Without treatment, they could be sitting in their own 'death row.'")

The writer's conclusion adequately wraps up his/her argument. ("Laws should be stricter on the people that mistreat animals this way. They shouldn't just be fined! They should have to spend time in jail. Mistreating animals needs to be considered the same as mistreating humans with the same consequences! In my opinion, animals should never be abused or neglected and something needs to be done about it!")

Language Use & Style

There is adequate use of language, voice, and style on behalf of the writer in the essay response. The writer demonstrates appropriate language and word choice, along with an awareness of his/her intended audience. In addition, control of voice is clearly evident. The essay generally provides correct sentence structure with some variety.

The lengths of the sentences are adequately varied. (“The laws need to be stricter. After all, if some one can abuse animals what would prohibit them from abusing humans? To an animal lover, abusing animals is like abusing your own child. If someone has an animal in their care, they should take the responsibility to make sure it has everything it needs to survive and stay healthy. Animals should be fed and respected. Animals are just like humans.”)

Word choices are appropriate for the argument being presented in the response. (“When animals are neglected or abused, they may become frightened or scared, just as a human would. If the abuse gets bad enough, the animals might cower away from people and be frightened to get near them. Why should people be able to get away with hurting such innocent animals?”)

The language and tone are mostly consistent throughout the essay. (“Animals that are abused and neglected live in agony. Their furs become matted and dirty. They catch diseases that may never be treated. They don’t get exercise, so they become weak. They don’t get enough food or water so they don’t get the nutrients they need to survive. Animals shouldn’t have to live like this! Laws should be stricter on the people that mistreat animals this way. They shouldn’t just be fined! They should have to spend time in jail. Mistreating animals needs to be considered the same as mistreating humans with the same consequences! In my opinion, animals should never be abused or neglected and something needs to be done about it!”)

Mechanics & Conventions

The writer provides adequate control of mechanics and conventions in the essay. Errors, if any, in grammar, mechanics, punctuation, or spelling do not interfere with the communication of the writer’s intended message.

For example, sentences have a subject and a verb (an action), sentences end with punctuation marks, paragraphs are distinguished by a line break or indentation, and sentences begin with capital letters. (“When animals are neglected or abused, they may become frightened or scared, just as a human would. If the abuse gets bad enough, the animals might cower away from people and be frightened to get near them. Why should people be able to get away with hurting such innocent animals?”)

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| <p>Score Point 3 - partially communicates the writer’s message.</p> |
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Model Essay

I believe that animal cruelty is wrong. I believe this because animals should not be treated this way it’s inhumane. If an average person was caught betting on a dog fight they would probably only get a one year sentence. But if people were gathered around betting on two people in an arena with knives fighting each other they would all get sentenced to twenty-five years to life. In my opinion that’s not right.

If people bet on other people fighting and they get a twenty-five year sentence and if people were betting on a dog fight they should atleast get a five year sentence. If someone gets caught for betting on a dog fight and they only get a one year sentence chances are that going to bet on other dog fight when they get out of jail again. Dogs don’t deserve to get treated that way. Being cruel to animals is not only inhumane but utterly disgusting.

Just recently a celebrity was caught with a dog fighting pit in his yard. Because he had so much money all he had to do was pay a 10,000 dollar fine. If it was just your average person that had a dog fighting pit in their yard they probably couldn't get that amount of money so they would have to go to jail for about a year maybe longer. It's also not fair that people that have more money than other people get out of jail before they should because they're just going to do it again.

Some people know about animal cruelty but come forward and tell authorities, but if they did they could save at least a couple hundred dogs.

Commentary and Analysis **Focus & Meaning**

The writer provides a limited amount of focus and meaning in the essay response. The writer states an opinion, but his/her arguments may be unclear or underdeveloped. The essay response reflects a limited understanding of the purpose and audience on the part of the writer. However, the essay does manage to satisfy some parts of the writing task.

The essay expresses a limited opinion statement with some understanding of purpose and the intended audience. ("I believe that animal cruelty is wrong. I believe this because animals should not be treated this way it's inhumane.")

The essay demonstrates a limited understanding of audience by neglecting to use persuasive language choices that would attempt to convince or persuade the reader of the writer's viewpoint. ("If an average person was caught betting on a dog fight they would probably only get a one year sentence. But if people were gathered around betting on two people in an arena with knives fighting each other they would all get sentenced to twenty-five years to life. In my opinion that's not right.")

In the introduction, only a limited point of view or argument of the essay is stated. ("I believe that animal cruelty is wrong. I believe this because animals should not be treated this way it's inhumane.")

Content & Development

The writer's ability to develop arguments with supporting content is very limited in the essay response. The essay reveals glimpses into arguments briefly and inconsistently, using insufficient details to support the writer's position. In the response, the writer does not attempt to address the readers' opposing points of view or counterarguments. This only serves to lessen the effectiveness of the writer's argument.

The writer includes some facts, statistics, examples, short stories, and/or explanations that explain or illustrate his/her opinion. ("If an average person was caught betting on a dog fight they would probably only get a one year sentence. But if people were gathered around betting on two people in an arena with knives fighting each other they would all get sentenced to twenty-five years to life. In my opinion that's not right.")

The explanation and details used to explain the main ideas in the body paragraphs are limited. ("Just recently a celebrity was caught with a dog fighting pit in his yard. Because he had so much money all he had to do was pay a 10,000 dollar fine. If it was just your average person that had a dog fighting pit in their yard they probably couldn't get that amount of money so they would have to go to jail for about a year maybe longer.")

Although some of the writer's details are convincing, the essay response is too limited to produce a balanced argument. At least three topic sentences are needed to elaborate on the main argument of the essay. The essay needs three to five supporting details in each body paragraph to explain and illustrate each main idea. The essay fails to deliver on the content necessary to convey a meaningful response. ("It's also not fair that people that have more money than other people get out of jail before they should because

they're just going to do it again. Some people know about animal cruelty but come forward and tell authorities, but if they did they could save at least a couple hundred dogs.”)

Organization

There is limited organization of ideas in the task response. The writer demonstrates some evidence of structure with an uncertain introduction and conclusion, but lacks effective paragraphing and transitional devices to make this more than just a limited response.

The essay demonstrates limited evidence of an effective introduction. The introduction does not attempt to grab the readers' attention in the beginning by posing a question, an exclamation, or an interesting fact to hook readers. (“I believe that animal cruelty is wrong. I believe this because animals should not be treated this way it's inhumane.”)

The writer's introduction does manage to provide some background information to help readers understand the issue. (“If an average person was caught betting on a dog fight they would probably only get a one year sentence. But if people were gathered around betting on two people in an arena with knives fighting each other they would all get sentenced to twenty-five years to life.”)

The essay exhibits limited supporting paragraphs. Additionally, transitions were not included between paragraphs and between sentences to promote flow and sequential development of the writer's arguments. (“If people bet on other people fighting and they get a twenty-five year sentence and if people were betting on a dog fight they should atleast get a five year sentence. If someone gets caught for betting on a dog fight and they only get a one year sentence chances are that going to bet on other dog fight when they get out of jail again. Dogs don't deserve to get treated that way.”)

The essay does not include a strong conclusion. It neither restates the argument of the essay, nor does it leave readers with something to think about or tell them what to do next. Nowhere in the conclusion does the writer attempt to convince readers with a summation of restated arguments. (“Some people know about animal cruelty but come forward and tell authorities, but if they did they could save at least a couple hundred dogs.”)

Language Use & Style

The essay provides limited language use, voice, and style. The writer demonstrates simple language and word choice, some awareness of audience, and control of voice. The essay relies on simple sentences with insufficient sentence variety and word choice.

The essay exhibits limited descriptive and persuasive words and phrases to describe the opinion statement effectively. (Phrases such as “you must,” “you should,” “you need to,” “right now,” and “don't wait” are just some of the suggestions found in the MY Access! Word Bank.) (“If someone gets caught for betting on a dog fight and they only get a one year sentence chances are that going to bet on other dog fight when they get out of jail again. Dogs don't deserve to get treated that way. Being cruel to animals is not only inhumane but utterly disgusting.”)

Sentences in the essay lack well-developed structure. (“If people bet on other people fighting and they get a twenty-five year sentence and if people were betting on a dog fight they should atleast get a five year sentence.”)

Some sentences in the essay are too short. (“In my opinion that's not right.”)

There is a limited variety of sentences in this essay. (“If people bet on other people fighting and they get a twenty-five year sentence and if people were betting on a dog fight they should atleast get a five year sentence. If someone gets caught for betting on a dog fight and they only get a one year sentence chances are that going to bet on other dog fight when they get out of jail again.”)

Mechanics & Conventions

The essay exhibits limited control of mechanics and conventions in the task response. There are several noticeable errors in grammar, mechanics, punctuation, or spelling that could interfere with the communication of the message.

The essay should always have subject/verb agreement, correct punctuation, capitalization, and usage. The writer should proof for spelling and any other writing errors. (“If it was just your average person that had a dog fighting pit in their yard they probably couldn’t get that amount of moner so they would have to go to jail to for about a year maybe longer. It’s also not fair that people that have more money than other people get out of jail before they should ecause they’re just going to do it again.”)

The writer can click on MY Editor for more ways to improve his/her writing.

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| Score Point 2 - limited in communication of the writer’s message. |
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Model Essay

I think that animal abuse is just plane wrong. We should put people in prison for life because they think killing dogs or other animals is very amusing. People think it is fun until they end up in jail. This reminds me of someone that played professional football, Michael Vick. At this point he is still in jail.

There are people out there that still do that for fun even though they see someone on tv go to jail. Even if they could get in to trouble they would do it anyways, they just don’t care. There are people that don’t kill dogs but they still bet on them, and you can get into the same amount of trouble betting or just watching.

There are people out there that doesn’t just do that to dogs.

Commentary and Analysis Focus & Meaning

The essay provides minimal focus and meaning toward the argument presented in the writing task. The writer demonstrates little attempt at stating an opinion/position/thesis relating to the persuasive argument presented. There is a minimal understanding of the purpose and audience, and the essay satisfies few parts of the writing task.

The essay does not state a clearly-defined opinion that reflects the issue in the writing task. The writer reveals thoughts about the issue being wrong, but never addresses the argument for equal punishment for animal and human abuse cases. (“I think that animal abuse is just plane wrong. We should put people in prison for life because they think killing dogs or other animals is very amusing.”)

The essay lacks awareness of audience by neglecting to include language that reflects the persuasive nature of the writing task. The writer misses opportunities to incorporate persuasive terms in his/her writing to convince readers of the writer’s point of view. (“We should put people in prison for life because they think killing dogs or other animals is very amusing. People think it is fun until they end up in jail.”)

In the introduction, the purpose of the essay and its intended audience are not clearly identified. (“I think that animal abuse is just plane wrong. We should put people in prison for life because they think killing dogs or other animals is very amusing. People think it is fun until they end up in jail. This reminds me of someone that played professional football, Michael Vick. At this point he is still in jail.”)

Content & Development

The content and development of main ideas in the essay are minimal. The writer develops arguments incompletely and inadequately, using few details to support his/her position. The writer should have considered the readers' opposing points of view or counterarguments in the response.

There is minimal evidence that explains or supports the opinion statement. ("I think that animal abuse is just plane wrong. We should put people in prison for life because they think killing dogs or other animals is very amusing. People think it is fun until they end up in jail.")

The essay does not include at least three main ideas as evidence. Because of this, the details are minimal to explain and illustrate the evidence. ("I think that animal abuse is just plane wrong. We should put people in prison for life because they think killing dogs or other animals is very amusing. People think it is fun until they end up in jail. This reminds me of someone that played professional football, Michael Vick. At this point he is still in jail.")

The writer neglects to include important details (including specific examples, facts, brief narratives, or explanations) to explain and illustrate each main idea. ("There are people that don't kill dogs but they still bet on them, and you can get into the same amount of trouble betting or just watching. There are people out there that doesn't just do that to dogs.")

Organization

The organization of the ideas in the essay is very minimal. The writer demonstrates little evidence of structure with a poor introduction and conclusion. Additionally, there is little evidence of paragraphing and transitional devices employed in the essay response.

The essay demonstrates little evidence of an effective introduction and does little to grab readers' attention in the beginning of the introduction by posing a question, an exclamation, or an interesting fact. ("I think that animal abuse is just plane wrong. We should put people in prison for life because they think killing dogs or other animals is very amusing. People think it is fun until they end up in jail.")

The essay does not create effective supporting paragraphs, and transitional words are not used to illustrate connections between ideas in the essay. ("This reminds me of someone that played professional football, Michael Vick. At this point he is still in jail. There are people out there that still do that for fun even though they see someone on tv go to jail. Even if they could get in to trouble they would do it anyways, they just don't care.") Supporting paragraphs are needed, with three or more details to support the opinion or thesis of the essay.

The essay does not include a strong conclusion and does not leave readers with something to think about or tell them what to do next. ("There are people that don't kill dogs but they still bet on them, and you can get into the same amount of trouble betting or just watching. There are people out there that doesn't just do that to dogs.")

Language Use & Style

There is minimal language use, voice, and style exhibited by the writer in the task response. The writer demonstrates poor language and word choice, along with little awareness of his/her intended audience. The essay also reveals basic errors in sentence structure and usage.

The essay exhibits minimal descriptive, persuasive words and phrases to describe the opinion statement effectively. (Phrases such as "you must," "you should," "you need to," "right now," and "don't wait" are just some of the suggestions found in the MY Access! Word Bank.) ("I think that animal abuse is just plane wrong. We should put people in prison for life because they think killing dogs or other animals is very amusing.")

Descriptive and persuasive word choices are needed to answer questions such as who, what, when, where, why, and how within the essay. (“There are people out there that still do that for fun even though they see someone on tv go to jail. Even if they could get in to trouble they would do it anyways, they just don’t care.”) The writer can use the MY Access! Word Bank to utilize additional adjectives, adverbs, and sensory words to describe the opinions, people, places, and things within the essay more effectively.

Sentences in the essay are not well structured. (“Even if they could get in to trouble they would do it anyways, they just don’t care. There are people that don’t kill dogs but they still bet on them, and you can get into the same amount of trouble betting or just watching.”)

Mechanics & Conventions

The writer exhibits minimal control of mechanics and conventions in the essay. There are patterns of errors in grammar, mechanics, punctuation, or spelling that substantially interfere with the communication of the intended message.

The writer should be sure that the sentences in the essay contain subject/verb agreement, end each sentence with an appropriate punctuation mark, begin each sentence with a capital letter, and provide correct spelling and usage of chosen words. (“There are people out there that doesn’t just do that to dogs.”)

The writer can click on MY Editor for more ways to improve his/her writing.

Animal Testing

Cosmetic and drug companies continually face opposition due to the fact that they use animals for the testing of their products. Some feel that this procedure goes against the rights which are given to all living beings, including animals, while others see the positive impact that animal testing brings to the lives of human beings.

Write a multi-paragraph essay in which you state and defend your position. Be sure to include specific details and examples to support your argument.

Score Point 6 - very effectively communicates the writer’s message.

Model Essay

Animal testing has been a controversial subject for quite a while; however, the dilemma about its ban is a very simple matter. When our nation’s Constitution was written, it was not only directed towards the people of America. I believe that our founding fathers meant for these rights to be given to all living beings, and by testing products on animals, these creatures are being robbed of their well-deserved rights. Next, cosmetics and drugs that are tested on these critters may possibly be toxic or harmful, and animals are put in danger by being the test subjects of these hazardous materials. Finally, studies have shown that animal testing is not always accurate or conclusive because the stress lab animals endure can cause negative reactions to foreign substances. Animal testing is immoral and unlawful, and the practice of these unjust procedures must end.

Since the American Constitution was devised, the document has clearly stated that there are rights all living beings are entitled to. As animals are indeed living beings, they do not deserve to be mistreated during animal testing processes. By experimenting with possibly hazardous materials such as cosmetics and supposed medical treatments, animals are being denied of their given rights. In order to correct this injustice, animal experimentation must be banned from our society. “There is a clear set of rights administered to every creature, and the animal testing practice steals those rights from the critters

involved,” explains PETA president John Smith, “This cruelty is unacceptable and must be brought to an end.”

A study conducted in 2005 by the National Animal Protection Society took a major jab at animal testing by taking a careful examination of the process and the results. After months of research, a shocking conclusion was finally announced. The scientists handling the case found that during lab testing, seventy-two percent of chemicals or other substances being analyzed are fatal or hazardous to the innocent creatures involved. Further studies proved that over forty percent of these animals are severely harmed by the perilous materials. Animals are made susceptible to all sorts of permanent damage during these experimental sessions, and those lives can no longer be risked. All animal testing must be banished for the benefit of every living being on earth.

“As animals are held captive in laboratories, certain natural events can interfere with the results of the experiments being conducted,” scientist Beth Sanders begins, “The critters are kept with horrendous living conditions. The creatures are torn apart from their mothers at birth, which incites a series of phases that are devastating to the well-being of the animal. The creature will soon begin to endure an overwhelming amount of stress and agony, and the poor feeding situations in the labs only exaggerate this problem.” This startling bit of information was responsible for several investigations on the topic in 1999, when innovative animal rights activist Max Hewitt considered the influence the animals’ conditions may have on the actual testing of the questionable products. The man found that the stress and starvation the lab animals endured swayed the results of eighty-four percent of the experiments, misleading scientists to inconclusive or alternate results in their studies. If animal testing interferes with the good of the experiments, then why is it still present in this country? It is time that this terrible practice is eliminated from the American society.

For years, government officials have debated several different ways to approach animal testing; however, there is one simple solution. Animal testing must be made illegal in this nation. To begin, this procedure denies every involved creature of the rights promised to them at birth. Whether a being is of the human race or of another species, every living thing on the planet may not be denied freedom and safety. Also, this controversial process deals with substances that are usually hazardous and dangerous to the objects they are inflicted on. Animals react to these materials in several ways, but most of the time the creatures are harmed by these foreign entities. In conclusion, several investigations have proven that the atrocious living conditions of laboratory animals influence the fate of the experiments in various ways. Each of these ways leads to inaccurate and incorrect studies and results. Animal testing is evil and unnecessary, and this horrid practice must be stopped at once.

Commentary and Analysis **Focus & Meaning**

This essay’s focus and meaning are very effective. The writer establishes and maintains an insightful position on the issue of animal testing to effectively persuade the reader that animal testing is “immoral and unlawful.” (“Animal testing is immoral and unlawful, and the practice of these unjust procedures must end”). This essay demonstrates a thorough understanding of the purpose and audience and completes all parts of the task, even, at times, going beyond the limits of the task.

Content & Development

The content throughout this essay is developed very effectively. Arguments are effectively developed, using a wide variety of specific, accurate, and relevant detail to support the writer’s position that animal testing is immoral. The writer even quotes experts on the topic and cites relevant research to support his/her position. (“A study conducted in 2005 by the National Animal Protection Society took a major jab at animal testing by taking a careful examination of the process and the results.”)

Organization

This essay is organized very effectively throughout. A cohesive and unified structure is shown, as there is an engaging introduction, which lays out the main points of the essay, and a strong conclusion.

Furthermore, transitional devices are used effectively throughout the essay. (“Animal testing has been a controversial subject for quite a while; however, the dilemma about its ban is a very simple matter.”)

Language Use & Style

Very effective language use and style are demonstrated throughout this essay. Precise language and word choice are seen, along with a defined voice and a clear sense of audience; sentences are well-structured and varied. (“In conclusion, several investigations have proven that the atrocious living conditions of laboratory animals influence the fate of the experiments in various ways.”)

Mechanics & Conventions

The author demonstrates very effective control of mechanics and conventions, with few or no errors in grammar, mechanics, punctuation, and spelling. (“As animals are indeed living beings, they do not deserve to be mistreated during animal testing processes. By experimenting with possibly hazardous materials such as cosmetics and supposed medical treatments, animals are being denied of their given rights.”)

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| Score Point 5 - strongly communicates the writer’s message. |
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Model Essay

Do you have a pet at home? Perhaps a cat, dog or even a hamster. How would you feel if your pet was being tested for drugs and cosmetic companies. I wouldn’t be too happy about that. However, companies these days are always using animals to test their products. I am against this procedure because animals, as living things, have rights as well. People are sacrificing animal’s lives to test on products that humans use. Animals don’t even use those products and yet they are being tested. I’m not saying that we should use humans as Guinea pigs to test products and possibly risk their lives, but animals have rights too, so they shouldn’t be tested either. There should be other ways to test products without using animals or humans.

Animals are living creatures, with feelings and rights. They should be valued equally as human beings and we shouldn’t take their rights away from them. We keep testing on animals nonstop, test after test after test. Soon, animals could get extinct. Many people say that animals are easier to control and that if an animal gets sick its easier to get rid of rather than a human. However, what if an animal gets sick and transfers the disease to humans. That wouldn’t be so easy to control.

Another point is that cosmetics are used on animals all the time to see if they really make your skin glow or brighten up your eyes. Well how would you find the effect for humans if you’re testing on animals who don’t even use these products. Animals have different characteristics than humans, and what works on animals might not work for humans. They also check if the product is safe and if it would harm a human. Well, testing the products on animals could harm and kill the animal. Another thing that is tested on animals are drugs, such as prescriptions and OTCs. Scientists want to find out if the drugs really cures the human or if they will mess them up. But if they use a drug on an animal who might not even be sick, how would they know if the drug works or not. Animal testing could not be accurate.

There might be some other ways to test without using animals or humans. Some alternatives are to make all-natural products, so there wouldn’t be anything to test. Also, scientist could find another way to test products without using animals or humans. We can also use criminals who are going on death penalty to be testers. They’re going to die any ways so we might as well make it for a good cause. Or we could suggest people in vegetative states to test. Families of those people could make a choice to donate their relatives to test products. Those are better alternatives than just choosing an animal to test just because they can’t make their own choices.

Ultimately, animals have feelings too. They should be treated the way humans are. They have the same rights as we do, being living things and all. Just because we can’t hear or understand what they say or feel doesn’t mean they don’t have feelings or opinions. Animals don’t even use the products that are being tested on them, which isn’t fair. I hope in the future there will be more alternatives for tested instead of

animals. Animals don't deserve to be treated this way. They should be treated with respect and be given their rights.

Commentary and Analysis **Focus & Meaning**

A good focus and meaning is maintained throughout this essay, which establishes and maintains a clear position to persuade the reader that animal testing is wrong. ("There should be other ways to test products without using animals or humans"). The essay shows a general understanding of the purpose and audience; most parts of the task are completed.

Content & Development

The content throughout this essay is well-developed well. Arguments are developed using sufficient specific, accurate, and relevant details to support the writer's position that animal testing should not be practiced. ("Animals are living creatures, with feelings and rights. They should be valued equally as human beings and we shouldn't take their rights away from them"). The writer also clearly addresses readers' opposing points of view. ("I'm not saying that we should use humans as Guinea pigs to test products and possibly risk their lives, but animals have rights too, so they shouldn't be tested either.")

Organization

This essay shows evidence of good organization. There is a mostly unified structure with a detailed introduction and conclusion, thesis statement as the last sentence of the introduction, consistent use of paragraphing, and transitional devices. ("Ultimately, animals have feelings too. They should be treated the way humans are.")

Language Use & Style

The writer of this essay demonstrates good use of language and style. Appropriate language and word choice are seen, with some evidence of voice and a clear sense of audience; sentences are well-structured with some variety. ("Animals are living creatures, with feelings and rights. They should be valued equally as human beings and we shouldn't take their rights away from them.")

Mechanics & Conventions

There is good control of mechanics and conventions. Few errors in grammar, mechanics, punctuation, and spelling do not interfere with the author's intended message. ("Another thing that is tested on animals are drugs, such as prescriptions and OTCs. Scientists want to find out if the drugs really cures the human or if they will mess them up.")

Score Point 4 - adequately communicates the writer's message.

Model Essay

Can you believe some people actually would risk an animal's life for their own satisfaction? Some cosmetic and drug companies use animals to test their products. I think that is the most cruel thing you could do to an animal. My reasons are that theirs a chance you could kill the animal, they didn't do anything to us, and what is the whole point of doing so? I strongly disagree with testing cosmetics and drugs on animals and here are some supporting reasons why.

To begin with, I don't think that Cosmetic and drug companies should be allowed to test on animals because there is always that risk the animal could die. If something goes wrong with what they are testing it could be toxic or poisonous to the animal. That is why they use animals rather than people. They

would rather harm an innocent animal than the people using the product. I don't think that is fair animals are living things just as humans are.

In addition to my statement, I don't think that Cosmetic and drug companies should be allowed to test their products on animals because they didn't do a thing to us. They have the disadvantage in this case. If all they did was be born on this earth why would you want to risk their life? All people are really doing is using them for their own mirth. Making the cosmetics and or drugs are more important to the people than how they got it, or who they could have or did harm.

My last but not least reason why I don't think that Cosmetic and drug companies should be able to test their products on animals is because I don't see what is the point of doing this. Scientist could come up with a better way to test their products if they wanted to. I think that this is just their easy way out. If you could test it on so many other things why would you do it on a living creature? And if it had to be tested on something why would you want it?

To sum it all up I am strongly against animal testing. I seriously don't think that Cosmetic companies should be allowed to test their products on animals. There is a chance you could harm or even kill the animal, what did these animals do to us humans, and what is the whole point of testing on animals when you could test it on so many other things. Well, that is just my point of view. Many others might disagree with me. But let me ask you this, Is it really worth it to put an animal at risk for your own pleasure?

Commentary and Analysis

Focus & Meaning

This essay maintains an adequate focus and meaning. The writer establishes a position and adequately attempts to persuade the reader that animal testing is wrong. ("I strongly disagree with testing cosmetics and drugs on animals and here are some supporting reasons why"). A basic understanding of the purpose and audience is demonstrated, and many parts of the task are completed.

Content & Development

This essay's content and development are adequate. Arguments are developed using some specific, accurate, and relevant details to support the writer's position against animal testing. ("To begin with, I don't think that Cosmetic and drug companies should be allowed to test on animals because there is always that risk the animal could die. If something goes wrong with what they are testing it could be toxic or poisonous to the animal.")

Organization

The organization of this essay is adequate. A generally unified, five-paragraph structure is shown with an obvious, but less polished, introduction and conclusion and some transitional devices. ("To sum it all up I am strongly against animal testing. I seriously don't think that Cosmetic companies should be allowed to test their products on animals.")

Language Use & Style

The author's use of language and style in this essay is adequate. Appropriate, but simpler, language and word choice are used, with an awareness of audience and control of voice. Sentence structure is generally correct with some variety. ("In addition to my statement, I don't think that Cosmetic and drug companies should be allowed to test their products on animals because they didn't do a thing to us. They have the disadvantage in this case.")

Mechanics & Conventions

There is an adequate control of mechanics and conventions in this essay. Some errors in grammar, mechanics, punctuation, and spelling are seen that do not significantly interfere with the communication of

the author's intended message. ("To begin with, I don't think that Cosmetic and drug companies should be allowed to test on animals because there is always that risk the animal could die.")

Score Point 3 - partially communicates the writer's message.

Model Essay

Did you know that a lot of people test there products on animals before people? Well, it's true. Many perfumes and other products are used on animals to test. I think that it is good that people use an animal to test there product on at first, so we don't test it on people, like ourselves and get sick.

Yes, it is better to test products on animals before people, but many animals such as mice, or rats get rashes or even die, if the product is bad. You may rather let a rat or mouse die by testing, but don't you think that scientist's should try to find something else to test there product on? Animals could be very valuable one day, and all were doing is testing products on them and killing them. If people keep testing on animals, then the animals will eventually get sick and die. You should think more about the animal, then the product your testing.

Testing animals is fine for us, but bad for them. In conclusion, I believe that testing animals are better then testing on people, but it's still bad for the animals. Next time you put on purfume or anyother product, think about the animal people tested it on. More and more animals are getting sick from animal testing. I think that the people who are testing there product on animals, to think about the animals before the product.

Commentary and Analysis

Focus & Meaning

The focus and meaning of this essay are limited. The writer states his/her position, but it is somewhat unclear and underdeveloped; a strong position on the issue is not taken. ("In conclusion, I believe that testing animals are better then testing on people, but it's still bad for the animals"). This essay demonstrates limited understanding of the purpose and audience; only some parts of the task are completed.

Content & Development

This essay's content and development are limited, as the essay's body only consists of one paragraph. Arguments are developed briefly and inconsistently, using insufficient details to support the writer's position that animal testing is wrong, yet it is better to test on animals than people. ("Yes, it is better to test products on animals before people, but many animals such as mice, or rats get rashes or even die, if the product is bad.")

Organization

This essay demonstrates limited organization. Although there is some evidence of structure, the essay only consists of three paragraphs, which includes an introduction and conclusion. In addition, the introduction does not include the writer's full opinion on the issue. The reader does not learn this until later in the essay. ("I think that it is good that people use an animal to test there product on at first, so we don't test it on people, like ourselves and get sick"). Furthermore, few transitional devices are used.

Language Use & Style

The writer's use of language and style in this essay is limited. Simple language and word choice are seen, yet there is some awareness of audience and control of voice. The author also relies on simple sentences with insufficient sentence variety. ("I think that the people who are testing there product on animals, to think about the animals before the product.")

Mechanics & Conventions

There is a limited control of mechanics and conventions in this essay. Several noticeable errors in grammar, mechanics, punctuation, and spelling may interfere with the communication of the author's intended message. ("Next time you put on perfume or anyother product, think about the animal people tested it on.")

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| Score Point 2 - limited in communication of the writer's message. |
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Model Essay

I think it's kind of good to be testing animals. I think it's kind of okay because scientists are testing new medicine that they made to see if it's not dangerous for people before they put the medicine to sale. I also think it's okay because it help people not suffer or die. If people are testing animals that are almost extinct they must be really crazy.

I also feel bad for he animals that are being tested because they could die and they are suffering. It's the same thing with people because animals are dying and suffering for animal testing. I think it's better if they don't test anything any more so animals won't be suffering any more.

Commentary and Analysis

Focus & Meaning

The focus and meaning of this essay are minimal. Little attempt is made at stating a position on the issue. The author does not have a strong opinion on the issue of animal testing. ("I think it's kind of good to be testing animals"). This essay demonstrates minimal understanding of the purpose and audience and only completes few parts of the task.

Content & Development

The content of this essay is developed minimally, and the essay only consists of two short paragraphs. Arguments are developed incompletely and inadequately, using few details to support the writer's position. ("I also think it's okay because it help people not suffer or die. If people are testing animals that are almost extinct they must be really crazy"). The writer considers both sides of the issue but does not take a definite position.

Organization

There is minimal organization shown in this essay. There is little evidence of structure in this two-paragraph essay, and it is unclear whether the two paragraphs consist of an introduction and conclusion or just an introduction and one body paragraph. Transitional devices are also rarely seen. ("I also feel bad for he animals that are being tested because they could die and they are suffering.")

Language Use & Style

Language use and style in this essay are minimal. There is poor language and word choice used, with little awareness of audience, and basic errors in sentence structure and usage are apparent. ("I think it's kind of okay because scientists are testing new medicine that they made to see if it's not dangerous for people before they put the medicine to sale.")

Mechanics & Conventions

There is minimal control of mechanics and conventions in this essay. Patterns of errors in grammar, mechanics, punctuation, and spelling substantially interfere with the communication of the author's message. ("I think it's kind of good to be testing animals. I think it's kind of okay because scientists are

testing new medicine that they made to see if it's not dangerous for people before they put the medicine to sale. I also think it's okay because it help people not suffer or die.”)

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| Score Point 1 - inadequately communicates the writer's message. |
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Model Essay

I think that animal testing is bad.The reason why I think animal testing is bad because the animal gets hurt and dies. If the animal does make it then something would be wrong with it like it might be missing and eye, an leg,and an orgin. When they are done with animal then they just put them in a box and put them next to a garbage cans and leave them there. Why cant they just test on rats because they just make more baby rats and they should not test on dogs, rabbits, birds,and cats

Commentary and Analysis Focus & Meaning

This essay's focus and meaning are inadequate. The writer demonstrates almost no effort in stating a position on the issue, and little effort is made to persuade in this one-paragraph essay. Very few parts of the required task are completed. (“I think that animal testing is bad.”)

Content & Development

The content and development of this essay are inadequate, as there is only one paragraph with an idea stated but with little to no attempt made in using details to support the arguments and the writer's position. The writer also does not consider any counterarguments. (“When they are done with animal then they just put them in a box and put them next to a garbage cans and leave them there. Why cant they just test on rats because they just make more baby rats and they should not test on dogs, rabbits, birds,and cats”)

Organization

Thus essay is organized poorly and inadequately. No evidence of structure is apparent, as the essay only consists one paragraph with no introduction or conclusion. In addition, transitional devices are not used to connect sentences and ideas. (“I think that animal testing is bad.The reason why I think animal testing is bad because the animal gets hurt and dies.”)

Language Use & Style

The author's use of language and style in this essay is inadequate. Unclear language and word choice are seen, there is no awareness of audience, and major errors are present in sentence structure and usage. (“If the animal does make it then something would be wrong with it like it might be missing and eye, an leg,and an orgin. When they are done with animal then they just put them in a box and put them next to a garbage cans and leave them there.”)

Mechanics & Conventions

This essay features an inadequate control of mechanics and conventions. Errors are so severe in grammar, mechanics, punctuation, and spelling that they significantly interfere with the communication of the author's message. (“If the animal does make it then something would be wrong with it like it might be missing and eye, an leg,and an orgin. When they are done with animal then they just put them in a box and put them next to a garbage cans and leave them there. Why cant they just test on rats because they just make more baby rats and they should not test on dogs, rabbits, birds,and cats”)

An Important Issue

Write a letter to the editor. Tell about a topic that is important to you. State your position and give arguments to convince your readers to take action.

Score Point 6 - very effectively communicates the writer's message.

Model Essay

Due to these recent and unfortunate budget cuts, you are forced to get rid of all but one extracurricular activity. This is a difficult decision considering all of these activities contribute to our schools. However, I was able to decide that the wisest decision would be to keep Student Government. This choice is backed by three reasons. Student Government plans school activities, generates money for the school, and stimulates creativity among its members. Student government is all-around beneficial to the school. The school probably depends on it to a degree.

One thing Student Government does for our school is plan school occasions unrelated to the academic aspects of school. These activities include dances, talent shows, and spirit weeks, all of which are widely and enthusiastically participated in. Dances occur on many holidays, such as Halloween, Christmas, and St. Patrick's Day, and provide fun, food, and drinks all for the cost of a five dollar ticket. Talent shows occur once a year and take weeks of planning to get just right. The talent shows are also professionally lighted and recorded, making it an experience to remember. Spirit weeks, on the other hand, are merely days where students may do things they normally wouldn't, such as dress a certain way. An example would be twin day, where two or more people might dress the same. Spirit weeks are completely optional, yet probably the most participated in, since there is no cost.

Student Government also raises money for the school through the events they plan. Dance tickets are usually sold out within three days, and the school always gets more money than they put into the dance. Talent shows generate money both from tickets to the actual show and sales of the professional recording. Due to the nature of the talent shows, the students know how fun it is to attend and how great the video is, so there will rarely be an unsold ticket or video. However, these activities may not generate as much money as a few other activities. You might consider this to be a bonus to all that Student Government already does.

However, Student Government is not just a decision-making organization. They actually carry out their plans instead of delegating the tasks to another group. This makes them a unique type of government. Student Government stimulates creativity: members make and set up posters advertising every aspect of the activities they plan. These must be creative, original, and attention-grabbing for all passers by so as to encourage participation. Student Government stimulates resourcefulness: some of the events they plan require careful, yet hasty, planning and asset management. This careful planning makes these events as good as they can possibly be. Student Government stimulates leadership: all things that Student government does requires members to develop initiative, strategic thinking, and other skills that will prove extremely useful later in their lives. This isn't normal politics, this is smart politics.

Normally, in an essay designed to persuade, the writer would try to either completely skip bad details and work around them, or hide bad ideas within the text, where they would likely be looked over. Personally, I like to hide bad details, but the problem is: I can't find any bad details to hide! There are simply no negative consequences of the action I propose, save the fact that other groups might earn more money than Student Government, but if there's only one bad detail, what's the point of hiding it? Besides, the money is just a bonus anyway.

Sincerely,
Student A

Commentary and Analysis

Focus & Meaning

The essay has very effective focus and meaning. It establishes and maintains an insightful opinion/position/thesis statement to effectively persuade readers. It demonstrates a thorough understanding of the purpose and audience and completes all parts of the task and may go beyond the limits of the task. All of the details used in the essay effectively relate to the writer's opinion. The writer effectively uses words that are appropriate for his/her audience; the writer does not use slang, contractions, or other versions of informal language. The writer's thesis creatively states what he/she believes about the issue. The essay is very effectively focused on the controlling idea with details. ("Student Government also raises money for the school through the events they plan. Dance tickets are usually sold out within three days, and the school always gets more money than they put into the dance.")

Content & Development

The essay has very effective content and development. It effectively develops arguments, using a wide variety of specific, accurate, and relevant detail to support the writer's position. It convincingly addresses readers' opposing points of view or counterarguments. The writer addresses readers' concerns by effectively responding to those who might disagree with his/her own opinion. The writer effectively includes facts, statistics, examples, short stories, and/or explanations that explain or illustrate his/her opinion. The writer's details are convincing. Details are clear, correct, and specific. The writer attempts to anticipate reader reaction and criticism. ("However, I was able to decide that the wisest decision would be to keep Student Government. This choice is backed by three reasons. Student Government plans school activities, generates money for the school, and stimulates creativity among its members. Student government is all-around beneficial to the school. The school probably depends on it to a degree. ...Normally, in an essay designed to persuade, the writer would try to either completely skip bad details and work around them, or hide bad ideas within the text, where they would likely be looked over. Personally, I like to hide bad details, but the problem is: I can't find any bad details to hide! There are simply no negative consequences of the action I propose, save the fact that other groups might earn more money than Student Government, but if there's only one bad detail, what's the point of hiding it?")

Organization

The essay has very effective organization. It demonstrates a cohesive and unified structure with an engaging introduction and a strong conclusion, along with effective use of paragraphing and transitional devices throughout. The writer's introduction is creative and grabs readers' attention. Details in each paragraph relate to the paragraph's topic sentence. Reasons are presented in a logical order. The writer's conclusion effectively wraps up his/her argument and leaves readers with something to think about or something to do. ("Student Government stimulates leadership: all things that Student government does requires members to develop initiative, strategic thinking, and other skills that will prove extremely useful later in their lives. This isn't normal politics, this is smart politics.")

Language Use & Style

The essay has very effective language use and style. It demonstrates precise language and word choice, a defined voice, and a clear sense of audience. It also uses well-structured and varied sentences. The writer effectively uses language to make his/her writing more persuasive. The writer uses varied sentences in his/her essay by making or adding sentences with exclamations or questions, or combining sentences with conjunctions and/or semicolons. Coherent style and tone ensure readers thoroughly understand how the main and supporting points of both paragraphs are related and how they strengthen the controlling point/thesis statement of the essay. ("Dance tickets are usually sold out within three days, and the school always gets more money than they put into the dance. Talent shows generate money both from tickets to the actual show and sales of the professional recording. Due to the nature of the talent shows, the students know how fun it is to attend and how great the video is, so there will rarely be an unsold ticket or video. However, these activities may not generate as much money as a few other activities.")

Mechanics & Conventions

The essay has very effective control of mechanics and conventions. It has few or no errors in grammar, mechanics, punctuation, and spelling.

For example, each sentence has a subject and a verb (an action), each sentence ends with a punctuation mark, each paragraph is distinguished by a line break or indentation, and each sentence begins with a capital letter. (“Spirit weeks, on the other hand, are merely days where students may do things they normally wouldn't, such as dress a certain way. An example would be twin day, where two or more people might dress the same. Spirit weeks are completely optional, yet probably the most participated in, since there is no cost.”)

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| Score Point 5 - strongly communicates the writer's message. |
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Model Essay

Do you think students should do volunteer work to graduate? If you ask me, I would say yes they should do volunteer work to graduate. For example, it could help people by doing the volunteer work. By doing volunteer work it could change people's lives in many different ways throughout life. Another reason is that it s a great way to get ready for the real world and prepare you to get ready for a job and for what your boss wants you to do.

The first reason high school students should do volunteer work just to graduate is that it could help many people and not just themselves. It could help them or other people by maybe getting groceries, walking the dog, or just watching a pet or child/children. Or even washing he car or cleaning. Whatever it is it'll be helping the person that needs the help or even the person who just is doing the work for the other person. If a student does volunteer work for watching a child or babysitting it could be helping that parent or adult. So, the parent can do other important things or may its going to work.

Another reason why they should have the high scholars do volunteer work is it could change peoples lives. A reason that it could change their lives is that when you do volunteer it teaches you self-discipline. Also it could teach that student time management. By learning self-discipline and time management that you will have to get that something done in a certain time. Also what if that child is on drugs? Maybe, just maybe, it'll help them to stop doing drugs. What if it doesn't help that student at all, you may think. It could just show up later in life or it could show up right there and then.

Lastly, it's a great way to get ready for the real world. Volunteer work can help them in what they want to do in life. It could help them get ready for what they want to do for a job or life. It could show them the right way to do their job. You might think that when you re in high school there are many things that can help them get ready. But, volunteer work can take you up to the next level.

In conclusion, students should have to do volunteer work to graduate high school. They should do volunteer work because it could help many people, and it's a great way to get ready for the real world and it could change peoples lives. If the question ever comes to you, should high school students do volunteer work to graduate high school to get to collage, then say yes.

Commentary and Analysis

Focus & Meaning

The essay has good focus and meaning. It establishes and maintains a clear opinion/position/thesis statement to persuade the reader. It demonstrates a general understanding of the purpose and audience and completes most parts of the task. The writer grabs readers' attention by beginning with a question, a quotation, or a surprising fact. All of the details used in the essay relate to the writer's opinion. The writer's thesis states what he/she believes about the issue. The language of the thesis fits the examples well. The writer mostly uses words that are appropriate for his/her audience; the writer does not use slang, contractions, or other versions of informal language. (“Do you think students should do volunteer work to graduate? If you ask me, I would say yes they should do volunteer work to graduate. For example, it could

help people by doing the volunteer work. By doing volunteer work it could change people's lives in many different ways throughout life. Another reason is that it's a great way to get ready for the real world and prepare you to get ready for a job and for what your boss wants you to do.")

Content & Development

The essay has good content and development. It develops arguments using sufficient specific, accurate, and relevant details to support the writer's position. Readers' opposing points of view or counterarguments are addressed. The writer includes facts, statistics, examples, short stories, and/or explanations that explain or illustrate his/her opinion. The writer's details are convincing. Details are clear, correct, and specific. Details explain and illustrate each main idea well. ("It could help them or other people by maybe getting groceries, walking the dog, or just watching a pet or child/children. Or even washing the car or cleaning. Whatever it is it'll be helping the person that needs the help or even the person who just is doing the work for the other person. If a student does volunteer work for watching a child or babysitting it could be helping that parent or adult. So, the parent can do other important things or may its going to work.")

Organization

The essay has good organization. It demonstrates a mostly unified structure with a good introduction and conclusion, consistent use of paragraphing, and transitional devices. The writer's introduction is creative and grabs readers' attention. The writer's introduction poses a question or gives an unusual or surprising statement to readers. Details in each paragraph relate to the paragraph's topic sentence. Reasons are presented in a logical order. The writer's conclusion wraps up his/her argument and leaves readers with something to think about or something to do. ("If the question ever comes to you, should high school students do volunteer work to graduate high school to get to collage, then say yes.")

Language Use & Style

The essay has good language use and style. It demonstrates appropriate language and word choice with some evidence of voice and a clear sense of audience. It also uses well-structured sentences with some variety. The writer uses language to make his/her writing more persuasive. The writer uses varied sentences in his/her essay by making or adding sentences with exclamations or questions, or by combining sentences with conjunctions and/or semicolons. The language and tone are consistent. ("Also it could teach that student time management. By learning self-discipline and time management that you will have to get that something done in a certain time. Also what if that child is on drugs? Maybe, just maybe, it'll help them to stop doing drugs.")

Mechanics & Conventions

The essay has good control of mechanics and conventions. It has a few errors in grammar, mechanics, punctuation, and spelling that do not interfere with the message. For example, most or all sentences have a subject and a verb (an action), most or all sentences end with a punctuation mark, most or all paragraphs are distinguished by a line break or indentation, and most or all sentences begin with a capital letter. ("Lastly, it's a great way to get ready for the real world. Volunteer work can help them in what they want to do in life. It could help them get ready for what they want to do for a job or life. It could show them the right way to do their job. You might think that when you re in high school there are many things that can help them get ready. But, volunteer work can take you up to the next level.")

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| Score Point 4 - adequately communicates the writer's message. |
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Model Essay

In this persuasive essay will talk to you about cell phones. Why kids should have them at a younger age. They may cost money but they are robustly helpful. These cell phone are conspicuously helpful in severely

times. You can use them for communication, alarm clocks, and they can keep you safe from danger and out of harm.

This first paragraph will talk to you about communication. A cell phone can help you facilely keeping you in touch with your family members. Like brothers, sisters, mom, dad, grandma, or uncle or who ever. They can agilely come in handy when you need someone. This is one reason why you should have a cell phone on or with you.

Second you can also use them for alarm clocks necessary. they are a big help if you need to leave to get somewhere important at a certain time. Also if you need to leave a certain time also. Here is another good reason why you should have a cell phone with you or on you.

Last but not least they can help to keep you away from harm. You can call 911 or a family member if a stranger is stalking you or is trying to talk to you or is adjured you to get into the car also. They can help if your in a atrocious situation with a gun or a knife. They can also help if your in a immence school situation and you need help. this is the last and most important reason why kids should have a cell phones.

In conclusion this is why kids at younger ages should have cell phones. They are very helpful and they come in handy too. They provide very important things which I have listed in my persuasive essay. So all in all communication, alarm clocks, and to keep you out of danger and safe from harm.

Commentary and Analysis **Focus & Meaning**

The essay has adequate focus and meaning. It establishes an opinion/position/thesis statement and adequately attempts to persuade the reader. It also demonstrates a basic understanding of the purpose and audience and completes many parts of the task. Most of the details used in the essay relate to the writer's opinion. The writer's thesis adequately states what he/she believes about the issue. The language of the thesis fits the examples. The writer mostly uses words that are appropriate for his/her audience; the writer rarely or does not use slang, contractions, or other versions of informal language. ("Second you can also use them for alarm clocks necessary. they are a big help if you need to leave to get somewhere important at a certain time. Also if you need to leave a certain time also. Here is another good reason why you should have a cell phone with you or on you.")

Content & Development

The essay has adequate content and development. It develops arguments using some specific, accurate, and relevant details to support the writer's position. The writer includes some facts, statistics, examples, short stories, and/or explanations that explain or illustrate his/her opinion. Most of the writer's details are convincing. The explanation and details used to explain the main ideas in the body paragraphs are adequate. Most of the ideas are specific. ("Last but not least they can help to keep you away from harm. You can call 911 or a family member if a stranger is stalking you or is trying to talk to you or is adjured you to get into the car also. They can help if your in a atrocious situation with a gun or a knife.")

Organization

The essay has adequate organization. It demonstrates a generally unified structure with a noticeable introduction and conclusion, but with inconsistent use of paragraphing and transitional devices. The writer's introduction gives background information to help readers understand the issue. Details in each paragraph relate to the paragraph's topic sentence. The writer's conclusion adequately wraps up his/her argument and recaps the ideas discussed. ("They are very helpful and they come in handy too. They provide very important things which I have listed in my persuasive essay. So all in all communication, alarm clocks, and to keep you out of danger and safe from harm.")

Language Use & Style

The essay has adequate language use and style. It demonstrates appropriate language and word choice with an awareness of audience and control of voice. It also generally uses correct sentence structure with some variety. The writer uses “Five” and “Fifty Dollar” words/phrases from the MY Access! Word Bank. The lengths of the sentences are adequately varied. The writer sometimes uses varied sentences in his/her essay by making or adding sentences with exclamations or questions, or combining sentences with conjunctions and/or semicolons. There are a few exact/specific words related to the research. The language and tone are mostly consistent throughout the essay. However, word choices are sometimes poor. (“Last but not least they can help to keep you away from harm. You can call 911 or a family member if a stranger is stalking you or is trying to talk to you or is adjured you to get into the car also.”)

Mechanics & Conventions

The essay has adequate control of mechanics and conventions. It has some errors in grammar, mechanics, punctuation, and spelling that do not significantly interfere with the communication of the message. For example, many sentences have a subject and a verb (an action), many sentences end with a punctuation mark, many paragraphs are distinguished by a line break or indentation, and many sentences begin with a capital letter. (“They can also help if your in a immense school situation and you need help. this is the last and most important reason why kids should have a cell phones.”)

Score Point 3 - partially communicates the writer's message.

Model Essay

Music, who needs it ? Well apparently todays teens do. It's becoming apart of there daily lives. I've seen students getting put down all because the school didn't have cut the music class. That leads me to think where does all the money go to.

With a a music class it will supports a teens creativity. Some kids are not so bright in some of their classes and music will be something that there really bright in. With music it makes the individual unique in their own way. Teachers keep on telling us to always express ourselve's and how can we if they cut the only hope of expression. It is fun to learn about all types of music and there meaning behind it.

Where does all the money go to? The district distributes money among the schools. I will like to know where the money at. I haven't seen the school increasing all i see is decreasing. It's becoming a hobby for them to cut classes.

Well teachers and advisors think we don't need music but thats were their wrong we do need music. Teens do indeed need music classes as anelective. So, will you like to live and sleep knowing that a students happiness is taking away.I do not think so only if your cold hearted!

Commentary and Analysis

Focus & Meaning

The essay has limited focus and meaning. It states an opinion/position/thesis statement, but may be unclear or underdeveloped. It also demonstrates limited understanding of the purpose and audience and completes some parts of the task. The essay expresses a limited opinion statement, as there is a limited amount of detail used to relate the writer’s opinion. The essay’s limited awareness of audience is exhibited by including slang, contractions, or other versions of informal language. In the introduction, only a limited point of view or argument of the essay is stated. (“Music, who needs it ? Well apparently todays teens do. It's becoming apart of there daily lives. I've seen students getting put down all because the school didn't have cut the music class. That leads me to think where does all the money go to.”)

Content & Development

The essay has limited content and development. It develops arguments briefly and inconsistently, using insufficient details to support the writer's position. The essay is limited in addressing readers' concerns by responding to those who might disagree with his/her own opinion. The writer includes some facts, statistics, examples, short stories, and/or explanations that explain or illustrate his/her opinion. Each supporting reason should be the main topic sentence of each body paragraph. The explanation and details used to explain the main ideas in the body paragraphs are limited. Some of the writer's details are convincing. The essay needs details that are clear, correct, and specific. ("Where does all the money go to? The district distributes money among the schools. I will like to know where the money at. I haven't seen the school increasing all i see is decreasing. It's becoming a hobby for them to cut classes.")

Organization

The essay has limited organization. It demonstrates evidence of structure with an uncertain introduction and conclusion, but lacks paragraphing and some transitional devices. The essay demonstrates limited evidence of an effective introduction. The essay attempts to grab readers' attention in the beginning of the introduction by posing a question, an exclamation, or an interesting fact to hook readers. The writer's introduction gives some background information to help readers understand the issue. The essay exhibits limited supporting paragraphs. Details in each paragraph are limited in how they relate to the paragraph's topic sentence. The conclusion of the essay attempts to convince readers with a summation of restated arguments. ("Teens do indeed need music classes as anelected. So, will you like to live and sleep knowing that a students happiness is taking away. I do not think so only if your cold hearted!")

Language Use & Style

The essay has limited language use and style. It demonstrates simple language and word choice, some awareness of audience and control of voice, and relies on simple sentences with insufficient sentence variety and word choice. The essay exhibits limited descriptive and persuasive words and phrases to describe the opinion statement effectively. (Phrases such as "you must," "you should," "you need to," "right now," and "don't wait" are just some of the suggestions found in the MY Access! Word Bank.) Descriptive and persuasive word choices are needed to answer questions such as who, what, when, where, why, and how within the essay. Sentences in the essay lack well-developed structure, sentences are too short, and sentence variety is limited. ("Where does all the money go to? The district distributes money among the schools. I will like to know where the money at. I haven't seen the school increasing all i see is decreasing. It's becoming a hobby for them to cut classes.")

Mechanics & Conventions

The essay has limited control of mechanics and conventions. It has several noticeable errors in grammar, mechanics, punctuation, and spelling that may interfere with the communication of the message. The writer should make sure each sentence has a subject and a verb, ends with a punctuation mark, indents when beginning a new paragraph, and begins with a capital letter. ("So, will you like to live and sleep knowing that a students happiness is taking away. I do not think so only if your cold hearted!")

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| Score Point 2 - limited in communication of the writer's message. |
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Model Essay

Hip-hop, rap, oldies, Latino, rock, metal, 2-pac, The Game, Immortal Technique. There is different kinds of music like hip-hop, rap, oldies, Latino, rock there are different styles they has different beats and lyrics. Censoring music is wrong.

The lyrics are very important and if they were censored it would ruin the whole song. One of the songs is like Soldier Boy and when they censored one of the parts of the song I did not want to listen to the song anymore.

Censoring the lyrics makes it hard to hear what the artist is trying to say. When they censor a part that part of the song might have been something that the artist was trying to say. I want to hear what the artist is trying to say makes me mad.

Commentary and Analysis **Focus & Meaning**

The essay has minimal focus and meaning. It demonstrates little attempt at stating an opinion/position/thesis statement. It demonstrates minimal understanding of the purpose and audience and completes few parts of the task. The essay does not state a clearly defined opinion about the issue. The essay demonstrates a minimal understanding of audience by using inappropriate or informal language to address the intended reader. The essay lacks awareness of audience by including slang, contractions, or other versions of informal language. In the introduction, the position or argument of the essay is not stated in a clear or convincing way. In the introduction, the purpose of the essay and its intended audience are not clearly identified. (“Hip-hop, rap, oldies, Latino, rock, metal, 2-pac, The Game, Immortal Technique. There is different kinds of music like hip-hop, rap, oldies, Latino, rock there are different styles they has different beats and lyrics. Censoring music is wrong.”)

Content & Development

The essay has minimal content and development. It develops arguments incompletely and inadequately, using few details to support the writer’s position. The writer may consider readers’ opposing points of view or counterarguments. There is minimal evidence that explains or supports the opinion statement. The essay does not include at least three main ideas as evidence. Details are minimal to explain and illustrate the evidence. Important details are needed to explain and illustrate each main idea. (“The lyrics are very important and if they were censored it would ruin the whole song. One of the songs is like Soldier Boy and when they censored one of the parts of the song I did not want to listen to the song anymore.”)

Organization

The essay has minimal organization. It demonstrates little evidence of structure with a poor introduction and conclusion and little evidence of paragraphing and transitional devices. The essay demonstrates little evidence of an effective introduction. The thesis statement cannot be found at the end of the introduction. The essay does not create effective supporting paragraphs. The conclusion does not leave readers with something to think about or tell them what to do next. (“Censoring the lyrics makes it hard to hear what the artist is trying to say. When they censor a part that part of the song might have been something that the artist was trying to say. I want to hear what the artist is trying to say makes me mad.”)

Language Use & Style

The essay has minimal language use and style. It demonstrates poor language and word choice with little awareness of audience and makes basic errors in sentence structure and usage. The essay exhibits minimal descriptive and persuasive words and phrases to describe the opinion statement effectively. Descriptive and persuasive word choices are needed to answer questions such as who, what, when, where, why, and how within the essay. Sentences are too short with minimal variety. (“Censoring the lyrics makes it hard to hear what the artist is trying to say. When they censor a part that part of the song might have been something that the artist was trying to say. I want to hear what the artist is trying to say makes me mad.”)

Mechanics & Conventions

The essay has minimal control of mechanics and conventions. It has patterns of errors in grammar, mechanics, punctuation, and spelling that substantially interfere with the communication of the message. The essay does not make sure each sentence has a subject and a verb or ends with a punctuation mark. There is improper use of punctuation. (“The lyrics are very important and if they were censored it would ruin the whole song. One of the songs is like Soldier Boy and when they censored one of the parts of the song I did not want to listen to the song anymore.”)

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| <p>Score Point 1 - inadequately communicates the writer's message.</p> |
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Model Essay

wouldn't it be cool to start your weekend early on friday.i think it would.I think the students at my middle school would want to have early out on friday then tuesday. One of my reasons the middle school students should have early out on friday then tuesday is because then

Commentary and Analysis

Focus & Meaning

The essay has inadequate or no focus and meaning. It demonstrates almost no effort at stating an opinion/position/thesis statement and little effort is made to persuade. It completes few or no parts of the task. The essay does not illustrate an understanding of audience because it does not use appropriate language. (“wouldn't it be cool to start your weekend early on friday.”)

Content & Development

The essay has inadequate or no content and development. There is little or no attempt made to use details to support the arguments and the writer's position. It does not consider readers' opposing points of view or counterarguments. The essay does not include details to support the stated opinion. There are no main ideas in the body paragraphs. At least three main ideas are not included as support for the argument. The essay does not provide facts, experiences, or specific examples to support each main idea. (“One of my reasons the middle school students should have early out on friday then tuesday is because then”)

Organization

The essay has inadequate or no organization. It demonstrates no evidence of structure with no introduction or conclusion and no evidence of paragraphing and transitional devices. The essay demonstrates no evidence of an effective introduction. The thesis statement cannot be found at the end of the introduction. The essay does not grab the readers' attention in the beginning by posing a question, an exclamation, or an interesting fact to hook readers. The essay does not create effective supporting paragraphs. There is no conclusion. (“wouldn't it be cool to start your weekend early on friday.i think it would.I think the students at my middle school would want to have early out on friday then tuesday. One of my reasons the middle school students should have early out on friday then tuesday is because then”)

Language Use & Style

The essay has inadequate language use and style. It demonstrates unclear or incoherent language and word choice, no awareness of audience, and major errors in sentence structure and usage. The essay does not exhibit descriptive and persuasive words and phrases to describe the opinion statement effectively. Descriptive and persuasive word choices are needed to answer questions such as who, what, when, where, why, and how within the essay. Sentences in the essay are not well structured. Sentences in the essay are too short. (“wouldn't it be cool to start your weekend early on friday.i think it would.I think the students at

my middle school would want to have early out on friday then tuesday. One of my reasons the middle school students should have early out on friday then tuesday is because then”)

Mechanics & Conventions

The essay has inadequate or no control of mechanics and conventions. It has errors so severe in grammar, mechanics, punctuation, and spelling that they significantly interfere with the communication of the message. The essay does not make sure each sentence has a subject and a verb, ends with a punctuation mark, indents when beginning a new paragraph, or begins with a capital letter. (“wouldn't it be cool to start your weekend early on friday.i think it would.I think the students at my middle school would want to have early out on friday then tuesday. One of my reasons the middle school students should have early out on friday then tuesday is because then”)

Banning Books

Some members of your school board want to ban certain books from the public library. They feel that these books contain topics unsuitable for young readers. Do you agree that some kinds of books should be banned from the library? Do you disagree?

Write a letter to your school board persuading the members that these books should be banned or that these books should not be banned.

Score Point 6 - very effectively communicates the writer's message.

Model Essay

Banning Books

Dear School Board,

As a young and eager reader, I pay regular visits to the local library. One day I checked out a book and brought it home with me. As I cracked it open and began to read, I came upon an inappropriate topic for children my age and immediately closed the book, afraid to continue. I was both frazzled and angry at what I had found. Since the book came from the Young Adult section of the library, I was surprised to find a topic that made me feel uncomfortable. I was angry because what I had read had corrupted my thoughts and is sure to give other unknowing readers quite a surprise. Having books that contain unsuitable topics for young readers is not acceptable. I feel that we need to take action immediately and ban these types of books because they leave unsuspecting readers corrupted, children don't need to be exposed to unsuitable topics, and banning these books will protect children from undesired influences.

The first reason why books that contain unsuitable topics for readers should be banned is because they corrupt unsuspecting readers. If a child reads a book that has many vulgar words throughout, they believe that these words are okay and begin to use them in their daily language. This is unacceptable because children need to know that these words are not a good thing, and the idea of them being okay to use is just re-enforced through what the child reads. A young reader may even go out and shoplift because a character in a book they read did it and they think it's cool. Having inappropriate types of books available for children to read is just as bad, if not worse as children being allowed to watch R rated movies. Once you read something you cannot forget it, especially if it leaves an imprint in your brain. If these imprints are inappropriate, a child's way of thinking becomes corrupted and their decisions are changed because of the bad influence. Children will be left with a distorted and inadequate picture in their mind that will not be forgotten for a long time.

The second reason why inappropriate titles should be banned from local libraries is because children do not need to be exposed to unsuitable topics. Having them introduced to something inappropriate will do nothing except harm a child. People may say that there is no point in banning unsuitable books because young people will just learn about these topics somewhere else. While it is impossible for parents to stop their child from learning things they do not want them to know about, some books introduce new vulgar ideas and even describe them in detail. Children definitely do not need to have a vivid description on something inappropriate and seeing it in a book will make them think that it is no big deal. We need to take action immediately and ban unsuitable books. If you still feel a need to have these types of books in your library, they should all be put into an Adult Section so children won't unexpectedly stumble across it and be exposed to something inappropriate.

The third and final reason why these types of books need to be banned is because it will protect them from undesired influences. A piece of literary material has the power to influence a child to make a good or bad decision. Children will be influenced by a character in the book and copy their actions even if they aren't in the child's best interest. Sometimes a child will not realize that their character's actions are not good because they are so caught up trying to be like them. This could ultimately hurt a child's life and close open doors for their future if they do something very extreme. Influences mean everything to a child of a tender age and one bad experience could sway their decisions forever. Making it impossible for young people to be badly influenced through books can only happen if we ban inappropriate books.

Having books in public libraries that have topics unsuitable for young readers needs to be stopped immediately. These types of books do nothing but hurt young people. The decision to remove these books can benefit many lives all over the world. Banning books that are inappropriate for children is something that needs to happen in every public library because those types of books corrupt children's mind, they expose children to unsuitable topics, and they are undesirable influences for young readers all over the world.

Commentary and Analysis **Focus & Meaning**

In this insightful essay, the author establishes and maintains a convincing thesis. ("I feel that we need to take action immediately and ban these types of books because they leave unsuspecting readers corrupted, children don't need to be exposed to unsuitable topics, and banning these books will protect children from undesired influences.") This response demonstrates the writer's ability to effectively persuade his/her audience by effectively developing support, understanding the audience, and thoroughly completing all parts of the assigned task.

Content & Development

This essay effectively develops the author's arguments using specific and relevant details. What makes this argument so convincing is the wide variety of supporting information the author offers. ("Sometimes a child will not realize that their character's actions are not good because they are so caught up trying to be like them. This could ultimately hurt a child's life and close open doors for their future if they do something very extreme.") Additionally, the author states and successfully addresses opposing points of view. ("People may say that there is no point in banning unsuitable books because young people will just learn about these topics somewhere else. While it is impossible for parents to stop their child from learning things they do not want them to know about, some books introduce new vulgar ideas and even describe them in detail.")

Organization

This response demonstrates an entirely unified organizational structure. The introductory paragraph starts off strong by attracting the readers' attention ("As a young and eager reader, I pay regular visits to the local library. One day I checked out a book and brought it home with me. As I cracked it open and began to read,

I came upon an inappropriate topic for children my age and immediately closed the book, afraid to continue.”), and it ends in a focused thesis statement. Each paragraph begins with a transitional device and focused topic sentence. (“The second reason why inappropriate titles should be banned from local libraries is because children do not need to be exposed to unsuitable topics.”) The concluding paragraph summarizes the three supporting ideas and makes a final attempt to persuade the audience. (“Having books in public libraries that have topics unsuitable for young readers needs to be stopped immediately. These types of books do nothing but hurt young people.”)

Language Use & Style

It is obvious that this author has a clear sense of his/her intended audience and effectively uses precise word choice to communicate with them. The essay’s use of language is artfully communicated through well-structured and varied sentences. (“Once you read something you cannot forget it, especially if it leaves an imprint in your brain. If these imprints are inappropriate, a child’s way of thinking becomes corrupted and their decisions are changed because of the bad influence. Children will be left with a distorted and inadequate picture in their mind that will not be forgotten for a long time.”) A defined voice is also evident in this response.

Mechanics & Conventions

Although a few minor grammatical errors do exist, they do not interfere with the message. For the most part, the author demonstrates effective control of the mechanics and conventions of standard written English.

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| Score Point 5 - strongly communicates the writer's message. |
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Model Essay

Dear School Board,

I am writing this letter because I disagree with your idea of banning books. I think that all kids need books and if it is inappropriate, then they shouldn't let younger children check them out. Children need books to learn about stuff that they will eventually learn during their life. It is better for them to know at the right age than knowing at the wrong age. You should not ban books because it'll help kids learn more, it'll let them learn more words, and it'll help them in life.

I think no one should ban books because it could help kids learn more if they read more books that they like other than not reading anything at all. It helps kids learn by teaching them the lessons some people might endure in life. It will probably make them decide what choices they're going to make when they grow older or when they're in that sort of situation. If they learn about peer pressure when it is the appropriate time then they will find a way to get out of the situation.

Another reason for you not to ban books is because some books that they might read might have words that they don't know. If they come across those words then they might want to know what it means and they might look it up in a dictionary. They might also ask their parents for the meaning of the words they just read. They would learn new words by reading books that their pace and speed that they would like. Some people say that if you don't ban the books that are inappropriate then any one would read them and anyone will introduce it to little kids. If you don't show the little kids and if the people who work at the library see people who aren't supposed to be reading it then they should get the book taken away from them.

Books will also help kids in life because some of the books written will probably have solutions to problems even though they might be inappropriate for some eyes, for others they would probably know mostly everything there is to know. Some of the kids might need to know some stuff that is in the book, even if it is inappropriate. Some of the books that might have inappropriate stuff in it might not even have

anything. It might only be in the cover so it will make people think that. Some teenagers get those books when it's really about learning in life, about mistakes, choices, peer pressure, and everything every teenager might need and might know.

In conclusion, I don't think banning books is a good idea because it helps kids learn more, help them learn more words, and it'll help them in their life. It is very hard for kids to learn about anything when there aren't books that they might like to read. Helping kids learn is what most parents want and what most teachers want also. If they don't have books, then they might not even bother to read anything at all. That's why books are important, no matter if it is inappropriate or if it is educational.

Commentary and Analysis **Focus & Meaning**

This author demonstrates a general understanding of the task and intended audience. (“I am writing this letter because I disagree with your idea of banning books.”) A strong and persuasive thesis statement is established and maintained throughout the essay. (“You should not ban books because it'll help kids learn more, it'll let them learn more words, and it'll help them in life.”)

Content & Development

Three central reasons make up the backbone of this argument. Each supporting idea is developed using sufficient, specific details and examples. (“It will probably make them decide what choices they're going to make when they grow older or when they're in that sort of situation. If they learn about peer pressure when it is the appropriate time then they will find a way to get out of the situation.”) Additionally, the student addresses opposing points of view to further support his/her position. (“Some people say that if you don't ban the books that are inappropriate then any one would read them and anyone will introduce it to little kids. If you don't show the little kids and if the people who work at the library see people who aren't supposed to be reading it then they should get the book taken away from them.”)

Organization

This response demonstrates a mostly unified structure. The introduction establishes the argument and the student's opinion, while demonstrating an understanding of the intended audience. Each body paragraph begins with a focused topic sentence. (“Books will also help kids in life because some of the books written will probably have solutions to problems even though they might be inappropriate for some eyes, for others they would probably know mostly everything there is to know.”) The conclusion successfully reiterates the author's position and makes a last attempt at persuasion. (“It is very hard for kids to learn about anything when there aren't books that they might like to read. Helping kids learn is what most parents want and what most teachers want also.”)

Language Use & Style

The author's language use and style are suitable for this assigned task. Although some word choice is vague (“stuff”), most words are varied and well-chosen (“endure”). Sentences are also well-constructed. (“If they learn about peer pressure when it is the appropriate time then they will find a way to get out of the situation.”) This student is also able to demonstrate some evidence of voice in this essay. (“Some teenagers get those books when it's really about learning in life, about mistakes, choices, peer pressure, and everything every teenager might need and might know.”)

Mechanics & Conventions

This essay demonstrates good control of the mechanics and conventions of standard written English. Although not without errors (“though”), these mistakes do not interfere with the student's intended message.

Score Point 4 - adequately communicates the writer's message.**Model Essay**

Everyone likes to enjoy a book or short story once in a while. At the school library there are many books that children can choose from. There also may be some books in the library that are unsuitable for children or young adults. Lots of people can choose these books to read if they would like. I think that they shouldn't be banned because some of those books are educational, enjoyable, and free of choice.

The local library is filled with books that many can choose from. Even though there might be a book unsuitable for children, there might be an adult that would want to check them out. I think that some of those books can be educational for adults. Some of those types of books children might not understand, or they may not be appropriate. I think many of the books adults check out are way different from the ones children check out, so I think that children shouldn't check out books that are for adults.

Most of the time people check out books for their enjoyment. That may not always be true, sometimes people have to check out books for a project or report of some type. Many children check out books for reports and some read for enjoyment. I think that children shouldn't check out adult books unless they need to. In most cases children check out adult books for learning not enjoyment. I don't think it would be fair to some people if they took books out of the library just because of children.

All books are free of choice. If parents don't want their child to check out books their not allowed to then I think that they should go with them or supervise them if they are so worried. This can be easier for some parents to know what their child is checking out. They also could have an age limit to books and they should have age limits on them. Parents shouldn't be that worried because they should at least have some kind of idea what their child is checking out.

In conclusion, I think that this would be unfair. They should have to ban books just because the school board wants them to. There are many opinions that are different from mine. If I could have my way then I would not have any of the books banned from any libraries. Hopefully some people would think the same.

**Commentary and Analysis
Focus & Meaning**

This response adequately addresses the writing prompt and attempts to persuade the audience. This author establishes a thesis statement (“I think that they shouldn't be banned because some of those books are educational, enjoyable, and free of choice”) and exhibits a basic understanding of the task. Many parts of the task are completed through this effort.

Content & Development

This author develops his/her thesis using some accurate and relevant arguments. Specifically, in the three body paragraphs, the student introduces several interesting alternatives to banning books. (“If parents don't want their child to check out books their not allowed to then I think that they should go with them or supervise them if they are so worried. This can be easier for some parents to know what their child is checking out. They also could have an age limit to books and they should have age limits on them.”) Although the arguments could be further developed with more specific details and examples, the author's reasoning remains adequate and persuasive.

Organization

This essay demonstrates a satisfactory organizational structure. The introductory paragraph attempts to engage the reader (“Everyone likes to enjoy a book or short story once in a while”) and take a side on the presented issue. Each body paragraph is centered on one particular supporting idea. (“Most of the time

people check out books for their enjoyment.”) Although not completely convincing, the conclusion is noticeable, as the student attempts to further persuade the audience. (“If I could have my way then I would not have any of the books banned from any libraries.”)

Language Use & Style

Although the author’s writing style is simple, for the most part, the language use is appropriate. Sentence structure and word choice are adequate for this task. (“I think many of the books adults check out are way different from the ones children check out, so I think that children shouldn’t check out books that are for adults.”) The author shows a satisfactory ability to communicate with the intended audience.

Mechanics & Conventions

This student demonstrates an adequate ability to control the mechanics and conventions of standard written English. Although there are some noticeable errors in spelling, grammar, and punctuation (“That may not always be true, sometimes people have to check out books for a project or report of some type.”), they do not significantly interfere with the communication of the message.

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| Score Point 3 - partially communicates the writer's message. |
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Model Essay

Dear Board of Education,

I think that the books should be banned from the school library. Some books have inappropriate language that is not suitable for any kid between the ages of three through fourteen. If the kids read the books with the bad words they might bring the words into their home where they might have a little sibling that will repeat the word and get in trouble. If the parents hear the word then the kids will get in trouble. The parents then will have complaints and sue.

Another reason why I think books should be banned from the school library because the books that are in the library should only be fiction and Nonfiction and books that contain research to help you on projects for any subjects. Library's should also contain books for kids who are in kindergarten so they can have books also.

My last reason why I think certain books should be banned is because all of the other books for grown ups should be in a separate library's. I think this because grown up books should be separate because the contents may not be suitable for kids to see. Grown up books should be separated from kids because some of the words are harder than little kids words. I also think some books should not of been published because me personally do not make sense or just being boring. What do you think?

Sincerely,
A concerned student

Commentary and Analysis Focus & Meaning

In this essay, the author attempts to establish an opinion in response to the prompt. (“I think that the books should be banned from the school library. Some books have inappropriate language that is not suitable for any kid between the ages of three through fourteen.”) Although this student is obviously demonstrating effort in attempting to convince the reader, the argument is limited in its development and persuasive capabilities. This response completes only some parts of the task.

Content & Development

Although the essay does include some arguments to support the author's position ("Another reason why I think books should be banned from the school library because the books that are in the library should only be fiction and Nonfiction and books that contain research to help you on projects for any subjects. Library's should also contain books for kids who are in kindergarten so they can have books also."), the ideas are unclear and insufficiently presented.

Organization

The organization of this essay is limited and uncertain, but some evidence of structure is evident. The introduction does establish the author's position. However, it loses focus halfway through. ("If the kids read the books with the bad words they might bring the words into their home where they might have a little sibling that will repeat the word and get in trouble. If the parents hear the word then the kids will get in trouble. The parents then will have complaints and sew.") Although the response contains two body paragraphs, it lacks a conclusion.

Language Use & Style

Although the language in this response is not completely inadequate, it is quite simple. ("My last reason why I think certain books should be banned is because all of the other books for grown ups should be in a separate library's.") This response lacks sophisticated word choice and variety. ("Grown up books should be separated from kids because some of the words are harder than little kids words.")

Mechanics & Conventions

Several errors in conventions and mechanics are noticeable. However, the errors in spelling ("personnaly"), punctuation ("Library's should"), and grammar ("The parents then will have complaints and sew ") do not significantly interfere with the message.

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| <p>Score Point 2 - limited in communication of the writer's message.</p> |
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Model Essay

Dear School Board,

I think the school board should not ban books from our high school. Who are they to decide what is offensive to me? All of my friends swear so what IS the big deal if I read it in a book. For example, Of mice and men has swear words throughout that book. Even with the swear word it was still a really good book.

These books teach us important lessons we need to know. I have always heard the saying that "knowledge is Power" If we cannot read these books then we would be ignorant. We are learning from these books. I think it is that by censoring the authors they won't write as well.

Commentary and Analysis

Focus & Meaning

This student makes an obvious attempt at stating a clear position on this topic. ("I think the school board should not ban books from our high school. Who are they to decide what is offensive to me?") However, this opinion is only minimally developed and maintained. Therefore, the writer is unable to demonstrate an adequate understanding of the purpose of the task and intended audience. Few parts of the task are completed.

Content & Development

Some details are presented to support the essay's position, but these reasons are undeveloped and insufficient. ("For example, Of mice and men has swear words throughout that book. Even with the swear word it was still a really good book.") The arguments are inadequate because they lack elaboration with examples, facts, and details. ("These book teach us important lessons we need to know. I have always heard the saying that "knowledge is Power" If we cannot read these books then we would be ignorant.")

Organization

Little evidence of organizational structure is detected in this short response. Although an opinion is stated at the beginning of the response, an adequate introduction is not constructed. ("I think the school board should not ban books from our high school. Who are they to decide what is offensive to me? All of my friends swear so what IS the big deal if I I read it in a book. For example, Of mice and men has swear words throughout that book. Even with the swear word it was still a really good book.") The single body paragraph consists of only three sentences, and the conclusion is a lone sentence. This response could be greatly improved with proper paragraphing, transitional devices, and a well-constructed introduction and conclusion.

Language Use & Style

This author demonstrates inadequate language use and word choice in his/her response. The word choice and voice do not demonstrate an understanding of the intended audience. ("Who are they to decide what is offensive to me? All of my friends swear so what IS the big deal if I I read it in a book.") Although there are few errors in basic sentence structure, the language use is certainly limited.

Mechanics & Conventions

Several significant errors in spelling ("censoringing"), grammar ("These book teach us"), and punctuation ("what IS the big deal if I I read it in a book") detract from the message in this essay. These mistakes bring into question the author's ability to meet the standard conventions of written English.

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| Score Point 1 - inadequately communicates the writer's message. |
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Model Essay

Why sould they band books from the Public library? The library is for looking thing up and helping people out.if you were to take a book out you would problmely use,people would have to every were to find the book. I could see if it was a bad book, but books is to learn. If out book they would not help someone out.

Commentary and Analysis **Focus & Meaning**

Although the author makes some effort at stating an opinion, his/her position is unclear and does not demonstrate an understanding of the purpose of this task. ("Why sould they band books from the Public library... If out book they would not help someone out.") The author states one reason for his/her position and does not explain it. Thus, this essay completes no part of the task.

Content & Development

No details are provided to support the author's single reason against banning books. ("The library is for looking thing up and helping people out.if you were to take a book out you would problmely use,people

would have to every were to find the book.”) With such little evidence and support, the reader is likely to remain unconvinced of the soundness of the author’s position.

Organization

The organization in this composition is wholly inadequate. In the space of four lines, one cannot discern any evidence of an organizational structure. The essay lacks an introduction and a conclusion. The response does not contain any indication of paragraphing or transitional devices. (“Why sould they band books from the Public library? The library is for looking thing up and helping people out.if you were to take a book out you would problmely use,people would have to every were to find the book. I could see if it was a bad book, but books is to learn. If out book they would not help someone out.”)

Language Use & Style

The author’s language use, word choice, and style are unclear and incoherent. (“if you were to take a book out you would problmely use,people would have to every were to find the book. I could see if it was a bad book, but books is to learn.”) This student demonstrates no awareness of audience evidenced by the major errors in sentence structure and usage.

Mechanics & Conventions

The writer lacks the ability to control the mechanics and conventions of standard written English. The errors in grammar (“books is to learn”), punctuation, and spelling (“Why sould they band books“) significantly interfere with the communication of the message.

Banning Dangerous Pets

While many people enjoy the company of common pets, such as fish, cats, dogs, and birds, others prefer more unusual pets, such as ferrets, spiders, and snakes. There are others who choose to own more dangerous pets, such as tigers, monkeys, or even sharks. Imagine your town council is concerned about people owning some of these animals and has decided that some of them should be banned.

In a multi-paragraph essay, write a letter to your town council expressing your opinion on which pets should be banned. Be sure to include specific details and examples to persuade your readers.

Score Point 6 - very effectively communicates the writer's message.

Model Essay

Dear Town Council,

I am very concerned about some of my neighbors’ pets. Some of my neighbors own very dangerous animals, and I am worried about our safety in the community. Dangerous pets are of course, dangerous, can get out of out of control, and are scary to little children and handicapped people. I strongly believe that dangerous pets, such as tigers, monkeys and snakes should be banned from our community. I also believe that many people agree with me about banning these dangerous animals. In my opinion, dangerous animals that are being treated like pets by their owners should be banned.

Dangerous pets are a hazard to our community. It is obvious, of course, that dangerous pets are called dangerous for a reason. It wouldn’t be safe for anyone to have a neighbor who owns a dangerous pet because it can get loose and be poisonous. Those animals can also get out of control. Monkeys, for

example, are very aggressive animals who might get out of control and no person in their right mind would try of going after it if it runs away. Another reason of why having a dangerous pet nearby is a bad idea is that they are perilous to small children and handicapped people. Little children don't have common sense yet, and they don't know whether an animal is dangerous or not. Handicapped people, like a person on a wheelchair, may not be able to move fast enough to escape. Banning these dangerous animals is a good way to ensure our safety.

On the other hand, other people might not find it necessary to ban these animals. One of their reasons might be that banning their pets would be a violation to their rights. They might argue that the U.S. is a free country, and everyone has a right to do whatever they please. Another argument would be that the owners are responsible for their own pets. They might say that if they bought the animal, they bought it knowing the advantages and disadvantages and would be fully responsible of anything that happens. If they know that, then the owners would take good care of the pets, so they don't get into trouble. The last argument that they would offer would be that even though animals are dangerous, they can somehow be trained.

Even though the other side's arguments can be very strong, I still believe my opinion is more reasonable. The most important thing people think about when they move is how safe the community is. If I was looking for a place to live and found out that the community allows the residents to have dangerous pets, I would not even think of searching for houses in that area. It wouldn't be fair for the neighbors to live in fear in thinking if the dangerous animal is ever going to get loose or anything scary like that. Living in a community where dangerous pets are banned, would be a relief.

So, if the town council is deciding on banning dangerous pets, they have my support. Dangerous pets are a hazard to all the residents, especially small children and handicapped people. Problems would also arise if the pet gets loose and puts everyone in danger. Of course, dangerous pets lurking around wouldn't be a good idea because the animal might be poisonous or aggressive. In my opinion, dangerous pets should be banned and that would be a great step towards making this community a better place to live in.

Commentary and Analysis

Focus & Meaning

This essay exhibits strong focus and meaning. The writer establishes and maintains a clear and convincing position that effectively persuades the reader to understand his/her insights regarding the topic. ("I strongly believe that dangerous pets, such as tigers, monkeys and snakes should be banned from our community. I also believe that many people agree with me about banning these dangerous animals.") The writer also demonstrates a thorough understanding of the purpose, audience, and task while providing pertinent details regarding his/her position on the given topic.

Content & Development

The content of this essay is well developed and effectively supports the writer's position. The writer illustrates his/her position with relevant, accurate, and thought-provoking details. Furthermore, the writer convincingly addresses potential counterarguments to his/her position. ("On the other hand, other people might not find it necessary to ban these animals. One of their reasons might be that banning their pets would be a violation to their rights.... Even though the other side's arguments can be very strong, I still believe my opinion is more reasonable.")

Organization

This essay is effectively organized. The five-paragraph structure contains a clear introduction and effective conclusion that results in bringing the writer's composition full-circle. ("I am very concerned about some of my neighbors' pets.... In my opinion, dangerous pets should be banned and that would be a great step towards making this community a better place to live in.") The writer's body paragraphs are cohesive with evidence of topic sentences and transitional phrases. ("On the other hand, other people might not find it necessary to ban these animals.")

Language Use & Style

This essay demonstrates very effective use of language and style. Precise language, a defined voice, and a clear sense of audience are evident; in addition, sentences are well structured and varied. (“It is obvious, of course, that dangerous pets are called dangerous for a reason.... Problems would also arise if the pet gets loose and puts everyone in danger.”)

Mechanics & Conventions

This writer maintains effective control over mechanics and conventions. The essay itself reveals few or no errors in grammar, mechanics, punctuation, and spelling. (“They might argue that the U.S. is a free country, and everyone has a right to do whatever they please. Another argument would be that the owners are responsible for their own pets.”)

Score Point 5 - strongly communicates the writer's message.

Model Essay

Have you ever seen people being killed by animals like, tigers, sharks and other wild animals? I don't think you would like that to happen to you. My town council has decided that this type of pets should be banned. I believe this type of pets should be banned from the people because of many safety reasons. First of all, these types of pets are dangerous to the community and they can even be dangerous to their owners. Second reason, these wild pets can harm people for no reason because they are not civilized. My last reason would be that tigers, monkeys, and sharks can cause many problems to a town or city.

Wild animals are not supposed to be pets because they are dangerous to everyone. For example, a tiger might escape from his owner and then run away killing people causing chaos in town. As I said before, these animals can harm people or even kill them. When wild animals run loose they can kill anyone because in their point of view people are cruel to them. The third reason for why this type of animals should be banned is that they can cause diseases in the city or town. This can happen because animals can catch a disease and spread it out to all the city and cause an epidemic. This is why dangerous animals should be banned from the city.

There are others who have a different point of view. Others may think that banning these animals are wrong because they can be used as protection against burglars or criminals. For example, if someone tries to go inside a house a tiger can prevent that. They may also think that having these animals can help them make money. They can make money by making an aquarium and have people pay to watch a real shark or land animal and pet it. It would be good business. Other people may also say that these type of pets are better than a dog or cat because they can be useful. This is what others may say.

Although there are other opinions, I must say that mine is better because I state the truth. You have to understand that wild animals are born free and they shouldn't be used as pets. They will only harm people because they are from nature not from the city. If we have monkeys, tigers, sharks and other dangerous animals they will only cause chaos in the city because they are not civilized. People think that these animals can protect them from criminals or burglars. It is true but they can get used to it and start harming people for no reason. They can also start an epidemic because they will eat anything. My position states the reality.

In conclusion, I hope you understand that it is wrong to have dangerous animals as pets. My town council has decided to ban all this type of animals and I agree with them. I believe those animals should be banned because they will only bring problems to the people. I don't think you would like to be killed or harmed by an animal that is a pet who only ran away. They will bring chaos to the city. I don't think you would like to be attacked by your own pet, it is embarrassing. You can be fined by having your pet attack someone for

no reason and wild animals do that. Aren't you afraid of tigers or monkeys that can get crazy and start to harm people?

Commentary and Analysis **Focus & Meaning**

This essay exhibits good focus and meaning. The writer demonstrates understanding of purpose and audience, effectively completing the task. Furthermore, the writer establishes and maintains a clear and persuasive position throughout his/her essay. (“First of all, these types of pets are dangerous to the community and they can even be dangerous to their owners....Although there are other opinions, I must say that mine is better because I state the truth.”)

Content & Development

This essay includes good content and thoughtful development. The writer’s arguments are developed using specific details and support. (“You can be fined by having your pet attack someone for no reason and wild animals do that.”) The writer also successfully addresses opposing viewpoints and counterarguments. (“There are others who have a different point of view. Others may think that banning these animals are wrong because they can be used as protection against burglars or criminals.”)

Organization

This essay is well organized and cohesive. The five-paragraph structure contains an introduction, conclusion, and some transitional phrases. (“In conclusion, I hope you understand that it is wrong to have dangerous animals as pets.”) Moreover, the topic sentences are evident and sequential in relation to the writer’s original thesis, thus contributing to the clarity of the essay.

Language Use & Style

There is good use of language and style in this essay. The writer uses appropriate language, includes evidence of voice, and a clear sense of audience. Sentences are well structured with some variety. (“They will only harm people because they are from nature not from the city. If we have monkeys, tigers, sharks and other dangerous animals they will only cause chaos in the city because they are not civilized.”)

Mechanics & Conventions

This essay demonstrates good control of mechanics and conventions. The essay does exhibit some errors in grammar, mechanics, punctuation, and spelling, but these minor errors do not interfere with the writer’s message. (“My town council has decided that this type of pets should be banned.”)

Score Point 4 - adequately communicates the writer's message.

Model Essay

What animals are now being considered as pets? Do some of these pets endanger communities with young children? Should they be banned? Many rare and unusual animals are now being homed in nearby communities. This factor can endanger everyone. I believe that cities should ban all animals that are not meant to be kept as pets. Lets put it this way, if you wouldn't leave a certain animal alone with your three year old son, its most likely not an animal that should be allowed to be kept as pet.

Day after day we see incidents of kids getting bitten by the family dog, and being very severely injured or hurt. Now stop to imagine how many more incidents would be occurring if wild animals were being homed as pets. Pretty scary right. Limits should be placed as to what kind of animals are and aren't

allowed. An example of a dangerous pet is a monkey. Monkeys can very cute and cuddly, but can also carry and transfer aids.

For all fish lovers, a Gold fish can be a great pet. But as soon as you start wanting to own bigger fish such as sharks, then it can be very dangerous. Sharks can have a very good side to them but as soon as their shark hormones kick in, then its dangerous. There are many examples of dangerous pets that shouldn't be kept in a normal, city-like community. There is always the danger of a wild animal escaping and hurting a friendly neighbor or such. Many people believe that if you own a wild animal since birth, and you raise it, and train it to be used to humans, nothing will happen and everything would be okay. I am here to say that that is not true. Again we have seen incidents of people who for example own baby lion cubs, and raise them, and everything seems okay, but once they start getting older there wild nature starts coming back and that's when people get hurt.

Why do people feel the obligation to have to own wild pets? We all know there are different ways to express your love for certain animals, and housing them doesn't seem like the right solution. Its just to dangerous. I believe that city councils should post a list of animals that should be banned and the list should be enforced.

Commentary and Analysis **Focus & Meaning**

This essay maintains adequate focus and meaning. The writer establishes a position and adequately attempts to persuade the reader. (“I believe that cities should ban all animals that are not meant to be kept as pets.”) A basic understanding of the purpose and audience is demonstrated throughout the essay, and the task is sufficiently completed.

Content & Development

The content and development of this essay are adequate. Arguments are developed using some specific and relevant details, and the writer briefly addresses a potential counterargument to his/her position. (“Many people believe that if you own a wild animal since birth, and you raise it, and train it to be used to humans, nothing will happen and everything would be okay. I am here to say that that is not true.”)

Organization

The organization of this four-paragraph essay is adequate. The essay exhibits a noticeable introduction and conclusion, but evidence of transition and paragraphing devices within this essay is subtle. (“Day after day we see incidents of kids getting bitten by the family dog, and being very severely injured or hurt.”)

Language Use & Style

This essay's use of language and style is adequate. Appropriate language and word choice, with an awareness of audience and control of voice, is apparent within this essay. Sentence structure is generally correct with some variety. (“Why do people feel the obligation to have to own wild pets? We all know there are different ways to express your love for certain animals, and housing them doesn't seem like the right solution.”)

Mechanics & Conventions

There is adequate control of mechanics and conventions within this essay. There are some errors relating to grammar, mechanics, punctuation, and spelling that do not significantly interfere with the communication of the writer's message. (“Its just to dangerous. I believe that city councils should post a list of animals that should be banned and the list should be enforced.”)

Score Point 3 - partially communicates the writer's message.**Model Essay**

I have a question would you like to have a very rare animal that is very vicious, right inside your neighbors house? Of course not! You want to be safe in your house with your precious family. Here are some things you would not want. My opinion would have to be that you should not ban monkeys there cute and do not hurt people however, all those pets that can terminate you should be expelled. I wouldn't suffer from them not being in my backyard. They shouldn't be in yours without a cage a big cage and trained not to cause damage to people.

For all those people who have normal pets like cats, dogs, horses, cows on farms, so on but nothing like zebras, alligators, tigers, and kangaroos. Wow this may sound brutal, but really it's pretty nice compared to what we should do to all the rare species living in the wrong climate. to the council why would you let this problem get worse. I myself adores rare species, but do not want them in my house or my neighbors. I mean in the news there is dogs biting people faces off. So if a dog can do that, think of what a rare species can do to you. If you want harm live by all these, or if you want to be safe and have a friendly neighborhood then vote to ban bad pets so no other family will get hurt thank you for voting.

Now other people would have a different opinion and they can tell the city council about that, but this is my story for now. Most people would have to agree if they were their neighbors. I should know my best friend has a cousin who now only has one arm because her neighbor had an alligator and it chased her than bit her and she lost her arm! Heres for all the people that want those animals out City Council please listen to us WE WANT THEM OUT!

Commentary and Analysis**Focus & Meaning**

This essay has limited focus and meaning. The writer demonstrates an inadequate understanding of purpose and audience and completes only some parts of the task. The writer does state an opinion, but the writer's position is obscured by weak and indistinct support. ("Wow this may sound brutal, but really it's pretty nice compared to what we should do to all the rare species living in the wrong climate. to the council why would you let this problem get worse. I myself adores rare species, but do not want them in my house or my neighbors. I mean in the news there is dogs biting people faces off.")

Content & Development

The content and development in this essay are limited. Arguments are developed briefly, sometimes with ineffectual details and support. ("My opinion would have to be that you should not ban monkeys there cute and do not hurt people however, all those pets that can terminate you should be expelled. I wouldn't suffer from them not being in my backyard.")

Organization

This three-paragraph essay demonstrates limited organization. There is evidence of an introduction and a conclusion, but the organization of details within the introduction and conclusion is unclear. The essay also lacks cohesion and consistent use of transitional devices. ("For all those people who have normal pets like cats, dogs, horses, cows on farms, so on but nothing like zebras, alligators, tigers, and kangaroos.")

Language Use & Style

This essay is limited in its use of language and style. It demonstrates simple language and word choice with some awareness of audience. The essay also relies on simple sentences with insufficient sentence variety and word choice. ("Now other people would have a different opinion and they can tell the city

council about that, but this is my story for now. Most people would have to agree if they were their neighbors.”)

Mechanics & Conventions

There is limited control of mechanics and conventions in this essay. Several noticeable errors in grammar, mechanics, punctuation, and spelling may interfere with the communication of the writer’s message. (“If you want harm live by all these, or if you want to be safe and have a friendly neighborhood then vote to ban bad pets so no other family will get hurt thank you for voting.”)

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| Score Point 2 - limited in communication of the writer's message. |
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Model Essay

My point of view on the thought of banning all dangerous animals is a good idea but it still doesn’t mean that im all for it. Sure it would lower the chance of anyone getting hurt by a complete wild animal but that’s some of the reasons people get this dangerous companions and that’s half the fun. Most likely the people that have these wild animal are either crazy, rich, or a real go getter if you catch my drift.

There’s tons of reasons as I may have mentioned in the paragraph before as in wild people looking for a new hobby and trying to find out how hard it is to take care of a wild animal, someone doing an experiment to try to domesticate a wild animal and when i mean by domesticate i mean to tame or just to have the rush of having a wild animal.

Commentary and Analysis

Focus & Meaning

This essay exhibits minimal focus and meaning. A minimal understanding of the purpose and audience is also demonstrated, with few parts of the task completed. The writer’s thesis statement is uncertain and poorly developed. (“My point of view on the thought of banning all dangerous animals is a good idea but it still doesn’t mean that im all for it.”)

Content & Development

This essay’s content is minimally developed. The writer develops his/her position inadequately and incompletely, using few persuasive details. (“Sure it would lower the chance of anyone getting hurt by a complete wild animal but that’s some of the reasons people get this dangerous companions and that’s half the fun.”) This essay does not address any opposing points of view or counterarguments.

Organization

This essay demonstrates minimal organization, as it only consists of two paragraphs. There is little evidence of an introduction and conclusion, and the essay also lacks appropriate paragraphing and transitional devices. (“There’s tons of reasons as I may have mentioned in the paragraph before...”)

Language Use & Style

The writer’s use of language and style in this essay is minimal. Poor language and word choice is demonstrated, with little awareness of audience. There is also evidence of basic errors in sentence structure and usage. (“There’s tons of reasons as I may have mentioned in the paragraph before as in wild people looking for a new hobby and trying to find out how hard it is to take care of a wild animal, someone doing an experiment to try to domesticate a wild animal and when i mean by domesticate i mean to tame or just to have the rush of having a wild animal.”)

Mechanics & Conventions

Minimal control of mechanics and conventions is shown in this essay. There are patterns of errors in grammar, mechanics, punctuation, and spelling that substantially interfere with the communication of the writer's message. ("There's tons of reasons...someone doing an experiment to try to domesticate a wild animal and when i mean by domesticate i mean to tame or just to have the rush of having a wild animal.")

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| <p>Score Point 1 - inadequately communicates the writer's message.</p> |
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Model Essay

Dear, council memebbers

I think you should Banned dangerous animals because they well be able to get vilent with the onwer. So you should banned animals so they wont hurt more people. But keep them so you can see them but can't hurt them, Or kill them either. and they wont kill you so keep them safe and they will stay and live, so they would not be extinct. If you won't them to kill more people then people killing people.

Commentary and Analysis Focus & Meaning

The focus and meaning of this essay are inadequate. Although the writer makes some effort at stating an opinion, his/her position does not demonstrate sufficient effort to persuade readers. ("I think you should Banned dangerous animals because they well be able to get vilent with the onwer.") Also, the writer does not fully complete the task.

Content & Development

This essay exhibits inadequate development of content. The writer does not adequately support his/her position, and the writer also fails to address any counterarguments or opposing points of view. ("I think you should Banned dangerous animals because they well be able to get vilent with the onwer. So you should banned animals so they wont hurt more people. But keep them so you can see them but can't hurt them, Or kill them either.")

Organization

This essay's organization is inadequate, as it only consists of one paragraph without a formal introduction or conclusion. There is no evidence of paragraphing or transitional devices. ("I think you should Banned dangerous animals because they well be able to get vilent with the onwer. So you should banned animals so they wont hurt more people. But keep them so you can see them but can't hurt them, Or kill them either. and they wont kill you so keep them safe and they will stay and live, so they would not be extinct. If you won't them to kill more people then people killing people.")

Language Use & Style

The use of language and style in this essay is inadequate. The essay exhibits incoherent sentences and poor word choice. ("Or kill them either. and they wont kill you so keep them safe and they will stay and live, so they would not be extinct.")

Mechanics & Conventions

This essay demonstrates an inadequate control of mechanics and conventions. Errors are so severe in grammar, mechanics, punctuation, and spelling that they significantly interfere with the communication of the writer's message. ("If you won't them to kill more people then people killing people.")

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Banning Extreme Sports

We all enjoy participating in recreational sports from time to time, but while some sports are safe, others can be very risky. Think about a sport or activity you believe is too dangerous and should be banned. Why is this sport so risky?

Write a well-organized essay in which you argue your position on this issue. Be sure to provide specific details to persuade your readers that the sport you have chosen is so risky, it should be banned.

Score Point 6 - very effectively communicates the writer's message.

Model Essay

Picture a family standing around a dark coffin, weeping and wiping their noses with tissues. Picture a new wheelchair and an old lady struggling to push her son. Would you want this to come through your lives? This is why I think boxing should be banned. It should be banned because people get paralyzed, killed, and it sets a bad example to kids.

Boxing is a very popular sport, enjoyed by a lot of people in the world. It is also a dangerous sport. Many boxers have been damaged for life by injuries in the boxing ring. Some of these boxers were professional boxers who made their living from the sport. Every year both amateur and professional boxers die in matches, or afterwards as injuries. Others, such as Michael Watson, are disabled for life.

What is the point of boxing? All people do is beat people up and give each other black eyes. What kind of game is beating up people? Yes, people enjoy it but people do get paralyzed or even killed. Boxing is an extreme sport and a lot of people get hurt, but no one is stopping them from quitting this sport. I think boxing should be banned because I hate seeing people get hurt. Boxing is a useless thing and a waste of time.

Boxers love to box, but it's not good for them to get hit in the head, chest all those times. Everyone loves what they're good at, but there are just some things that shouldn't have been introduced to the United States of America. Any type of boxing is not good such as kick boxing, and whoever invented boxing is a real knuckle head.

Parents don't want to see their kids in a wheel chair or even a coffin. Parents should stop their kid before he/she gets seriously injured. Also when people go see matches they are also wasting their money. I don't see how they think its fun to go watch two people hurting each other. I don't see how people get so amused by two people fighting.

Also when kids see boxing they will try to repeat it. When kids repeat boxing moves on other people they tend to get really aggressive and some one will get seriously injured, or even get killed. For example I saw kids wrestle and one fall out of a window and the screen fell on him and sliced his stomach. He had to get flown to the hospital because he was paralyzed, and his appendixes fell out.

When boxers box they get rude with the referee and they start a fight and everything is out of control, and they start to get rude with other people cause a lot of commotion. When kids see people beating up each other they will think it's OK and will get their self into trouble that can get them kicked out of school if he/she fights there. Also boxing can cause a lot of health issues, but don't get me wrong the death rates in other sports are way higher.

Boxing is a sport that a lot of people like, but a lot of people also get injured and even killed. When people go watch matches they are wasting their time and money, and personally I don't like boxing at all. If boxing

was up to me I would ban it from the whole world. I know someone who is in boxing and they get hurt a lot and he gets blacked out a lot, but his parents took my word and took him out before something major happened.

If I were to ban boxing there would be a lot of upset people in the world because it has been around for a long time and it got very popular. If I don't ban boxing I would have the boxers wear a lot of protection so that they won't get hurt at all. I wish that people would just forget about boxing and move on to something better and not so dangerous. I don't mean go play the violin instead of boxing but I do mean, for example, basketball, soccer, and baseball. For example my cousin used to wrestle and he got hurt a lot, but then he moved to basketball and now loving it.

Boxing is murdering young men in the boxing ring, and those who watch this have to witness such a tragic moment. It's just as people are paying to watch people die. During the match the opponent loses consciousness or else becomes so disorientated that he can no longer continue. The ultimate aim in this barbarous sport is to basically beat up your opponent.

If you don't want this to happen to you I suggest you take my advice about boxing. Boxing is the sport that no kid needs to get involved in or even think about doing. I think boxing should be banned but some people think that boxing is OK and just because Tyson doesn't get hurt that much that they won't. This is why I think boxing should be banned and I hope you take my advice about boxing.

Commentary and Analysis **Focus & Meaning**

The author has cleverly constructed an insightful essay that vividly describes why boxing should be banned. (“Boxing is a very popular sport, enjoyed by a lot of people in the world. It is also a dangerous sport. Many boxers have been damaged for life by injuries in the boxing ring. Some of these boxers were professional boxers who made their living from the sport. Every year both amateur and professional boxers die in matches, or afterwards as injuries.”) He/she establishes and maintains the controlling idea (“Picture a family standing around a dark coffin, weeping and wiping their noses with tissues. Picture a new wheelchair and an old lady struggling to push her son. Would you want this to come through your lives? This is why I think boxing should be banned. It should be banned because people get paralyzed, killed, and it sets a bad example to kids.”) while giving many persuasive reasons why boxing should be banned.

Content & Development

The author has written an essay that is well-developed, strongly supported, and includes a variety of reasons as to why he/she believes that boxing should be banned. (“What is the point of boxing? All people do is beat people up and give each other black eyes. What kind of game is beating up people? Yes, people enjoy it but people do get paralyzed or even killed. Boxing is an extreme sport and a lot of people get hurt, but no one is stopping them from quitting this sport. I think boxing should be banned because I hate seeing people get hurt. Boxing is a useless thing and a waste of time.”) The author addresses the many negative aspects of boxing and how it affects not only the boxer, but the boxer’s family, friends, and those watching the match. (“Also when kids see boxing they will try to repeat it. When kids repeat boxing moves on other people they tend to get really aggressive and some one will get seriously injured, or even get killed. For example I seen kids wrestle and one fall out of a window and the screen fall on him and sliced his stomach. He had to get flown to the hospital because he was paralyzed, and his appendixes fell out.”) The author also cleverly devotes a body paragraph to addressing a possible counterargument. (“If I were to ban boxing there would be a lot of upset people in the world because it has been around for a long time and it got very popular. If I don't ban boxing I would have the boxers wear a lot of protection so that they won't get hurt at all. I wish that people would just forget about boxing and move on to something better and not so dangerous. I don't mean go play the violin instead of boxing but I do mean like basketball, soccer, baseball stuff like that. For example my cousin used to wrestle and he got hurt a lot, but then he moved to basketball and now loving it.”)

Organization

The essay demonstrates a unified structure; it has a clear and clever introduction (“Picture a family standing around a dark coffin, weeping and wiping their noses with tissues. Picture a new wheelchair and an old lady struggling to push her son. Would you want this to come through your lives? This is why I think boxing should be banned. It should be banned because people get paralyzed, killed, and it sets a bad example to kids.”), a noticeable conclusion, and several varied body paragraphs with many supporting details. The body paragraphs transition well from one supporting detail to the next, although some body paragraphs have similar supporting details and could be combined.

Language Use & Style

The author’s language use can be described as artful, enticing, and accurate. The author wants the readers to focus on the negative aspects of boxing, and he/she does so by using many descriptive terms. (“Boxing is murdering young men in the boxing ring, and those who watch this have to witness such a tragic moment. It’s just as people are paying to watch people die. During the match the opponent loses consciousness or else becomes so disorientated that he can no longer continue. The ultimate aim in this barbarous sport is to basically beat up your opponent.”)

Mechanics & Conventions

With minimal noticeable errors in grammar (“When boxers box they get rude with the referee and they start a fight and everything is out of control, and they start to get rude with other people cause a lot of commotion.”), spelling, and punctuation, the author demonstrates very effective control over the mechanics and conventions of writing.

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| Score Point 5 - strongly communicates the writer's message. |
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Model Essay

How do you feel about having sports that can change human body's. How do you feel when someone you really care about has gotten injured, or has passed away because of some sports.I am writing this because I want to inform you that there are some sports out there that absolutely ruin people's lives.

The sport that I want to ban from sports is football. I think this sport is very a dangerous sport for an athlete to participate in. If you participate in football, you are taking a big risk of a body, and possibly a risk of your career.

I think people shouldn't have to go through all that pain, and all that suffering just to entertain people. I think it would be a great idea to ban this sport for the safety of the athlete's, and for the people that they are close to I know people love to play football, but sometimes you have to play it on the safe side instead of the ruff side. It always ends up better if you make the right choice.

If you play football for a living, you can brake your arm, leg, hip, and other important bones in your body. If you wanted to play in a band, or be an actor in a movie, you won't be able to do that if you have a broken arm, or leg. So if you play football, and you brake a serious bone in your body you can shatter your dreams about what you wanted to do when you where finished playing football. There are many better sports out there besides football. I'm not saying that baseball, or basketballs aren't dangerous sports I'm just saying that football they play extremely rough. Not only is it extremely rough the players are determined to win, so they don't care who they hurt.

If you play football and don't get hurt than you are very lucky. If you want to play football it is your choice, but you will have to suffer the consequences when you get seriously injured. I would never play football because I know better, and many of you should know better too.

I know that football is not the only dangerous sport, but there are other better things to do in life such as working at a store, or building homes for people. Doing these jobs you are helping people your not banging up your body. So ask yourself what is better entertaing people, but getting hurt, or you can help people without getting a scratch on your body. I think helping people out is a much better choice.

I hope you read this essay and read it careful because I don't want you to make a bad decision about your life. So make the right choice when you think about what sport you want to play. If you don't pick this sport you life will be better.

Commentary and Analysis **Focus & Meaning**

The author communicates a strong message to the intended audience by establishing and maintaining a clear controlling idea. (“How do you feel about having sports that can change human body's. How do you feel when someone you really care about has gotten injured, or has passed away because of some sports. I am writing this because I want to inform you that there are some sports out there that absolutely ruin people's lives. The sport that I want to ban from sports is football. I think this sport is very a dangerous sport for an athlete to participate in. If you participate in football, you are taking a big risk of a body, and possibly a risk of your career.”) The writer's knowledge of the purpose and audience of the prompt is evident.

Content & Development

In this essay, the author clearly develops ideas by using sufficient and appropriate details. (“I think people shouldn't have to go through all that pain, and all that suffering just to entertain people. I think it would be a great idea to ban this sport for the safety of the athlete's, and for the people that they are close to I know people love to play football, but sometimes you have to play it on the safe side instead of the ruff side. it always ends up better if you make the right choice.”) The author addresses two main points that allow the readers to fully understand the problems that can come from playing football. (“If you participate in football, you are taking a big risk of a body, and possibly a risk of your career.”) The author also addresses counterarguments effectively.

Organization

In general, this essay demonstrates a mostly unified structure; it features a good introduction and conclusion. (“Doing these jobs you are helping people your not banging up your body. So ask yourself what is better entertaing people, but getting hurt, or you can help people without getting a scratch on your body. I think helping people out is a much better choice.I hope you read this essay and read it careful because I don't want you to make a bad decision about your life. So make the right choice when you think about what sport you want to play. If you don't pick this sport you life will be better.”) The author needs to focus many of his/her paragraphs by combining similar supporting details, adding the thesis to the introduction, and restating the thesis in the conclusion to make the essay more coherent.

Language Use & Style

The author demonstrates appropriate language use, good word choice, and a clearly defined voice. (“I think people shouldn't have to go through all that pain, and all that suffering just to entertain people. I think it would be a great idea to ban this sport for the safety of the athlete's, and for the people that they are close to I know people love to play football, but sometimes you have to play it on the safe side instead of the ruff side. it always ends up better if you make the right choice.”) The writer's use of well-structured, varied sentences is evident.

Mechanics & Conventions

The author shows a clear understanding of the mechanics and conventions of standard written English. Few errors in grammar (“change human body’s”), mechanics, punctuation (“So ask yourself what is better entertaining people, but getting hurt, or you can help people without getting a scratch on your body.”), and spelling (“brake”) are evident, but they do not interfere with the message.

Score Point 4 - adequately communicates the writer's message.

Model Essay

There are many different sports that are dangerous today, Some of the most dangerous sports are skateboarding, kayaking and dirt bike riding, these are just some of the dangerous extreme sports. Kayaking is dangerous because the kayak can flip over. In skateboarding you can get fracture bones very badly. Dirt bike riding you can fly off the motorcycle and brake bones in your body. These are some extreme sports that are most dangerous to me.

The most dangerous sport to me is kayaking. Kayaking is dangerous because you can get a concussion when you flip over because when you flip over you have a possibility of hitting a rock and when you get a concussion under water you could drown. This is a dangerous sport because it takes place in the rivers. The rivers have rocks and that is dangerous to the pros. They are putting their lives in danger.

Kayaking is dangerous that you can die. The kayak is made to flip over and go in a circle, but what if the kayak flips over and does not turn back up again? Well, they drown you have to just watch because no one can help them unless there are other professional kayakers around and they try to save them. These are just a few of the reasons why kayaking are dangerous. These are just a few reasons why you will regret kayaking.

One more reason why kayaking is dangerous is that you can flip over when you go down the waterfalls. Beneath the waterfalls there are rocks and if the kayak flips over and you go head first you are a goner. The rocks will crack your head open and you will be squashed by the kayak when it comes down on you. First, you're in pain than you die. These are my reason why kayaking is dangerous and should be band.

There's other sports that should be band, but to me the most dangerous and extreme sport is kayaking. Some examples that are dangerous are skateboarding and dirt bike riding. In the dirt bike riding you do dangerous events and in skateboarding it is the same thing. These are many reasons why kayaking are dangerous. This is why I think kayaking should be band!

Commentary and Analysis

Focus & Meaning

In this essay, the author adequately communicates a message to the intended audience. The author establishes a controlling idea in the introduction, although the thesis is stated in the second paragraph. (“There are many different sports that are dangerous today, Some of the most dangerous sports are skateboarding, kayaking and dirt bike riding, these are just some of the dangerous extreme sports. Kayaking is dangerous because the kayak can flip over. In skateboarding you can get fracture bones very badly. Dirt bike riding you can fly off the motorcycle and brake bones in your body. These are some extreme sports that are most dangerous to me.”) The author demonstrates a basic understanding of the purpose and audience of the prompt.

Content & Development

The writer adequately develops ideas that support the clearly defined thesis. (“Kayaking is dangerous that you can die. The kayak is made to flip over and go in a circle, but what if the kayak flips over and does not turn back up again? Well, they drown you have to just watch because no one can help them unless there are other professional kayakers around and they try to save them. These are just a few of the reasons why kayaking are dangerous. These are just a few reasons why you will regret kayaking.”) However, the author fails to develop his/her ideas fully. The writer only supports his/her argument with two similar reasons as to why kayaking should be banned.

Organization

The essay demonstrates a generally unified structure; it contains a noticeable introduction, but the conclusion is simply a repeat of the introduction without restating the reasons why kayaking should be banned. (“There's other sports that should be band, but to me the most dangerous and extreme sport is kayaking. Some examples that are dangerous are skateboarding and dirt bike riding. In the dirt bike riding you do dangerous events and in skateboarding it is the same thing. These are many reasons why kayaking are dangerous. This is why I think kayaking should be band!”) The body paragraphs should be better organized by combining similar supporting details to make one unified paragraph.

Language Use & Style

In this essay, the author demonstrates appropriate language use and word choice. Writing in a style that is appropriate for this audience, the author generally uses correct sentences, but with minimal variety. (“Well, they drown you have to just watch because no one can help them unless there are other professional kayakers around and they try to save them. These are just a few of the reasons why kayaking are dangerous. These are just a few reasons why you will regret kayaking.”)

Mechanics & Conventions

The author maintains adequate control over the conventions of writing. A few errors in grammar (“Some of the most dangerous sports are skateboarding, kayaking and dirt bike riding, these are just some of the dangerous extreme sports.”), punctuation, and spelling (“band”) are evident in this essay, but they do not interfere with the author’s intended message.

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| Score Point 3 - partially communicates the writer's message. |
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Model Essay

I think we should ban sky diving, racing, and that boxing wich is like boxing and wresting don't use gloves.They should be banned because they could parilize,kill,and damege their bones.I think those sports should be banned becausa a lot of reasons toon in my pharagraph to find out.

I think skydiving should be banned because they do it for stupid stunts likes getting on top of each other to break the record or somting else. I saw on t.v. some people sky diving and getting on each other and made a row of colored parachutes.Then a gust of wind knocked them over and fell two of them got stuck and almost died in about 3,000 kilometers but one theier parachute and had an extra parachute and afetly landed. And when they jump the parachute could get stuck or rip and lead to dangerous stuff. I think that sky diving is dangerous.

I think racing is dangerous because a lot of resons let me to you some of the things I can think of. First reason is because the engine can blow up and the car can blow up and do a lot a damege to the person. It can also could crash and hurt the driver,it can also flaip and damege the car completely but not only the car

but the driver. It can also kill the driver like in movies people lose their memory or so on. That's why I think it is dangerous.

I also think kick boxing-wresting is dangerous because three main reasons I can think of. Sometimes the people even bleed. And sometimes they could damage their head or something they fight real and deadly.

I think that those sports are dangerous and they could die seriously damage themselves.

Commentary and Analysis Focus & Meaning

The essay only partially communicates a clear message. The author establishes a controlling idea ("I think we should ban sky diving, racing, and that boxing which is like boxing and wrestling don't use gloves. They should be banned because they could paralyze, kill, and damage their bones. I think those sports should be banned because a lot of reasons too in my paragraph to find out"), but he/she demonstrates little understanding of the purpose and audience.

Content & Development

The author supplies some details to support the central idea, but he/she develops ideas briefly and inconsistently. ("I also think kick boxing-wresting is dangerous because three main reasons I can think of. Sometimes the people even bleed. And sometimes they could damage their head or something they fight real and deadly.") In order for this essay to be successful, the author needs to choose only one sport that he/she thinks should be banned and give three supporting details for that sport only.

Organization

The essay contains a clear introduction and brief conclusion that sum up the main idea of the essay. Because this author decided to discuss three different sports, the body paragraphs are organized by sport; however, the supporting details in each paragraph should be separated into their own body paragraphs. ("I think racing is dangerous because a lot of reasons let me to you some of the things I can think of. First reason is because the engine can blow up and the car can blow up and do a lot a damage to the person. It can also could crash and hurt the driver, it can also flip and damage the car completely but not only the car but the driver. It can also kill the driver like in movies people lose their memory or so on. That's why I think it is dangerous.")

Language Use & Style

The essay demonstrates simple language use and a minimal awareness of audience. ("I think skydiving should be banned because they do it for stupid stunts likes getting on top of each other to break the record or something else. I saw on t.v. some people sky diving and getting on each other and made a row of colored parachutes.") Limited word choice and sentence variety are also evident. ("It can also could crash and hurt the driver, it can also flip and damage the car completely but not only the car but the driver. It can also kill the driver like in movies people lose their memory or so on. That's why I think it is dangerous.")

Mechanics & Conventions

The author shows limited control over the mechanics and conventions of writing. Several noticeable errors in grammar ("Then a gust of wind knocked them over and fell two of them got stuck and almost died in about 3,000 kilometers but one their parachute and had an extra parachute and safely landed."), mechanics, and spelling ("paragraph") somewhat interfere with the communication of the message.

Score Point 2 - limited in communication of the writer's message.**Model Essay**

Although mudding may seem fun, there are a lot of consequences and many dangers that you may face. An extreme sport like this is a danger to people's lives and should be taken very seriously by the ones who do go mudding. Sports like tennis, basketball, or football can be extremely dangerous is your not careful. However, mudding is just an overall risk to living. For this purpose, mudding should be made illegal.

Any individual sixteen or older can get a drivers license; and with a driver's license, they can go mudding. Therefore, any inexperienced child at the age of sixteen is legally able to put their life at risk. For example, someone who is driving through a giant yard of mud can get the surprise of their life if they suddenly flip over because of the dangerous sport.

**Commentary and Analysis
Focus & Meaning**

The essay suggests a strong controlling idea (“Although mudding may seem fun, there are a lot of consequences and many dangers that you may face. An extreme sport like this is a danger to people's lives and should be taken very seriously by the ones who do go mudding. Sports like tennis, basketball, or football can be extremely dangerous is your not careful. However, mudding is just an overall risk to living. For this purpose, mudding should be made illegal.”), but it demonstrates a minimal understanding of the purpose and audience of the task. This lack of understanding is evidenced by the lack of supporting details, and the author completes few parts of the task.

Content & Development

The author of this essay is unsuccessful at developing ideas completely and adequately. The essay lacks details to support ideas. (“Any individual sixteen or older can get a drivers license; and with a driver's license, they can go mudding. Therefore, any inexperienced child at the age of sixteen is legally able to put their life at risk. For example, someone who is driving through a giant yard of mud can get the surprise of their life if they suddenly flip over because of the dangerous sport.”)

Organization

The essay lacks a unified structure because it consists of only an introductory paragraph and the start of a body paragraph. The introduction includes a strong thesis and hook, but the essay fails to elaborate further in an organized body. (“Although mudding may seem fun, there are a lot of consequences and many dangers that you may face. An extreme sport like this is a danger to people's lives and should be taken very seriously by the ones who do go mudding. Sports like tennis, basketball, or football can be extremely dangerous is your not careful. However, mudding is just an overall risk to living. For this purpose, mudding should be made illegal.”) There is no evidence of a conclusion.

Language Use & Style

The language used in this essay is adequate, but it is not developed; this essay's short length hinders its success. However, adequate sentence structure and word choice are evident. (“Any individual sixteen or older can get a drivers license; and with a driver's license, they can go mudding. Therefore, any inexperienced child at the age of sixteen is legally able to put their life at risk.”)

Mechanics & Conventions

The writer shows adequate control over the mechanics and conventions of writing. Few errors in grammar (“can be extremely dangerous is your not careful”), mechanics, punctuation (“For this purpose, mudding should be made illegal. Any individual sixteen or older can get a drivers license; and with a driver's license, COPYRIGTH © 2009 by Vantage Learning. All Rights Reserved. No part of this work may be used, accessed, reproduced or distributed in any form or by any means or stored in a database or any retrieval system, without the prior written permission of Vantage Learning. 12/11/09.

they can go mudding.”), and spelling are evident, but they do not interfere with the communication of the message.

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| Score Point 1 - inadequately communicates the writer's message. |
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Model Essay

You may think that some sports should be banned.I know that I do.I think that Baseball should be banned.I think that baseball should be banned because you can get hurt badly.You may break limbs and other stuff to.

you can get serious injuries like concussions,spinal injuries,broken bones,and much much more.

Commentary and Analysis Focus & Meaning

In this essay, the writer makes an introductory statement (“You may think that some sports should be banned.I know that I do.I think that Baseball should be banned.I think that baseball should be banned because you can get hurt badly.”) but does not support the idea. The author demonstrates no understanding of purpose and audience.

Content & Development

The writer begins to respond to the prompt but fails to develop ideas completely. (“I think that baseball should be banned because you can get hurt badly.You may break limbs and other stuff to. you can get serious injuries like concussions,spinal injuries,broken bones,and much much more.”) The essay lacks coherent supporting details that directly address the prompt.

Organization

There is no evidence of a unified structure in this essay; it lacks a meaningful introduction and conclusion. The author states a thesis, but he/she fails to develop it into a multi-paragraph essay. (“You may think that some sports should be banned.I know that I do.I think that Baseball should be banned.I think that baseball should be banned because you can get hurt badly.You may break limbs and other stuff to. ...you can get serious injuries like concussions,spinal injuries,broken bones,and much much more.”)

Language Use & Style

The author fails to convey the correct use of language, sentence structure, and word choice, especially with the use of the generic word “stuff.” (“You may break limbs and other stuff to.”) In addition, the essay demonstrates simple language use and repetition. (“You may think that some sports should be banned.I know that I do.I think that Baseball should be banned.I think that baseball should be banned because you can get hurt badly.You may break limbs and other stuff to.”)

Mechanics & Conventions

The essay fails to demonstrate the appropriate understanding of mechanics and conventions. The writer makes significant errors in the use of grammar, mechanics, punctuation, and spelling that significantly hinder the writer’s intended message. (“You may break limbs and other stuff to. ...you can get serious injuries like concussions,spinal injuries,broken bones,and much much more.”)

Celebrity Role Models

Since celebrities are constantly in the public eye, there is a debate over what their responsibilities as role models should be. Many celebrities have stated that they do not believe they should be viewed as role models, while others have argued that it is their responsibility to use their celebrity status to raise awareness for many social issues.

In a well-developed essay, explain your position on the responsibility of celebrities to act as role models. Use examples to support your position.

Score Point 6 - very effectively communicates the writer's message.

Model Essay

Since celebrities are constantly in the public eye, there is a debate over what their responsibilities as role models should be. Many celebrities have said that being a role model to people is not their responsibility. On the other hand, many famous people have declared that they should act as role models to influence people all over the world. Celebrities have the responsibility on acting like role models because many young children watch T.V. and think it's right what they are doing. No one in the world is perfect, but if they make a mistake, they should be able to fix it somehow. Celebrities should also think of the fact that if they do something crazy then both their privacy and reputation would be ruined. In my opinion, celebrities should have the responsibility on acting like role models because they are sometimes even heroes to young children who like to be entertained. In my opinion, celebrities should have the responsibility on acting like role models because they are sometimes even heroes to young children who like to be entertained.

When celebrities become famous for the first time, they probably don't think of the advantages and disadvantages of being famous, they are just enjoying fame for the first time. Celebrities, as anyone can tell, are constantly appearing on T.V. What they probably don't know is that young children are watching every single move they are making and think everything is perfectly all right. They are role models, aren't they? So kids expect them to be good people who make good decisions. A good way on how celebrities can be good models is that if they screw up on something, make a rude comment, or do something immoral, is that they apologize to the public. No one is perfect, but that is a good way to accept we are all human beings who make mistakes sometime in our lives. If celebrities do something crazy or inappropriate, their reputation and privacy might be ruined. The consequence in an action like that would be that T.V. shows would talk trash about them and being followed around by paparazzi. When celebrities decide to become famous, they should have thought of the responsibility of trying to act their best as possible to be the best role model they could be.

On the other hand, other people might think that celebrities should not be looked at as role models. They might say that famous people don't even care about being a role model for any person, they just want to enjoy their fame and party all the time. Another argument they might have is that nobody is perfect, especially not celebrities, and if they do a single thing wrong, the young children these days might think that some immoral things are okay to do, but to then find out later that they were wrong. For example, people might say that looking up to Paris Hilton would be a very bad idea because she went to jail. The last argument would be that of course, no one is perfect, that all people make mistakes and that looking up to a celebrity would be foolish. Those would probably be the most important reasons of why celebrities should not be role models.

Even though the opposing side's arguments are very persuasive and make sense, I believe celebrities should think more about how to be a good role model. Even though some people might say that all celebrities care about is the fame and the money, I think otherwise. I think some celebrities not care that much on how much money they are making, they actually want to help people in any way. Ricky Martin, for example, is always using his money for good causes, like building schools for the less fortunate. Every person has a positive side of them, and many celebrities can use them for good causes. If celebrities want to

become famous, they should also think of the fact that there are people looking up to them and following their steps.

Celebrities have the responsibility of being role models nowadays. They are probably being looked up to, anyway, by little children and teenagers too, who want to find out who they are, and by having a role model, their quest might become easier. Since no one in the world is perfect, it is okay that people make mistakes, but as long as they show that they are going to pick themselves up and try again, is a sign of not giving up. Celebrities should also think of the fact that if they do something wrong, not only do they disappoint their fans, but they probably disappoint themselves too. Anyway, celebrities may damage their reputation and privacy by constantly being followed by reporters who can act pretty obnoxious. In my opinion, celebrities should really think about becoming role models to people out there who admire them.

Commentary and Analysis

Focus & Meaning

Throughout this essay, the writer maintains a very effective focus and meaning regarding the topic of whether or not celebrities should be viewed as role models. The author establishes and maintains an insightful position. He/she feels that celebrities should take on the responsibility of acting as role models for the kids that look up to them. (*"In my opinion, celebrities should have the responsibility on acting like role models because they are sometimes even heroes to young children who like to be entertained."*) Furthermore, the essay demonstrates a thorough understanding of the purpose and audience, while completing all parts of the task.

Content & Development

The content throughout this essay is very effective and well developed. The writer effectively develops strong and insightful arguments by using a wide variety of specific, accurate, and relevant details and examples to support his/her position. (*"Ricky Martin, for example, is always using his money for good causes, like building schools for the less fortunate. Every person has a positive side of them, and many celebrities can use them for good causes. If celebrities want to become famous, they should also think of the fact that there are people looking up to them and following their steps."*) The writer also convincingly addresses readers' counterarguments. (*"On the other hand, other people might think that celebrities should not be looked at as role models. They might say that famous people don't even care about being a role model for any person, they just want to enjoy their fame and party all the time. Another argument they might have is that nobody is perfect, especially not celebrities, and if they do a single thing wrong, the young children these days might think that some immoral things are okay to do, but to then find out later that they were wrong. For example, people might say that looking up to Paris Hilton would be a very bad idea because she went to jail. The last argument would be that of course, no one is perfect, that all people make mistakes and that looking up to a celebrity would be foolish. Those would probably be the most important reasons of why celebrities should not be role models. ... Even though the opposing side's arguments are very persuasive and make sense, I believe celebrities should think more about how to be a good role model. Even though some people might say that all celebrities care about is the fame and the money, I think otherwise."*)

Organization

The author of this essay demonstrates very effective organization in his/her writing. This essay is well organized with a cohesive and unified structure consisting of an engaging introduction, a strong conclusion, and three well-developed body paragraphs. Lastly, transitional devices are used effectively throughout as demonstrated by the following quote from the introduction: *"Since celebrities are constantly in the public eye, there is a debate over what their responsibilities as role models should be. Many celebrities have said that being a role model to people is not their responsibility. On the other hand, many famous people have declared that they should act as role models to influence people all over the world."*

Language Use & Style

The writer of this essay effectively demonstrates sophisticated language use and style in his/her writing. Readers of this essay will find precise language and word choice, a defined voice, and a clear sense of audience. Sentences are also well structured and varied. (*“Celebrities have the responsibility of being role models nowadays. They are probably being looked up to, anyway, by little children and teenagers too, who want to find out who they are, and by having a role model, their quest might become easier.”*)

Mechanics & Conventions

Very effective control of conventions and mechanics is demonstrated in this essay, with few errors in grammar, mechanics, punctuation, and spelling. (*“On the other hand, other people might think that celebrities should not be looked at as role models.”*)

Score Point 5 - strongly communicates the writer's message.

Model Essay

Do you remember when Britney Spears shaved her head? Is that what you want your kids to look up to? I hope not. Celebrities are always in the public eye. Some make horrible decisions and others don't. Should they be viewed as role models? I think they shouldn't. Celebrities should not be viewed as role models because they are disconnected from reality, set bad examples, and use bad, harmful products.

First, celebrities are disconnected from reality; they don't understand how the real world is. Celebrities think because they are famous that they can do whatever they want. For instance, Paris Hilton said she should not go to jail because she was a celebrity even though she had a DUI and was driving with no license. A recent article in People Magazine brought up a good point, that while celebrities are driving around in their \$500,000 cars and carrying their designer handbags and worrying that somebody else will wear the same dress to the Oscars, we have to worry about making our house payments and getting food. Another reason is that athletes think they can break the rules. An example of this is Barry Bonds using steroids to break the records. He and many other MLB players think it's ok to break a rule that is their for their safety only. Meanwhile, your kids are reading articles about their hero cheating to break records, what does that say to them, that cheating is ok?

Then there are the celebrities who set bad examples. A perfect example of this is Jamie Lynn Spears being pregnant at 16 with no husband. We asked local hospital staff and they said that about 5 of every 10 pregnant women are underaged and not married. Another Spears child, Britney, has been married twice, has two kids, and has lost custody to them. She has driven with her baby in her lap between her and the wheel, shaven her head, and attacked a paparazzi's car with an umbrella, what's next? Celebrities are constantly making careless decisions and drinking and driving thus bringing me to my next point.

Celebrities are always using and endorsing bad products. They may not be saying drink Bud Light but they are out drinking it and getting their picture taken while drinking it and having their fans see that. Recently Lindsay Lohan has been going to rehab for alcohol problems along with Paris Hilton and Britney Spears. A recent survey shows that 50% of the people think that stars are horrible role models. A more recent example is the death of Heath Ledger. He died from a drug overdose of sleeping pills and had videos of him drinking and using drugs.

It's true that Oprah made a school for the girls in South Africa and donates her time and money along with other stars. However, most stars don't take the time to think about poor, starving children. They are too busy thinking about the new purse and shoes that they have to have.

Because celebrities are constantly in the public eye and are always making bad choices, if young kids looked up to them they would make horrible choices and become exactly like them. Shaving their head, getting drunk, doing drugs, and getting plastic surgery. Celebrities should not be seen as role models. The future leaders of America should not be looking up to the horrible examples of celebrities.

Commentary and Analysis

Focus & Meaning

Throughout this essay, the writer maintains a good focus and meaning regarding the issue of celebrity role models. The author establishes and maintains a clear position to persuade the reader that celebrities should not be perceived as role models. (“*Celebrities should not be viewed as role models because they are disconnected from reality, set bad examples, and use bad, harmful products.*”) Lastly, a general understanding of the purpose and audience is apparent, and the writer completes most parts of the task.

Content & Development

There is good content and development throughout this essay. Arguments are developed using sufficient specific, accurate, and relevant details to support the writer’s position against celebrities as role models. (“*A recent article in People Magazine brought up a good point, that while celebrities are driving around in their \$500,000 cars and carrying their designer handbags and worrying that somebody else will wear the same dress to the Oscars, we have to worry about making our house payments and getting food. Another reason is that athletes think they can break the rules.*”) In addition, the author of this essay clearly addresses readers’ counterarguments. (“*It’s true that Oprah made a school for the girls in South Africa and donates her time and money along with other stars. However, most stars don’t take the time to think about poor, starving children. They are too busy thinking about the new purse and shoes that they have to have.*”)

Organization

This essay establishes good organization throughout with evidence of transitional devices used, as demonstrated by the following: “*First, celebrities are disconnected from reality; they don’t understand how the real world is. Celebrities think because they are famous that they can do whatever they want. For instance, Paris Hilton said she should not go to jail because she was a celebrity even though she had a DUI and was driving with no license.*” In addition, there is a mostly unified, five-paragraph structure with a good, detailed introduction and conclusion and three main points set forth in the introduction that are fully explained in the three body paragraphs. (“*Celebrities should not be viewed as role models because they are disconnected from reality, set bad examples, and use bad, harmful products.*”)

Language Use & Style

The author of this essay demonstrates good use of language and style throughout his/her writing. Language and word choice are appropriate, with some evidence of voice and a clear sense of audience; sentences are well structured with some variety. (“*Celebrities are constantly making careless decisions and drinking and driving thus bringing me to my next point.*”)

Mechanics & Conventions

Good control of conventions and mechanics is shown in this essay. There are a few errors in grammar, mechanics, punctuation, and spelling that do not interfere with the author’s message. (“*She has driven with her baby in her lap between her and the wheel, shaven her head, and attacked a paparazzi’s car with and umbrella, what’s next?*”)

Score Point 4 - adequately communicates the writer's message.

Model Essay

Many people think that just because celebrities are constantly being viewed, they should be role models for their general public. I, for one, disagree with this. I feel that it is not a celebrities job to be peoples role models. I am sure that it does not require them to be perfect citizens in their contract. In my

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eyes, the media is to blame for a lot of the bad things that children see. Parents always complain about their kids seeing bad examples on the television, but there are things that they can do to stop this. They could easily set parental control locks on their cable box so that kids can only view educational and children channels. However, many parents do not take these actions. Therefore, the fault can also be blamed on the parents for letting their kids see these things.

You turn on your television when you get home from work one day. There you see Britney Spears, being rushed into an ambulance. But who's fault is it that she has mental problems? The truth is, there are bad people and bad things in the world. Celebrities have problems, just like the rest of us. The only difference is that yours aren't broadcasted on national television. Your not constantly being talked about or filmed when something negative happens in your life, but stars are. You can't really understand what they go through, so you should not judge them. Just because somebody has fame, does not mean that they are perfect people.

Paparazzi always like to show the difficulties in a famous person's life. But something that they hardly ever focus on are those celebrities whom are positive role models. These celebrities are like Oprah Winfrey, Katie Holmes, and Angelina Jolie. All of these people are celebrities that do not go out clubbing, partying, or barhopping. They contribute to charities. Also, they use their fame to do good. Oprah had a school built in Africa for kids who otherwise wouldn't have had a chance to go and get an education. Katie Holmes and her husband, Tom Cruise, were recently seen bidding for a charity. Angelina Jolie and her husband adopt children who have no parents. They all stay clean and positive, and have their acts together. This is the best way to be successful.

Nowadays, kids like to do what they see on TV and hear on the radio. This needs to change. I feel like kids need positive role models who they actually know personally. This will most likely prevent them from seeing negative ones and trying to be like them.

Commentary and Analysis **Focus & Meaning**

This essay demonstrates an adequate focus and meaning regarding whether or not celebrities should be role models. The writer establishes a position and adequately attempts to persuade the reader that celebrities should not be considered role models. (*"I feel that it is not a celebrities job to be peoples role models. I am sure that it does not require them to be perfect citizens in their contract. In my eyes, the media is to blame for a lot of the bad things that children see."*) A basic understanding of the purpose and audience is also seen in this essay, and many parts of the task are completed.

Content & Development

Throughout this essay, adequate content and development are seen. Arguments are developed using some specific, accurate, and relevant details to support the writer's position that it is not a celebrity's responsibility to be a role model. (*"Paparazzi always like to show the difficulties in a famous person's life. But something that they hardly ever focus on are those celebrities whom are positive role models. These celebrities are like Oprah Winfrey, Katie Holmes, and Angelina Jolie. All of these people are celebrities that do not go out clubbing, partying, or barhopping."*) This essay also adequately addresses readers' counterarguments in the introduction of the essay. (*"Many people think that just because celebrities are constantly being viewed, they should be role models for their general public. I, for one, disagree with this. I feel that it is not a celebrities job to be peoples role models. I am sure that it does not require them to be perfect citizens in their contract."*)

Organization

This essay is organized adequately throughout. A generally unified four-paragraph structure is apparent, with a shorter, more basic conclusion, while the introduction gives an overview of the author's perspective. Furthermore, the writer uses some transitional devices between sentences and ideas. (*"Parents always complain about their kids seeing bad examples on the television, but there are things that they can do to stop this. They could easily set parental control locks on their cable box so that kids can only view*

educational and children channels. However, many parents do not take these actions. Therefore, the fault can also be blamed on the parents for letting their kids see these things.”)

Language Use & Style

An adequate use of language and style is seen in this essay, which demonstrates appropriate language and word choice and an awareness of audience and control of voice. Correct sentence structure with some variety is generally seen as well. (“*Nowadays, kids like to do what they see on TV and hear on the radio. This needs to change. I feel like kids need positive role models who they actually know personally. This will most likely prevent them from seeing negative ones and trying to be like them.*”)

Mechanics & Conventions

There is adequate control of mechanics and conventions within this essay. There are some errors in grammar, mechanics, punctuation, and spelling that do not significantly interfere with the communication of the author’s message. (“*Oprah had a school built in Africa for kids who otherwise wouldn’t have had a chance to go and get an education.*”)

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| Score Point 3 - partially communicates the writer's message. |
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Model Essay

The public feels as though the celebrities should be better role models. The reason for that is that the kids and some adults look up to them. I feel that celebrities are just like us, the only thing different is that they have more money and are in movies. Even some celebrities wish they could be like us and not have to be at certain meetings never having time to go do soome thing with their friends. But, they should be a good role modle because the kidss look up to them. for example they shouldn’t be out drinking and trying to disobey the law.

Like you shouldn’t be trying to be doing bad thing like driving drunk. See, the society looks at television and think it is all real. Just like some of these shows on television show drugs and stuff and people think just because celebrities are doing it so it is ok to do it and it is cool. Although they are on television and have lots of money doesn’t mean they should go and do drugsand try to be really cool. They don’t realize that they are not being cool. Those are some of the reasons that they should be better role modles.

I bet some of the celebrities are really nice but the ones that are not should try to work on their character. i agree with the society that they should try their hardest to try to be a great role model. Still though they are people just like us but the have more money and are in show buisness. the biggest problem is the music. Most rap songs are usually all about drugs, cops and other stuff. But then it get into the kids heads and that is why I say the celebrities should try to be better role modles.

Commentary and Analysis

Focus & Meaning

This essay demonstrates a limited focus and meaning. The writer states his/her position, but it is unclear and underdeveloped. (“*The public feels as though the celebrities should be better role models. The reason for that is that the kids and some adults look up to them. I feel that celebrities are just like us, the only thing different is that they have more money and are in movies.*”) The author also shows limited understanding of the purpose and audience and completes only some parts of the task.

Content & Development

The author demonstrates limited content and development in this essay. Arguments are developed briefly and inconsistently, using insufficient details to support the writer’s position. Supporting details are

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somewhat similar to each other, and there are few new details presented in each paragraph. Furthermore, the author attempts to address a counterargument, but it appears somewhat unclear and confused. (*“I bet some of the celebrities are really nice but the ones that are not should try to work on their character. i agree with the society that they should try their hardest to try to be a great role model. Still though they are people just like us but the have more money and are in show buisness. the biggest problem is the music.”*)

Organization

Throughout this essay, the limited organization is apparent to the reader, as the essay only consists of three paragraphs. The writer does demonstrate evidence of structure with some transitional devices, such as “for example.” However, the introduction is rather weak, as is the conclusion, which brings forth new information rather than summing up the arguments already presented. (*“I bet some of the celebrities are really nice but the ones that are not should try to work on their character. i agree with the society that they should try their hardest to try to be a great role model. Still though they are people just like us but the have more money and are in show buisness. the biggest problem is the music. Most rap songs are usually all about drugs, cops and other stuff. But then it get into the kids heads and that is why I say the celebrities should try to be better role modles.”*)

Language Use & Style

This essay demonstrates a limited use of language and style. The writer uses simple language, shows a lack of variety in word choice, relies on simple sentences with insufficient sentence variety, and establishes only some awareness of audience and control of voice. (*“Like you shouldn't be trying to be doing bad thing like driving drunk. See, the society looks at television and think it is all real. Just like some of these shows on television show drugs and stuff and people think just because celebrities are doing it so it is ok to do it and it is cool. Although they are on television and have lots of money doesn't mean they should go and do drugsand try to be really cool.”*)

Mechanics & Conventions

There is limited control of mechanics and conventions in this essay. Several noticeable errors in grammar, mechanics, punctuation, and spelling may interfere with the communication of the author’s message. (*“Even some celebrities wish they could be like us and not have to be at certian meettings never having time to go do soome thing with their friends. But, they should be a good role modle because the kidss look up to them. for example they shouldn't be out drinking and trying to disobey the law.”*)

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| Score Point 2 - limited in communication of the writer's message. |
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Model Essay

I don't think celebrities should be role models because they might not what to. Some celebrities have done bad things. Some celebrities don't want kids to look up to them because they might be doing bad things. Celebrities should be role models because some celebrities might not want kids to look up them because some celebrities say that just because they chose to be rich and fabulous does not mean they have do right all the time.

Celebrities should not be role molds because some people have done bad things. For example, Vanessa Hugeness I'm pretty sure that she did not think that she was a role model that's why she did what she did. Celebrities should not be role models because if kids see the person that they love so much doing something wrong that's going to make them so do so did these so i what to do that to.

Celebrities should not be role modles because they are just as bad as we are.

Commentary and Analysis

Focus & Meaning

This essay demonstrates minimal focus and meaning toward the argument of whether celebrities should be viewed as role models. Although the writer states that he/she feels that celebrities should *not* be considered role models, the focus of this essay is rather confused, as the writer also states, “*Celebrities should be role models because some celebrities might not want kids to look up them because some celebrities say that just because they chose to be rich and fabulous does not mean they have do right all the time.*”

Content & Development

The writer of this essay demonstrates minimal content and development. Arguments are incompletely and inadequately developed, and there are very few reasons provided in support of the writer’s position. (“*Celebrities should not be role molds because some people have done bad things. For example, Vanessa Hugeness I’m pretty sure that she did not think that she was a role model that’s why she did what she did. Celebrities should not be role models because if kids see the person that they love so much doing something wrong that’s going to make them so do so did these so i what to do that to.*”) The writer attempts to discuss both sides of the argument, but fails to make a coherent and logical point. (“*I don’t think celebrities should be role models because they might not what to. Some celebrities have done bad things. Some celebrities don’t want kids to look up to them because they might be doing bad things. Celebrities should be role models because some celebrities might not want kids to look up them because some celebrities say that just because they chose to be rich and fabulous does not mean they have do right all the time.*”)

Organization

In this essay, the main idea is minimally developed. The writer shows little evidence of structure with only two unfocused paragraphs, including a confusing introductory paragraph (“*I don’t think celebrities should be role models because they might not what to. Some celebrities have done bad things. Some celebrities don’t want kids to look up to them because they might be doing bad things. Celebrities should be role models because some celebrities might not want kids to look up them because some celebrities say that just because they chose to be rich and fabulous does not mean they have do right all the time.*”) Furthermore, the conclusion only consists of one sentence. (“*Celebrities should not be role modles because they are just as bad as we are.*”) Lastly, the essay is lacking in transitional devices.

Language Use & Style

There is minimal use of language and style in this essay. The author demonstrates generally poor language, a lack of variety in word choice, and little awareness of audience. In addition, basic errors in sentence structure and usage are made. (“*I don’t think celebrities should be role models because they might not what to. Some celebrities have done bad things. Some celebrities don’t want kids to look up to them because they might be doing bad things.*”)

Mechanics & Conventions

Minimal control of conventions and mechanics is shown in this essay, as there are patterns of errors in grammar, mechanics, punctuation, and spelling that substantially interfere with the communication of the author’s message. (“*Celebrities should not be role molds because some people have done bad things. For example, Vanessa Hugeness I’m pretty sure that she did not think that she was a role model that’s why she did what she did. Celebrities should not be role models because if kids see the person that they love so much doing something wrong that’s going to make them so do so did these so i what to do that to.*”)

Score Point 1 - inadequately communicates the writer's message.**Model Essay**

When i was a little kid i always looked up to a celebrity, such as justin timerlake. A lot of younger chlidren look up to celebrities as rolde models. There are an amass amount of celbrities out there and sometimes they don't realize that thousands of people look up to them. When coming to a celebrity there are plenty of respnsibilities. My fisrt recomandation to the celebrities is for them to stay out of trouble, do good things,

**Commentary and Analysis
Focus & Meaning**

This essay demonstrates an inadequate focus and meaning. The writer's position regarding the issue of whether or not celebrities should be viewed as role models is unclear and unfocused. Overall, this writer completes very few parts of the required task. (*"When i was a little kid i always looked up to a celebrity, such as justin timerlake. A lot of younger chlidren look up to celebrities as rolde models. There are an amass amount of celbrities out there and sometimes they don't realize that thousands of people look up to them. When coming to a celebrity there are plenty of respnsibilities."*)

Content & Development

There is inadequate content and development throughout this essay. Very little attempt is made to use details to support the writer's position. There is no mention of an opposing point of view. This essay is merely just one paragraph with no further supporting arguments or details. (*"When i was a little kid i always looked up to a celebrity, such as justin timerlake. A lot of younger chlidren look up to celebrities as rolde models. There are an amass amount of celbrities out there and sometimes they don't realize that thousands of people look up to them. When coming to a celebrity there are plenty of respnsibilities. My fisrt recomandation to the celebrities is for them to stay out of trouble, do good things,"*)

Organization

This essay is organized inadequately; the main idea is not developed. There is also no evidence of structure, with only one paragraph and little evidence of transitional devices used. (*"When i was a little kid i always looked up to a celebrity, such as justin timerlake. A lot of younger chlidren look up to celebrities as rolde models. There are an amass amount of celbrities out there and sometimes they don't realize that thousands of people look up to them. When coming to a celebrity there are plenty of respnsibilities. My fisrt recomandation to the celebrities is for them to stay out of trouble, do good things,"*)

Language Use & Style

The writer of this essay demonstrates poor language use and style. Language and word choice are unclear, there is no awareness of audience, and major errors in sentence structure and usage are obvious to the reader. (*"When coming to a celebrity there are plenty of respnsibilities. My fisrt recomandation to the celebrities is for them to stay out of trouble, do good things,"*)

Mechanics & Conventions

This essay demonstrates an inadequate control of conventions and mechanics. Errors are so severe in grammar, mechanics, punctuation, and spelling that they significantly interfere with the communication of the author's message. (*"There are an amass amount of celbrities out there and sometimes they don't realize that thousands of people look up to them. When coming to a celebrity there are plenty of respnsibilities."*)

Cell Phones in School

Many schools restrict students from using their cell phones during school hours. Teachers and administrators have concerns that students will use their phones dishonestly or inappropriately. Write a letter to your school principal convincing him or her that students should be allowed to use cell phones during school hours. Use facts and examples to support your position.

Score Point 6 - very effectively communicates the writer's message.

Model Essay

I have heard of the rule that there are no cell phones permissible during school hours. I know that is a significant rule, but we should have exceptions sometimes. There may be an emergency, and we can't get to the school phones. So instead of using the school phones, we can use our cell phones. A lot of people use their cell phones at work so why shouldn't we be able to use them at school? I'm not saying we should be able to use them while we're working on school work, but during free time and if we don't have anything to do during advanced studies, we should be able to communicate with people. I mean, if teachers can use them, why can't students use them? If a teacher's cell phone rings, they have to stop what they're doing and answer it. I'm not even asking to drop everything and answer your phone and make everybody wait on you. I'm just saying we want just a little free time to get on our phones after we finish all of our work.

For using our cell phones, we should have free time to get on our cell phones. Some of the people here think some of the homework is preposterous. They think it's too hard, and they have no idea how to get help if they can't understand how the teacher explains it. They shouldn't be able to cheat by having someone text the answers, but get someone to help you understand better. You can ask for help from someone in a different class if no one else can understand it. So if we get help, we can explain it to the class. Also, if the office phone is really busy, and you need picture money or lunch money right away, you can call or text your mom and ask her to bring it for you. If there is a terror attack or a fire, the office phone is not going to be obtainable, so you have to have some way to let your parents know that you're okay. Another usage for cell phones we can have is in each class, we can have a drop box where students drop off their cell phones in there, and when we have free time or the class ends, we can go get them. Cell phones are one of the most popular electronic device. So why not use them?

There are also other good things to do when it comes to using cell phones in class. We can take picture or videos of projects and e-mail them to parents or relatives that want to see them. Students can also text message missed assignments to people that are absent. Some cell phones come with a calculator that can be approved by the teacher when doing math assignments. If a student is slow at writing notes, some phones have a notepad that you can type them down and review it. You can also send that notes to an absent student. Some students also like to listen to music through earphones while studying to relax. We can also use them to view helpful slideshows and podcasts to help us study. You can set a date and time when a certain assignment is due on your cell phone. You can also use the voice recorder to record your assignment to yourself. The teachers can also send us downloadable programs and some phones that have internet browser can also be helpful. Using cell phones can be helpful during class time.

There are that we shouldn't have phones out during school, doesn't really work. People are always pulling out their cell phones during classes. I've seen people get caught with them. So what's really the point in having that rule? People are sneaking their phones out during classes and texting other people which makes the other person pull their phone out in class. We talk about rules in class sometimes and a lot of people think we should have some free time after we finish our work to have our cell phones out. I know about 3 schools that let you do that because my friends go to those schools and they let them get out their cell phones when they finish all of their work. All we're asking for is a little exceptions. Not the full class period while we're doing our work, but a little time after. Please think about considering it. It would really mean a lot to a lot of people. Thank you.

Commentary and Analysis

Focus & Meaning

The focus of this essay is very effective. The author insightfully maintains an argument that engages and persuades the reader. The writer demonstrates a thorough understanding that he/she is attempting to persuade his or her principal on the validity of cell phone use in schools (“There are also other good things to do when it comes to using cell phones in class. We can take picture or videos of projects and e-mail them to parents or relatives that want to see them. Students can also text message missed assignments to people that are absent. Some cell phones come with a calculator that can be approved by the teacher when doing math assignments. If a student is slow at writing notes, some phones have a notepad that you can type them down and review it. You can also send that notes to an absent student. Some students also like to listen to music through earphones while studying to relax.”). This author completes every aspect of the task and goes beyond its limits by establishing perceptive ideas and arguments.

Content & Development

In this essay, the writer effectively develops and supports his/her ideas by using a variety of specific, accurate, and relevant details. This essay addresses possible counterarguments in a strong and convincing manner, and it is developed in a logical way that clearly arranges the writer’s information to best persuade his/her principal. (“Some of the people here think some of the homework is preposterous. They think it's too hard, and they have no idea how to get help if they can't understand how the teacher explains it. They shouldn't be able to cheat by having someone text the answers, but get someone to help you understand better. You can ask for help from someone in a different class if no one else can understand it. So if we get help, we can explain it to the class. Also, if the office phone is really busy, and you need picture money or lunch money right away, you can call or text your mom and ask her to bring it for you.”)

Organization

The organization of this essay is very effective. The writer establishes a cohesive, unified structure that contains an engaging introduction and strong conclusion (“I have heard of the rule that there are no cell phones permissible during school hours. I know that is a significant rule, but we should have exceptions sometimes. There may be an emergency, and we can't get to the school phones. So instead of using the school phones, we can use our cell phones. A lot of people use their cell phones at work so why shouldn't we be able to use them at school?”). The author’s use of paragraphs and transitional devices also remains effective throughout the written work.

Language Use & Style

The language use and overall style of writing in this essay are both very effective. The writer skillfully chooses his/her words and has a clearly defined voice. In this way, the author creates an effective and persuasive argument. (“There are that we shouldn't have phones out during school, doesn't really work. People are always pulling out their cell phones during classes. I've seen people get caught with them. So what's really the point in having that rule? People are sneaking their phones out during classes and texting other people which makes the other person pull their phone out in class.”)

Mechanics & Conventions

This author maintains effective control over mechanics and conventions. There are few or no errors in grammar, mechanics, punctuation, and spelling. (“If a teacher's cell phone rings, they have to stop what they're doing and answer it. I'm not even asking to drop everything and answer your phone and make everybody wait on you. I'm just saying we want just a little free time to get on our phones after we finish all of our work.”)

Score Point 5 - strongly communicates the writer's message.**Model Essay**

How many people think that students should have cell phones at school? In my mind I think most parents, teachers, and faculties think that when a student has a cellular device at school it can cause bad things. I understand the point that our chaperones are trying to make. They are clearly saying that we shouldn't have them for reasonable causes like us cheating on tests, text messaging in class, not paying attention, and other understanding causes. What they do not think of is about the reasonably good things that they can bring when having them at school.

The first point that I will make to Mrs. Teacher is by saying that there are many good things that cellular products are used for at school. The first good fact about using cell phones at school is a little thing called emergencies. I see emergencies happening at school each and every day. Emergencies like kids getting really sick, also when kids tell their parents about having an activity after school and then they get canceled, needing to make sure whether to ride on the bus or not, and along with many others, but with a cell phone at school it would make everything work out clearly. This would happen by one simple call away and plus you wouldn't have to interrupt the class.

The second point I will make will be on the subject of other variety of reasons for students using these phones. At my middle school I have many friends. Among these friends they are beholding their phone numbers and with a mind like mine it is so hard to remember all of those number, but with a cell you can type it in and remember it forever. Another example of what a cell phone is used for at school is the issue of class time. In every class students and teachers eventually use math. In math we always have to figure out these long equations or other math problems, but with a cell phone you can do it in a simpler way by using your calculator on your phone.

The last statement will consider is the point of entertainment. Entertainment at school is something we never see much of. We are always too busy doing this and that in every class period, but luckily we always have smaller breaks in between classes, also at lunch, and on the bus, but when having a phone this can all change with no harm done. With a phone during these boring time we can give ourselves a time to relax by like playing a game, text messaging someone, or even searching on the web for answers to your homework. I understand that students already take advantage of doing this while in class but that's what the teachers are for. All the teachers have to do is take it up or give them silent lunch.

My conclusion is that students should be allowed to have cell phones at school. I have given and quantity of reasons and opportunities that it will give us as we have them at school. I have also given the bad things that can come with this and I have also supported them with things that you can do to change it. Thank you Mrs. Teacher for your time and I hope you take this with seniority.

Commentary and Analysis
Focus & Meaning

Overall, the focus and meaning in this essay are proficient. The writer establishes and maintains a clear thesis in order to persuade the reader to grant the use of cell phones in school (“At my middle school I have many friends. Among these friends they are beholding their phone numbers and with a mind like mine it is so hard to remember all of those number, but with a cell you can type it in and remember it forever. Another example of what a cell phone is used for at school is the issue of class time. In every class students and teachers eventually use math. In math we always have to figure out these long equations or other math problems, but with a cell phone you can do it in a simpler way by using your calculator on your phone.”). This author also demonstrates a good understanding of audience while completing most aspects of the task.

Content & Development

This essay has a good amount of content and is adequately developed. The writer establishes his/her position using specific, accurate, and relevant details. The author's method of addressing counterarguments is effective, and the essay is developed in a way that is logical and influential. ("The first point that I will make to Mrs. Teacher is by saying that there are many good things that cellular products are used for at school. The first good fact about using cell phones at school is a little thing called emergencies. I see emergencies happening at school each and every day. Emergencies like kids getting really sick, also when kids tell their parents about having an activity after school and then they get canceled, needing to make sure whether to ride on the bus or not, and along with many others, but with a cell phone at school it would make everything work out clearly.")

Organization

In this essay, the writer's petition of cell phone use in school is clearly defined in the opening paragraph and supported by a cohesive, unified structure and conclusion ("My conclusion is that students should be allowed to have cell phones at school. I have given and quantity of reasons and opportunities that it will give us as we have them at school. I have also given the bad things that can come with this and I have also supported them with things that you can do to change it. Thank you Mrs. Teacher for your time and I hope you take this with seniority."). The transitions between ideas and paragraphs flow throughout the entire essay. Also, the structure of the essay remains cohesive throughout.

Language Use & Style

This essay demonstrates a good use of language and style. This essay contains well-structured and varied sentences. Additionally, the author shows some evidence of voice and has a clear idea of the audience. The writer chooses appropriate and influential words to reinforce his/her argument ("The last statement will consider is the point of entertainment. Entertainment at school is something we never see much of. We are always to busy doing this and that in every class period, but luckily we always have smaller breaks in between classes, also at lunch, and on the bus, but when having a phone this can all change with no harm done. With a phone during these boring time we can give ourselves a time to relax by like playing a game, text messaging someone, or even searching on the web for answers to your homework.").

Mechanics & Conventions

The author maintains good control over mechanics and conventions throughout the written piece. A few errors in grammar, mechanics, punctuation, and spelling may slightly interfere with the communication of the writer's message. ("They are clearly saying that we shouldn't have them for reasonable causes like us cheating on tests, text messaging in class, not paying attention, and other understanding causes. What they do not think of is about the reasonably good things that they can bring when having them at school.")

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| Score Point 4 - adequately communicates the writer's message. |
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Model Essay

Cell phones are a new phenomenon in the world of young people. Today, almost every child has been given a cell phone by their family. Kids as young as eight years old have their own cell phones these days. Many young people consider it a fun new toy to use just like a video game or computer. In fact, most cell phones have computer access. These phones often allow photos and video cameras and children enjoy to use this kind of technology with friends.

Schools should allow students to use cell phones during school hours. Children should have access to a phone immediately in case of emergency. Also, cell phones usually have a calculator and they could be used in during math class instead of buying new calculators for the school. The camera feature of a cell

phone could make copying notes very simple and actually through this, grades could go up. Children can also use their video camera to video things. As well as a calculator, camera feature, copying notes, and video camera all on the phone you can also text message people, rather than talking out loud and disrupting the class during a lesson.

Some people might disagree and believe that cell phones should not be used during school hours. Some consider cell phones a distraction to students. However, placing the phone on silent or vibrate is an easy solution. Opponents believe that cell phones in school can get stolen as well. Students are clever enough to know to hide and protect their phones from thieves. They have backpacks that can be used as a safe place for their phones.

In conclusion, cell phone use should be allowed during school hours. cell phones are way of life for Americans, and young people are no exception. Use of a cell phone by anyone should be a right, not a privileged. As a modern society we should embrace technology, and not return a culture devoid of it. Cell phones are our modern day friends.

Commentary and Analysis **Focus & Meaning**

The focus and meaning in this essay can be best described as adequate. The author maintains a basic, fairly consistent focus in the essay's opening, supporting, and closing paragraphs. The writer does succeed in creating a persuasive argument, but any information given is mainly generic. ("Some people might disagree and believe that cell phones should not be used during school hours. Some consider cell phones a distraction to students. However, placing the phone on silent or vibrate is an easy solution.")

Content & Development

The content of the essay is fairly descriptive and clear. Ideas are introduced using some specific, accurate evidence. The writer uses his/her knowledge of the topic to adequately create a persuasive argument regarding the use of cell phones. ("Schools should allow students to use cell phones during school hours. Children should have access to a phone immediately in case of emergency. Also, cell phones usually have a calculator and they could be used in during math class instead of buying new calculators for the school.") In addition, the writer demonstrates the adequate use of a counterargument in this essay. ("Some people might disagree and believe that cell phones should not be used during school hours. Some consider cell phones a distraction to students. However, placing the phone on silent or vibrate is an easy solution. Opponents believe that cell phones in school can get stolen as well. Students are clever enough to know to hide and protect their phones from thieves. They have backpacks that can be used as a safe place for their phones.")

Organization

In this essay, the writer's discussion of cell phone use is supported by a fairly cohesive, unified structure. The transitions between ideas and paragraphs are apparent, but they are occasionally inconsistent. The structure of the essay remains generally cohesive with a noticeable introduction, conclusion, and minimal use of transitional devices. ("In conclusion, cell phone use should be allowed during school hours. cell phones are way of life for Americans, and young people are no exception. Use of a cell phone by anyone should be a right, not a privileged. As a modern society we should embrace technology, and not return a culture devoid of it. Cell phones are our modern day friends.")

Language Use & Style

Throughout the essay, the writer's use of language and style remains adequate and appropriate. The author does manage to create a persuasive argument, while using words that generally hold the reader's interest. The author demonstrates a basic control of voice and an awareness of audience. ("Today, almost every child has been given a cell phone by their family. Kids as young as eight years old have their own cell

phones these days. Many young people consider it a fun new toy to use just like a video game or computer. In fact, most cell phones have computer access. These phones often allow photos and video cameras and children enjoy to use this kind of technology with friends.”)

Mechanics & Conventions

The writer maintains an adequate control of mechanics and conventions throughout the written piece. (“Use of a cell phone by anyone should be a right, not a privileged.”) Errors in grammar, mechanics, punctuation, and spelling may slightly detract from communication of the writer’s message.

Score Point 3 - partially communicates the writer's message.

Model Essay

Cell phones during class would be great because the students wouldn't have to leave the classroom to walk all the way to the office. Sometimes cell phones are a big help because students could record class information.

First of all, all cell phones are not a big deal. Cell phones can help students and teachers by not having to leave the classroom just to get a ride home after school. They could also be used as calculators and planners.

Secondly, students wouldn't have to sneak around the school just to use a cell phone during our free time. Some students go into the stalls of the bathroom to use cell phones.

Lastly, if the student just got bullied he/she could call the dean and tell him where the bullies went or if a student has had a really bad day he/she could call up to the guidance office and talk to her. And students could text to each other and not have to pass notes around the room.

In conclusion, cell phones wouldn't be a distraction to the learning environment. But cell phones would be a big help. Thank you for your time.

Commentary and Analysis

Focus & Meaning

The focus and meaning in this essay can be described as limited. The author maintains a basic, somewhat vague focus in the essay’s opening, supporting, and closing paragraphs (“In conclusion, cell phones wouldn't be a distraction to the learning environment. But cell phones would be a big help. Thank you for your time.”). The writer does attempt to state reasons why schools should have cell phones, but the comparison is vague.

Content & Development

The content of the essay is very limited. Descriptions are somewhat vague and brief (“First of all, all cell phones are not a big deal. Cell phones can help students and teachers by not having to leave the classroom just to get a ride home after school. They could also be used as calculators and planners.”). Ideas are introduced using little specific or accurate evidence. The writer does make an overall attempt at a persuasive essay, but that comparison lacks sufficient detail.

Organization

In this essay, a persuasive argument regarding cell phones is present but limited. The overall descriptive support within the opening, body, and conclusion is lacking (“Cell phones during class would be great because the students wouldn't have to leave the classroom to walk all the way to the office. Sometimes cell phones are a big help because students could record class information.”). Transitions between ideas and paragraphs are inconsistent, and the author’s arguments remain brief, uncertain, or conflicting.

Language Use & Style

Throughout the essay, the writer's use of language and style remains simple and limited. The author's attempt at being persuasive in this essay is done so in a basic manner, using generic, nondescriptive words. The author demonstrates some awareness of an audience, and his/her voice is occasionally apparent. ("Secondly, students wouldn't have to sneak around the school just to use a cell phone during our free time. Some students go into the stalls of the bathroom to use cell phones.")

Mechanics & Conventions

The writer maintains limited control of mechanics and conventions throughout the written piece with some errors in grammar ("Lastly, if the student just got bullied he/she could call the dean and tell him where the bullies went or if a student has had a really bad day he/she could call up to the guidance office and talk to her"), mechanics, punctuation, and spelling that are noticeable, but that do not necessarily detract from the message of the essay.

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| <p>Score Point 2 - limited in communication of the writer's message.</p> |
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Model Essay

Many schools restrict students from using cellphones during school hours. Teacher and staff have concerns that students will use thier phones dishonestly or inappropriately. They will also distrupt the class while it is in session. Many schools oppose but it is a good thing to have phones. Say if something happened in school and your the only one that saw you report it for yours and others safety. If we did not have them then something really would happen.

We need phones for safety issues so we could contact someone who could help. There might be a fire or someone in the school brings a gun or knife to school. If their was at school and it started in the front office theirs no possibly way we could report it. The othert reason is if someone brought a gun to school and you only new you could have the courage to get your phone out and call the cops and if we didn't their would be a shootout. Not only that but a pupil could of brought a knife and would prably want to use it on another peer.

Commentary and Analysis Focus & Meaning

The focus and meaning in this essay can be described as minimal. The author maintains a confused and incomplete focus in the essay's opening, supporting, and closing paragraphs. ("We need phones for safety issues so we could contact someone who could help. There might be a fire or someone in the school brings a gun or knife to school.")

Content & Development

The content of this essay can be described as brief and incomplete. Descriptions contain little to no detail and are not developed in ways that fully address the main ideas of the essay. Ideas are introduced using little specific or accurate evidence. Generally, any argument is vague at best. ("If their was at school and it started in the front office theirs no possibly way we could report it. The othert reason is if someone brought a gun to school and you only new you could have the courage to get your phone out and call the cops and if we didn't their would be a shootout.")

Organization

In this essay, the use of information regarding cell phone use in school is minimal. Descriptions within the opening, body, and conclusion are lacking and incomplete ("Teacher and staff have concerns that students

will use their phones dishonestly or inappropriately. They will also disrupt the class while it is in session. Many schools oppose but it is a good thing to have phones.”). Transitions between ideas and paragraphs are few in number, and they do not support the writer’s argument.

Language Use & Style

Throughout the essay, the writer showcases a poor use of language and style (“Many schools oppose but it is a good thing to have phones.”). The author argues for the use of cell phones in school using nondescriptive language. The author displays little awareness of audience and voice, while committing basic errors in sentence structure, word choice, and usage.

Mechanics & Conventions

The writer maintains minimal control of mechanics and conventions throughout the written piece. Significant errors in grammar, mechanics, punctuation, and spelling exist, and they substantially interfere with the communication of the message. (“Many schools restrict students from using cellphones during school hours. Teacher and staff have concerns that students will use their phones dishonestly or inappropriately. They will also disrupt the class while it is in session.”)

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| Score Point 1 - inadequately communicates the writer's message. |
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Model Essay

I think we should be able to use cell phone during class because some students who have family trouble might want to keep in reach with their parents. If something happens that the school phone doesn't work and we can use a cell phone to call for help. When students forget their projects they can just call their parents on their cell phones instead of using the schools. Cell phones have been here long time and easier to use than the internet. Some students will be more prepared like when they forget their p.e clothes or projects, homework, and glasses so they won't get in trouble.

Commentary and Analysis Focus & Meaning

Throughout the essay, the author demonstrates an inadequate focus and creates no actual meaning (“Cell phones have been here long time and easier to use than the internet.”). The author also fails to persuade the audience in regards to answering the main idea listed in the prompt. The writer does not succeed in creating any kind of argument.

Content & Development

The writing throughout this essay fails to contain an adequately developed persuasive argument. Descriptions and comparisons remain brief, unclear, and are developed in a way that does not fully address the main idea of cell phone use in school. Ideas are introduced using little to no specific or accurate evidence. (“When students forget their projects they can just call their parents on their cell phones instead of using the schools.”)

Organization

In this essay, the argument to allow cell phone use in school can best be described as partial. There is no structure within the argument, and there is also no visible introduction or conclusion (“Cell phones have been here long time and easier to use than the internet. Some students will be more prepared like when they forget their p.e clothes or projects, homework, and glasses so they won't get in trouble.”). Transitions between ideas and paragraphs are nonexistent.

Language Use & Style

Throughout the essay, the writer fails to use language in an engaging manner (“I think we should be able to use cell phone during class because some students who have family trouble might want to keep in reach with their parents.”). There is no awareness of an audience and no use of voice. There is also no evidence of varied sentence structure or word choice.

Mechanics & Conventions

The writer maintains no control of mechanics and conventions throughout the written piece. Significant errors in grammar, punctuation, and spelling exist, and they greatly interfere with the communication of the message. (“If some thing happens that the school phone dosen't work and we can use a cell phone to call for help.”)

Do You Want Fame?

Some people spend their entire lives seeking the rewards of fame and fortune. Others shy away from the spotlight due to the downsides of celebrity. If you had the opportunity, would you want to be famous? Why or why not?

Write a multi-paragraph essay taking a stand on whether or not fame is really advantageous.

Score Point 6 - very effectively communicates the writer's message.

Model Essay

If I had the opportunity to become famous, I probably would turn it down because I wouldn't be doing something I love, like writing for instance. Everyone wants to be famous, or at least most people, young kids especially. For example, I thought I wanted to be a famous singer when I was eight years old. Now I know that I am far from singer material. Most kids dream about fantasies that most likely will never happen. In a way, everyone wants to be special and unique. Of course, when you're a child, all you can think about is the good things in fame, or the advantages, but everything that has advantages also has disadvantages or drawbacks.

There are many advantages that attract so many young children to fantasize about being famous. To begin with, when you're famous, you are the star. The one on top of everyone else around you. You're the winner, and everyone wants to be a winner in some way. Most children think that since stars are winners, they want to be a star. Secondly, people of all ages see advertisements of stars. Magazines, newspapers and billboards of movies with celebrities starring on them. They think being a star is a wonderful life. So much attention, so much love, and so much fun. Everyone craves attention whether they admit it or not, some by everybody, and some by very few people. Even children can see that all celebrities are loved by everyone and they decide they want to be loved by everyone also. They want to be on that billboard or they want people putting up posters of them in their room. Attention is what everyone wants. Thirdly, celebrities themselves receive advantages for being celebrities. Police officers give stars slack on tickets and fees. Restaurants kick people out so the celebrity won't have to sign autographs while they're eating. People are especially nice to celebrities because they want to be just like them and have hopes that they can become the best of friends. Life is in ways easier for celebrities. No worrying about enough money for college. You always have friends, even if they're just hanging out with you because you're famous. Life is easier and everyone wants the easy way out in life as many times as possible.

What children don't see, though, are the drawbacks to being a celebrity. To begin with, you always have to be perfect. Never a mistake, you always have to worry about whether you look good in this bathing suit or at that movie premiere. It's exhausting and very, very difficult. Secondly, you never know who

your true friends are. The person who you thought was your best friend suddenly betrayed you by telling everyone your deepest, darkest secrets. All of your friends are probably your friends only because of your money, or for your fame. They want to be like you. They want everyone to think that you are friends with this celebrity for all types of reasons. Thirdly, you can't have any privacy around you. Everyone follows you and you are never alone. Relationships fail because of this. For example: Brad Pitt and Jennifer Aniston, Jessica Simpson and Nick Lachey, and others. It is hard to maintain a relationship with anyone because of the lack of privacy. You also want privacy because you want to be alone sometimes. Or problems in your life are just not meant for everyone's ears. You don't want headlines about your late-night fight with your husband. Privacy, is a gift, an advantage to being a normal human being. Celebrities envy us for it. Last of all, there's no time for celebrities to just hang out and relax. They're either filming a movie or recording a cd. For celebrities with children, there's no time to just go to the park and play with them. Or go to your son's baseball game or your daughter's field trip at school. Sure, stars can afford vacations, but they have to work hard for these advantages. It is not as easy as it seems to everyone. Believe it or not, there are a lot more disadvantages but I just handed out the basics.

Do you still want to be a star? If yes, then you have a lot of determination and courage and you know what you want. Being a celebrity takes a lot of bravery, and very rare people have it. That is why celebrities are so unique and so guarded. If you think you could make a change in the world with your skills, then you are meant to be a celebrity.

As you can see, I don't want to be a celebrity. Privacy is one thing that I enjoy and cherish and I wouldn't give it up for anything unless I love doing it. Even if I ever do become famous, with my wanting to or not, I would stay in an isolate part in the world where nobody can bother me so I can write peacefully.

Commentary and Analysis **Focus & Meaning**

In this response, the author immediately establishes an insightful opinion. (“If I had the opportunity to become famous, I probably would turn it down because I wouldn't be doing something I love, like writing for instance.”) This response demonstrates the writer's ability to effectively persuade his/her audience by effectively developing support, understanding the audience, and thoroughly completing all parts of the assigned task.

Content & Development

What makes this argument so convincing is the wide variety of supporting information the author offers. In the second paragraph, for example, the student considers opposing points of view and addresses the possible advantages of being famous. (“So much attention, so much love, and so much fun. Everyone craves attention whether they admit it or not, some by everybody, and some by very few people. Even children can see that all celebrities are loved by everyone and they decide they want to be loved by everyone also.”) The third paragraph, however, convincingly discusses the drawbacks of fame. (“You also want privacy because you want to be alone sometimes. Or problems in your life are just not meant for everyone's ears. You don't want headlines about your late-night fight with your husband. Privacy, is a gift, an advantage to being a normal human being. Celebrities envy us for it.”)

Organization

This response demonstrates an entirely unified organizational structure. The introductory paragraph starts off strong by stating a strong position and attracting the readers' attention. (“If I had the opportunity to become famous, I probably would turn it down because I wouldn't be doing something I love, like writing for instance.”) The body of the essay is effectively structured into two paragraphs, each of which begins with a focused topic sentence. (“There are many advantages that attract so many young children to fantasize about being famous.”) The concluding paragraph reiterates the controlling idea and brings the essay full circle back to what the student loves most. (“Even if I ever do become famous, with my wanting to or not, I would stay in an isolate part in the world where nobody can bother me so I can write peacefully.”)

Language Use & Style

It is obvious that this author has a clear sense of his/her intended audience and effectively uses precise word choice to communicate with them. The essay's use of language is artfully communicated through well-structured and varied sentences. ("Do you still want to be a star? If yes, then you have a lot of determination and courage and you know what you want. Being a celebrity takes a lot of bravery, and very rare people have it. That is why celebrities are so unique and so guarded.") A defined voice is also evident in this response. ("Everyone wants to be famous, or at least most people, young kids especially. For example, I thought I wanted to be a famous singer when I was eight years old. Now I know that I am far from singer material. Most kids dream about fantasies that most likely will never happen.")

Mechanics & Conventions

Although a few minor grammatical errors do exist, they do not interfere with the message. For the most part, the author demonstrates effective control of the mechanics and conventions of standard written English.

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| Score Point 5 - strongly communicates the writer's message. |
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Model Essay

Do you think that being famous is the best thing that can happen to you? However, this can be a good or a bad thing. Most celebrities love being famous, but it's filled with drama and doubts. One dangerous thing about becoming famous is that fans may stalk you. Second, rumors make celebrities enraged because of their embarrassment. When you are famous, it comes with a dangerous and annoying thing: paparazzi. Being famous is America's dream, but it can become very daunting. This is the dark side that most celebrities undergo during their high life.

One dangerous thing about becoming famous is that fans may stalk you. For example, Jennifer Anniston, a rising star, was stalked for three blocks while looking for toilet paper. Some people might think that this is their breakthrough when a fan stalks you. However, this might lead to famous people getting hurt or even death trying to get away from a stalker. Most fans will not become this extreme, but it can always happen.

Rumors make celebrities enrage because of their embarrassment. Tabloids assume that almost every little thing they catch is true, but when they publish these things actors and actresses get very irritated when they are the ones the tabloids are talking about. For instance, when Nick Lachey and Jessica Simpson found out that tabloids are saying that they are breaking up, they could not be more annoyed. Rumors make most celebrities disturbed.

When you become famous, it comes with a dangerous and irritating thing: paparazzi. Most celebrities despise paparazzi because it can lead to misjudgment. In 1997, when Princess Diana felt that the paparazzi were getting too close to her she wanted to get away from them instantly. She ran to her car and told her driver to get away from them as fast as possible. That day she died because her driver crashed the car into a bridge in Paris. Sean Penn, an actor and director, was shoved with cameras in his face and got so annoyed that he had to punch one of those nosey paparazzi people. He was so disturbed that that was all he could take. You would think paparazzi would be fun and help your career. Did it help Princess Diana or Sean Penn? No, instead they were furious because the paparazzi would not get off their back. Paparazzi are annoying and disturbing.

Even though becoming famous is America's dream, it may hurt celebrities emotionally or even kill them. Stalkers, rumors, and the annoying paparazzi are very daunting and critical. Most fans will not stop at anything, but when famous people see someone stalking them, spreading rumors, or even the paparazzi taking pictures, they become afraid of anything that happens.

Commentary and Analysis

Focus & Meaning

This author demonstrates a general understanding of the task and intended audience. The student establishes a clear position meant to persuade the reader. (“Being famous is America's dream, but it can become very daunting. This is the dark side that most celebrities undergo during their high life.”) Through its development, this response effectively completes most parts of the task.

Content & Development

The author develops ideas fully and clearly using sufficient accurate and relevant details. For example, in the third paragraph, the student describes the dangers celebrities face. (“Most celebrities despise paparazzi because it can lead to misjudgment. In 1997, when Princess Diana felt that the paparazzi were getting too close to her she wanted to get away from them instantly. She ran to her car and told her driver to get away from them as fast as possible. That day she died because her driver crashed the car into a bridge in Paris.”) This response demonstrates good content development.

Organization

This response demonstrates a mostly unified structure. The introduction grabs the reader’s interest (“Do you think that being famous is the best thing that can happen to you?”) and establishes the student’s opinion, while demonstrating an understanding of the intended audience. Each body paragraph begins with a focused topic sentence. (“One dangerous thing about becoming famous is that fans may stalk you.”) The conclusion successfully reiterates the author’s position and makes a last attempt at persuasion. (“Even though becoming famous is America's dream, it may hurt celebrities emotionally or even kill them. Stalkers, rumors, and the annoying paparazzi are very daunting and critical.”)

Language Use & Style

This response demonstrates appropriate language use and style. Sentences are well-structured and exhibit some variety, as well as a sense of voice. (“You would think paparazzi would be fun and help your career. Did it help Princess Diana or Sean Penn? No, instead they were furious because the paparazzi would not get off their back. Paparazzi are annoying and disturbing.”) Word choice is quite suitable for this task (“daunting,” “undergo,” and “disturbed”).

Mechanics & Conventions

While this essay is not without errors in mechanics and conventions, the mistakes in spelling, grammar (“Rumors make celebrities enrage”), and punctuation are few and do not interfere with the author’s intended message.

Score Point 4 - adequately communicates the writer's message.

Model Essay

In my life I would never want to have fame. Some people may want to be famous but some people may not want to be famous. There are many reasons why I do not want fame, but these are my top three reasons why I do not want fame.

My first reason why I do not want fame is some people might really hate you and might want to do something really bad to that person. Such as, that person who hates you might want to hurt you when nobody else is around and maybe that guy or a girl will try to harm you. There are a large amount of people who hate famous people and want to do something to them maybe even drown you when no one is in sight.

You never know what people can do if they really hate you. This is only my first reason why I do not want fame.

Second reason is, people will sneak up on you to see what you are doing, and if it is really interesting then the chances are that they are going to take a picture of you, and the next day people will know. For example they found out that a famous girl was pregnant and as soon as they found out the next day everybody knew she was pregnant. Maybe some people make up lies about a famous person so they, can make good money. Well that famous person reputation is gone. And if a famous person wants to get married and make sure know one finds out sooner or later people know. All Famous people have no privacy.

My final reason why I do not want to be famous is, famous people can not do a lot of things that not famous people do. Famous people can not go to restaurant when fans are there so they can not eat peaceful. They also can not go to theme parks without being noticed. They also can not take there kids places or people will know where they go at times. Say they where invited to a party at a park they may want to go but if they go then people will find out about that party and go just so they can meet that famous person. These are some places famous people Can not go where not famous people could go.

Some people may disagree with me some people may want to be famous. They may want fame so people can recognize them. They maybe also want fame so they can have lots of money. Maybe all that money can get them a new car, a big house, and lots of good clothes. They would want fame so they can go out with a cute celebrity. This is why some people may want to be famous.

These are my reasons for not wanting to be famous. I hope you can understand why I do not want fame even though a lot of other people do.

Commentary and Analysis **Focus & Meaning**

This response adequately addresses the writing prompt and attempts to persuade the audience. This author establishes a position (“There are many reasons why I do not want fame, but these are my top three reasons why I do not want fame.”) and exhibits a basic understanding of the task. Many parts of the task are completed through this effort.

Content & Development

Some specific and relevant reasons are given in support of the author’s thesis. (“Second reason is, people will sneak up on you to see what you are doing, and if it is really interesting then the chances are that they are going to take a picture of you, and the next day people will know. For example they found out that a famous girl was pregnant and as soon as they found out the next day everybody knew she was pregnant.”) Although some of the supporting ideas and details could be improved and further developed, there is an appropriate amount of content in this response. There is also an adequate attempt made at a counterargument provided in the last body paragraph. (“Some people may disagree with me some people may want to be famous. They may want fame so people can recognize them. They maybe also want fame so they can have lots of money. Maybe all that money can get them a new car, a big house, and lots of good clothes. They would want fame so they can go out with a cute celebrity. This is why some people may want to be famous.”)

Organization

This essay demonstrates a satisfactory organizational structure. Although the introductory paragraph does not grab the reader’s interest, it does, however, establish a clear and logical focus. Each body paragraph begins with a structured topic sentence and transitional device. (“My final reason why I do not want to be famous is, famous people can not do a lot of things that not famous people do.”) Although the conclusion is brief, it attempts to provide closure to the student’s essay.

Language Use & Style

Although the author’s writing style is simple, for the most part the language use is appropriate. Sentence structure and word choice are adequate for this task. (“Famous people can not go to restaurant when fans are there so they can not eat peaceful.They also can not go to theme parks without being noticed.They also can not take there kids places or people will know where they go at times.Say they where invited to a party at a park they may want to go but if they go then people will find out about that party and go just so they can meet that famous person.”) The author shows a satisfactory ability to communicate with the intended audience.

Mechanics & Conventions

This student demonstrates an adequate ability to use proper written English. Although there are some noticeable errors in spelling, grammar (“they can not eat peaceful”), and punctuation (“Second reason is, people will sneak up on you to see what you are doing,and if it is really interesting then the chances are that they are going to take a picture of you, and the next day people will know.”), they do not significantly interfere with the communication of the message.

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| <p>Score Point 3 - partially communicates the writer's message.</p> |
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Model Essay

I would like to be famous .You get alot of money .You get alot of things .You can even travel alot . You get to go to go to big parties .So you get to do pretty cool stuff .

One reason I would like to be famous is because you get to have your own private jet so you can travel without paying . You get to have a big house . A very cool car . You can even have your own big boat.So its pretty cool being famous.

Another good thing to be famous is because you can help people in need.You can send them money.Like you can send money to the Red Cross.That is my second reason.

Another cool thing of being famous is that you get to meet your favorite actors like Tom cruise .He is probably one of my favorite actors.You can even go on the Red carpet.So you get to do pretty cool things for just being famous.

Now there might be some people that don't want you to be famous.There might be alot of reasons why they wouldn't want you to be famous.It might bug you alot .You are probably going to hate it.But those people just don't want you to be famous.

But you get to do alot of things from just being famous.You get to have almost anything you want.When you're famous everybody knows you.Another good thing about being famous is that you get to have very cool cars.So yes I would want to be famous.

Commentary and Analysis

Focus & Meaning

In this essay, the author attempts to establish an opinion in response to the prompt. (“I would like to be famous .You get alot of money .You get alot of things .You can even travel alot .”) Although this student is obviously demonstrating an effort to convince the reader, the argument is limited in its development and persuasive capabilities. This response completes only some parts of the task.

Content & Development

Although the essay does include some arguments to support the author’s position (“One reason I would like to be famous is because you get to have your own private jet so you can travel without paying . You get to have a big house . A very cool car . You can even have your own big boat.So its pretty cool being famous.”), the ideas are unclear and insufficiently presented. There are not enough specific and relevant details to successfully complete the task.

Organization

The organization of this essay is limited and uncertain, but some evidence of structure is evident. The first paragraph does establish the author's position; however, it does not attempt to gain the reader's interest or act as an introduction to this task. ("You can even travel alot . You get to go to go to go to big parties .So you get to do pretty cool stuff .") The concluding paragraph is noticeable, but it lacks clarity and focus. ("When you're famous everybody knows you. Another good thing about being famous is that you get to have very cool cars. So yes I would want to be famous.")

Language Use & Style

Although the language in this response is not completely inadequate, it is quite simple. ("Another cool thing of being famous is that you get to meet your favorite actors like Tom cruise .He is probably one of my favorite actors. You can even go on the Red carpet. So you get to do pretty cool things for just being famous.") This response lacks sophisticated word choice and well-structured sentences.

Mechanics & Conventions

Several errors in mechanics and conventions are noticeable. However, the errors in spelling, punctuation, and grammar ("alot") do not significantly interfere with the message.

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| <p>Score Point 2 - limited in communication of the writer's message.</p> |
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Model Essay

Do You Want Fame?

I would like to be famous because I would like to be rich and have all the money I want, I would like to meet other celebrities like Johnny Deep, Jim Curry, and I would also like to have a Ferrari in black, red, blue, gray, yellow, and orange.

My first reason is I would like to be rich and famous. I would like to give my family what they always wanted. Also I would like to get what I always wanted in my entire life and its would be awesome. One of my reasons is that I always wanted to get an nice Car Like a Ferrari and I would give my family a nice brand new house and brand new cars for everyone.

My second reason is that I would like to meet celebrities, because they are a lot of celebrities that are really cool and some of them are great actors or actress. Some of the actors like Johnny Depp, Orlando Bloom, and Tom Crusie are really good actors.

Commentary and Analysis

Focus & Meaning

This student makes an obvious attempt at stating a position on this topic ("I would like to be famous because I would like to be rich and have all the money I want"); however, the ideas are insufficient and unclear. This essay establishes only a minimal understanding of the audience and the task. Few parts of the task are completed.

Content & Development

Some details are presented to support the essay's position, but these reasons are undeveloped and insufficient. ("I would like to give my family what they always wanted. Also I would like to get what I always wanted in my entire life and its would be awesome. One of my reasons is that I always wanted to

get an nice Car Like a Ferrari and I would give my family a nice brand new house and brand new cars for everyone.”) The arguments are inadequate because they lack elaboration with examples, facts, and details.

Organization

Little evidence of organizational structure is detected in this short response. Although an opinion is stated at the beginning of the response, an adequate introduction is not constructed. The two short body paragraphs are insufficient and lack proper transitional devices. Also, the response is missing a conclusion. The essay ends with a body paragraph and would require another two paragraphs to contain the number of paragraphs suitable for a five-paragraph essay. (“My second reason is that I would like to meet celebrities, because they are a lot of celebrities that are really cool and some of them are great actors or actress. Some of the actors like Johnny Depp, Orlando Bloom, and Tom Crusie are really good actors.”)

Language Use & Style

This author demonstrates minimal language use and word choice in his/her response. Sentence structure is problematic. (“I would like to be famous because I would like to be rich and have all the money I want, I would like to meet other celebrities like Johnny Deep, Jim Curry, and I would also like to have a Ferrari in black, red, blue, gray, yellow, and orange.”)

Mechanics & Conventions

Several significant errors are easily detected in this essay. Mistakes in spelling (“Tom Crusie”), punctuation, and grammar (“its would be awesome “) substantially interfere with the communication of the message.

Score Point 1 - inadequately communicates the writer's message.

Model Essay

I tink I want to be fames because, I want to buy a hause , care ,and have alot of money to buy what ever I want to buy. That's why I want to be fames. First of all, I want to be fames because I want people to like me.

So that when evere I past by they could say "look there ghose Sandrathe fames gril that they allway talk about.T

Commentary and Analysis Focus & Meaning

Although the author makes some effort at stating an opinion, his/her position is unclear and does not demonstrate an understanding of the purpose of this task. (“I tink I want to be fames because, I want to buy a hause , care ,and have alot of money to buy what ever I want to buy.”) There is also no effort made to persuade the audience, and the response is almost incomprehensible. This essay completes no parts of the assignment.

Content & Development

This essay fails to develop any ideas or to support the position with any arguments. The author’s single attempt to do so is too short and completely inappropriate. (“I want to buy a hause , care ,and have alot of money to buy what ever I want to buy. That's why I want to be fames. First of all, I want to be fames because I want people to like me.”) With such little evidence and support, the reader is likely to remain unconvinced of the soundness of the author’s position.

Organization

The organization in this composition is wholly inadequate. In the space of four sentences, one cannot discern any evidence of an organizational structure. The essay lacks an introduction and a conclusion. The response does not contain any indication of logical paragraphing or transitional devices. (“I tink I want to be fames because, I want to buy a hause , care ,and have alot of money to buy what ever I whant to buy. That's why I want to be fames. First of all, I whant to be fames because I whant people to like me. So that when evere I past by they could say "look there ghose Sandrathe fames gril that they allway talk about.T”)

Language Use & Style

The author’s language use, word choice, and style are unclear and incoherent. (“So that when evere I past by they could say ‘look there ghose Sandrathe fames gril that they allway talk about.’”) This student demonstrates no awareness of the audience, as evidenced by the major errors in sentence structure and usage.

Mechanics & Conventions

This response shows no control over the mechanics and conventions of standard written English. The errors in spelling (“whant” and ” hause”), punctuation (“So that when evere I past by they could say ‘look there ghose Sandrathe fames gril that they allway talk about.’”), and grammar significantly interfere with the intended message.

Greatest American Figure

Think about the greatest American figures of past and present day. Who do you feel is the greatest American? What special qualities does this person possess that makes him or her commendable? What were his or her achievements?

Write a multi-paragraph essay in which you describe who you feel is the greatest American and persuade others to agree with your position. Be sure to include specific details and examples to support your argument.

Score Point 6 - very effectively communicates the writer's message.

Model Essay

This extraordinary man received a poor education, but managed to compose prominent manuscripts. He was born into an impoverished family of farmers, and yet grew up to become a celebrity in Europe and the colonies. This man condemned powerful rulers openly and rebelled against the beliefs of his time. By now, you must be wondering who this is, and how is he the greatest American? Well, this outrageous man is Thomas Paine, a writer, inventor, and contributor to society. But, most importantly, Thomas Paine is the man whom I believe to be the greatest American due to his perseverance, candidness, and bravery.

First, Paine possessed perseverance and rose above life's challenges. Ever since Paine was a little boy growing up in England, there were obstacles. He had to leave school early to earn money for his penniless family. At age 12, Paine went to become an apprentice to a corset maker, but failed. Paine continued and became a merchant seaman and then tried again to open shop as a corset maker. Eventually, his shop went out of business and his wife died. Still, Paine persevered and kept trying, no matter how many disappointments there were. Life threw numerous obstacles at him, from unsuccessful jobs and businesses to early deaths of loved ones. Paine persisted and went on to become an officer, servant, ordained minister

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of the Church of England, an inventor, and eventually, a writer. Paine had a wild spirit and incredible determination. Instead of giving up on himself, he kept trying and was determined to find a career. Even when he was trapped in a prison and in the most desolate conditions, Paine's spark in life never extinguished and instead kept at it until he had reached his goal. When Paine finally emerged from his circumstances, he applied his candidness to bring about change in the world.

Second, one of Paine's most recognizable attributes was his candidness and honesty. Paine was a very unique person when it came to opinions. Paine applied words instead of actions to demonstrate his power. Whereas some might use fighting, Paine used powerful speeches to ignite crowds. Paine criticized powerful rulers publicly and opened people's eyes on the problems of their time. He spoke what he believed was right and tried his best to shed new light on others' perspective. Paine addressed the public in a blunt and straightforward manner when concerning the rulers of their countries. For example, Paine condemned Napoleon (ruler of France) on his dictatorship even after Napoleon had complimented Paine and his works. Many people admired George Washington with respect. But, Paine disapproved of Washington's owning of slaves. He wrote amazing books on issues such as minimum wage and the idea of freedom. Many people believed they were the king's subjects, but Paine thought differently. Unlike bowing down to the king and his beliefs, Paine rebelled instead. In fact, Paine wrote an extraordinary pamphlet called *Common Sense*. *Common Sense* spoke of Paine's beliefs on making the colonies a separate and free country. In the best-selling pamphlet, Paine expressed his concern for the welfare of the colonies under England's control. He persuaded the colonists to revolt against King George III and Great Britain so much that the people actually listened to him. Not only were people impressed by his candidness, but also with Paine's courage to fight for what he believed in.

Third, Paine had bravery and courage. Some might view bravery as fighting in wars, but Paine had another kind of courage, the courage to stand up for what he supported. As a writer, Paine wrote many controversial books including *Rights of Man*, *The American Crisis*, and *Age of Reason*. These manuscripts described Paine's view on many notorious topics, views that were not shared by the general public and monarchs. Paine criticized leaders' advances toward dictatorship and supported deism. Instead of following the Christian religion, Paine published works that disproved the Bible. Many countries and monarchs, especially Napoleon, were furious at Paine's outbursts. So, to silence him, rulers put him in prison and jails. Paine escaped from place to place and continued speaking his opinions. The leaders had failed; nothing could stop Paine's brave speeches. However, Paine was not a miracle; he eventually did get caught and imprisoned. But, even then he still wrote in his jail cell and even began new books. After he was released, Paine continued to write. Paine had this immeasurable desire to divulge his opinions to the people what he thought was moral even if it meant risking his life. Paine's most celebrated accomplishment, *Common Sense*, earned many angry mobs and countries. These furious people threatened Paine and demanded that he put an end to his writing. But, of course, he refused and was even more motivated to support independence. He was courageous and brave to tell the public his opinions and wasn't afraid of being arrested, tortured, tarred and feathered, or executed. Paine's words ignited the start of a revolution and a legacy for years to come.

In conclusion, Paine was the greatest American due to his perseverance, candidness, and bravery. Paine was a great and incredible man. No matter what others thought of him, he still persisted and gave honest criticism. Instead of letting injustice win, Paine decided to promote change. He not only spoke for America's freedom, but also for the lives of African Americans and other discriminated people. Paine was an ordinary citizen who chose to speak for humans' rights. He was open and showed others that you need to stand for what you believe in, to let your voice be heard and valued. Joel A. Barker once said, "Vision without action is merely a dream. Action without vision just passes the time. Vision with action can change the world." Paine had a vision, like many others, to have a free country with free citizens. He didn't sit around waiting for this dream to happen. No, Paine took every opportunity he had to spread the word and endangered his life, working for a better world free of immorality. Let Thomas Paine's life be an inspiration to us all, to always persevere and dedicate your life to the fullest towards reaching your goal. Hey, if Tom Paine, an ordinary person, can do it, why can't we?

Commentary and Analysis

Focus & Meaning

This essay exhibits very effective focus and meaning. The writer establishes and maintains an insightful thesis statement to effectively persuade readers. The writing demonstrates a thorough understanding of the purpose and audience; furthermore, the essay completes all parts of the task and may go beyond the limits of the task.

The writer effectively uses words that are appropriate for his/her audience; the writer does not use slang, contractions, or other versions of informal language. (“Paine had this immeasurable desire to divulge his opinions to the people what he thought was moral even if it meant risking his life. Paine’s most celebrated accomplishment, *Common Sense*, earned many angry mobs and countries. These furious people threatened Paine and demanded that he put an end to his writing. But, of course, he refused and was even more motivated to support independence. He was courageous and brave to tell the public his opinions and wasn’t afraid of being arrested, tortured, tarred and feathered, or executed. Paine’s words ignited the start of a revolution and a legacy for years to come.”)

The writer’s thesis creatively states what he/she believes about the issue. (“But, most importantly, Thomas Paine is the man whom I believe to be the greatest American due to his perseverance, candidness, and bravery.”)

The essay is very effectively focused on the controlling idea with details about Thomas Paine’s characteristics of perseverance, candidness, and bravery. (“Ever since Paine was a little boy growing up in England, there were obstacles. He had to leave school early to earn money for his penniless family. At age 12, Paine went to become an apprentice to a corset maker, but failed. Paine continued and became a merchant seaman and then tried again to open shop as a corset maker. Eventually, his shop went out of business and his wife died. Still, Paine persevered and kept trying, no matter how many disappointments there were.”)

Content & Development

The essay demonstrates very effective content and development. It effectively develops arguments using a wide variety of specific, accurate, and relevant detail to support the writer’s position and convincingly addresses readers’ opposing points of view, or counterarguments.

The writer addresses readers’ concerns by effectively responding to those who might disagree with his/her own opinion. (“Third, Paine had bravery and courage. Some might view bravery as fighting in wars, but Paine had another kind of courage, the courage to stand up for what he supported. ...In conclusion, Paine was the greatest American due to his perseverance, candidness, and bravery. Paine was a great and incredible man. No matter what others thought of him, he still persisted and gave honest criticism.”)

The writer effectively includes facts, statistics, examples, short stories, and/or explanations that explain or illustrate his/her opinion. (“Third, Paine had bravery and courage. Some might view bravery as fighting in wars, but Paine had another kind of courage, the courage to stand up for what he supported. As a writer, Paine wrote many controversial books including *Rights of Man*, *The American Crisis*, and *Age of Reason*. These manuscripts described Paine’s view on many notorious topics, views that were not shared by the general public and monarchs. Paine criticized leaders’ advances toward dictatorship and supported deism. Instead of following the Christian religion, Paine published works that disproved the Bible. Many countries and monarchs, especially Napoleon, were furious at Paine’s outbursts. So, to silence him, rulers put him in prison and jails.”)

The writer asks questions to get the readers’ attention and even challenges readers to formulate a better idea or solution. (“Let Thomas Paine’s life be an inspiration to us all, to always persevere and dedicate your life to the fullest towards reaching your goal. Hey, if Tom Paine, an ordinary person, can do it, why can’t we?”)

Details explain and illustrate each main idea very effectively. (“First, Paine possessed perseverance and rose above life’s challenges. Ever since Paine was a little boy growing up in England, there were obstacles. He had to leave school early to earn money for his penniless family. At age 12, Paine went to become an apprentice to a corset maker, but failed. Paine continued and became a merchant seaman and then tried again to open shop as a corset maker. Eventually, his shop went out of business and his wife died. Still, Paine persevered and kept trying, no matter how many disappointments there were. Life threw numerous obstacles at him, from unsuccessful jobs and businesses to early deaths of loved ones. Paine persisted and went on to become an officer, servant, ordained minister of the Church of England, an inventor, and eventually, a writer.”)

Organization

Very effective organization is apparent in this essay. It demonstrates a cohesive and unified structure with an engaging introduction and a strong conclusion, as well as the effective use of paragraphing and transitional devices throughout.

The writer’s introduction is creative and grabs the readers’ attention. (“This extraordinary man received a poor education, but managed to compose prominent manuscripts. He was born into an impoverished family of farmers, and yet grew up to become a celebrity in Europe and the colonies. This man condemned powerful rulers openly and rebelled against the beliefs of his time. By now, you must be wondering who this is, and how is he the greatest American? Well, this outrageous man is Thomas Paine, a writer, inventor, and contributor to society. But, most importantly, Thomas Paine is the man whom I believe to be the greatest American due to his perseverance, candidness, and bravery.”)

The writer states his/her thesis at the end of the introduction. (“But, most importantly, Thomas Paine is the man whom I believe to be the greatest American due to his perseverance, candidness, and bravery.”)

Transitional words help show how the writer’s ideas are related or connected. (“Eventually, his shop went out of business and his wife died. Still, Paine persevered and kept trying, no matter how many disappointments there were. ...For example, Paine condemned Napoleon (ruler of France) on his dictatorship even after Napoleon had complimented Paine and his works. ...In fact, Paine wrote an extraordinary pamphlet called Common Sense.”)

The writer’s conclusion is effective and leaves readers with something to think about and/or offers a call for action (telling the readers what to do next). (“In conclusion, Paine was the greatest American due to his perseverance, candidness, and bravery. Paine was a great and incredible man. No matter what others thought of him, he still persisted and gave honest criticism. Instead of letting injustice win, Paine decided to promote change. ...Let Thomas Paine's life be an inspiration to us all, to always persevere and dedicate your life to the fullest towards reaching your goal. Hey, if Tom Paine, an ordinary person, can do it, why can't we?”)

Language Use & Style

Very effective language use and style are evident within the essay in question. It demonstrates precise language and word choice, a defined voice, and a clear sense of audience. The writer also uses well-structured and varied sentences.

The writer effectively uses language to make his/her writing more persuasive. (“Paine had a vision, like many others, to have a free country with free citizens. He didn't sit around waiting for this dream to happen. No, Paine took every opportunity he had to spread the word and endangered his life, working for a better world free of immorality. Let Thomas Paine's life be an inspiration to us all, to always persevere and dedicate your life to the fullest towards reaching your goal.”)

The writer uses varied sentences in his/her essay by including sentences with exclamations or questions or combining sentences with conjunctions and/or semicolons. (“By now, you must be wondering who this is, and how is he the greatest American? ...Hey, if Tom Paine, an ordinary person, can do it, why can't we?”)

The compound-complex sentence “Some might view bravery as fighting in wars, but Paine had another kind of courage, the courage to stand up for what he supported” is used effectively.

Mechanics & Conventions

The essay demonstrates very effective control of mechanics and conventions. It has virtually no errors in grammar, mechanics, punctuation, or spelling. For example, each sentence has a subject and a verb (an action), begins with a capital letter, and ends with a punctuation mark. (“When Paine finally emerged from his circumstances, he applied his candidness to bring about change in the world.”)

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| Score Point 5 - strongly communicates the writer's message. |
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Model Essay

Princess to slave, this woman proceeded in a 5,000 mile trip remaining a sign of peace. After being kidnapped by the Hidatsa tribe she was traded to a French-Canadian trader, Toussaint Charbonneau, and became one of his numerous wives at the age of only 16 and gave birth to his son, Jean Baptiste also known as Pomp. She and Charbonneau had followed Lewis and Clark on their journey to map the Pacific Ocean and the Louisiana Purchase carrying his son on her back the whole and entire way. She started out as a follower and became a leader. Can you guess who this resourceful, dependable, and determined woman is? Of course it is Sacagawea, known as the Bird Woman, born among the Shoshoni, or Snake, Indians of Idaho.

Sacagawea along with Charbonneau and the two explorers, Lewis and Clark, had a crossroads and met at the Mandan's village. Lewis and Clark decided to hire Charbonneau, however only for the benefit of Sacagawea. Captain Clark wanted Sacagawea to travel with the group because she was resourceful and had a lot to offer for the expedition. Sacagawea was the only one who spoke the Shoshoni language and could negotiate with the Shoshone Indians for goods needed for the long journey. Furthermore, Sacagawea was a sign of peace when confronting others for help. When food was scarce, Sacagawea reacted quickly and began gathering and preparing roots, nuts, and berries and other edible plants to provide tasty nourishments. In both of their diaries, Lewis and Clark referred to Sacagawea as "our Indian Woman" or as "our Squaw". Clark realized Sacagawea's contributions to the success of the journey. Without Sacagawea's resourcefulness, the expedition would have never been a success.

Sacagawea's dependability was ready to take over the expedition. The journey resumed on the Missouri River after Sacagawea gave birth to Jean Baptiste. It was a stormy day and the boat Sacagawea was on was hit by a stormy squall. The boat nearly capsized and other members were panicking while Sacagawea rapidly reacted to retrieve the valuable books and instruments that floated in the ocean with her son strapped on her back. If Lewis and Clark didn't depend on Sacagawea then their valuable diaries would have been lost forever in the voluminous ocean.

Surprisingly, throughout the expedition Sacagawea had been abused by her wife-beating husband, Toussaint Charbonneau. However, because of her determination she had shown zero signs of abuse or complains and proceeded with her son on her back. Instead, Sacagawea maintained a helpful attitude of cheerfulness in the face of hardship. Sacagawea was concerned about the circumstances her son, Jean Baptiste, would have to live under if she had raised him with her wife-beating husband. Therefore, with courage to remain determined to successfully finish the expedition, Sacagawea proposed to the idea of allowing her son to be raised by Clark, one of the explorers on the expedition. From many observations, you are able to conclude that Sacagawea sacrificed her son, Jean Baptists, to proceed onto the expedition

successfully do to her characteristic to be determined. Sacagawea has been noticed for her determination and has her picture on a dollar coin with her son strapped on her back.

Although Sacagawea only had a simple task in the expedition, she remains the greatest American in my heart for various reasons. Sacagawea is one of the few Indians that is recognized and isn't given much credit. Most people don't tend to realize that Sacagawea was responsible for raising the Native American women expectations to a new level of respect and admiration. She made it no excuse that she was a woman and couldn't proceed with the expedition. Sacagawea showed that women, too, are strong by carrying her son on her back the whole way through the expedition.

Commentary and Analysis **Focus & Meaning**

This essay demonstrates good focus and meaning. It establishes and maintains a clear position to persuade the reader. The essay also demonstrates a general understanding of the purpose and audience and completes most parts of the task.

The writer grabs the readers' attention by beginning with a question, a quotation, or a surprising fact. ("Princess to slave, this woman proceeded in a 5,000 mile trip remaining a sign of peace. After being kidnapped by the Hidatsa tribe she was traded to a French-Canadian trader, Toussaint Charbonneau, and became one of his numerous wives at the age of only 16 and gave birth to his son, Jean Baptiste also known as Pomp. She and Charbonneau had followed Lewis and Clark on their journey to map the Pacific Ocean and the Louisiana Purchase carrying his son on her back the whole and entire way. She started out as a follower and became a leader. Can you guess who this resourceful, dependable, and determined woman is? Of course it is Sacagawea, known as the Bird Woman, born among the Shoshoni, or Snake, Indians of Idaho.")

All of the details used in the essay relate to the writer's opinion. ("Sacagawea's dependability was ready to take over the expedition. The journey resumed on the Missouri River after Sacagawea gave birth to Jean Baptiste. It was a stormy day and the boat Sacagawea was on was hit by a stormy squall. The boat nearly capsized and other members were panicking while Sacagawea rapidly reacted to retrieve the valuable books and instruments that floated in the ocean with her son strapped on her back. If Lewis and Clark didn't depend on Sacagawea then their valuable diaries would have been lost forever in the voluminous ocean.")

The writer mostly uses words that are appropriate for his/her audience; the writer does not use slang, contractions, or other versions of informal language. ("Without Sacagawea's resourcefulness, the expedition would have never been a success.")

Content & Development

Good content and development are apparent in the essay above. The writer develops arguments using sufficient specific, accurate and relevant details to support his/her position. The essay also clearly addresses readers' opposing points of view, or counterarguments.

The writer addresses readers' concerns by responding to those who might disagree with his/her own opinion. ("Sacagawea is one of the few Indians that is recognized and isn't given much credit. Most people don't tend to realize that Sacagawea was responsible for raising the Native American women expectations to a new level of respect and admiration. She made it no excuse that she was a woman and couldn't proceed with the expedition. Sacagawea showed that women, too, are strong by carrying her son on her back the whole way through the expedition.")

The writer asks questions to get the readers' attention or even challenges readers to formulate a better idea or solution. ("Princess to slave, this woman proceeded in a 5,000 mile trip remaining a sign of peace. After being kidnapped by the Hidatsa tribe she was traded to a French-Canadian trader, Toussaint Charbonneau, and became one of his numerous wives at the age of only 16 and gave birth to his son, Jean Baptiste also

known as Pomp. She and Charbonneau had followed Lewis and Clark on their journey to map the Pacific Ocean and the Louisiana Purchase carrying his son on her back the whole and entire way. She started out as a follower and became a leader. Can you guess who this resourceful, dependable, and determined woman is?")

The writer includes facts, statistics, examples, short stories, and/or explanations that explain or illustrate his/her opinion. ("Surprisingly, throughout the expedition Sacagawea had been abused by her wife-beating husband, Toussaint Charbonneau. However, because of her determination she had shown zero signs of abuse or complains and proceeded with her son on her back. Instead, Sacagawea maintained a helpful attitude of cheerfulness in the face of hardship. Sacagawea was concerned about the circumstances her son, Jean Baptiste, would have to live under if she had raised him with her wife-beating husband. Therefore, with courage to remain determined to successfully finish the expedition, Sacagawea proposed to the idea of allowing her son to be raised by Clark, one of the explorers on the expedition.")

Organization

This essay displays good organization. It demonstrates a mostly unified structure with a good introduction and conclusion, as well as consistent use of paragraphing and transitional devices.

The writer's introduction is creative and grabs the readers' attention. ("Princess to slave, this woman proceeded in a 5,000 mile trip remaining a sign of peace. After being kidnapped by the Hidatsa tribe she was traded to a French-Canadian trader, Toussaint Charbonneau, and became one of his numerous wives at the age of only 16 and gave birth to his son, Jean Baptiste also known as Pomp. She and Charbonneau had followed Lewis and Clark on their journey to map the Pacific Ocean and the Louisiana Purchase carrying his son on her back the whole and entire way. She started out as a follower and became a leader. Can you guess who this resourceful, dependable, and determined woman is? Of course it is Sacagawea, known as the Bird Woman, born among the Shoshoni, or Snake, Indians of Idaho.")

The writer's introduction gives background information to help readers understand the issue. ("Princess to slave, this woman proceeded in a 5,000 mile trip remaining a sign of peace. After being kidnapped by the Hidatsa tribe she was traded to a French-Canadian trader, Toussaint Charbonneau, and became one of his numerous wives at the age of only 16 and gave birth to his son, Jean Baptiste also known as Pomp. She and Charbonneau had followed Lewis and Clark on their journey to map the Pacific Ocean and the Louisiana Purchase carrying his son on her back the whole and entire way. She started out as a follower and became a leader. Can you guess who this resourceful, dependable, and determined woman is? Of course it is Sacagawea, known as the Bird Woman, born among the Shoshoni, or Snake, Indians of Idaho.")

The writer uses transitions, such as "surprisingly," "however," and "instead," that help him/her move from one reason or idea to the next. ("Surprisingly, throughout the expedition Sacagawea had been abused by her wife-beating husband, Toussaint Charbonneau. However, because of her determination she had shown zero signs of abuse or complains and proceeded with her son on her back. Instead, Sacagawea maintained a helpful attitude of cheerfulness in the face of hardship.")

The writer's conclusion wraps up his/her argument and leaves readers with something to think about or something to do. ("Although Sacagawea only had a simple task in the expedition, she remains the greatest American in my heart for various reasons. Sacagawea is one of the few Indians that is recognized and isn't given much credit. Most people don't tend to realize that Sacagawea was responsible for raising the Native American women expectations to a new level of respect and admiration. She made it no excuse that she was a woman and couldn't proceed with the expedition. Sacagawea showed that women, too, are strong by carrying her son on her back the whole way through the expedition.")

Language Use & Style

The essay shows evidence of good language use and style. The writing demonstrates appropriate language and word choice, with some evidence of voice and a clear sense of audience; well-structured sentences with some variety are used as well.

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The writer uses language to make his/her writing more persuasive. (“Although Sacagawea only had a simple task in the expedition, she remains the greatest American in my heart for various reasons. Sacagawea is one of the few Indians that is recognized and isn't given much credit. Most people don't tend to realize that Sacagawea was responsible for raising the Native American women expectations to a new level of respect and admiration. She made it no excuse that she was a woman and couldn't proceed with the expedition. Sacagawea showed that women, too, are strong by carrying her son on her back the whole way through the expedition.”)

The writer uses varied sentences in his/her essay by including sentences with exclamations or questions or combining sentences with conjunctions and/or semicolons. (“She started out as a follower and became a leader. Can you guess who this resourceful, dependable, and determined woman is? Of course it is Sacagawea, known as the Bird Woman, born among the Shoshoni, or Snake, Indians of Idaho.”)

The complex sentence “Although Sacagawea only had a simple task in the expedition, she remains the greatest American in my heart for various reasons” is used correctly.

Mechanics & Conventions

Good control of mechanics and conventions is demonstrated within this essay. There are a few errors in grammar, mechanics, punctuation, and spelling that do not interfere with the message. For example, most or all sentences have a subject and a verb (an action), begin with a capital letter, and end with a punctuation mark. (“Sacagawea along with Charbonneau and the two explorers, Lewis and Clark, had a crossroads and met at the Mandan's village. Lewis and Clark decided to hire Charbonneau, however only for the benefit of Sacagawea. Captain Clark wanted Sacagawea to travel with the group because she was resourceful and had a lot to offer for the expedition.”)

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| Score Point 4 - adequately communicates the writer's message. |
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Model Essay

If there was a poll asking Americans who they believe is the greatest American figure, most likely they would say that M.L.K. Jr. is the greatest American figure. One may ask why. Well for one, his people had been discriminated for over 200 years, and yet he still stood up for what he believed in. Secondly, he stood up to anyone in his path and was able to conquer them without violence. And third, he paved the way for civil rights for all people whether black, white, brown, or any other color. Now, let's get into his life in a little more detail.

Since Columbus first discovered America, blacks and browns alike were treated with no respect. They were worked and worked and worked tirelessly for their master (or owner) and got little or no reward. They were treated like dogs. Almost five-hundred years later and still blacks and browns have no respect from white people. But when M.L.K. stepped into the light, everything changed. M.L.K. firmly stood for nonviolence. No matter how many times he was looked down upon, he held his head up high and continued to attempt to earn white's respect. When M.L.K. gave his "I have a dream..." speech, (<http://www.thekingcenter.com/mlk/bio.html>), many white people were finally on M.L.K.'s side in the struggle for equality of all.

Whenever someone would try to eliminate M.L.K.'s movement, he would use not a pistol, not a knife, nothing. However, his weapon to stop them was his words. M.L.K. was a man of peace. It may be that he preferred a modified saying such as "words speak louder than action." Although M.L.K. had been provoked many times by white people, he stood his ground and continued to fight.

When M.L.K. fought for equality of all, he was paving the way for all civil rights movements. The people of the North wanted to change the southern states' hate for black and brown people. The Civil War had
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brought about the end of slavery but racial discrimination continued on for another 100 years. M.L.K. believed that everyone was created equally by god. Which was why he bravely fought for equality for all.

Now, some might say M.L.K. is not the greatest American figure. Rather it be for example George Washington, F.D.R., George Patton, or someone else. But, if one was to take a moment and think about how they affected history, one would see that M.L.K. affected history the most.

Looking back at history, M.L.K. should be awarded the title of the greatest American figure. No matter how long his people have been protested against, he stood his ground. No one had the might to stop him. And, civil rights give thanks to M.L.K. and his undauntedness. So M.L.K. deserves title of the greatest American figure.

Commentary and Analysis **Focus & Meaning**

Adequate focus and meaning are demonstrated within this essay. The writer establishes an opinion and adequately attempts to persuade readers; in addition, the essay demonstrates a basic understanding of the purpose and audience and completes many parts of the task.

Most of the details used in the essay relate to the writer's opinion. ("When M.L.K. fought for equality of all, he was paving the way for all civil rights movements. The people of the North wanted to change the southern states' hate for black and brown people. The Civil War had brought about the end of slavery but racial discrimination continued on for another 100 years. M.L.K. believed that everyone was created equally by god. Which was why he bravely fought for equality for all.")

The language of the thesis fits the examples. ("If there was a poll asking Americans who they believe is the greatest American figure, most likely they would say that M.L.K. Jr. is the greatest American figure. One may ask why. Well for one, his people had been discriminated for over 200 years, and yet he still stood up for what he believed in. Secondly, he stood up to anyone in his path and was able to conquer them without violence. And third, he paved the way for civil rights for all people whether black, white, brown, or any other color. Now, let's get into his life in a little more detail.")

The writer mostly uses words that are appropriate for his/her audience; the writer rarely uses slang, contractions, or other versions of informal language. ("Now, some might say M.L.K. is not the greatest American figure. Rather it be for example George Washington, F.D.R., George Patton, or someone else. But, if one was to take a moment and think about how they affected history, one would see that M.L.K. affected history the most.")

Content & Development

This writer demonstrates adequate content and development in his/her essay. Arguments are developed using some specific, accurate, and relevant details to support the writer's position. The essay also adequately addresses readers' opposing points of view, or counterarguments.

The writer adequately addresses readers' concerns by responding to those who might disagree with his/her own opinion. ("Now, some might say M.L.K. is not the greatest American figure. Rather it be for example George Washington, F.D.R., George Patton, or someone else. But, if one was to take a moment and think about how they affected history, one would see that M.L.K. affected history the most.")

The writer includes some facts, statistics, examples, short stories, and/or explanations that explain or illustrate his/her opinion. ("Since Columbus first discovered America, blacks and browns alike were treated with no respect. They were worked and worked and worked tirelessly for their master (or owner) and got little or no reward. They were treated like dogs. Almost five-hundred years later and still blacks and browns have no respect from white people. But when M.L.K. stepped into the light, everything changed. M.L.K. firmly stood for nonviolence. No matter how many times he was looked down upon, he held his head up

high and continued to attempt to earn white's respect. When M.L.K. gave his 'I have a dream...' speech, (<http://www.thekingcenter.com/mlk/bio.html>), many white people were finally on M.L.K.'s side in the struggle for equality of all.)")

The explanation and details used to explain the main ideas in the body paragraphs are adequate. ("Since Columbus first discovered America, blacks and browns alike were treated with no respect. They were worked and worked and worked tirelessly for their master (or owner) and got little or no reward. They were treated like dogs. Almost five-hundred years later and still blacks and browns have no respect from white people. But when M.L.K. stepped into the light, everything changed. M.L.K. firmly stood for nonviolence. No matter how many times he was looked down upon, he held his head up high and continued to attempt to earn white's respect. When M.L.K. gave his 'I have a dream...' speech, (<http://www.thekingcenter.com/mlk/bio.html>), many white people were finally on M.L.K.'s side in the struggle for equality of all.")

Organization

Adequate organization is present in this essay. It demonstrates a generally unified structure with a noticeable introduction and conclusion, inconsistent use of paragraphing, and transitional devices.

The writer's introduction adequately grabs the readers' attention. ("If there was a poll asking Americans who they believe is the greatest American figure, most likely they would say that M.L.K. Jr. is the greatest American figure. One may ask why. Well for one, his people had been discriminated for over 200 years, and yet he still stood up for what he believed in. Secondly, he stood up to anyone in his path and was able to conquer them without violence. And third, he paved the way for civil rights for all people whether black, white, brown, or any other color. Now, let's get into his life in a little more detail.")

The writer's introduction gives background information to help readers understand the issue. ("If there was a poll asking Americans who they believe is the greatest American figure, most likely they would say that M.L.K. Jr. is the greatest American figure. One may ask why. Well for one, his people had been discriminated for over 200 years, and yet he still stood up for what he believed in. Secondly, he stood up to anyone in his path and was able to conquer them without violence. And third, he paved the way for civil rights for all people whether black, white, brown, or any other color. Now, let's get into his life in a little more detail.")

Transitional words help show how the writer's ideas are related or connected. ("However, his weapon to stop them was his words. M.L.K. was a man of peace. ...Although M.L.K. had been provoked many times by white people, he stood his ground and continued to fight.")

The writer's conclusion adequately wraps up his/her argument. ("Looking back at history, M.L.K. should be awarded the title of the greatest American figure. No matter how long his people have been protested against, he stood his ground. No one had the might to stop him. And, civil rights give thanks to M.L.K. and his undauntedness. So M.L.K. deserves title of the greatest American figure.")

Language Use & Style

The essay exhibits adequate use of language and style. The writing demonstrates appropriate language and word choice with an awareness of audience and control of voice; additionally, the writer generally uses correct sentence structure with some variety.

The lengths of the sentences are adequately varied. ("If there was a poll asking Americans who they believe is the greatest American figure, most likely they would say that M.L.K. Jr. is the greatest American figure. One may ask why. Well for one, his people had been discriminated for over 200 years, and yet he still stood up for what he believed in. Secondly, he stood up to anyone in his path and was able to conquer them without violence. And third, he paved the way for civil rights for all people whether black, white, brown, or any other color. Now, let's get into his life in a little more detail.")

The writer sometimes uses varied sentences in his/her essay by including sentences with exclamations or questions or combining sentences with conjunctions and/or semicolons. (“Whenever someone would try to eliminate M.L.K.’s movement, he would use not a pistol, not a knife, nothing. However, his weapon to stop them was his words. M.L.K. was a man of peace. It may be that he preferred a modified saying such as ‘words speak louder than action.’ Although M.L.K. had been provoked many times by white people, he stood his ground and continued to fight.”)

Word choices are sometimes poor; for example, in the following excerpt, the phrases “browns,” “blacks,” and “white people” are used in place of more formal alternatives: “Since Columbus first discovered America, blacks and browns alike were treated with no respect. They were worked and worked and worked tirelessly for their master (or owner) and got little or no reward. They were treated like dogs. Almost five-hundred years later and still blacks and browns have no respect from white people.”

Mechanics & Conventions

This essay conveys adequate control over the use of mechanics and conventions. Although some errors in grammar, mechanics, punctuation, and spelling are apparent, they do not significantly interfere with the communication of the message. For example, many sentences have a subject and a verb (an action), begin with a capital letter, and end with a punctuation mark. (“Looking back at history, M.L.K. should be awarded the title of the greatest American figure. No matter how long his people have been protested against, he stood his ground. No one had the might to stop him. And, civil rights give thanks to M.L.K. and his undauntedness. So M.L.K. deserves title of the greatest American figure.”)

Score Point 3 - partially communicates the writer's message.

Model Essay

Harriet Tubman was a american abolitionist leader, born 1820, a slave in Dorchester, in her youth life she served as field hand and house servant on a Maryland plantation. Then when the year 1844 came she married John Tubman a free african american, about 1849 she escaped to the north and just before the american civil war in 1861. But before she escaped she didn't forget the other slaves including her parents, so she made 19 journals back to lead other slaves to freedom by taking a hidden railroad exit to canada 300 slaves got out. I believe Harriet is a great american because she is a woman of her word and knows how hard life could be when there was no other way to go except the hard way, also she knows how it feels to be victoriest.

By harriet past it lead her to more leads in helping people an associate Fredrick Douglass, John Brown, William H. Seward and other prominent abolitionists. She became known as moses of her people by using her important station on the escape route during the civil war. Then soon after Tubman served as part of the Union army to help her background of serving people.

Harriet's home was located in Auburn, N.Y., So during her life experience she livied to serve other unfortunte people by giving info to more african americans to exist to continue to use the underground railroad during the wars. Then she served many jobs in the Union as a cook, nurse, spy, and scout, working particularly in the coastal regions of south Carolina, by her later years she let herself maintain a home for aged blacks in Auburn, where she died.

I Believe Harriet Tubman is a Great american because she is a woman of her word and knows how hard life could be when there was no other way to go except the hard way, also she knows how it feels to be victoriest. By my point of view I think harriet achieved her goals during the civil and cold war, and she was still alive people would call her moses of people to this day.

Commentary and Analysis

Focus & Meaning

The essay in question demonstrates limited focus and meaning. Though it states a position, the main argument may be unclear or underdeveloped. The writer demonstrates limited understanding of the purpose and audience and only completes some parts of the task.

The writer expresses a limited opinion statement with some understanding of purpose and audience. (“I believe Harriet is a great American because she is a woman of her word and knows how hard life could be when there was no other way to go except the hard way, also she knows how it feels to be victorious.”)

A limited number of details are used to relate the writer’s opinion. (“By Harriet past it led her to more leads in helping people and associate Frederick Douglass, John Brown, William H. Seward and other prominent abolitionists. She became known as Moses of her people by using her important station on the escape route during the Civil War. Then soon after Tubman served as part of the Union army to help her background of serving people.”)

In the introduction, the position or argument of the essay is not stated in a clear, convincing, or creative way. (“I believe Harriet is a great American because she is a woman of her word and knows how hard life could be when there was no other way to go except the hard way, also she knows how it feels to be victorious.”)

Content & Development

Limited content and development are present in this essay. The writer develops arguments briefly and inconsistently, using insufficient details to support his/her position.

The details used to explain the main ideas in the body paragraphs are limited. (“By Harriet past it led her to more leads in helping people and associate Frederick Douglass, John Brown, William H. Seward and other prominent abolitionists. She became known as Moses of her people by using her important station on the escape route during the Civil War. Then soon after Tubman served as part of the Union army to help her background of serving people.”)

The essay needs three to five supporting details in each body paragraph to explain and illustrate each main idea. (“Harriet’s home was located in Auburn, N.Y., so during her life experience she lived to serve other unfortunate people by giving info to more African Americans to exist to continue to use the underground railroad during the wars. Then she served many jobs in the Union as a cook, nurse, spy, and scout, working particularly in the coastal regions of South Carolina, by her later years she let herself maintain a home for aged blacks in Auburn, where she died.”)

The essay needs details that are clear, correct, and specific. (Details include specific examples, facts, brief narratives or explanations.) (“By Harriet past it led her to more leads in helping people and associate Frederick Douglass, John Brown, William H. Seward and other prominent abolitionists. She became known as Moses of her people by using her important station on the escape route during the Civil War. Then soon after Tubman served as part of the Union army to help her background of serving people.”)

Organization

Limited organization is present in this essay. It contains only some evidence of structure through an uncertain introduction and conclusion and lacks some paragraphing and transitional devices.

The writer’s introduction gives some background information to help readers understand the issue. (“Harriet Tubman was an American abolitionist leader, born 1820, a slave in Dorchester, in her youth life she served as field hand and house servant on a Maryland plantation. Then when the year 1844 came she married John Tubman a free African American, about 1849 she escaped to the north and just before the

american civil war in 1861. But before she escaped she didn't forget the other slaves including her parents, so she made 19 journals back to lead other slaves to freedom by taking a hidden railroad exit to canada 300 slaves got out. I believe Harriet is a great american because she is a woman of her word and knows how hard life could be when there was no other way to go except the hard way, also she knows how it feels to be victoriest.”)

The essay exhibits limited supporting paragraphs. (“By harriet past it lead her to more leads in helping people an associate Fredrick Douglass, John Brown, William H.Seward and other prominent abolitionists.She became known as moses of her people by using her important station on the escape route during the civil war. Then soon after Tubman served as part of the Union army to help her background of serving people.”)

The essay does not include a strong conclusion. (“I Believe Harriet Tubman is a Great american because she is a woman of her word and knows how hard life could be when there was no other way to go except the hard way, also she knows how it feels to be victoriest. By my point of view I think harriet achieved her goals during the civil and cold war, and she was still alive people would call her moses of people to this day.”)

Language Use & Style

This essay shows limited use of language and style. It demonstrates simple language and word choice, as well as some awareness of audience and control of voice. Furthermore, the writer relies on simple sentences with insufficient sentence variety and word choice.

The writer employs limited descriptive and persuasive words and phrases to describe the opinion statement effectively. (“I believe Harriet is a great american because she is a woman of her word and knows how hard life could be when there was no other way to go except the hard way, also she knows how it feels to be victoriest.”)

Sentences in the essay lack well-developed structure. (“By harriet past it lead her to more leads in helping people an associate Fredrick Douglass, John Brown, William H.Seward and other prominent abolitionists.”)

Sentences in the essay are too long and have too many ideas. (“I believe Harriet is a great american because she is a woman of her word and knows how hard life could be when there was no other way to go except the hard way, also she knows how it feels to be victoriest.”)

Mechanics & Conventions

The essay shows limited control of mechanics and conventions. It features several noticeable errors in grammar, mechanics, punctuation, and spelling that may interfere with the communication of the message.

The writer should make sure that each sentence has a subject and a verb (an action), begins with a capital letter, and ends with a punctuation mark. (“By harriet past it lead her to more leads in helping people an associate Fredrick Douglass, John Brown, William H.Seward and other prominent abolitionists.”)

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| Score Point 2 - limited in communication of the writer's message. |
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Model Essay

Everyone has a American figure my American figure is Micheal Jordan is my figure.I love basketball that's why is he my favorite because he is never on the news for bad things only things that has to do with basketball and giving to the homeless and the people that need things. He was the best basketball player and he didn't go to jail when he start to play basketball . He was a very athletic basketball player.

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He play for the chigo bulls and for the wizards he play golf and he had movies out called space jams. You never heard of him getting into any trouble like all the other basketball player he played baseball and he gave money to lots of foundations in Africa.

Handsome as he is he doesn't have a wife but he dose have kids that he spend allot of his time around and that's

Commentary and Analysis Focus & Meaning

This essay exhibits minimal focus and meaning. It demonstrates little attempt at stating a thesis, shows minimal understanding of the purpose and audience, and completes few parts of the task.

The essay does not state a clearly-defined opinion about the issue. (“Everyone has a American figure my American figure is Micheal Jordan is my figure.I love basketball that's why is he my favorite because he is never on the news for bad things only things that has to do with basketball and giving to the homeless and the people that need things. He was the best basketball player and he didn't go to jail when he start to play basketball . He was a very athletic basketball player.”)

In the introduction, the position or argument of the essay is not stated in a clear or convincing way. (“Everyone has a American figure my American figure is Micheal Jordan is my figure.I love basketball that's why is he my favorite because he is never on the news for bad things only things that has to do with basketball and giving to the homeless and the people that need things. He was the best basketball player and he didn't go to jail when he start to play basketball . He was a very athletic basketball player.”)

The writer also fails to identify the purpose of the essay and its intended audience in the introduction. (“Everyone has a American figure my American figure is Micheal Jordan is my figure.I love basketball that's why is he my favorite because he is never on the news for bad things only things that has to do with basketball and giving to the homeless and the people that need things. He was the best basketball player and he didn't go to jail when he start to play basketball . He was a very athletic basketball player.”)

Content & Development

Minimal content and development are present in this essay. The writer develops arguments incompletely and inadequately, using few details to support his/her position.

There is minimal evidence that explains or supports the opinion statement. (“He play for the chigo bulls and for the wizards he play golf and he had movies out called space jams. You never heard of him getting into any trouble like all the other basketball player he played baseball and he gave money to lots of foundations in Africa.”)

The writer fails to include at least three main ideas as evidence. (“He play for the chigo bulls and for the wizards he play golf and he had movies out called space jams. You never heard of him getting into any trouble like all the other basketball player he played baseball and he gave money to lots of foundations in Africa. Handsome as he is he doesn't have a wife but he dose have kids that he spend allot of his time around and that's”)

Minimal details are used explain and illustrate the evidence. (“He play for the chigo bulls and for the wizards he play golf and he had movies out called space jams. You never heard of him getting into any trouble like all the other basketball player he played baseball and he gave money to lots of foundations in Africa. Handsome as he is he doesn't have a wife but he dose have kids that he spend allot of his time around and that's”)

Organization

The essay displays minimal organization. It shows little evidence of structure, paragraphing, or transitional devices and has a poor introduction and conclusion.

The essay does little to grab the readers' attention in the beginning of the introduction by presenting a question, an exclamation, or an interesting fact to hook the readers. ("Everyone has a American figure my American figure is Micheal Jordan is my figure.I love basketball that's why is he my favorite because he is never on the news for bad things only things that has to do with basketball and giving to the homeless and the people that need things. He was the best basketball player and he didn't go to jail when he start to play basketball . He was a very athletic basketball player.")

Transitions are not used between paragraphs and sentences. ("Everyone has a American figure my American figure is Micheal Jordan is my figure.I love basketball that's why is he my favorite because he is never on the news for bad things only things that has to do with basketball and giving to the homeless and the people that need things. He was the best basketball player and he didn't go to jail when he start to play basketball . He was a very athletic basketball player. He play for the chigo bulls and for the wizards he play golf and he had movies out called space jams. You never heard of him getting into any trouble like all the other basketball player he played baseball and he gave money to lots of foundations in Africa. Handsome as he is he doesn't have a wife but he dose have kids that he spend allot of his time around and that's")

The essay does not include a strong conclusion or any conclusion at all. ("Handsome as he is he doesn't have a wife but he dose have kids that he spend allot of his time around and that's")

Language Use & Style

Minimal use of language and style is demonstrated in this essay. The writer uses poor language and word choice, with little awareness of audience, and makes basic errors in sentence structure and usage.

The writer should consider using a thesaurus to replace words and phrases used too often with synonyms or more specific words or phrases. ("Everyone has a American figure my American figure is Micheal Jordan is my figure.I love basketball that's why is he my favorite because he is never on the news for bad things only things that has to do with basketball and giving to the homeless and the people that need things. He was the best basketball player and he didn't go to jail when he start to play basketball . He was a very athletic basketball player.")

Sentences in the essay are not well structured. ("Everyone has a American figure my American figure is Micheal Jordan is my figure.I love basketball that's why is he my favorite because he is never on the news for bad things only things that has to do with basketball and giving to the homeless and the people that need things. He was the best basketball player and he didn't go to jail when he start to play basketball . He was a very athletic basketball player.")

Sentences in the essay are too long and have too many ideas. ("He play for the chigo bulls and for the wizards he play golf and he had movies out called space jams. You never heard of him getting into any trouble like all the other basketball player he played baseball and he gave money to lots of foundations in Africa.")

Mechanics & Conventions

The essay shows minimal control over the use of mechanics and conventions. It displays patterns of errors in grammar, mechanics, punctuation, and spelling that substantially interfere with the communication of the message. The writer does not make sure that each sentence has a subject and a verb (an action), begins with a capital letter, and ends with a punctuation mark. ("He play for the chigo bulls and for the wizards he play golf and he had movies out called space jams. You never heard of him getting into any trouble like all the other basketball player he played baseball and he gave money to lots of foundations in Africa. Handsome as he is he doesn't have a wife but he dose have kids that he spend allot of his time around and that's")

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Score Point 1 - inadequately communicates the writer's message.
Model Essay

abraham lincoln. is the best president that we have ever had. he help the black get free and not be a slave.

he was are 16 president. he was elecad president in 1861-1865. I think that he in the best prssdident we have had. he was shoot in the in the teter. it was sad. then we got andrew johnson and i do not i do not now much about him.

Abraham lincoln is was cool and it would be cool to met him. Abraham lincoln is my roul modow

**Commentary and Analysis
Focus & Meaning**

This essay has inadequate focus and meaning. This brief piece of writing demonstrates almost no effort at stating a thesis statement, and little effort is made to persuade. It completes few or no parts of the task.

The essay does not state a clearly-defined position about the issue. (“abraham lincoln. is the best president that we have ever had. he help the black get free and not be a slave. he was are 16 president. he was elecad president in 1861-1865. I think that he in the best prssdident we have had. he was shoot in the in the teter. it was sad. then we got andrew johnson and i do not i do not now much about him.”)

The essay lacks awareness of audience by including slang and other versions of informal language. (“abraham lincoln. is the best president that we have ever had. he help the black get free and not be a slave. he was are 16 president. he was elecad president in 1861-1865. I think that he in the best prssdident we have had. he was shoot in the in the teter. it was sad. then we got andrew johnson and i do not i do not now much about him. Abraham lincoln is was cool and it would be cool to met him. Abraham lincoln is my roul modow”)

In the introduction, the purpose of the essay and its intended audience are not clearly identified. (“abraham lincoln. is the best president that we have ever had. he help the black get free and not be a slave.”)

Content & Development

This essay displays inadequate content and development. There is little attempt made to use details to support the writer’s position. It does not consider readers’ opposing points of view, or counterarguments.

The essay does not include details to support the stated opinion. (“abraham lincoln. is the best president that we have ever had. he help the black get free and not be a slave. he was are 16 president. he was elecad president in 1861-1865. I think that he in the best prssdident we have had. he was shoot in the in the teter. it was sad. then we got andrew johnson and i do not i do not now much about him.”)

The writer fails to include at least three main ideas as supports for the argument. (“abraham lincoln. is the best president that we have ever had. he help the black get free and not be a slave. he was are 16 president. he was elecad president in 1861-1865. I think that he in the best prssdident we have had. he was shoot in the in the teter. it was sad. then we got andrew johnson and i do not i do not now much about him.”)

The essay does not provide facts, experiences, or specific examples to support each main idea. (“abraham lincoln. is the best president that we have ever had. he help the black get free and not be a slave. he was are 16 president. he was elecad president in 1861-1865. I think that he in the best prssdident we have had. he was shoot in the in the teter. it was sad. then we got andrew johnson and i do not i do not now much about him.”)

Organization

Inadequate organization is apparent in this essay. It demonstrates no evidence of structure with no obvious, appropriate introduction or conclusion, as well as no evidence of transitional devices.

The essay lacks an effective introduction. (“abraham lincoln. is the best president that we have ever had. he help the black get free and not be a slave.”)

The essay does not grab the readers’ attention in the beginning of the introduction by posing a question, an exclamation, or an interesting fact to hook the readers. (“abraham lincoln. is the best president that we have ever had. he help the black get free and not be a slave.”)

The writer does not make an effort to create effective supporting paragraphs. (“he was are 16 president. he was elecad president in 1861-1865. I think that he in the best prssdident we have had. he was shoot in the in the teter. it was sad. then we got andrew johnson and i do not i do not now much about him.”)

Transitional words are not used to illustrate connections between ideas in the essay. (“abraham lincoln. is the best president that we have ever had. he help the black get free and not be a slave. he was are 16 president. he was elecad president in 1861-1865. I think that he in the best prssdident we have had. he was shoot in the in the teter. it was sad.”)

The essay does not include a strong conclusion. (“Abraham lincoln is was cool and it would be cool to met him. Abraham lincoln is my roul modow”)

Language Use & Style

The essay in question demonstrates inadequate language use and style. The writer uses unclear or incoherent language and word choice, displays no awareness of audience, and includes major errors in sentence structure and usage.

The essay does not use descriptive or persuasive words and phrases to describe the opinion statement effectively. (“abraham lincoln. is the best president that we have ever had. he help the black get free and not be a slave. he was are 16 president. he was elecad president in 1861-1865. I think that he in the best prssdident we have had. he was shoot in the in the teter. it was sad. then we got andrew johnson and i do not i do not now much about him. Abraham lincoln is was cool and it would be cool to met him. Abraham lincoln is my roul modow”)

Sentences in the essay are not well structured. (“abraham lincoln. is the best president that we have ever had. he help the black get free and not be a slave. he was are 16 president. he was elecad president in 1861-1865. I think that he in the best prssdident we have had. he was shoot in the in the teter. it was sad. then we got andrew johnson and i do not i do not now much about him. Abraham lincoln is was cool and it would be cool to met him. Abraham lincoln is my roul modow”)

Sentences in the essay are too short. (“abraham lincoln. is the best president that we have ever had. he help the black get free and not be a slave. he was are 16 president. he was elecad president in 1861-1865. I think that he in the best prssdident we have had. he was shoot in the in the teter. it was sad. then we got andrew johnson and i do not i do not now much about him.”)

Mechanics & Conventions

This essay demonstrates inadequate control of mechanics and conventions, with errors so severe in grammar, mechanics, punctuation, and spelling that they significantly interfere with the communication of the message. The writer does not make sure that each sentence has a subject and a verb (an action), begins with a capital letter, and ends with a punctuation mark. (“abraham lincoln. is the best president that we have ever had. he help the black get free and not be a slave. he was are 16 president. he was elecad president in 1861-1865. I think that he in the best prssdident we have had. he was shoot in the in the teter. it was sad.

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then we got andrew johnson and i do not i do not now much about him. Abraham lincoln is was cool and it would be cool to met him. Abraham lincoln is my roul modow”)

Healthier Food Options at School

For many years, there have been snack machines in your school cafeteria, which sell things like candy bars, cupcakes, and sugary sodas. During the school year, many parents have asked the principal to have healthier food options introduced at your school. However, before making any changes to the menus in the cafeteria and the snacks in the machine, the principal must get permission from the school board.

Before asking the school board to consider these changes, your principal would like to hear students' opinions on whether or not healthier food options for lunch would be a welcome change. Do you want to see healthier foods in your cafeteria, or are you happy with your options as they are now?

Write a letter to your school principal explaining your position on healthier food options at school. Use examples, facts, and other evidence to support your point of view.

Score Point 6 - very effectively communicates the writer's message.

Model Essay

While in their adolescent stage of life, teenagers that are in Jr. High have a few things that are very important for them. Three of these things are education, support, and healthy food. It is very important that all teenagers receive these three things if they want to progress in life to their highest abilities. At Smithville Jr. High, however, there is a problem with one of these three things. Smithville Jr. High has not been providing its students with the nutritious foods that are needed to keep a teenager going. Instead, this school has been allowing its students to fill themselves up with junk food, the very stuff that will cause them to do worse in school. Smithville Jr. High should switch out all of the unhealthy, sugary foods in the vending machines for nutritious foods because the students would do better academically, the students would learn to make better choices, and because there would also be more order in the school.

Students who are eating healthy foods on a regular basis tend to do better academically than the students who choose to fill themselves up on junk food. Right now, Smithville Jr. High seems to be discouraging its students to be this way, and seems to be encouraging failure. Some may question why this is, but it really isn't that difficult to point out. If someone were to judge a school based on what kind of food it served its students through vending machines, they would think that the students in this school are stupid. That is not true. It is true, though, that people "are what they eat." By changing the food in the vending machines at this school to be of a more nutritious (but still delicious) type, even more students would be doing better in their classes and they would get better grades. This is because they would be able to focus more on what they are learning and they would be able to process the new information, and keep it.

In a Jr. High, there are more things taught and learned than just mathematics, sciences, and languages. In this learning environment, habits and correct way of making choices are formed. Right now, Smithville Jr. High is teaching its students that it is okay to make poor decisions in the foods to eat and that it will not affect anyone anyway. This is wrong. The students at this school deserve better. They deserve to learn that, when they eat healthy foods, they can do better in many areas of their life. If this school switches out the bad food in the vending machines for good food, the students will learn that they can be just as happy with food without all the sugar.

Another great thing that would come into affect, if Smithville got rid of its junk food, is that there would be more order and less chaos in the school. When students, especially Jr. High students, are hyped up on sugar, they tend to go a little crazy and things easily get out of hand in the classrooms. One average adult cannot control thirty hyper fourteen-year-olds. Once the kids get going, order is not easily achieved. If these young students were eating healthier foods with a lot less sugar and caffeine, things would get out of control a lot less easily. The students would be having fewer sugar rushes and would be able to focus more easily.

In conclusion, Smithville Jr. High should switch out the unhealthy, sugary foods in the vending machines for yummy, nutritious foods that the students would still love. The students in this school would improve greatly in their academics. They would also learn to make better choices in life. The teachers would be spared many headaches because there would be a lot more order in the school. When given the choice of fruit snacks or a cookie, and juice or a soda, the average teenager would normally choose the cookie and the soda. However, if the fruit snacks and the juice were the only options, the students would know no difference and would be healthier.

Commentary and Analysis **Focus & Meaning**

This essay exhibits very effective focus and meaning. The writer establishes and maintains an insightful position to effectively persuade the readers. The writer also demonstrates a thorough understanding of the purpose and audience and completes all parts of the task. The author effectively uses words that are appropriate for the audience. (“Right now, Smithville Jr. High seems to be discouraging its students to be this way, and seems to be encouraging failure. Some may question why this is, but it really isn’t that difficult to point out.”) The writer’s thesis states what he/she believes about the issue. (“Smithville Jr. High should switch out all of the unhealthy, sugary foods in the vending machines for nutritious foods because the students would do better academically, the students would learn to make better choices, and because there would also be more order in the school.”) The essay is very effectively focused on the controlling idea with details about healthy food options in school. (“By changing the food in the vending machines at this school to be of a more nutritious . . . type, even more students would be doing better in their classes and they would get better grades.”)

Content & Development

This essay exhibits very effective content and development. The writer effectively develops arguments using a wide variety of specific, accurate, and relevant details to support his/her position. Furthermore, the writer convincingly addresses readers’ opposing points of view or counterarguments. Specifically, the writer effectively addresses readers’ concerns in different ways. (“Right now, Smithville Jr. High seems to be discouraging its students to be this way, and seems to be encouraging failure. Some may question why this is, but it really isn’t that difficult to point out. . . . It is true, though, that people ‘are what they eat.’”) The author uses a variety of facts, examples, and anecdotes. (“Another great thing that would come into affect, if Smithville got rid of its junk food, is that there would be more order and less chaos in the school. When students, especially Jr. High students, are hyped up on sugar, they tend to go a little crazy and things easily get out of hand in the classrooms.”) Details are convincing. (“One average adult cannot control thirty hyper fourteen-year-olds. Once the kids get going, order is not easily achieved. If these young students were eating healthier foods with a lot less sugar and caffeine, things would get out of control a lot less easily.”)

Organization

This essay demonstrates very effective organization. It exhibits a cohesive and unified structure with an engaging introduction and a strong conclusion. Effective use of paragraphing and transitional devices is seen throughout. In particular, the writer’s introduction effectively provides background information to help readers understand the issue. (“While in their adolescent stage of life, teenagers that are in Jr. High have a few things that are very important for them. Three of these things are education, support, and

healthy food. It is very important that all teenagers receive these three things if they want to progress in life to their highest abilities.”) The writer states his/her thesis at the end of the introduction. (“Smithville Jr. High should switch out all of the unhealthy, sugary foods in the vending machines for nutritious foods because the students would do better academically, the students would learn to make better choices, and because there would also be more order in the school.”) The writer’s conclusion effectively wraps up his/her argument and leaves readers with something to think about or something to do. (“In conclusion, Smithville Jr. High should switch out the unhealthy, sugary foods in the vending machines for yummy, nutritious foods that the students would still love. The students in this school would improve greatly in their academics. They would also learn to make better choices in life.”)

Language Use & Style

This essay exhibits very effective language use and style. The writer demonstrates precise language and word choice, a defined voice, and a clear sense of audience; in addition, he/she uses well-structured and varied sentences throughout. The writer effectively uses language to make his/her writing more persuasive. (“Right now, Smithville Jr. High seems to be discouraging its students to be this way, and seems to be encouraging failure. Some may question why this is, but it really isn’t that difficult to point out.”) The language and tone are consistent. (“If someone were to judge a school based on what kind of food it served its students through vending machines, they would think that the students in this school are stupid. That is not true. It is true, though, that people ‘are what they eat.’”) Coherent style and tone ensure readers thoroughly understand how the main and supporting points of both paragraphs are related and how they strengthen the controlling point/thesis statement of the essay. (“In a Jr. High, there are more things taught and learned than just mathematics, sciences, and languages. In this learning environment, habits and correct way of making choices are formed. Right now, Smithville Jr. High is teaching its students that it is okay to make poor decisions in the foods to eat and that it will not affect anyone anyway. This is wrong.”)

Mechanics & Conventions

This essay demonstrates very effective control of conventions and mechanics. There are few or no errors in grammar, mechanics, punctuation, and spelling. For example, each sentence has a subject and a verb (an action), each sentence ends with a punctuation mark, each paragraph is distinguished by a line break, and each sentence begins with a capital letter. (“Right now, Smithville Jr. High is teaching its students that it is okay to make poor decisions in the foods to eat and that it will not affect anyone anyway. This is wrong. The students at this school deserve better. They deserve to learn that, when they eat healthy foods, they can do better in many areas of their life. If this school switches out the bad food in the vending machines for good food, the students will learn that they can be just as happy with food without all the sugar.”)

Score Point 5 - strongly communicates the writer's message.

Model Essay

"Never eat more than you can lift," Miss Piggy said. Food is an important part of our lives. However, we need to reexamine how our diets and eating habits need to be changed. Far too many people in society abuse food and live an unhealthy lifestyle that will ultimately cause death prematurely. At school, students take advantage of candy and treats because they have vending machines which make it too easy to overeat unhealthy snacks. There are three reasons why students should be provided with healthier food. One, students are becoming obese because of the non-healthy food available in schools. Healthy food will improve students' cognitive function, increase health, and provide more energy. Our school needs to provide healthy choices and lessen the temptation for making poor choices so students will be healthy, better students, and most of all, happy.

All of that junk food that students eat can really damage your brain. If you eat healthier, it will increase the students grades and help the students get smarter. The smarter you are, the more knowledge you will

obtain, the better it will help you in life. Making healthy food choices is important at any age. In fact have you ever had your mother tell you to eat your vegetables? Well you should listen to your mom because she is right. Recently new medical evidence shows that whatever you eat (junk food) actually affects your brain.

One reason one might say that changing junk food vending machines into healthier options is that it makes children more healthy. Children in the United States are becoming increasingly obese according to the American Heart Association. "Obesity among young Americans is a serious problem that can have serious ramifications in the long run." Healthiness in school needs to be changed in the vending machines, so let's take a stand and make a difference.

If the principal in your school puts in healthier food and snacks, students will have more energy. If you put in granola bars, bread, fruit, etc., in the vending machines, then students can lose a lot of weight. Most people love to get outside, but have you noticed that obese people just stay inside and be lazy? When individuals are inactive, they increase the likelihood of heart disease and also place themselves at risks for high blood pressure. That is because kids get candy from the vending machines in the schools and go home to snack out. We should put an end to this and put healthier foods in vending machines.

Non-healthy food in vending machines should be banned from schools because they need to have healthier food. Healthier food will improve your brain and make you have more energy. Linda A., from the Smithburg Valley school district, said, "You won't find candy bars in vending machines in our schools anywhere." Let's follow her advice by eliminating the junk food from our vending machines.

Commentary and Analysis **Focus & Meaning**

This essay exhibits very good focus and meaning. The writer establishes and maintains a clear opinion to persuade his/her readers. The essay demonstrates a general understanding of the purpose and audience, and the writer completes most parts of the task. In particular, the writer grabs the readers' attention by beginning with a quotation. ("Never eat more than you can lift," Miss Piggy said. Food is an important part of our lives. However, we need to reexamine how our diets and eating habits need to be changed.") The writer's thesis states what he/she believes about the issue. ("Our school needs to provide healthy choices and lessen the temptation for making poor choices so students will be healthy, better students, and most of all, happy.") All of the details used in the essay relate to the writer's opinion. ("If the principal in your school puts in healthier food and snacks, students will have more energy. If you put in granola bars, bread, fruit, etc., in the vending machines, then students can lose a lot of weight.")

Content & Development

This essay demonstrates good content and development. The writer develops arguments using specific, accurate, and relevant details to support his/her position. Also, he/she clearly addresses readers' opposing points of view or potential counterarguments. Specifically, the writer includes interesting facts and anecdotes that illustrate his/her opinion. ("Making healthy food choices is important at any age. In fact have you ever had your mother tell you to eat your vegetables? Well you should listen to your mom because she is right. Recently new medical evidence shows that whatever you eat . . . actually affects your brain.") The writer addresses readers' concerns in different ways. ("All of that junk food that students eat can really damage your brain. If you eat healthier, it will increase the students grades and help the students get smarter. The smarter you are, the more knowledge you will obtain, the better it will help you in life.") Additionally, the writer's details are convincing. ("Children in the United States are becoming increasingly obese according to the American Heart Association. 'Obesity among young Americans is a serious problem that can have serious ramifications in the long run.'")

Organization

This essay exhibits good organization. The essay demonstrates a mostly unified structure with a good introduction and conclusion. There is also consistent use of paragraphing devices throughout. Initially, the writer's introduction gives background information to help readers understand the issue. ("Far too many people in society abuse food and live an unhealthy lifestyle that will ultimately cause death prematurely. At school, students take advantage of candy and treats because they have vending machines which make it too easy to overeat unhealthy snacks.") Details in each paragraph relate to the paragraph's topic sentence. ("All of that junk food that students eat can really damage your brain. If you eat healthier, it will increase the students grades and help the students get smarter. The smarter you are, the more knowledge you will obtain, the better it will help you in life.") The writer's conclusion wraps up his/her argument and leaves readers with something to think about or something to do. ("Linda A., from the Smithburg Valley school district, said, 'You won't find candy bars in vending machines in our schools anywhere.' Let's follow her advice by eliminating the junk food from our vending machines.")

Language Use & Style

This essay contains good language use and style. The writer demonstrates appropriate language and word choice with some evidence of voice and a clear sense of audience; additionally, well-structured sentences with some variety are present. Specifically, the writer uses language to make his/her writing more persuasive. ("When individuals are inactive, they increase the likelihood of heart disease and also place themselves at risks for high blood pressure. That is because kids get candy from the vending machines in the schools and go home to snack out. We should put an end to this and put healthier foods in vending machines.") The writer uses varied sentences in his/her essay by including exclamations or questions. ("In fact have you ever had your mother tell you to eat your vegetables? Well you should listen to your mom because she is right.") The language and tone are mostly consistent throughout the essay. ("If the principal in your school puts in healthier food and snacks, students will have more energy. If you put in granola bars, bread, fruit, etc., in the vending machines, then students can lose a lot of weight.")

Mechanics & Conventions

This essay exhibits good control of conventions and mechanics. There are few errors in grammar, mechanics, punctuation, and spelling, and they do not interfere with the writer's message. For example, sentences contain a subject and a verb (an action), sentences end with a punctuation mark, paragraphs are distinguished by a line break or indentation, and sentences begin with a capital letter. ("Non-healthy food in vending machines should be banned from schools because they need to have healthier food. Healthier food will improve your brain and make you have more energy. Linda A., from the Smithburg Valley school district, said, 'You won't find candy bars in vending machines in our schools anywhere.' Let's follow her advice by eliminating the junk food from our vending machines.")

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| Score Point 4 - adequately communicates the writer's message. |
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Model Essay

At Smithville Junior High there is a great problem with health and healthy choices. Students should be given the opportunity to have healthy things that will not make them gain weight, get sick, or get sugared up.

Some students at this school are trying very hard to stay in shape and to stay skinny, but with the schools lunches and vending machines the student does not do a very good job. It is true that the student could bring home lunches and snacks. They could use self control but when you have not eaten anything for breakfast and are starving, you just cannot stand it. It would just be more of a comfort for people to know they are eating something healthy that will not make them fat. Some of the students at Smithville Junior

High are very concerned. During lunch students ask themselves what the healthiest thing is that they can eat but do not have anything healthy to choose from.

Nearly every day students have to call their parents to tell them they are sick and need to be picked up. Their parents have to leave work and pick up their child. Later they find that their child had eaten three candy bars from the vending machine that morning. The parents know for a fact that the reason for the sickness is the candy bar. After losing a day of work the parents call the school to recommend putting healthier snacks in the machines. This is probably why so many kids miss school all the time. If a student really wanted to eat all that garbage, they could just bring it from home to school.

When students have too much sugar, they get out of hand. They do things they never would have if they have not had the sugar at all. This causes students to focus on other things besides school. Next their grades drop. Then a parent calls asking why their child has such low grades. Finally the teacher explains that the student is not taking the class seriously. In reality it was the school who gave the kid the sugar. Yes the child can still have self control but if the machines are causing trouble for the school and the parents, why not just take them out to solve the problem?

Students are gaining weight, getting sick, and having too much unhealthy food from the vending machines and lunches. If all this changed, parents, students, and teachers alike would be happier, healthier, and more involved with what they are supposed to be involved in. The school should want the best for the students. They can show that they do by putting healthier choices in the machines and on the menu.

Commentary and Analysis **Focus & Meaning**

This essay exhibits adequate focus and meaning. The writer establishes a thesis statement and adequately attempts to persuade the readers; furthermore, the writer demonstrates a basic understanding of the purpose and audience and completes many parts of the task. Specifically, the writer adequately states what he/she believes about the issue. (“At Smithville Junior High there is a great problem with health and healthy choices. Students should be given the opportunity to have healthy things that will not make them gain weight, get sick, or get sugared up.”) Most of the details used in the essay relate to the writer’s opinion. (“When students have too much sugar, they get out of hand. They do things they never would have if they have not had the sugar at all. This causes students to focus on other things besides school.”) The writer mostly uses words that are appropriate for his/her audience. (“Students are gaining weight, getting sick, and having too much unhealthy food from the vending machines and lunches. If all this changed, parents, students, and teachers alike would be happier, healthier, and more involved with what they are supposed to be involved in.”)

Content & Development

This essay demonstrates adequate content and development. The writer develops arguments using some specific, accurate, and relevant details to support his/her position. The writer also adequately addresses his/her readers’ opposing points of view or counterarguments. Specifically, the writer addresses readers’ concerns by responding to those who might disagree with his/her own opinion. (“It is true that the student could bring home lunches and snacks. They could use self control but when you have not eaten anything for breakfast and are starving, you just cannot stand it.”) The writer includes some examples that illustrate his/her opinion. (“Next their grades drop. Then a parent calls asking why their child has such low grades. Finally the teacher explains that the student is not taking the class seriously. In reality it was the school who gave the kid the sugar.”) Furthermore, most of the writer’s details are convincing. (“It would just be more of a comfort for people to know they are eating something healthy that will not make them fat. Some of the students at Smithville Junior High are very concerned.”)

Organization

This essay demonstrates adequate organization. There is a generally unified structure with a noticeable introduction and conclusion. There is also evidence of transitional and paragraphing devices. Initially, the writer's introduction adequately grabs the readers' attention. ("At Smithville Junior High there is a great problem with health and healthy choices.") Details in each paragraph relate to the paragraph's topic sentence. ("When students have too much sugar, they get out of hand. They do things they never would have if they have not had the sugar at all. This causes students to focus on other things besides school. Next their grades drop. Then a parent calls asking why their child has such low grades.") The writer's conclusion adequately wraps up his/her argument. ("The school should want the best for the students. They can show that they do by putting healthier choices in the machines and on the menu.")

Language Use & Style

This essay exhibits adequate language use and style. The writer demonstrates appropriate language and word choice with an awareness of audience and control of voice; he/she generally uses correct sentence structure with some variety. The lengths of the sentences are adequately varied. ("Finally the teacher explains that the student is not taking the class seriously. In reality it was the school who gave the kid the sugar.") However, word choice and sentence structure are sometimes poor. ("After losing a day of work the parents call the school to recomend putting healthier snacks in the machines. This is probably why so many kids miss school all the time. If a student really wanted to eat all that garbage, they could just bring it from home to school.") The language and tone are mostly consistent throughout the essay. ("When students have too much sugar, they get out of hand. They do things they never would have if they have not had the sugar at all.")

Mechanics & Conventions

This essay demonstrates adequate control of conventions and mechanics. There are some errors in grammar, mechanics, punctuation, and spelling that do not significantly interfere with the communication of the message. For example, many sentences have a subject and a verb (an action), many sentences end with a punctuation mark, many paragraphs are distinguished by a line break, and many sentences begin with a capital letter. ("When students have too much sugar, they get out of hand. They do things they never would have if they have not had the sugar at all. This causes students to focus on other things besides school. Next their grades drop. Then a parent calls asking why their child has such low grades. Finally the teacher explains that the student is not taking the class seriously. In reality it was the school who gave the kid the sugar.")

Score Point 3 - partially communicates the writer's message.

Model Essay

Hi my name is Ellie and I think that we should put healthier foods in vending machines because one, they're better for you, two, this is a school, and three, our future. If you'd like to hear more about my ideas please proceed.

It's good for you. Apples bananas, strawberries, pears. These are all great and healthy snacks. They taste good and are good for you. It's a win-win thing if you know what I mean? Try it.

This is a school. Think about it, what are schools for. Learning. Learning how to spell, do math, english, science, all that stuff. What about food choices. That's an important thing to learn. If they teach all that all that other stuff, why can't they teach us better food choices?

Our future. Obesity, heart attacks, there all scary. Do you know what somebody said on Oprah? Most generations, people get older, but for ouers, they say we will die around the age of 60! That's younger tahn my grandparents. I want to live a long, happy life. By giving me and other kids the food we need, well maybe our generation will live a long time too.

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So, you've heard about the good stuff, the school purposes, and the future of our generation. I hope you've enjoyed hearing about why we should get healthier foods at our school. Hey, maybe it will start a Chain Reaction. Cool! Well, thanks, bye!

Commentary and Analysis **Focus & Meaning**

This essay demonstrates limited focus and meaning. The writer states an opinion, but it is unclear and underdeveloped. Furthermore, the writer demonstrates a limited understanding of the purpose and audience and only completes some parts of the task. In particular, the essay expresses a limited opinion statement with some understanding of purpose and audience. (“Hi my name is Ellie and I think that we should put healthier foods in vending machines because one, they're better for you, two, this is a school, and three, our future. If you'd like to hear more about my ideas please proceed.”) There is a limited amount of detail used to relate the writer's opinion. (“It's good for you. Apples bananas, strawberries, pears. These are all great and healthy snacks. They taste good and are good for you. It's a win-win thing if you know what I mean? Try it.”) The writer's limited awareness of audience is exhibited by including slang, contractions, or other versions of informal language. (“So, you've heard about the good stuff, the school purposes, and the future of our generation. I hope you've enjoyed hearing about why we should get healthier foods at our school. Hey, maybe it will start a Chain Reaction. Cool! Well, thanks, bye!”)

Content & Development

This essay demonstrates limited content and development. Arguments are developed briefly and inconsistently, with insufficient details used to support the author's position. The writer does not attempt to adequately address readers' opposing points of view or counterarguments. However, the writer does include some explanations that explain or illustrate his/her opinion. (“It's good for you. Apples bananas, strawberries, pears. These are all great and healthy snacks. They taste good and are good for you. It's a win-win thing if you know what I mean? Try it.”) For the most part, the explanation and details used to explain the main ideas in the body paragraphs are limited. (“This is a school. Think about it, what are schools for. Learning. Learning how to spell, do math, english, science, all that stuff. What about food choices. That's an important thing to learn. If they teach all that all that other stuff, why can't they teach us better food choices?”) The essay needs details that are clear, correct, and specific. (“Our future. Obesity, heart attacks, there all scary. Do you know what somebody said on Oprah? Most generations, people get older, but for ouers, they say we will die around the age of 60! That's younger tahn my grandparents.”)

Organization

This essay exhibits limited organization. The essay demonstrates evidence of structure with an uncertain introduction and conclusion; the essay also lacks paragraphing and some transitional devices. The essay demonstrates limited evidence of an effective introduction. (“Hi my name is Ellie and I think that we should put healthier foods in vending machines because one, they're better for you, two, this is a school, and three, our future. If you'd like to hear more about my ideas please proceed.”) The limited use of transitional devices may not lead readers to a logical conclusion. (“This is a school. Think about it, what are schools for. Learning. Learning how to spell, do math, english, science, all that stuff. What about food choices. That's an important thing to learn.”) The essay does not include a strong conclusion. (“So, you've heard about the good stuff, the school purposes, and the future of our generation. I hope you've enjoyed hearing about why we should get healthier foods at our school. Hey, maybe it will start a Chain Reaction. Cool! Well, thanks, bye!”)

Language Use & Style

This essay demonstrates limited language use and style. It exhibits simple language and word choice with some awareness of audience and control of voice. The writer relies on simple sentences with insufficient sentence variety and word choice. In particular, the essay exhibits limited descriptive and persuasive words

and phrases to describe the opinion statement effectively. (“Hi my name is Ellie and I think that we should put healthier foods in vending machines because one, they're better for you, two, this is a school, and three, our future. If you'd like to hear more about my ideas please proceed.”) Sentences lack well-developed structure. (“Our future. Obesity, heart attacks, there all scary. Do you know what somebody said on Oprah? Most generations, people get older, but for ouers, they say we will die around the age of 60!”) There is a limited variety of sentences in this essay. (“This is a school. Think about it, what are schools for. Learning. Learning how to spell, do math, english, science, all that stuff. What about food choices. That's an important thing to learn.”)

Mechanics & Conventions

This essay demonstrates a limited control of conventions and mechanics. The essay contains several noticeable errors in grammar, mechanics, punctuation, and spelling that may interfere with the communication of the writer’s message. The writer should make sure each sentence contains a subject and a verb (an action), ends with a punctuation mark, and begins with a capital letter. (“Our future. Obesity, heart attacks, there all scary. Do you know what somebody said on Oprah? Most generations, people get older, but for ouers, they say we will die around the age of 60! That's younger tahn my grandparents. I want to live a long, happy life. By giving me and other kids the food we need, well maybe our generation will live a long time too.”) The writer should click on MY Editor for more ways to improve his/her writing.

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| <p>Score Point 2 - limited in communication of the writer's message.</p> |
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Model Essay

Dear Mrs. Ballou,

I think that we should have healthier choices in the snack machines at our school. The reason for that is because I think the kids in this school are over eating or not eating healthy enough. We all need to watch what we eat as well as watch what we over eat. I think we can still have candy bars, cupcakes, and sugary sodas as long as we have water, more fruit, or more healthy choices. The lunch options at our school are more unhealthy then the machines and we need to make some changes. Like instead of pizza we should just stay with the Subs. The pizza is to greasy, we need to get better pizza or just take it off the menu. I like the salads a lot but they all have meat in them, and I think that we should change that. We should get more salads with NO meat, because most everyone here are vegetarians.

Commentary and Analysis

Focus & Meaning

This essay exhibits minimal focus and meaning. The writer demonstrates little attempt at stating an opinion and demonstrates minimal understanding of the purpose and audience. The writer completes few parts of the task. The essay does not state a clearly defined opinion about the issue. (“I think that we should have healthier choices in the snack machines at our school. The reason for that is because I think the kids in this school are over eating or not eating healthy enough.”) In the introduction, the position or argument of the essay is not stated in a clear or convincing way. (“The reason for that is because I think the kids in this school are over eating or not eating healthy enough. We all need to watch what we eat as well as watch what we over eat.”) The essay lacks awareness of audience by including versions of informal language. (“The pizza is to greasy, we need to get better pizza or just take it off the menu. I like the salads a lot but they all have meat in them, and I think that we should change that.”)

Content & Development

The essay demonstrates minimal content and development. The writer develops arguments incompletely and inadequately, using few details to support his/her position. The writer should consider readers’

opposing points of view or counterarguments. Specifically, there is minimal evidence that explains or supports the opinion statement. (“I think that we should have healthier choices in the snack machines at our school. The reason for that is because I think the kids in this school are over eating or not eating healthy enough. We all need to watch what we eat as well as watch what we over eat.”) Details are minimal to explain and illustrate the evidence that is provided. (“The lunch options at our school are more unhealthy then the machines and we need to make some changes. Like instead of pizza we should just stay with the Subs. The pizza is to greasy, we need to get better pizza or just take it off the menu.”) Important details are needed to explain and illustrate each main idea. (“I like the salads a lot but they all have meat in them, and I think that we should change that. We should get more salads with NO meat, because most everyone here are vegetarians.”)

Organization

This essay demonstrates minimal organization. The essay exhibits little evidence of structure with a poor introduction and conclusion; moreover, there is little evidence of paragraphing or transitional devices seen within the essay. Specifically, the essay demonstrates little evidence of an effective introduction. (“I think that we should have healthier choices in the snack machines at our school. The reason for that is because I think the kids in this school are over eating or not eating healthy enough. We all need to watch what we eat as well as watch what we over eat.”) The essay does not contain effective supporting paragraphs. (“I think we can still have candy bars, cupcakes, and sugary sodas as long as we have water, more fruit, or more healthy choices. The lunch options at our school are more unhealthy then the machines and we need to make some changes.”) The essay does not include a strong conclusion. (“I like the salads a lot but they all have meat in them, and I think that we should change that. We should get more salads with NO meat, because most everyone here are vegetarians.”)

Language Use & Style

The essay demonstrates minimal language use and style. The writer uses poor language and word choice with little awareness of audience. In addition, the writer makes basic errors in sentence structure and usage. Specifically, the essay exhibits minimal descriptive and persuasive words and phrases to describe the opinion statement effectively. (“I think that we should have healthier choices in the snack machines at our school. The reason for that is because I think the kids in this school are over eating or not eating healthy enough.”) Sentences in the essay are not well structured. (“Like instead of pizza we should just stay with the Subs. The pizza is to greasy, we need to get better pizza or just take it off the menu.”) The variety of sentences in this essay is minimal. (“I like the salads a lot but they all have meat in them, and I think that we should change that. We should get more salads with NO meat, because most everyone here are vegetarians.”)

Mechanics & Conventions

The essay has minimal control of conventions and mechanics. It has patterns of errors in grammar, mechanics, punctuation, and spelling that substantially interfere with the communication of the message. There is minimal control of conventions and mechanics in this essay. There are patterns of errors in grammar, mechanics, punctuation, and spelling that substantially interfere with the communication of the writer’s message. The writer does not consistently compose sentences with a subject and a verb (an action), end each sentence with a punctuation mark, and begin each sentence with a capital letter. (“The lunch options at our school are more unhealthy then the machines and we need to make some changes. Like instead of pizza we should just stay with the Subs. The pizza is to greasy, we need to get better pizza or just take it off the menu. I like the salads a lot but they all have meat in them, and I think that we should change that. We should get more salads with NO meat, because most everyone here are vegetarians.”) The writer should click on MY Editor for more ways to improve his/her writing.

Score Point 1 - inadequately communicates the writer's message.**Model Essay**

i think that we should have more healthier choices at school because student dont get healthy food any were eals so i think that we should have healthy food at school and more healthier choices at school. my first reason is to be healthy my second reason is to have healthy choices my third reason is the students will fall asleep in class if they eat to much junk food. my frist reason is to be healthy studens need to be healthy.

**Commentary and Analysis
Focus & Meaning**

This essay demonstrates inadequate focus and meaning. The writer demonstrates almost no effort at stating a position and little effort is made to persuade his/her readers. The writer completes few or no parts of the task. In particular, the essay does not state a clearly-defined position about the issue and lacks awareness of audience by including slang, contractions, or other versions of informal language. (“i think that we should have more healthier choices at school because student dont get healthy food any were eals so i think that we should have healthy food at school and more healthier choices at school. my first reason is to be healthy my second reason is to have healthy choices my third reason is the students will fall asleep in class if they eat to much junk food. my frist reason is to be healthy studens need to be healthy.”)

Content & Development

This essay demonstrates inadequate content and development. The writer makes little or no attempt to use details to support his/her position. Furthermore, the writer does not consider readers’ opposing points of view or counterarguments. The essay does not include details to support the stated opinion. Likewise, there are no main ideas in the body paragraphs. At least three main ideas are not included as support for the argument. (“i think that we should have more healthier choices at school because student dont get healthy food any were eals so i think that we should have healthy food at school and more healthier choices at school. my first reason is to be healthy my second reason is to have healthy choices my third reason is the students will fall asleep in class if they eat to much junk food. my frist reason is to be healthy studens need to be healthy.”)

Organization

This essay demonstrates inadequate organization. The essay contains no evidence of structure with an introduction or conclusion. Also, there is no evidence of paragraphing and transitional devices within the essay. Specifically, the essay does not contain an effective introduction, effective supporting paragraphs, or a strong conclusion. (“i think that we should have more healthier choices at school because student dont get healthy food any were eals so i think that we should have healthy food at school and more healthier choices at school. my first reason is to be healthy my second reason is to have healthy choices my third reason is the students will fall asleep in class if they eat to much junk food. my frist reason is to be healthy studens need to be healthy.”)

Language Use & Style

This essay exhibits inadequate language use and style. The writer demonstrates unclear or incoherent language and word choice with no awareness of audience. The essay also contains major errors in sentence structure and usage. The essay does not exhibit descriptive and persuasive words and phrases to describe the opinion statement effectively. Descriptive and persuasive word choices are needed to answer questions such as who, what, when, where, why, and how within the essay. Also, sentences in the essay are not well structured. (“i think that we should have more healthier choices at school because student dont get healthy food any were eals so i think that we should have healthy food at school and more healthier choices at school. my first reason is to be healthy my second reason is to have healthy choices my third reason is the

students will fall asleep in class if they eat too much junk food. My first reason is to be healthy students need to be healthy.”)

Mechanics & Conventions

This essay demonstrates inadequate control of conventions and mechanics. There are errors so severe in grammar, mechanics, punctuation, and spelling that they significantly interfere with the communication of the writer’s message. In particular, the writer needs to make sure each sentence has a subject and a verb (an action), end each sentence with a punctuation mark, indent new paragraphs, and follow capitalization conventions. (“I think that we should have more healthier choices at school because students don’t get healthy food any where else so I think that we should have healthy food at school and more healthier choices at school. My first reason is to be healthy my second reason is to have healthy choices my third reason is the students will fall asleep in class if they eat too much junk food. My first reason is to be healthy students need to be healthy.”) The writer should click on MY Editor for more ways to improve his/her writing.

Homelessness in America

Last year, there were 3 million homeless people in this country. Considering the severity of the homeless problem in the United States, we are in dire need of a solution. There are many opinions regarding what is the best program or plan to help bring an end to homelessness in the United States.

What do you think can be done to help solve the problem of homelessness? In a well-organized essay, explain your solution to the homelessness problem.

Score Point 6 - very effectively communicates the writer's message.

Model Essay

Have you ever thought how many people are homeless in America? Picture all the people who are living in Chicago all homeless. There are three million people in America that are homeless and have no permanent home. There are homeless people living in the streets, abandoned houses, under trees and more places. Some people might think that the homeless are bad people and that they wasted their lives on gambling alcohol, and drugs. There are also good and innocent people out there. They may not have a home because they probably can’t afford one. Maybe they have no family or probably they lost their home to natural disasters such as the people who lost their homes due to Hurricane Katrina. America is doing whatever they can to help. We should too.

I also admit that there are still a lot of homeless people out there living on the streets, wandering around asking for a job and some food. You might be thinking that the government is not doing much for all the homeless people. I admit that the government can do more like give away shoes, clothes, and hot meals for the homeless to eat. That is why the government built shelters, so the homeless people have somewhere to go. Maybe you can help too, by donating used toys for kids that are homeless. Yes, there are also homeless kids out there who need education so they can make a living. A teacher should at least help out by giving time to teach children at a shelter. Yes, I know, this is America, who has time to go to a shelter to donate some time for the children, but think about this, you are doing a good cause. At least the children have a future if they are educated.

In my opinion, I think that the government is doing enough for the homeless. A lot of people donate clothes, shoes, and money. Even the government hosts food drives so they can feed the homeless. I think that the government is really helping out. At least the homeless can go somewhere to get food so they will not starve to death. They also have somewhere to live in as a temporary home. Like during a rainstorm, a homeless person has nowhere to go, so they would go to a shelter so they can stay dry and warm and get hot meals.

Some people probably lost their home due to Hurricane Katrina and they are now homeless. Their belongings are probably lost in the hurricane and they are left with nothing but the clothes on their backs. I was watching television and I saw that the military is using helicopters to drop off donations such as water, food, and clothing. I saw how much the donations meant to the victims and I was grateful that the people of America contributed money to help the victims. There are still many people that need our help.

Most of all, I think that America is helping out a lot because people are volunteering to build houses so the homeless people have some where to go. At least they have a roof above their heads. You know how much it costs to build a house? Here in California, it costs a lot of money. There are so many houses that cost like two hundred fifty thousand dollars. You also have to pay for the material that they are using, such as wood, paint, and the furniture. The government is all doing this just so they can help the homeless people. It is not only happening here in California, but around the United States. To me, that is not a selfish act, helping out other people I think it is a really nice thing to do. I am also sure that the homeless appreciate what the government is doing.

In conclusion, I think that the people of the United States of America are doing whatever they can to help. I'm sure that also the homeless people will be thankful for what they are doing. If the government keeps on helping the homeless, America would be a better place. Every person in America should get involved. Try donating food and clothing to the homeless shelter. Everyone should try to stop homelessness in America.

Commentary and Analysis **Focus & Meaning**

This author has cleverly constructed an insightful essay which vividly describes how we can alleviate the homelessness problem. (“Every person in America should get involved. Try donating food and clothing to the homeless shelter. Everyone should try to stop homelessness in America.”) He/she establishes and maintains the controlling idea (“In my opinion, I think that the government is doing enough for the homeless. A lot of people donate clothes, shoes, and money. Even the government hosts food drives so they can feed the homeless. I think that the government is really helping out.”) while describing what additionally could be done to help the homeless.

Content & Development

This author has written an essay that is well-developed and supported, including a variety of reasons as to why he/she believes America as a whole is doing an excellent job helping the homeless. (“Most of all, I think that America is helping out a lot because people are volunteering to build houses so the homeless people have some where to go. At least they have a roof above their heads. You know how much it costs to build a house? Here in California, it costs a lot of money. There are so many houses that cost like two hundred fifty thousand dollars. You also have to pay for the material that they are using, such as wood, paint, and the furniture. The government is all doing this just so they can help the homeless people.”) This author addresses the many contributions of Americans as well as where help can be improved, providing a well-rounded piece.

Organization

This essay demonstrates a unified structure with a clear introduction (“They may not have a home because they probably can’t afford one. Maybe they have no family or probably they lost their home to natural disasters such as the people who lost their homes due to Hurricane Katrina. America is doing whatever they can to help. We should too.”) and conclusion, as well as varied body paragraphs, each with a unique supporting detail. The body paragraphs transition well from one supporting detail to the next.

Language Use & Style

The author’s language use can be described as vivid and accurately chosen. The author wants the reader to focus on the positive things America is doing and the reasons why the homeless so desperately need our help. (“Some people probably lost their home due to Hurricane Katrina and they are now homeless. Their

belongings are probably lost in the hurricane and they are left with nothing but the clothes on their backs. I was watching television and I saw that the military is using helicopters to drop off donations such as water, food, and clothing. I saw how much the donations meant to the victims and I was grateful that the people of America contributed money to help the victims.”)

Mechanics & Conventions

With minimal noticeable errors in grammar (“You know how much it costs to build a house?”), spelling, or punctuation, this author demonstrates very effective control over the conventions and mechanics of writing.

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| Score Point 5 - strongly communicates the writer's message. |
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Model Essay

How can the richest nation in the world allow any of its citizens to live on "the street?" I see a man wrapped in dirty, worn blankets huddled in alleys or using bus stop shelters to protect themselves from the cold and inclement weather. I shiver as I feel the chill of the wind and I wonder how they must feel. I have talked to some of these people and I know their pain. We can not let homeless people live in the street because they have no money. We give other countries money for their problems when we have our own problems. Our homeless people can not be suffering because of us. Federal and state funds should be made available to provide free or low cost housing for our homelessness people.

For example we can make a kind of shelter or home especially for the homeless. People who live there have to work to get free housing. They will have to work forty-eight hours a week. We will only be able to provide shelter for one year and we will give them two thousand dollars to start a life. There will be a shelter in every state. Each state will have three shelters and it can hold up to three thousand people. The state funds will take money from taxes to pay these shelters.

Secondly we can take old military bases to give to the homelessness. There is already empty military bases that no one is using and nobody wants them. It will be a easy way to put the homeless people in because the military bases are there and we don't use them . They will be able to hold three thousand people and there will be four shelters in each state. The state will be in charged of the shelters and will pay for any additional cost.

There are many critics that will not want to give shelter to the homeless. There are also many critics of government funded program, but I say that if our people need help the government should put its people first. Also some critics say that the government can't afford to house the homeless but we can house the homeless and must take care of our needy; it must be a privity. Some critics say that if we give housing to our homeless that they will not take care of the housing that we we give them but the homeless will have to work so the state will provide housing for them.

As a result homelessness does really not need to be a big problem in America. Our government "for the people," must be in charge of this. They should take care of the homelessness. In the Statue of Liberty it is engraved, "Give me your poor....send these, the homeless, to me." Federal and state funds should be made available to provide free or low cost housing for our homeless. If we kept our word back then why can't we keep it now? It is not fair for our homeless to be treated like how they are treated. There is no reason why homeless people can't have a house.

Commentary and Analysis

Focus & Meaning

This author strongly communicates a message to the intended audience by establishing and maintaining a clear controlling idea. (“We can not let homeless people live in the street because they have no money. We give other countries money for their problems when we have our own problems. Our homeless people can not be suffering because of us. Federal and state funds should be made available to provide free or low cost housing for our homelessness people.”) A deep knowledge of the purpose and audience of the prompt is evident. (“In the Statue of Liberty it is engraved, “Give me your poor....send these, the homeless, to me.” Federal and state funds should be made available to provide free or low cost housing for our homeless.”)

Content & Development

In this essay, ideas are developed clearly by using sufficient appropriate details. (“For example we can make a kind of shelter or home especially for the homeless. People who live there have to work to get free housing. They will have to work forty-eight hours a week. We will only be able to provide shelter for one year and we will give them two thousand dollars to start a life. There will be a shelter in every state. Each state will have three shelters and it can hold up to three thousand people.”) This author addresses two main points and a counterpoint which allow the reader to fully understand his/her direct plan for alleviating the homeless problem. (“Secondly we can take old military bases to give to the homeless. There is already empty military bases that no one is using and nobody wants them.”)

Organization

In general, this essay demonstrates a mostly unified structure with a good introduction and conclusion. (“It is not fair for our homeless to be treated like how they are treated. There is no reason why homeless people can’t have a house.”) This author showcases a consistent use of transitional devices, which helps the essay flow from one body paragraph to the next. (“As a result homelessness does really not need to be a big problem in America. Our government “for the people,” must be in charge of this.”)

Language Use & Style

This author demonstrates appropriate language use and vivid word choice, with a clearly defined voice. (“I see a man wrapped in dirty, worn blankets huddled in alleys or using bus stop shelters to protect themselves from the cold and inclement weather. I shiver as I feel the chill of the wind and I wonder how they must feel. I have talked to some of these people and I know their pain.”) Use of well-structured sentences with some variety is evident.

Mechanics & Conventions

This author shows a clear understanding of the conventions and mechanics of standard written English. Few errors in grammar (“already empty military bases”), mechanics, punctuation, and spelling (“ingraved”) are evident, and they do not interfere with the message.

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| Score Point 4 - adequately communicates the writer's message. |
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Model Essay

Three million people are homeless. We can help, by devoting our time to donate. People are homeless because of many reasons like they go kicked out of their homes by parent or loved one, they didn't go to school, or because of constants fighting in the home. The three common reasons why of being poor is because 1, they get kicked out because of there lack of responsibility 2, they are addicted to drugs 3 they didn't go to school. Even thought they runaway or kicked out don't mean anyone should forget about them they still need help.

Some people are homeless because of there lack of being responsible and so say you live with a parent well if your not tonnage a job to supply yourself with food and clothes and you become lazy and sleep all day at your parents house there not gonna want you in there house. Its not there job to pickup after your messes. When you hit the age of 18 then you should be supporting your self. That is one reason of becoming homeless.

The second reason of becoming homeless is because of addiction to drugs. Parents don't want a kid who is addicted to drugs trust me. Some kids or adult have drug issues. Why would you like to sit at home all day and do drugs .It doesn't make you happy or feel safe it does nothing to help you in life. Doing drugs just kills your brain cells. If you want to make yourself happy then go to school get a good education make

good money then you can buy yourself a nice home, nice car, nice furniture, and nice clothes. Now if you do drugs then you will have none of these things in life you will just have a messed up life.

School education, some people say they don't need it, they say It wont help you in life but really without it you will have no future, your will not be able to go to collage, and without it you may get kicked out of your home. People think school education gives you nothing but you need it really bad. To get a job you need a collage degree. They always look on you application to see what school you went t, Without it you will not nothing and in life you at least need to now how to write, how to do math, and how to read .so going to school makes you a smart person and your parents will be proud of you if your successful if you want to stay in the same house with your parents then get an education as long as you do good in life then there let you stay in there home.

So all in all go to school and get an education, stay away from drugs, and be responsible. We can help those who are poor by donating can goods or clothes there are many places in America were you can donate things. So before you decided to throw you old clothes in the trash can think about those that are in the street and go and donate it to them.

Commentary and Analysis **Focus & Meaning**

In this essay, the author adequately communicates a message to the intended audience. Establishing a controlling idea in the introduction (“The three common reasons why of being poor is because 1, they get kicked out because of there lack of responsibility 2, they are addicted to drugs 3 they didn’t go to school. Even thought they runaway or kicked out don’t mean anyone should forget about them they still need help.”), the author demonstrates a basic understanding of the purpose and audience of the prompt.

Content & Development

The writer adequately develops ideas which support the clearly defined thesis. (“School education, some people say they don’t need it, they say It wont help you in life but really without it you will have no future, your will not be able to go to collage, and without it you may get kicked out of your home. People think school education gives you nothing but you need it really bad. To get a job you need a collage degree.”) This author fails, though, to develop his/her ideas fully with relevant details that address the prompt’s main question, how to alleviate the homelessness problem.

Organization

This essay demonstrates a generally unified structure with a noticeable introduction, but the conclusion is simply an appeal to the homeless themselves, rather than a final plea of persuasion. (“So all in all go to school and get an education, stay away from drugs, and be responsible. We can help those who are poor by donating can goods or clothes there are many places in America were you can donate things. So before you decided to throw you old clothes in the trash can think about those that are in the street and go and donate it to them.”)

Language Use & Style

In this essay, the author demonstrates appropriate language use and word choice. Writing in a style that is appropriate for this audience, the author generally uses correct sentences, but with minimal variety. (“If you want to make yourself happy then go to school get a good education make good money then you can buy yourself a nice home, nice car, nice furniture, and nice clothes. Now if you do drugs then you will have none of these things in life you will just have a messed up life.”)

Mechanics & Conventions

This author maintains adequate control of the conventions of writing. Few errors in grammar (“there not gonna want you”), punctuation, or spelling (“tonnage”) are evident in this essay, but they do not interfere with the author’s intended message.

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| Score Point 3 - partially communicates the writer's message. |
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Model Essay

What do you think can be done to help solve the problem of the homeless? They need our help because they need shelter, at least a job and a special program made for them. Many people are searching for money and that is when people are now homeless. There is a lot of people in the world that are homeless. I wonder that if homeless people have families because probably there families will help them.

Homeless people are in the streets begging for extra change, that is why they need shelter. Shelter would help them sleep well in a bed. Homeless people are using cart boards, newspaper and plastic. They deserve a bed to sleep in like us. Shelter can give them free food so they could eat because that is how they turn skinny.

They need a job so they could feed there own selves. Sometimes there are women with children without a home and they need a job to feed them. That is what job are for, so they would have money to have a home and feed their children and themselves. People may think that the homeless are just lazy and turn to drugadictation, but sme homeless lost their job and that is when they start begging for money.

The homeless should have a program made for them. The should have rooms for diffrent people of their diffrent situations. For example people that likes drugs they should be in rehaved. Or the homeless that wants a job should study. I think homeless people should have a job instead of begging for money.

Commentary and Analysis

Focus & Meaning

This essay only partially communicates a clear message. The author establishes a controlling idea (“They need our help because they need shelter, at least a job and a special program made for them. Many people are searching for money and that is when people are now homeless”), but demonstrates little understanding of the purpose and audience.

Content & Development

The author supplies some details to support the central idea, but only develops ideas briefly and inconsistently. (“Homeless people are in the streets begging for extra change, that is why they need shelter. Shelter would help them sleep well in a bed. Homeless people are using cart boards, newspaper and plastic. They deserve a bed to sleep in like us. Shelter can give them free food so they could eat because that is how they turn skinny.”) In order for this essay to be successful, the author needs to discuss in depth how we can solve the homelessness problem.

Organization

This essay contains a clear introduction, but a clear conclusion is not evident. While the supporting details are generally organized, two of them are combined into the second body paragraph. (“They need a job so they could feed there own selves. Sometimes there are women with children without a home and they need a job to feed them. That is what job are for, so they would have money to have a home and feed their children and themselves. People may think that the homeless are just lazy and turn to drugadictation, but sme homeless lost their job and that is when they start begging for money.”) These could be separated to make a third, more convincing body paragraph.

Language Use & Style

This essay demonstrates simple language use with minimal awareness of audience. (“Shelter would help them sleep well in a bed.”) Minimal word choice and sentence variety are also evident. (“For example people that likes drugs they should be in rehaved. Or the homeless that wants a job should study.I think homeless people should have a job instead of begging for money.”)

Mechanics & Conventions

This author shows limited control over the conventions and mechanics of writing. Several noticeable errors in grammar (“That is what job are for”), mechanics, and spelling (“diffrent”) may interfere with the communication of the message.

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| <p>Score Point 2 - limited in communication of the writer's message.</p> |
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Model Essay

I understand that last year there were 3million homeless people in america. I think you should let the homeless people get a job because it gives them food a house to live on. A job could get you into college so you could get a good degre so they could pay you better in the job the homeless have. College could help th homeless because education gets you a job.homeless need a job because it gives them a better live for them to live untl they go to another place so they could retyer.

A job could help the homeless pay theri house they rented like paying the rent there bills of tellofone or heat in the house. Also the job the homless have could ghange there live for ever

Commentary and Analysis

Focus & Meaning

This essay suggests a controlling idea (“I think you should let the homeless people get a job because it gives them food a house to live on.”), but demonstrates minimal understanding of the purpose and audience. The author completes few parts of the task.

Content & Development

The author of this essay is unsuccessful at developing ideas completely and adequately. This essay lacks details to support ideas. (“A job could get you into college so you could get a good degre so they could pay you better in the job the homeless have. College could help th homeless because education gets you a job.”)

Organization

This essay lacks a unified structure since it is only an introduction and body paragraph combined. (“I understand that last year there were 3million homeless people in america. I think you should let the homeless people get a job because it gives them food a house to live on. A job could get you into college so you could get a good degre so they could pay you better in the job the homeless have.”) There is no evidence of a conclusion.

Language Use & Style

The language used in this essay is adequate, but much like the essay itself, it is short and to the point with many mistakes. Inadequate sentence structure and word choice are evident in this short essay. (“A job could help the homeless pay theri house they rented like paying the rent there bills of tellofone or heat in the house. Also the job the homless have could ghange there live for ever ”)

Mechanics & Conventions

The writer shows inadequate control over the conventions and mechanics of writing. Many errors in grammar (“it gives them food a house to live on”), mechanics, punctuation, and spelling (“retyer”) are evident, which interfere with the communication of the message.

Score Point 1 - inadequately communicates the writer's message.

Model Essay

Homelessness in America is a big problem now a days. The price in gas has gone up.and the cost of renting an apartment is about the same as if you were buying a house in a nice area.

Commentary and Analysis **Focus & Meaning**

In this essay, the writer makes the introductory statement (“Homelessness in America is a big problem now a days.”) but does not support the idea. The author demonstrates no understanding of purpose and audience.

Content & Development

The writer begins to respond to the prompt by giving a detail regarding why someone might be homeless, but fails to develop ideas completely. (“The price in gas has gone up.and the cost of renting an apartment is about the same as if you were buying a house in a nice area.”) This essay lacks coherent supporting details that directly address the prompt.

Organization

There is no evidence of a unified structure in this essay, which lacks a meaningful introduction and conclusion. The author states an introductory statement, but fails to develop it into a multi-paragraph essay.

Language Use & Style

Although the language is not unclear or incoherent, this author lacks variety in sentence structure and word choice. This can only be accomplished by providing details.

Mechanics & Conventions

Due to the length of this short response, it is unclear whether or not this author understands the conventions and mechanics of standard written English. Few errors in grammar (“now a days”), punctuation, or spelling are evident in this piece.

How to Handle a Bully

Imagine that one of your friends is being bullied in school and is unsure of what to do about the situation. He or she has asked for your help. Should your friend speak to an adult at school about this situation?

Write a letter to your friend in which you suggest ways that he or she could end the bullying. Be sure to support your opinion with examples and/or reasons from your personal experience or readings.

Score Point 6 - very effectively communicates the writer's message.**Model Essay**

Dear Friend,

I am glad that you had enough trust in me to talk to me about your problems. Bullying is a very serious problem. I will try to help you in every way I am able to. Although I am very young I know that for a fact we can't resolve some problems on our own. Therefore, I think that you should talk to an adult.

To commence, I strongly suggest that you speak to an adult about your problems. You could speak to a teacher or a parent, I know that anyone would be most willing to help. Adults have much more experience and they can help you find a way to resolve your problems. For example in the 4th grade there was this student. He was constantly getting bullied by some of his classmates, he was smart enough to ask his teacher for help. His teacher immediately informed the guidance counselor. His teacher and the counselor arranged for a parent meeting, they conversed about the issue and resolved their problems in a mature way. That was the best way because the adults knew exactly how to handle the problems. That is why you should speak to an adult about your problems.

To continue, you should talk to an adult about your problems because if you don't violence may seem like an easy way out for you. It is not and there are many events in history that can prove that. For example, a few months ago there was a situation that relates to the consequences that NOT speaking to an adult may cause. I was walking up the staircase and suddenly I felt a push from behind and luckily landed in my best friend's arms. If it wasn't for her fast thinking I would have landed face first into the ground. As soon as I got up a girl was aiming at my face with her hands clenched into a fist. I immediately tried to stop her by pushing her back. My friend took me and directed me to the principal's office, as soon as I got there I told our principal. He said that he would resolve this in the morning due to the fact that the girl had already left. I know that I was not in the position to tease her because she wasn't my friend. To make this long story short, I learned that bullying some one only makes you a bad person, but taking matter into your own hands does not make you any better of a person than the person teasing you.

Finally, you should talk to an adult about you problems because it is not healthy to keep it bottle inside of you. Talking is always the answer because when you talk to someone you let your feelings out. You become calmer when you think things thought with someone's point of view that is not in the problem. Different opinions often help resolve the issues some one has. It relives the stress and the weight you feel you have on your shoulders. You can't the adults that surround you for granted, they are their for a specific reason...to help you. For example the shooting in Columbine a few months back was caused by two young boys that did not get the adequate help. The two boys were constantly teased and pranked on. One day they just had enough. Unfortunately they decided to shoot everyone in their school, many people died. This is the result of keeping feelings bottled inside, do you want to come to a point like this? Therefore you should speak to an adult about your problems because it is not healthy to keep ALL your feelings to yourself.

In conclusion, you should speak to an adult about your problems because fortunately they know what they have to do. We are to immature and young to comprehend many things, they do, they can help. Adults won't judge you, they won't scream at you, they will try to understand you. Please speak to an adult about your troubles.

Your dear friend,
M

Commentary and Analysis
Focus & Meaning

This author has cleverly constructed an insightful essay which reveals how to handle a bully by talking to an adult. ("Bullying is a very serious problem. I will try to help you in every way I am able to. Although I

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am very young I know that for a fact we can't resolve some problems on our own. Therefore, I think that you should talk to an adult.”) He/she establishes and maintains a controlling idea (“To commence, I strongly suggest that you speak to an adult about your problems. You could speak to a teacher or a parent, I know that anyone would be most willing to help. Adults have much more experience and they can help you find a way to resolve your problems.”) while giving persuasive reasons and examples for support.

Content & Development

This author has written an essay that is well-developed, strongly supported, and includes a variety of reasons as to why he/she believes getting the aid of an adult is best in a situation with a bully. (“For example in the 4th grade there was this student. He was constantly getting bullied by some of his classmates, he was smart enough to ask his teacher for help. His teacher immediately informed the guidance counselor. His teacher and the counselor arranged for a parent meeting, they conversed about the issue and resolved their problems in a mature way.”) This author gives examples from real life situations as proof to support his/her thesis. (“The two boys were constantly teased and pranked on. One day they just had enough. Unfortunately they decided to shoot everyone in their school, many people died. This is the result of keeping feelings bottled inside, do you want to come to a point like this? Therefore you should speak to an adult about your problems because it is not healthy to keep ALL your feelings to yourself.”)

Organization

This essay demonstrates a unified structure; it has a clear introduction (“I am glad that you had enough trust in me to talk to me about your problems. Bullying is a very serious problem. I will try to help you in every way I am able to. Although I am very young I know that for a fact we can't resolve some problems on our own. Therefore, I think that you should talk to an adult.”), conclusion, and several varied body paragraphs, each with a unique supporting detail. The body paragraphs flow smoothly from one topic to the next because of this author's use of transitional phrases: to commence, finally, in conclusion.

Language Use & Style

The author's language use can be described as artful, enticing, and accurately chosen. The author wants the reader to understand the many benefits of asking an adult for help with a bully. (“She was aiming at my face with her hands clenched into a fist. I immediately tried to stop her by pushing her back. My friend took me and directed me to the principal's office, as soon as I got there I told our principal. He said that he would resolve this in the morning due to the fact that the girl had already left.....To make this long story short, I learned that bullying someone only makes you a bad person, but taking matter into your own hands does not make you any better of a person than the person teasing you.”) This author demonstrates varied sentence structure and a strong awareness of his/her audience.

Mechanics & Conventions

By producing an essay with minimal noticeable errors in grammar (“For example in the 4th grade *their* was”), spelling, or punctuation, this author demonstrates very effective control over the mechanics and conventions of writing.

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| Score Point 5 - strongly communicates the writer's message. |
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Model Essay

Dear Friend,

I think in order to handle a bully you have to handle them a correct way. My first reason is that you should show them who's the tough one there. My second reason is that being scared of them is doing you no good because then they'll take advantage of that. I don't think you should be scared of them anymore

because they're just like you. My third reason is that you shouldn't be scared of telling on them because they're not going to do anything to you anymore.

First, you should show them who's the tough one there because if you don't then they're going to control you. You should control them they shouldn't control you because you're the oldest. You should sit the bully down and talk to him/her because they'll probably listen to you. If you're scared of them you shouldn't be scared of them anymore because they're just like you. I think you should speak to an adult about the situation that's happening because they'll probably take care of it.

Secondly, being scared of the bully is doing you no good because they just want to scare you. Handling a bully isn't so tough because all you're doing is trying to help him/her. You should try to give the bully advice so they wouldn't bully anybody. Giving the bully advice is good because him/her will probably take the advice you're giving them. If the bully doesn't take your advice then I think you should send them to the student councilor.

Thirdly, you shouldn't be scared of telling on them because what if they're doing what they aren't suppose to be doing? Then I think you should tell on them. You should tell on them because what if they're hurting somebody in some type of way? You just can't pretend that you didn't see anything. You're going to have to speak up because you can't keep your mouth shut if that's happening to somebody.

Finally, you really don't have to do what I asked you to do but I'm just giving you advice. I just don't want them to hurt you like they're hurting other children. I think that being bullied by someone else is an abuse. If something like that is happening to you I think you should tell your principal. The principal will take care of that because the principal will probably kick them out of the school.

Sincerely,
J

Commentary and Analysis **Focus & Meaning**

This author strongly communicates a message to the intended audience by establishing and maintaining a clear controlling idea. (“I think in order to handle a bully you have to handle them a correct way. My first reason is that you should show them who's the tough one there. My second reason is that being scared of them is doing you no good because then they'll take advantage of that. I don't think you should be scared of them anymore because they're just like you. My third reason is that you shouldn't be scared of telling on them because they're not going to do anything to you anymore.”) The author’s knowledge of the purpose and audience of the prompt is evident.

Content & Development

In this essay, the author develops ideas clearly by using sufficient appropriate details. (“Then I think you should tell on them. You should tell on them because what if they're hurting somebody in some type of way? You just can't pretend that you didn't see anything. You're going to have to speak up because you can't keep your mouth shut if that's happening to somebody.”) This author addresses three main points which allow the reader to fully understand how to handle a bully. (“My first reason is that you should show them who's the tough one there. My second reason is that being scared of them is doing you no good because then they'll take advantage of that. I don't think you should be scared of them anymore because they're just like you. My third reason is that you shouldn't be scared of telling on them because they're not going to do anything to you anymore.”)

Organization

In general, this essay demonstrates a mostly unified structure with a good introduction and conclusion. (“Finally, you really don't have to do what I asked you to do but I'm just giving you advice. I just don't

want them to hurt you like they're hurting other children. I think that being bullied by someone else is an abuse. If something like that is happening to you I think you should tell your principal.”) This author showcases a consistent use of sequential transitional devices, which helps the essay flow from one body paragraph to the next. (“First, you should show them who's the tough one there because if you don't then they're going to control you.”)

Language Use & Style

This author demonstrates appropriate language use, good word choice, and a clearly defined voice. (“You should control them they shouldn't control you because you're the oldest. You should sit the bully down and talk to him/her because they'll probably listen to you. If you're scared of them you shouldn't be scared of them anymore because they're just like you. I think you should speak to an adult about the situation that's happening because they'll probably take care of it.”) The author's use of well-structured sentences with some variety is evident.

Mechanics & Conventions

This author shows a clear understanding of the mechanics and conventions of standard, written English. Few errors in grammar (“them who's the tough one there”), mechanics, punctuation, and spelling are evident, but they do not interfere with the message.

Score Point 4 - adequately communicates the writer's message.

Model Essay

Dear Friend,

Are you getting hurt when you get bullied? Well I know that you are being bullied and that is why I am here writing this letter to give you some advice. If you really want to stop getting bullied you should really tell a teacher or a parent or even anyone who is an adult. That is the number one thing you should do. Another thing you should do is go to a guidance counselor so they can find the problem between you and the person, and the bullying will stop. The last thing you can do is you can talk and ask with the person why they are bullying you And they might tell you.

You should ask an adult because if this situation continue then it will end up into a violence situation and then peer pressure. This reminds me of a movie I saw a boy and his girlfriend was pressured to jump onto train tracks. And when they jump they live butunfortually on the other tracks the train hit them and they died together because of bullying. So if someone is bullying you and pressuring you just let someone know so it can stop. This example is important because if you don't let a adult know then the same will happen to you.

Another thing you can do is you can also go to a guidance counselor and they will find the main problem with you and the bully. Maybe you did something to them that made them think and just start to bully people. Sometimes its not the person fault of way they bully you. Its maybe because of what is going on in their home. Maybe if they go to the guidance conculer they would get the help they need and stop bullying you. This boy in a book started bullying kids because his mother use to things that wasn't good. This is important because it wasn't his fualt his mother

The last thing you can do is go to that person and ask them why they are bullying you. And I hope that they will talk to you and tell you what is going on and why they are bullying. Maybe they will tell you maybe they will keep on bothering you. You can just hope they will start to be your friends. For example when I was in school I use to get bullied. And I went to the bully and I ask them why they bullied me and they said that they do it for fun. So I left them alone.

So if someone is bothering you just so you know you can just tell an adult. You can let a guidance conuealer and talk to them so they can understand. Or you can talk to the person that is bothering you to stop or ask them why they are bullying you.

Your Friend,

A

Commentary and Analysis

Focus & Meaning

In this essay, the author adequately communicates a message to the intended audience. By establishing a controlling idea in the introduction (“If you really want to stop getting bullied you should really tell a teacher or a parent or even anyone who is an adult. That is the number one thing you should do. Another thing you should do is go to a guidancer so they can find the problem between you and the person, and the bullying will stop. The last thing you can do is you can talk and ask with the person why they are bullying you And they might tell you.”), the author demonstrates a basic understanding of the purpose and audience of the prompt.

Content & Development

The writer adequately develops ideas which support the clearly defined thesis. (“The last thing you can do is go to that person and ask them why they are bullying you. And I hope that they will talk to you and tell you what is going on and why they are bullying. Maybe they will tell you maybe they will keep on bothering you. You can just hope they will start to be your friends. For example when I was in school I use to get bullied. And I went to the bully and I ask them why they bullied me and they said that they do it for fun. So I left them alone.”) However, the author fails to develop his/her ideas fully with convincing supporting details.

Organization

This essay demonstrates a generally unified structure with a noticeable introduction, but the conclusion simply repeats the introduction. (“So if someone is bothering you just so you know you can just tell an adult. You can let a guidance conuealer and talk to them so they can understand. Or you can talk to the person that is bothering you to stop or ask them why they are bullying you.”) This author does, however, include three body paragraphs and uses some transitional phrases.

Language Use & Style

In this essay, the author demonstrates appropriate language use and word choice. The author writes in a style that is appropriate for his/her audience and generally uses correct sentences, with minimal variety. (“You should ask an adult because if this situation continue then it will end up into a violence situation and then peer pressure. This reminds me of a movie I saw a boy and his girlfriend was pressured to jump onto train tracks. And when they jump they live butunfortually on the other tracks the train hit them and they died together because of bullying.”)

Mechanics & Conventions

This author has adequate control of the mechanics and conventions of writing. However, some errors in grammar (“you can do is you can talk and ask with the person why they are bullying you And they might tell you.”), punctuation, and spelling (“conculer”) do detract from the message of this essay.

Score Point 3 - partially communicates the writer's message.

Model Essay

Dear friend,

I heard that you are a little girl scared of the boys in that school telling me that you are being bully but I will help you get over that person who is doing that to you in the following stamens.

The first thing I think you should do is tell your mom or someone in your school like a teacher aid because if you do not tell no one this bully will keep doing the same thing over and over for example I know some how had the same problem as you but he did not tell no one so the bully kept bullying him.

The second thing I think you should do is talk to the bully who is doing this to you the reason why I say do that is because sometime if you talk to the bully your self he might except what you is talking about for example my friend was getting bullied by someone in he talk to the bully faced to faced in the bully stop doing what he was doing.

The third thing I think you should do is handle it the way you want to fighting are anything because that mean that no one did nothing about it the reason why I say this because I use to get bullied by people in the first thing I wanted to do is fight and he did not what to mess with me again.

So those are the things I think you should do and I hope things get better for you.

SINCERELY I

Commentary and Analysis **Focus & Meaning**

This essay only partially communicates a clear message. The author establishes a controlling idea (“I heard that you are a little girl scared of the boys in that school telling me that you are being bully but I will help you get over that person who is doing that to you in the following stamens.”), but he/she demonstrates little understanding of the purpose and audience.

Content & Development

The author supplies some details to support the central idea, but only develops these details briefly and inconsistently. (“The first thing I think you should do is tell your mom or someone in your school like a teacher aid because if you do not tell no one this bully will keep doing the same thing over and over for example I know some how had the same problem as you but he did not tell no one so the bully kept bullying him.”) In order for this essay to be successful, the author needs to not only give advice on how to stop the bully, but must also give relevant examples for support in order to persuade the reader.

Organization

This essay contains a clear introduction. Unfortunately, it has only a single-sentence conclusion and fails to leave the reader with a strong impression. (“So those are the things I think you should do and I hope things get better for you.”) The author should restate his/her main points to make a final plea to the reader. However, the author does use three body paragraphs and sequential transitions: first, second, and third.

Language Use & Style

This essay demonstrates simple language use and minimal awareness of audience. (“The third thing I think you should do is handle it the way you want to fighting are anything because that mean that no one did nothing about it the reason why I say this because I use to get bullied by people in the first thing I wanted to do is fight and he did not what to mess with me again.”) Minimal word choice and lack of sentence variety are also evident—most of the author’s sentences are run-ons.

Mechanics & Conventions

This author shows limited control over the mechanics and conventions of writing. Several noticeable errors in grammar (run-on sentences throughout the essay), mechanics, and spelling interfere with the communication of his/her message. (“The first thing I think you should do is tell your mom or someone in your school like a teacher aid because if you do not tell no one this bully will keep doing the same thing

over and over for example I know some how had the same problem as you but he did not tell no one so the bully kept bullying him.”)

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| Score Point 2 - limited in communication of the writer's message. |
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Model Essay

Dear Friend,

Are you being bully around ? If you is you need to go tell a teacher or your parents or someone.If you don't tell someone all the bully going to do is bully you some more. You should get one of your close friends to go talk to the person in see why he or she keep on bullying you. For example when I was getting bully around one of my friends when and talk to the bully and see why he keep on bullying me and he said because she don't stand up to me and show me that she is not scared.When he said that I went up to him and said stop messing with me because I am not scared of you.You should stand up to the person or get a friend to talk to him or she and see how it go. If it does not go away then go to an adult for help like a teacher or someone at home.A bully will always be a bully. But you can stand up to that bully. Stand up to that bully in a nice way not a mean way. Do not give up, keep trying to get help and stop the bullying. I will be there to support you.

Commentary and Analysis Focus & Meaning

This essay suggests a controlling idea (“Are you being bully around ? If you is you need to go tell a teacher or your parents or someone.If you don't tell someone all the bully going to do is bully you some more.”), but it demonstrates minimal understanding of the purpose and audience. The author completes few parts of the task.

Content & Development

The author of this essay is unsuccessful at developing ideas completely and adequately. This essay lacks details to support ideas. (“A bully will always be a bully. But you can stand up to that bully. Stand up to that bully in a nice way not a mean way. Do not give up, keep trying to get help and stop the bullying.”)

Organization

This essay lacks a unified structure; it consists of a single introductory paragraph with supporting details. The introduction includes a strong thesis, but the author fails to support his/her ideas in detailed body paragraphs. (“Are you being bully around ? If you is you need to go tell a teacher or your parents or someone.If you don't tell someone all the bully going to do is bully you some more. You should get one of your close friends to go talk to the person in see why he or she keep on bullying you.”) There is no evidence of a conclusion.

Language Use & Style

The language used in this essay is adequate, but the sentence structure tends to be repetitious. Sentences are long-winded, and errors are abundant in usage and word choice. (“For example when I was getting bully around one of my friends when and talk to the bully and see why he keep on bullying me and he said because she don't stand up to me and show me that she is not scared.When he said that I went up to him and said stop messing with me because I am not scared of you.”)

Mechanics & Conventions

The writer shows minimal control over the mechanics and conventions of writing. A few errors in grammar (“why he or she keep on bullying you.”), mechanics, punctuation, and spelling are evident and interfere with the communication of the message.

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| <p>Score Point 1 - inadequately communicates the writer's message.</p> |
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Model Essay

Dear friend,

I think you should talk to an adult at school about the sitchation to let them know what is going on. For one you should learn how to stand up for your self. Ask your parents for advice about handling this bully. Another reason for having them not interfering is that people will have more respect for you if you can handle a bully.

Commentary and Analysis

Focus & Meaning

In this essay, the writer makes the introductory statement (“I think you should talk to an adult at school about the sitchation to let them know what is going on.”) but does not support the idea. The author demonstrates no understanding of purpose and audience.

Content & Development

The writer begins to respond to the prompt but fails to develop ideas completely. (“For one you should learn how to stand up for your self. Ask your parents for advice about handling this bully. Another reason for having them not interfering is that people will have more respect for you if you can handle a bully.”) This essay lacks coherent supporting details that directly address the prompt.

Organization

There is no evidence of a unified structure in this essay; it lacks a meaningful introduction and conclusion. The author states a thesis, but he/she fails to develop it into a multi-paragraph essay. (“I think you should talk to an adult at school about the sitchation to let them know what is going on. For one you should learn how to stand up for your self. Ask your parents for advice about handling this bully. Another reason for having them not interfering is that people will have more respect for you if you can handle a bully.”)

Language Use & Style

Although this essay is short and to the point, the author’s language use and word choice are adequate. (“I think you should talk to an adult at school about the sitchation to let them know what is going on. For one you should learn how to stand up for your self. Ask your parents for advice about handling this bully.”)

Mechanics & Conventions

Due to the length of this short response, it is unclear whether or not this author understands the mechanics and conventions of standard, written English. Some errors in grammar, punctuation, and spelling (“sitchation”) are evident in this piece.

Is Lying Always Bad?

Many people believe that lying is one of the worst things a person can do. They view it as something that hurts everyone and eventually destroys or consumes the person that lies. Others believe that lying can sometimes be the best way to handle a situation. They view it as protecting someone's feelings or calming a difficult situation. Many people in our lives share the belief that sometimes the truth is not in everyone's best interest. Have you ever been in a situation in which the truth was harmful? Is it sometimes in everyone's best interest to tell a lie?

Decide whether or not you believe that sometimes it is in everyone's best interest to lie. Then, in a detailed essay, defend your position. Include facts and examples for support.

Score Point 6 - very effectively communicates the writer's message.

Model Essay

Most people don't know what lying means. If somebody asks you something and you don't tell them the truth, then you're lying to them. If you leave out something, it doesn't mean you're lying to them. That is not a bad thing because you're only telling them a half truth. It is true though that lying is always bad. Lying leads to more lies, can cause conflicts, and ultimately you can lose people's trust.

The first reason lying is bad is that you will lose people's trust. People that you are about will know you as a liar and won't trust you. Is that what you want? Then, you will regret lying to them because when you are telling the truth, they won't believe you. After that, those people will never tell you anything again. For example, if you get invited to a slumber party with some girls, and they start talking about a boy, you'll have no idea what they are talking about and they won't tell you. You would feel left out because you are the only person who doesn't have a clue of what they are talking about.

Secondly, lying will only lead to more lies. Everybody has lied before and they know that it's true. If you lie once, you think it's OK to lie a second time or a third or a fourth and so on. After a while, lying becomes customary. You will get disappointed with yourself and you will regret it. Your conscience won't leave you alone until you tell the truth and then people will get mad at you and it will be fatiguing. You won't be able to stop even if you wanted to. For example, if you take your parents car and you crash it, and then you say that it was stolen, you will regret it later. Your parents will probably freak out looking for the car when it's not true. You'll feel bad inside. Then, lying will be a habit. That is something very difficult to break out of. Do you really want to be addicted to lying? Think about it because no one wants a liar.

My third and last reason is that lying will cause conflicts and can complicate your life. Your friends will be very bitter. Other people that maybe you don't even know can get mad at you. For example, if a lady asks you if you think she is pretty and you say yes, even though you might think she is hideous, that lady can ask someone else and that person might say the truth, now both the lady and that other person will think that you are not honest. Then, to cover that up, you are going to lie some more. Another example would be if you like two girls and one girl asks you if you like something and you say no, and then the other girl asks you the same thing and you say yes just to impress her or to be like her, if both girls find out, you won't get neither of them because you are a big fat liar! Those girls could actually start fighting over you. You would just want to run away like a coward and not get in between. All this wouldn't have happen if you hadn't lied.

Some people might say that lying is sometimes justified. They might say that it is OK to lie to protect someone you love. Even in this circumstance however, it is not OK to lie. If a friend of yours did something wrong and you lie to protect them, then two wrongs have been done and as we know, two wrongs don't make a right. If you care about your friend, you might stay silent, but it is never right to lie for them.

Ultimately, we can say that lying is always bad. Most people would want to hear the truth from friends than from strangers. You would lose people's trust. If you lie once, you won't be able to stop even if you wanted to. Eventually, lying becomes an unbreakable habit. People become addicted to lying. Finally, lying causes great conflicts. Some, you won't be able to get out of. Other conflicts can ruin your whole life. People lie because they aren't strong enough to face the truth. You have to live your life to the fullest because you won't get another one, but live it so there's nothing you regret.

Commentary and Analysis **Focus & Meaning**

The essay has very effective focus and meaning. It establishes and maintains an insightful opinion or thesis statement to effectively persuade readers. It demonstrates a thorough understanding of purpose and audience and completes all parts of the task; it may even go beyond the limits of the task. The writer grabs the readers' attention by effectively using a question, a quotation, or a surprising fact at the beginning of the introduction. In this case, the author introduces the topic by defining what a lie is and decrying critics who partake in lies. All of the details used in the essay effectively relate to the writer's opinion. The writer effectively uses words that are appropriate for his/her audience; the writer does not use slang, contractions, or other versions of informal language. The writer's thesis creatively states what he/she believes about the issue. Throughout the essay, the author concentrates on supporting the thesis. ("Everybody has lied before and they know that it's true. If you lie once, you think it's OK to lie a second time or a third or a fourth and so on. After a while, lying becomes customary. You will get disappointed with yourself and you will regret it. Your conscience won't leave you alone until you tell the truth and then people will get mad at you and it will be fatiguing.")

Content & Development

The essay has very effective content and development. It effectively develops arguments, using a wide variety of specific, accurate, and relevant details to support the writer's position. It convincingly addresses readers' opposing points of view or counterarguments. The essay addresses readers' concerns by effectively responding to those who might disagree with the author's own opinion. The writer restates questions and counterarguments, effectively adding more detail for his or her reasons and support. The writer starts a paragraph with a counterargument and opposes it throughout the paragraph. The writer uses a variety of facts, examples, and anecdotes to support the thesis. These details are convincing and always support the main idea. The author's thesis is intellectually challenging to readers and asks them to question their own position on the issue. ("Eventually, lying becomes an unbreakable habit. People become addicted to lying. Finally, lying causes great conflicts. Some, you won't be able to get out of. Other conflicts can ruin your whole life. People lie because they aren't strong enough to face the truth. You have to live your life to the fullest because you won't get another one, but live it so there's nothing you regret.")

Organization

The essay has very effective organization. It demonstrates a cohesive and unified structure with an engaging introduction and a strong conclusion. There is effective use of paragraphing and transitional devices throughout. The essay's introduction effectively provides background information to help readers understand the issue. The writer effectively uses clever ways and transitions to move from one reason or idea to the next. Details in each paragraph relate to the paragraph's topic sentence. Reasons are presented in a logical order. The conclusion effectively sums up the essay's main points in the argument and gives readers something to think about. ("Other conflicts can ruin your whole life. People lie because they aren't strong enough to face the truth. You have to live your life to the fullest because you won't get another one, but live it so there's nothing you regret")

Language Use & Style

The essay has very effective language use and style. It demonstrates precise language and word choice, a defined voice, and a clear sense of audience. It also uses well-structured and varied sentences. The writer effectively uses language to make his/her writing more persuasive. The writer uses varied sentences in the essay by making or adding sentences with exclamations or questions, or combining sentences with conjunctions and/or semicolons. The language and tone are consistent. Coherent style and tone ensure readers thoroughly understand how the main and supporting points of both paragraphs are related and how they strengthen the controlling point/thesis statement of the essay. (“Other people that maybe you don't even know can get mad at you. For example, if a lady asks you if you think she is pretty and you say yes, even though you might think she is hideous, that lady can ask someone else and that person might say the truth, now both the lady and that other person will think that you are not honest.”)

Mechanics & Conventions

The essay has very effective control of conventions and mechanics. It has few or no errors in grammar, mechanics, punctuation, and spelling. For example, each sentence has a subject and a verb (an action), each sentence ends with a punctuation mark, each paragraph is distinguished by a line break or indentation, and each sentence begins with a capital letter. (“People that you are about will know you as a liar and won't trust you. Is that what you want? Then, you will regret lying to them because when you are telling the truth, they won't believe you.”)

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| Score Point 5 - strongly communicates the writer's message. |
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Model Essay

Is lying a good thing? Is lying a bad thing? Some people lie all of the time, some people lie sometimes, and some don't lie at all. Most people do lie. Lying is something needed to get through life. Without it lying the world would be a very different. I believe that lying is a beneficial thing and that it's needed to get through life. Lying is a beneficial thing because it can be used to buy time, to protect someone, and to prevent conflict.

My first reason for why I think lying is good is because you can use it to buy time. Every body needs to buy time some time in their life. Like when you have a surprise party. When this happens you want the person the party is for to believe something that isn't true like you can tell them you need to go visit somebody and you want them to come with you. You might also need to buy time when you want to solve a problem. Maybe the problem is that you didn't want to do your English report. Then you can tell the teacher you don't have a computer and they might give you more time. My last scenario for buying time is if you want to put off a fight. Nobody should be fighting because that is an easy way to get in trouble, or hurt. So you can tell someone that the one of the people going to fight left so that the other one leaves before the fight. Maybe you can lie and say that you don't feel well if you're going to fight. Then you can tell an adult about the fight so that they can prevent the fight and nobody gets hurt.

My next reason why I think lying is good is that you can use it to prevent conflicts. Like in my last reason, buying time, you can use lying to prevent a fight. But instead of buying time you can totally prevent it. So you can just lie to the person and just forget about them. You can also use lying to prevent arguments or disagreements. Or you can stop a fight even before you got into a conflict. For example, if someone disagrees with you then you can just lie and say you agree with them. Maybe if you feel a conflict coming up then you can say you have something to do, or someone is calling you.

My final reason for why I think lying is good is because you can lie to protect someone's feelings. Whether someone else's feelings or your own feelings. One way you can use lying to protect feelings is to keep high self esteem. For example if you are overweight then you may tell yourself that you're just a little chubby or a little overweight. You can also keep a friend happy. Maybe your friend loses privileges due to

punishment. Then you can tell him or her that your punishments are far more severe or you don't even have some of the privileges that they lost temporarily. My last example for how you can lie to protect feelings is to lie so others don't get hurt emotionally. Possibly someone got new shoes and they think that they are really cool and they like them a lot. Then you tell the person that they are nice or that you like them.

Now what do you think about lying? Do those of you that believed that it was bad now believe its good, or maybe the other way around? But to me lying will always be a good thing. It always helps out in life one way or another. Remember, lying is a beneficial thing because it can be used to buy time, to protect someone, and to prevent conflict. So for those who think lying is a bad thing then think again because lying is something everyone does.

Commentary and Analysis

Focus & Meaning

The essay has good focus and meaning. It establishes and maintains a clear thesis statement to persuade readers. It demonstrates a general understanding of the purpose and audience and completes most parts of the task. The essay grabs the readers' attention by beginning with a question. All of the details used in the essay relate to the writer's opinion. The language of the thesis fits the examples well. The essay mostly uses words that are appropriate for the audience. The writer does not use slang, contractions, or other versions of informal language. ("Is lying a good thing? Is lying a bad thing? Some people lie all of the time, some people lie sometimes, and some don't lie at all. Most people do lie. Lying is something needed to get through life.")

Content & Development

The essay has good content and development. It develops arguments using sufficient specific, accurate, and relevant details to support the writer's position. It also clearly addresses readers' opposing points of view or counterarguments. The writer includes facts, statistics, examples, short stories, and/or explanations that explain or illustrate his/her opinion. Details explain and illustrate each main idea well. The author is often formulaic. The essay follows a straight script with only some creativity. The amount of content and examples provided make up for any discrepancy in this area. The ideas presented are effectively presented to readers through paragraphing and introductory and concluding remarks. ("My next reason why I think lying is good is that you can use it to prevent conflicts. Like in my last reason, buying time, you can use lying to prevent a fight. But instead of buying time you can totally prevent it.")

Organization

The essay has good organization. It demonstrates a mostly unified structure with a good introduction and conclusion. There is also consistent use of paragraphing and transitional devices. The writer's introduction is creative and grabs the readers' attention. The introduction poses a question or gives an unusual or surprising statement to its readers. The introduction gives background information to help readers understand the issue. The essay uses transitions that help move from one reason or idea to the next. The writer includes transitions between paragraphs and between sentences. Details in each paragraph relate to the paragraph's topic sentence. The writer's conclusion wraps up his/her argument and leaves readers with something to think about or something to do. ("Remember, lying is a beneficial thing because it can be used to buy time, to protect someone, and to prevent conflict. So for those who think lying is a bad thing then think again because lying is something everyone does.")

Language Use & Style

The essay has good language use and style. It demonstrates appropriate language and word choice with some evidence of voice and a clear sense of audience and uses well-structured sentences with some variety. The essay uses language to make the arguments more persuasive. The language and tone are consistent. Coherent style and tone ensure readers thoroughly understand how the main and supporting points of both paragraphs are related and how they strengthen the controlling point/thesis statement of the essay. ("My

last example for how you can lie to protect feelings is to lie so others don't get hurt emotionally. Possibly someone got new shoes and they think that they are really cool and they like them a lot. Then you tell the person that they are nice or that you like them.”)

Mechanics & Conventions

The essay has good control of conventions and mechanics. It has few errors in grammar, mechanics, punctuation, and spelling that do not interfere with the message. For example, most or all sentences have a subject and a verb (an action), sentences end with a punctuation mark, paragraphs are distinguished by a line break or indentation, and sentences begin with a capital letter. (“My last scenario for buying time is if you want to put off a fight. Nobody should be fighting because that is an easy way to get in trouble, or hurt. So you can tell someone that the one of the people going to fight left so that the other one leaves before the fight.”)

Score Point 4 - adequately communicates the writer's message.

Model Essay

Is lying always bad? Most people believe that lying is one of the worst things someone can do. People lie to make people feel good about themselves. Most of the time people lie so they won't get into trouble with their parents or gaurdians. Also people lie to make people think they are someone that they're not. There are many other reasons why people lie.

Some people think lying is bad, but sometimes lying is a good thing. If you don't want to hurt peoples feelings you can lie. If you are a good friend and don't like to hurt your friends feelings so they won't feel bad about themselves. Most of the time when people lie is so they won't hurt someone. When people lie so they won't hurt someone it could make them feel bad for lying to a friend. There are more reasons why people lie.

Also people lie so they won't get in big trouble. Kids our age lie to their parents all the time so they won't get grounded. People lie so they can go places that there parents would usually say no to. In this case lying isn't the best thing to do if you get caught lying you could get into more trouble. When lying to your parents you might feel quitly.

Lastly people lie to make themselves look better than others. Some people lie and say they have things that they really don't. People will say they're related to someone just so people will think they are cool. When you lie about something that you have you can be fake. Lying isn't the best thing to do but you can make someone feel good about themselves or not get into trouble. Sometimes when you lie you will feel quitly.

As you can see people lie for many different reasons. I believe the most commen one is lying to your parents. Lying is sneaky but people don't care. When people lie they can be fake just like i said before. When people make mistakes they lie. There are alot of reasons why people lie.

Commentary and Analysis Focus & Meaning

The essay has adequate focus and meaning. It establishes an opinion/position/thesis statement and adequately attempts to persuade readers. It also demonstrates a basic understanding of the purpose and audience and completes many parts of the task. Most of the details used in the essay relate to the writer's opinion. The thesis adequately states what the author believes about the issue. The language of the thesis fits the examples. The essay mostly uses words that are appropriate for the audience. It rarely or does not use slang, contractions, or other versions of informal language. (“Most of the time people lie so they won't

get into trouble with their parents or gaurdians. Also people lie to make people think they are someone that they're not. There are many other reasons why people lie.”)

Content & Development

The essay has adequate content and development. It develops arguments using some specific, accurate, and relevant details to support the writer’s position. It adequately addresses readers’ opposing points of view or counterarguments. The writer includes some facts, statistics, examples, short stories, and/or explanations that explain or illustrate his/her opinion. Most of the writer’s details are convincing. The explanation and details used to explain the main ideas in the body paragraphs are adequate. At least three details are stated about each main idea. The writing includes three to five supporting details in a paragraph to explain and illustrate each main idea. Most details are clear, correct, and specific. (“Also people lie so they won't get in big trouble. Kids our age lie to their parents all the time so they won't get grounded. People lie so they can go places that there parents would usually say no to.In this case lying isn't the best thing to do if you get caught lying you could get into more trouble. When lying to your parents you might feel quitly.”)

Organization

The essay has adequate organization. It demonstrates a generally unified structure with a noticeable introduction and conclusion, but there is inconsistent use of paragraphing and transitional devices. The introduction adequately grabs the readers’ attention. The introduction poses a question or gives an unusual or surprising statement to its readers. The introduction gives background information to help readers understand the issue. The essay uses transitions that help move from one reason or idea to the next. Reasons are presented in a logical order and are ordered from important to most important. The conclusion adequately wraps up the argument. (“As you can see people lie for many different reasons. I believe the most commen one is lying to your parents. Lying is sneaky but people don't care. When people lie they can be fake just like i said before. When people make mistakes they lie. There are alot of reasons why people lie.”)

Language Use & Style

The essay has adequate language use and style. It demonstrates appropriate language and word choice with an awareness of audience and control of voice, and it generally uses correct sentence structure with some variety. The lengths of the sentences are adequately varied. The writer sometimes uses varied sentences in his/her essay by making or adding sentences with exclamations or questions, or combining sentences with conjunctions and/or semicolons. Word choices are sometimes poor. There are a few specific words related to the research. The language and tone are mostly consistent throughout the essay. (“People lie so they can go places that there parents would usually say no to.In this case lying isn't the best thing to do if you get caught lying you could get into more trouble. When lying to your parents you might feel quitly.”)

Mechanics & Conventions

The essay has adequate control of conventions and mechanics. It has some errors in grammar, mechanics, punctuation, and spelling that do not significantly interfere with the communication of the message. For example, many sentences have a subject and a verb, many sentences end with a punctuation mark, many paragraphs are distinguished by a line break or indentation, and many sentences begin with a capital letter. (“As you can see people lie for many different reasons. I believe the most commen one is lying to your parents. Lying is sneaky but people don't care.”)

Score Point 3 - partially communicates the writer's message.
Model Essay

Lying is sometimes okay but most of the time it's not. Lying is okay if you have a job when you must lie. Like Spiderman he needs to lie to get his arch enemy's. There is always times you cant lie like when you get in trouble you should tell the truth. There is times when you can lie and get away with it. Like your friend asked you if you like the clothes and you said they look great when they don't.

I mostly lie when I am trying to make someone feel good. Lets say someone asks me if they look good in their new clothes and I would say yes. Also when someone brags about something they ask me if there bragging to much but I say no. Also if you are a lawyer sometimes you have to lie. Lets say if you are a cop you have to lie for your job.

For some people lying is a habit. Like when they get in trouble they lie. Maybe if someone bragging he says they did something they didn't. So everybody lie even if they have to or not but we all know lying is sometimes okay.

When I lie I feel guilty. Almost everyone is guilty when they lie. One time I lied about breaking something and was guilty. I broke a vase and I lied. I'd say I lie 2 tims a week. I think that's pretty good.

**Commentary and Analysis
Focus & Meaning**

The essay has limited focus and meaning. It states an opinion/position/thesis statement, but it may be unclear or underdeveloped. The essay also demonstrates limited understanding of the purpose and audience and completes some parts of the task. The writer expresses a limited opinion statement with some understanding of purpose and audience. There is a limited amount of detail used to relate the writer's opinion. The essay does not state a clearly defined opinion about the issue. The essay demonstrates a limited understanding of audience by using some inappropriate or informal language to address the intended readers. The essay's limited awareness of audience is exhibited by including slang, contractions, or other versions of informal language. In the introduction, only a limited point of view or argument of the essay is stated. The conclusion is somewhat unfocused and lacks an effective summary of the ideas proposed. ("There is always times you cant lie like when you get in trouble you should tell the truth. There is times when you can lie and get away with it. Like your friend asked you if you like the clothes and you said they look great when they don't.")

Content & Development

The essay has limited content and development. It develops arguments briefly and inconsistently, using insufficient details to support the writer's position. The essay attempts to address readers' opposing points of view or counterarguments. The writer includes some facts, statistics, examples, or short stories that explain or illustrate his or her opinion. Each supporting reason should be the main topic sentence of each body paragraph. There is, however, a lack of detail for each topic. The conclusion is short and lacking in detail. The author may or may not attempt to address counterarguments; in this case he or she does not. ("When I lie I feel guilty. Almost everyone is guilty when they lie. One time I lied about breaking something and was guilty. I broke a vase and I lied. I'd say I lie 2 tims a week. I think that's pretty good.")

Organization

The essay has limited organization. It demonstrates evidence of structure with an uncertain introduction and conclusion. It also lacks paragraphing and some transitional devices. The introduction is reasonably effective and the author does attempt to separate ideas into separate sections, but each idea is not clearly distinguishable. Furthermore, the author needs to use more transitions and provide a more substantial conclusion. ("When I lie I feel guilty. Almost everyone is guilty when they lie. One time I lied about

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breaking something and was guilty. I broke a vase and I lied. I'd say I lie 2 times a week. I think that's pretty good.")

Language Use & Style

The essay has limited language use and style. It demonstrates simple language and word choice, some awareness of audience and control of voice, and relies on simple sentences with insufficient sentence variety and word choice. The essay exhibits limited descriptive and persuasive words and phrases to describe the opinion statement effectively. (Phrases such as “you must,” “you should,” “you need to,” “right now,” and “don’t wait” are just some of the suggestions found in MY Access! Word Bank.) There is a limited variety of sentences in this essay. Word choice is occasionally unsophisticated for this grade level. (“For some people lying is a habit. Like when they get in trouble they lie. Maybe if someone bragging he says they did something they didn’t. So everybody lie even if they have to or not but we all know lying is sometimes okay.”)

Mechanics & Conventions

The essay has limited control of conventions and mechanics. It has several noticeable errors in grammar, mechanics, punctuation, and spelling that may interfere with the communication of the message. The essay should make sure each sentence has a subject and a verb, end each sentence with a punctuation mark, indent when beginning a new paragraph, and begin each sentence with a capital letter. The writer should click on MY Editor for more ways to improve his/her writing. (“There is always times you cant lie like when you get in trouble you should tell the truth. There is times when you can lie and get away with it. Like your friend asked you if you like the clothes and you said they look great when they don’t.”)

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| Score Point 2 - limited in communication of the writer's message. |
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Model Essay

Why Lying Is Bad

People lie is to get to get out of truble or to get out of a situation. I lie alot to get out of a situation like if i take candy and my parents find rapers on the floor and ask me if i took it i said"i didn't do it". Anouther is if your friend comes up to you and asks if you if this is a cute out fit and you think it isn't people lie and say it is so they don't hurt their feelings. Every one lies all the time.

I think all lies are bad. Some people think lying is good like Nathan Sweet are crazy and get into a lot of truble. My family doesn't lie a lot but i somes times do. I feel bad that i lie and i try hard not to do it.

In conclusion, lying is bad but everyone does it. I think we all sould work on not to lie

Commentary and Analysis **Focus & Meaning**

The essay has minimal focus and meaning. It demonstrates little attempt at stating an opinion. It demonstrates minimal understanding of the purpose and audience and completes few parts of the task. The essay does address the issue, in this case lying, but the author does not make their position clear until the essay is nearly finished. The essay demonstrates a minimal understanding of audience by using inappropriate or informal language to address the intended readers. The essay lacks awareness of audience by including slang, contractions, or other versions of informal language. (“I think all lies are bad. Some people think lying is good like Nathan Sweet are crazy and get into a lot of truble. My family doesn't lie a lot but i somes times do. I feel bad that i lie and i try hard not to do it.”)

Content & Development

The essay has minimal content and development. It develops arguments incompletely and inadequately, using few details to support the writer's position. The essay may or may not consider readers' opposing points of view or counterarguments. There is minimal evidence that explains or supports the opinion statement. The essay does not include at least three main ideas as evidence, and important details are needed to explain and illustrate each main idea. Details (specific examples, facts, brief narratives, or explanations) to explain and illustrate the evidence are minimal. ("I think all lies are bad. Some people think lying is good like Nathan Sweet are crazy and get into a lot of truble. My family doesn't lie a lot but i somes times do. I feel bad that i lie and i try hard not to do it.")

Organization

The essay has minimal organization. It demonstrates little evidence of structure with a poor introduction and conclusion and little evidence of paragraphing and transitional devices. The essay demonstrates little evidence of an effective introduction or conclusion. It seems as though the author may have attempted to offer some background information about the topic in the opening paragraph, but he or she does not take a clear position until the body of the essay. Transitional words were not used to illustrate connections between ideas in the essay, and the essay does not include a strong conclusion. ("In conclusion, lying is bad but everyone does it. I think we all sould work on not to lie")

Language Use & Style

The essay has minimal language use and style. It demonstrates poor language and word choice with little awareness of audience and makes basic errors in sentence structure and usage. The essay exhibits minimal descriptive and persuasive words and phrases to describe the opinion statement effectively. Descriptive and persuasive word choices are needed to answer questions such as who, what, when, where, why, and how within the essay. The writer should consult the thesaurus in MY Access! to replace words and phrases used too often with synonyms or more specific words or phrases. Sentences in the essay are not well structured. Some sentences in the essay are too long and have too many ideas, while other sentences are too short and contain minimal variety. ("Anouther is if your friend comes up to you and asks if you if this is a cute out fit and you think it isn't people lie and say it is so they don't hurt their feelings. Every one lies all the time.")

Mechanics & Conventions

The essay has minimal control of conventions and mechanics. It has patterns of errors in grammar, mechanics, punctuation, and spelling that substantially interfere with the communication of the message. The essay does not make sure each sentence has a subject and a verb, end each sentence with a punctuation mark, indent when beginning a new paragraph, and begin each sentence with a capital letter. The writer should click on MY Editor for more ways to improve his/her writing. ("I think all lies are bad. Some people think lying is good like Nathan Sweet are crazy and get into a lot of truble. My family doesn't lie a lot but i somes times do. I feel bad that i lie and i try hard not to do it.")

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| <p>Score Point 1 - inadequately communicates the writer's message.</p> |
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Model Essay

I think the only time is to lie if it is life threating. But other times you shouldn't lie because it is very bad and you will always feel guilty about it. But if you don't lie you will be a good person in life. Evn now if you feel jealous because your friend has cool stuff you shouldn't lie and say "well i have a car". Then afrt you have to tell the truth and you fell.

Commentary and Analysis

Focus & Meaning

The essay has inadequate or no focus and meaning. It demonstrates almost no effort at stating an opinion/position/thesis statement and little effort is made to persuade. It completes few or no parts of the task. The author does seem to understand the prompt task, but there is sporadic focus on the topic of whether or not lying is always bad. The essay does not illustrate an understanding of audience because it does not use appropriate language. (“I think the only time is to lie if it is life threatening. But other times you shouldn't lie because it is very bad and you will always feel guilty about it.”)

Content & Development

The essay has inadequate or no content and development. Little or no attempt is made to use details to support the arguments and the writer's position. The essay does not consider readers' opposing points of view or counterarguments. The essay does not or includes very few details to support the stated opinion. There are no main ideas in the body paragraph. There should be at least three main ideas, which are not included, used as supports for the argument and as details to support these ideas. (“Evn now if you feel jealous because your friend has cool stuff you shouldn't lie and say ‘well i have a car.’”)

Organization

The essay has inadequate or no organization. It demonstrates no evidence of structure with no introduction or conclusion. There is also no evidence of paragraphing and transitional devices. The essay demonstrates no evidence of an effective introduction. The thesis statement cannot be found at the end of the introduction. The essay does not grab the readers' attention in the beginning of the introduction by posing a question, an exclamation, or an interesting fact to hook the readers. The essay does not create effective supporting paragraphs. Transitional words are not used to illustrate connections between ideas in the essay. The essay does not include a strong conclusion. (“I think the only time is to lie if it is life threatening. But other times you shouldn't lie because it is very bad and you will always feel guilty about it. But if you don't lie you will be a good person in life. Evn now if you feel jealous because your friend has cool stuff you shouldn't lie and say “well i have a car”. Then afr you have to tell the truth and you fell.”)

Language Use & Style

The essay has inadequate language use and style. It demonstrates unclear or incoherent language and word choice, no awareness of audience, and major errors in sentence structure and usage. The essay does not exhibit descriptive and persuasive words and phrases to describe the opinion statement effectively. Descriptive and persuasive word choices are needed to answer questions such as who, what, when, where, why, and how within the essay. The writer should use the thesaurus in MY Access! to replace words and phrases used too often with synonyms or more specific words or phrases. Sentences in the essay are not well structured. (“Then afr you have to tell the truth and you fell.”)

Mechanics & Conventions

The essay has inadequate or no control of conventions and mechanics. It has errors so severe in grammar, mechanics, punctuation, and spelling that they significantly interfere with the communication of the message. The essay does not make sure each sentence has a subject and a verb, end each sentence with a punctuation mark, indent when beginning a new paragraph, and begin each sentence with a capital letter. The writer should click on MY Editor for more ways to improve his/her writing. (“Then afr you have to tell the truth and you fell.”)

Locker Policies

Most schools allow students to use their lockers only at specific times. This policy is being reviewed by the school committee. Write an article for your school newspaper defending your opinion.

Score Point 6 - very effectively communicates the writer's message.

Model Essay

All eyes are on the clock, only two minutes left to go, one minute, ten seconds, five...four... three... two...one... RING! Yea, the school day is finally over! The students stream out of their classrooms and head toward their lockers, and everything is complete pandemonium. Is the middle school locker schedule sagacious? I think not! At the outset, the students at my middle school only have three locker breaks during the entire school day. This results in students lugging useless books from class to class for about four hours. A locker schedule clogs the hallway, overburdens students with unnecessary books, and the more books they have, the more disorganized they become.

"Excuse me!" "Pardon me!" "OUCH! Hey watch out!" These are the things that usually heard during a locker break, if anyone can hear anything. The problem with a locker schedule is that it clogs the hallway. All of the students are fighting each other just to reach their lockers at the same time, and it is a constant war between top and bottom lockers. When top locker people are at their locker then the bottom locker people cannot reach their bottom locker and vice versa. To make matters worse, bottom locker people have more hazards than the top locker people. For instance, if the top locker people have a very messy and jammed locker, than some of their books might fall out and hit the bottom locker people in the head causing major headaches. Also, a schedule clogs the hallways and that can be very inconvenient; as people are pushing past each other to reach their lockers, which also results in some fighting. These unwanted confrontations are causing a lot of trouble in our school's hallways.

Every day at about twelve o' clock, there are children walking around the halls and carrying about five large and heavy books in their arms from about nine o' clock in the morning and that is outrageous! Books are overburdening children in this school, and that can be a very big safety issue in overcrowded halls. While trying to reach their lockers, others with the same goal are pushing past them, and when bumped into, a person overloaded with books might loose their grip, and all of their books tumble to the floor. This not only blocks the hallways more, but it also creates a safety issue for the person trying to collect their books from the floor and the people who are behind that person. How could the people behind the person who dropped their books be in any trouble? Well, those people could trip over the person or his books causing a lot of injuries. To add to the trouble, people are walking over the person who dropped his books, and that could result in that person being knocked over or kicked in the head.

Furthermore, lugging too many books around usually results in serious health issues. For example, there are cases where children, some as even as young as 12, who have obtained a back disease called sclerosis. Sclerosis is a curving or deformation of the spine or shoulders. Carrying an excessive weight on one's neck, back, and shoulders can lead to sclerosis. It is very damaging to one's body, and if treated early, it can be corrected.

A schedule locker time creates disorganization among every student. Why is that? Well, to begin with, students are not given enough time to go to their locker. This causes a lot of problems for students who have to go to another hall to get to one class. They have to run back to their locker, grab their supplies, and dash off to their next class. This result in children leaving books, papers, and other materials that they need for a class in their locker, which in turn, angers the teacher and thus, the child gets into trouble. How can we prevent this type of stuff from happening? There are several options: 1) every nine weeks children should go through their lockers, take out old papers, maybe they could place a magnetic clipboard or a pencil holder and arrange books in a neat order. 2) The teachers should give the children more time to be at

their locker 3) Not have a locker schedule and allow children to go to their lockers whenever they need to, but only in between their classes. These are just a few ideas on how to help organize the children of this school, and why having a locker schedule is not a very brainy idea.

All eyes are on the clock, ten minutes left to go... the teacher lets a few bottom locker people go to their locker. Seven minutes left to go and the rest of the bottom locker people leave as the others return. Four minutes... now all of the top locker people are now dismissed to their lockers. Three minutes left...two... one...BRING! Yea, the school day is over! The students stream out of their classrooms, conversing and heading towards the doors. The hallways are not crowded, and very soon everything becomes quiet as the school day comes to an end.

Commentary and Analysis

Focus & Meaning

The essay demonstrates a very effective focus and meaning. The author establishes a strong and effective thesis statement in the introduction. (“A locker schedule clogs the hallway, overburdens students with unnecessary books, and the more books they have, the more disorganized they become.”) This response demonstrates the writer’s ability to persuade his/her audience by effectively developing support, understanding the audience, and thoroughly completing all parts of the assigned task.

Content & Development

This essay effectively develops the author’s arguments using specific and relevant details. What makes this response so persuasive and effective is the wide variety of supporting information the author offers. (“While trying to reach their lockers, others with the same goal are pushing past them, and when bumped into, a person overloaded with books might lose their grip, and all of their books tumble to the floor. This not only blocks the hallways more, but it also creates a safety issue for the person trying to collect their books from the floor and the people who are behind that person. How could the people behind the person who dropped their books be in any trouble? Well, those people could trip over the person or his books causing a lot of injuries.”) Such detailed and thoughtful arguments succeed in persuading the reader.

Organization

This response demonstrates an entirely unified organizational structure. The introductory paragraph starts off strong by attracting the reader’s attention (“All eyes are on the clock, only two minutes left to go, one minute, ten seconds, five...four... three... two ...one... RING! Yea, the school day is finally over!”), and it ends in a focused thesis statement. Each body paragraph is focused and contains strong and appropriate transitional devices. (“Furthermore, lugging too many books around usually results in serious health issues. For example, there are cases where children, some as even as young as 12, who have obtained a back disease called sclerosis.”) The concluding paragraph effectively illustrates the ideal locker policy situation. (“...the teacher lets a few bottom locker people go to their locker. Seven minutes left to go and the rest of the bottom locker people leave as the others return. Four minutes... now all of the top locker people are now dismissed to their lockers.”)

Language Use & Style

It is obvious that this author has a clear sense of his/her intended audience and effectively uses precise word choice to communicate with them. Additionally, the writer successfully creates a distinctly and appropriately defined voice, especially in the introduction and conclusion of the essay (“‘Excuse me!’ ‘Pardon me!’ ‘OUCH! Hey watch out!’ These are the things that usually heard during a locker break, if anyone can hear anything.”) The essay’s use of language is artfully communicated through well-structured and varied sentences. (“Carrying an excessive weight on one’s neck, back, and shoulders can lead to sclerosis. It is very damaging to one’s body, and if treated early, it can be corrected.”)

Mechanics & Conventions

While not without error, the essay underscores the author's strong control of the mechanics and conventions of writing. Although a few minor errors in grammar, mechanics, punctuation, and spelling are present, they do not interfere with the presentation of this essay. ("This not only blocks the hallways more, but it also creates a safety issue for the person trying to collect their books from the floor and the people who are behind that person. How could the people behind the person who dropped their books be in any trouble?")

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| Score Point 5 - strongly communicates the writer's message. |
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Model Essay

I feel Locker Policies are a very important issue in my middle school as well as at other school districts. I also feel kids should be independent and be able to go to their locker when ever they want to get books for their next class. Lockers come in handy when going to eight classes a day. Having to carry all of your class's books through the day would be irritating and hard. Therefore the kids should go to their locker if they have to after every period to get rid of all of the extra books and get the ones that they need. Those are some reasons of why I think that we should enforce the rule of students going to their locker after every period if necessary.

Lockers certainly do come in handy when going to eight classes a day. I cant even imagine all of the back pains and muscle pains a kid would have if they would have to carry fifty pounds of books every day. Lockers are the solution to all of the troubles that I just stated. Going to your locker after every period would give you the opportunity to put away books or utensils you don't need and get out the items you do need. Lockers are a smart idea: they keep you organized and keep the backaches and muscle pains away.

Another issue I have to explain is that having a given time to go to your locker is totally bogus! Kids have to go to their locker to get the materials they need for their next class. Having to carry that book load would be hard. In each class the students had they would have tons of books with them. Students wouldn't have desk space because of all of the cluttered material they have from all of their other classes. They should have material for the class they are in and that class material only.

One more matter I would like to mention is that carrying tons of books in a crazy jammed-up hallway would be hard and not to mention hectic. A hall of rambunctious teens is not anyone's cup of tea. That is another great statement that just shows you why students should be able to go to their locker if they need to. Lockers are necessary and students should be able to use them when they need to, not at a given time.

More reasons of why I feel that way is because I am a student and want to fight for our student body rights. Also I know what it is like to have tons of books to carry around to each class traveling in a busy hall full of rambunctious teens it is completely hectic. That's where lockers come in handy. With lockers you can put all of the materials you don't need into your locker and get them out when you need them at any time. If there were a policy against going to your locker at any convenient time there would be a given time you had to go to your locker. The time between going to your assigned time to your locker you would be loaded down with books and other materials. Lockers are a privilege they should be able to used in the correct way. Students should be able to use them when they need them.

Commentary and Analysis

Focus & Meaning

The essay establishes a clear thesis designed to articulate the author's opinion and convince the reader. ("I also feel kids should be independent and be able to go to their locker when ever they want to get books for their next class.") Throughout the essay, the thesis is successfully maintained and supported, which demonstrates the student's ability to understand the purpose of this assignment. ("Those are some reasons

of why I think that we should enforce the rule of students going to their locker after every period if necessary.”) This essay aptly completes most parts of the task.

Content & Development

This essay develops ideas using specific and relevant details and examples. For instance, in the second paragraph, the author does not simply state the usefulness of lockers, but he/she provides specific examples and details that illustrate this point. (“Going to your locker after every period would give you the opportunity to put away books or utensils you don't need and get out the items you do need. Lockers are a smart idea: they keep you organized and keep the backaches and muscle pains away.”) Each supporting paragraph provides accurate and relevant reasoning and elaboration. Sufficient content and development are exhibited in this response.

Organization

This response demonstrates a mostly unified structure. The introductory paragraph responds to the writing prompts and outlines the body of the essay by providing an overview of the author's supporting reasons. (“Having to carry all of your class's books through the day would be irritating and hard. Therefore the kids should go to their locker if they have to after every period to get rid of all of the extra books and get the ones that they need.”) Each body paragraph begins with a focused topic sentence and transition. (“One more matter I would like to mention is that carrying tons of books in a crazy jammed-up hallway would be hard and not to mention hectic.”) The conclusion summarizes the essay's most important points and attempts to persuade the reader one final time.

Language Use & Style

The author's language use and style are suitable for the assigned task. This response conveys strong and appropriate word choice and sentence structure. (“A hall of rambunctious teens is not anyone's cup of tea. That is another great statement that just shows you why students should be able to go to their locker if they need to.”) Some evidence of voice is seen in various parts of this essay. (“Going to your locker after every period would give you the opportunity to put away books or utensils you don't need and get out the items you do need. Lockers are a smart idea: they keep you organized and keep the backaches and muscle pains away.”) It is obvious that this author has a clear sense of his/her audience and uses appropriate language to address them.

Mechanics & Conventions

This essay demonstrates good control of the mechanics and conventions of standard written English. While a few errors in grammar (“The time between going to your assigned time to your locker”), punctuation (“cant”), or spelling are detectable, they do not detract from the overall presentation of the message.

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| Score Point 4 - adequately communicates the writer's message. |
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Model Essay

Most schools have been inacting policies regarding student lockers and there use by students throughout the school day. Some schools are telling students that they can only use their locker at specific times, while others are telling students that they can use their locker all through the day inbetween class periods. There are many arguments to both sides, there are many reasons why both sides of this argument make sense.

Most schools assign lockers to students to use as a storage place for their books. Most schools allow students to use their lockers only at specific times. Due to the fact that students use their lockers to store things other than school related materials, schools do random locker checks. I have no problem with the schools doing locker checks, because there are students that bring weapons to school and put them in their

locker. For example a student that thinks he or she needs protection at school, may bring a weapon to school. Parents would want to be advised, so locker checks are used for safety issues only. If the schools allowed the kids to use their locker throughout the school day, then the need for locker checks would be more sufficient. The reason being is because both, students and school staffs would want to be safe.

If the school allowed the kids to use their lockers throughout the school day then the students could store all school materials in their locker and not have to hold a heavy book bag throughout the school day. According to kidshealth.org and teenagerstoday.com students develop back problems from the heavy book bags that they carry on their backs or on their shoulders. Because of the physical problems that students were having, multiple companies invented book bags on wheels.

My opinion is that schools should allow students to use their lockers inbetween class periods, as a storage area for school materials. It would definately be more better for the students, because they won't have to drag their book bags that have wheels, or they don't have to carrie those heavy book bags on their backs. Students should have the right to use their lockers inbetween school periods.

Commentary and Analysis **Focus & Meaning**

In this essay, the author attempts to show both sides of the issue before fully explaining his/her position. (“Some schools are telling students that they can only use their locker at specific times, while others are telling students that they can use their locker all through the day inbetween class periods.”) However, the student does establish a thesis statement and adequately maintains it throughout the essay. (“My opinion is that schools should allow students to use their lockers inbetween class periods, as a storage area for school materials.”) Through his/her analysis and development, the author demonstrates a basic understanding of the task.

Content & Development

This author develops his/her thesis using some accurate and relevant arguments. (“According to kidshealth.org and teenagerstoday.com students develop back problems from the heavy book bags that they carry on their backs or on their shoulders. Because of the physical problems that students were having, multiple companies invented book bags on wheels.”) Although the arguments could be further developed with more specific details and examples, the author’s reasoning remains adequate and persuasive.

Organization

This essay demonstrates a satisfactory organizational structure. Each body paragraph begins with a topic sentence that introduces the subject of the paragraph. (“If the school allowed the kids to use their lockers throughout the school day then the students could store all school materials in their locker and not have to hold a heavy book bag throughout the school day.”) Transitional devices are seen occasionally in the response (“For example” and “Due to the fact that”). The conclusion is noticeable and appropriately sums up the student’s main ideas. (“My opinion is that schools should allow students to use their lockers inbetween class periods, as a storage area for school materials. It would definately be more better for the students, because they won't have to drag their book bags that have wheels, or they don't have to carrie those heavy book bags on their backs.”)

Language Use & Style

While the author’s writing style is not sophisticated, the language use is appropriate for this task. Correct sentence structure and word choice are seen in this response. (“Due to the fact that students use their lockers to store things other than school related materials, schools do random locker checks. I have no problem with the schools doing locker checks, because there are students that bring weapons to school and put them in their locker.”) The style is adequate for the audience and assignment.

Mechanics & Conventions

The author displays adequate control of mechanics and conventions, even though there are some errors. These mistakes in spelling (“carrie”), punctuation, and grammar (“inbetween”) do not significantly interfere with the author’s message.

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| Score Point 3 - partially communicates the writer's message. |
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Model Essay

Bang Bang Bang Bang that was the sound of lockers slamming. To think that you adults or teenagers have to hold 20 books around all day we have to hold half of that we should have more locker breakes like the high schools.

The kids come home and plunk on the couch and relax because of the crazy day they had and how much books they had to carry this can cause brozed arms. Think of how much less books you have to carry if you can just put them in the locker. Also you can put your books in a different time then others so it would be a little less crowded.

People also cram in lockers breakes to get there book and try not to be late for there class while not knowing that they are smashing people against the walls and banging heads or while opening there lockers they hit a head and don't even say sorry I no because thats what happend to me and they didn't even say sorry. But that will be a 30% out of 100% because now they can put there books in there lockers at a reasonable time and when other students are not puting there books in. Also it can be helpfull to students if they forgot there book before class they can go and get it.

Students need more time for there lockers they only have a 1 minute and a one half. I think they should get at lest two. If we get more time for lockers maybe it won't be that cramed because like half of a class get part of it and the other one gets the rest. Kids can take there time and no one i hope will get hurt if people take there time. Student don't have to be feel like there rushing all the time and don't have to worry about not being on time or any detentions.

Commentary and Analysis

Focus & Meaning

In this essay, the author attempts to establish an opinion in response to the prompt. (“To think that you adults or teenagers have to hold 20 books around all day we have to hold half of that we should have more locker breakes like the high schools.”) However, the thesis is not completely clear or developed. Although this student is obviously demonstrating effort in attempting to convince the reader (“The kids come home and plunk on the couch and relax because of the crazy day they had and how much books they had to carry this can cause brozed arms”), the argument is limited and demonstrates mediocre persuasive capabilities. This response only completes some parts of the task.

Content & Development

The arguments in this essay are briefly and inconsistently developed. The author suggests several reasons to support his/her main idea but does not adequately develop them. For example, in the second paragraph, this student is attempting to create a supporting idea. However, this concept isn’t sufficiently explained and clarified. (“Think of how much less books you have to carry if you can just put them in the locker. Also you can put your books in a different time then others so it would be a little less crowded.”) This response demonstrates a limited use of specific, accurate, and relevant examples and details.

Organization

While this essay has a basic structure, it is rather limited in its organization. The introduction establishes the author's position and offers some supporting reasons. However, it lacks a clear purpose and focus. ("Bang Bang Bang Bang that was the sound of lockers slamming. To think that you adults or teenagers have to hold 20 books around all day we have to hold half of that we should have more locker breaks like the high schools.") Each body paragraph touches on the supporting arguments, but these paragraphs also lack structure. This could be remedied with clear topic sentences and transitional devices. However, the conclusion of this essay is quite adequate and appropriate because it suggests a solution to the locker dilemma. ("If we get more time for lockers maybe it won't be that cramed because like half of a class get part of it and the other one gets the rest. Kids can take there time and no one i hope will get hurt if people take there time.")

Language Use & Style

This response uses simple language and limited sentence structure. ("People also cram in lockers breaks to get there book and try not to be late for there class while not knowing that they are smashing people against the walls and banging heads or while opening there lockers they hit a head and don't even say sorry I no because thats what happend to me and they didn't even say sorry.") Some awareness of audience and voice can be detected, especially in the introduction. ("Bang Bang Bang Bang that was the sound of lockers slamming.") However, word choice, style, and language use could be improved.

Mechanics & Conventions

This response demonstrates a limited control of the mechanics and conventions of writing. Several errors in grammar ("I no because thats what happend to me"), punctuation, and spelling ("locker breaks") are noticeable. However, for the most part, these mistakes do not substantially interfere with the communication of the message.

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| Score Point 2 - limited in communication of the writer's message. |
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Model Essay

I think we shouldn't go to our lockers for a specific time because there will be to, many people out in the hall way. Then we will be disturbing all the classes. The teachers wouldn't be able to teach there classes because we will noisy and the teachers will complain and tell the principal that our unit is to noisy. Then every body in my unit will get in trouble.

Then we will go back to the policy with going to our lockers back in the morning. Then we will go to our lockers after third hour, and after school. Then every day in the school year we will be bugging the teachers. The teachers will always disturb the principal.

Commentary and Analysis

Focus & Meaning

The author obviously attempts to state a position on this issue, but the attempt is inadequate and demonstrates a poor understanding of the task. ("I think we shouldn't go to our lockers for a specific time because there will be to, many people out in the hall way.") The author shows an inability to develop and maintain an argument. In this short response, the author only completes few parts of the task.

Content & Development

The author's position is incompletely and minimally argued. While some details are presented to support the essay's main idea, these reasons are undeveloped and insufficient. For example, in the first paragraph it

is obvious that the student wants to take a stand against students frequently going to their lockers. (“Then we will be disturbing all the classes. The teachers wouldn't be able to teach there classes because we will noisy and the teachers will complain and tell the principal that our unit is to noisy. Then every body in my unit will get in trouble.”) The argument, however, is inadequate because it lacks elaboration coupled with examples, facts, and details.

Organization

Little evidence of an organizational structure is detected in this brief response. While there are two paragraphs, it is hard to discern the characteristics of an introduction or a body within them. The essay lacks organization and could be greatly improved with a proper introduction, conclusion, structured body paragraphs, and transitional devices. (“I think we shouldn't go to our lockers for a specific time because there will be to, many people out in the hall way. Then we will be disturbing all the classes. The teachers wouldn't be able to teach there classes because we will noisy and the teachers will complain and tell the principal that our unit is to noisy. Then every body in my unit will get in trouble. Then we will go back to the policy with going to our lockers back in the morning. Then we will go to our lockers after third hour, and after school. Then every day in the school year we will be bugging the teachers. The teachers will always disturb the principal.”)

Language Use & Style

While the language use is not wholly inappropriate, it lacks effective sentence structure and variety. For example, in the short second paragraph, three out of the four sentences begin with the word “then.” (“Then we will go back to the policy with going to our lockers back in the morning. Then we will go to our lockers after third hour, and after school.”) Word choice is simple and unremarkable. (“Then every day in the school year we will be bugging the teachers.”) Although there are few errors in basic sentence structure, the language use is certainly limited.

Mechanics & Conventions

Although this response is quite short, it is still evident that the author has limited control of mechanics and conventions. There are visible errors in spelling (“The teachers wouldn't be able to teach there classes”), punctuation, and grammar (“Then we will go back to the policy with going to our lockers”).

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| Score Point 1 - inadequately communicates the writer's message. |
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Model Essay

Do you think we should stay with the locker policy or go to our when we want. In my opinion should not have to do a locker policy because we are more responsible. It also we can do it without getting it trouble and we respect thing. As a matter of fact we wouldn't

Commentary and Analysis **Focus & Meaning**

Overall, this response fails to complete any parts of the task. Although the author does attempt to state a position (“In my opinion should not have to do a locker policy because we are more responsible.”), it is not developed or maintained. No parts of this assignment are appropriately completed.

Content & Development

The essay fails to develop any effective arguments or provide support with details and examples. Inappropriate and irrelevant reasons are the only arguments offered. (“It also we can do it without getting it trouble and we respect thing.”) The content isn't cohesive, developed, or meaningful.

Organization

In the space of three lines, the reader cannot discern any evidence of an organizational structure. The essay lacks an introduction, body paragraphs, transitional devices, and a conclusion. Thus, the essay is inadequately organized. (“Do you think we should stay with the locker policy or go to our when we want. In my opinion should not have to do a locker policy because we are more responsible. It also we can do it without getting it trouble and we respect thing. As a matter of fact we wouldn’t”)

Language Use & Style

The author’s language use and style are unclear and incoherent. (“It also we can do it without getting it trouble and we respect thing.”) Word choice and sentence structure contain major errors and are inadequate. (“Do you think we should stay with the locker policy or go to our when we want.”)

Mechanics & Conventions

This response demonstrates no control of the mechanics and conventions of standard written English. The errors in grammar, punctuation (“Do you think we should stay with the locker policy or go to our when we want.”), and spelling (“getting it trouble”) substantially detract from the author’s message.

Petitioning Your Parents for a Privilege

What child hasn't asked his or her parents for a special privilege at one time or another? Think about a privilege you want that your parents are able to grant you. It may be their permission for you to stay up later, get a cell phone, or go to a special event.

Now, write a multi-paragraph essay in which you request this special privilege from your parents. Be sure to use reasons and arguments to convince your parents to grant your request.

Score Point 6 - very effectively communicates the writer's message.

Model Essay

As an eighth grade ALPHA student, this year I have the opportunity to attend a week long school trip to Washington, DC. This trip is very educational. If I am able to go I will have the honor of touring our country's capital. We will be visiting the White House, the Capitol building, the Ford Theater, and several other historical sites. I have chosen three main reasons that I believe I should be allowed to go on this trip. My first reason is because this trip is all about education. Secondly, this could be a once in a lifetime chance, and lastly, the cost of this journey is incredibly low. I believe that these reasons are all important, and I believe that this trip should be considered.

As I stated earlier, this trip is entirely about learning and discovering America's history. Over the course of one week we will be touring 12 of the most recognized monuments in the United States. Among these is the White House. Let me ask you, how many Americans, especially teenagers, will ever get the chance to visit the house of our President? This tour will give me the opportunity to learn about our nation's capital in a hands-on way. The trip will also take me to the site of one of the most devastating deaths in American history, the Ford Theater. I have been learning about the death of President Lincoln since I was just a little girl, but now I will have the chance to witness the scene personally. This visit will allow me to understand and grasp the reality of this wonderful man's assassination. These are just a few of the many sites I will be visiting while on this trip. Despite being away from school for one week, I will be getting a learning experience that I could never receive in a classroom.

My second point is that this is the chance of a lifetime. Many people never get the opportunity to go into Washington, DC for an entire week and see the places we will be seeing. I believe that this may be one of the biggest chances that I will have to go into our capital. You should be excited and proud that your daughter has the chance to go somewhere that she would not have the chance to go otherwise. As I said, just remember that this is a chance that not many people get. I will be visiting the most famous, well-known, and historic area in the United States. I will actually walk in the place that our Presidents have walked before me.

The third point of my argument is also beneficial to you. Finances are often the barrier between dreaming and making a dream a reality. The price of this adventure is extremely low. \$399 covers several meals, a four night and four day stay in very nice hotel rooms, tickets for each of our tours, and a security guard for our hotel. Think about it, at most hotels you cannot even rent a room for a week for the price you will be paying for all of this. If this price is too much, all I must do to lower it even more is fill out a scholarship form. For students who work hard and deserve this trip, scholarships are available. I believe that I do deserve this opportunity.

I would like to conclude by saying thank you for giving my request consideration. This would be an incredible, educational, and affordable chance of a lifetime. I am extremely excited and honored to have this chance. I hope that you will allow me to go. Just remember all of the positives that I discussed above. I hope that you have gathered that I really would be thrilled to attend this trip. I hope that you make the correct decision, even if it isn't what I would like it to be. Thank you once again. I love you and respect your decision.

Commentary and Analysis **Focus & Meaning**

The focus of this essay can best be described as very effective. The author insightfully maintains an argument that engages and persuades the reader. The writer demonstrates a thorough understanding that he/she is attempting to persuade his or her parents/guardians for a particular privilege. This author completes every aspect of the task and goes beyond its limits by establishing perceptive ideas and arguments. (“As I stated earlier, this trip is entirely about learning and discovering America's history. Over the course of one week we will be touring 12 of the most recognized monuments in the United States. Among these is the White House. Let me ask you, how many Americans, especially teenagers, will ever get the chance to visit the house of our President? This tour will give me the opportunity to learn about our nation's capital in a hands-on way.”)

Content & Development

In this essay, the writer effectively develops and supports his/her ideas by using a variety of specific, accurate, and relevant details. (“The trip will also take me to the site of one of the most devastating deaths in American history, the Ford Theater. I have been learning about the death of President Lincoln since I was just a little girl, but now I will have the chance to witness the scene personally. This visit will allow me to understand and grasp the reality of this wonderful man's assassination. These are just a few of the many sites I will be visiting while on this trip. Despite being away from school for one week, I will be getting a learning experience that I could never receive in a classroom.”) This essay addresses possible counterarguments in a strong and convincing manner, and it is developed in a logical manner that clearly arranges the writer's information to best persuade his/her parents.

Organization

The organization of this essay is very effective. The writer establishes a cohesive, unified structure (“My second point is that this is the chance of a lifetime. Many people never get the opportunity to go into Washington, DC for an entire week and see the places we will be seeing. I believe that this may be one of the biggest chances that I will have to go into our capital. You should be excited and proud that your daughter has the chance to go somewhere that she would not have the chance to go otherwise. As I said, just remember that this is a chance that not many people get.”) that contains an engaging introduction and

strong conclusion. The author's use of paragraphs and transitional devices also remains effective throughout the written work.

Language Use & Style

The language and overall style of writing in this essay are both very effective. The writer skillfully chooses his/her words and has a clearly defined voice. In this way, the author creates an effective and persuasive argument. ("The third point of my argument is also beneficial to you. Finances are often the barrier between dreaming and making a dream a reality. The price of this adventure is extremely low. \$399 covers several meals, a four night and four day stay in very nice hotel rooms, tickets for each of our tours, and a security guard for our hotel. Think about it, at most hotels you cannot even rent a room for a week for the price you will be paying for all of this.")

Mechanics & Conventions

This author maintains effective control over conventions and mechanics. ("I would like to conclude by saying thank you for giving my request consideration. This would be an incredible, educational, and affordable chance of a lifetime. I am extremely excited and honored to have this chance. I hope that you will allow me to go.") There are few or no errors in grammar, mechanics, punctuation, and spelling.

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| Score Point 5 - strongly communicates the writer's message. |
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Model Essay

What I Would Like For Christmas

Christmas time is drawing near and there is a lot to be done; decorating, baking cookies, and of course, shopping. Christmas is closer than you think. It is time to make up my list. This year for Christmas there are many different gadgets and gizmos available including the Sony PSP. The PlayStation Portable system is the first truly integrated portable entertainment system that is capable of playing music, videos, photos, and internet, with games as its key feature. I would really like a PSP for Christmas this year.

The PSP can play full-length, feature movies and TV shows with over 430 of them already available including some of my favorites like Napoleon Dynamite, Click, and many more. The movies and shows and games, are stored on a 1.8 GB disc called a UMD (Universal Media Disc). If you consider that a portable DVD player can cost upwards of \$200, the PSP is an incredible value. I can even watch our own home videos! It will keep me entertained for hours on long trips. No more asking, "Are we there yet?"

Along with playing videos the PSP can play my favorite music and photos whenever and wherever I like! It's easy to save and play my favorite MP3's and pictures for playback on the go. It works with many music subscription services including Rhapsody, Connect, Napster, and many others so I can always up-date my collection with the latest tunes. Most MP3 players today cost over \$100. Not to mention that most players with color screens cost an extra \$50-\$100.

Last but not least, the games! Dazzling widescreen LCD brings gaming to life! Over 135 game titles are available including Dexter, SOCOM: U.S. Navy SEALs, Fireteam, Bravo 2, LocoRoco, and more! With on-line capabilities I can play with friends anywhere in the world. The PSP even allows me to download free game demos from the PlayStation website.

The PSP is an amazing value. If you add it all together you will see that the PSP is worth over \$578.87 and only costs \$199.99. If you choose to get me a PSP I will not be disappointed in your choice. I hope I find one under the tree on Christmas morning labeled for me.

Commentary and Analysis **Focus & Meaning**

Overall, the focus and meaning in this essay are proficient. The writer establishes and maintains a clear thesis in order to persuade the reader to grant his or her chosen privilege. ("Christmas time is drawing near

and there is a lot to be done; decorating, baking cookies, and of course, shopping. Christmas is closer than you think. It is time to make up my list. This year for Christmas there are many different gadgets and gizmos available including the Sony PSP. The PlayStation Portable system is the first truly integrated portable entertainment system that is capable of playing music, videos, photos, and internet, with games as its key feature. I would really like a PSP for Christmas this year.”) This author also demonstrates a basic understanding of audience while completing most aspects of the task.

Content & Development

This essay has a good amount of content and is adequately developed. The writer establishes his/her position using specific, accurate, and relevant details. (“Along with playing videos the PSP can play my favorite music and photos whenever and wherever I like! It’s easy to save and play my favorite MP3’s and pictures for playback on the go. It works with many music subscription services including Rhapsody, Connect, Napster, and many others so I can always up-date my collection with the latest tunes.”) The author’s method of addressing counterarguments is effective, and the essay is developed in a way that is logical and influential.

Organization

The overall organization of this essay can best be described as proficient. The writer demonstrates a mainly unified structure, with a solid introduction and conclusion. (“The PSP is an amazing value. If you add it all together you will see that the PSP is worth over \$578.87 and only costs \$199.99. If you choose to get me a PSP I will not be disappointed in your choice. I hope I find one under the tree on Christmas morning labeled for me.”) The author’s use of paragraphs and transitional devices is consistent.

Language Use & Style

This essay demonstrates a good use of language and style. The writer chooses appropriate and influential words to reinforce his/her argument. (“The movies and shows and games, are stored on a 1.8 GB disc called a UMD (Universal Media Disc). If you consider that a portable DVD player can cost upwards of \$200, the PSP is an incredible value. I can even watch our own home videos! It will keep me entertained for hours on long trips.”) Additionally, the author shows some evidence of voice and has a clear idea of the audience. This essay contains well-structured and varied sentences.

Mechanics & Conventions

This author maintains control over conventions and mechanics. The author makes a few errors in grammar, mechanics, punctuation, and spelling that do not interfere with his/her message. (“With on-line capabilities I can play with friends anywhere in the world. The PSP even allows me to download free game demos from the PlayStation website.”)

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| Score Point 4 - adequately communicates the writer's message. |
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Model Essay

I am asking for you to provide me with a cell phone. Before you jump to conclusions, please consider my hypothesis about the safety of having a cell phone, me not hogging the phone, and other advantages that come with it. I am sure you will be pleased with my well thought-out report, and wish that you enjoy my ambition.

First of all, I will be able to keep in touch with you, and I’m sure that is very important at this time of my life. It will not only help me knowing that your only a phone call away, but it will also help you feel the same way. If you ever need me, I am right where you can find me. This kind of relief is good for your nerves, especially if I am at a party a little later than expected, all you have to do is call me and remind me when my I should be home. Thus making a better connection between us.

Next, please do not think that I will ask for this without so much as deserving it. I will do extra chores that are strenuous for you when all the children are home. Such as, laundry, cleaning up everyone's room, and other chores that I will let you decide that are reasonable. This will teach me responsibility and that I will have to work for things that I want. This lesson is very important, and will help me with many contradictions in my life. I will also take a part time job to help pay for it. These chores are strictly for a cell phone and I will not ask for anything else of my labor. (Not including me not hogging the phone lol.) Also, I will feel much safer if I have someone to call right away if something ever happens. For example, if I get hurt and no one is around, I will be able to pick up my phone and call for help. This is a very important reason I wish to receive a cell phone. Another reason I want one is because what happened with my brother last year. He burnt his leg, and no one was around until we got home. That scared me and I wish for me to end up without third degree burns.

Furthermore, I will overall have a better advantage of a numerous variety of situations. I hope all these reasons have convinced you of my question. Thank you for considering my plea.

Commentary and Analysis

Focus & Meaning

The overall focus and meaning in this essay can best be described as adequate. The writer establishes a general argument to persuade his/her parents. ("First of all, I will be able to keep in touch with you, and I'm sure that is very important at this time of my life. It will not only help me knowing that your only a phone call away, but it will also help you feel the same way. If you ever need me, I am right where you can find me.") The author has a basic understanding of the audience and overall purpose of the task. The writer completes many parts of the assignment, but he/she fails to use an adequate amount argumentative details.

Content & Development

Throughout this essay, the author does a fair job of developing the content. The writer uses some specific and accurate details to support his/her position. The essay also addresses some possible counterarguments in a general fashion. ("Next, please do not think that I will ask for this without so much as deserving it. I will do extra chores that are strenuous for you when all the children are home. Such as, laundry, cleaning up everyone's room, and other chores that I will let you decide that are reasonable. This will teach me responsibility and that I will have to work for things that I want.") Overall, the essay is developed in a manner that logically addresses the writer's persuasive argument; however, the details and information regarding the writer's argument are basic and lack a significant amount of support.

Organization

This essay demonstrates a basic level of organization. The essay's structure is generally unified, and it has a noticeable introduction and conclusion. However, the author's use of paragraphs and transitional devices is inconsistent. ("Furthermore, I will overall have a better advantage of a numerous variety of situations. I hope all these reasons have convinced you of my question. Thank you for considering my plea.")

Language Use & Style

The use of language in and the overall style of this essay can best be described as basic. The writer uses appropriate language, has an awareness of audience, and chooses words that are persuasive. ("Also, I will feel much safer if I have someone to call right away if something ever happens. For example, if I get hurt and no one is around, I will be able to pick up my phone and call for help. This is a very important reason I wish to receive a cell phone. Another reason I want one is because what happened with my brother last year. He burnt his leg, and no one was around until we got home.") The writer also generally uses correct, varied sentence structure that addresses the overall task.

Mechanics & Conventions

This writer demonstrates a general understanding of conventions and mechanics. (“This kind of relief is good for your nerves, especially if I am at a party a little later than expected, all you have to do is call me and remind me when my I should be home. Thus making a better connection between us.”) There are errors in grammar, mechanics, punctuation, and spelling, but they do not significantly interfere with the communication of the message.

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| Score Point 3 - partially communicates the writer's message. |
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Model Essay

Dear Mom and dad,

Mom I should be aloud to have the inter net. I have had good grade at school. If I had the inter net. I'm sure my grades would increase. Also I could do some school work that I couldn't in the inter net. Now that I have An MP3 player I could down load music into it. You could even talk to my teacher and see my grades.

Some times teachers give me projects. Now instead of going to the library I can just work on it at home. I could also look up thing that mite help me with my classes. Also there some web sites that I have to do in class (like myaccess.com). If I didn't finish some thing I could finish it at home. This would keep me catch up on my classes.

You know I just bought a new MP3 player. There are some songs that I want that i don't have. With the inter net I could just down loud dose songs. I only have some songs in my computer, so instead of paying money for the CDs. I could just down loud the songs I want. This would save use some money.

You two could also use the Inter net. My school has a web site that let you see how I'm doing. Some teachers have their own wed sites. That way you can just talk to them. My teacher's web sites also tell you what I'm learning. Even if I'm not at school some day. I can see what I mist and what home work I have.

As you have seen the inter net would be a nice thing to have. Again I could do my home work on it. Down loading songs would be awesome. Then you two could see how I'm doing in school. That's why I really want the inter net

Commentary and Analysis

Focus & Meaning

The focus and meaning in this essay can be described as limited. The writer's argument is unclear and undeveloped. The essay also demonstrates the author's limited understanding of the purpose and audience of the task. This writer completes some parts of the task, but significant portions of his/her argument are missing. (“You two could also use the Inter net. My school has a web site that let you see how I'm doing. Some teachers have their own wed sites. That way you can just talk to them. My teacher's web sites also tell you what I'm learning.”)

Content & Development

The author's overall development of the content in this essay is unclear. (“Also I could do some school work that I couldn't in the inter net. Now that I have An MP3 player I could down load music into it. You could even talk to my teacher and see my grades.”) The ideas introduced by the writer are brief, inconsistent, and lack supporting details. The essay does make an attempt to address possible counterarguments, but it is unclear whether the writer fully understands how to construct a persuasive argument.

Organization

This essay is organized in a very limited fashion. There is some evidence of structure, but the introduction and conclusion appear uncertain. This essay lacks proper paragraphing and transitional devices. (“My teacher’s web sites also tell you what I’m learning. Even if I’m not at school some day. I can see what I mist and what home work I have.”)

Language Use & Style

The writer’s overall use of language and style can best be described as limited. The author uses simple language, and his/her word choice is not fully persuasive. However, the writer does demonstrate some awareness of the audience and maintains some control over his/her voice. The writer relies on simple, unvaried sentences to convey his/her message. (“You know I just bought a new MP3 player. There are some songs that I want that i don’t have. With the inter net I could just down loud dose songs. I only have some songs in my computer, so instead of paying money for the CDs. I could just down loud the songs I want. This would save use some money.”)

Mechanics & Conventions

This essay demonstrates the author’s limited control over mechanics and conventions. There are several noticeable errors in grammar, mechanics, punctuation, and spelling that may interfere with the communication of the message (“Again I could do my home work on it. Down loading songs would be awesome. Then you two could see how I’m doing in school. That’s why I really want the inter net”).

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| Score Point 2 - limited in communication of the writer's message. |
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Model Essay

Dear mom and dad,

I do not understand why I can not have a television in my room. It would benefit us in that we would not fight on which channel to watch. Since there are two televisions already it would defiently be much better and we would not have to argue what to watch anymore. Another benefit would be that we would not have to pay every month for the wireless connection for my game system. Since my gamesytem is downstairs in the basement it does not get such a good connection and always fades out when I am in the middle of playing. This would solve that problem since the computer room is right next to my room.

I do not understand why that i can not have one in my room. My mom always says that she would argue every night to turn it off and you would never turn the tv off when you are suppose to. Mom I would

Commentary and Analysis

Focus & Meaning

The focus in this essay is minimal. The writer makes little attempt to establish an argument and has a minimal understanding of the overall purpose of a persuasive essay. Only a few parts of the task are completed. (“I do not understand why that i can not have one in my room. My mom always says that she would argue every night to turn it off and you would never turn the tv off when you are suppose to.”)

Content & Development

This essay’s content and its development are minimal at best. The writer’s arguments are either incomplete or developed inadequately. The author uses few details to support his/her position. (“Since there are two televisions already it would defiently be much better and we would not have to argue what to watch

anymore.”) This essay does not address possible counterarguments. Parts of the author's persuasive argument are apparent, but they lack form and detail.

Organization

The overall organization of this essay can best be described as minimal. There is little evidence of structure in the piece, and the introduction and conclusion are poor. (“I do not understand why I can not have a television in my room. It would benefit us in that we would not fight on which channel to watch.”) This essay lacks proper paragraphing and transitional devices.

Language Use & Style

This writer’s use of language and his/her overall style are minimal at best. The essay demonstrates the author's poor word choice and limited awareness of the purpose of a persuasive essay. The written piece has basic errors in sentence structure and usage. (“Since my gamesytem is downstairs in the basement it does not get such a good connection and always fades out when I am in the middle of playing.”)

Mechanics & Conventions

This writer demonstrates minimal control over conventions and mechanics. The essay contains errors in grammar, mechanics, punctuation, and spelling that substantially interfere with the communication of the message (“she would argue every night to turn it off and you would never turn the tv off when you are suppose to. Mom I would”).

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| Score Point 1 - inadequately communicates the writer's message. |
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Model Essay

I have always wanted a tv in my room. If my parents get me a tv in my room I would do all my chores without being asked a hundred times.I would get my grades up.Im always going to do that even though I wont get a tv in my room because grades and education is realy imporent to me.

Commentary and Analysis

Focus & Meaning

This essay contains inadequate focus and meaning. The writer puts forth almost no effort to establish an argument in order to persuade the reader. This essay completes few or no parts of the task, and there is little evidence of the author's awareness of his/her audience. (“If my parents get me a tv in my room I would do all my chores without being asked a hundred times.”)

Content & Development

This essay’s overall content can best be described as inadequate. The author does not attempt to use details to support his/her argument, nor address any possible counterarguments. (“ I would get my grades up.”) The essay is developed in a manner that lacks any true understanding of the task at hand.

Organization

The organization of this essay is inadequate. The author does not create a clear introduction or conclusion (“I wont get a tv in my room because grades and education is realy imporent to me.”), and the essay fails to contain any evidence of paragraphing, transitional devices. This author does not have an understanding of how to effectively organize a persuasive essay.

Language Use & Style

The writer's use of language and his/her overall style are inadequate at best ("Im always going to do that even though I wont get a tv in my room"). This essay fails to demonstrate a clear and coherent word choice. The author demonstrates no awareness of the audience, and he/she commits major errors in sentence structure and usage.

Mechanics & Conventions

This writer demonstrates inadequate control over conventions and mechanics. The essay contains severe errors in grammar, mechanics, punctuation, and spelling, and these errors significantly interfere with the communication of the message. ("I wont get a tv in my room because grades and education is realy important to me.")

Recommend Food to the Cafeteria – AIMS Practice Prompt

The cafeteria serves some foods people like and some they don't like. Think about three different foods that you would like the cafeteria manager to serve that you can't get in the cafeteria. Write a letter to the cafeteria manager convincing her to serve each of the three new foods that you are suggesting.

Score Point 6 - very effectively communicates the writer's message.

Model Essay

Dear Cafeteria Manager,

A school cafeteria is a room where the students get served their lunch. Often there are times when the cafeteria serves food that the students detest, dislike, or loathe. In my opinion, I think you should serve food that the kids will enjoy. Here are a couple suggestions on what foods the cafeteria should serve.

My first reason why the school cafeteria should serve pasta primavera as a lunch falls into the category of healthy, hearty, and nutritious food. For example, pasta primavera is a nutritious meal consisting of an Italian pasta called spaghetti and assorted vegetables. The most common vegetables found in this dish are mushrooms, asparagus, zucchini, bell peppers, carrots, etc. Chewy, sumptuous pasta and taste-tempting, assorted vegetables makes this delectable meal a rich, savory, Italian classic the kids at school would die for! To get down to the point, I think you should serve this meal, in my opinion, because it is healthy. Think of all the nutrients, protein, and fiber in the vegetables the children are consuming. Thus, making them cut down on eating other cafeteria lunch foods that have too much cholesterol, saturated fat, trans fatty acids, and carbohydrates such as hamburgers, frozen pizza, fried chicken nuggets, etc.

Secondly, the cafeteria should serve food that is rich in flavor and would be loved by the students like burritos. For example, I am recommending burritos to be served in the cafeteria because they are really delicious and are personally one of my most favorite foods. The reason why they taste so good probably is because of the fillings in the burrito. The fillings are made up of meat, cheese, lettuce, guacamole (smashed avocado), tomatoes, refried beans, and corn all rolled up in a flour tortilla. If you serve this for lunch, the students will leave the cafeteria with delicious food in their stomach!

Instead of serving the usual American food in the cafeteria such as chicken nuggets or pizza, why don't you serve food from different countries? Why not give the children the opportunity of trying new and intriguing foods? For example, the summer camp I attended approximately five summers ago had a big lunch consisting of different foods from different countries. It was a privilege to try all these international

foods such as Chinese food, Indian food, Japanese food, etc. I think the kids at school would love to try these new foods.

The parents of children who buy lunch at the school lunch room might remark, "What's wrong with the food they serve at school? You should not change the school lunch menu!" As I have said before, the food at school is most of the time not nutritious in a numerous amount of ways. For instance, certain foods like chicken nuggets and french fries have lots of fat and oil that can clog your arteries. Giving the kids opportunities to eat healthy, cafeteria food is a excellent reason why you should change the cafeteria menu!

Pasta primavera, burritos, and international foods such as Chinese, Indian, etc. is a great lunch the kids at school will definitely love. Some will get the oppurtunity to try cultural foods they never ate before. Please serve these three new foods in the cafeteria to give the students the opportunity to eat what they deserve, healthy and nutritious, yet delicious and great tasting food!

Commentary and Analysis

Focus & Meaning

This essay's focus and meaning are very effective. The writer establishes and maintains an insightful opinion to effectively persuade the reader. This essay demonstrates a thorough understanding of the purpose and audience and completes all parts of the task, even, at times, going beyond the limits of the task. ("You should not change the school lunch menu!" As I have said before, the food at school is most of the time not nutritious in a numerous amount of ways. For instance, certain foods like chicken nuggets and french fries have lots of fat and oil that can clog your arteries. Giving the kids opportunities to eat healthy, cafeteria food is a excellent reason why you should change the cafeteria menu!")

Content & Development

This essay effectively develops arguments, using a wide variety of specific, accurate, and relevant detail to support the writer's position. The author also convincingly addresses readers' opposing points of view or counterarguments. ("My first reason why the school cafeteria should serve pasta primavera as a lunch falls into the category of healthy, hearty, and nutritious food. For example, pasta primavera is a nutritious meal consisting of a Italian pasta called spaghetti and assorted vegetables. The most common vegetables found in this dish are mushrooms, asparagus, zucchini, bell peppers, carrots, etc.")

Organization

This essay is organized very effectively throughout, and a cohesive and unified structure is shown. There is an engaging introduction, which lays out the main points of the essay, and a strong conclusion. Furthermore, transitional devices are used effectively throughout the essay. ("Secondly, the cafeteria should serve food that is rich in flavor and would be loved by the students like burritos. For example, I am recommending burritos to be served in the cafeteria because they are really delicious and are personally one of my most favorite foods. The reason why they taste so good probably is because of the fillings in the burrito. The fillings are made up of meat, cheese, lettuce, guacamole (smashed avocado), tomatos, refried beans, and corn all rolled up in a flour tortilla. If you serve this for lunch, the students will leave the cafeteria with delicious food in their stomach!")

Language Use & Style

Very effective language use and style are demonstrated throughout this essay. Precise language and word choice are used, along with a defined voice and a clear sense of audience. Sentences are well structured and varied. ("Instead of serving the usual American food in the cafeteria such as chicken nuggets or pizza, why don't you serve food from different countries? Why not give the children the oppurtunity of trying new and intriguing foods? For example, the summer camp I attended approximately five summers ago had a big lunch consisting of different foods from different countries. It was a privilege to try all these international

foods such as Chinese food, Indian food, Japanese food, etc. I think the kids at school would love to try these new foods.”)

Mechanics & Conventions

The author demonstrates very effective control of mechanics and conventions, with few or no errors in grammar, mechanics, punctuation, and spelling. (“The fillings are made up of meat, cheese, lettuce, guacamole (smashed avocado), tomatos, refried beans, and corn all rolled up in a flour tortilla. If you serve this for lunch, the students will leave the cafeteria with delicious food in their stomach! Instead of serving the usual American food in the cafeteria such as chicken nuggets or pizza, why don't you serve food from different countries? Why not give the children the oppurtunity of trying new and intriguing foods?”)

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| Score Point 5 - strongly communicates the writer's message. |
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Model Essay

Dear Mrs. Cafeteria Lady,

Our lunch cafeteria is lacking in some certain areas, which is why I have some recommendations that I think could help all of the teachers and students in this school. If we could just add some new things to our lunch then everything could be boosted up a notch and there would be more income to our lunch workers. If we could add new things then everybody would like to try it because newer things are always more liked. Adding things would also add cost which is why I believe we could add some cheaper healthier things for things that don't sell as well. Like any items that would be more healthy to our students here at the middle school.

One thing that I think that would add attraction to our lunch is jello. It is light, cheap, and healthy which is why I think it would add something fruity, healthy, and attractive to our menu. The other good thing about jello is that it can come in many different flavors which allows people to have a choice other than having the same kind every day. The other advantages with jello is it can come in many shapes and sizes which catches people eyes. There is always been those nasty beans that nobody seems to care for so all of those things could be traded. I believe you will have much success if you agree with my statement on jello.

Another thing that not only students would agree with me on along with teachers is a low fat cesar salad. Teachers don't normally eat the school's lunch that they offer because there really isn't much that they would care for that is given today. There are already salads but they all have the same kind of dressing which includes a lot of fat contained in it. If we could simply get low fat dressing I think that everybody would take advantage of it, but if there was also cesar salad too then it would be another attractive thing to our school. This low fat cesar salad could also contain warm chicken instead of cold. Another thing that would help you and us all out! If you take this into consideration then another thing to add is grilled chicken instead of crispy. People these days in the United States are fighting obesity so if we could add some of these simple things then you could help all of us.

The last thing that I would like to add to our lunch cafeteria is fruit smoothes. These contain fruits all blended together for a filling healthy snack. Again this would be a helpful thing to our school because not only kids would buy this but also teachers and other staff. Most kids don't reach the right amount of fruit in their daily servings which is why in one meal they could get a days worth of their vitamins and minerals. This way we could all grow up to be healthy adults just for adding one simple thing to our day.

If any of these items were added into our daily servings then I believe that they would all be a success to this school. They are all cheap, and healthy. Compare that to all of the cookies, pizza, and ice cream that is served here in this very functional environment here at our school. Please take this in consideration because I believe you would have much success!

Commentary and Analysis

Focus & Meaning

Good focus and meaning are maintained throughout this essay, which establishes and maintains a clear position to persuade the reader. The essay shows a general understanding of the purpose and audience, and most parts of the task are completed. (“One thing that I think that would add attraction to our lunch is jello. It is light, cheap, and healthy which is why I think it would add something fruity, healthy, and attractive to our menu. The other good thing about jello is that it can come in many different flavors which allows people to have a choice other than having the same kind every day. The other advantages with jello is it can come in many shapes and sizes which catches people eyes. There is always been those beans that nobody seems to care for so all of those things could be traded. I believe you will have much success if you agree with my statement on jello.”)

Content & Development

The content throughout this essay is well developed. Arguments are developed using sufficient specific, accurate, and relevant details to support the writer’s position. The writer also clearly addresses readers’ opposing points of view. (“Another thing that not only students would agree with me on along with teachers is a low fat cesar salad. Teachers don’t normally eat the school’s lunch that they offer because there really isn’t much that they would care for that is given today. There are already salads but they all have the same kind of dressing which includes a lot of fat contained in it. If we could simply get low fat dressing I think that everybody would take advantage of it, but if there was also cesar salad too then it would be another attractive thing to our school. This low fat cesar salad could also contain warm chicken instead of cold.”)

Organization

This essay shows evidence of good organization. There is a mostly unified structure with a detailed introduction and conclusion. Consistent use of paragraphing and transitional devices is also present. (“The last thing that I would like to add to our lunch cafeteria is fruit smoothes. These contain fruits all blended together for a filling healthy snack. Again this would be a helpful thing to our school because not only kids would buy this but also teachers and other staff. Most kids don’t reach the right amount of fruit in their daily servings which is why in one meal they could get a days worth of their vitamins and minerals. This way we could all grow up to be healthy adults just for adding one simple thing to our day.”)

Language Use & Style

The writer of this essay demonstrates good use of language and style. Appropriate language and word choice are used, with some evidence of voice and a clear sense of audience; sentences are well structured with some variety. (“It is light, cheap, and healthy which is why I think it would add something fruity, healthy, and attractive to our menu. The other good thing about jello is that it can come in many different flavors which allows people to have a choice other than having the same kind every day. The other advantages with jello is it can come in many shapes and sizes which catches people eyes.”)

Mechanics & Conventions

There is good control of mechanics and conventions. Few errors in grammar, mechanics, punctuation, and spelling do not interfere with the author’s intended message. (“The last thing that I would like to add to our lunch cafeteria is fruit smoothes. These contain fruits all blended together for a filling healthy snack. Again this would be a helpful thing to our school because not only kids would buy this but also teachers and other staff. Most kids don’t reach the right amount of fruit in their daily servings which is why in one meal they could get a days worth of their vitamins and minerals. This way we could all grow up to be healthy adults just for adding one simple thing to our day.”)

Score Point 4 - adequately communicates the writer's message.**Model Essay**

Dear Mrs. Cafeteria Lady:

Our cafeteria needs better tasting types of foods and I am sure everyone else would agree. Some food can be deleterious to kids. How can we fix this? If you get healthier food your salary will be boosted up to the sky! I am sure you would relish that. I got a few suggestion to make our cafeteria the center of our school. From now on we will be proclaimed as the school with the fantastic food.

If you consider creating a salad bar, kids would enjoy it and would be eating healthier. Unless you think tomatoes, lettuce, and ranch are unhealthy. I think a salad bar would bring in more money for the school. The salad bar allows kids to enjoy mouth watering foods that anyone would die for. The salad would contain tomatoes, lettuce, gilled chicken and so much more mouth watering food. The school would not have to pay that much so they could use the extra money toward different foods may think .

Next I think we should reduce fat by using a grill when you make juicy hamburgers. This would be so nutritious and so good looking you will have every kid in the whole entire school lining up for the hamburgers. The tomatoes and pickles with add the perfect sensation to the burger. Tell me what could be better tasting then that?

What about tacos! Use the super salad bar to add the perfect toppings. Soft shells or hard meat or no meat there are so many fun choices that all kids will enjoy. The cafeteria food is so bland this new style encourage people to eat great food and healthier food. We need to get rid of the food you just heat up. It tastes squalid. This would not only give the kids something wonderful to enjoy, but the staff members as well.

By adding these simple foods you can help kids achieve their goals by getting and staying healthy. So by all means please consider what I have said because I am positive all kids in the school would agree with me!

Commentary and Analysis
Focus & Meaning

This essay maintains adequate focus and meaning. The writer establishes a position and adequately attempts to persuade the reader. A basic understanding of the purpose and audience is demonstrated and many parts of the task are completed. (“If you consider creating a salad bar, kids would enjoy it and would be eating healthier. Unless you think tomatoes, lettuce, and ranch are unhealthy. I think a salad bar would bring in more money for the school. The salad bar allows kids to enjoy mouth watering foods that anyone would die for. The salad would contain tomatoes, lettuce, gilled chicken and so much more mouth watering food. The school would not have to pay that much so they could use the extra money toward different foods may think.”)

Content & Development

This essay’s content and development are adequate. Arguments are developed using some specific, accurate, and relevant details to support the writer’s position. (“What about tacos! Use the super salad bar to add the perfect toppings. Soft shells or hard meat or no meat there are so many fun choices that all kids will enjoy. The cafeteria food is so bland this new style encourage people to eat great food and healthier food. We need to get rid of the food you just heat up. It tastes squalid. This would not only give the kids something wonderful to enjoy, but the staff members as well.”)

Organization

The organization of this essay is adequate. A generally unified structure is shown with an obvious but less polished introduction and conclusion and some transitional devices. (“Next I think we should reduce fat by using a grill when you make juicy hamburgers. This would be so nutritious and so good looking you will have every kid in the whole entire school lining up for the hamburgers. The tomatoes and pickles will add the perfect sensation to the burger. Tell me what could be better tasting than that?”)

Language Use & Style

The author’s use of language and style in this essay is adequate. Appropriate, but simpler language and word choice are used, with an awareness of audience and control of voice. Sentence structure is generally correct with some variety. (“What about tacos! Use the super salad bar to add the perfect toppings. Soft shells or hard meat or no meat there are so many fun choices that all kids will enjoy.”)

Mechanics & Conventions

There is an adequate control of mechanics and conventions in this essay. Some errors in grammar, mechanics, punctuation, and spelling are seen that do not significantly interfere with the communication of the author’s intended message. (“So by all means please consider what I have said because I am positive all kids in the school would agree with me!”)

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| Score Point 3 - partially communicates the writer's message. |
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Model Essay

Dear Cafeteria Manager,

I am concerned about the cafeteria food. I think the food you serve is good, but unhealthy. I have three requests. I think children would like a salad bar, macarone and chicken legs, and a fruit bar.

First, I think that it would be great to have a salad bar. A salad bar would provide healthy and delicious food. I think that the school children would eat the salad if they could see the variety of toppings and dressings.

Second, I think children need to have calcium and protein. A full meal of macaroni and a piece of chicken would provide both calcium and protein. This meal would be filling and satisfying.

Third, I think the school children would like a fruit bar. A fruit bar would provide a sweet and a healthy dessert. Fruit is something almost every child likes and wants.

I clearly think and believe that this would be a good change for the school's cafeteria. Please consider my letter and take in consideration the health of the students.

Sincerely,
A Concerned Student

Commentary and Analysis

Focus & Meaning

The focus and meaning of this essay are limited. The writer states his/her position, but it is underdeveloped; a strong position on the issue is not taken. This essay demonstrates limited understanding of the purpose and audience. (“I am concerned about the cafeteria food. I think the food you serve is good,

but unhealthy. I have three requests. I think children would like a salad bar, macarone and chicken legs, and a fruit bar.”)

Content & Development

This essay’s content and development are limited. Arguments are developed briefly, as in the second paragraph: “First, I think that it would be great to have a salad bar. A salad bar would provide healthy and delicious food. I think that the school children would eat the salad if they could see the variety of toppings and dressings.”

Organization

This essay demonstrates limited organization. There is some evidence of structure, which includes an introduction, conclusion, and transitional devices. (“Second, I think children need to have calcium and protein. A full meal of macaroni and a piece of chicken would provide both calcium and protein. This meal would be filling and satisfying. Third, I think the school children would like a fruit bar. A fruit bar would provide a sweet and a healthy dessert. Fruit is something almost every child likes and wants.”)

Language Use & Style

The writer’s use of language and style in this essay is limited. Simple language and word choice are used. There is some awareness of audience and control of voice. The author also relies on simple sentences with insufficient sentence variety. (“I clearly think and believe that this would be a good change for the school's cafeteria. Please consider my letter and take in consideration the health of the students.”)

Mechanics & Conventions

There is a limited control of mechanics and conventions in this essay. There are a few noticeable errors in grammar, mechanics, punctuation, and spelling, but they do not interfere with the communication of the author’s intended message. (“A full meal of macaroni and a piece of chicken would provide both calcium and protein. This meal would be filling and satisfying.”)

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| Score Point 2 - limited in communication of the writer's message. |
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Model Essay

Dear school board,

I have been eating your school food for 3 years. An I am sick of it . I would like to recommend better food. Such as maybe Mac Donald's, pizza hut, taco bell. A food from other places. I would like to change the food menu from the cafeteria. Because to begin with the food is not that good. Sometimes it tastes really bad.

Another reson that I would like to change the food menu from the school. Is that because at school there isn't that much of a variety of foods? An if we get food from like Mac Donald's, pizza hut, and taco bell. Theres more of a variety of food thats good and that taste pretty good. A this why I would like to change the food. I hope the cafeteria, cafeteria manager, and the school. Will maybe listen to me a change the food.

Commentary and Analysis

Focus & Meaning

The focus and meaning of this essay are present but minimal. The author does not have a strong opinion on the issue at hand. (“I would like to recommend better food. Such as maybe Mac Donald's, pizza hut, taco bell.”)

Content & Development

The content of this essay is developed minimally, and the essay only consists of two short paragraphs. Arguments are developed but use few details to support the writer's position. ("I would like to change the food menu from the cafeteria. Because to begin with the food is not that good. Sometimes it tastes really bad.")

Organization

The essay only consists of two paragraphs; therefore, the organization is minimal. There is also no clearly defined conclusion. ("Another reason that I would like to change the food menu from the school. Is that because at school there isn't that much of a variety of foods? An if we get food from like Mac Donald's, pizza hut, and taco bell. There's more of a variety of food that's good and that taste pretty good. A this why I would like to change the food. I hope the cafeteria, cafeteria manager, and the school. Will maybe listen to me a change the food.")

Language Use & Style

Language use and style in this essay are very simple. The author makes some basic errors in sentence structure. ("Such as maybe Mac Donald's, pizza hut, taco bell. A food from other places. I would like to change the food menu from the cafeteria.")

Mechanics & Conventions

There is minimal control of mechanics and conventions in this essay. Patterns of errors in grammar, mechanics, punctuation, and spelling are substantially evident but do not interfere with the communication of the author's message. ("Another reason that I would like to change the food menu from the school. Is that because at school there isn't that much of a variety of foods? An if we get food from like Mac Donald's, pizza hut, and taco bell.")

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| Score Point 1 - inadequately communicates the writer's message. |
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Model Essay

I think that the cafeteria should give different kinds of food because all of the food is not that good. I would support this idea by telling people not to eat nothing from the school for atleast one week. I wish that they could give like mexican food. That way I think everybody would want to eat. also I wish that they could put a snack machine that way we are happy and the school gets money by that.

Commentary and Analysis

Focus & Meaning

This essay's focus and meaning are inadequate. The writer demonstrates little effort in stating a position and in persuading the reader. Very few parts of the required task are completed. ("I think that the cafeteria should give different kinds of food because all of the food is not that good.")

Content & Development

The content and development of this essay are inadequate, as it only consists of one paragraph with an idea stated but with little to no attempt made in using details to support the arguments and the writer's position. The writer also does not consider any counterarguments. ("I wish that they could give like mexican food. That way I think everybody would want to eat.")

Organization

This essay is organized poorly and inadequately. No evidence of structure is apparent, as the essay only consists of one paragraph with no introduction or conclusion. In addition, transitional devices are not used to connect sentences and ideas. (“I think that the cafeteria should give different kinds of food because all of the food is not that good. I would support this idea by telling people not to eat nothing from the school for atleast one week. I wish that they could give like mexican food. That way I think everybody would want to eat. also I wish that they could put a snack machine that way we are happy and the school gets money by that.”)

Language Use & Style

The author’s use of language and style in this essay is inadequate. There is no awareness of audience, and major errors are present in sentence structure and usage. (“I think that the cafeteria should give different kinds of food because all of the food is not that good. I would support this idea by telling people not to eat nothing from the school for atleast one week. I wish that they could give like mexican food. That way I think everybody would want to eat. also I wish that they could put a snack machine that way we are happy and the school gets money by that.”)

Mechanics & Conventions

This essay features an inadequate control of mechanics and conventions. There are errors in grammar, mechanics, punctuation, and spelling that interfere somewhat with the communication of the author’s message. (“I think that the cafeteria should give different kinds of food because all of the food is not that good. I would support this idea by telling people not to eat nothing from the school for atleast one week. I wish that they could give like mexican food. That way I think everybody would want to eat. also I wish that they could put a snack machine that way we are happy and the school gets money by that.”)

Recommending Good Entertainment

On the recommendations of friends, people often see certain movies, read certain books, or listen to certain music. What movie have you seen, or what book have you read, or what music have you listened to on the advice of a friend that you really enjoyed, and why did you think it was enjoyable?
Write an essay to persuade your classmates to see the movie, read the book, or listen to the music that you enjoyed.

Score Point 6 - very effectively communicates the writer's message.

Model Essay

“What are you???” “I’M BATMAN!!!!” This quote has been in most of the previous Batman movies, but none surpass this one that came out last spring. Christian Bale plays the Caped Crusader in this new version of an old classic. This movie is one you will want to see at least twice with the perfect blend of action, mystery, suspense and a little romance, as well as a wonderful score and plot.

While some movies focus mainly on one genre such as comedy, Batman Begins has a way of blending several together to create a masterpiece. It is a great mystery that just when you think you have it all figured out, BANG! Some new twist will be thrown in and you will be left to figure it all out again. It is also full of suspense and action, and just the right amount of romance. This movie is an excellent example of the good things that happen when you put different elements of a movie all into one film.

The soundtrack of *Batman Begins* is truly amazing. Since the film's mood changes so often, it takes a skilled composer (or in this case two) such as Hans Zimmer and James Newton Howard to put together a masterpiece such as this one. And they did a superb job. The main score is a nice blend of low instruments to give you the feeling of hope in the darkness. It has an interesting way of swinging with the mood of the current moment of the film. This is a soundtrack you will defiantly be asking for when Christmas rolls around.

Not only is the score beautiful, but the plot is one that you will love. The story begins at the home (mansion actually) of young, wealthy Bruce Wayne, who while playing with his friend falls into a well and is attacked by a pack of bats. His father rescues him, but he now has a horrible fear of these flying mammals. Later at the opera, the dancers dressed as bats begin to surface that fear, so Bruce and his parents leave. But tragedy strikes. A mugger attacks and kills his parents, orphaning Bruce and shattering his life. Fast forward about 10 years. The murderer of his parents is about to walk free, despite the efforts of his childhood friend, Rachel (Katie Holmes) who is now working for the courts of Gotham City. But again, a murder turns Bruce's life upside down and he leaves Gotham to try and sort out his life.

Fast forward about another seven years. We find Bruce locked in a prison somewhere in another country. He has a visitor. A mysterious man (Liam Neeson) approaches him, and offers him the answers to the questions that he seeks, if he will do but one thing. He must go to the base of the mountains and pick a rare blue flower that grows there, then hike to the top of the highest peak, and there he will find his answers. Everything else is arranged. So he does it. At the top of the mountain, he is offered training by the League of Shadows, an ancient organization dedicated to keeping peace and destroying crime around the globe. But while the training is excellent, Bruce does not agree with the way that they handle things, and so he fights his way out and heads for Gotham where he meets up with his old butler Alfred (Michael Cain) who has watched over his inheritance/company since he left. Together they build a way to fight the crime threatening to take Gotham. And just in time to face a new problem that is threatening to destroy the city once and for all....

Batman Begins is an awesome movie. It has a marvelous mix of film elements and a beautiful score that will leave you wanting to see it over again. The plot and story line are also top-knotch. It is one of those movies that you will want for Christmas and that you will enjoy no matter how many times you watch it. This movie is an all around, gorgeously scored, terrifically written and ideally balanced movie that you should defiantly go see as soon as possible.

Commentary and Analysis

Focus & Meaning

Throughout this essay, the writer communicates with a very effective, engaging, and consistent focus and meaning. This written work clearly demonstrates a thorough understanding of the purpose of the essay and how to properly address the audience and task. (“‘What are you???’ ‘I’M BATMAN!!!!’ This quote has been in most of the previous *Batman* movies, but none surpass this one that came out last spring. Christian Bale plays the Caped Crusader in this new version of an old classic. This movie is one you will want to see at least twice with the perfect blend of action, mystery, suspense and a little romance, as well as a wonderful score and plot.”) All descriptions and details are effective, and they communicate and review the writer's ideas of what is truly entertaining in a clear and precise manner.

Content & Development

The content and overall development of this essay can best be described as creative, descriptive, and very effective. The writer provides a thoroughly detailed and developed narrative of his/her chosen type of entertainment and uses specific, artful descriptions. The essay contains complex descriptions of characters that effectively establish the writer's argument. (“Not only is the score beautiful, but the plot is one that you will love. The story begins at the home (mansion actually) of young, wealthy Bruce Wayne, who while playing with his friend falls into a well and is attacked by a pack of bats. His father rescues him, but he now has a horrible fear of these flying mammals. Later at the opera, the dancers dressed as bats begin to

surface that fear, so Bruce and his parents leave. But tragedy strikes.”) The piece contains an in-depth analysis that engages the reader, and dialogue is used to properly characterize the writer’s chosen form of entertainment.

Organization

The organizational strategy used throughout this essay is effective. The written work engages the reader with a clever opening, and it remains entertaining in the supporting and closing paragraphs. (“Fast forward about another seven years. We find Bruce locked in a prison somewhere in another country. He has a visitor. A mysterious man (Liam Neeson) approaches him, and offers him the answers to the questions that he seeks, if he will do but one thing. He must go to the base of the mountains and pick a rare blue flower that grows there, then hike to the top of the highest peak, and there he will find his answers. Everything else is arranged. So he does it. At the top of the mountain, he is offered training by the League of Shadows, an ancient organization dedicated to keeping peace and destroying crime around the globe.”) The author’s ideas flow very smoothly due to his/her use of excellent transitions that both support the sequential development of the essay and properly review the chosen event.

Language Use & Style

Due to the author’s creative, precise word choice, this essay demonstrates very effective language and style. The author cleverly describes—in detail—a form of entertainment that he or she enjoys and would recommend. Throughout the essay, the writer establishes a defined voice, a strong sense of audience, and an engaging mix of varied sentences. (“While some movies focus mainly on one genre such as comedy, Batman Begins has a way of blending several together to create a masterpiece. It is a great mystery that just when you think you have it all figured out, BANG! Some new twist will be thrown in and you will be left to figure it all out again. It is also full of suspense and action, and just the right amount of romance. This movie is an excellent example of the good things that happen when you put different elements of a movie all into one film.”)

Mechanics & Conventions

In this essay, the writer demonstrates a very effective control over mechanics and conventions. (“But while the training is excellent, Bruce does not agree with the way that they handle things, and so he fights his way out and heads for Gotham where he meets up with his old butler Alfred (Michael Cain) who has watched over his inheritance/company since he left. Together they build a way to fight the crime threatening to take Gotham.”) This written work contains few or no errors in grammar, mechanics, punctuation, and spelling.

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| Score Point 5 - strongly communicates the writer's message. |
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Model Essay

Romance comedy, and action. What comes to mind when you see those words? For me, it makes me think of the next movie I will see. I love movies! The entertainment it supplies is relaxing and enjoyable. I would like to tell you about one of my favorite movies, The Phantom of the Opera. This movie is my favorite for three reasons romantic, anticipation, and thundering surprises.

“Say you love me, you know I do. Christine that’s all I ask of you.” Romance is my favorite part of a movie. If a movie doesn’t have romance it isn’t a movie. If you are the same way, this is the perfect movie for you. It has a story line which points out what impact love has on a person. The Phantom for instance, he was never loved and he doesn’t even know what love means until Christine comes along. It is full of love and devotion. Whom to be with? What will happen? Who will she choose? To live or to die.

Introductions are supposed to be interesting, correct? When this movie started I was about to fall asleep. At the beginning it starts out black and white and with an auction. Unexpectedly there is a shocker and you

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are now at the edge of your seat. Anticipation crawls up my spine as I wait with eagerness. Chills inch throughout my bones while the movie describes with details. The special effects give an enormous expectation for something to happen.

BOOM, BANG, CRASH! What happened? Did they die? Did they survive? Will they live? Why is she with him? Why did he end up with her? Is it the end? Things happen unexpectedly. In this movie the music adds liveliness to the act. Sitting in the theater I had lots of astonishments that I didn't think would happen. The actors had a huge impact on the surprises. Raul for instance, was a nice guy and absolutely rich. The Phantom on the other hand was demanding, yet he had no one to love him. Most of the movie you feel sorry for him. But he was romantic and charming like no other. But who will Christine go with is the big astonishment of all. And how does that work out?

Movies have surprises, romance, and anticipation. And that is why I like the Phantom of the Opera. She takes a step to something bigger, a star. Two charming gentlemen want her, but who will she choose? This movie has everything. Especially if you love romance, you will love this movie. Take a step bigger yourself and watch the Phantom of the Opera.

Commentary and Analysis **Focus & Meaning**

Throughout this essay, the author writes with a very clear focus and meaning. The focus of the essay remains consistent throughout the opening, closing, and supporting paragraphs. This written work demonstrates a fairly good understanding of the purpose of the essay and how to properly address the audience and task. (“‘Say you love me, you know I do. Christine that’s all I ask of you.’ Romance is my favorite part of a movie. If a movie doesn’t have romance it isn’t a movie. If you are the same way, this is the perfect movie for you. It has a story line which points out what impact love has on a person. The Phantom for instance, he was never loved and he doesn’t even know what love means until Christine comes along. It is full of love and devotion.”) All of the author’s descriptions and details are relevant to the task of recommending a good form of entertainment.

Content & Development

This essay contains creative content and is developed descriptively. The writer provides the reader with a well-developed recommendation and review of something he/she finds entertaining. This essay also engages the reader, and the author uses internal dialogue to clearly reveal specific details about what makes his/her favorite movie interesting. (“‘Introductions are supposed to be interesting, correct? When this movie started I was about to fall asleep. At the beginning it starts out black and white and with an auction. Unexpectedly there is a shocker and you are now at the edge of your seat. Anticipation crawls up my spine as I wait with eagerness.’”)

Organization

In this essay, the writer clearly defines his/her opinion on what would be a good form of entertainment. The writer establishes a cohesive, effective opening paragraph (“‘What comes to mind when you see those words? For me, it makes me think of the next movie I will see. I love movies! The entertainment it supplies is relaxing and enjoyable. I would like to tell you about one of my favorite movies, The Phantom of the Opera. This movie is my favorite for three reasons romantic, anticipation, and thundering surprises.’”) and then follows it with effective supporting and closing paragraphs. The passages of the essay flow smoothly due to good transitions that support their sequential development.

Language Use & Style

Throughout the essay, the writer’s use of language remains creative, artful, and appropriate. The writer establishes some evidence of voice and a clear sense of audience. The essay showcases this author’s ability to construct well-structured, varied sentences. (“‘In this movie the music adds liveliness to the act. Sitting

in the theater I had lots of astonishments that I didn't think would happen. The actors had a huge impact on the surprises. Raul for instance, was a nice guy and absolutely rich. The Phantom on the other hand was demanding, yet he had no one to love him. Most of the movie you feel sorry for him. But he was romantic and charming like no other.”)

Mechanics & Conventions

This author has good control over mechanics and conventions. The essay contains few errors in grammar, mechanics, punctuation, and spelling. These errors do not interfere with the writer's recommendation of a good type of entertainment. (“Two charming gentlemen want her, but who will she choose? This movie has everything. Especially if you love romance, you will love this movie. Take a step bigger yourself and watch the Phantom of the Opera.”)

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| Score Point 4 - adequately communicates the writer's message. |
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Model Essay

I recommend people in the world to entertain themselves like if they watch movies or they go out and do sports or any thing. I think that people in the world should entertain them selves by watching a good movie like if you like funny movies or if you like scary or the many other types there is out there. I recommend funny movie because they make you crack up the hole day because you think of it for the rest of the day. So I recommend the movie Napoleon Dynamite for many people in the world.

I think that many people have seen the movie but I also know that many people in the world have not seen this movie. To begin the first time I saw the movie Napoleon Dynamite I at least taught ten times. This was one of the most funniest movies I had ever seen so far I think that there are lots of movies that are funnier but this is at least top ten funniest movies. In the movie there are two main characters pedro and times his grandma his grandma is an old ugly crazy lady that rides a dirt bike.

First of all I enjoyed the movie because it made me crack up at least ten times and it is such an excellent movie. Even though it had no story line because they thought it would not be good enough to go to the theaters this movie was just supposed to be a grade for school but then they told him that he should try to go in the theaters because it was so good and it made the test to go to the theaters so Napoleon dynamite did and made lots of money and even now he is a actor and still makes lots of movies for people.

When my family saw this very enjoyable movie my mom and dad told our ants and uncles and we told friends and cousins about this very enjoyable movie. Later on that weekend we got to gather to watch the funny, excellent, enjoyable movie with our family I thing my grandma even cracked up at some parts of the movie and she is always such a responsible old lady. My hole family was recommended this terrific, outrageous, funny movie. This is what happened when I recommended Napoleon Dynamite to my family they loved it even one of my cousins bought it for himself.

I hope that when you read this essay it made you want to recommend something to some one and if you haven't do it it is a cool thing to do. For me this was a really cool experience because I am the one person that recommended the movie to my family and my family had such a nice time when I showed the move to my family. The one person that liked the movie the most was prabraly my cousin daniel. He even liked it more than I did probraly.

Commentary and Analysis **Focus & Meaning**

The focus and meaning developed throughout this essay can best be described as adequate. The writer demonstrates a basic understanding of what constitutes an effective movie recommendation. The author

uses relevant descriptions, but the essay could benefit from more specific, sensory details. (“To begin the first time I saw the movie Napoleon Dynamite I at least taught ten times. This was one of the most funniest movies I had ever seen so far I think that there are lots of movies that are funnier but this is at least top ten funniest movies. In the movie there are two main characters pedro and Napoleon I think that Napoleon is very funny person in the movie he lives with his brother and his uncle and some times his grandma his grandma is an old ugly crazy lady that rides a dirt bike.”)

Content & Development

The content of this essay is fairly descriptive and clear. The writer provides a basic narrative using some specific and accurate descriptions. However, the descriptions of the movie are basic and only establish the writer’s argument in a general fashion. (“Even though it had no story line because they thought it would not be good enough to go to the theaters this movie was just supposed to be a grade for school but then they told him that he should try to go in the theaters because it was so good and it made the test to go to the theaters so Napoleon dynamite did and made lots of money and even now he is a actor and still makes lots of movies for people.”) The essay does manage to engage the reader, and the author uses a basic structure to reveal his or her thoughts.

Organization

This essay exhibits fairly clear opening, supporting, and closing paragraphs. The events in this author’s narrative generally flow due to somewhat consistent transitions that support the essay’s overall development. (“Later on that weekend we got to gather to watch the funny, excellent, enjoyable movie with our family I thing my grandma even cracked up at some parts of the movie and she is always such a responsible old lady. My hole family was recommended this terrific, outrageous, funny movie.”)

Language Use & Style

Throughout the essay, the writer’s use of language remains adequate and appropriate. This author demonstrates some awareness of voice and a sense of audience. (“I think that people in the world should entertain them selves by watching a good movie like if you like funny movies or if you like scary or the many other types there is out there. I recommend funny movie because they make you crack up the hole day because you think of it for the rest of the day. So I recommend the movie Napoleon Dynamite for many people in the world.”) This author uses correct, somewhat varied sentences and chooses words that generally hold the reader’s interest.

Mechanics & Conventions

This essay demonstrates the author’s adequate control over mechanics and conventions. Errors in grammar, mechanics, punctuation, and spelling do not significantly interfere with the communication of the message. (“Napoleon dynamite did and made lots of money and even now he is a actor and still makes lots of movies for people.”)

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| Score Point 3 - partially communicates the writer's message. |
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Model Essay

There are many good movies it was recommend by my grandpa he said go the watch war of the worlds it was a b movie. He said it had an okay begging and an immoral ending it does have a good middle. Then said it also sold a lot of copies. Many people said on TV it was a good story line. Another reason is it has good graphics he also said it okay actors.

Another reason he recommended it because it was better then of the other version of it. Plus he added that it better actors and it did not look fake. So iI went to see it my self it had a grate climax it and it had good and

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part that and most of it was okay. But most of them were good parts except for the part where the endings where it does not show the aliens die.

The other reason you should watch this movie because it had other versions of the movie like the first one looked fake the space ships they looked rubber now the space ships look like real metal. Plus it has better actors then the other one in the first one you see the expression before they came out. It also has better sound affects it is extremely loud it's like a stereo.

My last reason you should watch this movie is because it has better people so when they so it looks like they are really scared it does not look fake plus the people

Commentary and Analysis **Focus & Meaning**

This essay exhibits a limited focus and meaning. The writer demonstrates a somewhat vague argument in the essay's opening, supporting, and closing paragraphs. This author also has a somewhat vague understanding of the purpose, audience, and task of the essay. ("The other reason you should watch this movie because it had other versions of the movie like the first one looked fake the space ships they looked rubber now the space ships look like real metal. Plus it has better actors then the other one in the first one you see the expression before they came out.") The descriptions and details included in the essay are relevant to the author's narrative, but the argument does not focus on recommending an entertaining film, book, or song.

Content & Development

This essay contains a limited amount of content related to the author's recommendation of good entertainment. ("Many people said on TV it was a good story line. Another reason is it has good graphics he also said it okay actors. Another reason he recommended it because it was better then of the other version of it.") The writer does an adequate job of introducing a movie he or she found entertaining, but this essay lacks sufficient support and detail to make it more than a summary.

Organization

The organization in this essay remains limited. The writer provides adequate beginning, supporting, and closing paragraphs; however, the flow of the essay contains elements of inconsistency or choppiness. ("There are many good movies it was recommend by my grandpa he said go the watch war of the worlds it was a b movie. He said it had an okay begging and an immoral ending it does have a good middle.") The writer's use of transitional devices is often weak.

Language Use & Style

The writer uses language simply and writes with a basic style. Throughout the essay, the writer demonstrates a limited awareness of voice and a poor sense of audience. The writer uses basic, unvaried sentences and insufficient word choice to persuade the audience. ("My last reason you should watch this movie is because it has better people so when they so it looks like they are really scared it does not look fake plus the people.")

Mechanics & Conventions

Throughout this essay, the writer demonstrates limited control over mechanics and conventions. There are several noticeable errors in grammar, mechanics, punctuation, and spelling that may interfere with the communication of the message. ("So iI went to see it my self it had a grate climax it and it had good and part that and most of it was okay. But most of them were good parts except for the part where the endings where it does not show the aliens die.")

Score Point 2 - limited in communication of the writer's message.**Model Essay**

I recommed my friend to see The Ring Two.The movie was great.I am going to see it again with my mom.She havant seen,the movie.I went to see it with my friend.I was not scar when we went to see it.The part that I thought was cool was when she was getting out of the tunnel she was crawling out that part was cool.The ending was'int the best.The movie is not that bad to woch.I am going to tell my friend to woch the movie.He is probily going to like the movie cause he likes scarymovies.I would woch the movie again.I would not just tell my friend I would tell all of my friends.This is the movie I would recommen to everybody to woch.

**Commentary and Analysis
Focus & Meaning**

The focus and meaning in this essay demonstrates the author's minimal understanding of the given task. The writer also struggles to fully construct an effective recommendation and has difficulty understanding the audience. ("I recommed my friend to see The Ring Two.The movie was great.I am going to see it again with my mom.She havant seen,the movie.")

Content & Development

The writer establishes a minimally developed argument. The writer's chosen form of entertainment is somewhat apparent, but the essay lacks sufficient support and detail to make it more than a vague summary. ("The part that I thought was cool was when she was getting out of the tunnel she was crawling out that part was cool.") This author does not review his/her chosen event, which could have been an effective way to reveal key points of the argument.

Organization

In this essay, any specific information regarding the author's choice of entertainment is minimal. Overall, the writer does not structure the essay; this piece lacks consistent opening, supporting, and closing paragraphs. The flow of the essay may be difficult to follow due to gaps in time and sequence. The author's use of transitions is inconsistent, and his/her arguments remain brief, uncertain, or conflicting. ("The ending was'int the best.The movie is not that bad to woch.I am going to tell my friend to woch the movie.He is probily going to like the movie cause he likes scarymovies.")

Language Use & Style

Throughout the essay, the writer's use of language remains simple and limited. The author analyzes his/her chosen form of entertainment using generic, non-descriptive words. The writer also makes basic errors in grammar and sentence structure. ("I would woch the movie again.I would not just tell my friend I would tell all of my friends.This is the movie I would recommen to everybody to woch.") The author demonstrates some awareness of an audience, and his/her voice is occasionally apparent.

Mechanics & Conventions

This author demonstrates minimal control over mechanics and conventions. The essay contains patterns of errors in grammar, mechanics, punctuation, and spelling that substantially interfere with the communication of the message. ("I was not scar when we went to see it.The part that I thought was cool was when she was getting out of the tunnel she was crawling out that part was cool.")

Score Point 1 - inadequately communicates the writer's message.

Model Essay

Guess what girl you should go see this one movie it called Honey. Its is so good. I loved it. there is dancing and the actors are soooo cool. This move is so good wait its better than good it grate.It like the best movie this year.Its so good. You should go see it. It grate go see it.I was gad I went to go see it. and u should to!

**Commentary and Analysis
Focus & Meaning**

The focus and meaning in this essay are inadequate. The author maintains a confused and incomplete focus while writing, and he/she makes almost no attempt to analyze or review an interesting form of entertainment. The author also demonstrates almost no understanding of the purpose, audience, or task. (“Guess what girl you should go see this one movie it called Honey. Its is so good. I loved it. there is dancing and the actors are soooo cool. This move is so good wait its better than good it grate.It like the best movie this year.Its so good. You should go see it. It grate go see it.I was gad I went to go see it. and u should to!”)

Content & Development

The content of this essay can be described as insufficient. The author’s descriptions contain no detail and are not developed in ways that fully address the main ideas of the essay. The author introduces ideas briefly and does not develop them. The writer also does not establish a structured argument and fails to create interest for the reader. (“This move is so good wait its better than good it grate.”)

Organization

In this essay, the author includes little information regarding an enjoyable form of entertainment. Descriptions are brief, lack detail, and are incomplete. Transitions between ideas and paragraphs are few in number, and they do not support the writer’s argument. (“Guess what girl you should go see this one movie it called Honey. Its is so good. I loved it. there is dancing and the actors are soooo cool. This move is so good wait its better than good it grate.It like the best movie this year.Its so good. You should go see it. It grate go see it.I was gad I went to go see it. and u should to!”)

Language Use & Style

In this piece, the author showcases a poor use of language and style. The author makes an attempt to recommend and review a type of entertainment, but he/she does so in a minimal fashion and uses non-descriptive language. (“I was gad I went to go see it.”) The author displays little awareness of audience and voice, and he/she commits basic errors in sentence structure, word choice, and usage. Transitions between ideas and paragraphs are few in number, and they do not support the writer’s argument.

Mechanics & Conventions

Throughout this essay, the author demonstrates an inadequate control over mechanics and conventions. The writer commits severe errors in grammar, mechanics, punctuation, and spelling that significantly interfere with the communication of the message. (“Guess what girl you should go see this one movie it called Honey. Its is so good. I loved it. there is dancing and the actors are soooo cool. This move is so good wait its better than good it grate.It like the best movie this year.Its so good. You should go see it. It grate go see it.I was gad I went to go see it. and u should to!”)

School Rules: Eating in the Classroom

Your school has a rule against eating in the classroom. What is your point of view on the subject? Defend your answer with specific evidence.

Score Point 6 - very effectively communicates the writer's message.

Model Essay

Smelly, Sticky, Dirty, Germs! Children in all schools would love to eat in their class rooms but would that really be a good idea? I think not, children are not capable of eating in their own homes with out making messes let alone in a school classroom. Children are very noisy eaters and that could be a distraction during a period in which a teacher is trying to teach, or being children as they are they would get out of control and food would start flying out of control and everyone would have the main course for the day in their perfectly-silky-smooth-highly conditioned- hair. Children have a period during the day that they can eat and talk to friends and be as loud as they please but it should not be during teaching sessions.

Sticky messes occur in everyday life no matter what is going on but if kids eat in the classroom then children will complain about the messes. Children's desks will be all sticky, rappers would be found on the floors and inside desks. Students are not responsible enough to throw things away, it is just an easier to throw it in the desk and let some one else worry about it later on. They could care less if the over-worked-tired-old- brilliant teacher yelled "clean up that mess or you will get a F in conduct for the day." Children could never get any work done because their papers would stick to the desk and, as they would try to pull it off the greatly, sticky, disgusting, desk top, the paper would rip and the child would have to redo the whole paper. Children are not capable enough to eat in classrooms with out making messes and leaving rappers and germs on the desk for the next person to come along and have to deal with.

Gargle, snap, crackle, burp! The noises people make while eating are intolerably disruptive and nasty. Some children grunt while others breath heavily or smack their lips together. This could cause a possible threat to others who are trying to learn. I mean really now, could you concentrate on who won the revolutionary war if some one were smacking their lips in your ear or grunting right behind you? I do not think you could and I would not be able to either. Its funny really how much noise a person can make while eating and not even be aware they are making any type of noise at all. Teachers also could become distracted and forget what they had last said so they would have to start all over again so they knew they had taught everything that needed to be known. All in all children are too noisy to eat in class and their other classmates would become distracted and not learn what they need to.

Kids have a tendency to become out of control if they eat too much or get too many calories. Caffeine is also a really big problem with children eating in the schoolrooms. Children become hyper and do not know exactly what they are about to do or what they have already done. They then get in trouble for it but it was not really their faults, if the school building wouldn't allow children to eat in class then children would have no reason to become wild and out of control. In some cases children throw food, which results in a food fight, and everyone gets in trouble. This is in the worst of cases though. Teachers are supposed to be in control of their classrooms and students but if too many children get to hyper then the teacher has no control and the school belongs to the kids. Children are not responsible enough to control themselves while they are hyper and to prevent that we need to buckle down and not let kids eat in the classroom.

Eating is a regular habit for all teens and there is a time and place for it but the place is not in the classroom. Children are too noisy, they leave rappers such as Babe Ruth and Twinkies in the desks, and children get out of control while they eat so if we didn't get to eat in classrooms then nothing bad would happen and everyone would get the education they need.

Commentary and Analysis

Focus & Meaning

This is a compelling, yet jovial, writing sample that very effectively communicates the author's message to the proper audience. ("Children have a period during the day that they can eat and talk to friends and be as loud as they please but it should not be during teaching sessions.") Without losing focus on the central idea, the author expands on a series of arguments that are intended to convince the reader of the author's thesis. This essay clearly goes beyond the limits of the task.

Content & Development

In this essay, the author cites three very persuasive reasons why food should not be permitted in the classroom. These reasons are then discussed at some length by the author, who uses a wide variety of appropriate and descriptive details to support the central ideas ("Kids have a tendency to become out of control if they eat too much or get too many calories. Caffeine is also a really big problem with children eating in the schoolrooms. Children become hyper and do not know exactly what they are about to do or what they have already done. They then get in trouble for it but it was not really their faults, if the school building wouldn't allow children to eat in class then children would have no reason to become wild and out of control").

Organization

This essay demonstrates a cohesive and unified structure. The introduction engages the reader immediately ("Smelly, Sticky, Dirty, Germs! Children in all schools would love to eat in their class rooms but would that really be a good idea? I think not, children are not capable of eating in their own homes with out making messes let alone in a school classroom") and the conclusion aptly sums up the author's central idea. Each of the body paragraphs is tightly focused on a single persuasive argument.

Language Use & Style

The writer has a very interesting writing style which combines sophisticated and precise language use with a humorous voice ("Children have a period during the day that they can eat and talk to friends and be as loud as they please but it should not be during teaching sessions").

Mechanics & Conventions

With few visible errors in grammar, mechanics, punctuation, or spelling, the author demonstrates very effective control of the mechanics and conventions of writing. ("Children become hyper and do not know exactly what they are about to do or what they have already done.")

Score Point 5 - strongly communicates the writer's message.

Model Essay

Do you ever wonder why your school has so many rules? Another word for one of these rules is policy. They are not there just to confuse you. Schools have policies so that the classroom is a safer and more enjoyable place for both students and teachers. The truth is, these rules are extremely important. Some policies are open to change. One in particular is "No eating in the classroom." It is in the schools best interest that this policy is enforced. This policy exists to prevent messes and unhealthiness.

First of all, if students are allowed to eat in the classrooms, it would be too messy. Crumpled up wrappers would clutter up the halls making more work for janitorial staff. Desks with bits of sticky foods in them have to be shared by numerous students. Messes from spilt soda and gum would have to be cleaned up properly or ants could become a huge problem. Also, it would cost the school more money to hire extra

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janitorial staff if the messes got too out of hand. Even though the policy of no eating in the classrooms is enforced, wrappers can still be found stuffed into desks. If there is a problem with messiness, even with the rule, it would be much worse and cost more money if there was no rule against it. Eating in the classroom would be too messy to allow.

Secondly, eating in the classroom is unacceptable because it would be unhealthy. It is very likely that there would be a problem with unhealthy snacks. Too much junk food would result in obesity. Problems could also arise if students are no longer hungry during lunch time because of excessive snacking. This could prevent them from getting the essential nutrients in healthy school lunches. Snacking is not only unhealthy physically; but it could affect student grades as well. If pupils are more interested in foods, they could miss important lessons. "Eating in the classroom is both messy and distracting," says a 7th grade English teacher at my middle school. Snacking during class would result in unhealthiness, affecting students physically and lowering grades.

Finally, eating in the classroom would result in messes and unhealthiness. If this policy is changed, it is almost certain that it will have a negative affect on the students as well as teachers and janitorial staff. Considering the disadvantages, it is easy to see why it is a bad idea to change this important policy. Because of policies like this, school is a better and safer place for both students and teachers.

Commentary and Analysis **Focus & Meaning**

This response strongly communicates a complete message to the intended audience. Writing in a clear and matter-of-fact way, the author establishes and maintains focus on a clear controlling idea ("eating in the classroom would result in messes and unhealthiness") and completes the assigned task.

Content & Development

Two convincing arguments are made against allowing students to eat food in the classroom ("it would be too messy" and "it would be unhealthy"). Each is strongly supported with a sufficient amount of appropriate details.

Organization

This essay shows strong organization and a unified structure. The introduction is clear and to the point ("It is in the schools best interest that this policy is enforced. This policy exists to prevent messes and unhealthiness"), as is the conclusion ("If this policy is changed, it is almost certain that it will have a negative affect on the students as well as teachers and janitorial staff"). Transitional devices are used consistently ("First of all," "Secondly," and "Finally").

Language Use & Style

The language in this response is clear and to the point, which is appropriate given the audience ("They are not there just to confuse you. Schools have policies so that the classroom is a safer and more enjoyable place for both students and teachers"). The writer also uses well-structured sentences with some variety.

Mechanics & Conventions

This essay maintains good control over mechanics and conventions, as it contains practically no errors in grammar, mechanics, punctuation, or spelling. ("Secondly, eating in the classroom is unacceptable because it would be unhealthy. It is very likely that there would be a problem with unhealthy snacks. Too much junk food would result in obesity.")

Score Point 4 - adequately communicates the writer's message.**Model Essay**

We should change the rules of eating in the classroom. We can eat in the classroom and if we leave any trash in the class or on the floor we can get detention. This will also improve our energy throughout the day. So if we have a long lecture we can be able to stay awake through it and get more notes ect. Teachers can eat in the classroom so why cant we? This will also help them concentrate in school.

Eating in the classroom will improve our concentration. If you have a long lecture from your teachers you will be able to stay awake through it. This will also give you a energy boost to help yourself get through the rest of the day. Besides bringing junk food you can bring in a healthy snak like an apple or an orange. Bringing in healthy snacks will not ruin your health. This is one reason to eat in the classand to help you concentrate.

Students should eat in the classroom because teachers can. We should be able to do the same, if a teacher is eating and teaching at the same time it might help you concentrate. You also don't have to wait til lunch either. If you get a snack it has to be healthy. Like fruits, vegetables basically you need one of the main food groups besides sweets. This is a good chance to let kids get a snack in class. Eating in the classroom will keep us from talking about different subjects like at home, friends or basicaly it will keep us from getting off task.

The policy of eating in the calssroom should be changed. Doing this will help students concentrate on their school work and when they get home. Eating in the classroom will prepare us for the future by helping us concentrating or even raising our grades. This is why students should be able to eat in the calssroom.

Commentary and Analysis**Focus & Meaning**

Overall, this writer has created an essay which adequately communicates an appropriate and focused message to the intended audience. The assigned task is adequately addressed. (“We should change the rules of eating in the classroom. We can eat in the classroom and if we leave any trash in the class or on the floor we can get detention. This will also improve our energy throughout the day.”)

Content & Development

This author cites two reasons to convince the reader to accept the central thesis. The first reason is sensible (“Eating in the classroom will improve our concentration”) although the second is less rational (“Students should eat in the classroom because teachers can”). In both cases, the author uses sufficient details to support the central idea.

Organization

This essay exhibits adequate organization with a generally unified structure. The introduction clearly states the author’s position (“We should change the rules of eating in the classroom”), as does the conclusion (“This is why students should be able to eat in the calssroom”).

Language Use & Style

This essay displays adequate use of written language. The author chooses appropriate, and mostly correct, words and sentences in directing this persuasive essay towards the intended audience. The writing demonstrates generally correct usage and sentence variety. (“Eating in the classroom will improve our concentration. If you have a long lecture from your teachers you will be able to stay awake through it. This will also give you a energy boost to help yourself get through the rest of the day. Besides bringing junk

food you can bring in a healthy snack like an apple or an orange. Bringing in healthy snacks will not ruin your health. This is one reason to eat in the classroom to help you concentrate.”)

Mechanics & Conventions

The control of mechanics and conventions in this essay is adequate. Some errors in grammar, mechanics, punctuation, and spelling (“classroom” and “snack”) are present, although they do not significantly interfere with the communication of the author’s message.

Score Point 3 - partially communicates the writer's message.

Model Essay

Eating in the class room is against the school rule. My opinion is that we should be allowed to eat snacks. You will not have hunger complaints. So people won't bother the nurse. Eating snacks will help people think and help them pay attention so they will get better grades.

If students have no complaints they will have more time to do work than going to the nurse and saying "I am hungry." I missed a math assignment because I went to the nurse because I was hungry. I wasn't in class to hear the teacher give the assignment by the class.

Eating in the classroom will make people concentrate on what they need to concentrate on and not on they hungry. They will work harder to get better grades. Once in science I couldn't concentrate because I was so hungry, I yelled. My teacher had to tell me to be quiet.

Eating in the classroom keep kids full. It will keep students from bugging you. I believe eating will make kids get better grades. In conclusion we will get the high score in the district.

Commentary and Analysis

Focus & Meaning

This author is able to establish and focus on a controlling idea (“My opinion is that we should be allowed to eat snacks”) but fails to develop a detailed and convincing argument to support the central thesis. In the end, the author only completes some parts of the task.

Content & Development

The author of this essay offers two reasons why students should be allowed to eat in the classroom: “they will have more time to do work” and “will make people concentrate.” While both of these reasons are sensible, the author fails to develop these ideas consistently and sufficiently.

Organization

This response demonstrates evidence of a structured approach. Both the introduction and the conclusion clearly state the author’s opinion (“Eating in the classroom keep kids full. It will keep students from bugging you”), although they are simple and fail to grab the reader’s attention. No transitional devices are used to help guide the reader through the author’s argument.

Language Use & Style

The language used in this essay is overly simple (“I missed a math assignment because I went to the nurse because I was hungry”). The author shows an awareness of audience and control of voice, but makes several errors in basic sentence structure (“So people won't bother the nurse”).

Mechanics & Conventions

This essay demonstrates limited control over the use of mechanics and conventions. Several noticeable errors in grammar (“So people won’t bother the nurse”), mechanics, punctuation, and spelling (“concentrats” and “districtet”) interfere with the communication of the message.

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| Score Point 2 - limited in communication of the writer's message. |
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Model Essay

Dear Teacher

Our schol has a rule that keeps students from eating in the classroom. I think you should chang this rule to be some thing like student may only have food in the classroom if they clean up after themselves.

A good consiquence they do not clean up is lunch duty.

Another thing, is if we can not have food in the classrooms, then whys do we have vending meshines and pop machines. Also if everybody cleaned up after them, we would not ned janitors we could save alot of money.

Commentary and Analysis **Focus & Meaning**

This response is limited in its ability to communicate a compelling message to the desired audience. The author suggests a controlling idea (“Our schol has a rule that keeps students from eating in the classroom. I think you should chang this rule”), but is unable to develop and focus the central argument in a convincing manner and thus, largely fails to complete the assigned task.

Content & Development

In this essay, the author attempts to cite two reasons to support the central thesis that food ought to be permitted in the classroom: “student may only have food in the classroom if they clean up after themselves” and “whys do we have vending meshines and pop machines.” However, these reasons are inadequately explained and remain unconvincing.

Organization

Little evidence of organization can be discerned in this essay. Only one paragraph has been provided by the author, although it does begin with a sentence that can be interpreted as an introductory remark (“I think you should chang this rule”). Little evidence of the effective use of transitional devices can be found.

Language Use & Style

This essay demonstrates minimal use in language and style. This response is marked by poor language use, with some awareness of the audience (“Dear Teacher”). The author makes basic errors in sentence structure (“A good consiquence they do not clean up is lunch duty”), word choice, and usage.

Mechanics & Conventions

This essay demonstrates inadequate control over mechanics and conventions. Filled with significant errors in grammar, mechanics, punctuation, and spelling (“meshines”), the author’s lack of control of the mechanics and conventions of writing substantially interferes with the communication of the message.

Score Point 1 - inadequately communicates the writer's message.**Model Essay**

I think we should be able to have food in the classrooms because: I get hungry and can't think very well and if we spill we will clean it up It would be fu and cool.

Sometimes my freinds can not eat lunch because they do not have any lunch mony but if there was not a rule that you can eat food in the classroom then my freinds could eat in claas. then they would not starve for the rest of the day.

Commentary and Analysis**Focus & Meaning**

This essay inadequately responds to the assigned prompt. The author fails to establish a controlling idea, other than to say, "I think we should be able to have food in the classrooms," and demonstrates no appreciation for the purpose and audience. No portion of the assigned task has been completed.

Content & Development

This essay exhibits an inadequate display of content and development. The author provides no support for any of the claims made in this brief essay. Several different thoughts are supplied without any attempt by the writer to explain, describe, or support them. ("I think we should be able to have food in the classrooms because: I get hungry and can't think very well and if we spill we will clean it up It would be fu and cool. Sometimes my freinds can not eat lunch because they do not have any lunch mony but if there was not a rule that you can eat food in the classroom then my freinds could eat in claas. then they would not starve for the rest of the day.")

Organization

There is inadequate use of organization in this brief essay. There is no sense in this essay that an organizational structure was planned or implemented, nor have any transitional devices been used to improve the essay's flow. ("I think we should be able to have food in the classrooms because: I get hungry and can't think very well and if we spill we will clean it up It would be fu and cool. Sometimes my freinds can not eat lunch because they do not have any lunch mony but if there was not a rule that you can eat food in the classroom then my freinds could eat in claas. then they would not starve for the rest of the day.")

Language Use & Style

The writer of this essay uses simple, unclear, and incoherent language. There is no sense that the writer knows to which audience this response needs to be addressed, and there are major errors in sentence structure ("It would be fu and cool" and "then they would not starve for the rest of the day"), word choice, and usage.

Mechanics & Conventions

The author shows in this essay an inadequate control of the mechanics and conventions of writing. Major errors in grammar, mechanics, punctuation ("we should be able to have food in the classrooms because:"), and spelling ("claas") significantly interfere with the communication of the message.

Separate Schools for Boys and Girls

Based on new research suggesting that male and female students learn differently, some school boards are considering creating separate schools for boys and girls. Do you think establishing separate schools is a good idea?

Write a multi-paragraph essay in which you persuade the Board of Education to agree with your position on this issue. Be sure to include specific details and examples to support your argument.

Score Point 6 - very effectively communicates the writer's message.

Model Essay

Dear Board of Education,

I believe boys and girls should attend the same school, instead of separate schools for boys and girls. If you remember in our younger years as a child, we used to idle around. In addition, we used to be deathly afraid of the opposite sex because of cooties. If you even got close to a boy or a girl, depending on your gender, you would catch them. Moreover, there was endless taunting if you were a boy or a girl. Whenever you would get into a group to play games ones was all girls and the other was all boys. There was a wall between children. As we grew up the wall began to vanish. Thus, if we start separating students according to gender, the wall might grow again. Furthermore, the wall will cover the true personalities of the people on the other side. All we will be left with is assumptions of the other. But, if we all attend the same school then we will know what is "the other side." Likewise, there are many other reasons to attend the same school.

If we start placing students in separate schools because of their gender, students might never learn to get along with each other. Moreover, students might start thinking that one is better than the opposite, and becoming a sexist. This might occur because the schools will be teaching courses differently, according to the way males and females think. Furthermore, students will start to compare. Naturally students will think that they are better than the other, because they are ignorant of what the other is learning. Without knowing, they will base their views on biased information. If this happens, one sex will become more dominant in their minds. With that the propoganda that they might not be good enough, it might limit the accomplishments they can and should achieve.

In addition, if students do not go to the same school with the opposite gender, they with never learn the way the other thinks and then will be surprised when they are around them. Also, since students react differently and behave differently around other people they might not get accustomed to the opposite sex. Soon this will lead to many arguments, and the thought that everyone is equal is lost. With those arguments they might not forgive and will lead to serious grudges against one another. If they never forget it will affect the way they see someone of another gender. Of course, that thought might be negative. Which will damage the situation even more.

I know that you may be thinking that if students are in the same class with one another they will distract each other, but in reality that would happen anywhere, when girls and girls are friends and when boys and boys are friends. Yet, when all students are together, some are shyer than others around the opposite sex. Thus, if they are together they will develop social skills, which will boost their self-confidence. Likewise, they will learn to trust and know themselves and this will help students figure out tough decisions, and hopefully learn to say "no" when it really matters.

This is why it is important to keep students all together. Like a family, they will have small arguments, but they will learn to live, care, and learn to respect each other. Moreover they will learn to enjoy each other's company and work together. Which can help them in their later careers. Thus, it will lead to better

future for our students. Also, if you separate the students you will be dividing friends that can never be replaced. So, this is why students should all stay together in our schools, and work together.

Commentary and Analysis **Focus & Meaning**

This author has cleverly constructed an insightful essay which vividly describes why boys and girls should not be separated. (“But, if we all attend the same school then we will know what is ‘the other side.’ Likewise, there are many other reasons to attend the same school.”) He/she establishes and maintains the controlling idea (“If we start placing students in separate schools because of their gender, students might never learn to get along with each other.”) while describing the many benefits of both gender schools.

Content & Development

This author has written an essay that is well-developed and supported, including a variety of reasons as to why he/she believes both genders should share the same school. (“Thus, if they are together they will develop social skills, which will boost their self-confidence.”) This author addresses the many benefits of shared schools as compared to separate schools, providing a well-rounded piece. (“Like a family, they will have small arguments, but they will learn to live, care, and learn to respect each other.”) Furthermore, the writer successfully presents a counterargument to show opposing points of view, while continuing to argue against separate schools for boys and girls. (“I know that you may be thinking that if students are in the same class with one another they will distract each other, but in reality that would happen anywhere, when girls and girls are friends and when boys and boys are friends. Yet, when all students are together, some are shy than others around the opposite sex. Thus, if they are together they will develop social skills, which will boost their self-confidence.”)

Organization

This essay demonstrates a unified structure with a clear introduction (“Thus, if we start separating students according to gender, the wall might grow again. Furthermore, the wall will cover the true personalities of the people on the other side. All we will be left with is assumptions of the other. But, if we all attend the same school then we will know what is ‘the other side.’”) and conclusion, as well as varied body paragraphs, each with a unique supporting detail. The body paragraphs transition well from one supporting detail to the next.

Language Use & Style

The author’s language use can be described as artful, enticing, and accurately chosen. The author wants the reader to focus on the positive aspects of the city and does so by using many descriptive terms. (“Moreover, students might start thinking that one is better than the opposite, and becoming a sexist. This might occur because the schools will be teaching courses differently, according to the way males and females think. Furthermore, students will start to compare. Naturally students will think that they are better than the other, because they are ignorant of what the other is learning.”)

Mechanics & Conventions

This essay demonstrates very effective control over the use of mechanics and conventions. With minimal noticeable errors in grammar (“Which will damage the situation even more.”), spelling, or punctuation, this author demonstrates very effective control over the mechanics and conventions of writing.

Score Point 5 - strongly communicates the writer's message.**Model Essay**

All guys or all girls school? It that what the future holds for us? Well I think that is a horrible idea. It is a disgrace to our society. Everyone should be able to learn the same thing with each other in the same classroom. At an all male school there would be more trouble and at an all girls school there would be a lot of drama. Also the guys could not socialize with the girls and vice versa. Separation in schools by gender would also mean one gender is getting a better education than the other because there are better teachers at the all male school or better teachers at the all female school.

This would be a bad idea because at a normal school there is already enough fights and pranks with some of the boys and enough drama with the girls. If you separated them that would mean tons of pranks and fights at the all guys school and tons of drama at an all girls school. The males would have no girls to try to make them not do stupid things like for example fight. At an all girls school every student would have drama or start drama because they are all female.

Separating my gender is also unfair to the students because it does not let them fully develop their socializing skills. The students would not learn how to properly interact and socialize with the opposite gender, which is a very essential quality and skill needed for life. It helps them flirt and figure out which type of boy or girl he or she wants in life. In the long run this will help the person find his or her soul mate, which everyone is looking for, and marry that person. This also helps them with their business and public life. It teaches them how to interact with the opposite sex in a respectable and responsible fashion, in whatever career the person may be pursuing.

Last but certainly not least it does not give everyone an equal and fair opportunity to the same education, which our country is all about, equal opportunities. If we separated schools by sex it would give one sex a greater educational advantage over the other sex. For example, if all the teachers were extremely good at the all girls school and all the teachers at the all guys school were horrible, the girls would have a greater educational advantage over the guys, or vice versa. This would be unfair to everyone. At least if the class is co-ed and the teacher is not very good, both male and female students are getting an equal education.

This is just three of the many reasons why separate schools for male and females are a bad idea. It doesn't give students equal learning opportunities and doesn't let students wholly complete their socializing skill. Also if we separated schools by gender there would be more fights at all male schools and more drama at all female schools. This is why separating schools be gender is the wrong idea.

Commentary and Analysis
Focus & Meaning

This author strongly communicates a message to the intended audience by establishing and maintaining a clear controlling idea. ("Everyone should be able to learn the same thing with each other in the same classroom.") Knowledge of the purpose and audience of the prompt is evident.

Content & Development

In this essay, ideas are developed clearly by using sufficient appropriate details. ("This would be a bad idea because at a normal school there is already enough fights and pranks with some of the boys and enough drama with the girls. If you separated them that would mean tons of pranks and fights at the all guys school and tons of drama at an all girls school.") This author addresses three main points which allow the reader to fully understand the problems that can come from separate schools. ("It doesn't give students equal learning opportunities and doesn't let students wholly complete their socializing skill. Also if we separated schools by gender there would be more fights at all male schools and more drama at all female schools.")

Organization

In general, this essay demonstrates a mostly unified structure with a good introduction and conclusion. This author showcases a consistent use of transitional devices, which helps the essay flow from one body paragraph to the next. (“Last but certainly not least it does not give everyone an equal and fair opportunity to the same education, which our country is all about, equal opportunities.”)

Language Use & Style

This author demonstrates appropriate language use and word choice, with a clearly defined voice. (“The students would not learn how to properly interact and socialize with the opposite gender, which is a very essential quality and skill needed for life. It helps them flirt and figure out which type of boy or girl he or she wants in life. In the long run this will help the person find his or her soul mate, which everyone is looking for, and marry that person. This also helps them with their business and public life.”) Use of well-structured sentences with some variety is evident.

Mechanics & Conventions

This author shows a clear understanding of the mechanics and conventions of standard written English. Few errors in grammar, mechanics, punctuation, and spelling are evident, and they do not interfere with the message. (“If you separated them that that would mean tons of pranks and fights at the all guys school and tons of drama at an all girls school.”)

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| Score Point 4 - adequately communicates the writer's message. |
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Model Essay

Dear Board of Education,

I understand that you think that girls and boys learn differently and you would like to separate the girls from boys in different schools. So you could see how it works out right. Well I am totally in favor of your decision because we all know that boys and girls are different in many ways. I have three reasons why your making a good choice.

My first reason is that we also know that some girls like to dress to impress. If the boys were sent to a different school they would have no reason to do so. Many would dress comfortably and not go out of the dress code boundaries. And it goes the same for the boys there are some girls out there that like boys in baggy clothing. When the girls aren't around they wouldn't have a reason to supposedly "dress to impress".

My second reason is that their wouldn't be as much arguments and fighting with the fellow students. That's because some fights are based on "that's my girlfriend your messing with" kind of things. Or any "don't you look at her that way" ect. Their wouldn't be girls to fight for it also goes the same with the girls. Some girls fight for the guy they supposedly want to be with. Which causes a disruption between the students.

My last reason is that there would be fair competition or as some say fair play. By that I you know that the girls are higher in some places and the boys are higher in other things. The girls could try to beat the higher scores in class which could raise classes. Like in P.E their could be girls faster then boys and boys faster then girls. We know that this is not really fair.

Now that i gave you my strong reasons. Its now your choice but you must first find the right answer. That would fit everyone in the right way. Its all up to you the fate of all the children's education is in your hands. Make the right decision for everyone.

Commentary and Analysis

Focus & Meaning

In this essay, the author adequately communicates a message to the intended audience. Establishing a controlling idea in the introduction (“I understand that you think that girls and boys learn differently and you would like to separate the girls from boys in different schools. So you could see how it works out right. Well I am totally in favor of your decision because we all know that boys and girls are different in many ways. I have three reasons why your making a good choice.”), the author demonstrates a basic understanding of the purpose and audience of the prompt.

Content & Development

The writer adequately develops ideas which support the clearly defined thesis. (“My first reason is that we also know that some girls like to dress to impress. If the boys were sent to a different school they would have no reason to do so. Many would dress comfortably and not go out of the dress code boundaries. And it goes the same for the boys there are some girls out there that like boys in baggy clothing.”) This author fails, though, to develop his/her ideas fully with relevant and convincing supporting details.

Organization

This essay demonstrates a generally unified structure with a noticeable introduction, but the conclusion is simply a repeat of the introduction with a final plea of persuasion (“Its now your choice but you must first find the right answer. That would fit everyone in the right way. Its all up to you the fate of all the children’s education is in your hands.”) This author does, however, use transitions skillfully.

Language Use & Style

In this essay, the author demonstrates appropriate language use and word choice. Writing in a style that is appropriate for this audience, the author generally uses correct sentences, but with minimal variety. (“Their wouldn’t be girls to fight for it also goes the same with the girls. Some girls fight for the guy they supossably want to be with. Which causes a disruption between the students.”)

Mechanics & Conventions

This author maintains adequate control of the mechanics and conventions of writing. Few errors in grammar (“their wouldn’t”), punctuation, or spelling (“supossably”) are evident in this essay, but they do not interfere with the author’s intended message.

Score Point 3 - partially communicates the writer's message.

Model Essay

One the topic of seperate schools for dirrerent seks I dont agree . There mabe some good , but all I see is bad. If as kids people dont learn how to socialize with the oppisite sex , than that could do damage to them in the future .

I think it's not a good idea to seperate boys from girls . Some say it is , but imagen how we are with out each other . If we are like that with the opposite sex then what are we going to do with out them . Then we would be more likely to act out . Reason being that we wouldnt know what to do with out the oppsite sex .

In my opinon I think it would be bad for the development of there social skills . If they dont have that knowleged on how to enter act with each other how are they going to act in the work place ? It might even have a grater affect on them . If they dont have good socical skills in the work placewith the opposite sex then how about every day life ? Thes are just some of the of the possiabiltyts that might happen .

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There are some things that could happen if there are separate schools. These are just some of the things that could happen. Well, this is my argument against separate schools.

Commentary and Analysis **Focus & Meaning**

This essay only partially communicates a clear message. The author establishes a controlling idea (“One the topic of separate schools for different sexes I don’t agree. There may be some good, but all I see is bad. If as kids people don’t learn how to socialize with the opposite sex, then that could do damage to them in the future.”), but demonstrates little understanding of the purpose and audience.

Content & Development

The author supplies some details to support the central idea, but only develops ideas briefly and inconsistently. (“In my opinion I think it would be bad for the development of their social skills.”) In order for this essay to be successful, the author needs to discuss in depth the reasons behind why he/she believes boys and girls should attend the same school.

Organization

This essay contains a clear introduction and brief conclusion that sum up the main idea of the essay. While the supporting details are generally organized, two of them are combined into the second body paragraph. (“In my opinion I think it would be bad for the development of their social skills. If they don’t have that knowledge on how to interact with each other how are they going to act in the work place? It might even have a greater affect on them. If they don’t have good social skills in the work place with the opposite sex then how about every day life?”) These could be separated to make a third, more convincing body paragraph.

Language Use & Style

This essay demonstrates simple language use, with minimal awareness of audience. (“There may be some good, but all I see is bad.”) Minimal word choice and sentence variety are also evident. (“Then we would be more likely to act out. Reason being that we wouldn’t know what to do without the opposite sex.”)

Mechanics & Conventions

This author shows limited control over the mechanics and conventions of writing. Several noticeable errors in grammar (“One the topic of separate schools for different sexes I don’t agree”), mechanics, and spelling (“possibilities”) may interfere with the communication of the message.

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| Score Point 2 - limited in communication of the writer's message. |
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Model Essay

Separation of genders would not be a good idea because males and females need to interact with each other because outside of school there will be the opposite sex. Why should kids be separated if they will eventually work or come into contact with the opposite sex? Kids should already get a taste of working with the opposite sex because it will not be avoided!

Working with girls and working with boys at the same time is different than working with all girls or all boys because both think differently

Commentary and Analysis

Focus & Meaning

This essay suggests a controlling idea (“Seperation of genders would not be a good idea because males and females need to interact with each other because outside of school there will bethe opposite sex”), but demonstrates minimal understanding of the purpose and audience. The author completes few parts of the task.

Content & Development

The author of this essay is unsuccessful at developing ideas completely and adequately. This essay lacks details to support ideas. (“Working with girls and working with boys at the same time is different than working with all girls or all boys because both think differently”)

Organization

This essay lacks a unified structure since it is only an introductory paragraph and the start of a body paragraph. The introduction includes a strong thesis and hook, but then fails to elaborate in the body of the essay. (“Why should kids be seperated if they will eventually work or come into contact with the opposite sex? Kids should already get a taste of working with the opposite sex because it will not be avoided!”) There is no evidence of a conclusion.

Language Use & Style

The language used in this essay is adequate, but much like the essay, it is short and to the point. Adequate sentence structure and word choice are evident in this short essay. (“Working with girls and working with boys at the same time is different than working with all girls or all boys because both think differently.”)

Mechanics & Conventions

The writer shows adequate control over the mechanics and conventions of writing. Few errors in grammar, mechanics, punctuation, and spelling (“Seperation”) are evident, but they do not interfere with the communication of the message.

Score Point 1 - inadequately communicates the writer's message.

Model Essay

I think that it is not a good idea for the school board to create separate schools for boys and girls.cuz every guy likes girls and girls like guys so it is kind of good to have girls around.Cuz i think that it is good for you to distract your self .

Commentary and Analysis

Focus & Meaning

In this essay, the writer makes the introductory statement (“I think that it is not a good idea for the school board to create separate schools for boys and girls.cuz every guy likes girls and girls like guys so it is kind of good to have girls around”) but does not support the idea. The author demonstrates no understanding of purpose and audience.

Content & Development

The writer begins to respond to the prompt but fails to develop ideas completely. (“Cuz i think that it is good for you to distract your self.”) This essay lacks coherent supporting details that directly address the prompt.

Organization

There is no evidence of a unified structure in this essay, which lacks a meaningful introduction and conclusion. The author states a thesis, but fails to develop it into a multi-paragraph essay. (“I think that it is not a good idea for the school board to create separate schools for boys and girls.cuz every guy likes girls and girls like guys so it is kind of good to have girls around.Cuz i think that it is good for you to distract your self .”)

Language Use & Style

This essay demonstrates minimal use of language and style. Using largely unclear and incoherent language, this author makes major errors in sentence structure and word choice. (“cuz every guy likes girls and girls like guys so it is kind of good to have girls around.Cuz i think that it is good for you to distract your self.”)

Mechanics & Conventions

Due to the length of this short response, it is unclear whether or not this author understands the mechanics and conventions of standard written English. A few errors in grammar, punctuation, or spelling (“cuz”) are evident in this piece.

Soda Machines

The student council has developed a proposal for the installation of soda machines in the cafeteria. The principal has to make a decision on this. It is your job to write an editorial for your school newspaper to show why you support or oppose the installation of soda machines.

Score Point 6 - very effectively communicates the writer's message.

Model Essay

Attention all community members! There has been a proposal of a soda machines in the school cafeteria. Do you want this to happen? I sure don't! As a middle school student, I oppose the idea of a soda machine in our school. Soda is unhealthy, and can be quite costly. In addition to that, spills in the hallway would be dangerous, and student's minds could not be focused on their schoolwork. This is a school, not a store. I encourage you to oppose the idea of a soda machine in the school cafeteria because of the following reasons.

To start off with, soda is unhealthy. At a particular university, a 2004 study showed that 89 percent of people who drank no soda lived five years longer. As a matter of fact, my grandmother who lives in CA is 113 because she never drank soda and in result had great health! I know you might be thinking about last month's diet coke add on TV, saying that it had no calories. Compared to the leading soda, this sounds too good to be true. Guess what? It is! There are 69 grams of sugar in one 75 gram serving of diet coke. It is necessary to lead a healthful life.

“Watch out for the floor!” Shouts a sixth grade student. Some one has just spilled an 8-ounce Pepsi on the floor, and there is a puddle that is 24” by 12” wide. This just goes to show that soda can be very dangerous. For instance, five minutes after this student warned people, another student slipped, fell, and broke her leg. She had to go the hospital and get 14 stitches. It cost her parents \$ 3000! I know you might be thinking that the soda would be kept in the cafeteria, but truthfully it would not. A rule could be made but that is only more of a reason to break it.

As we all know, sometimes our minds are not focused on what we are doing. This happens to everyone, but 90 percent of the time we are focused. Studies at another university in 2004 have shown that students in grades five to eight who drink one can of soda a day are not focused 67 percent of the time. Last week in Science, a student fell asleep because she drank too much soda. You will be glad because there will be more (34percent) listening to your lesson.

Lastly, we should not have soda machines because of budget concerns for both teachers and students. The average Soda Machine costs 3000\$! Plus, think of all of the things that you could buy with \$3000 ! Our school could buy three brand-new computers. Not to mention the cost of soda refills,\$400 for a pack of 500. As for the students, there are in my opinion better things to buy than Soda. For example, saving for college or something similar, like a summer camp or a new bike.

In conclusion, I highly encourage you to say no for the soda machine idea. It is harmful to your health, dangerous in hallways, and expensive. In addition to that, sometimes it will cause you not to concentrate. This option has the most benefits for yourself and others. For instance, \$3000+ will be saved. In the end you will be glad that there are no soda machines. In conclusion, please join me and oppose the soda machines. Action needs to be taken now, if you want our schools to be an uninterrupted learning environment.

Commentary and Analysis

Focus & Meaning

Clearly going beyond the limits of the task, the writer has created a very well-focused and meaningful response. The controlling idea (“I encourage you to oppose the idea of a soda machine in the school cafeteria because of the following reasons”) is appropriately targeted to the desired audience and addresses all parts of the task.

Content & Development

In this essay, the author presents four forceful reasons to support the central idea, that soda machines should not be admitted to the school. Each idea is supported by statistics that the author has invented for this occasion. This combination of reasons and “evidence” is both creative and persuasive. (“To start off with, soda is unhealthy. At a particular university, a 2004 study showed that 89 percent of people who drank no soda lived five years longer. As a matter of fact, my grandmother who lives in CA is 113 because she never drank soda and in result had great health! I know you might be thinking about last month’s diet coke add on TV, saying that it had no calories. Compared to the leading soda, this sounds too good to be true.”) The writer also successfully incorporates a counterargument: “I know you might be thinking about last month’s diet coke add on TV, saying that it had no calories. Compared to the leading soda, this sounds too good to be true. Guess what? It is! There are 69 grams of sugar in one 75 gram serving of diet coke. It is necessary to lead a healthful life.”

Organization

This essay demonstrates a cohesive and unified structure with an engaging introduction (“Attention all community members”) and a strong conclusion (“Action needs to be taken now, if you want our schools to be an uninterrupted learning environment”). Each of the four body paragraphs is focused on one of the author’s key supporting examples.

Language Use & Style

The author's voice is very distinct in this essay; much of the evidence cited by the author ("As a matter of fact, my grandmother who lives in CA is 113 because she never drank soda and in result had great health") has a humorous air to it, yet remains persuasive. Otherwise, the language used is precise and artful and the sentences are well structured and varied.

Mechanics & Conventions

The author maintains very effective control of the mechanics and conventions of writing, allowing very few errors in grammar, mechanics, punctuation, and spelling. ("As a middle school student, I oppose the idea of a soda machine in our school. Soda is unhealthy, and can be quite costly.")

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| Score Point 5 - strongly communicates the writer's message. |
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Model Essay

Did you know that in 1997, students spent more than \$750 million dollars on soda, candy, and chips? The school district is conjecturing whether or not they should permit sodas in the school cafeterias. The district should let students bring sodas to school, but not sell them at school. They should not sell sodas at school because it furnishes bad health, money costs and hyperactivity.

Did you know that soda contributes to health problems? Soda causes tooth decay and leads to bad breath. Dentists have had to complain about what soda does to teeth. Soda can cause gingivides, cancar sours, and cavities. Dentists are trying to find a way to get kids to drink healthier beverages for their healthlie milk, water, or low calorie juice. Soda also plays a large part in overweight children because soda has lots of calories and sugar. All the sugar in soda leads up to obesity in children, teenagers, and adults. Soda can contribute or even cause high blood pressure which can lead to diabetes. Soda has caused many health problems over the past few years.

Soda is very expensive these days. It costs from 75 cents to almost 2 dollars in school cafeterias and in stores around the world. Outrageous! Soda and other unhealthy food items and drinks have cost parents a fortune by raising up their prices the companies get more gratedtude, but parents lose more money. Parents give kids too much money for lunches, which one-fourth of their money is used on junk food like sodas. Doctors bills have also been getting parents in dept. Soda is a very addictive substance because the sugar contained in soda leads kids to wanting more of it. Leading to addiction parents fill their children's wishes with buying more soda. If children like soda so much than their parents should just by their children a soda machine.

Soda in soda machines also leads up to hyperactivity by the sugar, caffine, and al those calories build up in children's bladder and makes children bloaded, which leads to children being hyper and having to use the bathroom and missing out on lessons in school. Soda is one of the reasons that students are getting bad grades, because of all the caffine in their sodas. If you drink too much soda at a time it can give you a headache, from the caffine. Soda is so addictive that the average soda drank in 1968 by an adult was two cans a week. Now, in 2004, the average is atleast eight cans in two weeks.

Therefore, I think sodas shall not be sold at our school cafeteria because they can lead up to health problems, depts, and hyperactivity. Have you ever heard the sang " It wins at the mouth level, but not the body level" which means it may taste good, but in the long run, sooner or later that taste is going to make you larger and larger. Overall, I think sodas should have never been mixed together because it is just like introducing a child or an adult to a can of sugar contained in a soda machine. In conclusion, I think that sodas should not be sold at school or in our school cafeterias in soda machines or even at all.

Commentary and Analysis

Focus & Meaning

In general, this essay strongly communicates a message to the appropriate audience. The author establishes and maintains a clear controlling idea (“In conclusion, I think that sodas should not be sold at school or in our school cafeterias in soda machines or even at all”) and thus completes the assigned task.

Content & Development

The author of this essay presents three compelling reasons for the audience to reject the sale of sodas in the school cafeteria. Each of these reasons is aptly supported with details that help persuade the reader to accept the central idea of the essay (“Soda causes tooth decay and leads to bad breath” and “It costs from 75 cents to almost 2 dollars in school cafeterias”).

Organization

This essay is characterized by good organization and a unified structure. The introduction is clear and the conclusion thought-provoking (“Have you ever heard the song ‘It wins at the mouth level, but not the body level’ which means it may taste good, but in the long run, sooner or later that taste is going to make you larger and larger.”). Transitional devices are used to help guide the reader through the essay (“Soda in soda machines also leads...”).

Language Use & Style

The writer addresses the audience with appropriate language (“The district should let students bring sodas to school, but not sell them at school”). The word choice and sentences are well structured with some variety.

Mechanics & Conventions

This writer demonstrates good control of the mechanics and conventions of writing. While there are few errors in grammar, mechanics, and punctuation, the author does make several spelling mistakes (“gratedtude,” “healthlie,” and “bloaded”). These errors do not interfere with the communication of the author’s message, but they detract from the overall presentation of the response.

Score Point 4 - adequately communicates the writer's message.

Model Essay

Student's eveywhere are getting obese and health problems because of sodas. Sodas have many chemicals in it and not all the chemicals are that great. When students drink soda it can eat away their insides. It burns the cells and organs into nothing.

When student's drink sodas it fills them up, so student's aren't hungry for the things the student's need , like fruits and vegetables. Student's are spending up tp \$450,000 every two years. Sometimes the machine takes students money, so student's get more money to spend on soda which means they waste their money and they still get a soda.

The student's are spending their money on a horrible death drink that not only takes money , but it takes away the childs freedom,the freedom to move around and live a healthy life . Student's should spend their money on things better then soda , like fruit drinks or sport drinks , like Gatorade and fruit works. I know most student's think that the sodas are better then the sports drink and fruit drinks and that's fine , but consider the concequences. The concequences are obesity and health problems.

Student's need milk to have calcium and to build stronger bones and teeth. When student's get sodas they don't get that. Schools say they need the soda machine money to buy school supplies, but the sodas make the students unhealthy. So which is more important , the student's health or the schools computers. When the school wants school supplies money they go to the soda machines , chip machines , and candy bar machines , and they succeed .

The students have P.E. and school activities to get students healthy and activated, but when the students get sodas , that makes them unhealthier. Most students have track and anything to get them active , but after that , what's the first thing they do? They get a soda. Soda's aren't good for your children! Sodas are like cigarettes , they're addicting , and and they're bad for your health.

Commentary and Analysis

Focus & Meaning

The author of this essay is successful at establishing and supporting an argument against the sale of sodas in school (“Student's everywhere are getting obese and health problems because of sodas”). Yet, the focus of this essay does stray somewhat from addressing the desired audience: the school community. The essay could be improved if the author directed the arguments more specifically toward the school community rather than against sodas in general.

Content & Development

This author attempts to develop several persuasive reasons against the sale of sodas in the school. These reasons are adequately supported with details (“Student's need milk to have calcium and to build stronger bones and teeth. When student's get sodas they don't get that.”). The writer also addresses one possible counterargument. (“I know most student's think that the sodas are better then the sports drink and fruit drinks and that's fine , but consider the consequences. The consequences are obesity and health problems.”)

Organization

While exhibiting a generally unified structure, the persuasive reasons cited by the author are somewhat jumbled among the three body paragraphs. The author has written an introduction and conclusion, but fails to state outright what issue is being argued – namely whether these sodas, or “horrible death drink(s),” ought to be sold in school. There is little evidence of transitional devices used to guide the reader from one idea to the next.

Language Use & Style

Considering the audience, this response demonstrates mostly appropriate language use and word choice, with several notable exceptions (“It burns the cells and organs into nothing”). The sentences use correct structure and show some variety.

Mechanics & Conventions

This essay was composed with adequate control of the mechanics and conventions of writing. Some errors in grammar (“Sodas have many chemicals in it”), mechanics, punctuation (“things the student's need”), and spelling (“consequences”) are present, but they do not significantly interfere with the communication of the message.

Score Point 3 - partially communicates the writer's message.

Model Essay

Soda machines should be allowed in school because no one said students have to buy soda every day. Students just chose to.

Students choose to pick soda over other drinks and it allows kids more drink options. Some students don't like gatorade, lemonade, and water and some kids are allergic to milk. So soda is all kids have to drink.

It is kids fault if they suffer from obesity and it is not fair to make other students suffer. Parents are so worried about child obesity, yet they don't speak to their child about this situation.

Kids will still buy soda anyway so you might as well let kids buy it from the school soda machines and help the school earn money in the process. If they take soda machines out of schools they should also banish soda from stores as well.

Yes, soda is a major risk to health if you drink it every day, but do kids have to drink soda every day? NO! But do students choose to buy soda every day? YES! Parents if you are so worried about your child being over weight start packing them lunches and providing your kids with something to drink other than soda. But don't let other kids suffer.

Commentary and Analysis

Focus & Meaning

The author establishes a controlling idea (“Soda machines should be allowed in school”) but demonstrates little understanding of the purpose of the prompt and fails to focus on the desired audience. Thus, the author only completes some parts of the assigned task.

Content & Development

This writer has cited several reasons to allow the sale of soda in school cafeterias, although they are developed briefly and inconsistently. Some details are used to support arguments, but they are not entirely persuasive. For example, the author states that, “It is kids fault if they suffer from obesity and it is not fair to make other students suffer,” but supplies little additional information about the healthful effects of soda.

Organization

This essay demonstrates evidence of structure with a short introduction (“Soda machines should be allowed in school because no one said students have to buy soda every day”) and unclear conclusion. The body is broken into several paragraphs, although the third and final paragraphs contain similar persuasive arguments about obesity. The author does not effectively use transitional devices.

Language Use & Style

The language and sentences used in this essay are simple. The author often sounds emotional and loses focus on the nature of the audience (“It is kids fault if they suffer from obesity and it is not fair to make other students suffer” and “If they take soda machines out of schools they should also banish soda from stores as well”).

Mechanics & Conventions

The author maintains limited control of the mechanics and conventions of writing. Several noticeable errors in grammar, mechanics, punctuation, and spelling are present in the essay. (“Soda machines should be allowed in school because no one said students have to buy soda every day. Students just chose to.”)

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Score Point 2 - limited in communication of the writer's message.**Model Essay**

Soft drinks should be allowed at school because the school needs the money and we need the drinks . If they take the soda machines away there going to need money and there going to make more things to make money.

Adults shouldn't choose for us. Adults say there not healthy and it's true . But we like them and if we get sick it's our problem. Parents and teachers care about us but we have the right to choose.If the school would take the soda machines we would need more money. I really think that they should stay . If they would take the soda machines away they might wish they hadn't. They want us to drink milk with every food. Some food doesn't even go with the milk for example chicken nuggest it doesnt go with milk.

**Commentary and Analysis
Focus & Meaning**

This essay is limited in its ability to communicate a complete message to the desired audience. While the author suggests a controlling idea (“Soft drinks should be allowed at school because the school needs the money and we need the drinks”), the essay demonstrates a minimal understanding of the intended audience and purpose of the prompt.

Content & Development

The writer of this essay demonstrates minimal use of content and development. In this essay, the author suggests several reasons to allow soda sales in school but fails to use details to support them (“Adults shouldn't choose for us. Adults say there not healthy and it's true . But we Like them and if we get sick it's our problem”).

Organization

Little evidence of a unified structure is present in this essay. The introduction is barely more than a single sentence (“Soft drinks should be allowed at school because the school needs the money and we need the drinks”), and the author does not supply a meaningful conclusion. Other ideas in the essay tend to be jumbled.

Language Use & Style

This essay demonstrates poor use of language, with little awareness of appropriate style. The author makes basic errors in sentence structure (“Some food doesn't even go with the milk for example chicken nuggest it doesnt go with milk”), word choice (“They want us to drink milk with every food”), and usage.

Mechanics & Conventions

This author displays minimal control of the mechanics and conventions of writing. Significant errors in grammar (“If they take the soda machines away there going to need money and there going to make more things to make money”), mechanics, punctuation (“doesn't”), and spelling substantially interfere with the communication of the message.

Score Point 1 - inadequately communicates the writer's message.**Model Essay**

my oppinion is that they should not keep soda in scool. soda is not good for you and it wastes your money in school. it is bad for you. and it is not good to have soda machines in school even if it gives the schools money. i like soda beacase it tastes good but it has lots of bad stuff in it and that is what i think about soda machins in scool. Thank you

**Commentary and Analysis
Focus & Meaning**

This author is unable to adequately communicate a complete message to the audience. No controlling idea is evident in this essay, and it is likely that the writer does not understand the purpose and audience of this writing task. No parts of the assignment have been completed. (“i like soda beacase it tastes good but it has lots of bad stuff in it and that is what i think about soda machins in scool.”)

Content & Development

Inadequate content and development are seen in this brief essay. This writer is unable to use supporting reasons and details to support a central thesis. Some details are put forth, but nothing is explained or elaborated on further. (“my oppinion is that they should not keep soda in scool. soda is not good for you and it wastes your money in school. it is bad for you. and it is not good to have soda machines in school even if it gives the schools money. i like soda beacase it tastes good but it has lots of bad stuff in it and that is what i think about soda machins in scool. Thank you”)

Organization

No evidence of organization or unified structure can be found in this essay. The author has not written an introduction or conclusion nor have any transitional devices been used. (“my oppinion is that they should not keep soda in scool. soda is not good for you and it wastes your money in school. it is bad for you. and it is not good to have soda machines in school even if it gives the schools money. i like soda beacase it tastes good but it has lots of bad stuff in it and that is what i think about soda machins in scool. Thank you”)

Language Use & Style

This essay demonstrates inadequate use of language and style. The language in this essay is often unclear and incoherent. The writer uses poor language and commits major errors in sentence structure, word choice, and usage. (“my oppinion is that they should not keep soda in scool. soda is not good for you and it wastes your money in school. it is bad for you. and it is not good to have soda machines in school even if it gives the schools money. i like soda beacase it tastes good but it has lots of bad stuff in it and that is what i think about soda machins in scool. Thank you”).

Mechanics & Conventions

The writer’s control over mechanics and conventions in this essay is inadequate. Major errors in grammar, mechanics, punctuation, and spelling (“oppinion” and “machins”) significantly interfere with the communication of the author’s message.

Space Shuttle Mission

Your principal has been asked to select one student from your school to go on the next space shuttle flight. The selected student will join the astronauts on their next mission to space. Why should you be selected to join this mission? Write an essay persuading your principal to choose you to participate in the next space shuttle mission.

Score Point 6 - very effectively communicates the writer's message.

Model Essay

Space, the vast land of unexplored territory and fantasy. Going to Space has been every kid's dream growing up. Defying gravity, seeing the earth from the sun's perspective, and flying at lightning-bolt speed through earth's atmosphere are the fantasies of these dreamers. I myself have thought about exploring this "other world." A superb kid like me, would be the best person out there to go because of my courageously-lion bravery, powerful physical strength and humble trustworthiness.

Bravery is what it takes to be in space. As a young child I showed early signs of bravery and continue to do so as I grow. Franklin P. Jones said, "Bravery is being the only one who knows you're afraid." This quote is true in my life and something I plan to prosper in. When I was fifteen months old I survived a life or death surgery. Now as I'm getting older I face pressure. For example, I lived in California and at my school there wasn't a lot of people with my same beliefs. Despite this I always stood up for myself and would ask others to stop what they were doing if it was offensive to me. This took a lot of courage because they could easily laughed at me or even worse hurt me. By staying true to my beliefs I am capable of standing up for what is right in front of others who have opposing views. I steadily improve and show bravery no matter what the circumstance which would help if I was chosen for this mission to space.

Macho woman! Physical strength is a good quality of mine. To be in space, you need to be fit for the physical exhaustion and requirements. Although I am not the strongest woman in the world, I was the only one in my seventh period class to open up a tightly-closed glue lid, (even a boy couldn't do it). I also can survive the physical strains of staying up late or working for long periods. Because of babysitting and working on homework late at night, I have proved this to be true. Continuing to work out and lift weights will also progress my fitness abilities. My natural woman power will exceed and benefit on this flight.

Are you trustworthy? This is a question most friends ask about each other, and my friends would all say that I am indeed this. Trust is necessary for any goal to be completed. This is not a problem for me because of my ability to keep secrets, (I have still kept a certain secret to this day) and be responsible which is evident in my school work and grades. There is a game called the, "Trust Fall". In this game you fall back into someones arms without moving your feet or opening your eyes. I always succeed in having a person trust me so I can catch them. I can gain trust from anyone which is a good asset for this mission to space.

This space mission needs someone like me. There is no telling whats out there to explore and or to face. As one out of many kids who dream for a day like this, I will not let anyone down. This mission will be like the classic t.v. show, "Star Trek." I will work with my peers and we will become a team unit for one cause, this space mission. My ever-standing bravery, awesome physical strength and honest-to goodness trustworthiness will make this mission a triumph. "Houston we have the best person for this space mission," and that person is me!

Commentary and Analysis Focus & Meaning

Developing and maintaining focus on a clear position (“A superb kid like me, would be the best person out there to go because of my courageously-lion bravery, powerful physical strength and humble trustworthiness.”), this author very effectively addresses this essay to the appropriate audience. In creating the detailed arguments in this essay, the author has clearly gone beyond the limits of the task.

Content & Development

The author cites three key reasons that s/he should be selected to go into space. Not only are these reasons insightful (“Trust is necessary for any goal to be completed.”), but the author goes into great detail describing and supporting them (“Although I am not the strongest woman in the world, I was the only one in my seventh period class to open up a tightly-closed glue lid, (even a boy couldn't do it)”).

Organization

This essay demonstrates very effective organization. The introduction quickly grabs the reader’s attention (“Defying gravity, seeing the earth from the sun's perspective, and flying at lightning-bolt speed through earth's atmosphere are the fantasies of these dreamers. I myself have thought about exploring this ‘other world’”), and the conclusion aptly sums up the author’s position (“This space mission needs someone like me. There is no telling what's out there to explore and or to face. As one out of many kids who dream for a day like this, I will not let anyone down”). The body of the essay is unified, with each paragraph focused on one of the author’s persuasive arguments.

Language Use & Style

The author’s style of language is very effective. Choosing words wisely and artfully, the author maintains a clear, defined voice and a sense of the audience (“‘Houston we have the best person for this space mission,’ and that person is me!”).

Mechanics & Conventions

This essay demonstrates very effective control over the use of mechanics and conventions. A careful reader may detect a few errors in grammar, mechanics, punctuation, and spelling, but these mostly minor mistakes do not detract from the overall quality of this response. (“This space mission needs someone like me. There is no telling what's out there to explore and or to face.”)

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| Score Point 5 - strongly communicates the writer's message. |
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Model Essay

Dear principal,

Hello I am a student at this school, and I would like to prove to you that I am capable of going into the unknown space. All my life I have been interested in space, and astronomy. I learn as much as I can about it, think about it, ask questions, and have even taken space camps. I truly believe that I could go into space, do what I need to do, and return, all in safety. The reasons that I believe that this is true is because of my practice with the clarinet (I have to be able to play fast, and breath right.) Working with computers (any free time I have, I use it on the computer.) Also, I have some backround knowledge (from me learning about space.)

I have fairly good qualities, wether it be studying and preparing the shuttle to go, or traveling to mars as an experienced astronaut. I know that I am capable. I observe and study on astronomy, hoping one day that I can be an astronomer. Astronomy, I find fascinating, with all the tests, and flights. I would absolutely love to help. I don't see how any one could pass up such a great opportunity like this. It would be wasteful, and ridiculous. So much good work and effort people have, just cannot be destroyed.

There are many people who are older, and have more experience than me. I may not be known for my courage strength, or flexibility. Although, I do try to make the best of things, and can be energetic and fun. If you think courage and flexibility are the most important things, than what kind of space center are you working for?! There are so many more important things.

If I was chosen to go, I would dedicate myself to work hard, and be an acceptance leader. Also if I am the right person for this mission..... you'll know, and I personally believe that I am ready to serve for the greatest national space center in the United States!

You have to get a person who will know what they are doing, and be able to be happy, and willing at the same time. If you are the space center that I know you are, I encourage you to search your feelings. Yet, as plain as I am standing here, I believe that I can, give to this mission, and that I will leave you in awe. God Bless America, that we may show the others who we really are!

Commentary and Analysis **Focus & Meaning**

This essay strongly communicates a complete message to the desired audience. The author focuses on a clear controlling idea (“Hello I am a student at this school, and I would like to prove to you that I am capable of going into the unknown space”), demonstrates an understanding of the purpose of the prompt, and completes the assigned task.

Content & Development

The author supplies sufficient appropriate details to support the central thesis. Several ideas that are introduced in the first paragraph are not discussed later in the body of the essay (“my practice with the clarinet ... working with computers ... also, I have some background knowledge”). Still, the author presents an opposing point of view and continues in the body to try to convince the reader of the central idea, even being humorous when appropriate (“There are many people who are older, and have more experience than me. I may not be known for my courage strength, or flexibility. Although, I do try to make the best of things, and can be energetic and fun. If you think courage and flexibility are the most important things, than what kind of space center are you working for?!”).

Organization

Unified throughout, this essay demonstrates good organization. The introduction is to the point (“Hello I am a student at this school, and I would like to prove to you that I am capable of going into the unknown space”) and the conclusion compelling (“Yet, as plain as I am standing here, I believe that I can, give to this mission, and that I will leave you in awe”).

Language Use & Style

The author uses an appropriate language style in this essay and addresses the correct audience (“Dear principal”). Yet, a number of minor errors in sentence structure and word choice are present. While these errors do not inhibit the reader’s understanding of the author’s thesis, they do detract from the overall presentation of the essay (“Astronomy, I find fascinating, with all the tests, and flights”).

Mechanics & Conventions

This author generally maintains control of the mechanics and conventions of writing. Some errors in grammar, mechanics (“If I was chosen to go, I would dedicate myself to work hard, and be an acceptance leader”), punctuation, and spelling (“background”) are evident, even though they do not interfere with the message.

Score Point 4 - adequately communicates the writer's message.**Model Essay**

You should pick me to go to space, because I've been studying space for a very long time, I want to be the first kid in space, and it would be a good experience for me. That's why it would be a better choose to pick me to be the first kid in space.

I've been studying space and it's terrain since I was twelve years old. One of the thing's I've been studying is the why planets work and this some stuff I found out " From earth the moon and the why it works but what you cant see with naked you can see with a telescope and books. The planets move around in different place as time go on and some planets get closer and some get farther. I've also found out that their is a distant object orbiting around the earth's sun. The unknown object is three times farther from Pluto. That's some of the things I learned about space.

I would like to be the first kid in space because it would be a good experience and cool to visit space. If I got a chance to go and and visit space I would get samples of planets dirt and rocks to collet more data and information. I would also build a giant flag that say " Punks not dead" and put on the moon so every one can see it. That's why I should be the first kid to go and visit space.

It would be a good experiece for me to go and visit space. Because I would get more educated and I will die a happy person. I would also be able to teach other's of space activity. I would also see the orbit works and looks and if their is such thing's as black holes and aliens. It would be a great why for me to learn more about space so if I wanted work in space exploaration I would be educated enough.

those are some of the reasons I want to go and visit space because I've been studying about space, I would want to be the first kid in space, and it would be a great experience for me. so those are the reasons for me wanting to got and visit space. That's why you should pick me to go and visit space.

Commentary and Analysis**Focus & Meaning**

The writer of this essay adequately communicates a complete message to the intended audience. Remaining focused on a controlling idea (“You should pick me to go to space, because I've been studying space for a very long time, I want to be the first kid in space, and it would be a good experience for me”), the author demonstrates a basic understanding of the purpose and audience and completes many parts of the task.

Content & Development

The author provides three reasons to support the central idea. Some of these reasons are appropriate (“I’ve been studying space and it’s terrain since I was twelve years old”), while others are less sophisticated (“I would also build a giant flag that say ‘ Punks not dead’ and put on the moon so every one can see it”). Each reason is adequately supported with details, however.

Organization

This essay demonstrates adequate organization. The introduction and conclusion are both simple and similar to one another, yet they adequately summarize the author’s central idea. (“You should pick me to go to space, because I've been studying space for a very long time, I want to be the first kid in space, and it would be a good experience for me. That's why it would be a better choose to pick me to be the first kid in space. ... those are some of the reasons I want to go and visit space because I've been studying about space, I would want to be the first kid in space, and it would be a great experience for me. so those are the reasons for me wanting to got and visit space. That's why you should pick me to go and visit space.”) The body

paragraphs are organized around the author’s key points. However, few transitional devices have been used.

Language Use & Style

Much of the author’s language is adequate, although some basic errors in sentence structure (“One of the thing’s I’ve been studying is the why planets work and this some stuff I found out ‘ From earth the moon and the why it works but what you cant see with naked you can see with a telescope and books”) and word choice (“It would be a great why for me to learn more about space”) can be detected. The author demonstrates some awareness of the audience and control of voice (“That’s why you should pick me to go and visit space”).

Mechanics & Conventions

The author’s control of the mechanics and conventions of writing is adequate. Errors in grammar, mechanics (“The planets move around in different place as time go on and some planets get closer and some get farther”), punctuation (“samples of planets dirt”), and spelling are common.

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| Score Point 3 - partially communicates the writer's message. |
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Model Essay

I think I should be chosen to go to the next space shuttle flight. I always Obey the rules that are given to me. Another reason I should go on this flight is because I have always wanted to be an astronaut. I think I would make a great influence to other kids that want to be astronauts too. Another reason I should go on this shuttle flight is because I would make this school famous for having one of its students fly to space. Another reason I think that I should go on this flight is because am very young, the reason that I menthene that am young was because space travel takes a long time.

If u pick me to go on this trip. I promise to be on my best behavior. I know that if you pick me to go on this trip to space I could be know as the first teenager in space.You must think that I just want fame and glory. If you think that then your wrong, because I want to make history not fame.

I think that me going on this flight would give inspiration to those who don't care very much for the future of are knowledge of space. Because if they see that a little kid cares enough for the future knowledge of space mabey they would too.

So thats why i think i should go on this flight. For the godd of the pepole. So can you please choose me to go on the flight.

Commentary and Analysis **Focus & Meaning**

This essay only partially communicates the author’s message to the intended audience. The author does establish and focus on a controlling idea (“I think I should be chosen to go to the next space shuttle flight”) but is unable to support it sufficiently and thus only partially completes the assigned task.

Content & Development

In this essay, the author provides limited development of the reasons that are offered to convince the reader to accept the author’s central thesis. Several reasons are enumerated in the introductory paragraph, but some receive no further development in the body. The two reasons that are discussed in the body are supported briefly and inconsistently (“Because if they see that a little kid cares enough for the future knowledge of space mabey they would too”).

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Organization

Some evidence of a conscious structure can be found in this essay. The introduction is simple but does introduce the author's position on this topic. The conclusion is similarly basic ("So thats why i think i should go on this flight. For the godd of the pepole. So can you please choose me to go on the flight"). The author does not appear to use any transitional devices to improve the flow of the essay.

Language Use & Style

The author's language style is simple, showing some awareness of audience ("So can you please choose me to go on the flight") and control of voice. The author relies on simple sentences and sentence fragments ("If u pick me to go on this trip.") with insufficient variety and word choice. Notice in the first paragraph that the author uses the expression "Another reason" several times when enumerating the reasons to support the central thesis.

Mechanics & Conventions

The author is only able to maintain limited control of the mechanics and conventions of writing. Several noticeable errors in grammar, mechanics, punctuation, and spelling ("menthene" and "For the godd of the pepole") actually interfere with the communication of the author's message.

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| Score Point 2 - limited in communication of the writer's message. |
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Model Essay

Working hard is a habit for me but I need a break and I want something intersting to happen in my life. I always wanted to in space also it would help me follow my dream to becoming an astronauts. I always wanted to go to space I want to see the earth from the moon eyes this will be such a beautiful sight.

If you would like some reasons one is that my grades are perfect. My grade point average is 4.0 and I am in a charity fun raiser. I am in all the after school program. I also am the class president. These are the reasons I should go to space.

Commentary and Analysis

Focus & Meaning

This essay barely remains focused on an appropriate central idea. The author suggests a controlling idea ("I always wanted to in space also it would help me follow my dream to becoming an astronauts") but fails to explicitly take a stand on the assigned prompt. With little understanding of the purpose and audience of this prompt, the author is unable to support a position and fails to adequately complete the assigned task.

Content & Development

In the first paragraph, the author only expresses a desire to travel into space. In the second paragraph, the author does provide some reasons to support this desire ("My grade point average is 4.0 and I am in a charity fun raiser. I am in all the after school program. I also am the class president."), but these reasons are vague and unsupported. No details, examples, or explanations are provided to make the stated reasons convincing.

Organization

The author has divided this short essay into two paragraphs, but this division does little to enhance the meaning or organization of the essay. The first paragraph fails as an introduction – the author never mentions in this paragraph what the central thesis of the essay is. The second paragraph contains some of

the author's reasoning and a single sentence that could be interpreted as a conclusion ("These are the reasons I should go to space").

Language Use & Style

The author's style of language in this essay is simple and uninspired. It is unclear whether the author understands whom the audience is, and many mistakes in sentence structure, word choice, and usage can be detected ("I always wanted to go to space I want to see the earth from the moon eyes this will be such a beautiful sight").

Mechanics & Conventions

This writer is only able to maintain minimal control of the mechanics and conventions of writing. Significant errors in grammar, mechanics ("I always wanted to in space also it would help me follow my dream to becoming an astronauts"), punctuation, and spelling ("intersting") substantially interfere with the communication of the author's message.

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| Score Point 1 - inadequately communicates the writer's message. |
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Model Essay

I want to be the next person to go on a mission because I think it will be cool to see things in space. Those things will be the stars, planets, our moon, and other cool things too. I'm good at math and sic. I also like to talk and be weird. I want to be chosen for these because I get away from all the boring things in life like talking, listening etc.

Commentary and Analysis **Focus & Meaning**

This author's ability to state a position on the topic and focus an argument in support of this position is inadequate and unconvincing. No part of this assignment has been completed. ("I want to be the next person to go on a mission because I think it will be cool to see things in space. Those things will be the stars, planets, our moon, and other cool things too. I'm good at math and sic. I also like to talk and be weird. I want to be chosen for these because I get away from all the boring things in life like talking, listening etc.")

Content & Development

The author cites a series of disjointed reasons to convince the reader of the central thesis, some of which are nonsensical and inappropriate ("I also like to talk and be weird" and "I want to be chosen for these because I get away from all the boring things in life like talking, listening etc"). No additional support of these reasons is supplied.

Organization

In this short, one paragraph response, no organizational structure or transitional devices can be identified, nor has the author written a meaningful introduction or conclusion. ("I want to be the next person to go on a mission because I think it will be cool to see things in space. Those things will be the stars, planets, our moon, and other cool things too. I'm good at math and sic. I also like to talk and be weird. I want to be chosen for these because I get away from all the boring things in life like talking, listening etc.")

Language Use & Style

The author's language style is unclear and sometimes incoherent ("I'm good at math and sic"). With little awareness of the audience, the author commits many errors in sentence structure, word choice, and usage ("it will be cool to see things in space").

Mechanics & Conventions

This essay demonstrates inadequate control over the use of mechanics and conventions. Major errors in grammar, mechanics ("Those things will be the stars, panlets, our moon, and other cool things too."), punctuation, and spelling ("panlets") significantly interfere with the communication of the message.

Spending Money

Some parents believe that children should earn their own spending money by helping out around the home. Others believe that children should receive an allowance and should not be required to earn their spending money. Should children be required to earn their spending money or should they receive an allowance to obtain their spending money? Write an essay persuading parents to accept your opinion on whether or not children should have to earn their own spending money.

Score Point 6 - very effectively communicates the writer's message.

Model Essay

Should children receive an allowance? No, children should not receive an allowance. How can our kids today, the future adults of tomorrow, grow to become independent, functional people if everything they want is thrown at them without the slightest consideration?

Many parents object to giving wonderful things, such as games and toys, to their undeserving offspring. If children today are just given money, it is basically giving them those wonderful things that the parents decided their little tikes did not deserve. Then the question becomes: Do these kids really deserve money? Do they deserve the right to buy whatever they want? Perhaps they are not worthy of the right to live by their own will and choices. Perhaps they are not deserving enough to live in the real world.

Kids today are sheltered from the real world by their parents. They are protected from the "evils" of today's people. Thus, the children become adults, are overwhelmed by the real world, and run off to become criminals, bums, or another jolly thing like that. No parent would want this for their child - so why add to the "real world" factor by simply giving children money? Maybe they should earn their money, like every adult in the real world.

In the real world, someone's boss does not just give them money. A person is required to earn their right to survive, and that includes the paycheck they get at the end of the week. What kind of economy would America have if everyone gave one another money for no reason? The United States of America is an empire built solely on its economy. That empire would crumble if no one actually earned their money.

No one in the real world just hands out money. They almost always want something in return. A job done, an errand ran, a room cleaned - all work one can do to earn money. So why should parents hide this from their children? Perhaps kids should not be hidden from the very thing our society revolves around.

Money is a hard thing to deal with, and a difficult subject to get used to. By hiding kids from this, it is only making their life harder when they grow into adults. If parents today made their kids earn their right to have

money, the child can stand proudly and declare, "I have earned my own values in life." After all, this is what the average, everyday adult must do in today's world.

Every second, the kids of today are growing, whether the parents like it or not. By sheltering children from the real world, especially money making, parents are preventing their beloved offspring from growing to the best of their potential. All parents want the best for their kids, but sometimes the best is just a good taste of reality.

Commentary and Analysis **Focus & Meaning**

This essay very effectively focuses on the assigned task and persuasively communicates the author's position. The controlling idea ("Maybe they should earn their money, like every adult in the real world") is maintained throughout the essay and adeptly directed at the desired audience. Not only does this author complete all parts of the assigned task, the author goes beyond the limits of the assignment.

Content & Development

In this essay, rather than citing several reasons to support the central thesis, that children should earn their own money, the author develops a single reason quite deeply ("By sheltering children from the real world, especially money making, parents are preventing their beloved offspring from growing to the best of their potential").

Organization

This essay sustains a cohesive and unified structure throughout. A rhetorical question introduces the essay to the reader powerfully and immediately ("How can our kids today, the future adults of tomorrow, grow to become independent, functional people if everything they want is thrown at them without the slightest consideration?"), and the conclusion leaves the reader with a philosophical question to mull over ("All parents want the best for their kids, but sometimes the best is just a good taste of reality"). The body paragraphs flow logically from one to the next.

Language Use & Style

The language used by the author is sophisticated, precise, and artful ("The United States of America is an empire built solely on its economy. That empire would crumble if no one actually earned their money"). Writing in a mature voice that speaks unequivocally to the intended audience, the author crafts sentences that are well structured and varied.

Mechanics & Conventions

While not completely error free, since some mistakes in grammar, mechanics, punctuation, and spelling can be detected, this essay displays a very strong control of the mechanics and conventions of writing which enhances the author's ability to communicate a complete message. ("Every second, the kids of today are growing, whether the parents like it or not. By sheltering children from the real world, especially money making, parents are preventing their beloved offspring from growing to the best of their potential. All parents want the best for their kids, but sometimes the best is just a good taste of reality.")

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| Score Point 5 - strongly communicates the writer's message. |
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Model Essay

Do you get an allowance or do you have to earn your money? Do you find it fair that you get an allowance and other people have to earn their money? Or do you find it fair that you earn it and others get an

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allowance? Well I earn my money from my parents by doing chores and helping around the house, since I am old enough to help my parents out by doing the things I can do. I think it is fair to get paid for helping around the house, rather than getting paid to do nothing. In the real world, people do not pay you if you do not do anything.

When you start to get older, do you not want your parents to see that you are responsible enough to be trusted? Well here is your chance! For all those years, your parents' has been doing everything for you like doing your laundry, washing your dishes, and all the other things that you were not old enough to do. Now that you are old enough to do help out and use your own money, you should get paid to help and do things. Now your parents' are older and they do need your help with the housework. Even if they do not pay you, you should help out around the house.

It also feels better to earn your money. Some of your friends might say that you are immature because you do not earn your money. Do you not hate to go up to your parents and ask them for money every time you need money for clothes or something? Well if you earn your own money, you can save it and use it when you like to. Besides your parents might not always hand you money when you need it. I found that out the hard way, when I need money to go to the mall they would not give it to me. It makes me feel good, when I earn my allowance. I am positively sure that you would feel the same way I do.

Children who get an allowance get used to just taking money from their parent(s) and sometimes they just take advantage of the amount of money they receive. I think parents should have their child(s) help around the house before they give their child money so they do not get used to just taking money when they need it. Earning the money can say plenty of things about the kind of person you are. It can say that you are responsible, and helpful to your family or parents. It also shows that you are mature enough to do things for your money and not just take it when you need it. Those are positive signs through your parents' eyes (point of view).

Well nobody has to listen to what I say, but I think kids should do what is right and they should help their parents. Allowances are actually money given to their child daily, weekly, or monthly. So I still believe in earning my money by helping my parents, but I respect the differences of others. It makes me feel good about earning it and it actually makes a difference later on in life.

Commentary and Analysis **Focus & Meaning**

The writer of this essay establishes an effective focus and meaning throughout. This essay remains focused on a persuasive central thesis that is addressed to an audience of the writer's peers ("I think it is fair to get paid for helping around the house, rather than getting paid to do nothing"). With a firm sense of the purpose of this prompt, the author easily completes the assigned task.

Content & Development

Good use of content and development is evident within this essay. The author supplies three good arguments to accept the thesis that kids should be expected to earn their allowance in the body of the essay ("you are old enough to do help out," "It also feels better to earn your money," and "It can say that you are responsible"). Each of these arguments is supported and explained with appropriate details.

Organization

This essay demonstrates a mostly unified structure that flows well from one paragraph to the next. The introduction addresses the reader up front, asking questions that smoothly lead into the author's argument ("Do you get an allowance or do you have to earn your money? Do you find it fair that you get an allowance and other people have to earn their money? Or do you find it fair that you earn it and others get an allowance?"). The conclusion sounds apologetic when it doesn't have to, but still sums up the author's

argument well (“Well nobody has to listen to what I say, but I think kids should do what is right and they should help their parents”).

Language Use & Style

The author uses language appropriately in this essay, choosing words and structuring sentences well. The essay is addressed to fellow students, which is an appropriate audience (“When you start to get older, do you not want your parents to see that you are responsible enough to be trusted? Well here is your chance”).

Mechanics & Conventions

This essay demonstrates good control over mechanics and conventions. Several errors in grammar (“I found that out the hard way, when I need money to go to the mall”), mechanics, punctuation (“For all those years, your parents' has been doing”), and spelling can be detected. While they do not detract from the communication of the author’s message, they do detract from the overall presentation of the essay.

Score Point 4 - adequately communicates the writer's message.

Model Essay

Should the children earn their money or should they just get it? Some parents think it is okay to just give their child money for no work at all, but others prefer making children work for their money. Children should defiantly work for their money. If children earned their money, they would appreciate the items they buy. They will not take their money for granted if they worked. Also, it will help kids be less likely to be spoiled, make them be responsible, and spent money wisely.

When children work for their spending money, they help out their parents. For example, the parents do not have to do all the work around the house because they want to earn more money. Adults can take brakes while children work. When everyone cleans together, the house stays clean.

Children behave much better when they earn their spending money. One example is, a way to discipline children. Also, children will not get spoiled. When the children grow up, they will have a neat, clean, house. They will also know how to manage their money and take good care of themselves and their family.

If the children clean, their house will be a delightful, enjoyable, house. For example, if children clean for money, they will always want to clean. The children and adults can try to work together. Their house will always be clean and the children have something to do, so they will not bug their parents that much.

It is very important to only give children spending money if they clean the house. That way the house will be clean and stay clean. Most children will only clean if they get money for it, and if they do clean they will not do that good a job. That is why I feel it is important to give children money if they work for it.

Commentary and Analysis

Focus & Meaning

This essay adequately communicates a message to the desired audience (“Children should defiantly work for their money”). Without straying from the central thesis, until perhaps the final paragraph, the author has strung together a series of reasons intended to persuade the reader to accept the author’s position. This attempt adequately completes the task.

Content & Development

The author cites three key persuasive reasons to accept the central thesis that children should work around the house to earn their allowance (“they help out their parents,” “Children behave much better,” and “their

house will be a delightful, enjoyable, house”). These arguments are adequately supported with sufficient details to inform the reader.

Organization

This essay is adequately organized. The structure is unified, beginning with a simple but clear introduction and three supporting body paragraphs. A conclusion is present, although it wanders somewhat from the author’s theme by focusing on cleaning instead of summing up the author’s argument (“It is very important to only give children spending money if they clean the house”).

Language Use & Style

The author’s control of language in this essay is adequate. While the author does not use overly sophisticated words, most of the sentences are structured properly, and the author addresses the audience appropriately. Some basic errors in word choice can still be detected however (“Adults can take brakes while children work” and “Children should defiantly work for their money”).

Mechanics & Conventions

This essay is crafted with an adequate control of the mechanics and conventions of writing. Some errors in grammar (“Also, it will help kids be less likely to be spoiled, make them be responsible, and spent money wisely”), mechanics, punctuation (“If the children clean, their house will be a delightful, enjoyable, house”), and spelling are present, although they do not significantly interfere with the communication of the message.

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| Score Point 3 - partially communicates the writer's message. |
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Model Essay

Do you get allowance? Some parents give allowance and some don't. Some parents make their children earn it.

I don't get allowance I just ask my mom for money. But its not like that for everyone. I think that parens should make their children earn their allowance. It teaches them a lesson that they can carry for the rest of their life. Because when they get a job they don't get a check every day they might get one every wekk or every other wek. Depends on the job that they have.

I consider not only to my mom but to other parents that you should make your children earn their money. I also think that they shouldn't have to clean or whatever every day. Most days they should be with some friends or on the phone. I say about 2 times a week. Cleaning is part of what parenting is.

Making me earn money is not what I want my mom to do and she doesn't. I know when I am older I will have to cook and clean but I think I will wait until then. If my mom needs help or something I will. I have no problem with that. But having to do it every day is probaly a little stressful.

Commentary and Analysis

Focus & Meaning

This response only partially communicates a message to the reader. The author appears to support mutually exclusive positions by arguing that parents should require kids to do chores (“I think that parens should make their children earn their allowance. It teaches them a lesson that they can carry for the rest of their life”), but that the author would chose not to do them (“Making me earn money is not what I want my mom to do and she doesn't”). For this reason, it is likely that the author has little understanding of the purpose and audience of this prompt.

Content & Development

Content and development within this essay is limited, as it is difficult to discern a consistent point of view in this essay. In the second paragraph, the author offers a reason to support having kids earn their allowance (“It teaches them a lesson that they can carry for the rest of their life.”), but this position is somewhat contradicted in the third and fourth paragraphs (“aking me earn money is not what I want my mom to do and she doesn’t”). In both cases, however, the author uses insufficient details to support two ideas.

Organization

This essay conveys a limited sense of organization. This essay is broken into four distinct paragraphs, although there is little evidence of a unified structure. The introductory paragraph presents the issue to the reader, although it does not present the author’s stand. Given the lack of a consistent viewpoint in the essay, the conclusion is similarly disjointed (“I know when I am older I will have to cook and clean but I think I will wait until then”).

Language Use & Style

The writer’s use of language and style in this essay appears to be limited. This essay is composed of simple words and sentences, some of which are unclear (“I consider not only to my mom but to other parents that you should make your children earn their money”). The author’s voice appears to the reader to be somewhat confused and fails to articulate a single stance on the issue.

Mechanics & Conventions

The writer’s grasp of mechanics and conventions in this essay is limited. Numerous noticeable errors in grammar, mechanics (“I don’t get allowance I just ask my mom for money”), punctuation, and spelling (“probaly”) interfere with the communication of the author’s message.

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| Score Point 2 - limited in communication of the writer's message. |
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Model Essay

Money is for children! Money is a good way to get when you earned it. I think that kids should earn money rather than getting money for no reason.

I rather earn my money then getting it for no reason. Like if I sit around watching tv or playing games all day and my parents still gave me \$20.00 the next day to spent on food and video games after school. That is what I call not earning your money. If I went to mow the lawn, wash the dishes, wash my mom and dad’s car, and do the laundry. Then getting \$20.00 for the week. That is what I call earning money.

Commentary and Analysis

Focus & Meaning

This essay suggests a controlling idea (“I rather earn my money then getting it for no reason”) but demonstrates a minimal understanding of the purpose and audience. The author is unable, for example, to create a persuasive argument on this topic and ultimately completes few parts of the assigned task.

Content & Development

In this essay, the author provides minimal development of the ideas that are cited to convince the reader of the central thesis. Some information is provided in the second paragraph that describes what it means to earn money, but the author never says why this is a desirable thing (“That is what I call earning money”).

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Organization

This essay displays little evidence of an organized, unified structure. The introductory paragraph lacks focus, although it does close by stating the author's opinion on the subject ("I think that kids should earn money rather than getting money for no reason"). No meaningful conclusion has been provided and there is no evidence of transitional devices.

Language Use & Style

Language use and style are minimally displayed in this essay. This author's choice of words and skill at crafting sentences are poor and sometimes incoherent, displaying many basic errors ("Money is a good way to get when you earned it"). The author shows little awareness of the audience of this task.

Mechanics & Conventions

The author's minimal control of the mechanics and conventions of writing allows for significant errors in grammar, mechanics ("Like if I sit around watching tv or playing games all day and my parents still gave me \$20.00 the next day to spent on food and video games after school"), punctuation, and spelling that substantially interfere with the communication of the message.

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| <p>Score Point 1 - inadequately communicates the writer's message.</p> |
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Model Essay

Kid should earn their spending money. By working around the house. It will teach you how to when you get older. It teached you that you don't gt money for nothing . It will keep you healthy and active. Its good to ern money then just being given it for nothing.

Commentary and Analysis

Focus & Meaning

This response inadequately communicates a message to the intended audience. The author is unable to focus on and develop a controlling idea that responds to the prompt and speaks to the correct audience. This author completes no parts of the task. ("Kid should earn their spending money. By working around the house. It will teach you how to when you get older. It teached you that you don't gt money for nothing . It will keep you healthy and active. Its good to ern money then just being given it for nothing.")

Content & Development

The author inadequately develops supporting persuasive ideas in this essay. No examples, reasons, or details are supplied that might serve to convince the reader to accept the author's position. ("Kid should earn their spending money. By working around the house. It will teach you how to when you get older. It teached you that you don't gt money for nothing . It will keep you healthy and active. Its good to ern money then just being given it for nothing.")

Organization

This essay is organized in an inadequate manner. Writing only a single short paragraph, the author is unable to create a unified, organized structure in this essay or to effectively use transitional devices to guide the reader through the essay. ("Kid should earn their spending money. By working around the house. It will teach you how to when you get older. It teached you that you don't gt money for nothing . It will keep you healthy and active. Its good to ern money then just being given it for nothing.")

Language Use & Style

The writer's use of language and style in this essay is inadequate. The language used is both simple and unclear ("It will teach you how to when you get older"). There is no attempt to address this essay to the appropriate audience, and the author makes basic errors in sentence structure ("By working around the house"), word choice, or usage.

Mechanics & Conventions

This essay demonstrates inadequate use of mechanics and conventions. In this short essay, the author makes several errors in grammar, mechanics, punctuation, and spelling that interfere with the communication of the writer's message. ("It teached you that you don't gt money for nothing . . . Its good to ern money then just being given it for nothing.")

State Tests and Retention Policy

Statewide tests are administered towards the end of the school year in order to evaluate whether the students in the state have learned all that was expected in multiple core subjects during that school year. In some states, students are held back another year based on whether or not the students performed up to a certain level.

Imagine that your State Department of Education has decided that students who score less than 50 percent correct on the state test will be retained (held back) next year. What is your opinion on this policy? Write a persuasive essay to your state representative persuading him or her that students should or should not be retained based on performance on the state test.

Score Point 6 - very effectively communicates the writer's message.

Model Essay

I do think that the state tests and retention policy is an excellent idea for the ABC Unified School District. This is my opinion because every year students work hard and stress over these test just to prove that they can make the best of themselves and to find how everything that he or she learns can really pay off in life; by failing it will prove that he or she did not pay close enough attention in class, and to their teachers to, at least, get an average score. Holding students back a grade because he or she recieved a score below the fifty percent average can be a good idea for the student who fails because they would get another chance to relearn the subjects that he or she did not try their best on. I believe that retaining students who score under the average of fifty percent on the state test should be a rule for our district because by letting the student pass to the next grade level the student would not fully understand all of the subjects that he or she is required to know and would not understand the hardwork, studying, and learning it takes to be promoted a grade higher. These are the reasons why I think that the students who score less than fifty percent on the state test should be retained for the next year.

There are countless amounts of students, both male and female, that try their best on the state tests and work hard throughout the whole year so they would recieve an above average score, but there are also numerous amounts of students that do not pay attention in class and to teacher. By scoring lower than fifty percent on the state tests the test would be evidence to the student, teacher, and class that proves that the student did not work hard, pay attention, or listen to the teacher during class to even recieve a decent score on the final test. Everyday teachers spend their time teaching their classes a subject in which the student is required to know. Students, I believe, work hard throughout these years of school learning all of those requirements and once they reach the end of that school year they are tested on those areas. What I think is

that if students did not pay attention throughout all of those long and work filled days they will fail the final test which sums up all of the data and information that they are supposed to know to pass that grade level.

All every student desires is to pass school with a great grade and the knowing that he or she tried his or her best in all of the work that they did and is able to remember all of the subjects needed for the following year. If a student fails the state wide tests that are taken after every year of school I do think that they should get retained for several reasons. I believe, that if a student does fail the state tests at the end of the year that he or she should get held back because it would be another chance for the student to go and relearn all of the data and subjects that a student is required to know for the following year. By retaining a student he or she will be able to relearn all of the topics that he or she fail of learning in the past year. That is why I think that students should be retained if they fail the state wide test.

I know that the administration of our district might think that we should not have this policy stating that students who do not reach the average score of fifty percent and above should be retain for various reasons. One reason might be because the student already spent the whole year learning all of the required subjects and that he or she should not have to be forced to relearn all of his or her past experiences. Another reason that our school district administration might believe that this policy should not pass is since they know that each and every individual person has tried his or her best in taking the state test and if they did not pass then they will try harder in the following year that the test is given. These are the reasons of why I think that the administration of our district might think that the state tests and retention policy is a bad idea for our schools.

The administration of the ABC Unified School District might think that the state tests and retention policy is not a good idea but I do think that it is a great for our schools. First, I think that it is a good idea because by holding back the student he or she would get another chance to experience all of the topics that the student did not fully understand. I also think that retaining a student if they get a score of fifty percent and below is a good idea because the student will help the student, again, get ready for the next grade level. Another reason I think that this should be a policy is since be letting a student pass to the next level if he or she failed the state test the student would not even understand everything they will be learning in the next grade level. These are the reasons of why I think that a student should be held back if they failed the state test and of why I think that this should be our district policy.

Commentary and Analysis **Focus & Meaning**

The essay demonstrates a very effective focus and meaning. The author establishes a strong and effective thesis statement in the introduction. (“I am, Kristy Ackerman, a student of Tetzlaff Middle School in Cerritos, California, and I do think that the state tests and retention policy is an excellent idea for the ABC Unified School District. This is my opinion because every year students work hard and stress over these test just to prove that they can make the best of themselves and to find how everything that he or she learns can really pay off in life; by failing it will prove that he or she did not pay close enough attention in class, and to their teachers to, at least, get an average score.”) This position is comprehensively developed and maintained throughout the response, successfully persuading the intended audience.

Content & Development

In the development of the argument, the author supports and elaborates on several critical reasons that support the state retention policy. For example, in the third paragraph, the author explains the benefits of retaining students who aren’t prepared for the subsequent grade. (“I believe, that if a student does fail the state tests at the end of the year that he or she should get held back because it would be another chance for the student to go and relearn all of the data and subjects that a student is required to know for the following year.”) Additionally, the student addresses important counterarguments, which only prove to strengthen her own position. (“I know that the administration of our district might think that we should not have this policy stating that students who do not reach the average score of fifty percent and above should be retain for various reasons. One reason might be because the student already spent the whole year learning all of the required subjects and that he or she should not have to be forced to relearn all of his or her past experiences.”)

Organization

This essay is very effectively organized. The introduction engages the reader by persuasively explaining her position. (“I believe that retaining students who score under the average of fifty percent on the state test should be a rule for our district because by letting the student pass to the next grade level the student would not fully understand all of the subjects that he or she is required to know and would not understand the hardwork, studying, and learning it takes to be promoted a grade higher.”) Each body paragraph begins with a structured topic sentence and continues to remain focused throughout. The conclusion effectively summarizes and reiterates the author’s main ideas, leaving the reader with something to think about. (“I think that it is a good idea because by holding back the student he or she would get another chance to experience all of the topics that the student did not fully understand.”)

Language Use & Style

This essay is composed using appropriate and very effective language. Word choice is precise and effective, while sentence structure is correct and varied. (“What I think is that if students did not pay attention throughout all of those long and work filled days they will fail the final test which sums up all of the data and information that they are supposed to know to pass that grade level.”) Additionally, an appropriate and defined voice is exhibited at various points throughout the essay. (“This is my opinion because every year students work hard and stress over these test just to prove that they can make the best of themselves and to find how everything that he or she learns can really pay off in life”)

Mechanics & Conventions

Although not without errors, the mistakes in spelling (“recieved”), grammar (“I also think that retaining a student if they get a score of fifty percent and below is a good idea because the student will help the student, again, get ready for the next grade level.”), and punctuation are few and do not interfere with the intended message.

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| Score Point 5 - strongly communicates the writer's message. |
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Model Essay

Retained?

Jonathon just heard from his mom that the SAT test scores for his essay. He runs to the mailbox and flips through the mail. He rips through the envelope and examines the paper. What a disappointment for him. In his opinion he thought that he did great on the essay. His percentage ended up being a 45%. Countless families wonder why the state would give their child such a grade. Many kids do not do well at meeting the states standards. On writing a student might get a “below average” on the SAT’s. On math, they may also get an “above average.” For reading and comprehension, a student might receive an “average” grade.

Most kids do not pay attention in class, which leads to doing bad on the state testing. Students should not get held back for receiving less than fifty percent on a state essay. One essay that the state hands out should not determine if a learner gets retained. Getting held back should count on the overall work that the student accomplishes. On the other hand, it might teach some kids a lesson; like to pay attention while the teachers are talking. Not one single essay should predict whether a scholar will get held back or not.

If one essay determined if a child would get held back or not, most children would not be placed in the grade that they are in today. A quantity of the kids may seem horrible at writing, but may sound like a math genius. Others don’t care about their school or their grades and just barely get by. Numerous kids work at a young age and don’t have the time to study or do homework. Other students love the social life of school but not the homework and working part. Then again, good students can get distracted and fall of the peak that they were climbing. Getting held back should be based on the overall grade.

A student's language arts grade may not be that high, but all the other classes may be an A. All students have one good subject and one bad one. All the rest are just average. In my case, I am horrible at Language Arts and the best at Math. This situation is almost like a hero having a nemesis. It's like math versus language arts and the Joker versus Batman. If all students were good at all subjects they would get through school faster. However, if a child gets retained they will know to do it better so they don't get held back again.

Having a child retained can teach them a lesson or two. First of all they will be relearning the lessons they missed. Therefore they are sure to pass that grade as long as they pay attention. On the other hand a student can get held back a hundred times in the same grade and not learn a thing. Furthermore, if you push them on ahead they might wish they paid attention the other year and start to pay attention then. Scholars should not get held back for getting less than 50% correct on a test.

Students should not get held back for doing poorly on a state writing prompt. Getting held back should be determined on a student's overall grade. However a student can learn a lesson from the situation. No student should get held back for these reasons.

Commentary and Analysis

Focus & Meaning

The essay establishes a clear thesis designed to articulate the author's opinion and convince the reader. ("Students should not get held back for receiving less than fifty percent on a state essay. One essay that the state hands out should not determine if a learner gets retained.") Throughout the development of this essay, the thesis is successfully maintained and supported, which demonstrates the student's ability to understand the purpose of this assignment. Most parts of this task are appropriately completed.

Content & Development

This essay develops ideas using specific and relevant details and examples. For instance, in the second paragraph, the author states numerous reasons why students should be assessed based on their overall grades, not a single test. ("A quantity of the kids may seem horrible at writing, but may sound like a math genius... Then again, good students can get distracted and fall off the peak that they were climbing. Getting held back should be based on the overall grade.") Additionally, the student offers valuable counterarguments. ("Having a child retained can teach them a lesson or two. First of all they will be relearning the lessons they missed. Therefore they are sure to pass that grade as long as they pay attention.") However, the essay could be improved with further rebuttal of the counterarguments.

Organization

This essay constructs a mostly unified structure. The introductory paragraph quickly gains the reader's interest. ("He runs to the mailbox and flips through the mail. He rips through the envelope and examines the paper. What a disappointment for him. In his opinion he thought that he did great on the essay. His percentage ended up being a 45%.") Each body paragraph begins with a structured topic sentence and remains focused throughout. The conclusion adequately reiterates the author's main points. ("Students should not get held back for doing poorly on a state writing prompt. Getting held back should be determined on a student's overall grade.")

Language Use & Style

This response demonstrates good language use and style. Word choice and sentence structure are appropriate for this response. Additionally, evidence of voice is vividly seen throughout the essay. ("In my case, I am horrible at Language Arts and the best at Math. This situation is almost like a hero having a nemesis. It's like math versus language arts and the Joker versus Batman. If all students were good at all

subjects they would get through school faster. However, if a child gets retained they will know to do it better so they don't get held back again.”)

Mechanics & Conventions

Few errors in spelling, punctuation, and grammar (“Jonathon just heard from his mom that the SAT test scores for his essay.”) can be detected. It is obvious that this student has good control over the conventions and mechanics of standard written English.

Score Point 4 - adequately communicates the writer's message.

Model Essay

My Opinion on the Retention Policy

Students that score less than fifty percent correct on the state test should be held back because if you receive less than fifty percent then you're failing the state test. And if you fail, that usually means that you get held back. Some people say that you can't base a person's knowledge on one test because they might be having a bad day or something. Well, they shouldn't have a bad day because since they know that they're having a test, they should be focused on the test and not be distracted by things that could turn their day into a bad one.

If they score lower than fifty percent, they must not have studied or something because it's really easy to get higher than fifty percent. Since it's so easy, I think that you should keep the person back because that means that they don't know what they need to know so they should try again. That way they will learn what they need to learn and receive a better score on the state test.

They also should be held back because they should actually study harder since it's the state test. That means that they should get a higher score than they normally would on a regular test. Also, they should eat a better breakfast so that they will have more brainpower.

I know a lot of kids that don't eat breakfast and get scores that would've been better if they had eaten a decent breakfast.

I think that students that receive lower than fifty percent should be held back because If they don't get held back, they could do worse the following year because they didn't know their stuff the year before. That is my opinion on the retention policy.

Commentary and Analysis

Focus & Meaning

This essay can best be described as an adequate completion of the task. The author states his/her position at the beginning of the introductory paragraph. (“Students that score less than fifty percent correct on the state test should be held back because if you receive less than fifty percent then you're failing the state test.”) The author adequately attempts to persuade the audience with appropriate reasons and demonstrates a basic understanding of the assigned task.

Content & Development

While the author's supporting arguments could be further developed, he/she does manage to use some specific and accurate details. For example, in the second paragraph, the author claims that it is easy to pass the state test and offers reasons that support the retention of students. (“Since it's so easy, I think that you should keep the person back because that means that they don't know what they need to know so they should try again. That way they will learn what they need to learn and receive a better score on the state

test.”) The essay proceeds by arguing that students need to put more effort into such an important assessment. (“They also should be held back because they should actually study harder since it's the state test. That means that they should get a higher score than they normally would on a regular test.”)

Organization

This essay demonstrates a generally unified structure. The introductory paragraph establishes the author’s position on the issues presented in the writing prompt and includes a clear controlling idea. Each body paragraph begins with a topic sentence (“They also should be held back because they should actually study harder since it's the state test.”), but could be improved with more focus and additional transitional devices. The fourth paragraph seems out of place and would fit best as an addition to the third paragraph. The conclusion is noticeable and appropriately sums up the student’s main ideas. (“I think that students that receive lower than fifty percent should be held back because If they don't get held back, they could do worse the following year because they didn't know their stuff the year before.”)

Language Use & Style

The author demonstrates appropriate language use and writes in a style suitable for this task and grade level. (“Some people say that you can't base a person's knowlege on one test because they might be having a bad day or something. Well, they shouldn't have a bad day because since they know that they're having a test, they should be focused on the test and not be distracted by things that could turn their day into a bad one.”) Although word choice is occasionally repetitive (“I know a lot of kids that don't eat breakfast and get scores that would've been better if they had eaten a decent breakfast.”), most words selected are appropriate and precise. Sentences are correctly structured and exhibit some variety. (“If they don't get held back, they could do worse the following year because they didn't know their stuff the year before.”)

Mechanics & Conventions

The author displays adequate control of conventions and mechanics, even though there are some errors. These mistakes in spelling (“knowledge”), punctuation, and grammar don’t significantly interfere with the author’s message.

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| Score Point 3 - partially communicates the writer's message. |
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Model Essay

State test and reterntion policy

I think that students should not be held back, because of there scores. I don't agree because students could be 15 years old and be in the 7th grade or 8th grade. They could also be retained several times. They could repeat 7th grade about 2 or 3 times. It could be because of they distraction due to student different. Some students don't understand big words but some kids only could learn the words by lissening them. Some test are hard to read, because they have big words. I don't agree because some people know how to do the test and some kids don't. Some students do the state test. Some students don't know how to read or answered the questions.

Its a bad idea because some students could drop out of school. Students should know the standard and know the language. I think is a bad idea, because you could do different things.

I think that students that get less than 50% on the test should not be held back, because they try to do good. Students get less than 50% that doesn't mean they didn't learn anything. I think that students have the possibility to drop out of school. Thats why students should not be held back.

Students should be focussed on what they do. So they could work more hard so they could learn more. Thats my reason that I sayed no.

Commentary and Analysis **Focus & Meaning**

In this response, the author states a position (“I think that students should not be held back, because of there scores.”) and attempts to argue it. While the student’s position is clear, the argument itself is underdeveloped and lacks sufficient and adequate support. Therefore, this essay demonstrates limited focus and meaning and only completes some parts of the task.

Content & Development

The arguments in this essay are briefly and inconsistently developed. The author suggests several reasons to support his/her main idea but does not adequately develop them. For example, in the fourth paragraph, the author claims that students shouldn’t be held back because they try their best to do well. (“I think that students that get less than 50% on the test should not be held back, because they try to do good. Students get less than 50% that doesn't mean they didn't learn anything. I think that students have the possibility to drop out of school.”) Although this is a good supporting idea, it is not fully developed with sufficient examples and details, and some of the reasons offered are not directly relevant.

Organization

While this essay has a basic structure, it is rather limited in its organization. The introduction establishes the author’s position and offers some supporting reasons. However, it lacks a clear purpose and focus. Each body paragraph touches on the supporting arguments, but these paragraphs also lack structure. This could be remedied with clear topic sentences and transitional devices. The conclusion is uncertain because it does not clearly address the author’s controlling idea, and it is only three sentences long. (“Students should be focussed on what they do. So they could work more hard so they could learn more. Thats my reason that I sayed no.”)

Language Use & Style

This essay demonstrates limited, but not wholly inappropriate, language use. Sentence structure is mostly appropriate (“I don't agree because students could be 15 years old and be in the 7th grade or 8th grade.”), but is occasionally confusing (“It could be because of they distraction due to student different.”) Word choice is appropriate but, at times, can be simple and repetitive. (“Some students do the state test. Some students don't know how to read or answered the questions.”)

Mechanics & Conventions

This response demonstrates a limited control of the conventions of writing. Several errors in grammar (“I sayed no”), punctuation (“Thats why”), and spelling (“lissening”) are noticeable. However, for the most part, these mistakes do not substantially interfere with the communication of the message.

Score Point 2 - limited in communication of the writer's message.

Model Essay

Why shouldn't people be retained,because kids will know you got held back.they'll make fun of you and tease you about it and you'll be the oldest one in the class.you graduate in another year you'll have to go to summer school.You'll be bigger when there smaller. Just because you only got 50 percent doesn't mean you have to get held back.You could get A's in all subjects except you get F's in science and get retained just for one F that's not fair. I mean you bad on one subject.And very good in others.

Maybe you should still go to the next grade but not in honors.people shoudn't get held back because they'll be harassed by other students and get made fun of.And they'll be sad.So you shoudn't be held back.aa

Commentary and Analysis

Focus & Meaning

This response makes little attempt to address the issue presented in the prompt, and does not demonstrate an understanding of the task. (“Why shouldn’t people be retained,because kids will know you got held back”) The author shows an inability to develop and maintain an argument. The essay is not persuasive because the response completes so few parts of the task.

Content & Development

The author’s position is incompletely and minimally argued. The essay lists only a few reasons to support the argument (“they’ll make fun of you and tease you about it and you’ll be the oldest one in the class,you graduate in another year you’ll have to go to summer school.You’ll be bigger when there smaller.”) but fails to develop them with appropriate details or examples. The essay displays only minimal content and development and, therefore, the ideas presented are not persuasively argued.

Organization

Little evidence of an organizational structure is detected in this brief response. While there are two paragraphs, it is hard to discern the characteristics of an introduction or a body within them. The second paragraph is quite short and lacks any proper structure or focus. At times, it repeats points made in the previous paragraph (“Maybe you should still go to the next grade but not in honors.people shoudn't get held back because they'll be harassed by other students and get made fun of.And they'll be sad.”) and takes the tone of a concluding paragraph. However, it is obviously insufficient. The essay lacks organization, proper paragraphing, and transitional devices.

Language Use & Style

The language use can be described as minimal because it is composed of problematic sentences. (“Why shouldn’t people be retained,because kids will know you got held back.they’ll make fun of you and tease you about it and you’ll be the oldest one in the class.”) Word choice is also poor and lacks precision. (“You’ll be bigger when there smaller.”) This response also lacks proper language use and style.

Mechanics & Conventions

Several significant errors in spelling (“shoudn’t”), punctuation (“oldest one in the class,you graduate in another year”), and grammar are easily detected in this essay. These mistakes bring into question the author’s ability to control the conventions of standard written English.

Score Point 1 - inadequately communicates the writer's message.

Model Essay

State Tests and Retention Policy Dear representative i think kids sould not be led back in 7 th gade if thier test sores are low . if they have good gades in class an good bleave it is bad to be led back again it really suck's cause other kids make fun of you an you get mad an you want to hit one of the kids making fun of you. I

Commentary and Analysis

Focus & Meaning

Overall, this response fails to complete any parts of the task. Although the author does attempt to state a position (“i think kids sould not be led back in 7 th gade if thier test sores are low”), the response is not developed or maintained. This demonstrates the author’s poor understanding of the task. No parts of this assignment are appropriately completed.

Content & Development

The essay fails to develop any effective arguments or provide support with details and examples. Inappropriate and irrelevant reasons are the only arguments offered. (“if they have good gades in class an good bleave it is bad to be led back again it really suck's cause other kids make fun of you an you get mad an you want to hit one of the kids makeing fun of you.”) The content isn’t cohesive or meaningful.

Organization

In the space of four lines, the reader can not discern any evidence of an organizational structure. The essay lacks an introduction, body paragraphs, transitional devices, and a conclusion. Thus, the essay is inadequately organized.

Language Use & Style

The author’s language use and style are unclear and incoherent. (“it is bad to be led back again it really suck's cause other kids make fun of you an you get mad an you want to hit one of the kids makeing fun of you.”) Word choice and sentence structure contain major errors and are inadequate.

Mechanics & Conventions

This response demonstrates no control of the conventions of standard written English. The errors in mechanics, punctuation (“Dear representiative i think kids sould not be led back in 7 th gade if thier test sores are low”), spelling (“sould”), and grammar substantially detract from the author’s message.

Teenage Responsibility

When a child becomes a teenager, some adults believe that he or she should be held responsible for his or her actions. However, other adults believe that teenagers still lack the ability and wisdom to be responsible for their actions. What do you think? At what age should teenagers be held responsible for their actions?

Write a persuasive essay in which you defend your position on this issue. Be sure to support your position with reasons or arguments from your personal experience.

Score Point 6 - very effectively communicates the writer's message.

Model Essay

A twelve year old girl runs around the house screaming joyfully that her thirteenth birthday is a day away. The next day, that same girl wakes up, smiles, and thinks to herself that she is no longer a child. She runs down the stairs and is showered with hugs and gifts. Her parents tell her that she is a year older and a little bit wiser. The birthday girl laughs at the cheesy phrase. Three years after her thirteenth birthday, she is screaming at her parents and saying that she can take care of herself because she’s all grown up. When a

child becomes a teenager, they usually consider themselves adults. Teenagers should not be responsible for their own actions because they aren't cautious, they still need their parents, and they make daring decisions that are sometimes not very clever. Teenagers have about five more years to go before they can be considered an average and responsible adult.

One reason that teenagers should not be responsible for their own actions is because many teenagers are not ready for responsibility. They want to be treated like adults. Teenagers want to be trusted and they want to have a feeling of independence. The truth is that they still require the help of their parents. Many teenagers just ignore their responsibilities. They are too busy to bother doing their chores. For example, few teenagers do their own laundry. They usually don't pick up after themselves. They leave those chores up to their parents or whomever they are living with. Irresponsible teenagers might do something inappropriate, just pretend that nothing happened, and move on with their lives. By doing this, they will avoid getting in trouble with an adult. Do you think that teenagers are even ready to face the consequences in their lives?

Another reason that teenagers shouldn't be responsible for their actions is that they don't have the best common sense. Making the right decisions is a part of the adult life. Sometimes, the decisions that people make will alter their lives or even someone else's. Teenagers will come to a certain age where they may be forced to make daring and, possibly, harmful decisions. Immature teenagers just want to make their own decisions and they believe it is always right. They don't even think about the consequences that may change their lives drastically. Because teenagers want to feel freedom, they might become very rebellious. This common behavior makes them feel like they have control of everything that is happening around them and they have nothing to worry about. In reality, they would have just made their lives very complicated by not trusting the people who care about them. They will not be known as people that can be relied on or trusted.

On the other hand, responsible teenagers can resolve their problems and take responsibility for their bad behavior. When they come across a complicated situation, they will be able to think of reasonable ways to resolve the problem. Responsible teenagers would not let someone else take the blame for what they did wrong. They would probably admit, from the beginning that the problem was caused by them and just face the consequences. Few teenagers have the courage to be tell the truth and be responsible because they fear what might happen to them afterwards. What they don't realize is that the consequences for not telling the truth are much more extreme and painful.

A final reason that teenagers shouldn't be responsible for their own actions is because they are still maturing. Growing up is a natural process. When a child becomes a teenager, they go through many changes. That means that their minds are still developing and they have not matured. Teenagers, sometimes, don't understand that there are consequences to what they do or say. For example, when they promise their parents that they will clean their room or wash the dishes, they usually end up not doing the task. A responsible person would keep the promise. In the end, the teenager will probably be punished by getting lectured or grounded. The punishments don't usually change their perspectives on certain situations and problems. For example, if a father forbade his daughter from going to a party because of her poor grades, the daughter might try to sneak away or throw a huge tantrum. Does this behavior seem very grown up? Can you trust teenagers to be responsible and mature?

In conclusion, teenagers should not have to take responsibility for their actions. They will be ready to be adults when they reach their legal age. By the time that teenagers turn eighteen, they wouldn't be considered a minor anymore. This means that their parents are no longer responsible for their child's actions. Because teenagers are still developing a more careful side, they shouldn't be trusted to take responsibility for their actions. They have to take time to mature and learn to be an adult. If teenagers everywhere aren't being wise about the decisions that they make, what would our world be like?

Commentary and Analysis

Focus & Meaning

This essay demonstrates very effective focus and meaning. It establishes and maintains an insightful position to effectively persuade the reader, while demonstrating a thorough understanding of the purpose and audience. Furthermore, the writer completes all parts of the task and may even go beyond the limits of the task.

The writer grabs the readers' attention by effectively using a question, a quotation, or a surprising fact at the beginning of the introduction. ("A twelve year old girl runs around the house screaming joyfully that her thirteenth birthday is a day away. The next day, that same girl wakes up, smiles, and thinks to herself that she is no longer a child. She runs down the stairs and is showered with hugs and gifts. Her parents tell her that she is a year older and a little bit wiser. The birthday girl laughs at the cheesy phrase. Three years after her thirteenth birthday, she is screaming at her parents and saying that she can take care of herself because she's all grown up. When a child becomes a teenager, they usually consider themselves adults. Teenagers should not be responsible for their own actions because they aren't cautious, they still need their parents, and they make daring decisions that are sometimes not very clever. Teenagers have about five more years to go before they can be considered an average and responsible adult.")

All of the details used in the essay effectively relate to the writer's opinion. ("Another reason that teenagers shouldn't be responsible for their actions is that they don't have the best common sense. Making the right decisions is a part of the adult life. Sometimes, the decisions that people make will alter their lives or even someone else's. Teenagers will come to a certain age where they may be forced to make daring and, possibly, harmful decisions. Immature teenagers just want to make their own decisions and they believe it is always right.")

The writer's thesis creatively states what he/she believes about the issue. ("Teenagers should not be responsible for their own actions because they aren't cautious, they still need their parents, and they make daring decisions that are sometimes not very clever.")

Content & Development

Very effective content and development are seen within this essay, as it effectively develops arguments, using a wide variety of specific, accurate, and relevant detail to support the writer's position. The writer also convincingly addresses readers' opposing points of view or counterarguments.

The writer addresses readers' concerns by effectively responding to those who might disagree with his/her own opinion. ("On the other hand, responsible teenagers can resolve their problems and take responsibility for their bad behavior. When they come across a complicated situation, they will be able to think of reasonable ways to resolve the problem. Responsible teenagers would not let someone else take the blame for what they did wrong. They would probably admit, from the beginning that the problem was caused by them and just face the consequences. Few teenagers have the courage to be tell the truth and be responsible because they fear what might happen to them afterwards. What they don't realize is that the consequences for not telling the truth are much more extreme and painful.")

The writer effectively includes facts, statistics, examples, short stories, and/ or explanations that explain or illustrate his/her opinion. ("For example, few teenagers do their own laundry. They usually don't pick up after themselves. They leave those chores up to their parents or whomever they are living with. Irresponsible teenagers might do something inappropriate, just pretend that nothing happened, and move on with their lives. By doing this, they will avoid getting in trouble with an adult. Do you think that teenagers are even ready to face the consequences in their lives?")

The writer asks questions to get the readers' attention, or even challenges readers to formulate a better idea or solution. ("One reason that teenagers should not be responsible for their own actions is because many teenagers are not ready for responsibility. They want to be treated like adults. Teenagers want to be trusted

and they want to have a feeling of independence. The truth is that they still require the help of their parents. Many teenagers just ignore their responsibilities. They are too busy to bother doing their chores. For example, few teenagers do their own laundry. They usually don't pick up after themselves. They leave those chores up to their parents or whomever they are living with. Irresponsible teenagers might do something inappropriate, just pretend that nothing happened, and move on with their lives. By doing this, they will avoid getting in trouble with an adult. Do you think that teenagers are even ready to face the consequences in their lives?")

Organization

This essay displays very effective organization. It demonstrates a cohesive and unified structure with an engaging introduction, a strong conclusion, effective use of paragraphing, and transitional devices throughout.

The writer's introduction is creative and grabs the readers' attention. ("A twelve year old girl runs around the house screaming joyfully that her thirteenth birthday is a day away. The next day, that same girl wakes up, smiles, and thinks to herself that she is no longer a child. She runs down the stairs and is showered with hugs and gifts. Her parents tell her that she is a year older and a little bit wiser. The birthday girl laughs at the cheesy phrase. Three years after her thirteenth birthday, she is screaming at her parents and saying that she can take care of herself because she's all grown up. When a child becomes a teenager, they usually consider themselves adults. Teenagers should not be responsible for their own actions because they aren't cautious, they still need their parents, and they make daring decisions that are sometimes not very clever. Teenagers have about five more years to go before they can be considered an average and responsible adult.")

The writer includes transitions between paragraphs and between sentences. ("On the other hand, responsible teenagers can resolve their problems and take responsibility for their bad behavior. ... In conclusion, teenagers should not have to take responsibility for their actions.")

The writer's conclusion is effective and either leaves readers with something to think about and/or offers a call for action (telling the readers what to do next). ("In conclusion, teenagers should not have to take responsibility for their actions. They will be ready to be adults when they reach their legal age. By the time that teenagers turn eighteen, they wouldn't be considered a minor anymore. This means that their parents are no longer responsible for their child's actions. Because teenagers are still developing a more careful side, they shouldn't be trusted to take responsibility for their actions. They have to take time to mature and learn to be an adult. If teenagers everywhere aren't being wise about the decisions that they make, what would our world be like?")

Language Use & Style

Very effective language use and style are seen in this essay. The writing demonstrates precise language and word choice, a defined voice, and a clear sense of audience; in addition, sentences are well structured and varied.

The writer effectively uses language to make his/her writing more persuasive. ("A final reason that teenagers shouldn't be responsible for their own actions is because they are still maturing. Growing up is a natural process. When a child becomes a teenager, they go through many changes. That means that their minds are still developing and they have not matured. Teenagers, sometimes, don't understand that there are consequences to what they do or say. For example, when they promise their parents that they will clean their room or wash the dishes, they usually end up not doing the task. A responsible person would keep the promise. In the end, the teenager will probably be punished by getting lectured or grounded. The punishments don't usually change their perspectives on certain situations and problems. For example, if a father forbade his daughter from going to a party because of her poor grades, the daughter might try to sneak away or throw a huge tantrum. Does this behavior seem very grown up? Can you trust teenagers to be responsible and mature?")

The writer uses varied sentences in his/her essay by making or adding sentences with exclamations or questions, or combining sentences with conjunctions and/or semicolons. (“For example, few teenagers do their own laundry. They usually don’t pick up after themselves. They leave those chores up to their parents or whomever they are living with. Irresponsible teenagers might do something inappropriate, just pretend that nothing happened, and move on with their lives. By doing this, they will avoid getting in trouble with an adult. Do you think that teenagers are even ready to face the consequences in their lives?”)

Complex sentences are used effectively. (“Three years after her thirteenth birthday, she is screaming at her parents and saying that she can take care of herself because she’s all grown up.”)

Mechanics & Conventions

Very effective control of conventions and mechanics is demonstrated in this essay. There are few or no errors in grammar, mechanics, punctuation, and spelling.

For example:

Each sentence has a subject and a verb (an action). (“A twelve year old girl runs around the house screaming joyfully that her thirteenth birthday is a day away.”)

Each sentence ends with a punctuation mark. (“Teenagers have about five more years to go before they can be considered an average and responsible adult.”)

Each sentence begins with a capital letter. (“The next day, that same girl wakes up, smiles, and thinks to herself that she is no longer a child.”)

Score Point 5 - strongly communicates the writer's message.

Model Essay

When a child becomes a teenager, some adults believe that he or she should be held responsible for his or her actions. However, other adults believe teenagers still lack the ability and wisdom to be responsible for their actions. Even though now I am a teenager I believe that they should all start to be responsible at the age of 15. Why? There are a lot of reasons why that I wish to tell and demonstrate to you in the next few paragraphs from both my point of view and from the others point of view of why we either think that 15 is the appropriate age for teenagers to be held responsible for their actions or that none should be held responsible for their actions.

In my opinion, I think teenagers should be held responsible for their actions at the age of 15 because it’s time for them or us to learn and act like responsible adults. We cannot be treated like children all the time and we should not ask our parents for help every time we supposedly need it when we could actually take care of it by ourselves. Teenagers have to learn now to be ready and be prepared for the real world. They have to learn that there are certain things you can ask for help from your parents and others we might just have to solve by themselves even if it looks to hard on them by the time they fix that problem they would have become more wiser and experienced for the next time it happens. We all know that our parents love us, but they sometimes have to know when to let go of their kids to let them explore the real world of working or studying to manage to have a life.

Others such as adults, parents, grandparents, uncles, and aunts believe that teenagers are too young and unexperienced to be responsible for things they do because they haven’t the wisdom or experience do fix their problem or mistake. They think of teenagers as grown child who still has a lot to learn before going on to college and begin a new life only to learn of the hardships reality has instored for us. They knew at one point of their lives that they can’t always be there and just have to let go of the fact that we are now soon going to be adults. That is their reasons why teenagers should not be held responsible for their actions, buit

they have to learn that that can't always be their for us even when we want them to be. It may be hard, but nobody said it would be easy and they all know that.

On the contrary, I don't agree with those parents thinking that teenagers lack the knowledge and ability to be held responsible for their actions. It might be hard to fully understand that all adults have to watch their children soon become adults over the years, but they will just have to accept that every child will soon become an adult. Even though I am a teenager and see many things in my point of view does not mean that I can't see how much it might hurt and soon will find out how much it might just seeing our child grow up and become someone who might change or help out the world. It might hurt a lot, but it is reality and we all have to accept that even when we don't want to and I know that certainly don't want to.

In conclusion, I think that 15 is the appropriate age for all teenagers to be held responsible for their own actions. I mean maybe most parents are with their son or daughter finally realizing how life really is and that they will soon grow out of being a child and finally and fully become a adult, but the thing that they don't know is that we're all scared and afraid it's just that we all don't know it or maybe the truth is that we are all just hiding it knowing the truth and reality. I know I am and maybe others are to, but who knows maybe things have changed and that parents are starting to see that their child will soon be a teenager who will soon need to learn to be held responsible for their actions no matter what it is and I am not trying to say that their parents should not be involved with them anymore I am just saying that on some things they just have to learn it by themselves with their own experiences and knowledge like any other person should.

Commentary and Analysis **Focus & Meaning**

Good focus and meaning are demonstrated within this essay. The writer establishes and maintains a clear position to persuade the reader. He/she also demonstrates a general understanding of the purpose and audience and completes most parts of the task.

All of the details used in the essay relate to the writer's opinion. ("In my opinion, I think teenagers should be held responsible for their actions at the age of 15 because it's time for them or us to learn and act like responsible adults. We cannot be treated like children all the time and we should not ask our parents for help every time we supposedly need it when we could actually take care of it by ourselves. Teenagers have to learn now to be ready and be prepared for the real world. They have to learn that there are certain things you can ask for help from your parents and others we might just have to solve by themselves even if it looks to hard on them by the time they fix that problem they would have become more wiser and experienced for the next time it happens. We all know that our parents love us, but they sometimes have to know when to let go of their kids to let them explore the real world of working or studying to manage to have a life.")

The writer's thesis states what he/she believes about the issue. ("Even though now I am a teenager I believe that they should all start to be responsible at the age of 15.")

The writer mostly uses words that are appropriate for his/her audience; the writer does not use slang, contractions, or other versions of informal language. ("On the contrary, I don't agree with those parents thinking that teenagers lack the knowledge and ability to be held responsible for their actions. It might be hard to fully understand that all adults have to watch their children soon become adults over the years, but they will just have to accept that every child will soon become an adult. Even though I am a teenager and see many things in my point of view does not mean that I can't see how much it might hurt and soon will find out how much it might just seeing our child grow up and become someone who might change or help out the world. It might hurt a lot, but it is reality and we all have to accept that even when we don't want to and I know that certainly don't want to.")

Content & Development

This essay demonstrates good use of content and development. Arguments are developed using sufficient specific, accurate, and relevant details to support the writer's position. The essay also clearly addresses readers' opposing points of view or counterarguments.

The writer addresses readers' concerns by responding to those who might disagree with his/her own opinion. ("Others such as adults, parents, grandparents, uncles, and aunts believe that teenagers are too young and unexperienced to be responsible for things they do because they haven't the wisdom or experience do fix their problem or mistake. They think of teenagers as grown child who still has a lot to learn before going on to college and begin a new life only to learn of the hardships reality has instored for us. They knew at one point of their lives that they can't always be there and just have to let go of the fact that we are now soon going to be adults. That is their reasons why teenagers should not be held responsible for their actions, buit they have to learn that that can't always be their for us even when we want them to be. It may be hard, but nobody said it would be easy and they all know that. ... On the contrary, I don't agree with those parents thinking that teenagers lack the knowledge and ability to be held responsible for their actions. It might be hard to fully understand that all adults have to watch their children soon become adults over the years, but they will just have to accept that every child will soon become an adult. Even though I am a teenager and see many things in my point of view does not mean that I can't see how much it might hurt and soon will find out how much it might just seeing our child grow up and become someone who might change or help out the world. It might hurt a lot, but it is reality and we all have to accept that even when we don't want to and I know that certainly don't want to.")

The writer includes facts, statistics, examples, short stories, and/ or explanations that explain or illustrate his/her opinion. ("It might be hard to fully understand that all adults have to watch their children soon become adults over the years, but they will just have to accept that every child will soon become an adult. Even though I am a teenager and see many things in my point of view does not mean that I can't see how much it might hurt and soon will find out how much it might just seeing our child grow up and become someone who might change or help out the world. It might hurt a lot, but it is reality and we all have to accept that even when we don't want to and I know that certainly don't want to.")

The writer's details are convincing. ("On the contrary, I don't agree with those parents thinking that teenagers lack the knowledge and ability to be held responsible for their actions. It might be hard to fully understand that all adults have to watch their children soon become adults over the years, but they will just have to accept that every child will soon become an adult. Even though I am a teenager and see many things in my point of view does not mean that I can't see how much it might hurt and soon will find out how much it might just seeing our child grow up and become someone who might change or help out the world. It might hurt a lot, but it is reality and we all have to accept that even when we don't want to and I know that certainly don't want to.")

Organization

Good organization is demonstrated throughout this essay. The writing demonstrates a mostly unified structure with a good introduction and conclusion and consistent use of paragraphing and transitional devices.

Transitional words help show how the writer's ideas are related or connected. ("On the contrary, I don't agree with those parents thinking that teenagers lack the knowledge and ability to be held responsible for their actions. It might be hard to fully understand that all adults have to watch their children soon become adults over the years, but they will just have to accept that every child will soon become an adult. ... In conclusion, I think that 15 is the appropriate age for all teenagers to be held responsible for their own actions.")

Details in each paragraph relate to the paragraph's topic sentence. ("Others such as adults, parents, grandparents, uncles, and aunts believe that teenagers are too young and unexperienced to be responsible for things they do because they haven't the wisdom or experience do fix their problem or mistake. They

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think of teenagers as grown child who still has a lot to learn before going on to college and begin a new life only to learn of the hardships reality has instored for us. They knew at one point of their lives that they can't always be there and just have to let go of the fact that we are now soon going to be adults. That is their reasons why teenagers should not be held responsible for their actions, buit they have to learn that that can't always be their for us even when we want them to be. It may be hard, but nobody said it would be easy and they all know that.”)

The writer’s conclusion wraps up his/her argument and leaves readers with something to think about or something to do. (“In conclusion, I think that 15 is the appropriate age for all teenagers to be held responsible for their own actions. I mean maybe most parents are with their son or daughter finally realizing how life really is and that they will soon grow out of being a child and finally and fully become a adult, but the thing that they don't know is that we’re all scared and afraid it's just that we all don’t know it or maybe the truth is that we are all just hiding it knowing the truth and reality. I know I am and maybe others are to, but who knows maybe things have changed and that parents are starting to see that their child will soon be a teenager who will soon need to learn to be held responsible for their actions no matter what it is and I am not trying to say that their parents should not be involved with them anymore I am just saying that on some things they just have to learn it by themselves with their own experiences and knowledge like any other person should.”)

Language Use & Style

The writer demonstrates good use of language and style in this essay. It demonstrates appropriate language and word choice with some evidence of voice and a clear sense of audience and well-structured sentences with some variety.

The writer uses language to make his/her writing more persuasive. (“On the contrary, I don’t agree with those parents thinking that teenagers lack the knowledge and ability to be held responsible for their actions. It might be hard to fully understand that all adults have to watch their children soon become adults over the years, but they will just have to accept that every child will soon become an adult. Even though I am a teenager and see many things in my point of view does not mean that I can’t see how much it might hurt and soon will find out how much it might just seeing our child grow up and become someone who might change or help out the world. It might hurt a lot, but it is reality and we all have to accept that even when we don’t want to and I know that certainly don’t want to.”)

The writer uses varied sentences in his/her essay by making or adding sentences with exclamations or questions, or combining sentences with conjunctions and/or semicolons. (“When a child becomes a teenager, some adults believe that he or she should be held responsible for his or her actions. However, other adults believe teenagers still lack the ability and wisdom to be responsible for their actions. Even though now I am a teenager I believe that they should all start to be responsible at the age of 15. Why?”)

The writer combines short sentences using conjunctions (and, or, but, for, nor, so, yet) or adds more details. (“On the contrary, I don’t agree with those parents thinking that teenagers lack the knowledge and ability to be held responsible for their actions. It might be hard to fully understand that all adults have to watch their children soon become adults over the years, but they will just have to accept that every child will soon become an adult.”)

Mechanics & Conventions

This essay demonstrates good control of conventions and mechanics. There are a few errors in grammar, mechanics, punctuation, and spelling, but they do not interfere with the message.

For example:

Most or all sentences have a subject and a verb (an action). (“On the contrary, I don’t agree with those parents thinking that teenagers lack the knowledge and ability to be held responsible for their actions.”)

Most or all sentences end with a punctuation mark. (“When a child becomes a teenager, some adults believe that he or she should be held responsible for his or her actions.”)

Most or all sentences begin with a capital letter. (“We all know that our parents love us, but they sometimes have to know when to let go of their kids to let them explore the real world of working or studying to manage to have a life.”)

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| Score Point 4 - adequately communicates the writer's message. |
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Model Essay

When a child becomes a teenager, some adults believe that he or she should be held responsible for his or her own actions. I support this theory, but I also believe that every child matures at a different age. If a child is honest about their wrong-doing, they are ready to be taken seriously by adults because they are considered responsible. However, if a child acts immature or lies about an error they’ve made, I do not believe that they are ready to be held responsible for their actions. I think that when a child is ready to take responsibility for their own actions, they should then be treated like an adult.

I disagree with the fact that some adults make their children take responsibility for their actions when their child is too young. Young children between the ages of three and ten should be able to admit if they made a mistake, but they shouldn't have to take full responsibility for it. Young children are learning, and everyone makes mistakes, even adults. I do believe that children over the age of ten should take responsibility for their actions because this is about the time when they start to mature. Nevertheless, everyone makes mistakes, and no one should be punished for that.

I don’t believe that if a child makes a tiny mistake, they should be punished for it. For example, if a young child spills a glass of milk, they shouldn’t be held responsible for that because it’s an accident. If they are held responsible, they will most likely feel insecure and bad about themselves. However, if a teenager spills a glass of milk, it’s different. The teenager should be responsible enough to clean it up. On the other hand, there are more important issues that teens face. If a teenager is asked to drink under age, they should be responsible enough to take charge and say no.

In conclusion, I believe that there are different age groups and different issues that require many types of responsibility. I think that each child is different, and they all mature at different ages. I do however strongly support that everyone should be treated fairly no matter how old they are.

Commentary and Analysis Focus & Meaning

This essay has an adequate focus and meaning. The writer establishes a position and adequately attempts to persuade the reader. The essay also demonstrates a basic understanding of the purpose and audience and completes many parts of the task.

Most of the details used in the essay relate to the writer’s opinion. (“I don’t believe that if a child makes a tiny mistake, they should be punished for it. For example, if a young child spills a glass of milk, they shouldn’t be held responsible for that because it’s an accident. If they are held responsible, they will most likely feel insecure and bad about themselves. However, if a teenager spills a glass of milk, it’s different. The teenager should be responsible enough to clean it up. On the other hand, there are more important issues that teens face. If a teenager is asked to drink under age they should be responsible enough to take charge and say no.”)

The writer’s thesis adequately states what he/she believes about the issue. (“I think that when a child is ready to take responsibility for their own actions, they should then be treated like an adult.”)

The language of the thesis fits the examples. (“I disagree with the fact that some adults make their children take responsibility for their actions when their child is too young. Young children between the ages of three and ten should be able to admit if they made a mistake, but they shouldn’t have to take full responsibility for it. Young children are learning, and everyone makes mistakes, even adults. I do believe that children over the age of ten should take responsibility for their actions because this is about the time when they start to mature. Nevertheless, everyone makes mistakes, and no one should be punished for that.”)

Content & Development

Adequate content and development are seen in this essay. Arguments are developed using some specific, accurate, and relevant details to support the writer’s position. The essay also adequately addresses readers’ opposing points of view or counterarguments.

The writer adequately addresses readers’ concerns by responding to those who might disagree with his/her own opinion. (“I disagree with the fact that some adults make their children take responsibility for their actions when their child is too young. Young children between the ages of three and ten should be able to admit if they made a mistake, but they shouldn’t have to take full responsibility for it. Young children are learning, and everyone makes mistakes, even adults. I do believe that children over the age of ten should take responsibility for their actions because this is about the time when they start to mature. Nevertheless, everyone makes mistakes, and no one should be punished for that.”)

The writer includes some facts, statistics, examples, short stories, and/ or explanations that explain or illustrate his/her opinion. (“I don’t believe that if a child makes a tiny mistake, they should be punished for it. For example, if a young child spills a glass of milk, they shouldn’t be held responsible for that because it’s an accident. If they are held responsible, they will most likely feel insecure and bad about themselves. However, if a teenager spills a glass of milk, it’s different. The teenager should be responsible enough to clean it up. On the other hand, there are more important issues that teens face. If a teenager is asked to drink under age they should be responsible enough to take charge and say no.”)

Most of the writer’s details are convincing. (“I disagree with the fact that some adults make their children take responsibility for their actions when their child is too young. Young children between the ages of three and ten should be able to admit if they made a mistake, but they shouldn’t have to take full responsibility for it. Young children are learning, and everyone makes mistakes, even adults. I do believe that children over the age of ten should take responsibility for their actions because this is about the time when they start to mature. Nevertheless, everyone makes mistakes, and no one should be punished for that.”)

Organization

This essay’s organization is adequate. It demonstrates a generally unified structure with a noticeable introduction and conclusion, inconsistent use of paragraphing, and some transitional devices.

The writer’s introduction gives background information to help readers understand the issue. (“When a child becomes a teenager, some adults believe that he or she should be held responsible for his or her own actions. I support this theory, but I also believe that every child matures at a different age. If a child is honest about their wrong-doing, they are ready to be taken seriously by adults because they are considered responsible. However, if a child acts immature or lies about an error they’ve made, I do not believe that they are ready to be held responsible for their actions. I think that when a child is ready to take responsibility for their own actions, they should then be treated like an adult.”)

The writer states his/her thesis at the end of his/her introduction. (“I think that when a child is ready to take responsibility for their own actions, they should then be treated like an adult.”)

The writer includes some transitions between paragraphs and sentences. (“Nevertheless, everyone makes mistakes, and no one should be punished for that. ... In conclusion, I believe that there are different age groups and different issues that require many types of responsibility.”)

Language Use & Style

Adequate language use and style are seen throughout the essay. Appropriate language and word choice are demonstrated, along with an awareness of audience and control of voice; in addition, the writer generally uses correct sentence structure with some variety.

The lengths of the sentences are adequately varied. (“When a child becomes a teenager, some adults believe that he or she should be held responsible for his or her own actions. I support this theory, but I also believe that every child matures at a different age. If a child is honest about their wrong-doing, they are ready to be taken seriously by adults because they are considered responsible. However, if a child acts immature or lies about an error they’ve made, I do not believe that they are ready to be held responsible for their actions. I think that when a child is ready to take responsibility for their own actions, they should then be treated like an adult.”)

There are a few exact/specific words related to the research. (“When a child becomes a teenager, some adults believe that he or she should be held responsible for his or her own actions. I support this theory, but I also believe that every child matures at a different age.”)

The language and tone are mostly consistent throughout the essay. (“When a child becomes a teenager, some adults believe that he or she should be held responsible for his or her own actions. I support this theory, but I also believe that every child matures at a different age. If a child is honest about their wrong-doing, they are ready to be taken seriously by adults because they are considered responsible. However, if a child acts immature or lies about an error they’ve made, I do not believe that they are ready to be held responsible for their actions. I think that when a child is ready to take responsibility for their own actions, they should then be treated like an adult.”)

Mechanics & Conventions

Adequate control of conventions and mechanics is seen in this essay. There are some errors in grammar, mechanics, punctuation, and spelling that do not significantly interfere with the communication of the message.

For example:

Many sentences have a subject and a verb (an action). (“When a child becomes a teenager, some adults believe that he or she should be held responsible for his or her own actions.”)

Many sentences end with a punctuation mark. (“Nevertheless, everyone makes mistakes, and no one should be punished for that.”)

Many sentences begin with a capital letter. (“On the other hand, there are more important issues that teens face.”)

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| <p>Score Point 3 - partially communicates the writer's message.</p> |
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Model Essay

I think that the teenager should be at least 13-15 years old because they should know what not to do. For an example I had to responsible for everything I did and I started when I was 13 years old and if I didn't do what I was asked I got in trouble because that's my responsibility I have to do and it's my job. My dad used to treat me like a baby until I was mature enough to do what I was told.

When I was 7 I couldn't do anything that my sister did but since I'm older I can do anything I want to, unless it was something bad and dumb. But it's hard because all the responsibility you have. This is

responsibility that you need to have when you get older and more mature about things that you thought was funny when you were a kid and not that serious or mature like you might be when you're a teen.

Myriad of teens think there cool because some smoke , drink , and do drugs. Every day conceded amount of adults buy cigarettes for under aged teens because there not responsible for there actions, because the teens always inquired there parents to buy them drugs. About six years ago my dads old friend bought a pack of cigarettes for his 15 year old daughter and he perjured to my dad when he asked him. I always see tenns smoking at the sheridan school at the playground.

Commentary and Analysis **Focus & Meaning**

This essay demonstrates a limited focus and meaning. The essay states a position, but may be unclear or underdeveloped. Furthermore, the writing demonstrates limited understanding of the purpose and audience and only completes some parts of the task.

The essay expresses a limited opinion statement with some understanding of purpose and audience. (“I think that the teenager should be at least 13-15 years old because they should know what not to do. For an example I had to responsible for everything I did and I started when I was 13 years old and if I didn't do what I was asked I got in trouble because that's my responsibility I have to do and it's my job. My dad used to treat me like a baby until I was mature enough to do what I was told.”)

There is a limited amount of detail used to relate the writer's opinion. (“When I was 7 I couldn't do anything that my sister did but since I'm older I can do anything I want to, unless it was something bad and dumb. But it's hard because all the responsibility you have. This is responsibility that you need to have when you get older and more mature about things that you thought was funny when you were a kid and not that serious or mature like you might be when you're a teen.”)

In the introduction, the position or argument of the essay is not stated in a clear, convincing, or creative way. (“I think that the teenager should be at least 13-15 years old because they should know what not to do.”)

Content & Development

Limited content and development can be seen throughout this essay. Arguments are developed briefly and inconsistently, using insufficient details to support the writer's position.

The essay is limited in addressing readers' concerns by responding to those who might disagree with his/her own opinion. (“Myriad of teens think there cool because some smoke , drink , and do drugs. Every day conceded amount of adults buy cigarettes for under aged teens because there not responsible for there actions, because the teens always inquired there parents to buy them drugs.”)

The writer includes some facts, statistics, examples, short stories, and/ or explanations that explain or illustrate his/her opinion. (“I think that the teenager should be at least 13-15 years old because they should know what not to do. For an example I had to responsible for everything I did and I started when I was 13 years old and if I didn't do what I was asked I got in trouble because that's my responsibility I have to do and it's my job. My dad used to treat me like a baby until I was mature enough to do what I was told.”)

The explanation and details used to explain the main ideas in the body paragraphs are limited. (“When I was 7 I couldn't do anything that my sister did but since I'm older I can do anything I want to, unless it was something bad and dumb. But it's hard because all the responsibility you have. This is responsibility that you need to have when you get older and more mature about things that you thought was funny when you were a kid and not that serious or mature like you might be when you're a teen.”)

Organization

This essay demonstrates limited organization. There is only some evidence of structure with an uncertain introduction and conclusion; in addition, the essay lacks transitional devices.

The essay demonstrates limited evidence of an effective introduction. (“I think that the teenager should be at least 13-15 years old because they should know what not to do. For an example I had to responsible for everything I did and I started when I was 13 years old and if I didn’t do what I was asked I got in trouble because that’s my responsibility I have to do and it’s my job. My dad used to treat me like a baby until I was mature enough to do what I was told.”)

The essay exhibits limited supporting paragraphs. (“When I was 7 I couldn't do anything that my sister did but since I'm older I can do anything I want to, unless it was something bad and dumb. But it's hard because all the responsibility you have. This is responsibility that you need to have when you get older and more mature about things that you thought was funny when you were a kid and not that serious or mature like you might be when you're a teen.”)

The limited use of transitional devices may not lead readers to a logical conclusion. (“This is responsibility that you need to have when you get older and more mature about things that you thought was funny when you were a kid and not that serious or mature like you might be when you're a teen. ...Myriad of teens think there cool because some smoke , drink , and do drugs. Every day conceded amount of adults buy cigarettes for under aged teens because there not responsible for there actions, because the teens always inquired there parents to buy them drugs. About six years ago my dads old friend bought a pack of cigarettes for his 15 year old daughter and he perjured to my dad when he asked him. I always see tenns smoking at the sheridan school at the playground.”)

The essay does not include a strong conclusion. (“Myriad of teens think there cool because some smoke , drink , and do drugs. Every day conceded amount of adults buy cigarettes for under aged teens because there not responsible for there actions, because the teens always inquired there parents to buy them drugs. About six years ago my dads old friend bought a pack of cigarettes for his 15 year old daughter and he perjured to my dad when he asked him. I always see tenns smoking at the sheridan school at the playground.”)

Language Use & Style

Limited use of language and style is seen throughout this essay. The writing demonstrates simple language and word choice with some awareness of audience and control of voice; furthermore, it relies on simple sentences with insufficient sentence variety and word choice.

The essay exhibits limited descriptive and persuasive words and phrases to describe the opinion statement effectively. (Phrases such as “you must,” “you should,” “you need to,” “right now,” and “don’t wait” are just some of the suggestions found in the MY Access! Word Bank.) (“I think that the teenager should be at least 13-15 years old because they should know what not to do.”)

Use the Thesaurus in MY Access! to replace words and phrases used too often with synonyms or more specific words or phrases. (“When I was 7 I couldn't do anything that my sister did but since I'm older I can do anything I want to, unless it was something bad and dumb.”)

Sentences in the essay are too long and have too many ideas. (“For an example I had to responsible for everything I did and I started when I was 13 years old and if I didn’t do what I was asked I got in trouble because that’s my responsibility I have to do and it’s my job.”)

Mechanics & Conventions

Limited control of conventions and mechanics is demonstrated throughout this essay. There are several noticeable errors in grammar, mechanics, punctuation, and spelling that may interfere with the communication of the message.

The essay should:

Make sure that the word “there” is spelled and used correctly. The word “there” in the following example should be spelled “they’re.” (“Myriad of teens think there cool because some smoke , drink , and do drugs.”)

Use punctuation correctly to break up long sentences. (“For an example I had to responsible for everything I did and I started when I was 13 years old and if I didn’t do what I was asked I got in trouble because that’s my responsibility I have to do and it’s my job.”)

Spell and capitalize words correctly. (“I always see tenns smoking at the sheridan school at the playground.”)

Score Point 2 - limited in communication of the writer's message.

Model Essay

When children become teenagers I think they should be responsible for their own actions. When you are born all the ways up to twelve years old your parents are responsible for your actions, let’s say that you’re a child and you steel a pack of candy. We’ll your parents would take you in a store and make you take it back and apologize. Know you’re a teenager and you steel something as well but it is up to you to take it back because, you know that’s the write the thing to do.

You become a teenager at the age of thirteen. You start earning your allowance buy cleaning, taking out trash, water the animals, make the bed, etc..... But when a child you might help your parents do all of those things. you start maturing up at thirteen and that means that you should start acting like you’re an adult. It’s fun being a child because you really don’t have to do a whole lot but when you become a teenager that’s when you have to do a lot more things then what you were

Commentary and Analysis Focus & Meaning

Minimal focus and meaning are demonstrated in this essay. The writer demonstrates little attempt at stating a position, shows minimal understanding of the purpose and audience, and completes few parts of the task.

The essay does not state a clearly-defined opinion about the issue. (“When children become teenagers I think they should be responsible for their own actions. When you are born all the ways up to twelve years old your parents are responsible for your actions, let’s say that you’re a child and you steel a pack of candy. We’ll your parents would take you in a store and make you take it back and apologize. Know you’re a teenager and you steel something as well but it is up to you to take it back because, you know that’s the write the thing to do.”)

In the introduction, the position or argument of the essay is not stated in a clear or convincing way. (“When children become teenagers I think they should be responsible for their own actions. When you are born all the ways up to twelve years old your parents are responsible for your actions, let’s say that you’re a child and you steel a pack of candy. We’ll your parents would take you in a store and make you take it back and apologize. Know you’re a teenager and you steel something as well but it is up to you to take it back because, you know that’s the write the thing to do.”)

In the introduction, the purpose of the essay, and its intended audience are not clearly identified. (“When children become teenagers I think they should be responsible for their own actions. When you are born all the ways up to twelve years old your parents are responsible for your actions, let’s say that you’re a child and you steal a pack of candy. We’ll your parents would take you in a store and make you take it back and apologize. Know you’re a teenager and you steal something as well but it is up to you to take it back because, you know that’s the write the thing to do.”)

Content & Development

This essay demonstrates minimal content and development. Arguments are developed incompletely and inadequately, using few details to support the writer’s position.

There is only minimal evidence used to explain or support the opinion statement. (“When children become teenagers I think they should be responsible for their own actions. When you are born all the ways up to twelve years old your parents are responsible for your actions, let’s say that you’re a child and you steal a pack of candy. We’ll your parents would take you in a store and make you take it back and apologize. Know you’re a teenager and you steal something as well but it is up to you to take it back because, you know that’s the write the thing to do.”)

The essay does not include at least three main ideas as evidence. The body of the essay only consists of one paragraph. (“You become a teenager at the age of thirteen. You start earning your allowance buy cleaning, taking out trash, water the animals, make the bed, etc..... But when a child you might help your parents do all of those things. You start maturing up at thirteen and that means that you should start acting like you’re an adult. It’s fun being a child because you really don’t have to do a whole lot but when you become a teenager that’s when you have to do a lot more things then what you were”)

There are only minimal details used to explain and illustrate the evidence. (“You become a teenager at the age of thirteen. You start earning your allowance buy cleaning, taking out trash, water the animals, make the bed, etc..... But when a child you might help your parents do all of those things. You start maturing up at thirteen and that means that you should start acting like you’re an adult. It’s fun being a child because you really don’t have to do a whole lot but when you become a teenager that’s when you have to do a lot more things then what you were”)

Organization

Minimal organization is found in this essay. There is little evidence of structure with a poor introduction and conclusion, as well as little evidence of paragraphing and transitional devices.

The essay demonstrates little evidence of an effective introduction. (“When children become teenagers I think they should be responsible for their own actions. When you are born all the ways up to twelve years old your parents are responsible for your actions, let’s say that you’re a child and you steal a pack of candy. We’ll your parents would take you in a store and make you take it back and apologize. Know you’re a teenager and you steal something as well but it is up to you to take it back because, you know that’s the write the thing to do.”)

The essay does not create effective supporting paragraphs. (“You become a teenager at the age of thirteen. You start earning your allowance buy cleaning, taking out trash, water the animals, make the bed, etc..... But when a child you might help your parents do all of those things. You start maturing up at thirteen and that means that you should start acting like you’re an adult. It’s fun being a child because you really don’t have to do a whole lot but when you become a teenager that’s when you have to do a lot more things then what you were”)

Transitions were not included between paragraphs and between sentences. (“You become a teenager at the age of thirteen. You start earning your allowance buy cleaning, taking out trash, water the animals, make the bed, etc..... But when a child you might help your parents do all of those things. You start maturing up at thirteen and that means that you should start acting like you’re an adult. It’s fun being a child because
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you really don't have to do a whole lot but when you become a teenager that's when you have to do a lot more things than what you were")

Language Use & Style

Minimal language use and style is demonstrated within this essay. Poor language and word choice are seen, along with little awareness of audience; furthermore, basic errors in sentence structure and usage are found.

The essay exhibits minimal descriptive and persuasive words and phrases to describe the opinion statement effectively. (Phrases such as "you must," "you should," "you need to," "right now," and "don't wait" are just some of the suggestions found in MY Access! Word Bank.) ("When children become teenagers I think they should be responsible for their own actions. When you are born all the ways up to twelve years old your parents are responsible for your actions, let's say that you're a child and you steel a pack of candy. We'll your parents would take you in a store and make you take it back and apologize. Know you're a teenager and you steel something as well but it is up to you to take it back because, you know that's the write the thing to do.")

Descriptive and persuasive word choices are needed to answer questions such as who, what, when, where, why, and how within the essay. ("You become a teenager at the age of thirteen. You start earning your allowance buy cleaning, taking out trash, water the animals, make the bed, etc..... But when a child you might help your parents do all of those things. You start maturing up at thirteen and that means that you should start acting like you're an adult. It's fun being a child because you really don't have to do a whole lot but when you become a teenager that's when you have to do a lot more things than what you were")

Sentences in the essay are not well structured. ("When you are born all the ways up to twelve years old your parents are responsible for your actions, let's say that you're a child and you steel a pack of candy.")

Mechanics & Conventions

This essay displays minimal control of conventions and mechanics. There are patterns of errors in grammar, mechanics, punctuation, and spelling that substantially interfere with the communication of the message.

The essay does not:

Make sure words in each sentence are spelled correctly. ("Know you're a teenager and you steel something as well but it is up to you to take it back because, you know that's the write the thing to do.")

End each sentence with a punctuation mark. ("It's fun being a child because you really don't have to do a whole lot but when you become a teenager that's when you have to do a lot more things than what you were")

Begin each sentence with a capital letter. ("you start maturing up at thirteen and that means that you should start acting like you're an adult.")

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| Score Point 1 - inadequately communicates the writer's message. |
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Model Essay

I think teenager should be held responsible when they become teenager because they are older and now they can make there own actions. Some of the adults think that teen can't focus as good because of high school teen have a lack of there ability of doing bad thing in school like fighting and living school using drugs and more stuff.so yes that's why I think teenager should be held responsible.

Commentary and Analysis

Focus & Meaning

This essay contains an inadequate focus and meaning. The writing demonstrates almost no effort at stating a position, and little effort is made to persuade. Few parts of the task are completed.

The essay does not illustrate an understanding of audience because it does not use appropriate language. (“I think teenager should be held responsible when they become teenager because they are older and now they can make there own actions. Some of the adults think that teen can’t focus as good because of high school teen have a lack of there ability of doing bad thing in school like fighting and living school using drugs and more stuff.so yes that’s why I think teenager should be held responsible.”)

The essay lacks awareness of audience by including slang, contractions, or other versions of informal language. (“so yes that’s why I think teenager should be held responsible.”)

In the introduction, the purpose of the essay and its intended audience are not clearly identified. (“I think teenager should be held responsible when they become teenager because they are older and now they can make there own actions. Some of the adults think that teen can’t focus as good because of high school teen have a lack of there ability of doing bad thing in school like fighting and living school using drugs and more stuff.so yes that’s why I think teenager should be held responsible.”)

Content & Development

Content and development in this essay are inadequate. Little attempt is made to use details to support the arguments and the writer’s position. The essay does not consider readers’ opposing points of view or counterarguments.

The essay does not include details to support the stated opinion. (“I think teenager should be held responsible when they become teenager because they are older and now they can make there own actions. Some of the adults think that teen can’t focus as good because of high school teen have a lack of there ability of doing bad thing in school like fighting and living school using drugs and more stuff.so yes that’s why I think teenager should be held responsible.”)

At least three main ideas are not included as supports for the argument. (“I think teenager should be held responsible when they become teenager because they are older and now they can make there own actions. Some of the adults think that teen can’t focus as good because of high school teen have a lack of there ability of doing bad thing in school like fighting and living school using drugs and more stuff.so yes that’s why I think teenager should be held responsible.”)

The essay does not provide facts, experiences, or specific examples to support each main idea. (“I think teenager should be held responsible when they become teenager because they are older and now they can make there own actions. Some of the adults think that teen can’t focus as good because of high school teen have a lack of there ability of doing bad thing in school like fighting and living school using drugs and more stuff.so yes that’s why I think teenager should be held responsible.”)

Organization

Inadequate organization is seen in this essay. There is no evidence of structure with no introduction or conclusion, no evidence of paragraphing, and no evidence of transitional devices used.

The essay demonstrates no evidence of an effective introduction. (“I think teenager should be held responsible when they become teenager because they are older and now they can make there own actions. Some of the adults think that teen can’t focus as good because of high school teen have a lack of there ability of doing bad thing in school like fighting and living school using drugs and more stuff.so yes that’s why I think teenager should be held responsible.”)

Transitions were not included between paragraphs and between sentences. (“I think teenager should be held responsible when they become teenager because they are older and now they can make there own actions. Some of the adults think that teen can’t focus as good because of high school teen have a lack of there ability of doing bad thing in school like fighting and living school using drugs and more stuff.so yes that’s why I think teenager should be held responsible.”)

Supporting paragraphs are needed with three or more details to support the opinion or thesis of the essay. (“I think teenager should be held responsible when they become teenager because they are older and now they can make there own actions. Some of the adults think that teen can’t focus as good because of high school teen have a lack of there ability of doing bad thing in school like fighting and living school using drugs and more stuff.so yes that’s why I think teenager should be held responsible.”)

Language Use & Style

This essay demonstrates inadequate language use and style. The writing includes unclear or incoherent language and word choice, no awareness of audience, and major errors in sentence structure and usage.

The essay does not exhibit descriptive and persuasive words and phrases to describe the opinion statement effectively. (“I think teenager should be held responsible when they become teenager because they are older and now they can make there own actions. Some of the adults think that teen can’t focus as good because of high school teen have a lack of there ability of doing bad thing in school like fighting and living school using drugs and more stuff.so yes that’s why I think teenager should be held responsible.”)

Descriptive and persuasive word choices are needed to answer questions such as who, what, when, where, why, and how within the essay. (“I think teenager should be held responsible when they become teenager because they are older and now they can make there own actions. Some of the adults think that teen can’t focus as good because of high school teen have a lack of there ability of doing bad thing in school like fighting and living school using drugs and more stuff.so yes that’s why I think teenager should be held responsible.”)

Sentences in the essay are not well structured. (“Some of the adults think that teen can’t focus as good because of high school teen have a lack of there ability of doing bad thing in school like fighting and living school using drugs and more stuff.”)

Mechanics & Conventions

There is inadequate control of conventions and mechanics in this essay. Errors are so severe in grammar, mechanics, punctuation, and spelling that they significantly interfere with the communication of the message.

The essay does not:

Make sure plural words end with an “s.” (“I think teenager should be held responsible when they become teenager because they are older and now they can make there own actions. Some of the adults think that teen can’t focus as good because of high school teen have a lack of there ability of doing bad thing in school like fighting and living school using drugs and more stuff.so yes that’s why I think teenager should be held responsible.”)

Use correct punctuation in sentences. (“I think teenager should be held responsible when they become teenager because they are older and now they can make there own actions. Some of the adults think that teen can’t focus as good because of high school teen have a lack of there ability of doing bad thing in school like fighting and living school using drugs and more stuff.so yes that’s why I think teenager should be held responsible.”)

Begin each sentence with a capital letter. (“so yes that’s why I think teenager should be held responsible.”)

The Internet as a Tool

The Internet can be seen as a tool with many uses. Many people use the Internet to conduct research and to keep in touch with friends and family. Although there is plenty of useful information found on the Internet, you have to be aware that not everything you read is trustworthy. How do you feel about communicating and conducting research on the Internet? Do you think the Internet is a useful tool that helps or harms learning and communication? Why do you think the way you do?

Write a multi-paragraph essay explaining whether you think the Internet helps or harms learning and communication. Use details, reasons, examples, logical arguments, and/or personal experiences to support your position.

Score Point 6 - very effectively communicates the writer's message.

Model Essay

As we advance into a new millennium technology is transforming our society. Over the past century and a half, significant technological developments have created a global environment that is drawing the people of the world closer and closer together. Now these days many people rely on the computer and any other technology that has been invented. One common technology that has been used for a very long time is Internet. Internet is a global communication network that allows almost all computers worldwide to connect and exchange information. From my perspective, I believe that Internet helps people with so many things rather than it hurts them. Internet may contain unsuitable sites, however internet has become very useful in this century. Numerous of positive things that come out of the Internet include, research information, biographies, and other data.

As we get older in school teachers, most likely are to tell us to do research and that's one reason that internet to this day has helped people. It provides students, teachers, doctors, and others with so much information that sometimes when we get off the computer we tend to share interesting facts we didn't learn before to our friends, family, and teachers. Research on the computer mainly helps focus the student when they are writing their assignments. I for one have used the Internet many times to help me do assignments like, learn about Adolf Hitler, History, Biography's, and I have also used the Internet to write essays and take tests that are likely to be on the ISAT.

Internet can help learning and communicating because when a family member moves away you can communicate with them on the internet using yahoo messenger/mail, Gmail, MySpace, tag, and other various sites that help you to communicate with people. The internet also presents you with tools like a map if you decide to travel to a place you haven't been too before or would like to see new things. The internet is accessed by 300 million people this century and many people like lawyers, doctors, and also police officers.

Internet provides us a quick way to find things and learn about the significance of it. Many kids that are learn about different things and more advanced things using the internet than kids that don't use the internet; but in some cases that could be wrong. Study has shown that children that used the Internet more had higher standardized test scores in reading and higher grade point average (GPA's).

Some people might argue that the internet has some dangerous places and that it can provide incorrect information. This is true and should definitely be watched for, but the benefits outweigh the risk ten fold. Also, there are ways to protect yourself from the dangerous areas on the internet such as virus scanners and pop-up blockers. So really, as long as you're careful, the internet is mostly a harmless place.

The Internet has many great things in it that helps people around the world. The internet helps connect people, search for directions, find houses, do research, homework assignments, and helps us learn

about history. It also provides us to watch videos that are documental. Internet will never end it will simply expand and the more it expands the more people will learn about different things and they will see that one day the internet has changed. since time,, when only researchers like scientist only used it for their projects to the future where now days many people can access it no matter what. Technology will grow and people will grow with it as well. Internet has had a very good positive side to learning and communicating and over time it will keep getting better.

Commentary and Analysis Focus & Meaning

The essay has very effective focus and meaning. It establishes and maintains an insightful opinion/position/thesis statement to effectively persuade the reader. The writer demonstrates a thorough understanding of the purpose and audience and completes all parts of the task and may go beyond the limits of the task. The writer grabs the readers' attention by effectively using a question, a quotation, or a surprising fact at the beginning of the introduction. ("As we advance into a new millennium technology is transforming our society. Over the past century and a half, significant technological developments have created a global environment that is drawing the people of the world closer and closer together.") All of the details used in the essay effectively relate to the writer's opinion. ("It provides students, teachers, doctors, etc with so much information that sometimes when we get off the computer we tend to share interesting facts we didn't learn before to our friends, family, and teachers.") The writer effectively uses words that are appropriate for his/her audience; the writer does not use slang, contractions, or other versions of informal language. ("Study has shown that children that used the Internet more had higher standardized test scores I reading and higher grade point average (GPA's).")

Content & Development

The essay has very effective content and development. It effectively develops arguments, using a wide variety of specific, accurate, and relevant detail to support the writer's position. It convincingly addresses readers' opposing points of view or counterarguments. The writer effectively includes facts, statistics, examples, short stories, and/or explanations that explain or illustrate his/her opinion. ("I for one have used the Internet many times to help me do assignments like, learn about Adolf Hitler, History, Biography's, and I have also used the Internet to write essays and take tests that are likely to be on the ISAT.") Details explain and illustrate each main idea very effectively. ("Internet can help learning and communicating because when a family member moves away you can communicate with them on the internet using yahoo messenger/mail, Gmail, MySpace, tag, and other various sites that help you to communicate with people.") Details are clear, correct, and specific. ("The internet also presents you with tools like a map if you decide to travel to a place you haven't been too before or would like to see new things. The internet is accessed by 300 million people this century and many people like lawyers, doctors, and also police officers.")

Organization

The essay has very effective organization. It demonstrates a cohesive and unified structure with an engaging introduction and a strong conclusion and effective use of paragraphing and transitional devices throughout. The writer's introduction grabs the readers' attention. ("As we advance into a new millennium technology is transforming our society. Over the past century and a half, significant technological developments have created a global environment that is drawing the people of the world closer and closer together. Now these days many people rely on the computer and any other technology that has been invented.") The writer states his/her thesis at the end of his/her introduction. ("From my perspective, I believe that Internet helps people with so many things rather than it hurts them. Internet may contain unsuitable sites , however internet has become very useful in this century.")

Language Use & Style

The essay has very effective language use and style. It demonstrates precise language and word choice, a defined voice, and a clear sense of audience and uses well-structured and varied sentences. The writer

effectively uses language to make his/her writing more persuasive. (“Internet is a global communication network that allows almost all computers worldwide to connect and exchange information. From my perspective, I believe that Internet helps people with so many things rather than it hurts them.” Internet is a global communication network that allows almost all computers worldwide to connect and exchange information. From my perspective, I believe that Internet helps people with so many things rather than it hurts them.”) The language and tone are consistent. Coherent style and tone help to ensure readers thoroughly understand how the main and supporting points of both paragraphs are related and how they strengthen the controlling point/thesis statement of the essay. (“The Internet has many great things in it that helps people around the world. The internet helps connect people, search for directions, find houses, do research, homework assignments, and helps us learn about history.”)

Mechanics & Conventions

The essay has very effective control of conventions and mechanics. It has few or no errors in grammar, mechanics, punctuation, and spelling. Each sentence has a subject and a verb (an action), ends with a punctuation mark, is distinguished by a line break or indentation, and begins with a capital letter. (“Research on the computer mainly helps focus the student when they are writing there assignments. I for one have used the Internet many times to help me do assignments like, learn about Adolf Hitler, History, Biography's, and I have also used the Internet to write essays and take tests that are likely to be on the ISAT.”)

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| Score Point 5 - strongly communicates the writer's message. |
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Model Essay

The internet is a well used source. It maybe used for good, or for evil by students and adults. I think that the internet harms learning and communication. I say this because the good websites aren't advertised as much as the not so good websites. Another reason I feel this way is because nine times out of ten, when an average teenager gets on the computer, it isn't to do homework. Majority of the time teenagers between the ages of 13 to 18, check their MySpace, Tagged, or Facebook. The last reason as to why i feel this way is because students' grades aren't up to part or As and Bs, but they have time to get on the computer to do things that will not benefit them in school.

As I watch television, listen to the radio, and read newspapers, the same trashy websites are talked about. When I hear about these nonresourceful websites, the first thing that comes in my head is that these websites are harming to communication and learning. Instead of the public talking about websites on the internet that are no good, they should be advertising students using websites that would help them study, or do better on standardized tests.

There are three websites that I know of that harms students' learning and communication skills. The sites Myspace.com, Tagged.com, and Facebook.com are the worst. These sites are harming because students don't really have a solid reason as to why they use these sites. However, I believe these sites are used so teenagers could have something "cool" to do on the internet instead of just doing their homework.

Grades are very important because they determine how well a student is doing in school. One thing I don't fully understand is, how will students with Cs, Ds, and Fs be able to get on the computer, but they cant keep their grades up. In my opinion, this is extremely bad because the internet is so important to students that they will check their internet mail, before they will do their homework. This is a bad habit because it shows how irresponsible most Americans are as to when it comes to their education. Parents are upset when their child brings home an unsatisfactory grade, but they may never tell their child to turn off the computer and go study.

As I put my final thoughts about this conflict in my mind, I believe that the internet harms students' communication and learning skills. The main reasons as to why I feel this way has to do with my everyday experiences from my peers. By the bad websites constantly being advertised over the good websites, it is a problem. This means we as the people of The United States need to realize when enough is enough. We should also realize that there is something way more important than the bad websites on the internet. If we don't stop this bad habit, our children will not be aware of what is going on in the world

because they are so involved on MySpace, Tagged, or Facebook. This subject is very important, and should be solved immediately before even bigger problems occur.

Commentary and Analysis **Focus & Meaning**

The essay has good focus and meaning. It establishes and maintains a clear opinion/position/thesis statement to persuade the reader. It also demonstrates a general understanding of the purpose and audience and completes most parts of the task. All of the details used in the essay relate to the writer's opinion. ("Another reason I feel this way is because nine times out of ten, when an average teenager gets on the computer, it isn't to do homework. Majority of the time teenagers between the ages of 13 to 18, check their MySpace, Tagged, or Facebook.") The writer mostly uses words that are appropriate for his/her audience; the writer does not use slang, contractions, or other versions of informal language. ("This is a bad habit because it shows how irresponsible most Americans are as to when it comes to their education. Parents are upset when their child brings home an unsatisfactory grade, but they may never tell their child to turn off the computer and go study.")

Content & Development

The essay has good content and development. It develops arguments using sufficient, specific, accurate, and relevant details to support the writer's position. It clearly addresses readers' opposing points of view or counterarguments. The writer includes facts, statistics, examples, short stories, and/or explanations that explain or illustrate his/her opinion. ("As I watch television, listen to the radio, and read newspapers, the same trashy websites are talked about. When I hear about these nonresourceful websites, the first thing that comes in my head is that these websites are harming to communication and learning. Instead of the public talking about websites on the internet that are no good, they should be advertising students using websites that would help them study, or do better on standardized tests.") The writer's details are convincing, clear, and specific. ("There are three websites that I know of that harms students' learning and communication skills. The sites Myspace.com, Tagged.com, and Facebook.com are the worst. These sites are harming because students don't really have a solid reason as to why they use these sites.")

Organization

The essay has good organization. It demonstrates a mostly unified structure with a good introduction and conclusion and consistent use of paragraphing and transitional devices. The writer's introduction gives background information to help readers understand the issue. ("The internet is a well used source. It maybe used for good, or for evil by students and adults. I think that the internet harms learning and communication. I say this because the good websites aren't advertised as much as the not so good websites.") Details in each paragraph relate to the paragraph's topic sentence. Reasons are presented in a logical order. ("As I watch television, listen to the radio, and read newspapers, the same trashy websites are talked about. When I hear about these nonresourceful websites, the first thing that comes in my head is that these websites are harming to communication and learning. Instead of the public talking about websites on the internet that are no good, they should be advertising students using websites that would help them study, or do better on standardized tests.") The writer's conclusion wraps up his/her argument and leaves readers with something to think about or something to do. ("If we don't stop this bad habit, our children will not be aware of what is going on in the world because they are so involved on MySpace, Tagged, or Facebook. This subject is very important, and should be solved immediately before even bigger problems occur.")

Language Use & Style

The essay has good language use and style. It demonstrates appropriate language and word choice with some evidence of voice and a clear sense of audience with use of well-structured sentences with some variety. The writer uses language to make his/her writing more persuasive. ("If we don't stop this bad habit, our children will not be aware of what is going on in the world because they are so involved on

MySpace, Tagged, or Facebook. This subject is very important, and should be solved immediately before even bigger problems occur.”) The language and tone are consistent. (“This is a bad habit because it shows how irresponsible most Americans are as to when it comes to their education. Parents are upset when their child brings home an unsatisfactory grade, but they may never tell their child to turn off the computer and go study.”)

Mechanics & Conventions

The essay has good control of conventions and mechanics. It has few errors in grammar, mechanics, punctuation, and spelling that do not interfere with the message. Most or all sentences have a subject and a verb (an action). Most or all sentences end with a punctuation mark. Most or all paragraphs are distinguished by a line break or indentation. Most or all sentences begin with a capital letter. (“As I watch television, listen to the radio, and read newspapers, the same trashy websites are talked about. When I hear about these nonresourceful websites, the first thing that comes in my head is that these websites are harming to communication and learning. Instead of the public talking about websites on the internet that are no good, they should be advertising students using websites that would help them study, or do better on standardized tests.”)

Score Point 4 - adequately communicates the writer's message.

Model Essay

The internet can, in many ways help us in our everyday lives and make our lives easier. Also, in many ways the internet can be harmful in many horrible and unthinkable ways. I don't think you can have one without the other though and I think it's worth it to put up with the bad stuff to have the internet. For example, the internet could be helpful to businessmen who don't have time to check the daily stock market updates on television. Or the stay-at-home moms might not have the time to look up recipes from a cook book.

On the other hand, there is a valid point that some people happen to be against the internet and its uses. The internet can "poison" a young person's mind and dismantle their intelligence. In my opinion, the internet has content that is frowned upon, or unsuitable for children. For example, people put things that are of adult content and is only meant for adult to see. And when the curious youngsters run upon websites full of adult content they get punished for their actions.

In continuation with the positive side of the internet in the process of educating the young and teaching them the importance of communication skills. The internet has its fair share of educational websites. For example, study island, which is used to help students prepare and help understand most of the questions will be asked on the ISAT test. Another educational website is chompers.com which helps students with their grammar and punctuation.

As well as the positive on the internet, there are also negatives. Such Myspace or Tagged. Website that can be used to have conversations with adults that you should have conversations with. So in my conclusion the internet helps and harms, but it's still good to have.

Commentary and Analysis

Focus & Meaning

The essay has adequate focus and meaning. It establishes an opinion/position/thesis statement and adequately attempts to persuade the reader. It demonstrates a basic understanding of the purpose and audience and completes many parts of the task. Most of the details used in the essay relate to the writer's opinion. (“In my opinion, the internet has content that is frowned upon, or unsuitable for children. For example, people put things that are of adult content and is only meant for adult to see.”) The writer's thesis adequately states what he/she believes about the issue. (“I don't think you can have one without the other though and I think it's worth it to put up with the bad stuff to have the internet. For example, the internet could be helpful to businessmen who don't have time to check the daily stock market updates on television.”) The language of the thesis fits the examples. The writer mostly uses words that are

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appropriate for his/her audience as the writer rarely or does not use slang, contractions, or other versions of informal language. (“In continuation with the positive side of the internet in the process of educating the young and teaching them the importance of communication skills. The internet has it's fair share of educational websites. For example, study island, which is used to help students prepare and help understand most of the questions will be ask on the ISAT test.”)

Content & Development

The essay has adequate content and development. It develops arguments using some specific, accurate, and relevant details to support the writer’s position. The writer adequately addresses readers’ opposing points of view or counterarguments and adequately addresses readers’ concerns by responding to those who might disagree with his/her own opinion. (“On the other hand, there is a valid point that some people happen to be against the internet and its uses. The internet can "poison" a young person's mind and dismantle their intelligence. In my opinion, the internet has content that is frowned upon,or unsuitable for children.”) The writer includes some facts, statistics, examples, short stories, and/or explanations that explain or illustrate his/her opinion. Most of the writer’s details are convincing. (“For example, people put things that are of adult content and is only meant for adult to see. And when the curious youngsters run upon websites full of adult content they get punished for their actions.”)

Organization

The essay has adequate organization. It demonstrates a generally unified structure with a noticeable introduction and conclusion, but with inconsistent use of paragraphing and transitional devices. The writer’s introduction gives background information to help readers understand the issue. (“The internet can, in many ways help us in our everyday lives and make our lives easier. Also, in many ways the internet can be harmful in many horrible and unthinkable ways. I don’t think you can have one without the other though and I think it’s worth it to put up with the bad stuff to have the internet.”) Details in each paragraph relate to the paragraph’s topic sentence. Reasons are presented in a logical order. (“In continuation with the positive side of the internet in the process of educating the young and teaching them the importance of communication skills. The internet has it's fair share of educational websites.”) The writer’s conclusion adequately wraps up his/her argument. (“As well as the positive on the internet, there are also negatives. Such Myspace or Tagged. Website that can be use to have conversations with adults that you should have conversations with. So in my conclusion the internet helps and haerms, but it’s still good to have.”)

Language Use & Style

The essay has adequate language use and style. It demonstrates appropriate language and word choice with an awareness of audience and control of voice, and it generally uses correct sentence structure with some variety. The lengths of the sentences are adequately varied. (“I don’t think you can have one without the other though and I think it’s worth it to put up with the bad stuff to have the internet. For example, the internet could be helpful to businessmen who don't have time to check the daily stock market updates on television. Or the stay-at-home moms might not have the time to look up recipes from a cook book.”) Word choices are sometimes poor. (“For example, the internet could be helpful to businessmen who don't have time to check the daily stock market updates on television. Or the stay-at-home moms might not have the time to look up recipes from a cook book.”)

Mechanics & Conventions

The essay has adequate control of conventions and mechanics. It has some errors in grammar, mechanics, punctuation, and spelling that do not significantly interfere with the communication of the message. Many sentences have a subject and a verb (an action), many sentences end with a punctuation mark, many paragraphs are distinguished by a line break or indentation, and many sentences start with a capital letter. (“On the other hand, there is a valid point that some people happen to be against the internet and its uses. The internet can "poison" a young person's mind and dismantle their intelligence. In my opinion, the internet has content that is frowned upon,or unsuitable for children.”)

Score Point 3 - partially communicates the writer's message.

Model Essay

Well what i think is that it is a good thing for learning and communications. The reason i think that is because i do use it for learning and communications wit my close friends and teachers only though!. If you dont want to be harmed on the computer dont send any information out that you dont want to be harmed.

I used it for homework when i need help and for talking to friends and printing out pictures. You dont supposed to be on any thing your not supposed to be on. All you have to do is your work on the computer dont think about nothing else you supposed to think about and everything would be ok!!!.

Another reason is that, a website is called myspace when your talking to some one and you dont even know that person and he or she asks you alot of about your self and where u live, and you tell that person all of that! than expect to be harmed. You caused all of that by your self for giving away your information to that unknown person.

An last my final reason why the internet is unharmlful and safe for learning anf communications, always remember this if you want safe internet always do what you got to do mind your business do your work dont give out any wrong imformation and i garuntee you would have a safe inertnet.

Commentary and Analysis

Focus & Meaning

The essay has limited focus and meaning. It states an opinion/position/thesis statement, but may be unclear or underdeveloped. It also demonstrates limited understanding of the purpose and audience and completes some parts of the task. The essay expresses a limited opinion statement with some understanding of purpose and audience. (“Well what i think is that it is a good thing for learning and communications. The reason i think that is because i do use it for learning and communications wit my close friends and teachers only though!”) There is a limited amount of detail used to relate the writer’s opinion. (“I used it for homework when i need help and for talking to friends and printing out pictures. You dont supposed to be on any thing your not supposed to be on. All you have to do is your work on the computer dont think about nothing else you supposed to think about and everything would be ok!”) The essay does not state a clearly-defined opinion about the issue. (“If you dont want to be harmed on the computer dont send any information out that you dont want to be harmed.”) The essay demonstrates a limited understanding of audience by using some inappropriate or informal language to address the intended reader. (“Another reason is that, a website is called myspace when your talking to some one and you dont even know that person and he or she asks you alot of about your self and where u live, and you tell that person all of that! than expect to be harmed”)

Content & Development

The essay has limited content and development. It develops arguments briefly and inconsistently, using insufficient details to support the writer’s position, and it attempts to address readers’ opposing points of view or counterarguments. The writer includes some facts, statistics, examples, short stories, and/ or explanations that explain or illustrate his/her opinion. (“Another reason is that, a website is called myspace when your talking to some one and you dont even know that person and he or she asks you alot of about your self and where u live, and you tell that person all of that! than expect to be harmed. You caused all of that by your self for giving away your imformation to that unknown person.”) Each supporting reason should be the main topic sentence of each body paragraph. The explanation and details used to explain the main ideas in the body paragraphs are limited. (“An last my final reason why the internet is unharmlful and safe for learning anf communications, always remember this if you want safe internet always do what you got to do mind your business do your work dont give out any wrong imformation and i garuntee you would have a safe inertnet.”) Some of the writer’s details are convincing.

Organization

The essay has limited organization. It demonstrates evidence of structure with an uncertain introduction and conclusion and lacks paragraphing and some transitional devices. The essay demonstrates limited evidence of an effective introduction. (“Well what i think is that it is a good thing for learning and communications. The reason i think that is because i do use it for learning and communications wit my close friends and teachers only though!. If you dont want to be harmed on the computer dont send any information out that you dont want to be harmed.”) The essay attempts to grab the readers’ attention in the beginning of the introduction by posing a question, an exclamation, or an interesting fact to hook the readers. The writer’s introduction gives some background information to help readers understand the issue. The essay exhibits limited supporting paragraphs. The conclusion does not restate the argument of the essay. (“An last my final reason why the internet is unharful and safe for learning anf communications, always remember this if you want safe internet always do what you got to do mind your business do your work dont give out any wrong imformation and i garuntee you would have a safe inertnet.”)

Language Use & Style

The essay has limited language use and style. It demonstrates simple language and word choice, some awareness of audience and control of voice, and relies on simple sentences with insufficient sentence variety and word choice. The essay exhibits limited descriptive words to describe the opinion statement effectively. (“I used it for homework when i need help and for talking to friends and printing out pictures. You dont supposed to be on any thing your not supposed to be on.”) The writer should use the Thesaurus in MY Access! to replace words and phrases used too often with synonyms or more specific words or phrases. Sentences in the essay lack well-developed structure. (“Another reason is that, a website is called myspace when your talking to some one and you dont even know that person and he or she asks you alot of about your self and where u live, and you tell that person all of that! than expect to be harmed. You caused all of that by your self for giving away your imformation to that unknown person.”)

Mechanics & Conventions

The essay has limited control of conventions and mechanics. It has several noticeable errors in grammar, mechanics, punctuation, and spelling that may interfere with the communication of the message. Each sentence has a subject and a verb (an action) and ends with a punctuation mark, but improvements will be needed when beginning sentences with a capital letter. (“An last my final reason why the internet is unharful and safe for learning anf communications, always remember this if you want safe internet always do what you got to do mind your business do your work dont give out any wrong imformation and i garuntee you would have a safe inertnet.”) The writer should click on MY Editor for more ways to improve his/her writing.

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| Score Point 2 - limited in communication of the writer's message. |
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Model Essay

Wow the internet! Do you feel the internet can be used for learning and communciaon? I do not know about you but I think the internet is vary helpful. You can use it to find out what is the meaning of a word or if you need to have some one show you how to do some thing step by step. well i will talk about that later. But let me tell you about how easy it is to communicat with some one now and days and especially with the internet you can right tothe person you need to talk to or you can even see them on the seen and talk.

Now back to what i was saying about geting the defenion for words all you have to do is go on google and type in the box that says google. I do that when my teacher gives me words to find the define. For home work i google it it is fast and easy.

Commentary and Analysis

Focus & Meaning

The essay has minimal focus and meaning. It demonstrates little attempt at stating an opinion/position/thesis. It demonstrates minimal understanding of the purpose and audience and completes few parts of the task. The essay demonstrates a minimal understanding of audience by using inappropriate or informal language to address the intended reader. (“Wow the internet! Do you feel the internet can be used for learning and communcaion? I do not know about you but I think the internet is vary helpful. You can use it to find out what is the meaning of a word or if you need to have some one show you how to do some thing step by step. well i will talk about that later.”) The essay lacks awareness of audience by including slang, contractions, or other versions of informal language. (“Now back to what i was saying about geting the defenion for words all you have to do is go on google and type in the box that says google.”)

Content & Development

The essay has minimal content and development. It develops arguments incompletely and inadequately, using few details to support the writer’s position. The writer may consider readers’ opposing points of view or counterarguments. There is minimal evidence that explains or supports the opinion statement. (“But let me tell you about how easy it is to communicat with some one now and days and especally with the internet you can right tothe person you need to talk to or you can even see them on the scen and talk.”) The essay does not include at least three main ideas as evidence. Each idea is not written as a topic sentence in its own body paragraph. (“Now back to what i was saying about geting the defenion for words all you have to do is go on google and type in the box that says google.”)

Organization

The essay has minimal organization. It demonstrates little evidence of structure with a poor introduction and conclusion and little evidence of paragraphing and transitional devices. (“well i will talk about that later. But let me tell you about how easy it is to communicat with some one now and days and especally with the internet you can right tothe person you need to talk to or you can even see them on the scen and talk.”) The essay demonstrates little evidence of an effective introduction, and the thesis statement cannot be found at the end of the introduction. The essay does not create effective supporting paragraphs. (“Now back to what i was saying about geting the defenion for words all you have to do is go on google and type in the box that says google.”) The essay does not include a conclusion.

Language Use & Style

The essay has minimal language use and style. It demonstrates poor language and word choice with little awareness of audience and makes basic errors in sentence structure and usage. The essay exhibits minimal descriptive and persuasive words and phrases to describe the opinion statement effectively. (“But let me tell you about how easy it is to communicat with some one now and days and especally with the internet you can right tothe person you need to talk to or you can even see them on the scen and talk.”) Descriptive and persuasive word choices are needed to answer questions such as who, what, when, where, why, and how within the essay. (“You can use it to find out what is the meaning of a word or if you need to have some one show you how to do some thing step by step.”) Use the MY Access! Word Bank to utilize additional adjectives, adverbs, and sensory words to describe the opinion, people, places, and things within the essay more effectively. Use the Thesaurus in MY Access! to replace words and phrases used too often with synonyms or more specific words or phrases.

Mechanics & Conventions

The essay has minimal control of conventions and mechanics. It has patterns of errors in grammar, mechanics, punctuation, and spelling that substantially interfere with the communication of the message.

The writer does not ensure that each sentence has a subject and a verb (an action), does not end each sentence with a punctuation mark, does not indent when beginning a new paragraph, and does not begin each sentence with a capital letter. (“Now back to what i was saying about geting the defenion for words all you have to do is go on google and type in the box that says google. I do that when my teacher gives me words to find the define.For home work i google it it is fast and easy.”) The writer should click on My Editor for more ways to improve writing.

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| Score Point 1 - inadequately communicates the writer's message. |
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Model Essay

Mom can i use the computer? For what? I have to do research!! At my school everyday we usually need the internet for our homework. I think that the internet is very harmful! plenty of times i have clicked on a website and something totally differnt came up. The internet has chating websites where children go on. When they really should not because they dont whats type.

Commentary and Analysis Focus & Meaning

The essay has inadequate or no focus and meaning. It demonstrates almost no effort at stating an opinion/position/thesis statement and little effort is made to persuade. Completes few or no parts of the task. The essay does not state a clearly-defined position about the issue or the position stated is unclear. (“At my school everyday we usually need the internet for our homework. I think that the internet is very harmful!”) The writer does not illustrate an understanding of audience because the essay does not reflect appropriate language. (“The internet has chating websites where children go on. When they really should not because they dont whats type.”)

Content & Development

The essay has inadequate or no content and development. There is little or no attempt is made to use details to support the arguments and the writer’s position. The writer does not consider readers’ opposing points of view or counterarguments. The essay supports the stated opinion with few or no details. (“I think that the internet is very harmful! plenty of times i have clicked on a website and something totally differnt came up.”) There are no main ideas in the body paragraphs. At least three main ideas are not included as support for the argument.

Organization

The essay has inadequate or no organization. It demonstrates no evidence of structure with no introduction or conclusion and no evidence of paragraphing and transitional devices. The thesis statement cannot be found at the end of the introduction. (“Mom can i use the computer? For what? I have to do research!”) The essay does not create effective supporting paragraphs. Transitional words were not used to illustrate connections between ideas in the essay. Supporting paragraphs are needed with three or more details to support the opinion or thesis of the essay. The essay does not include a conclusion. (“The internet has chating websites where children go on. When they really should not because they dont whats type.”)

Language Use & Style

The essay contains inadequate language use and style. It demonstrates unclear or incoherent language and word choice, no awareness of audience, and major errors in sentence structure and usage. The essay does not exhibit descriptive and persuasive words and phrases to describe the opinion statement effectively. Descriptive and persuasive word choices are needed to answer questions such as who, what, when, where, why, and how within the essay. (“I think that the internet is very harmful! plenty of times i have clicked on a website and something totally differnt came up.”) Use the MY Access! Word Bank to utilize additional

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adjectives, adverbs, and sensory words to describe the opinion, people, places, and things within the essay more effectively. Use the Thesaurus in MY Access! to replace words and phrases used too often with synonyms or more specific words or phrases. Sentences in the essay are not well structured. (“The internet has chatting websites where children go on. When they really should not because they dont whats type.”)

Mechanics & Conventions

The essay has inadequate or no control of conventions and mechanics. It has errors so severe in grammar, mechanics, punctuation, and spelling that they significantly interfere with the communication of the message. All of the sentences in the essay do not contain a subject and a verb (an action), do not end with a punctuation mark, or do not begin with a capital letter. (“I think that the internet is very harmful! plenty of times i have clicked on a website and something totally differnt came up.”)

“The Monkey’s Paw”

Read “The Monkey's Paw.” Movie producers are considering creating a film version of “The Monkey's Paw.” What is the story about? What are the advantages of this story that make it suitable to be a film? Why should the producers make a film version of this story?

Write a letter to the movie producers convincing them to make “The Monkey's Paw” into a movie.

Score Point 6 - very effectively communicates the writer's message.

Model Essay

[A fine crash from the piano greeted his words, interrupted by a shuddering cry from the old man. His wife and son ran towards him. “It moved,” he cried with a glance of disgust at the object as lay upon the floor. “As I wished, it twisted in my hand like a snake.”] Does this sound like a scary movie? It should be! This passage is a few lines from the frightening short story, “The Monkey’s Paw” by W.W. Jacobs, which isn’t yet a movie. I believe that movie producers should definitely consider this for a movie due to the fact that it is very suspenseful, dramatic and spooky.

In order to get the full idea, the telling of the tale is quite necessary. It all started in the parlor of the White family in Labornum Villa. The family is sitting by the fire. The wife was knitting and father and son were playing a wholesome of chess. It seems like a homey atmosphere, but chaos lurks in the shadows depth. All of a sudden, a loud knocking came from the door. Mr. White went to answer the door. It happened to be Sergeant-Major Morris, an old family friend who was back from another long travel in far away places. The family has always enjoyed his company and enjoyed his tales of myths, legends and his experiences. After having heard a few stories, Mr. White asked Sergeant-Major Morris if he would tell them about something that he had mentioned earlier about some sort of paw. The Sergeant-Major quickly gave a gruff, “No.” He muttered that it was of no importance. After being prodded by the Whites, he finally engaged in the tale. “To look at, it’s just an ordinary paw, dried to a mummy.” Sergeant- Major Morris then took out the paw and showed it to the Whites. “It had a spell put on it by an old fakir, an Hindu holy man. He wanted to show fate ruled people’s lives and that those who interfered with it did so to their sorrow.” The Sergeant-Major then cast it upon the fire only to be picked up by Mr. White. Sergeant-Major Morris then said, “You are a fool for picking that up. You should have let it burn upon the fire like a good man..” Mr. White then asks how to wish upon it. The Sergeant-Major’s reply was gruff, but sincere. “You put it in your right hand and wish aloud. I take no responsibility, for I have warned you of its’ power.”

When Sergeant-Major Morris finally left, Mr. White wished that he had 200 pounds to pay off their house. He took the paw in his right hand and wished aloud as he had been instructed. All of a sudden he let out a

cry. The paw moved in his hand! After the fiasco was over, Herbert and Mrs. White went off to bed. Mr. White still shocked from disbelief sat in his chair gazing into the fire that sat before him. All of a sudden, monkey faces started appearing in the fire! Mr. White became scared out of his wits! He then went to bed. The next morning, the family gathered around the breakfast table. They engaged in conversation about the paw and the night before. Herbert was teasing his father not to spend the money all in one place. Herbert then left for the factory where he worked. Mr. and Mrs. White busied themselves around the house still anxious to see if the money would arrive. The day was fairly ordinary until after the postman arrived. Mr. and Mrs. White were casually talking when Mrs. White noticed a strange manly figure hesitating to knock on the door. As soon as he did knock, Mr. and Mrs. White hurried to the door. The stranger introduced himself. He was from Maw and Meggins, the factory where Herbert worked. Immediately, the Whites asked if something was wrong with Herbert. The gentleman answered that Herbert got caught in the machinery and was “no longer suffering”. The Whites went insane. Mr. White crumpled to a heap upon the ground and Mrs. White let out a scream of sheer grief. The part that was most ironic was that this man came to give compensation for their loss. It was 200 pounds.

The Whites then buried their son in a local cemetery two miles away still in disbelief of the occurrence. A week later, Mr. White arose in the middle of the night to the sound of his wife sobbing wildly looking out the window, mourning her lost son. All of a sudden, she started screaming, “THE PAW, THE PAW! Why didn’t I think of this before?” She then bid her husband out of bed and ordered him to wish her son alive. Mr. White was extremely hesitant. For all he knew, his son could come back alive the way he was found dead. Mrs. White kept prodding him and he reluctantly gave in. He went downstairs and got the paw. He then held the paw in his right hand and wished his son alive. Some time later, for the distance from the graveyard was great, there was a knocking upon the door. “HERBERT! MY DEAR HERBERT” cried Mrs. White and she rushed down the stairs to meet her son. Mr. White on the other hand was trembling from terror. Quickly he found the paw and wished his last and final wish. After struggling with the lock, Mrs. White opened the door only to find the whistling wind.

After reading the summary, it is an obvious this would make an excellent movie. One of the main reasons that made it so great was that it was very suspenseful. When I was reading the story, I couldn’t put down the book. Some of these key-events that got me hooked was definitely the story telling of Sergeant-Major Morris, the scream of Mr. White when the paw moved, the stranger from Maw and Meggins, and the death of Herbert. These little dilemmas kept my attention and led to the final fiasco, which was completely horrifying. Suspense is what separates a good movie from an excellent movie and the “Monkey’s Paw” has potential to be an excellent movie.

My second reason of why this story should be made into a movie is because of its drama. Some examples of this drama were in the actions of the characters like when Mr. White’s screams and bangs the piano when the paw moves, how the stranger from Maw and Meggins informs the Whites of Herbert’s death and their reactions. Drama like this adds so much effect to a story and any story that has great drama such as this should already have been a movie a while ago.

Finally, the story the “Monkey’s Paw” had an infinite supply of eerie details that sent shivers up my spine. Some of my favorite examples are when Mr. White saw the Monkey’s face in the fire and the knocking on the door when Herbert was wished to be alive. Such wonderful, bone-chilling details are what make a movie the best of the best. Any person would vouch that the “Monkey’s Paw” would be not only a great movie, but be the best horror-film ever.

If any movie producer out there would like to make the most suspenseful, dramatic and spookiest movie every, they should look to the “Monkey’s Paw” first. Someday, a day of judgment will come to see who took this opportunity to make the greatest movie in history. Who will have the greatest movie under their name of direction? Will it be you?

Commentary and Analysis

Focus & Meaning

The essay demonstrates a very effective focus and meaning. The author establishes an insightful and effective thesis statement in his/her introduction. (“I believe that movie producers should definitely consider this for a movie due to the fact that it is very suspenseful, dramatic and spooky.”) This position is comprehensively developed and maintained throughout the response, successfully persuading the intended audience. This essay demonstrates an understanding of the purpose and effectively completes all parts of the task.

Content & Development

In the development of the essay, the author goes beyond simply supporting his/her argument. The student not only summarizes the story, but thoroughly retells the tale in an engaging and mysterious manner. (“In order to get the full idea, the telling of the tale is quite necessary. It all started in the parlor of the White family in Labornum Villa.... It seems like a homey atmosphere, but chaos lurks in the shadows depth. All of a sudden, a loud knocking came from the door.”) This retelling provides the background necessary to create a convincing position. After this comprehensive summary of the plot, the author proceeds to explain why this story would make a great movie, citing the tale’s suspense, drama, and eerie details. The author uses specific examples from the text to support his/her argument. (“Some of my favorite examples are when Mr. White saw the Monkey’s face in the fire and the knocking on the door when Herbert was wished to be alive. Such wonderful, bone-chilling details are what make a movie the best of the best.”) This student’s arguments are very effectively developed, including a variety of accurate and relevant details.

Organization

This essay is cohesively organized. The introductory paragraph begins with an interesting passage designed to grab the reader’s attention. (“[A fine crash from the piano greeted his words, interrupted by a shuddering cry from the old man. His wife and son ran towards him. ‘It moved,’ he cried with a glance of disgust at the object as lay upon the floor. ‘As I wished, it twisted in my hand like a snake.’]”) The paragraph goes on to develop the author’s focused thesis statement. The first half of the essay’s body is a retelling of the original story. (“In order to get the full idea, the telling of the tale is quite necessary.”) After establishing the necessary background, the student proceeds to discuss the various reasons that this story could be made into a great movie. Each paragraph is introduced with an effective topic sentence and transitional phrases. (“My second reason of why this story should be made into a movie is because of its drama.”) The concluding paragraph appropriately makes a few final persuasive attempts to convince the movie producers. (“Someday, a day of judgment will come to see who took this opportunity to make the greatest movie in history.”)

Language Use & Style

This essay is composed using appropriate and very effective language. Word choice is not only precise, effective, and commendable, it also adds to the author’s defined voice in this essay. (“He muttered that it was of no importance. After being prodded by the Whites, he finally engaged in the tale.”) Sentence structure is sophisticated and varied. (“The Whites then buried their son in a local cemetery two miles away still in disbelief of the occurrence. A week later, Mr. White arose in the middle of the night to the sound of his wife sobbing wildly looking out the window, mourning her lost son.”) The author’s style can also be seen in the unique introduction.

Mechanics & Conventions

Few errors in the standard conventions of written English are noticeable. These mistakes (“Some of these key-events that got me hooked was definitely”) do not interfere with the author’s intended message.

Score Point 5 - strongly communicates the writer's message.**Model Essay**

To whom it may concern,

The Monkeys Paw would make a great movie. It has the basis for the perfect movie. It has suspense, a well-thought out plot, and a well-designed storyline. The story is about a man who receives a magical monkey paw that has the power to grant three wishes. This would seem like a difficult thing to film but that is where the brilliant plot comes into play.

The story has nothing to do with magical powers making random things appear instantly as the person wishes for them. The brilliance of the plot is that when the person wishes for something, it doesn't just appear, but rather it falls into place through a series of seemingly strange "coincidences." In fact, they aren't coincidences, but purposely designed events which make the person's receiving of the wish seem coincidental. This "magical power" is demonstrated in the book when the man makes his wishes.

In the beginning of the book, a family friend Sergeant Major Larry, visits the Whites on his way home from an expedition. He brings with him a mysterious monkey paw. The Sergeant claims that the paw has a magical power that was cast on it by a Voodoo witch doctor. The witch doctor cast the spell upon the paw to prove to all men that fate should not be tampered with. The Sergeant told the tale of the first man that had the paw. Apparently, the man's last wish was for death. Sergeant Larry now wishes he had never obtained the paw. He throws the paw into the fire but Mr. White saves it and states that he would like to keep the paw and make a few wishes himself. The Sergeant allows Mr. White to keep the paw but warns him of the dire consequences that will follow the use of the paw.

Mr. White is wary of the paw and ponders for a long time about how to use it. His son suggests that he should make a harmless wish to start off so that if the paw doesn't work they will know. If the paw does work, the consequences will be minor. Mr. White wishes for 200 pounds. Nothing happens immediately, but as I told you, the paw does not work like a genie, it will make the wish appear to be a strange coincidence. Mr. White's son goes out to work at the factory. He never returns. A strange man shows up at the White's door. He brings them the news that their son is dead. In compensation, the factory gives the White's a check for 200 pounds.

The White's grieve over their son's death for some time. While lying awake in bed, Mrs. White realizes something. The paw could bring their son back to life if they wished it. Mr. White wishes his son back to life reluctantly. He believes something horrible will happen again. Once again, nothing happens immediately. Later in the night, the White's hear a rustle outside. There is a knock on the door. Mrs. White gets up to open the door. Mr. White grabs the paw and wishes his son dead again. The story ends and no one knows what happens.

The story would make a great movie for many reasons. It has suspense, a well-thought out plot, and a well-designed storyline. It could be twisted into many different genres. This story would satisfy the needs of all movie goers. Its plot allows for the director to make adjustments to make the movie the best.

Sincerely,
A movie-loving student

Commentary and Analysis
Focus & Meaning

The author establishes a clear thesis designed to effectively persuade the reader. ("The Monkeys Paw would make a great movie. It has the basis for the perfect movie. It has suspense, a well-thought out plot, and a well-designed storyline.") Throughout the development of this essay, the thesis is successfully

maintained and supported, which demonstrates the student’s ability to understand the purpose of this assignment. This essay successfully completes most parts of the task.

Content & Development

This essay develops ideas using specific and relevant details and examples. For example, in the second paragraph, the student introduces the plotline of the story by explaining what makes *The Monkey’s Paw* so special. (“The story has nothing to do with magical powers making random things appear instantly as the person wishes for them. The brilliance of the plot is that when the person wishes for something, it doesn’t just appear, but rather it falls into place through a series of seemingly strange ‘coincidences.’”) The author uses specific details from the story to help the audience gain understanding. (“In the beginning of the book, a family friend Sergeant Major Larry, visits the Whites on his way home from an expedition. He brings with him a mysterious monkey paw. The Sergeant claims that the paw has a magical power that was cast on it by a Voodoo witch doctor. “)

Organization

This essay constructs a mostly unified structure. The introduction explains why this story would make a good movie and even addresses some possible concerns. (“The story is about a man who receives a magical monkey paw that has the power to grant three wishes. This would seem like a difficult thing to film but that is where the brilliant plot comes into play.”) Transitions are seen throughout the body of the essay (“In the beginning” and “Once again”). The concluding paragraph effectively continues to try to persuade the producers. (“It could be twisted into many different genres. This story would satisfy the needs of all movie goers. Its plot allows for the director to make adjustments to make the movie the best.”)

Language Use & Style

Language use and style are this student’s strengths. Sentences are well-structured and word choice is effective. (“Mr. White is wary of the paw and ponders for a long time about how to use it. His son suggests that he should make a harmless wish to start off so that if the paw doesn’t work they will know. If the paw does work, the consequences will be minor.”) A proper and appropriate sense of voice is noticeable as well.

Mechanics & Conventions

Very few errors in grammar and mechanics are detectable in this response. The student obviously demonstrates an effective control over the conventions of standard written English. Any errors present do not interfere with the communication of the writer’s intended message. (“The Monkeys Paw would make a great movie.”)

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| Score Point 4 - adequately communicates the writer's message. |
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Model Essay

Dear Movie Producer,

It would be nice if the monkeys paw was made into a movie because I have read the story and it is really good. to me it is the best story that I have ever read and I think that a lot of people will agree with me because it really is. the monkey's paw is about a family and their at home waiting for this man to come over. the mom is sitting by the fire place and the dad and the son are sitting down playing chess and their thinking about their strategies they were sitting there for a while then the man came up to their door and the father went to the door and opened it but to get to the point the old man had got this monkey paw from the man that they were waiting for and the old man had made a wish and the wish was that he would have two hundred dollar. the net day the old mans son had went to work and while he was at work something had happened to him and he died. when the old man had found out that his son had died the old man had

inherited two hundred dollars. then the mom had made a wish that her son would become alive again her son had came alive again but her husband didn't want him alive again because he was afraid of him so the husband made a wish that he was dead again.

I would like this to be made into a movie so I will be able to see what the story is like as a movie. I would like to see if the movie is as interesting as the story. I think that alot of people would appreciate having another suspicious movie to watch because alot of people like movies with suspense in it .I also think that this story will keep people wondering what is going to happen next and it would just be a good movie to people.This story would make a good movie because people would get a chance to see what could actually happen, it will probably make people think twice about what they wish for because they don't know what could happen. For example the old man wished for 200 dollars but he didn't get what he actually wanted.

If I was a movie producer I would defiantly make this into a movie because its a great movie and I honestly think that alot of people would like it. Alot of people would like it because the movie is suspenseful and alot of people like suspense,it will grab the movie watchers attention. then you think about it would you having to read the story every time you feel like you want to see the monkey's paw. In my opinion I think that I would rather watch the monkey's paw on video then read the story. In conclusion I think that you should make the monkey's paw into a movie because it is a really good story and it is interesting to. so to sum this up I think you should really, truly, and deeply think about it I think that you can come to realize that making the monkey's paw into a movie is a excellent idea.

yours truly

An Eager Student

Commentary and Analysis **Focus & Meaning**

This essay can best be described as an adequate completion of the task. The author establishes a position (“I would like this to be made into a movie so I will be able to see what the story is like as a movie. I would like to see if the movie is as interesting as the story.”), but it could be improved with greater focus and meaning. The author demonstrates a basic understanding of the audience (“If I was a movie producer I would defiantly make this into a movie because its a great movie and I honestly think that alot of people would like it.”) and completes many parts of the task.

Content & Development

The author uses some specific and accurate details to support his/her thesis. In the introductory paragraph, the author provides a summary of the tale using information from the text. (“then the mom had made a wish that her son would become alive again her son had came alive again but her husband didn't want him alive again because he was afraid of him so the husband made a wish that he was dead again.”) The next paragraph describes why this story would be a good movie and uses details from the tale to support this argument. (“This story would make a good movie because people would get a chance to see what could actually happen, it will probably make people think twice about what they wish for because they don't know what could happen. For example the old man wished for 200 dollars but he didn't get what he actually wanted.”)

Organization

This essay demonstrates a generally unified structure. The introductory paragraph appropriately summarizes the tale. The body paragraph establishes the author's position and provides details to support his/her argument. In the conclusion, the author provides more supporting reasons (“Alot of people would like it because the movie is suspenseful and alot of people like suspense,it will grab the movie watchers attention.”) and summarizes the thesis (“so to sum this up I think you should really, truly, and deeply think about it I think that you can come to realize that making the monkey's paw into a movie is a excellent idea.”).

Language Use & Style

The language used in this response is one of the author's weaknesses. Although this student displays some appropriate word choice ("suspense" and "strategies"), the essay could be improved with more precise and varied words. Additionally, sentence structure is sometimes faulty due to the author's tendency to create run-on sentences. ("the mom is sitting by the fire place and the dad and the son are sitting down playing chess and their thinking about their strategies they were sitting there for a while then the man came up to their door and the father went to the door and opened it but to get to the point the old man had got this monkey paw from the man that they were waiting for and the old man had made a wish and the wish was that he would have two hundred dollar.")

Mechanics & Conventions

The writer's control over mechanics and conventions in the essay is merely adequate with some errors made in grammar and punctuation. One mistake the author makes over and over again is not beginning each sentence with a capital letter ("to me it is the best story"). Most of these errors, however, do not significantly interfere with the author's intended message.

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| <p>Score Point 3 - partially communicates the writer's message.</p> |
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Model Essay

Dear Movie Producer,

The Monkey's Paw is a wonderful story. The moral of the story is to be careful what you wish for. This story would teach children a lesson, and parents. Also a lot of people love to go to see scary films and I think that this would be a scary suspense film. This book includes funny, suspense, and scary parts. Therefore it has a good range in the type of movie so it's a movie that more people would want to see, since a lot of people like different types of things.

This story is about an older couple. The elder man's boss gave him a monkey's paw, and he said that he could wish 3 times, but nothing good would come from those wishes. The Elder Man didn't believe in this monkey's paw giving you wishes. So the elder man just to see what would happen wished two-hundred pounds and nothing happened that night. The next day they found out that their son had been killed at his job and so they gave the family two-hundred pounds for compensation. The second wish was for their son to come back to life. The man made this wish because his wife wanted him to. So at night when she was asleep there was a bang on the door and it was their son. The wife was trying to get to the door as fast as possible, but by the time she got there her husband had wished him away forever. So this movie is a suspense, and it is a story that you remember. This movie would be great as a film.

From,
Fellow Reader

Commentary and Analysis

Focus & Meaning

The author makes some attempt to state a position, but it lacks a clear focus. ("This book includes funny, suspense, and scary parts. Therefore it has a good range in the type of movie so it's a movie that more people would want to see, since a lot of people like different types of things.") The author's meaning is limited due to insufficient development. However, some parts of the task are completed, such as when the student attempts to convince the producers in the first paragraph and tries to summarize the story in the second paragraph.

Content & Development

The arguments in this essay are briefly and inconsistently developed. The first paragraph gives a few reasons why a movie should be made (“This story would teach children a lesson, and parents. Also a lot of people love to go to see scary films and I think that this would be a scary suspense film.”), but these reasons lack sufficient support, development, and elaboration. The second paragraph summarizes the tale (“The second wish was for their son to come back to life. The man made this wish because his wife wanted him to. So at night when she was asleep there was a bang on the door and it was their son. The wife was trying to get to the door as fast as possible, but by the time she got there her husband had wished him away forever.”), but does not give the reader enough information to get a clear picture of the plot, the characters, or the message.

Organization

In the course of three paragraphs, there is a semblance of an organizational structure, but it is limited. The essay consists of two body paragraphs. The first paragraph, or the introduction, provides some reasons why this story should be a movie and ends with the author’s position. (“The Monkey’s Paw is a wonderful story. The moral of the story is to be careful what you wish for. This story would teach children a lesson, and parents. Also a lot of people love to go to see scary films and I think that this would be a scary suspense film. This book includes funny, suspense, and scary parts. Therefore it has a good range in the type of movie so it’s a movie that more people would want to see, since a lot of people like different types of things.”) The second paragraph is a summary of the tale. The essay lacks structure, a conclusion, and transitional devices that would help create a cohesive response.

Language Use & Style

This essay demonstrates limited, but not wholly inappropriate language use. Sentence structure is appropriate, but lacks precision and variety. (“The second wish was for their son to come back to life. The man made this wish because his wife wanted him to. So at night when she was asleep there was a bang on the door and it was their son.”) Word choice, although at times appropriate (“compensation”), is often simple and repetitive (“...people love to go to see scary films and I think that this would be a scary suspense film.”).

Mechanics & Conventions

The response demonstrates limited control over the mechanics and conventions of standard written English. There are some mistakes in spelling (“Therefore”), grammar (“So the elder man just to see what would happen wished two-hundred pounds”), and capitalization (“The Elder Man”), which somewhat interfere with the author’s intended message.

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| <p>Score Point 2 - limited in communication of the writer's message.</p> |
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Model Essay

The monkey paw was found by a friend who had suffered through the repercussions. He asks someone die from a wish. The family thought it was a joke so we wished for five hundred dollars. He didn't get the money right away. But the next day their son died and an insurance man gave him his five hundred dollars. Then later he wished his son alive and he was trying to get in and by the time she got the door open her husband wished him dead forever. After he wished the monkey paw fell and shattered. Now her son was dead forever.

I think that Johnny Depp should play the husband and Jennifer Lopez should be the wife Jim Carey should be the son.

Commentary and Analysis

Focus & Meaning

This author makes little attempt to address the issue presented in the prompt and never clearly states a position. Thus, the student demonstrates minimal understanding of the purpose and audience. However, by attempting to summarize the story and inferring that particular actors should be in the movie version, the author does complete a few parts of the task.

Content & Development

The author's position is unclear and, therefore, it is incompletely and minimally argued. The first paragraph attempts to provide a minimal summary of the tale ("The family thought it was a joke so we wished for five hundred dollars. He didn't get the money right away. But the next day their son died and an insurance man gave him his five hundred dollars. Then later he wished his son alive and he was trying to get in and by the time she got the door open her husband wished him dead forever."), but it is not elaborated and no meaningful supporting arguments are derived from this synopsis. The second paragraph is simply one sentence suggesting actors to play these characters (presumably in a movie). Many of the questions in the prompt are never even addressed in this response. ("What are the advantages of this story that make it suitable to be a film? Why should the producers make a film version of this story?")

Organization

Little evidence of an organizational structure is detected in this brief response. While there are two paragraphs, it is hard to discern the characteristics of an introduction or a body within them. The second paragraph consists of only one sentence that leaves the reader hoping there is more information to come. The essay is very short and lacks structure, paragraphing, and transitional devices. ("The monkey paw was found by a friend who had suffered through the repercussions. He ads someone die from a wish. The family thought it was a joke so we wished for five hundred dollars. He didn't get the money right away. But the next day their son died and an insurance man gave him his five hundred dollars. Then later he wished his son alive and he was trying to get in and by the time she got the door open her husband wished him dead forever. After he wished the monkey paw fell and shattered. Know her son was dead forever.")

Language Use & Style

The language use can be described as minimal because it is composed of so many simple and convoluted sentences. ("Then later he wished his son alive and he was trying to get in and by the time she got the door open her husband wished him dead forever.") Word choice is often poor and unclear. ("He ads someone die from a wish.") This response lacks proper language use and style.

Mechanics & Conventions

The writer's handle on the mechanics and conventions of writing are weak and only minimal at best. Several significant errors in spelling ("Know"), punctuation, and grammar ("Then later he wished his son alive and he was trying to get in and by the time she got the door open her husband wished him dead forever.") are easily detected in this essay. These mistakes bring into question the author's ability to control the conventions of standard written English.

Score Point 1 - inadequately communicates the writer's message.

Model Essay

dear: movie producer

iam a middil school student i read your book monkey paw. you should make this book into a movie so that more people will understand it.this book is good i think more people will like it more if it was on dvd you will make alot of money and fame. talking about fame you will meat alot of people fameus book righter and more. that is why u should make this book into a movie.

from: middil school student

Commentary and Analysis **Focus & Meaning**

Overall, this response fails to complete any parts of the task. Although the author does attempt to state a position (“you should make this book into a movie so that more people will understand it”), the response is not developed or maintained. This demonstrates the author’s poor understanding of the task. By referring to the author, rather than movie producers, it is obvious that the student does not understand his audience. No parts of this assignment are appropriately completed.

Content & Development

The essay fails to develop any effective arguments or provide support with details and examples. A few points are randomly listed (“good i think more people will like it more if it was on dvd you will make alot of money and fame. talking about fame you will meat alot of people fameus book righter and more”), but they are inappropriate and undeveloped. The content isn’t cohesive or meaningful.

Organization

In the space of five lines, the reader cannot discern any evidence of an organizational structure. Although the student is vaguely aware that he/she is writing a letter (“dear: movie producer”), there is no introduction or conclusion, nor does the essay contain any indication of paragraphing or transitional devices.

Language Use & Style

This response demonstrates inadequate, unclear and incoherent language and word choice (“talking about fame you will meat alot of people fameus book righter and more.”). There are many fundamental errors in sentence structure (“iam a middil school student i read your book monkey paw”), as the response lacks punctuation.

Mechanics & Conventions

The author shows no control over the mechanics and conventions of standard written English. The errors in spelling (“middil”), grammar (“you will make alot of money and fame”), and punctuation (“iam”) significantly interfere with the intended message.

Violence on Television

Some people believe that seeing violence on television can cause someone to commit a violent act. Do you feel that violent television programming contributes to violence in society? Write an essay persuading these people to accept your opinion on whether or not violence on television leads to violence in our society.

Score Point 6 - very effectively communicates the writer's message.**Model Essay****The Power Rangers Effect**

From the reports that I have read I am extremely convinced that watching violent television programming can contribute to violence in our society. I was surprised to see how many articles were written on this subject.

A simple experiment in a Minneapolis day-care center shocked parents with its stark results. The class had children in it that ranged between 2 and 5 years old. On day one of the experiment the class watched "Barney" on public television. The children sang along, marched, held hands and laughed together. The next day, the same class watched the aggressive teenage avengers, "Power Rangers." Within minutes, they were karate-chopping and high-kicking the air-- and one another.

The Power Ranger program has the perfect package to deliver violence to kids. The characters have no human faces, they are wearing bright, primary colors, they are older than the kids watching them and thus become role models. These teenagers are considered heroes for using violence for solving problems. They are not held accountable for any of their violent actions by any parents or other adults.

My cousin, loves the Power Rangers. He is by far my most aggressive cousin and has had to go to a counselor to get over his anger management issues. He is constantly acting out what he has seen on t.v. Children are constantly learning and absorbing what they see and hear. They are like sponges. Even if the program they are watching is not meant to be educational, because kids are constantly learning they will learn something from what they see.

Recently my brother stayed home from school sick. He is a very kind and gentle person. He watches very little violent programs. While he was laying on the couch resting he asked if he could watch "Hook", the Peter Pan story. After watching the program and feeling better with help of Motrin, he started searching the house for something he could make into a sword and was asking my other brother to come out back and sword fight with him. He found all the things he needed to imitate what he had seen on the video and then pushed the screen out the kitchen window and jumped out into the back yard ready to begin his life as a pirate.

What can we do to counteract the influence of media violence? The number one way would be to push the "off" button. With the average child watching nearly 28 hours a week or more it is important to find other solutions. Parents need to take an active role in monitoring what their children are watching. As parents watch they could talk with their children and voice their opinions on they are seeing. By explaining consequences and realistic facts and feelings about media violence parents can make a difference in their children's actions.

Schools could also create programs to teach kids to be "critical media consumers." By offering a class that talks about the reality of violence and it's consequences kids would have a safe place to talk about what they see and to get responsible adult advice on the best things to watch.

It is important for us to let the television programmer know that we are concerned with the amount of violence presented to us in the media, but it is really up to us to turn it off and to replace it with things that uplift and make us better people.

**Commentary and Analysis
Focus & Meaning**

This is an example of an essay that very effectively communicates the author's controlling idea. ("I am extremely convinced that watching violent television programming can contribute to violence in our

society.”) The author’s argument is focused, detailed, and persuasive. This essay goes beyond the limits of the assigned task.

Content & Development

This essay offers the readers compelling reasons to accept the author’s main idea that violence on television does contribute to violence in society. The studies described by the author, including the professional study in the second paragraph and the anecdotal reports in the fourth and fifth paragraphs, serve as evidence to support the author’s opinion. (“A simple experiment in a Minneapolis day-care center shocked parents with its stark results . . . The Power Ranger program has the perfect package to deliver violence to kids.”) The author further supports the central idea by examining potential solutions to this problem. The student also poses a question (“What can we do to counteract the influence of media violence?”) and offers a clear answer: “Schools could also create programs to teach kids to be ‘critical media consumers.’” This essay is thus very well developed and supported by a wide array of interesting details.

Organization

This essay demonstrates very effective organization. Both cohesive and unified, the essay is broken into paragraphs that contain complete ideas and support the author’s position. While the introduction suggests to the readers some of the evidence the author intends to discuss (“I was surprised to see how many articles were written on this subject”), the conclusion ends the essay with a powerful message to the audience. (“It is important for us to let the television programmer know that we are concerned with the amount of violence presented to us in the media, but it is really up to us to turn it off and to replace it with things that uplift and make us better people.”)

Language Use & Style

The language included in this essay is clear, correct, and appropriate. The author shows a clear control of voice and appropriately addresses the audience. (“The Power Ranger program has the perfect package to deliver violence to kids. The characters have no human faces, they are wearing bright, primary colors, they are older than the kids watching them and thus become role models.”) Although a few awkward sentences are present (“Even if the program they are watching is not meant to be educational, because kids are constantly learning they will learn something from what they see”), there are few basic errors in word choice or sentence structure.

Mechanics & Conventions

Careful readers may detect a few minor errors in grammar, mechanics, punctuation (“My cousin, loves the Power Rangers”), and spelling (“programing”), but overall, the author shows mastery of the mechanics and conventions of standard written English.

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| Score Point 5 - strongly communicates the writer's message. |
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Model Essay

I believe that any violence seen on television can lead to violence towards others. There are a lot of violent shows on television that younger children are watching. Watching too many of these shows can lead to children wanting to act out in violence.

There are shows on television that portray the use of drugs, shootings at schools, and other bad things. Kids will watch this and think "if he can do that, then maybe I can too," or "I cannot get in trouble, I am under the age." When the cops on the television show come to arrest the drug dealer, or the shooter at the school, the cops and the suspect break out into a fight, they throw fists at each other, and beat each other up, kids watch these things and start fighting with their friends or their siblings. For example, my brother, who is 11

years old, always watches Walker Texas Ranger. After the show is over or during a commercial break, he wants to act out the violence that he saw and starts rough housing with whomever is in the room. He wanted an air soft gun, and now he has gun wars with his friends, and comes home with all sorts of bruises or injuries.

Kids also play a lot of violent video games. When they come home from school, instead of doing their homework right away, they want to play video games. These video games that they are playing are usually games that they are not old enough to play yet, so the games show things that the child should not be seeing at their age. Children will pick up violent actions and soon their grades will drop. For example, I know a boy who is 10 years old, who likes to play James Bond video games. When he is done playing, he gets a little violent and wants to wrestle with his little brother, he will also get a little angry if someone does something wrong.

Children also learn violent behavior from friends who watched violent television shows or played violent video games. They will go over to their friend's house and watch the television shows or play the video game. After they want to start playing war, cops and robbers, or even start wrestling each other and the child comes home with cuts, scrapes, and bruises.

In our world there are a lot of gangs and groups that do violence just for the fun of it. Most likely, they were first exposed to this violence on television while they were young and it has stayed with them growing up.

Commentary and Analysis **Focus & Meaning**

This essay strongly communicates the author's message. ("Watching too many of these shows can lead to children wanting to act out in violence.") The author remains focused on convincing the audience of this opinion, thereby demonstrating an understanding of the purpose of the prompt and completing the assigned task.

Content & Development

In this essay, the author cites several reasons to convince the readers to accept the central idea. Discussing violence in television programs and video games in paragraphs two and three, the author uses simple, yet appropriate examples to convince readers that violence on television can lead to violence in society at large. ("There are shows on television that portray the use of drugs, shootings at schools, and other bad things. Kids will watch this and think 'if he can do that, then maybe I can too...'") The argument in the third paragraph is largely a repeat of what has already been stated.

Organization

This essay shows good organization. The introduction clearly states the author's opinion. ("I believe that any violence seen on television can lead to violence towards others.") But the conclusion is somewhat less clear, and the author's attempt to state a profound observation in this final paragraph is only partially successful. Otherwise, the body paragraphs are focused and flow smoothly from one to the next. ("Kids also play a lot of violent video games.")

Language Use & Style

In this response, the author demonstrates appropriate language use and word choice. The author's voice is controlled and aimed at the right audience. The sentences are well structured and show some variety. ("For example, my brother, who is 11 years old, always watches Walker Texas Ranger. After the show is over or during a commercial break, he wants to act out the violence that he saw and starts rough housing with whomever is in the room. He wanted an air soft gun, and now he has gun wars with his friends, and comes home with all sorts of bruises or injuries.")

Mechanics & Conventions

This essay generally shows good control of the mechanics and conventions of writing. There are a few errors in grammar, mechanics, punctuation, and spelling, but these errors do not detract from the communication of the writer's message. ("When the cops on the television show come to arrest the drug dealer, or the shooter at the school, the cops and the suspect break out into a fight, they throw fists at each other, and beat each other up, kids watch these things and start fighting with their friends or their siblings.")

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| Score Point 4 - adequately communicates the writer's message. |
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Model Essay

Television is getting a lot more violent. When you watch a television shows like Spiderman, it teaches our generation to be fierce just like what is acted out on the show. Television is typically educational, but it also can teach people to be more barbaric. When actors set a bad examples on the idiot box, we start to believe violence is okay

With the countless hours of T.V. people are watching they are seeing a lot of violence. The violence on television like "The Matrics" persuades people to go and commit barbaric acts that they have watched. Because of this influence on us we start to think that violence is fine. One example of this is my little brother, he gets very tense when watching television and just hits people without thinking about it. When we think, cruelty is sanction more violence will happen.

If we keep on watching all of the pointless and very meaningless violence on telecasting, additional crimes will happen. Because of these wrong doings people will get hurt, I hope that we can all filter the violence in our T.V. and others to slow the amount of violence. If we all stop violence in our own homes, it can go a long way.

I turn on the television at 7:00 at night and I can see multiple murders. I change the channel at 8:00 and see bank robbery and rape. Another change at 9:00 and I see gang violence. Finally relief comes at 10:00 when the news comes on and I only see the destruction of a village and the bombing of an embassy. This is the typical day of television that we can see today.

Our society has become immuned to the violence that we see each and every day. We no longer respond to a violent act that we see. As we become desensitized to these violent acts, younger and younger victims of violence are bread. Recently a child was killed by a boy who was acting out what he had seen on a television professional wrestling show. The older child, who was acting out the violent acts, had no idea that what he was doing could kill the child. We need to turn off the violence. We need to control and change what we witness each and every day. We need to save lives.

Commentary and Analysis Focus & Meaning

This essay adequately communicates the author's opinion about violence on television to the desired audience. Remaining focused on a controlling idea ("Television is typically educational, but it also can teach people to be more barbaric. When actors set a bad examples on the idiot box, we start to believe violence is okay"), the author shows a basic understanding of the purpose and audience of the prompt and adequately completes many parts of the task.

Content & Development

This author adequately develops examples and details in support of the central thesis. In the second paragraph, for example, the student describes a personal connection to violence on television. ("One example of this is my little brother, he gets very tense when watching television and just hits people

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without thinking about it.”) Additionally, in the final body paragraph, the student examines a typical evening of television. (“I turn on the television at 7:00 at night and I can see multiple murders. I change the channel at 8:00 and see bank robbery and rape. Another change at 9:00 and I see gang violence. Finally relief comes at 10:00 when the news comes on and I only see the destruction of a village and the bombing of an embassy.”)

Organization

This essay is adequately organized. The generally unified structure presents a noticeable introduction that tries to gain the readers’ interest. (“Television is getting a lot more violent. When you watch a television shows like Spiderman, it teaches our generation to be fierce just like what is acted out on the show.”) Each body paragraph begins with a focused thesis statement. (“If we keep on watching all of the pointless and very meaningless violence on telecasting, additional crimes will happen.”) The conclusion appropriately summarizes and reiterates the author’s main points. (“As we become desensitized to these violent acts, younger and younger victims of violence are bread. Recently a child was killed by a boy who was acting out what he had seen on a television professional wrestling show. The older child, who was acting out the violent acts, had no idea that what he was doing could kill the child.”)

Language Use & Style

The author’s language is simple, yet adequate for this task. For the most part, the words and sentences used are correct. (“With the countless hours of T.V. people are watching they are seeing a lot of violence. The violence on television like ‘The Matrics’ persuades people to go and commit barbaric acts that they have watched. Because of this influence on us we start to think that violence is fine.”) Some sense of voice is detectable in the essay. (“We need to turn off the violence. We need to control and change what we witness each and every day. We need to save lives.”)

Mechanics & Conventions

The author’s control of the mechanics and conventions of writing is adequate. Some errors in grammar (“When actors set a bad examples”), spelling (“Matrics”), and punctuation exist, but they do not significantly interfere with the communication of the author’s message.

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| Score Point 3 - partially communicates the writer's message. |
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Model Essay

I feel that violence on tv does not affect the way you act unless you watch violence for hours and hours and hours. Interaction affects you more than just watching it. For example, playing violent video games is bad for you.

Violence on television has been around since movies and tv. Slapstick was a very popular form of entertainment. The three stooges were very successful because people laugh when people get hurt.

It is just a bad excuse for child's behavior. For example, parents bought a video game for a kid. In the video game you can choose to kill people and do bad things. The kid went out and killed somebody. The parents blamed the video game company for the child's behavior.

Just because you watch something does not mean you have to do it. Some people think it is very fun to watch people get hurt.

Commentary and Analysis

Focus & Meaning

This response partially communicates the author’s opinion to the intended audience. The author establishes and remains focused on a controlling idea (“I feel that violence on tv does not affect the way you act unless you watch violence for hours and hours and hours”), but fails to create a persuasive argument supported by reasons and examples, thus only partially completing the assigned task.

Content & Development

The author of this essay attempts to make a persuasive argument that watching violence on television does not make people act in a violent manner, but is only partially successful in doing so. Two possible reasons are supplied (“Slapstick was a very popular form of entertainment” and “It is just a bad excuse for child's behavior”). Both ideas are interesting and appropriate, but the author fails to provide enough details about either for them to be persuasive to readers.

Organization

The organization of this essay is limited. This essay shows evidence of a unified structure, although the components are weak. For example, the author has created both an introduction and a conclusion, but these are simple. (“I feel that violence on tv does not affect the way you act unless you watch violence for hours and hours and hours” and “Just because you watch something does not mean you have to do it.”) There are also no transitional devices to help readers flow from one paragraph to the next.

Language Use & Style

The language in this essay is appropriate given the audience and purpose of the prompt, yet it is simple, limited, and lacks variety and detail. (“For example, playing violent video games is bad for you.”) Most of the words, however, have been selected well, and the sentences are structured correctly.

Mechanics & Conventions

This essay demonstrates a limited control over the use of mechanics and conventions. In this essay, there are several noticeable errors in grammar, mechanics (“tv” and “The three stooges”), punctuation, and spelling that do not significantly interfere with the communication of the message.

Score Point 2 - limited in communication of the writer's message.

Model Essay

Violent programs on television lead to aggressive behavior by children and teenagers who watch those programs. We all know that too a lot of violence on television that it will hurt our mind, and could cause violence act.

Children who watch a lot of TV are less aroused by violent scenes than are those who only watch a little and they may be more likely to behave in aggressive or harmful ways toward others, if they were seeing too much violence on television from a report.

So we should care our television programs, if too much sexual and violence programs on our television would be hurt our society position and our generation.

Commentary and Analysis

Focus & Meaning

This response is minimal in its ability to convey a complete message to the intended audience. The author suggests a controlling idea (“Violent programs on television lead to aggressive behavior by children and teenagers who watch those programs”) but provides virtually no reasons to convince readers of the truth of this controlling idea. Thus, this essay completes few parts of the assigned task.

Content & Development

In the second paragraph, the author makes a provocative statement in support of the central idea. (“Children who watch a lot of TV are less aroused by violent scenes than are those who only watch a little and they may be more likely to behave in aggressive or harmful ways toward others.”) Unfortunately, no additional information whatsoever is provided by the author to support this claim.

Organization

This response is minimally organized. The introduction is weak, doing little more than stating the author’s position, and the conclusion is jumbled. (“So we should care our television programs, if too much sexual and violence programs on our television would be hurt our society position and our generation.”) There is only a single body paragraph supplied that does not use transitional devices.

Language Use & Style

The author’s style of language is weak. While the words used are usually appropriate, many of the sentences are awkward (“We all know that too a lot of violence on television that it will hurt our mind, and could cause violence act”), thereby detracting from the author’s ability to communicate a complete message to the desired audience.

Mechanics & Conventions

The writer’s control over the use of mechanics and conventions, as demonstrated within this essay, is minimal. In this short essay, several significant errors in grammar, mechanics, punctuation, and spelling substantially interfere with the communication of the message. (“So we should care our television programs, if too much sexual and violence programs on our television would be hurt our society position and our generation.”)

Score Point 1 - inadequately communicates the writer's message.

Model Essay

Violence on television I think it can be ok . I think when it is ok when it has a WARNING lable at the begning to tell the person that is waching that there is violence in that show. Then maybe Kids wouldnt be as violent.

Commentary and Analysis

Focus & Meaning

In this essay, the author’s controlling idea is unclear and confused. Two suggestions are made. The author simultaneously claims that violence on television is not a problem and that with a warning, “maybe Kids wouldnt be as violent.” This author clearly does not understand the purpose and audience of this prompt, failing to complete any portion of the assigned task.

Content & Development

Content and development provided in this essay are inadequate. The author provides no examples, reasons, or details to support the confused position stated in this essay. (“Violence on television I think it can be ok . I think when it is ok when it has a WARNING lable at the begning to tell the person that is waching that there is violence in that show. Then maybe Kids wouldnt be as violent.”)

Organization

The writer’s use of organization in this essay is inadequate. The essay demonstrates no evidence of a unified structure, with no separate introduction or conclusion and no supporting body paragraphs. (“Violence on television I think it can be ok . I think when it is ok when it has a WARNING lable at the begning to tell the person that is waching that there is violence in that show. Then maybe Kids wouldnt be as violent.”)

Language Use & Style

The writer’s use of language and style in this essay is inadequate. In this response, the author demonstrates unclear and incoherent language use and commits major errors in sentence structure (“Violence on television I think it can be ok”), word choice, and usage.

Mechanics & Conventions

In this short essay, the author demonstrates little control of the mechanics and conventions of writing. Major errors in grammar, mechanics (“I think when it is ok when it has a WARNING lable at the begning”), punctuation (“wouldnt”), and spelling (“begning”) significantly interfere with the communication of the message.

What Does Your School Need?

Schools do their best to accommodate students' needs by providing textbooks, well-qualified teachers, and other appropriate resources. However, students rarely get a chance to share what they really think their schools need most.

Write a letter to your principal explaining what you think your school needs to provide you with an even better educational experience. Make sure to include specific details and examples to support your arguments.

Score Point 6 - very effectively communicates the writer's message.

Model Essay

My middle school has done a fine job of educating young pupils and fulfilling their needs. We have many fun events and an interesting way to tell the morning news. Yet, our school is lacking one thing. Students here get to speak their mind about their classes, actions, and our teachers, but we never get to speak up about what we eat and drink. I think students should get to choose the way the food is made, priced, and distributed as it goes into our mouths.

First of all, I would like our food and water to be cleaner and cheaper. The quality of our food is below average. Why? I think it would be a lot more enjoyable if we didn't have to find things like hair and flies in our food. Not only is it unhealthy, it's gross. I also feel that the school is taking more than its share of

money. Once, when I was getting Asian Bar, they ran out of chow mein and orange chicken, so they gave us a bag of chips and the remaining rice. They also made us pay the full price for this meager restitution, but didn't let us buy something else. I don't think rice and Lays equal \$1.75, but pardon me if I'm wrong.

Second, what happened to our water? I think our hard working Downey-to-New York'ers should be able to quench their thirst after two miles! The problem with Gatorade is that it's incredibly sugary. It is also an energy drink, so it should be drank after a hard work out. The juices aren't really in good condition as some of them are leaking at the bottom. Even if the juices were top notch and the Gatorade refreshing, our bodies need water. Gatorade and juice won't do. We need water. There is the option of drinking from the water fountain, but I found a mosquito in one and the last time I checked, it wasn't removed for four weeks.

Next, somebody needs to realize that though the food is quite tasty normally, it isn't very healthy. Pizza everyday doesn't supply you with the nutrients you need for life and for schoolwork. This may not seem to be a big ordeal, but too much fat and cholesterol will cause cancer. The school should be preventing that. We can bring lunches from home, but that means that we don't buy the lunch from school. That means that the school won't get the money for the lunch. If we spend our money on a meal that is worth it, it will work out for both of us.

Finally, our campus is filthy, and by this, I'm not referring to the trash. Everyday, I spend five minutes walking around the school, looking for one table that has at least a foot of space that isn't covered in bird poop. That is disgusting. Did you know bird poop may have diseases? I also find the bees irritating. Every time I sit down to eat, at least one comes flying up to you and buzzes annoyingly near your food and won't go away. I think our school should have the decency to rid of things like that. The students will be more eager to pick up trash if they see that this campus is extremely comfortable and nice because it benefits them as well.

As you can see, if the situations change, we will have happy students, a profitable school, and a clean campus. Happy students will give money to the school, who will keep the campus and food in good condition, and will keep the students happy. It works out for us all.

Commentary and Analysis **Focus & Meaning**

In this insightful essay, the author establishes and maintains a convincing thesis. (“I think students should get to choose the way the food is made, priced, and distributed as it goes into our mouths.”) This response demonstrates the writer’s ability to persuade his/her audience by effectively developing support, understanding the audience, and thoroughly completing all parts of the assigned task.

Content & Development

This essay effectively develops the author’s arguments using specific and relevant details. In the first body paragraph, the writer attempts to convince readers that the quality of food in his/her school is below average. What makes this argument so effective is the wide variety of supporting information the author offers. (“Once, when I was getting Asian Bar, they ran out of chow mein and orange chicken, so they gave us a bag of chips and the remaining rice.”) Additionally, the author fully develops two more compelling reasons—the poor quality of the drinking water, and the unhealthiness of the food. These detailed and comprehensive arguments skillfully communicate and extend the central idea of this persuasive response. In the body of the essay, effective counterarguments and rebuttals can be noted as well. (“We can bring lunches from home, but that means that we don't buy the lunch from school. That means that the school won't get the money for the lunch. If we spend our money on a meal that is worth it, it will work out for both of us.”)

Organization

This response demonstrates an entirely unified organizational structure. The introductory paragraph starts off strong by attracting the reader's attention ("My middle school has done a fine job of educating young pupils and fulfilling their needs. We have many fun events and an interesting way to tell the morning news. Yet, our school is lacking one thing. Students here get to speak their mind about their classes, actions, and our teachers, but we never get to speak up about what we eat and drink"), and it ends in a focused thesis statement. Each of the body paragraphs begins with a transitional phrase and proceeds to focus on one specific argument. The concluding paragraph summarizes the three supporting ideas and continues to persuade the reader. ("As you can see, if the situations change, we will have happy students, a profitable school, and a clean campus. Happy students will give money to the school, who will keep the campus and food in good condition, and will keep the students happy. It works out for us all.")

Language Use & Style

It is clear that this author has a good sense of his/her intended audience and effectively uses precise word choice to communicate with them. Additionally, the writer successfully creates an appropriately defined voice. ("Yet, our school is lacking one thing. Students here get to speak their mind about their classes, actions, and our teachers, but we never get to speak up about what we eat and drink. I think students should get to choose the way the food is made, priced, and distributed as it goes into our mouths.") The essay's use of language is artfully communicated through well-structured and varied sentences.

Mechanics & Conventions

While not without error, the essay underscores the author's strong control of the mechanics and conventions of writing. Although a few errors in grammar, mechanics, punctuation, and spelling are present ("I think our school should have the decency to rid of things like that."), they do not interfere with the presentation of this essay.

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| Score Point 5 - strongly communicates the writer's message. |
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Model Essay

Dear Principal,

Why do you give us very little, unhealthy food, with high prices? \$.75 for a small pouch of cheese, that is mind blowingly outrageous. Since last year, the cafeteria has been charging a quarter more this year. You might say that we give lunch to the poor people, but not everybody in school gets free lunch, only the poor people do. What about the medium class people? They are not rich enough to buy food. They hardly could afford these barbaric meals. Parents sometimes give too much money and sometimes forget or not have enough money for their beloved kids to have lunch. Plus, the poor people have a very little amount of money to spend for lunch.

Monthly, students spend fifty or more dollars for food and that is only in school and just for lunch, but what about snack? That is like getting a new video game every month. Mr, Principal, you tried to make a profit out of us so easily as were some kind of tool that gives you money. We went to markets to get these products for our students and transportation costs gas. Since last year, the gas prices went down, but the food prices went up. So altogether, it still doesn't even out. In addition, to not being fair, we don't have recess. Instead, we have snack. Snack is where people buy even more food. In elementary, at the same exact time, we had recess and you would go outside and play some sports. Sports make you run around and lose weight. While in middle school, we have snack and you gain weight instead of losing weight. To add to all of this, before you became principal we had many, many activities in campus. Those activities are now gone because of you. So you can't say that you raised food prices for school purposes. For all we know, you are probably keeping all the money to yourselves.

Our parents give us a set amount of money, 10-30 dollars a week. That's how much an average person eats at school.

Since the school is buying these products from markets, they get discounts. While we have to pay more and they pay less. Is that fair? A lot of kids in America are overweight and all of those kids go to school. That is precisely how these kids got obese. It is definitely all because of school. Also, being obese means having a risk of high blood pressures or cholesterol problems. Due to this fact this way, these obese people have a shorter life span. Who is to blame when obese students die at age 30 or 40? It is the school's fault of course.

Young scholars like us can't always afford these things. They cost too much money and people can starve for rest for the day. Which is around 8 hours. Mr. Principal, you might say that students can get lunch from home. Students can get lunch from home but buying all the bags and preparing and that stuff can be such a nuisance. Students need a healthy appetite of food. Food at school is too unhealthy and students need something healthy for tests and stuff. Students all over the quad always ask for money because they can't afford food at school. They also claim that they starve for days not eating anything at school.

Commentary and Analysis **Focus & Meaning**

This author establishes a strong persuasive controlling idea in his/her introductory sentences (“Mr. Principal, Why do you give us very little, unhealthy food, with high prices? \$.75 for a small pouch of cheese, that is mind blowingly outrageous. Since last year, the cafeteria has been charging a quarter more this year.”) and maintains it throughout the length of the essay. The essay supports its thesis with several legitimate reasons (“Monthly, students spend fifty or more dollars for food and that is only in school and just for lunch, but what about snack?”), which demonstrate an understanding of the audience and the assigned task.

Content & Development

Three central reasons make up the backbone of this argument. Each reason is supported sufficiently with specific and accurate details and examples. (“Since the school is buying these products from markets, they get discounts. While we have to pay more and they pay less. Is that fair?”) The student accurately addresses many counterarguments that could be provided by the principal. (“Mr. Principal, you might say that students can get lunch from home. Students can get lunch from home but buying all the bags and preparing and that stuff can be such a nuisance.”)

Organization

This response demonstrates a mostly unified structure. The introduction establishes the author's passionate reaction to this prompt. (“You might say that we give lunch to the poor people, but not everybody in school gets free lunch, only the poor people do. What about the medium class people? They are not rich enough to buy food. They hardly could afford these barbaric meals.”) Each body paragraph is focused on developing its supporting argument. (“A lot of kids in America are overweight and all of those kids go to school. That is precisely how these kids got obese. It is definitely all because of school. Also, being obese means having a risk of high blood pressures or cholesterol problems. Due to this fact this way, these obese people have a shorter life span. Who is to blame when obese students die at age 30 or 40? It is the school's fault of course.”) The conclusion summarizes the essay's most important points.

Language Use & Style

The author's language use and style help support the tone of the essay. (“Parents sometimes give too much money and sometimes forget or not have enough money for their beloved kids to have lunch. Plus, the poor people have a very little amount of money to spend for lunch.”) The sentences are well-structured and

varied, which adds to the overall style of this essay. (“To add to all of this, before you became principal we had many, many activities in campus. Those activities are now gone because of you. So you can't say that you raised food prices for school purposes. For all we know, you are probably keeping all the money to yourselves.”)

Mechanics & Conventions

This essay demonstrates good control of the mechanics and conventions of standard written English. A few errors in grammar, punctuation, and spelling (“recess, definitely, cholesterol”) are present but do not interfere with the communication of the message.

Score Point 4 - adequately communicates the writer's message.

Model Essay

Dear Mr.Principal,

Our school needs help. In order for our to be a better place we may need some of the following things. First, we may need new textbooks. Next we also need lockers, not PE lockers, but lockers that are outside. Last but not least, if you could, it is best if we have smaller class size.

First, one of my ideas to make our school a better place is to have a new textbook. Also it is even better if we could have more textbook so that students don't have to share. In addition, if we have more textbook students don't have to carry their textbooks around. Also if you could, please try to get a new textbook that is up to date. With textbook that are up to date students could learn better which will make our school a better place.

Next, Another idea to make our school a better place is by having smaller class size. By having smaller class size, students will learn better. For example, say there are class with 30 students, The wills have a harder time getting passes a chapter because some students might have fell behind and need time to catch up.

Last but not least, my third idea to make our school a better place is by having outside lockers. By having that, students then don not have to carry their textbook around. Also, students could store their procession such as equipment for project or equipment for after school activity such as football or basketball.

Overall, I think that our school needs to be a better place. In order for that to happen we may need to change our school a litter bit. We could have new and better textbooks. We could also have outside lockers. We could try to have smaller class size.

Commentary and Analysis Focus & Meaning

In this essay, the author describes three areas where improvement is needed. (“ First, we may need new textbooks. Next we also need lockers, not PE lockers, but lockers that are outside. Last but not least, if you could, it is best if we have smaller class size.”) This response establishes a position and adequately attempts to persuade the audience. Through his/her analysis and development, the author demonstrates a basic understanding of the task.

Content & Development

This author develops his/her thesis using some accurate and relevant arguments. (“ Also if you could, please try to get a new textbook that is up to date. With textbook that are up to date students could learn

better which will make our school a better place.”) Although the arguments could be further developed with more specific details and examples, the author’s reasoning remains adequate and persuasive.

Organization

This essay demonstrates a satisfactory organizational structure. The introductory paragraph is adequate in its attempt to clearly state three things that his/her school needs. Although the body paragraphs accurately support their premise, they are lacking in supporting details. The conclusion simply repeats the introduction, leaving the reader desiring additional elaboration. (“Overall, I think that our school needs to be a better place. In order for that to happen we may need to change our school a litter bit. We could have new and better textbooks. We could also have outside lockers. We could try to have smaller class size.”)

Language Use & Style

Although the author’s writing style is simple, for the most part, the language use is appropriate. Aside from the occasional basic error (“By having that, students then don not have to carry their textbook around. Also, students could store their procession such as equipment for project or equipment for after school activity such as football or basketball.”), the essay demonstrates generally correct sentence structure with some variety.

Mechanics & Conventions

While some errors in mechanics and conventions are present (“For example, say there are class with 30 students, The wills have a harder time getting passes a chapter because some students might have fell behind and need time to catch up.”), the majority of the mistakes in grammar, spelling, and punctuation do not significantly interfere with the intended message.

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| Score Point 3 - partially communicates the writer's message. |
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Model Essay

Dear Mr.Principal,

Our school needs many things to make our school more educational and better. I have many solutions to this problem. Things like field trips, more guest speakers, dancing fundraisers, and more. The topic I really want to focus on is having more field trips.

The school has to learn how to cooperate and have the knowlage to undertand that the students need more fieldtrips to have more educatNot one! Kids who get to have field trips are the majority of the time in clubs or in gate, what about the kids who cant be in those things? The want to have field trips to. having more field trips would solve ; the percentage of how many people get d's or f's in a class because they dont have places to go and get different perspectives of different people.

Yes field trips do have there risks like losing kids, no volunteering chaprones, no dicipline, and most of all having the students being direspectful to the property. One of the problems that come to mind are not having enough money to pay for the tickets or for the trnsportation, you cant get anywhere unless u have transportation!!!

Well now as you can see field trips are needed in our society here at middle school. I appriciate your time to read my request.

Commentary and Analysis

Focus & Meaning

In this essay, the author attempts to establish an opinion in response to the prompt. Although this student is obviously demonstrating effort in attempting to convince the reader (“Things like field trips, more guest speakers, dancing fundraisers, and more. The topic I really want to focus on is having more field trips.”), the argument is limited in its development and persuasive capabilities. This response completes some parts of the task.

Content & Development

The arguments in support of the controlling idea are limited and insufficient. (“The want to have field trips to. having more field trips would solve ; the percentage of how many people get d’s or f’s in a class because they dont have places to go and get different perspectives of different people.”) The two body paragraphs use few specific and relevant details. Furthermore, the content focuses too much on the counterargument, one of the two body paragraphs, and, therefore, fails to fully support the student’s stance.

Organization

This essay displays a lackluster attempt at creating an organizational structure. Although both an introduction and conclusion are provided, neither of them is fully developed. (“Well now as you can see field trips are needed in our society here at middle school. I appreciate your time to read my request.”) Since there are only two body paragraphs, this essay lacks transitional devices.

Language Use & Style

This response uses simple language and sentence structure. (“The school has to learn how to cooperate and have the knowlage to undertand that the students need more fieldtrips to have more educatNot one!”) However, some awareness of audience and voice can be detected. (“Yes field trips do have there risks like losing kids, no volunteering chaprones, no dicipline, and most of all having the students being direspectful to the property.”) Nevertheless, overall there is insufficient word choice, style, and language use.

Mechanics & Conventions

This essay demonstrates a limited control over the use of mechanics and conventions with several errors noticeable. However, the errors in spelling (“knowlage”), punctuation, and grammar (“Well now as you can see field trips are needed in our society here at middle school.”) do not significantly interfere with the message.

Score Point 2 - limited in communication of the writer's message.

Model Essay

Dear Mr. Principle

Our school needs many changes but having a bigger library would fit best under the category of learning. First a bigger library means more books, and more books means more reading. What more could a teacher ask for? I understand that it will not be easy, that it takes money and that money doesn't grow on trees. A solution to that problem would be a fundraiser or donations. I am sure if parents

Commentary and Analysis

Focus & Meaning

The author obviously attempts to state a position on this issue, but the attempt is unclear and demonstrates a poor understanding of the task. (“Our school needs many changes but having a bigger library would fit best under the category of learning.”) In this short response, the author only completes few parts of the task.

Content & Development

Some details are presented to support the essay’s position, but these reasons are undeveloped and insufficient. (“First a bigger library means more books, and more books means more reading.”) The argument is minimal because it lacks elaboration with examples, facts, and details.

Organization

In such a brief response, it is difficult to detect any semblance of organization. There is no structured introduction or conclusion, only a single body paragraph with one significant detail. (“Our school needs many changes but having a bigger library would fit best under the category of learning. First a bigger library means more books, and more books means more reading. What more could a teacher ask for? I understand that it will not be easy, that it takes money and that money doesn't grow on trees. A solution to that problem would be a fundraiser or donations. I am sure if parents”)

Language Use & Style

This author demonstrates minimal language use and word choice in his/her response. The sentence structure is simple with little variety, and there are a few basic errors in sentence structure. However, there is some awareness of audience and control of voice. (“What more could a teacher ask for? I understand that it will not be easy, that it takes money and that money doesn't grow on trees.”)

Mechanics & Conventions

Although this response is quite short, it is still evident that the author has adequate control of the mechanics and conventions of standard written English. There are, however, a couple of errors in grammar, mechanics, punctuation, or spelling (“Principle”) that are evident in this short response, but that do not significantly interfere with the communication of the message.

Score Point 1 - inadequately communicates the writer's message.

Model Essay

Dear principal.

I think that sometimes it gets a little too hot out and we have P.E out side but dont you think we get a littel eratated of being in the heat all P.E. Some kids get sick but dont you think if we werent in the heat all day we would have better attendens. I think we should have a gym other schools in the other Districts like fore exsampel

Commentary and Analysis

Focus & Meaning

Although the author makes some effort at stating an opinion (“I think we should have a gym other schools in the other Districts”), his/her position is unclear and does not demonstrate an understanding of the purpose of this task. The author states one reason for his/her position and does not explain it. (“Some kids

get sick but dont you think if we werent in the heat all day we woald have better attendens.”) Thus, this essay completes no part of the task.

Content & Development

No details are provided to support the author’s single reason for having a school gym. (“I think that sometimes it gets a little too hot out and we have P.E out side but dont you think we get a littel erateded of being in the heat all P.E”) With such little evidence and support, the reader is likely to remain unconvinced of the soundness of the author’s position.

Organization

In this short response, it is impossible to detect any organizational structure. There is no introduction or conclusion in this cluster of words. (“I think that sometimes it gets a little too hot out and we have P.E out side but dont you think we get a littel erateded of being in the heat all P.E. Some kids get sick but dont you think if we werent in the heat all day we woald have better attendens. I think we should have a gym other schools in the other Districts like fore exsampel”)

Language Use & Style

The author’s use of language is both unclear and incoherent. The lack of sentence structure is distracting to the reader and hinders the author’s ability to communicate. The sentences are not punctuated or properly formed. Word choice is inappropriate. (“I think we should have a gym other schools in the other Districts like fore exsampel”)

Mechanics & Conventions

The writer lacks the ability to control the mechanics and conventions of standard written English. The entire response consists of three run-on sentences. The errors in grammar, punctuation, and spelling are so severe that they significantly interfere with the communication of the message. (“I think that sometimes it gets a little too hot out and we have P.E out side but dont you think we get a littel erateded of being in the heat all P.E. Some kids get sick but dont you think if we werent in the heat all day we woald have better attendens. I think we should have a gym other schools in the other Districts like fore exsampel”)

Year-Round Schooling

“Your school is considering a move to a year-round school schedule. The year round schedule would have students attend school year-round with several three-week breaks as compared to the current school year calendar which begins in the fall and ends in the spring. Do you feel that a year-round schedule is more or less beneficial to students than the current school calendar? Write a letter to your principal persuading him or her to accept your position on a move to a year-round school schedule.”

Score Point 6 - very effectively communicates the writer's message.

Model Essay

At the beginning of the school year every student cannot wait for one thing: summer vacation. Many have reconsidered the idea of regular schooling; that is, school that starts in the fall and ends in the beginning of summer. They have thought about implementing year-round schooling as an alternative for regular schooling. Year-round schooling is just as long as regular school but has breaks every couple of weeks in the year rather than two months full of summer vacation. Some might say, children will forget all they

learned over the summer, so why not have shorter breaks more frequently so they won't forget the materials? That is true that summer tends to take a toll on children, but by having shorter breaks more frequently children won't be able to relax and feel the transition of the next grade up. Year-round schooling should not be incorporated in our public schools.

Teachers and administrators cannot benefit with a summer vacation when there is year-round schooling. Some teachers further their education during the summer vacation period. They can't attend summer school courses at colleges and universities if there is year-round schooling. Teachers also have to be able to handle a constantly changing schedule and tend to spend less time with their families because of work. Many teachers will find it difficult to plan their long term year planning because of the scheduling. Teachers usually have the summer to plan what they are to cover in that class and now they only have short periods to do so.

Year-round schooling will also cause difficulties in family life. Multiple year-round schooling, as it is called, is when one group of students takes their break and another group of students come in and attend school. Many say it is a good way to accommodate more students in the school without over crowding. But on the contrary it causes more problems. Teachers have to move their materials to accommodate the other classes. Families with more than one child will find it hard to have family vacations and spend quality time with them. It is also hard for parents to find babysitters to take care of their children when they are off to work. Students cannot concentrate in class when they know that their other friends are outside playing and on their breaks.

On the other hand, people say that year round schooling is cost effective, but it really isn't. Teachers will be working longer hours so they will get paid more and also administrators. The school will have to install air conditioning because school buildings are climate controlled all year long. Schools have to constantly hire maintenance workers to clean up after the students and also food staff. They also have to have bus transportation in the summer time, which can be very costly. Additional expenses for school related activities will also have to come out of the districts' pockets. Funding for activities such as dances, band concerts, and also athletic equipment have to be constantly used for all the students more than once because they all have different schedules. School spirit will be low on morale since everyone has different schedules. Are there really going to be two set of ASB officers?

Year-round schooling is not always as good as everyone says it is. Its scheduling conflicts with everyone else's daily life, it isn't as cost effective, many school activities will be difficult to promote, and most of all it has yet to be proven educationally effective. Many of the students can't seek opportunities such as summer jobs and internships because they have to attend school during that period. Most importantly, children need time to be children, where they can relax and have fun instead of being watched and judged all the time. They can have time to be creative and spend summer with their friends and family.

Commentary and Analysis **Focus & Meaning**

The focus and meaning of this essay are very effective. The writer establishes and maintains an insightful position on the issue of year-round schooling to effectively persuade the reader that traditional schooling provides more benefits than year-round schooling. ("Year-round schooling should not be incorporated in our public schools"). The essay also demonstrates a thorough understanding of the purpose and audience and successfully completes all parts of the required task.

Content & Development

The content of this essay is developed very effectively by developing establishing arguments that use a wide variety of specific, accurate, and relevant details to support the writer's position that year-round schooling should not be put into practice. The author also even convincingly addresses the counterargument of why some people are in favor of year-round schooling. ("Some might say, Children

will forget all they learned over the summer, so why not have shorter breaks more frequently so they won't forget the materials?")

Organization

The writer of this essay demonstrates an effective organizational design throughout. Readers will find a cohesive and unified, five-paragraph structure with an engaging, detailed introduction and strong conclusion, as well as the use of transitional devices. ("On the other hand, people say that year round schooling is cost effective; but it really isn't.")

Language Use & Style

Very effective use of language and style is demonstrated by the author of this essay, as it features precise language and word choice, a defined voice, and a clear sense of audience. Furthermore, sentences are well-structured and varied. ("But on the contrary it causes more problems. Teachers have to move their materials to accommodate the other classes.")

Mechanics & Conventions

Very effective control of mechanics and conventions is demonstrated throughout this essay, as few errors are seen in grammar, mechanics, punctuation, and spelling. ("Year-round schooling isn't always as good as everyone says it is. Its scheduling conflicts with everyone else's daily life, it isn't as cost effective, many school activates will be difficult to promote, and most of all it has yet to be proven educationally effective.")

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| Score Point 5 - strongly communicates the writer's message. |
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Model Essay

Are you looking forward to summer break? What if your school principal announced that there will be school year-round but will include a few three-week breaks? That is what the principal is planning to do. Students should be against this because three-week vacations are just not enough for students to enjoy themselves. Plus there won't be summer school for students that are failing and good students have nothing to look forward to by the end of the year. Our school should not have year-round schooling.

The first reason why we shouldn't have year-round schooling is that a three-week vacation isn't long enough. Sometimes people go on trips for months and miss classes. Summer break is a time to let students get ready for next year, without it, school would seem endless.

The second reason is because of our summer schedule. There won't be summer school for the students that are failing classes and also no summer classes for students that want to study ahead. It might seem ideal to move the summer school program to after school, but many students have plans after school and need much time to work on their homework or projects. Also, the students that want to study ahead cannot study a different topic at the same time because it will cause more confusion.

The last reason is because year-round schooling can frustrate many students. The school days will appear to be endless for the students and will discourage the students to learn and work hard. On the contrary, summer break is very much like a reward for students that worked hard throughout the year. It will also be hard for teachers to work year-round since the teachers need more breaks than the students do.

Having school continuously for a whole year can cause problems such as frustration, schedule changes, and lack of rest for students and teachers. These are also the reasons why we should start convincing our principal not to have this kind of scheduling. A good way to do this is for everyone to sign a petition

stating the problems of year-round schooling. It will not only make a difference in our school, it might make a difference throughout the whole state.

Commentary and Analysis **Focus & Meaning**

This essay demonstrates a good focus and meaning by establishing and maintaining a clear position on the issue of year-round schooling to persuade the reader that year-round schooling should not be put into practice. (“Our school should not have year-round schooling”). In addition, the essay demonstrates a general understanding of the purpose and audience and completes most parts of the task.

Content & Development

Good content and development are seen throughout this essay, as arguments are developed using sufficient specific, accurate, and relevant details to support the writer’s position that year-round schooling is less effective than traditional schooling. Lastly, the writer addresses a counterargument regarding the restructuring of summer school programs. (“It might seem ideal to move the summer school program to after school, but many students have plans after school and need much time to work on their homework or projects.”)

Organization

This essay is organized well, with a mostly unified, five-paragraph structure, a consistent use of transitional devices, a good introduction that addresses several strong points, and a conclusion that sums up all points and provides advice for the reader. (“On the contrary, summer break is very much like a reward for students that worked hard throughout the year.”)

Language Use & Style

The author’s use of language and style throughout this essay is good, as appropriate language and word choice are demonstrated. Readers will also find some evidence of voice, a clear sense of audience, and well-structured sentences with some variety. (“The school days will appear to be endless for the students and will discourage the students to learn and work hard.”)

Mechanics & Conventions

The author of this essay demonstrates good control of mechanics and conventions, with few errors in grammar, mechanics, punctuation, and spelling that do not interfere with the author’s message. (“Sometimes people go on trips for months and miss classes. Summer break is a time to let students get ready for next year, without it, school would seem endless.”)

Score Point 4 - adequately communicates the writer's message.

Model Essay

You can be going to schooleveryday this year. That is right you may not even get a summer break. You might only get one month of vacation out of the whole year! I would have to say that a long stressfree vacation is way better.

My first reason to fight against year around schooling is because kids need a long break break to get away and have some fun. Everyone needs along break even adults need to take a break. Like teachers or doctors they all have to take a break sometime too. I don't know anyone who has not taken a break. To prove this i polled all of the Northern part of my town and the results were that 97.8% of the northern part said that they would rather have a long vacation break. I have polled people of the age 30+ and up to find

out if they would like to work for a whole year non-stop. Out of 100 people I interviewed 90% said they would want a long break to relax. I have also polled schools and 97% said they would prefer to have regular summer break.

Kids are slacking off in classes. In schools that are year round the principle tell me that over half of their students are failing in their classes. The principle tried everything from letting kids leave cell phones on to listening to their ipods during lunch. The kids would listen to their ipods and turn on their cell phones but their grade still didn't rise.

You who disagree with my statement I know what you are thinking. You want to change the summer vacation because you think that kids are forgetting in a long period of time. It is a long period of time I do have to agree that they probably will forget. Even in three weeks they will forget some information on U.S history. So if you just give them a long summer break then they'll forget, but they'll be happy. That way everyone gets a long summer break of fun. If you do have year round schooling then what would the kids do when they move up a grade.

I will have to say a long summer break vacation is better then a three week vacation. I want students from my middle school to able to have a regular summer.

Commentary and Analysis **Focus & Meaning**

An adequate focus and meaning are showcased in this essay, as a position regarding the issue of year-round schooling is established that adequately attempts to persuade the reader that the benefits of traditional schooling outweigh the benefits of year-round schooling. (“I would have to say that a long stressfree vacation is way better”). Furthermore, the author manages to demonstrate a basic understanding of the purpose and audience, while completing many parts of the task at hand.

Content & Development

The content throughout this essay is developed adequately. Arguments are supported with some specific, accurate, and relevant details to convince the reader that year-round schooling should not be practiced in area schools. In addition, the author adequately addresses the counterargument stating that students forget learned information over the summer. (“You who disagree with my statement I know what you are thinking. You want to change the summer vacation because you think that kids are forgetting in a long period of time.”)

Organization

This essay demonstrates adequate organization, with a generally unified, five-paragraph structure consisting of a noticeable, but brief, introduction and conclusion and some missing transitional devices. (“I will have to say a long summer break vacation is better then a three week vacation. I want students from my middle school to able to have a regular summer.”)

Language Use & Style

The author’s use of language and style in this essay is adequate. He/she manages to use appropriate language and word choice, with an awareness of audience and control of voice. Sentence structure is generally correct, although occasionally awkward, with some variety. (“Kids are slacking off in classes. In schools that are year round the principle tell me that over half of their students are failing in their classes.”)

Mechanics & Conventions

Adequate control of mechanics and conventions is shown throughout this persuasive essay. Although there are some errors in grammar, mechanics, punctuation, and spelling, they do not significantly interfere with

the communication of the author's message. ("Kids are slacking off in classes. In schools that are year round the principle tell me that over half of their students are failing in their classes. The principle tried everything from letting kids leave cell phones on to listening to their ipods during lunch.")

Score Point 3 - partially communicates the writer's message.

Model Essay

Finally !!!!!year around school is being added to my school and our school district thought it would be a good idea.I am supporting the idea because the expense of going to a year around school will help us save money for supplies and field trips,wear and tear on school property

Year around school expense can help us with our field tripd we could at least have more than one and go to somewhere exciteing places like Speed zone,Disneyland ,Sixflags,and Knotts Berry Farm.We could also have more money for buses to get to the places that we need to go .The money that we would be saving for the field trips will also be used so that the 8th graders that graduate can go to Disneyland for there goodbye field trips .The would enjoy every bit of it.

Also the money that we would be saving we will use it on supplies for classes and playgrounds.We would have more penciles,markers,crayons,expos,paper,ink,pens,eraseres,and more things to play on and the kids can be more safe with pads under the play ground so they wouldnt hurt themselves when they fall on the groung there should also have little rubber theings that go around the swings chain so the kids wouldnt get thier skin cought

Commentary and Analysis Focus & Meaning

The focus and meaning are both limited within the contents of this essay. The position established by the author regarding the issue of year-round schooling is underdeveloped and demonstrates limited understanding of the purpose and audience; only some parts of the task are completed. ("I am supporting the idea because the expense of going to a year around school will help us save money for supplies and field trips,wear and tear on school property")

Content & Development

Content and development are also limited within this essay. Arguments are developed briefly and inconsistently, using insufficient details to support the writer's position that year-round schooling should be put into practice in area schools. ("Year around school expense can help us with our field tripd we could at least have more than one and go to somewhere exciteing places like Speed zone,Disneyland ,Sixflags,and Knotts Berry Farm.We could also have more money for buses to get to the places that we need to go .")

Organization

The organization of this essay is limited. Although evidence of structure is demonstrated through the three paragraphs, there is an uncertain introduction and conclusion, and transitional devices are mostly lacking. ("Finally !!!!!year around school is being added to my school Valinda school of Academics and our Hacienda School District thought it would be a good idea.I am supporting the idea because the expense of going to a year around school will help us save money for supplies and field trips,wear and tear on school property")

Language Use & Style

Limited use of language and style is shown within this essay. Both language and word choice are simple, and some audience awareness and control of voice are seen. However, the author often relies on simple sentences with insufficient variety. (“We could also have more money for buses to get to the places that we need to go .The money that we would be saveing for the field trips will also be used so that the 8th graders that graduate can go to Disneyland for there goodbye field trips .”)

Mechanics & Conventions

A limited control of mechanics and conventions is demonstrated by the writer of this essay. Several noticeable errors in grammar, mechanics, punctuation, and spelling may interfere with the communication of the author’s message. (“Also the money that we would be saveing we will use it on supplies for classes and playgrounds.We would have more penciles,markers,crayons,expos,paper,ink,pens,eraseres,and more things to play on and the kids can be more safe with pads under the play ground so they wouldnt hurt themselves when they fall on the ground there should also have little rubber things that go around the swings chain so the kids wouldnt get thier skin cought”)

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| <p>Score Point 2 - limited in communication of the writer's message.</p> |
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Model Essay

Hi i attend middle school .The other day my classmates and I were thinking what would happen if we would move to a yaer around school. And our teacher told us that for homework to do a paragraph about year around school . The next day in my class we whent over the paragraph 's and he explaind whst year around school was about .The good thing about is that we'll have alot more days off when we come back to school we'll probly enjoy coming to school and we'll miss doing homework and more of us we'll do our homework and more of us we'll have good grade's .

But there is a couple bad things about year school .One of the bad thing is that we'll larn everything really slow and right now we have to go fast .

Commentary and Analysis Focus & Meaning

Both the focus and meaning of this essay are minimal. Little attempt is made at stating a position regarding the issue of year-round schooling. The reader generates only a minimal understanding of the purpose and audience, as the essay completes few parts of the required task. (“The good thing about is that we'll have alot more days off when we come back to school we'll probly enjoy coming to school and we'll miss doing homework and more of us we'll do our homework and more of us we'll have good grade's .”)

Content & Development

This essay’s content is developed minimally with incompletely and inadequately developed arguments that use few details to support the writer’s position. The writer attempts to address the counterargument, but is not very successful in getting his/her point across. (“But there is a couple bad things about year school .One of the bad thing is that we'll larn everything really slow and right now we have to go fast .”)

Organization

Minimal organization is demonstrated within this essay, which only consists of one full-length paragraph and a short, two-sentence paragraph. Little evidence of structure is apparent, as no obvious introduction or conclusion can be discerned by the reader. (“Hi i attend middle school .The other day my classmates and I

were thinking what would happen if we would move to a year around school”). In addition, the writer fails to use transitional devices to connect sentences and ideas.

Language Use & Style

The author’s use of language and style here is minimal. Poor language and word choice, with little awareness of audience, are what the reader finds. Basic errors in sentence structure and usage are also common. (“The good thing about is that we’ll have alot more days off when we come back to school we’ll probly enjoy coming to school and we’ll miss doing homework and more of us we’ll do our homework and more of us we’ll have good grade’s .”)

Mechanics & Conventions

Minimal control of mechanics and conventions is demonstrated in this essay. Patterns of errors in grammar, mechanics, punctuation, and spelling substantially interfere with the communication of the author’s message. (“The next day in my class we whent over the paragraph 's and he explaind whst year around school was about .The good thing about is that we’ll have alot more days off when we come back to school we’ll probly enjoy coming to school and we’ll miss doing homework and more of us we’ll do our homework and more of us we’ll have good grade’s .”)

Score Point 1 - inadequately communicates the writer's message.

Model Essay

Dear Teacher,

I am writing to peresuade you to turn the school to a year round school year.

The year would be better if school was all year because we culd learn more and it would be more educational.Also sumer vaction is fun but over that time period we forget everything we learned durin the school year.

Commentary and Analysis Focus & Meaning

An inadequate focus and meaning are seen in this essay. In fact, almost no effort is made at stating a position, and little effort is made to persuade the audience of the benefits of year-round schooling. (“I am writing to peresuade you to turn the school to a year round school year”). Very few parts of the task are completed.

Content & Development

The content and development put forth in this essay are inadequate, as no attempt is made to use details to support the arguments and the writer’s position that year-round schooling should be put into practice in area schools. (“The year would be better if school was all year because we culd learn more and it would be more educational”). Furthermore, the writer fails to mention the counterargument of why some people favor a traditional schedule instead.

Organization

Organization in this essay is inadequate with no evidence of structure; the essay merely consists of three sentences with no introduction, conclusion, or transitional devices. (“The year would be better if school was all year because we culd learn more and it would be more educational.Also sumer vaction is fun but over that time period we forget everything we learned durin the school year.”)

Language Use & Style

The author's use of language and style here is inadequate with unclear language and word choice, no awareness of audience, and major errors in sentence structure and usage. ("I am writing to persuade you to turn the school to a year round school year.")

Mechanics & Conventions

Inadequate control of mechanics and conventions is apparent in this essay. Errors are so severe in grammar, mechanics, punctuation, and spelling that they significantly interfere with the communication of the author's message. ("I am writing to persuade you to turn the school to a year round school year. The year would be better if school was all year because we could learn more and it would be more educational. Also summer vacation is fun but over that time period we forget everything we learned during the school year.")