

Fall 2008

Introduction to Analytic Scoring
for the Kansas Writing Assessment:

The 6-TRAIT Model

Including:

Scored Sample Essays with Annotations

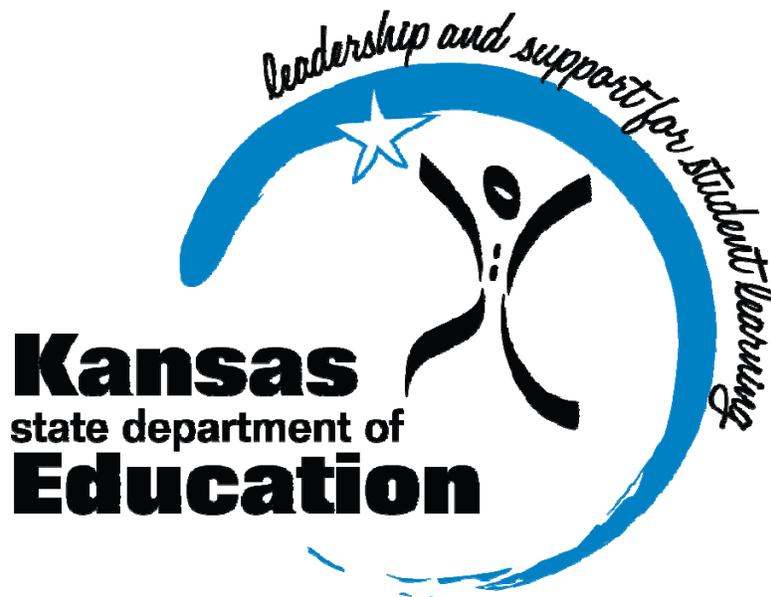
and

Practice Essays without Annotations



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Part I

Introduction to Scoring for the Kansas Writing Assessment

A STATEMENT OF PURPOSE AND RATIONALE FOR THE KANSAS WRITING ASSESSMENT

Since the initial development of a state-wide performance assessment in writing in 1992, teachers across Kansas have commented that the Kansas Writing Assessment has provided educators with the following benefits:

- a symbolic statement to students, colleagues, administrators, patrons, and entire communities emphasizing the importance of writing;
- a sharp interest in expanding our knowledge of the teaching of writing;
- the reinforcement of the teaching of a writing process;
- a model that has helped many teachers who were unsure about or inexperienced in teaching writing to move forward with confidence as they incorporate writing into their classes;
- professional development opportunities to focus on writing and to develop practical lesson plans for teachers to teach writing;
- a common vocabulary to talk about the teaching of writing both with our colleagues and with our students;
- a method for sharing information about individual student writing ability with administrators, parents and other non-specialists; and
- an assurance that all students across Kansas experience at least one common writing activity in their fifth, eighth, and eleventh grade years.

With these benefits in mind, it is our hope the Kansas Writing Assessment continues its progress well into the future in supporting the following goals for writing instruction in Kansas:

- to produce data that capture large trends across the state and that can be used as a measurement of writing skill and competence;
- to function as a source of common experience that promotes dialogue about writing and the teaching of writing among Kansas educators;
- to reinforce the teaching of writing and the writing process in all Kansas classrooms;
- to challenge Kansas students in developing their writing skill and critical thinking abilities in order to produce higher quality writing products;
- to help shape writing instruction in Kansas based upon sound principles and to reinforce a rich array of writing strategies that are scientifically-based in research to meet students' diverse needs and abilities;
- to facilitate the teaching of writing that focuses on real-life audiences and purposes;
- to reinforce that the best way to determine and encourage students' writing ability is to focus on writing that is student-owned, developed over time, and guided by ongoing feedback and supportive response;
- to encourage more writing across the curriculum in all content areas and disciplines; and
- to reinforce that good writing is often built from reading a variety of good model texts and is but one element of effective literacy instruction.

ANALYTIC VERSUS HOLISTIC SCORING OF WRITING

Assessing student writing can follow many general structures. Two of the more common procedures are analytic and holistic scoring.

Holistic scoring is often referred to as “impressionistic” scoring because it involves assigning each piece of writing a single score based upon an overall impression. Individual features or dimensions of the writing (e.g., grammar, organization, spelling, diction, level of insight, etc.) are not considered as separate entities but rather as aspects of the whole piece. Holistic scoring has the advantage of being very economical and efficient and is used in such writing performance assessments as the ACT Writing Test, the SAT essay, and many Advanced Placement Examinations.

Analytic scoring requires readers to identify and provide a separate score for each of a number of components of a piece of writing thus compelling readers to consider each of those various features which they might otherwise ignore. Analytic scoring has the advantage of providing more detailed information about the strengths and weakness of a writer’s performance and, therefore, allows teachers to provide differentiated instruction tied more closely to the individual needs of students. Additionally, analytic scoring facilitates a potentially valuable tool for providing consistent and direct feedback to the writer. The major disadvantage of analytic scoring is that it takes longer than holistic scoring. Also, critics point out that measuring overall quality by tallying accrued scores for various features diminishes the interconnectedness of writing and gives the false impression that writing can be understood simply by analyzing those features.

Neither scoring procedure—holistic or analytic—is better than the other. Likewise, neither procedure is suitable for all purposes. **The Kansas Writing Assessment, however, employs the 6-TRAIT model to score student writing analytically.** Originally developed by the Northwest Regional Educational Laboratory (NWREL), the 6-TRAIT model organizes writing into following six dimensions:

- Ideas and Content;
- Organization;
- Voice;
- Word Choice;
- Sentence Fluency; and
- Conventions.

BRIEF HISTORY OF THE 6-TRAIT MODEL

In 1984, drawing from the pioneering work of Paul Diederich (1974) and Donald Murray (1982) and with the help of researchers from the Northwest Regional Educational Laboratory (NWREL), a group of 17 teachers from the Beaverton, Oregon, school district set out to create a scoring guide (a rubric) that would describe what ‘good’ writing looks like.

With the help of such individuals as Ruth Culham and Vicki Spandel, teachers spent weeks pouring over thousands of examples of student writing, sorting them into high, middle, and beginning levels, and documenting their reasons for the rankings.

Next, they began sifting through their documented reasons—combining and condensing—until they arrived at six essential traits:

1. Ideas & Content – the heart of the message;
2. Organization – the internal structure;
3. Voice – the personal tone and flavor;
4. Word Choice – the vocabulary a writer chooses;
5. Sentence Fluency – the rhythm and flow;
6. Conventions – the mechanical correctness; and

Their work resulted in a draft of a rubric that would become the foundation for the 6+1 TRAIT model. The student writing that had been sorted into the high category (and the accompanying documented reasons) was given the point value of 5; student writing in the middle category was assigned a 3; and student writing at the beginning level anchored the point value of 1. The model left two point values, the 2 and the 4, as mid-point scores for writing that fell somewhere between two categories.

Since 1984, both the rubric and the 6+1 TRAIT model—developed for teachers, by teachers—have been revised nearly 20 times and been modified by a host of schools, districts, states, and even foreign countries to better suit their unique needs and purposes.

In fact, Presentation (often referred to as the seventh trait) was not added to the model until 1997—based on the recommendations of classroom teachers—to help separate issues of correctness (conventions) from issues of appearance (layout and eye-appeal).

The 6+1 TRAIT model communicates the essential qualities and characteristics of good writing and mirrors good instructional practice in the teaching of writing. The vision of the 6+1 TRAIT model bridges the divide between assessment and instruction, reinforces a writing process, and serves to drive student revision.

DEFINITIONS OF THE SIX TRAITS

Ideas and Content

The Ideas and Content are the heart of the message, the content of the piece, the main theme, together with all the details that enrich and develop that theme. The ideas are strong when the message is clear. The writer chooses details that are interesting, important, and informative—often the kinds of details the reader would not normally anticipate or predict. Successful writers notice and seek out the extraordinary, the unusual, the bits and pieces of life that others might overlook. Rubric descriptors for the trait of Ideas and Content often include the following ideas:

- focused and clear;
- controlling idea or theme;
- provides detail and support that enriches;
- writer is selective;
- shows insight; and
- writes from knowledge and experience.

Organization

Organization is the internal structure of a piece of writing, the thread of central meaning, the pattern that fits the central idea. When the organization is strong, the piece begins meaningfully and creates in the writer a sense of anticipation that is, ultimately, systematically fulfilled. Events proceed logically; information is given to the reader in the right doses at the right times so that the reader never loses interest. Connections and transitions are strong. The piece closes with a sense of resolution, tying up loose ends, bringing things to closure, answering important questions while still leaving the reader something to think about. Rubric descriptors for the trait of Organization often include the following ideas:

- thread of central meaning;
- crafts a clear beginning, middle, and end;
- effective sequencing;
- good pacing;
- smooth transitions; and
- information is given in the right doses at the right times.

Voice

The Voice is the writer coming through the words, the sense that a real person is speaking to us and cares about the message. It is the heart and soul of the writing, the magic, the wit, the feeling, the life and breath. When the writer is engaged personally with the topic and imparts a personal tone and flavor to the piece that is unmistakably his/hers alone. And it is that individual something—different from the mark of all other writers—that we call voice. Rubric descriptors for the trait of Voice often include the following ideas:

- person behind the words;
- heart and soul;
- appropriate for audience;
- conviction;
- text is full of life; and
- personal, individual, expressive.

Word Choice

Word Choice is the use of rich, colorful, precise language that communicates not just in a functional way, but in a way that moves and enlightens the reader. Strong word choice can clarify and expand ideas and/or move the reader to a new vision of things. Strong word choice is characterized not so much by an exceptional vocabulary that impresses the reader, but more by the skill to use everyday words well. Rubric descriptors for the trait of Voice often include the following ideas:

- rich, colorful, precise language;
- strong and natural vocabulary;
- energetic verbs;
- precise nouns and modifiers; and
- skill in using everyday words well.

Sentence Fluency

Sentence Fluency is the rhythm and flow of the language, the sound of word patterns, the way in which the writing plays to the ear, not just to the eye. Fluent writing has cadence, power, rhythm, and movement. It is free of awkward word patterns that slow the reader's progress. Sentences vary in length and style, and are so well crafted that the writer moves through the piece with ease. Rubric descriptors for the trait of Sentence Fluency often include the following ideas:

- rhythm and flow;
- easy to read a out loud;
- poetic, musical;
- variety of sentence beginnings;
- variety of sentence structures; and
- cadence, power, movement.

Conventions

Conventions are the mechanical correctness of the piece—spelling, grammar and usage, paragraphing (indenting at the appropriate spots), use of capitals, and punctuation. Writing that is strong in conventions has been proofread and edited with care. Handwriting and neatness are not part of this trait. As you assess a piece for conventions, ask yourself: “How much work would a copy editor need to do to prepare the piece for publication?” This will keep all of the elements in conventions equally in play. Rubric descriptors for the trait of Conventions often include the following ideas:

- mechanical correctness;
- consistent control of spelling, punctuation, grammar, indenting, capitalization, etc;
- minimal typographical errors to distract a reader; and
- appearance is irrelevant.

Note: The “seventh trait,” Presentation, is not assessed on the Kansas Writing Assessment. Because some students in Kansas compose handwritten essays for the Kansas Writing Assessment and other students compose word-processed essays on computer, there is no equitable way to assess these essays for the trait of Presentation.

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KANSAS WRITING ASSESSMENT FAQs

Q. How often is the Kansas Writing Assessment administered?

A. The Kansas Writing Assessment is a biennial test that is required every other school year. The test is available, however, every school year as a local option.

Q. At what grade levels is the Kansas Writing Assessment administered?

A. The Kansas Writing Assessment is administered to students in grades 5 and 8 and once during high school, before the end of the 11th grade year.

Q. How long does the Kansas Writing Assessment take?

A. The Kansas Writing Assessment requires that time be allowed (suggested time—45 minutes) for each of the following activities:

- Activity 1: Topic choice and planning
- Activity 2: Writing and rough draft
- Activity 3: Revising and final editing of the rough draft
- Activity 4: Recopying and proofreading of the presentation copy

Q. Is the Kansas Writing Assessment part of No Child Left Behind and AYP?

A. No. It is not part of No Child Left Behind and AYP. It is, however, part of QPA.

Q. How do writing scores affect QPA and school accreditation?

A. For the 2006-2007 school year, writing performance was added to the QPA process as a requirement for all schools. A school could be placed “on improvement” for writing in the same manner other assessed content areas.

Q. What are the QPA Writing Accountability Performance Targets?

A. The QPA accountability targets for each grade level are as follows. Unlike the AYP targets, these numbers are static and will remain constant over time.

5 th Grade	67% of students meeting or exceeding standard
8 th Grade	73% of students meeting or exceeding standard
High School	76% of students meeting or exceeding standard

Q. How were the QPA Writing Targets established?

A. In the spring of 2007 a small group of writing experts from across Kansas convened to study the scoring trends on the Kansas Writing Assessment over the past few years. With this information in mind, the committee established the QPA Writing Accountability Targets.

Q. What changes have been made to the general writing assessment for 2008 – 2009?

A. Changes include the following items:

- all new student prompts;
- more specific scoring rubrics;
- a suggested protocol for local scoring; and
- both local and state scoring.

Q. What HAS NOT changed on the 2009 Kansas Writing Assessment?

A. The 2009 Kansas Writing Assessment will remain the same in the following ways:

- a performance assessment that asks students to complete a process-based piece of writing over four testing sessions;
- grade-level mode assignments: 5th grade—narrative, 8th grade—expository, high school—persuasive; and
- 6-TRAIT analytic scoring.

Q. What types of writing will be assessed at each grade level in 2009?

A. Mode assignments for the 2009 assessment will remain the same as the past few years. Fifth grade students will write to prompts that ask for writing of a factual, personal narrative nature. Eighth grade students will write to prompts that ask for essays that explain an idea or concept. High school students will write to prompts that ask for persuasive essays.

Q. From how many prompts will students be allowed to choose?

A. The number of prompts presented to students varies by grade level.

- Fifth grade students – choice of 3 prompts
- Eighth grade students – choice of 4 prompts
- High school students – choice of 5 prompts

Q. Can individual teachers or schools construct their own prompts for the Kansas Writing Assessment?

A. No. For standardization purposes, students must write to one of the prompts presented in the Student Instruction Booklet.

SUGGESTED GENERAL SCORING PROCEDURE

1. Each scoring session should begin with an opportunity for individual raters to calibrate themselves to the rubric by rating and discussing (using key words from the rubric) a set of common scored sample papers. The KSDE 6-TRAIT Scoring Training Manual is available online for these purposes.
2. The rating of student writing should be completed by teams of two readers, each working independently. Individual readers should be encouraged to review and discuss their ratings of student papers that are emerging as particularly strong, weak, or problematic with other readers throughout each scoring session.
3. Each team of two readers should take a set (or class) of papers and divide them into two piles. Within each team, each reader should rate all of the student writing in one of the two piles, then switch piles with the other reader, and rate all of the writing in the second pile.
4. While scoring the first pile of student writing, ratings should be covered with a sticky-note (or in some other manner) and those scores should not be revealed until the second reader has completed his or her rating of the same piece of student writing.
5. Throughout the scoring process (it is suggested at least the first five papers of each set and at least every tenth paper thereafter), readers should physically mark copies of the rubric to verify in their own minds the accuracy of their rating and their adherence to the qualities described by the rubric.
6. Any discrepancies that are discovered during the second reader's scoring (rating separation between the first and second raters of more than one point) should first be discussed between the two readers—reaching consensus is NOT necessary—and then the student writing should be passed on to a third experienced reader to rate the discrepant area(s). (Note: only traits on which there are discrepancies are evaluated by the third rater.)
7. When all of the student writing in a particular set has been read and rated by both independent scorers and when all discrepancies have been discussed and rated by a third reader, the team of two readers should move on to the next set (or class) of student writing until all essays are scored.

SUGGESTED PROCEDURE FOR RATING AN INDIVIDUAL ESSAY

After reading each piece of student writing, a reader should rate the essay on each of the six traits separately. Thus, each paper receives six scores—one for each trait. And while each trait is certainly discreet, the traits themselves are not mutually exclusive and do overlap to some extent, suggesting that a piece of writing is much more than just the sum of its parts and traits. To arrive at a score for each trait, the reader should first examine the four criteria (arranged hierarchically) and the descriptors listed therein (see figure below) and then decide upon a single rating using the following procedure:

1. Begin with the first listed criteria and place a checkmark beside the set of descriptors (5, 4, 3, 2, or 1) that best describes the essay.

For example, under Organization, the scorer would first look at the various descriptors for the criteria “Structure” at the 5, 4, 3, 2, and 1 point levels and consider which set best characterizes the essay. If a reader believes the essay is clearly a 4, he or she would check that box. Or, if a reader decides the essay “fits” somewhere between a 3 and 4, the scorer would check BOTH the 3 box and the 4 box and possibly even underline the particular descriptors within each of these two sets that fit this particular essay.

2. Then move on to the next criteria and repeat this process until all four criteria are rated.
3. Once all four criteria have been rated, take a metaphoric step back to see where the checkmarks and underlined descriptors seem to fall on the rubric. (There may be only four checkmarks; there may be more than four checkmarks.) Using these markings on the rubric as a guide, decide upon a single rating for this trait that takes into account the criteria and the various descriptors that “fit” this particular essay, keeping in mind that any piece of writing is much more than just the sum of its parts.

For example, if all the checkmarks are at the 4 level, the score would be a 4. If there are two checkmarks at the 4 level and two at the 3 level, the score would likely be 3.5. For other combinations of markings, the scorer would then have to weigh the relative importance of the marked criteria and descriptors in comparison (their point value and hierarchical placement on the rubric provides guidance) and arrive at a final rating for this trait.

4. Repeat this procedure for each of the remaining traits.

ORGANIZATION		
Rating of 4— Polishing:	Rating of 3— Drafting:	Rating of 2— Shaping:
<input type="checkbox"/> Structure [1.4.7]: effective, but not compelling; balance of ideas and relationships among ideas could be improved; paragraphing is appropriate and effective but may be overly obvious	<input type="checkbox"/> Structure [1.4.7]: functional; gets the job done; may be so dominant or predictable that it smothers the ideas; paragraphing is mostly effective, could maybe be revised in one or two spots	<input type="checkbox"/> Structure [1.4.7]: beginning to take shape, but not yet functional; feels more random than purposeful, often leaving a reader with a sense of being adrift; paragraphing is not effective
<input type="checkbox"/> Pacing & Sequencing [1.4.9]: details fit naturally and effectively where they are placed, making the text easy to follow and understand, but is overly-obvious	<input type="checkbox"/> Pacing & Sequencing [1.4.9]: main ideas are arranged appropriately and with purpose but could be improved	<input type="checkbox"/> Pacing & Sequencing [1.4.9]: very rough; main ideas should be more effectively arranged and delivered
<input type="checkbox"/> Introduction & Conclusion [1.4.8]: both present; one is truly effective, one is only functional	<input type="checkbox"/> Introduction & Conclusion [1.4.8]: both are recognizable and functional	<input type="checkbox"/> Introduction & Conclusion [1.4.8]: one present, not both
<input type="checkbox"/> Transitions [1.4.10]: present throughout but not necessarily strong or natural; help to weave together threads of info. but may be occasionally awkward	<input type="checkbox"/> Transitions [1.4.10]: usually present, but may be too obvious, too structured, or awkward	<input type="checkbox"/> Transitions [1.4.10]: occasionally present, but connections between some ideas seem confusing

GUIDELINES FOR DISCUSSING SCORING

Some individuals may be surprised that we encourage scorers to discuss ratings—not necessarily for the purpose of persuading or convincing individuals to *change* their scores but as opportunities to explore what the scores mean to us as readers and how we apply them.

Such discussions are an important opportunity for professional learning, helping readers to become better scorers over time and creating opportunities for readers to explore their own opinions about what constitutes ‘good’ student writing. There is a fair amount of human subjectivity involved when it comes to scoring writing; to whatever degree a large-scale assessment will allow, this is a positive opportunity rather than a ‘problem’ that needs correcting.

The following list of guidelines for discussing scoring might serve as important talking points before engaging in any particular training, re-calibration, or scoring session.

- Individual 6-TRAIT scores for the example essays included in this manual have been pre-assigned by members of the Kansas Writing Assessment Advisory Committee and/or experienced scorers of the Kansas Writing Assessment. Therefore, time should not be spent debating opinions about the pre-assigned scores, but rather discussing the characteristics or qualities of the student writing that lead to these scores. Your role is to score consistently based on these pre-assigned scores and the descriptors provided in the rubric.
- The goal of discussion during training and re-calibration sessions is to clarify the rationale for each score. Scorer commentary is provided with each essay in Part II of this manual to help readers understand and internalize the scoring criteria. The scorer commentary and suggestions for improvement boxes are left blank for the essays in Part III of this manual to facilitate these discussions.
- The goal of discussion during scoring sessions is for readers to better understand, clarify, and apply the criteria and descriptors contained within the scoring rubric. **The goal is not to persuade or convince individuals to change their scores.**
- Within all training, re-calibration, and scoring sessions, keep the discussion firmly grounded in the language of the scoring rubric as much as possible. Rationales for assigning scores should be directly tied to the descriptors and criteria for each trait.
- You should avoid “norm-referencing” (scoring on the basis of relationships) among several pieces of writing. Stick to the descriptors and criteria expressed on the scoring rubric.
- The ultimate goal of any discussions of scoring is always to better understand and internalize the defined descriptors and criteria of the scoring rubric so that student writing is scored consistently and accurately.

SCORER OBJECTIVITY ISSUES

Scorers should always be aware of potential bias and the influence it can have on the rating of student writing. Recognizing potential bias issues can assist scorers in scoring as objectively as possible. Bias can affect one's entire scoring pattern or may occur only in specific instances. An overall pattern, such as the tendency to score consistency lower than other readers, is generally easier to detect and correct during the scoring session than are idiosyncratic biases. A number of factors can bias or unknowingly influence a scorer's perception of student writing in a positive or negative direction.

Some of the factors listed below are characteristic of student writing and may contribute to scorer bias. Therefore, none of these items should be considered when scoring student writing for the Kansas Writing Assessment:

- handwriting;
- lightness or darkness of writing;
- neatness;
- formatting (skipping lines, unusual margins, font size or style);
- presence or absence of a title;
- length of the piece of writing; and
- absence or use of technology.

Other factors may be more difficult for a scorer to identify since they are reactions of a personal nature. Perceptions of a piece's overall quality and the writer's command of written language can be influenced by these types of biases. Examples of biases to avoid include the following.

Examples of Potential Scorer Biases

Referring to the Prompt:	Many writers write excellent papers but do not refer directly in any way to the language of the prompt. This is fine. Do not demand an obvious reference (e.g., "My most memorable experience was the time when...") or demand that students include any of the example ideas suggested in the prompt.
Reactions to Content:	Personal reactions to the specific content of the essay may influence scoring. If the writer's values are not the same as the scorer's or the writer's choice of overall theme or specific details are unappealing, this may unduly affect scoring.
Profanity:	At times, students include profanity in their papers. If you cannot objectively read a paper with profanity, pass it on for scoring by someone else.

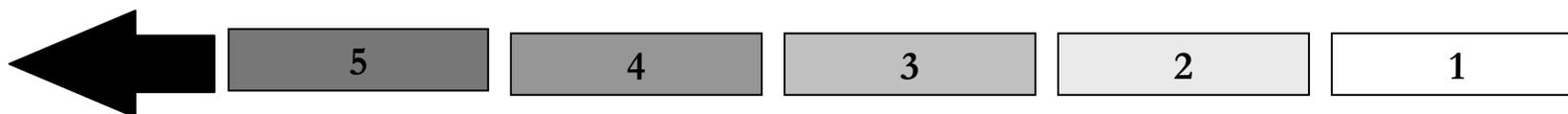
Crisis Paper:	Identify papers that deal with suicide, child abuse, drug or alcohol abuse, serious depression, or other topics that suggest possible need for interventions by a counselor/psychologist. Bring the paper to your scoring session leader or testing coordinator's attention for review and action. These papers are to be scored after identification.
Persona or Tone:	Personal reactions to the persona or tone of the writing can influence scoring. Scorers should take into account any thoughts such as <i>What a cute kid!</i> or <i>How conceited!</i> that may affect the accuracy of their scoring.
Style or Usage Prejudice:	Some idiosyncratic preferences in style or usage (e.g., the use of <i>a lot</i> , <i>get</i> , or <i>that is</i> ; the halo effect of a well-turned phrase; the use of a particular cliché) can create bias.
Prior Experience with Student:	Deeply ingrained personal classroom assessment experiences with specific students can corrupt accurate scoring. Thoughts such as, <i>Pablo is the best writer in the class, so his essay must receive straight 5s</i> , or <i>Samantha never does well with writing; I'm sure her essay is horrible</i> , can influence scoring.
Personal Standards of Quality:	Readers often have personal standards for what makes or does not make quality writing. Rationalizing scores with personal thoughts such as, <i>Three misspelled words means a piece can only score a 3 or below in Conventions</i> , or <i>Only an essay that is completely error free can receive a top score</i> , is a form of bias. When scoring for the Kansas Writing Assessment, the rubric must be followed.
Conventions of a Particular Form:	Conventions of a particular mode or genre may also present biasing factors. For example, some scorers may be biased that all personal narrative writing must include vivid description filled with sensory detail or that all persuasive essays must follow the traditional five-paragraph format. Again, these biases should not influence scoring for the Kansas Writing Assessment.

FRIENDLY REMINDERS FOR SCORING

- Refer often to the scoring rubric. Do not rely just on your memory or your intuition.
- Physically mark copies of the rubric while scoring to ensure your judgments are being made based upon the characteristics the rubric provides.
- Remember to score each trait individually without allowing the score from one trait to influence your scoring of another trait.
- Think of a 3 as the point on the scoring continuum where strengths and weaknesses balance. Any score above a 3 indicates dominant strengths; any score below a 3 indicates dominant weaknesses.
- Do not dwell on a particular essay's weaknesses. Focus your attention on identifying the set(s) of descriptors that best describe the characteristics of the essay.
- It is important when scoring a student's paper to keep in mind the terms Inventing (rating of 1), Shaping (rating of 2), Drafting (rating of 3), Polishing (rating of 4), and Publishing (rating of 5.) These descriptive terms will help you think of the number on the scale not as a grade (e.g., associating 3 with a C and 5 with an A) but rather as a point on the continuum of writing development.
- Remember that you are assessing the writing—not the writer—and only a single performance at that.
- Keep in mind that the prompt is only meant to motivate the writer and provide a springboard for the student to begin generating ideas that will be focused and shaped into a piece of writing. Readers should score the quality of the writing, not the student's adherence to the prompt. Originality in topic development is a plus, not a fault. A student need not include all of the ideas presented as possibilities in the prompt.
- If the essay is off-topic, score it according to the rubric to the best of your ability.
- If you think a paper might be a crisis paper (e.g., suicide, child abuse, drug abuse), flag it and report it to your scoring session leader or testing coordinator but continue scoring.
- If the papers are starting to blend together in your mind and all are starting to read the same, take a break.
- When you need to share an essay or talk at length about scoring, please do so with respect toward other scorers. Even quiet talking can make it hard for those around you to concentrate.
- Your pace should be brisk but comfortable. Take time to read each paper thoroughly; do not skim. Our priority is scoring accuracy, not scoring speed. If you become stuck with a particular essay, ask for help.

Adapted from Northwest Regional Educational Laboratory—Center for Classroom Assessment, Vicki Spandel and Ruth Culham, ©1991.

SCORING CONTINUUM AND A RECURSIVE WRITING PROCESS



From the blossoming of an initial idea to the act of publication, writing is an ongoing recursive process, not necessarily a linear one. The Kansas scoring rubric is designed to reinforce this idea and help writers to understand at what particular stage a piece of writing may be for each of the six traits (Ideas and Content, Organization, Voice, Word Choice, Sentence Fluency, and Conventions). The descriptions of each stage below also suggest specific activities a writer might engage to reach this level.

Rating of 5 – Publishing Stage

Although maybe not perfect, the writing has generally reached its goal and achieved its potential. The writing captures readers' interest, is insightful, and is skillfully crafted. The publishing stage suggests that the writing is ready to share publicly and that the writer has progressed through such activities as revising and editing for standard usage, mechanics, spelling, varied sentence structure, and/or word choice as necessary.

Rating of 4 – Polishing Stage

The writing demonstrates the thoughtful attention to meeting the needs of readers that comes from revising an earlier draft(s). Although the writing may need some additional small-scale revision and editing, generally it is “one draft away” from the publishing stage. The polishing stage suggests that the writer has progressed through such activities as extending ideas, adding examples, supporting with additional evidence, clarifying confusing ideas, strengthening voice, and/or reorganizing structure as necessary.

Rating of 3 – Drafting Stage

The writing demonstrates a fully realized draft that begins to satisfy both the writer's and readers' needs and helps to identify areas where large-scale revision is still needed. The drafting stage suggests that the writer has progressed through such activities as writing introductions, full body paragraph(s), transitions, and conclusions.

Rating of 2 – Shaping Stage

The writing demonstrates a focus and at least some supporting details; it is “beginning to take shape,” but it is not yet a complete draft. The shaping stage suggests that the writer has progressed through such activities as organizing main points and ideas, blocking, and/or developing an outline.

Rating of 1 – Inventing Stage

The writing demonstrates that the writer is at the very beginning stages of generating ideas and selecting a focus for writing. The inventing stage suggests that the writer has progressed through such activities as brainstorming, questioning, and/or free-writing.

KANSAS WRITING ASSESSMENT
GRADE 5 NARRATIVE WRITING RUBRIC

KANSAS WRITING ASSESSMENT – 5th GRADE NARRATIVE SCORING RUBRIC

IDEAS AND CONTENT

Rating of 5

- ❑ **Main Ideas** [1.1.1]: central focus and point is clearly expressed; captures attention and interest; has balance
- ❑ **Development** [1.1.2, 1.1.3]: strong control; develops topic in an enlightening, entertaining way; anecdotes and details enrich central theme or story line; relevant, telling details give readers important info. that could not personally be brought to text
- ❑ **Insight** [1.1.3]: shapes ideas and makes connections; writes from experiences, showing clearly how events unfold and/or how people respond to life and to each other
- ❑ **Originality** [1.1.4]: fresh and original; holds readers' attention; has satisfying ring of authenticity

Rating of 4

- ❑ **Main Ideas** [1.1.1]: clear and focused, but could be presented in a more interesting manner
- ❑ **Development** [1.1.2, 1.1.3]: in control, but could be made more enlightening or entertaining; relevant anecdotes and details enrich central theme or story line, but more would be better; easy to see where writing is headed, though more info. needed in spots
- ❑ **Insight** [1.1.3]: shapes ideas and makes some connections; writes from experiences, showing how some events unfold and/or how people respond to life or each other
- ❑ **Originality** [1.1.4]: strong; fresh ideas, but not necessarily unique

Rating of 3

- ❑ **Main Ideas** [1.1.1]: starting to define and control topic, but not there yet
- ❑ **Development** [1.1.2, 1.1.3]: shows promise but development is limited, sketchy, or general; has some trouble going from general observations to specifics; ideas are reasonably purposeful and clear, but not detailed or expanded to show depth of understanding
- ❑ **Insight** [1.1.3]: makes connections among some ideas; writes from experiences and begins to show how events unfold and/or how people respond to life or each other
- ❑ **Originality** [1.1.4]: themes or main points seem a blend of the original and the predictable

Rating of 2

- ❑ **Main Ideas** [1.1.1]: unclear and confusing in key spots; hard to sift out what is important
- ❑ **Development** [1.1.2, 1.1.3]: readers must make inferences based on sketchy details; lack of development impedes readers' ability to comprehend central theme or story line; more information is crucial
- ❑ **Insight** [1.1.3]: few connections among ideas made; no insights offered
- ❑ **Originality** [1.1.4]: predictability outweighs and overshadows glimpses of originality

Rating of 1

- ❑ **Main Ideas** [1.1.1]: no clear purpose or central theme; topic not well defined
- ❑ **Development** [1.1.2, 1.1.3]: information is very limited or unclear; everything seems as important as everything else; no sense of direction to guide development
- ❑ **Insight** [1.1.3]: no connections among ideas made; no insights offered; reads like a collection of random thoughts
- ❑ **Originality** [1.1.4]: very predictable and repetitious; no originality

ORGANIZATION

Rating of 5

- ❑ **Structure** [1.1.5]: compelling, guides readers purposefully through the text; key issues clearly stand out with equal development; paragraph(s) are highly effective
- ❑ **Pacing & Sequencing** [1.1.5]: delivers needed information at just the right moment then moves on; flows so smoothly readers hardly think about it
- ❑ **Introduction & Conclusion** [1.1.6]: inviting, draws readers in; satisfying, reinforces central idea
- ❑ **Transitions** [1.1.7]: strong and natural throughout; help to weave threads of information into a cohesive whole

Rating of 4

- ❑ **Structure** [1.1.5]: effective but not compelling; key issues are somewhat equally developed; paragraph(s) are effective but may be overly obvious or formulaic
- ❑ **Pacing & Sequencing** [1.1.5]: details fit naturally and effectively where they are placed, making the text easy to follow and understand; somewhat predictable
- ❑ **Introduction & Conclusion** [1.1.6]: both present; one is truly effective, one is only functional
- ❑ **Transitions** [1.1.7]: present throughout but not necessarily strong or natural; help to weave threads of info. into a cohesive whole but are occasionally awkward

Rating of 3

- ❑ **Structure** [1.1.5]: functional; may be so dominant, predictable, and/or formulaic that it smothers the ideas and voice; paragraph(s) are mostly effective, could maybe be revised in one or two spots
- ❑ **Pacing & Sequencing** [1.1.5]: main ideas are appropriate and purposeful, but might be better arranged; lingers too long on some points and skims over other points
- ❑ **Introduction & Conclusion** [1.1.6]: both are present and are functional, but are not truly effective
- ❑ **Transitions** [1.1.7]: usually present, sometimes too obvious or too structured; connections between ideas are sometimes awkward

Rating of 2

- ❑ **Structure** [1.1.5]: beginning to take shape, but not yet functional; feels more random than purposeful, often leaving readers with a sense of being adrift; paragraph(s) are not effective
- ❑ **Pacing & Sequencing** [1.1.5]: rough; main ideas should be more effectively arranged and delivered
- ❑ **Introduction & Conclusion** [1.1.6]: one present, not both
- ❑ **Transitions** [1.1.7]: occasionally present, but connections between some ideas are confusing

Rating of 1

- ❑ **Structure** [1.1.5]: not functional or identifiable; haphazard, disjointed and/or confusing; inhibits readers' comprehension of ideas; paragraph(s) appear to be random
- ❑ **Pacing & Sequencing** [1.1.5]: no clear sense of pace or direction to carry readers smoothly from point to point
- ❑ **Introduction & Conclusion** [1.1.6]: neither are present
- ❑ **Transitions** [1.1.7]: missing or unclear, forcing readers to make giant leaps; connections between ideas seem confusing or incomplete

KANSAS WRITING ASSESSMENT – 5th GRADE NARRATIVE SCORING RUBRIC

VOICE

<u>Rating of 5</u>	<u>Rating of 4</u>	<u>Rating of 3</u>	<u>Rating of 2</u>	<u>Rating of 1</u>
<ul style="list-style-type: none"> □ Energy & Passion [1.1.8]: expressive; enthusiastic; shows personality; honest; written from the heart; brings topic to life □ Presentation of Ideas [1.1.8]: language is natural yet provocative; has a ring of conviction; appropriate tone gives flavor to message □ Writer’s Involvement [1.1.8]: clearly, the writer is involved in the text; readers can sense the person behind the words □ Audience Awareness [1.1.8]: clearly written for an audience; readers are compelled to read on throughout the piece 	<ul style="list-style-type: none"> □ Energy & Passion [1.1.8]: mostly strong, but occasionally retreats behind general, vague, or tentative language □ Presentation of Ideas [1.1.8]: pleasant and personable; brief moments of dull, vague, or stilted language; appropriate tone flavors message □ Writer’s Involvement [1.1.8]: strong, but could improve involvement in the text in a few spots; reveals some details about the writer □ Audience Awareness [1.1.8]: understands audience but could better engage audience in spots; with minor exceptions readers want to read on 	<ul style="list-style-type: none"> □ Energy & Passion [1.1.8]: emerges strongly in spots, then retreats behind general, vague, or tentative language □ Presentation of Ideas [1.1.8]: balance of interesting and dull/vague language; some moments of delight move readers; tone is largely appropriate □ Writer’s Involvement [1.1.8]: sincere, but not genuinely engaged or committed; writing hides as much of the writer as it reveals □ Audience Awareness [1.1.8]: aware of an audience, but does not fully engage that audience; readers are informed, but must work at remaining engaged 	<ul style="list-style-type: none"> □ Energy & Passion [1.1.8]: rarely emerges; typically general, vague, tentative, or abstract language □ Presentation of Ideas [1.1.8]: moments of pleasantness and personality are overshadowed by monotonous or mechanical language; tone could better suit topic, purpose, and/or audience □ Writer’s Involvement [1.1.8]: seems sincere only for brief moments, but generally is not truly involved or committed; writing hides more of the writer than it reveals □ Audience Awareness [1.1.8]: little awareness of an audience; readers must work hard at remaining engaged 	<ul style="list-style-type: none"> □ Energy & Passion [1.1.8]: flat; lifeless; mechanical □ Presentation of Ideas [1.1.8]: monotone language tends to flatten all potential highs and lows of the message; language is overly technical or jargonistic; tone is inappropriate □ Writer’s Involvement [1.1.8]: seems indifferent, uninvolved; not yet engaged or comfortable with topic to take risks or share self □ Audience Awareness [1.1.8]: no understanding of audience; no attempt to involve readers; readers must work hard to pay attention and gain information

WORD CHOICE

<u>Rating of 5</u>	<u>Rating of 4</u>	<u>Rating of 3</u>	<u>Rating of 2</u>	<u>Rating of 1</u>
<ul style="list-style-type: none"> □ Accuracy [1.1.10]: both common and uncommon words are used correctly and enhance overall meaning □ Specificity [1.1.9]: precise diction; attention to subtleties of word meaning is shown □ Descriptiveness [1.1.9]: powerful verbs and vivid modifiers enhance and give writing energy; imagery and figurative language are effective and enhance meaning □ Appeal [1.1.10]: rich, fresh, appealing; striking words and phrases catch interest; the language is natural and never overdone; slang and clichés are used sparingly and purposefully 	<ul style="list-style-type: none"> □ Accuracy [1.1.10]: words capture meaning; experiments with uncommon words and generally uses them effectively □ Specificity [1.1.9]: generally precise diction is used; some attention to subtleties of meaning is shown □ Descriptiveness [1.1.9]: energetic verbs and vivid modifiers are effective, but readers want more of them in several places; imagery and figurative language are effective but readers want more □ Appeal [1.1.10]: some originality and freshness; striking words and phrases largely catch interest, but may be overdone in places; rarely slips into redundancy, slang, and/or clichés 	<ul style="list-style-type: none"> □ Accuracy [1.1.10]: words are usually correct; words may occasionally interfere with meaning □ Specificity [1.1.9]: some precise diction is used; little or no attention to subtleties of meaning is shown □ Descriptiveness [1.1.9]: energetic verbs and vivid modifiers are occasionally used effectively; imagery and figurative language are partially effective but rely upon readers’ knowledge of topic □ Appeal [1.1.10]: little originality; readers occasionally lose interest; occasional use of redundancy, slang, and/or cliché; overly familiar words and phrases rarely capture readers’ imagination 	<ul style="list-style-type: none"> □ Accuracy [1.1.10]: words are frequently incorrect, superficial, and/or inadequate, often interfering with meaning □ Specificity [1.1.9]: generic diction is used □ Descriptiveness [1.1.9]: repetitive, dull verbs and few modifiers are used; imagery and figurative language may appear periodically but only confuse overall meaning □ Appeal [1.1.10]: functional, but lacks punch and originality; words convey ideas, but do not capture readers’ imagination; readers often lose interest; frequent redundancy; overuse of slang and/or clichés 	<ul style="list-style-type: none"> □ Accuracy [1.1.10]: incorrect and inappropriate words corrupt meaning and confuse readers □ Specificity [1.1.9]: generic diction used; vague and abstract words (e.g. <i>It was fun, It was nice and stuff</i>) smother overall message □ Descriptiveness [1.1.9]: imagery and figurative language are confusing or absent altogether □ Appeal [1.1.10]: bland, unoriginal; limited vocabulary simply does not speak to audience; riddled with redundancy, slang, and/or clichés that distract readers; must force self to continue reading

KANSAS WRITING ASSESSMENT – 5th GRADE NARRATIVE SCORING RUBRIC

SENTENCE FLUENCY

<u>Rating of 5</u>	<u>Rating of 4</u>	<u>Rating of 3</u>	<u>Rating of 2</u>	<u>Rating of 1</u>
<ul style="list-style-type: none"> □ Reading Ease [1.1.11, 1.1.14]: eloquent; glides along with one sentence flowing effortlessly into the next; invites expressive oral reading; dialogue, if used, is effective and sounds natural □ Structure [1.1.11, 1.1.13]: sentences are well built and skillfully crafted; reflect logic and sense, helping to show how ideas relate; fragments, if used, are effective □ Variety [1.1.11]: consistently strong and varied structure □ Sentence Beginnings [1.1.12]: purposefully diverse; effective in moving readers readily from one sentence to the next (e.g., uses connecting words like <i>however, therefore, still, on the other hand, next, specifically, for example</i>, etc) 	<ul style="list-style-type: none"> □ Reading Ease [1.1.11, 1.1.14]: reads smoothly though it may lack a certain rhythm or grace; most of the text invites expressive oral reading; dialogue, if used, is effective but does not sound completely natural □ Structure [1.1.11, 1.1.13]: sentences are grammatically correct but may not seem musical or skillfully crafted; reflect logic and sense, helping to show how ideas relate; fragments, if used, are effective □ Variety [1.1.11]: good variety but occasionally tends to favor a particular sentence pattern □ Sentence Beginnings [1.1.12]: mostly diverse; usually effective in moving readers readily from one sentence to the next 	<ul style="list-style-type: none"> □ Reading Ease [1.1.11, 1.1.14]: reads efficiently for the most part, more businesslike or mechanical; some parts of text invite expressive oral reading, others may be stiff, choppy, or awkward; dialogue, if used, is not completely effective □ Structure [1.1.11, 1.1.13]: sentences are mostly grammatical and solid; they basically hang together and get the job done; some run-ons and/or fragments present □ Variety [1.1.11]: may tend to favor a particular pattern; some variation in sentence length and structure □ Sentence Beginnings [1.1.12]: frequently favors a particular beginning; somewhat effective in moving readers from one sentence to the next 	<ul style="list-style-type: none"> □ Reading Ease [1.1.11, 1.1.14]: word patterns are often jarring or irregular, forcing readers to pause or re-read; very few, if any, parts of the text invite expressive oral reading; dialogue, if used, is not natural or effective □ Structure [1.1.11, 1.1.13]: shows some control over simple structure, more variable control over complex structure; frequent fragments and/or run-ons □ Variety [1.1.11]: often favors a particular pattern; little variation in sentence length and structure □ Sentence Beginnings [1.1.12]: favors a particular beginning; rarely effective in moving readers from one sentence to the next 	<ul style="list-style-type: none"> □ Reading Ease [1.1.11, 1.1.14]: difficult to follow or read aloud; most sentences tend to be choppy, incomplete, rambling, or awkward; does not invite expressive oral reading □ Structure [1.1.11, 1.1.13]: tends to obscure meaning, rather than showing readers how ideas relate; persistent run-ons and/or fragments □ Variety [1.1.11]: word patterns are very monotonous; no variety in length or structure □ Sentence Beginnings [1.1.12]: repetitive patterns make readers weary (<i>I believe, I think, I feel...</i>); not effective in moving readers from one sentence to the next

CONVENTIONS

<u>Rating of 5</u>	<u>Rating of 4</u>	<u>Rating of 3</u>	<u>Rating of 2</u>	<u>Rating of 1</u>
<ul style="list-style-type: none"> □ Control [1.1.16, 1.1.17, 1.1.18, 1.1.19]: solid control over a wide range of standard spelling, usage, and grammar conventions; uses conventions effectively to enhance readability; may manipulate conventions for stylistic effect □ Error Frequency [1.1.16, 1.1.17, 1.1.18, 1.1.19]: very few and minor; can easily skim over errors unless specifically searching for them □ Punctuation [1.1.16]: almost always correct; used purposefully and effectively to guide readers through the text □ Publication Readiness [1.1.16, 1.1.17, 1.1.18, 1.1.19]: only light editing is required 	<ul style="list-style-type: none"> □ Control [1.1.16, 1.1.17, 1.1.18, 1.1.19]: moderate control over a range of standard spelling, usage, and grammar conventions; uses conventions effectively to enhance readability; may manipulate conventions for effect □ Error Frequency [1.1.16, 1.1.17, 1.1.18, 1.1.19]: few; occasionally serious enough to be mildly distracting □ Punctuation [1.1.16]: terminal (end-of-sentence) punctuation is almost always correct; a few errors with internal punctuation □ Publication Readiness [1.1.16, 1.1.17, 1.1.18, 1.1.19]: generally light editing needed, but certain places need more thorough editing 	<ul style="list-style-type: none"> □ Control [1.1.16, 1.1.17, 1.1.18, 1.1.19]: reasonable control over a small range of standard spelling, usage, and grammar conventions; problems with grammar and usage are not serious enough to distort meaning □ Error Frequency [1.1.16, 1.1.17, 1.1.18, 1.1.19]: numerous or serious enough to be distracting, but the writer handles most conventions well □ Punctuation [1.1.16]: terminal (end-of-sentence) punctuation is typically correct; internal punctuation often incorrect □ Publication Readiness [1.1.16, 1.1.17, 1.1.18, 1.1.19]: more thorough editing is still needed 	<ul style="list-style-type: none"> □ Control [1.1.16, 1.1.17, 1.1.18, 1.1.19]: weak control over a small range of standard spelling, usage, and conventions; in some places problems with grammar and usage distort meaning □ Error Frequency [1.1.16, 1.1.17, 1.1.18, 1.1.19]: numerous or serious enough to distract readers frequently □ Punctuation [1.1.16]: terminal punctuation is sometimes correct; internal punctuation is rarely correct or is missing □ Publication Readiness [1.1.16, 1.1.17, 1.1.18, 1.1.19]: substantial editing is still required 	<ul style="list-style-type: none"> □ Control [1.1.16, 1.1.17, 1.1.18, 1.1.19]: little or no control over standard spelling, usage, and grammar conventions; problems with grammar and usage frequently distort meaning □ Error Frequency [1.1.16, 1.1.17, 1.1.18, 1.1.19]: continually distracts readers; readers must read once to decode, then again for meaning □ Punctuation [1.1.16]: both terminal and internal punctuation is often missing or incorrect □ Publication Readiness [1.1.16, 1.1.17, 1.1.18, 1.1.19]: extensive editing is required

KANSAS WRITING ASSESSMENT
GRADE 8 EXPOSITORY WRITING RUBRIC

KANSAS WRITING ASSESSMENT – 8th GRADE EXPOSITORY SCORING RUBRIC

IDEAS AND CONTENT

<u>Rating of 5</u>	<u>Rating of 4</u>	<u>Rating of 3</u>	<u>Rating of 2</u>	<u>Rating of 1</u>
<ul style="list-style-type: none"> ❑ Main Ideas [1.2.1]: clear, focused, and purposeful; central idea stands out; secondary ideas are clearly discernable and do not distract from main ideas ❑ Development [1.2.2, 1.2.3]: details provide ample support of main ideas from variety of sources (observations, prior knowledge, personal experiences); details are accurate, relevant, enlightening; in control of topic ❑ Addresses Readers' Needs [1.2.4]: holds attention; thoroughly explains topic in complete and understandable terms; anticipates and responds to readers' needs ❑ Knowledge & Originality [1.2.4]: knowledge, experience, insight, or unique perspective lends a satisfying ring of authenticity and originality 	<ul style="list-style-type: none"> ❑ Main Ideas [1.2.1]: clear and focused; central idea is present; secondary ideas generally support and are easy to discern from main ideas ❑ Development [1.2.2, 1.2.3]: details provide adequate support of main ideas from a variety of sources; details are accurate and clearly defined; largely in control of topic ❑ Addresses Readers' Needs [1.2.4]: piques readers' interest; explains topic in understandable terms but may leave readers with one or two questions ❑ Knowledge & Originality [1.2.4]: knowledge of topic, details, and main ideas are more original than predictable 	<ul style="list-style-type: none"> ❑ Main Ideas [1.2.1]: topic is identifiable, but offers superficial information; central idea is not clearly defined; secondary ideas overshadow main ideas in places ❑ Development [1.2.2, 1.2.3]: details are relevant and from multiple sources but are sketchy or general; control is sporadic and more support would strengthen ideas ❑ Addresses Readers' Needs [1.2.4]: sometimes responds to readers' informational needs; several issues and/or questions are left hanging ❑ Knowledge & Originality [1.2.4]: some knowledge of topic; predictable, but brief glimpses of originality may exist 	<ul style="list-style-type: none"> ❑ Main Ideas [1.2.1]: no clear sense of purpose; central idea is not clearly identifiable; secondary ideas consistently overshadow main ideas ❑ Development [1.2.2, 1.2.3]: development is limited, sketchy, or unclear; details are general and from few sources; limited control; reads more like a list of supporting ideas ❑ Addresses Readers' Needs [1.2.4]: rarely responds to readers' informational needs; several important questions and/or issues are left hanging ❑ Knowledge & Originality [1.2.4]: limited knowledge of topic; settles for generalities and/or personal opinions; no originality exists 	<ul style="list-style-type: none"> ❑ Main Ideas [1.2.1]: topic is unclear; no central idea or secondary ideas emerge ❑ Development [1.2.2, 1.2.3]: details are missing or repetitious; no clarification or control of selected topic ❑ Addresses Readers' Needs [1.2.4]: limited or unclear information; forces readers to make inferences throughout ❑ Knowledge & Originality [1.2.4]: lack of knowledge; mundane; settles for generalities or personal opinions; no originality exists

ORGANIZATION

<u>Rating of 5</u>	<u>Rating of 4</u>	<u>Rating of 3</u>	<u>Rating of 2</u>	<u>Rating of 1</u>
<ul style="list-style-type: none"> ❑ Structure [1.2.8]: compelling, guides readers through text; enhances and showcases main ideas; paragraphing is highly effective and fitting ❑ Pacing & Sequencing [1.2.10]: delivers needed information at just the right moment then moves on; flows so smoothly readers hardly think about it ❑ Introduction & Conclusion [1.2.9]: inviting introduction draws readers in; effective conclusion goes beyond simple summary ❑ Transitions [1.2.11]: strong and natural throughout; help to weave threads of information into a cohesive whole 	<ul style="list-style-type: none"> ❑ Structure [1.2.8]: effective and efficient; balance of coverage could be improved; paragraphing is appropriate and effective but may be too obvious or formulaic ❑ Pacing & Sequencing [1.2.10]: effective details fit naturally where they are placed; text is easy to understand and follow ❑ Introduction & Conclusion [1.2.9]: both present; one is truly effective, one is only functional ❑ Transitions [1.2.11]: present throughout; work well and are natural and appropriate 	<ul style="list-style-type: none"> ❑ Structure [1.2.8]: functional; may be so dominant, predictable, and/or formulaic that it smothers ideas and voice; paragraphing could be revised to be more effective ❑ Pacing & Sequencing [1.2.10]: main ideas are appropriate and purposeful but might be better arranged; lingers too long on some points and skims over other points ❑ Introduction & Conclusion [1.2.9]: both are recognizable and functional, but are not truly effective ❑ Transitions [1.2.11]: usually present; sometimes too obvious or too structured; connections between ideas are sometimes awkward 	<ul style="list-style-type: none"> ❑ Structure [1.2.8]: beginning to take shape, but not yet functional; feels more random than purposeful; leaving readers feeling adrift; paragraphing is not effective ❑ Pacing & Sequencing [1.2.10]: very rough; main ideas should be more effectively arranged and delivered ❑ Introduction & Conclusion [1.2.9]: one present, not both ❑ Transitions [1.2.11]: occasionally present, but connections between some ideas are confusing 	<ul style="list-style-type: none"> ❑ Structure [1.2.8]: haphazard and disjointed; inhibits readers' comprehension of ideas; paragraphing is not attempted or appears to be done at random ❑ Pacing & Sequencing [1.2.10]: no clear sense of pace or direction to carry readers smoothly from point to point ❑ Introduction & Conclusion [1.2.9]: neither are present ❑ Transitions [1.2.11]: missing or unclear, forcing readers to make giant leaps; connections between ideas are confusing or incomplete

KANSAS WRITING ASSESSMENT – 8th GRADE EXPOSITORY SCORING RUBRIC

VOICE

<u>Rating of 5</u>	<u>Rating of 4</u>	<u>Rating of 3</u>	<u>Rating of 2</u>	<u>Rating of 1</u>
<ul style="list-style-type: none"> ❑ Energy & Passion [1.2.12]: expressive; enthusiastic; honest; individualistic; brings topic to life ❑ Presentation of Ideas [1.2.12]: language is natural yet thought-provoking; has a ring of conviction; appropriate tone gives flavor to message ❑ Writer’s Involvement [1.2.12]: genuinely engaged; clearly, the writer is willing to take some risks; readers can sense the person behind the words ❑ Audience Awareness [1.2.12]: clearly written for an audience and to be read; readers are engaged and compelled to read on throughout the piece 	<ul style="list-style-type: none"> ❑ Energy & Passion [1.2.12]: strong; rarely shifts or disappears into indistinct language ❑ Presentation of Ideas [1.2.12]: pleasant and personable; fits the topic, purpose, and audience; appropriate tone flavors message ❑ Writer’s Involvement [1.2.12]: engaged; generally willing to take risks; reveals some details about the writer ❑ Audience Awareness [1.2.12]: understands audience; with minor exceptions, readers are engaged and want to read on 	<ul style="list-style-type: none"> ❑ Energy & Passion [1.2.12]: emerges strongly in spots, then retreats behind general, vague, or tentative language ❑ Presentation of Ideas [1.2.12]: balance of interesting and dull/vague language; some moments of amusement, surprise, or enlightenment move readers; tone is largely appropriate ❑ Writer’s Involvement [1.2.12]: sincere, but fairly routine; not fully engaged or committed; writing hides as much of writer as it reveals ❑ Audience Awareness [1.2.12]: aware of an audience but does not fully engage that audience; readers are informed, but must work at remaining engaged 	<ul style="list-style-type: none"> ❑ Energy & Passion [1.2.12]: often retreats behind general, vague, tentative, or abstract language ❑ Presentation of Ideas [1.2.12]: moments of pleasantness and personality are overshadowed by monotonous or mechanical language; tone needs revision to better suit topic, purpose, audience ❑ Writer’s Involvement [1.2.12]: not genuinely engaged; lacks individuality; sincere only in places; hides more of writer than it reveals ❑ Audience Awareness [1.2.12]: little awareness of an audience; readers must work at remaining engaged 	<ul style="list-style-type: none"> ❑ Energy & Passion [1.2.12]: flat; lifeless; mechanical ❑ Presentation of Ideas [1.2.12]: monotone language tends to flatten all potential highs and lows of the message; language is overly technical or jargonistic; tone is inappropriate ❑ Writer’s Involvement [1.2.12]: seems indifferent; not yet engaged or comfortable enough with topic to take risks or share self ❑ Audience Awareness [1.2.12]: no understanding of audience; no attempt to involve readers; readers must work hard to pay attention and gain needed information

WORD CHOICE

<u>Rating of 5</u>	<u>Rating of 4</u>	<u>Rating of 3</u>	<u>Rating of 2</u>	<u>Rating of 1</u>
<ul style="list-style-type: none"> ❑ Accuracy [1.2.13]: both common and uncommon words are used correctly and enhance overall meaning ❑ Specificity [1.2.14]: precise diction; attention to subtleties of word meaning is shown; any specialized vocabulary used is sufficiently explained ❑ Descriptiveness [1.2.13]: powerful verbs and vivid modifiers enhance writing; imagery and figurative language are effective and enhance meaning ❑ Appeal [1.2.13]: rich, fresh, appealing; striking words and phrases catch interest; the language is natural and never overdone; slang and clichés are used sparingly and purposefully 	<ul style="list-style-type: none"> ❑ Accuracy [1.2.13]: words capture meaning; experiments with uncommon words and generally uses them effectively ❑ Specificity [1.2.14]: generally precise diction; some attention to subtleties of meaning is shown; any specialized vocabulary used is most often sufficiently explained ❑ Descriptiveness [1.2.13]: energetic verbs and vivid modifiers are effective, but readers want more; imagery and figurative language add to meaning but are not powerful ❑ Appeal [1.2.13]: original and fresh; sometimes strikes a spark of interest; words convey the message in a realistic and reasonable way; rarely slips into redundancy, slang, and/or clichés 	<ul style="list-style-type: none"> ❑ Accuracy [1.2.13]: words are usually correct; incorrect words may occasionally interfere with meaning ❑ Specificity [1.2.14]: some precise diction; little or no attention to subtleties of meaning; specialized vocabulary, if used, sometimes lacks sufficient explanation ❑ Descriptiveness [1.2.13]: energetic verbs and vivid modifiers are occasionally used effectively; imagery and figuratively are partially effective but rely upon readers’ knowledge of topic ❑ Appeal [1.2.13]: ordinary, functional, little originality; words rarely capture readers’ imagination; occasionally uses redundancy, slang and/or cliché 	<ul style="list-style-type: none"> ❑ Accuracy [1.2.13]: words are frequently incorrect, superficial, and/or inadequate, often interfering with meaning ❑ Specificity [1.2.14]: generic diction used; specialized vocabulary, if used, often lacks sufficient explanation ❑ Descriptiveness [1.2.13]: repetitive, dull verbs and few modifiers are used; imagery and figurative language may appear periodically but only confuse overall meaning ❑ Appeal [1.2.13]: tired phrases inhibit clarity and creativity; words convey ideas but do not capture readers’ imagination; readers often lose interest; frequent redundancy; overuse of slang and/or clichés 	<ul style="list-style-type: none"> ❑ Accuracy [1.2.13]: incorrect and inappropriate words corrupt meaning and confuse readers ❑ Specificity [1.2.14]: generic diction used; monotonous repetition, vague and abstract words (e.g. <i>It was fun, It was nice and stuff</i>) smother overall message ❑ Descriptiveness [1.2.13]: passive verbs and no modifiers are used; imagery and figurative language are confusing or absent altogether ❑ Appeal [1.2.13]: bland, unoriginal; limited vocabulary; must force self to continue reading; riddled with redundancy, slang, and/or clichés that distract readers

KANSAS WRITING ASSESSMENT – 8th GRADE EXPOSITORY SCORING RUBRIC

SENTENCE FLUENCY

<u>Rating of 5</u>	<u>Rating of 4</u>	<u>Rating of 3</u>	<u>Rating of 2</u>	<u>Rating of 1</u>
<ul style="list-style-type: none"> ❑ Reading Ease [1.2.15, 1.2.16]: eloquent; glides along with one sentence flowing effortlessly into the next; invites expressive oral reading ❑ Structure [1.2.17]: sentences are well built and skillfully crafted; reflect logic and sense, helping to show how ideas relate; fragments, if used, are purposeful and work well ❑ Variety [1.2.15, 1.2.16]: consistently strong and varied structure ❑ Sentence Beginnings [1.2.16]: purposefully diverse; effective in moving readers readily from one sentence to the next 	<ul style="list-style-type: none"> ❑ Reading Ease [1.2.15, 1.2.16]: reads smoothly; most of the text invites expressive oral reading ❑ Structure [1.2.17]: sentences are grammatically correct but may not seem skillfully crafted; most sentences reflect logic and, for the most part, show how ideas relate; fragments, if used, are purposeful ❑ Variety [1.2.15, 1.2.16]: good variety but occasionally tends to favor a particular sentence pattern ❑ Sentence Beginnings [1.2.16]: mostly diverse; usually effective in moving readers readily from one sentence to the next 	<ul style="list-style-type: none"> ❑ Reading Ease [1.2.15, 1.2.16]: reads efficiently; some parts of the text invite expressive oral reading, others may be a little stiff, choppy, or awkward ❑ Structure [1.2.17]: shows control over simple structure, more variable control over complex structure; reflects some logic but may not always show how ideas relate; some run-ons and/or fragments ❑ Variety [1.2.15, 1.2.16]: some variation in sentence length and structure; tends to favor a particular pattern ❑ Sentence Beginnings [1.2.16]: frequently favors a particular beginning; may be formulaic (first, second, next, etc.); somewhat effective in moving readers from one sentence to the next 	<ul style="list-style-type: none"> ❑ Reading Ease [1.2.15, 1.2.16]: word patterns are often jarring or irregular, forcing readers to pause or re-read; very few parts of the text invite expressive oral reading ❑ Structure [1.2.17]: shows some control over simple structure, little or no control over more complex structure; few sentences reflect logic and show how ideas relate; frequent run-ons and/or fragments ❑ Variety [1.2.15, 1.2.16]: little variation in sentence length and structure; often favors a particular pattern ❑ Sentence Beginnings [1.2.16]: relies on one or more formulaic beginnings; rarely effective in moving readers from one sentence to the next 	<ul style="list-style-type: none"> ❑ Reading Ease [1.2.15, 1.2.16]: difficult to follow or read; most sentences tend to be choppy, incomplete, rambling, awkward ❑ Structure [1.2.17]: little or no control; tends to obscure meaning, rather than showing how ideas relate; persistent run-ons and/or fragments ❑ Variety [1.2.15, 1.2.16]: little to no variety in length or structure; word patterns are monotonous ❑ Sentence Beginnings [1.2.16]: repetitive patterns make readers weary (<i>I believe, I think, I feel...</i>); not effective in moving readers from one sentence to the next

CONVENTIONS

<u>Rating of 5</u>	<u>Rating of 4</u>	<u>Rating of 3</u>	<u>Rating of 2</u>	<u>Rating of 1</u>
<ul style="list-style-type: none"> ❑ Control [1.2.19, 1.2.20, 1.2.21, 1.2.22]: solid control over a wide range of standard spelling, usage, and grammar conventions; uses conventions effectively to enhance readability; may manipulate conventions for stylistic effect ❑ Error Frequency [1.2.19, 1.2.20, 1.2.21, 1.2.22]: very few and minor; readers can easily skim over errors unless specifically searching for them ❑ Punctuation [1.2.19]: almost always correct; used purposefully and effectively to guide readers through the text ❑ Publication Readiness [1.2.19, 1.2.20, 1.2.21, 1.2.22]: only light editing is required to prepare the piece for publication 	<ul style="list-style-type: none"> ❑ Control [1.2.19, 1.2.20, 1.2.21, 1.2.22]: moderate control over a range of standard spelling, usage, and grammar conventions; occasionally uses them effectively to enhance readability; may manipulate for stylistic effect ❑ Error Frequency [1.2.19, 1.2.20, 1.2.21, 1.2.22]: few; occasionally serious enough to be mildly distracting ❑ Punctuation [1.2.19]: terminal (end-of-sentence) punctuation is correct; a few errors with internal punctuation ❑ Publication Readiness [1.2.19, 1.2.20, 1.2.21, 1.2.22]: generally light editing is needed; certain places need more thorough editing 	<ul style="list-style-type: none"> ❑ Control [1.2.19, 1.2.20, 1.2.21, 1.2.22]: reasonable control over a small range of standard spelling, usage, and grammar conventions; grammar and usage problems are not serious enough to distort meaning ❑ Error Frequency [1.2.19, 1.2.20, 1.2.21, 1.2.22]: good control over some conventions, but errors in other conventions are serious enough to be somewhat distracting ❑ Punctuation [1.2.19]: terminal (end-of-sentence) punctuation is typically correct; internal punctuation often incorrect ❑ Publication Readiness [1.2.19, 1.2.20, 1.2.21, 1.2.22]: more thorough editing is still needed 	<ul style="list-style-type: none"> ❑ Control [1.2.19, 1.2.20, 1.2.21, 1.2.22]: weak control over a small range of standard spelling, usage, and grammar conventions; in some places, problems with grammar and usage distort meaning ❑ Error Frequency [1.2.19, 1.2.20, 1.2.21, 1.2.22]: numerous or serious enough to distract readers frequently ❑ Punctuation [1.2.19]: terminal punctuation is sometimes correct; internal punctuation is rarely correct or is missing ❑ Publication Readiness [1.2.19, 1.2.20, 1.2.21, 1.2.22]: substantial editing is still required 	<ul style="list-style-type: none"> ❑ Control [1.2.19, 1.2.20, 1.2.21, 1.2.22]: little or no control over standard spelling, usage, and grammar conventions; problems with grammar and usage frequently distort meaning ❑ Error Frequency [1.2.19, 1.2.20, 1.2.21, 1.2.22]: continually distracts readers; readers must read once to decode, then for meaning ❑ Punctuation [1.2.19]: both terminal and internal punctuation are often missing or incorrect ❑ Publication Readiness [1.2.19, 1.2.20, 1.2.21, 1.2.22]: extensive editing is required

KANSAS WRITING ASSESSMENT
HIGH SCHOOL PERSUASIVE WRITING RUBRIC

KANSAS WRITING ASSESSMENT – HIGH SCHOOL PERSUASIVE SCORING RUBRIC

IDEAS AND CONTENT

<u>Rating of 5</u>	<u>Rating of 4</u>	<u>Rating of 3</u>	<u>Rating of 2</u>	<u>Rating of 1</u>
<ul style="list-style-type: none"> ❑ Main Ideas [1.4.1]: position and all ideas are clear, focused, and compelling ❑ Development [1.4.2, 1.4.3]: details are selectively chosen and highly effective in expanding the main topic, supporting the argument, and providing insight ❑ Persuasiveness [1.4.4, 1.4.5]: argument is convincing; strong appeals to reason are made; appeals to emotion or authority, if used, are appropriate; alternate viewpoints are presented and addressed effectively ❑ Originality [1.4.6]: knowledge, experience, insight, or unique perspective lends a satisfying ring of authenticity, novelty, and inventiveness 	<ul style="list-style-type: none"> ❑ Main Ideas [1.4.1]: position and most ideas are clear and focused; some elements may not be fully compelling ❑ Development [1.4.2, 1.4.3]: needs additional details in one or two places to expand the main topic, support the argument, and provide insight ❑ Persuasiveness [1.4.4, 1.4.5]: argument is largely convincing; appeals to reason are made; appeals to emotion or authority, if used, are appropriate; alternate viewpoints are addressed, but in a less than satisfying manner ❑ Originality [1.4.6]: knowledge of topic, details, and main ideas are more original than predictable; some degree of novelty and inventiveness is present 	<ul style="list-style-type: none"> ❑ Main Ideas [1.4.1]: position/ideas are identifiable but could be more precisely worded; lack of clarity interferes with readers' interest ❑ Development [1.4.2, 1.4.3]: more detail and support needed in several places; repetitive, trivial, or rambling info. interrupts, but essay largely consists of focused and well-developed information ❑ Persuasiveness [1.4.4, 1.4.5]: argument is partially convincing; some points supported by facts, examples, or reasons; emotional appeals used may not be entirely appropriate; alternate viewpoints mentioned but not addressed ❑ Originality [1.4.6]: predictable; brief glimpses of novelty and inventiveness may exist 	<ul style="list-style-type: none"> ❑ Main Ideas [1.4.1]: position is vague, requires readers to infer; ideas are unfocused and rarely compelling ❑ Development [1.4.2, 1.4.3]: missing details/support require readers to fill in many blanks; moments of well-focused support are over-shadowed by repetitive, trivial, or rambling information ❑ Persuasiveness [1.4.4, 1.4.5]: argument is not yet convincing; ideas based largely on emotional appeals and unsupported opinions; alternate viewpoints are not presented in an adequate manner ❑ Originality [1.4.6]: settles too often for predictable generalities and/or personal opinions; no moments of novelty and inventiveness exist 	<ul style="list-style-type: none"> ❑ Main Ideas [1.4.1]: unclear; out of focus; indistinct; not yet known ❑ Development [1.4.2, 1.4.3]: rarely attempted; lists of minor details or facts may be substituted for true development ❑ Persuasiveness [1.4.4, 1.4.5]: argument is not convincing; built on unsupported opinions or emotional appeals only; no attempt to present alternate viewpoints ❑ Originality [1.4.6]: mundane; settles for generalities and personal opinions throughout; no moments of novelty and inventiveness exist

ORGANIZATION

<u>Rating of 5</u>	<u>Rating of 4</u>	<u>Rating of 3</u>	<u>Rating of 2</u>	<u>Rating of 1</u>
<ul style="list-style-type: none"> ❑ Structure [1.4.7]: compelling, guides readers purposefully through the text; key issues stand out clearly with equal development; paragraphing is highly effective and fitting ❑ Pacing & Sequencing [1.4.9]: delivers needed information at just the right moment then moves on; flows so smoothly readers hardly think about it ❑ Introduction & Conclusion [1.4.8]: inviting, draws readers in; goes beyond a simple summary ❑ Transitions [1.4.10]: present throughout; strong and natural; help to weave threads of information into a cohesive whole 	<ul style="list-style-type: none"> ❑ Structure [1.4.7]: effective but not compelling; balance of ideas and relationships among ideas could be improved; paragraphing is appropriate and effective but may be too obvious or formulaic ❑ Pacing & Sequencing [1.4.9]: details fit naturally and effectively where they are placed; sequencing makes the text easy to follow and understand, but is overly-obvious ❑ Introduction & Conclusion [1.4.8]: both present; one is truly effective, one is only functional ❑ Transitions [1.4.10]: present throughout but not necessarily strong or natural; help to weave together threads of info. but may be occasionally awkward 	<ul style="list-style-type: none"> ❑ Structure [1.4.7]: functional; gets the job done; may be so dominant, predictable, and/or formulaic that it smothers the ideas; paragraphing is mostly effective, could be revised in one or two spots ❑ Pacing & Sequencing [1.4.9]: main ideas are appropriate and purposeful but might be better arranged; lingers too long on some points and skims over other points ❑ Introduction & Conclusion [1.4.8]: both are recognizable and functional, but not truly effective ❑ Transitions [1.4.10]: usually present, but may be too obvious, too structured, or awkward 	<ul style="list-style-type: none"> ❑ Structure [1.4.7]: beginning to take shape, but not yet functional; feels more random than purposeful, often leaving readers with a sense of being adrift; paragraphing is not effective ❑ Pacing & Sequencing [1.4.9]: very rough; main ideas should be more effectively arranged and delivered ❑ Introduction & Conclusion [1.4.8]: one present, not both ❑ Transitions [1.4.10]: occasionally present, but connections between some ideas are confusing 	<ul style="list-style-type: none"> ❑ Structure [1.4.7]: haphazard and disjointed; severely inhibits readers' comprehension of ideas; paragraphing is not attempted or appears to be done at random ❑ Pacing & Sequencing [1.4.9]: no clear sense of pace or direction to carry readers smoothly from point to point ❑ Introduction & Conclusion [1.4.8]: neither are present ❑ Transitions [1.4.10]: missing or unclear, forcing readers to make giant leaps; connections between ideas seem confusing or incomplete

KANSAS WRITING ASSESSMENT – HIGH SCHOOL PERSUASIVE SCORING RUBRIC

VOICE

<u>Rating of 5</u>	<u>Rating of 4</u>	<u>Rating of 3</u>	<u>Rating of 2</u>	<u>Rating of 1</u>
<ul style="list-style-type: none"> ❑ Energy & Passion [1.4.11]: lively, expressive, and engaging; holds readers’ attention ❑ Tone [1.4.11]: effective; fits the topic, purpose, and audience; ideas are presented in fair and equitable language ❑ Writer’s Involvement [1.4.11]: the writer is clearly involved in the text; readers can sense the person behind the words ❑ Audience Awareness [1.4.11]: clearly written for an audience; readers are engaged and compelled to read on throughout the piece 	<ul style="list-style-type: none"> ❑ Energy & Passion [1.4.11]: results are pleasant or intriguing, if not unique and engaging ❑ Tone [1.4.11]: mostly effective; largely fits the topic, purpose, and audience with minor exceptions; ideas presented in fair, equitable language with minor lapses ❑ Writer’s Involvement [1.4.11]: strong, but could improve involvement in the text in a few spots; reveals some details about the writer ❑ Audience Awareness [1.4.11]: understands audience but could better engage audience in spots; with minor exceptions, readers are engaged and want to read on 	<ul style="list-style-type: none"> ❑ Energy & Passion [1.4.11]: sincere; communicates on a functional, if somewhat distant level; seems reluctant to “let go” ❑ Tone [1.4.11]: somewhat effective; could be altered slightly to better fit the topic, purpose, or audience; ideas presented in fair, equitable language some of the time ❑ Writer’s Involvement [1.4.11]: sincere, but not genuinely involved or committed; writing hides as much of the writer as it reveals ❑ Audience Awareness [1.4.11]: aware of an audience, but does not fully engage that audience; readers are informed, but must work at remaining engaged 	<ul style="list-style-type: none"> ❑ Energy & Passion [1.4.11]: shaky; seems somewhat distanced from topic or audience; the text lacks life, spirit, or energy ❑ Tone [1.4.11]: ineffective; needs revision throughout to better fit the topic, purpose, or audience; ideas are rarely presented in fair and equitable language ❑ Writer’s Involvement [1.4.11]: seems sincere in places, but generally is not fully involved or committed; writing hides more of writer than it reveals ❑ Audience Awareness [1.4.11]: little awareness of an audience; readers must work at remaining engaged 	<ul style="list-style-type: none"> ❑ Energy & Passion [1.4.11]: disengaged; seems definitely distanced from topic, audience, or both ❑ Tone [1.4.11]: inappropriate for the issue, purpose, and audience; ideas are not presented in fair and equitable language ❑ Writer’s Involvement [1.4.11]: seems indifferent, uninvolved; not yet engaged or comfortable with topic to take risks or share self ❑ Audience Awareness [1.4.11]: no understanding of audience; no attempt to involve readers; readers must work hard to remain engaged and gain needed information

WORD CHOICE

<u>Rating of 5</u>	<u>Rating of 4</u>	<u>Rating of 3</u>	<u>Rating of 2</u>	<u>Rating of 1</u>
<ul style="list-style-type: none"> ❑ Accuracy [1.4.12]: both common and uncommon words are used correctly and enhance overall meaning ❑ Specificity [1.4.13]: precise diction; attention to subtleties of word meaning is shown; any specialized vocabulary used is sufficiently explained ❑ Descriptiveness [1.4.13]: powerful verbs and vivid modifiers enhance writing; imagery and figurative language, if used, enhance meaning appropriately within the context of the topic ❑ Appeal [1.4.12]: rich, fresh, appealing; striking words and phrases catch interest; the language is natural and never overdone; slang and clichés are used sparingly and purposefully 	<ul style="list-style-type: none"> ❑ Accuracy [1.4.12]: words capture meaning; experiments with uncommon words and generally uses them effectively ❑ Specificity [1.4.13]: generally precise diction; some attention to subtleties of meaning is shown; any specialized vocabulary used is most often sufficiently explained ❑ Descriptiveness [1.4.13]: energetic verbs and vivid modifiers are effective but readers want more; imagery and figurative language, if used, are effective within context of the topic but readers want more ❑ Appeal [1.4.12]: some originality and freshness; striking words and phrases largely catch interest but may be overdone in places; rarely slips into redundancy, slang, or clichés 	<ul style="list-style-type: none"> ❑ Accuracy [1.4.12]: words are usually correct; words may occasionally interfere with meaning ❑ Specificity [1.4.13]: some precise diction; little or no attention to subtleties of meaning; specialized vocabulary, if used, sometimes lacks sufficient explanation ❑ Descriptiveness [1.4.13]: energetic verbs and vivid modifiers are occasionally used effectively; imagery and figurative language, if used, are only partially effective within the context of topic; readers want more ❑ Appeal [1.4.12]: little originality; readers occasionally lose interest; occasional use of redundancy, slang, cliché; overly familiar words and phrases rarely capture readers’ imagination 	<ul style="list-style-type: none"> ❑ Accuracy [1.4.12]: words are frequently incorrect, superficial, and/or inadequate, often interfering with meaning ❑ Specificity [1.4.13]: generic diction used; specialized vocabulary, if used, often lacks sufficient explanation ❑ Descriptiveness [1.4.13]: repetitive, dull verbs and few modifiers are used; imagery and figurative language, if used, fit context but are not effective ❑ Appeal [1.4.12]: functional, but lacks punch and originality; words convey ideas but do not capture readers’ imagination; readers often lose interest; frequent redundancy; overuse of slang and/or clichés 	<ul style="list-style-type: none"> ❑ Accuracy [1.4.12]: incorrect and inappropriate words corrupt meaning and confuse readers ❑ Specificity [1.4.13]: generic diction used; words are so vague and abstract (e.g., <i>It was a fun time, It was nice and stuff</i>), only a general message is conveyed ❑ Descriptiveness [1.4.13]: passive verbs and no modifiers are used; imagery and figurative language are inappropriate to the context ❑ Appeal [1.4.12]: bland, unoriginal; limited vocabulary does not speak to audience; riddled with redundancy, slang, and/or clichés that distract readers; must force self to continue reading

KANSAS WRITING ASSESSMENT – HIGH SCHOOL PERSUASIVE SCORING RUBRIC

SENTENCE FLUENCY

<u>Rating of 5</u>	<u>Rating of 4</u>	<u>Rating of 3</u>	<u>Rating of 2</u>	<u>Rating of 1</u>
<ul style="list-style-type: none"> □ Reading Ease [1.4.14, 1.4.15]: eloquent; glides along with one sentence flowing effortlessly into the next; invites expressive oral reading □ Structure [1.4.14, 1.4.16]: sentences are well built and skillfully crafted; reflect logic and sense, helping to show how ideas relate; fragments, if used, are purposeful and work well □ Variety [1.4.14]: consistently strong and varied structure □ Sentence Beginnings [1.4.15]: purposefully diverse; effective in moving readers readily from one sentence to the next (e.g., uses connecting words like <i>however, therefore, still, on the other hand, specifically, for example, next</i>, etc) 	<ul style="list-style-type: none"> □ Reading Ease [1.4.14, 1.4.15]: reads smoothly though it may lack a certain rhythm or grace; most of the text invites expressive oral reading □ Structure [1.4.14, 1.4.16]: sentences are grammatically correct but may not seem skillfully crafted; most sentences reflect logic and, for the most part, show how ideas relate; fragments, if used, are purposeful □ Variety [1.4.14]: good variety but occasionally tends to favor a particular sentence pattern □ Sentence Beginnings [1.4.15]: mostly diverse; usually effective in moving readers from one sentence to the next 	<ul style="list-style-type: none"> □ Reading Ease [1.4.14, 1.4.15]: reads efficiently for the most part, tends to be more mechanical than fluid; only parts of the text invite expressive oral reading □ Structure [1.4.14, 1.4.16]: shows control over simple structure, more variable control over complex structure; reflects some logic but may not always show how ideas relate; some run-ons and/or fragments present □ Variety [1.4.14]: some variation in sentence length and structure; tends to favor a particular pattern □ Sentence Beginnings [1.4.15]: frequently favors a particular beginning; may be formulaic (first, second, etc.); somewhat effective in moving readers from one sentence to the next 	<ul style="list-style-type: none"> □ Reading Ease [1.4.14, 1.4.15]: word patterns are often jarring or irregular, forcing readers to pause or re-read; very few parts of the text invite expressive oral reading □ Structure [1.4.14, 1.4.16]: shows some control over simple structure, little or no control over more complex structure; few sentences reflect logic and show how ideas relate; frequent run-ons and/or fragments □ Variety [1.4.14]: little variation in sentence length and structure; often favors a particular pattern □ Sentence Beginnings [1.4.15]: relies on one or more formulaic beginnings; rarely effective in moving readers from one sentence to the next 	<ul style="list-style-type: none"> □ Reading Ease [1.4.14, 1.4.15]: difficult to follow or read aloud; most sentences tend to be choppy, incomplete, rambling, awkward; does not invite expressive reading □ Structure [1.4.14, 1.4.16]: little or no control; tends to obscure meaning, rather than showing how ideas relate; persistent run-ons and/or fragments □ Variety [1.4.14]: little to no variety in length or structure; word patterns are monotonous □ Sentence Beginnings [1.4.15]: repetitive patterns make readers weary (<i>I believe, I think, I feel...</i>); not effective in moving readers from one sentence to the next

CONVENTIONS

<u>Rating of 5</u>	<u>Rating of 4</u>	<u>Rating of 3</u>	<u>Rating of 2</u>	<u>Rating of 1</u>
<ul style="list-style-type: none"> □ Control [1.4.18, 1.4.19, 1.4.20, 1.4.21]: solid control over a wide range of standard spelling, grammar, and usage conventions that enhances readability; may manipulate conventions for stylistic effect □ Error Frequency [1.4.18, 1.4.19, 1.4.20, 1.4.21]: very few and minor; readers can easily skim over errors unless specifically searching for them □ Punctuation [1.4.18]: almost always correct; used purposefully and effectively to guide readers through the text □ Publication Readiness [1.4.18, 1.4.19, 1.4.20, 1.4.21]: only light editing is required to prepare the piece for publication 	<ul style="list-style-type: none"> □ Control [1.4.18, 1.4.19, 1.4.20, 1.4.21]: moderate control over a range of standard spelling, usage, and grammar conventions which generally enhances readability □ Error Frequency [1.4.18, 1.4.19, 1.4.20, 1.4.21]: few; occasionally serious enough to be mildly distracting □ Punctuation [1.4.18]: terminal (end-of-sentence) punctuation is almost always correct; a few errors with internal punctuation (commas, apostrophes, semicolons) □ Publication Readiness [1.4.18, 1.4.19, 1.4.20, 1.4.21]: generally light editing is needed, but certain places need more thorough editing 	<ul style="list-style-type: none"> □ Control [1.4.18, 1.4.19, 1.4.20, 1.4.21]: fair control over a small range of standard spelling, usage, and grammar conventions; problems with grammar and usage do not distort meaning □ Error Frequency [1.4.18, 1.4.19, 1.4.20, 1.4.21]: numerous or serious enough to be a bit distracting, but the writer handles most conventions well □ Punctuation [1.4.18]: terminal (end-of-sentence) punctuation is typically correct; internal punctuation may be often incorrect or missing □ Publication Readiness [1.4.18, 1.4.19, 1.4.20, 1.4.21]: more thorough editing is still needed 	<ul style="list-style-type: none"> □ Control [1.4.18, 1.4.19, 1.4.20, 1.4.21]: weak control over a small range of standard spelling, usage, and grammar conventions; in some places, problems with grammar and usage distort meaning □ Error Frequency [1.4.18, 1.4.19, 1.4.20, 1.4.21]: numerous or serious enough to distract readers frequently □ Punctuation [1.4.18]: terminal punctuation is sometimes correct; internal punctuation is rarely correct or is missing □ Publication Readiness [1.4.18, 1.4.19, 1.4.20, 1.4.21]: substantial editing is still required 	<ul style="list-style-type: none"> □ Control [1.4.18, 1.4.19, 1.4.20, 1.4.21]: little or no control over standard spelling, usage, and grammar conventions; problems with grammar and usage frequently distort meaning □ Error Frequency [1.4.18, 1.4.19, 1.4.20, 1.4.21]: continually distracts readers; readers must read once to decode, then again for meaning □ Punctuation [1.4.18]: both terminal and internal punctuation is often missing or incorrect □ Publication Readiness [1.4.18, 1.4.19, 1.4.20, 1.4.21]: extensive editing is required

Part II

Scored Sample Essays with Annotations

These pre-scored writing samples can be used to refresh training for scorers using the 6-TRAIT model. Annotations are provided that suggest the thinking and rationale that was used in determining a score for each trait and also suggestions for improvement that model the kind of feedback and instruction teachers might provide to their students on classroom assignments to help drive student revision. Additionally, the quick reference chart on page 50 also lists the 6-TRAIT scores for these essays.

Note: These sample essays are provided to help facilitate scoring and the training/re-calibration of scorers. They should NOT be used to reconstruct prompts or derive any information that might jeopardize test security in any way. Educators are encouraged to exercise professional judgment in using these sample essays with fidelity.

Grade 5 Narrative Essay #1

Note: This sample essay is provided to help facilitate scoring and the training/re-calibration of scorers. It should NOT be used to reconstruct the prompt or derive any information that might jeopardize test security in any way.

Standing Up

This is a story about one Lean mean recess bully. One afternoon me and my friends Andrew, Austen, and Jesse were outside shooting some hoops. We were chatting about the new kid at school Jake. "He was one tall kid." said Andrew. "Time for dinner" yelled Ginger (Andrews mom). "Oh no I didn't even think about the time" said Jesse Austen and Andrew. As they were running down the street they yelled "Goodbye." As I was walking up to the front door I smelled chili right off the stove. I sat down at the kitchen table chomping down on my chili. After, I was done I put the dishes in the dishwasher then went straight to my room. I played my D.S. then went straight to bed. Beep Beep Beep! "AAhh" I screamed. I got ready then went to the bus stop were my friends where. Nobody even said one word because I think we were really scared. As the bus was right down the street we saw Jake in the back giving us one big glare. As we got to school it was 8:33. We got our books out of our bookbags and went to our desk. Tick Tock Tick Tock 20 sec till we see the recess bully a.k.a Jake. "Ok class put your books away and line up" said the teacher. Once we got out there he was already pushing people around, picking on people, and telling a 2nd grader what to do. After school was over thank God my friends and I went to my house and discussed what we going on. Austin came up with one great idea, standing up for your self. So the next day we went to school and stood up for our selves. We told him how would you feel if you got picked on? Next, day he was one whole new person.

6-TRAIT Scores:

Ideas and Content:	3
Organization:	2.5
Voice:	3.5
Word Choice:	4
Sentence Fluency:	4
Conventions:	4

Scorer Commentary:

Topic is well-stated but reader sometimes becomes lost in unnecessary details as the paper progresses.

Introduction grabs the reader's attention but then fails to deliver with relevant details and description.

Some words are over-used.

Use of onomatopoeia enhances word choice.

Sentence fluency invites expressive oral reading.

Conventions are mildly distracting.

Suggestions for Revision:

Keep details related to the topic and add more.

Delete details that are not related to the topic.

Add more expressive words to enhance the description.

Expand the conclusion to include a more satisfying ending.

Grade 5 Narrative Essay #2

Note: This sample essay is provided to help facilitate scoring and the training/re-calibration of scorers. It should NOT be used to reconstruct the prompt or derive any information that might jeopardize test security in any way.

The Bad Day at Camp

I was at camp one day. A very Bad Day at that. A kid named chance was very cranky that day. I was playing around with a pine cone and I threw it acrost the street. Chance threw one to and it hit me in the back of the head. I thought it was an acsudent so I trew one back, and he hit me. I told a camp counsoler, But they didn't do anything about it.

About a year later I saw him at Target yelling at his sister to hold his gloves. He walked In to the Bath room to see if was realy him it was. But when he saw me He walked out. I wen't to look for my mom so I could tell her. I haven't seen him since, and I'm glad.

I don't ever want to see him again. I realy want to get back at him b, but that would make me the bad guy, and plus, the second one to do it is in twice as much trouble. It was the worst day of camp ever!

Have you ever been bullied? I know It hard but if you ignore them thay will eventually go away. Make them look lick the fool If thay ever threten you by saying (Do it). I bet thay wont have the gut's to do it. Do not let it get to you. The End

6-TRAIT Scores:

Ideas and Content:	3
Organization:	3
Voice:	4
Word Choice:	3
Sentence Fluency:	3
Conventions:	3

Scorer Commentary:

Good insight is offered, but some details are not fully supported.

Shows promise, but needs to be developed more.

Some details are confusing and unclear.

Word choice is functional, but writer could make it better with more adjectives and vivid verbs.

Needs to be more thoroughly edited.

Writer's involvement is strong and voice is evident.

Offers good advice to reader.

Suggestions for Revision:

Add supporting details to clarify each point related to the topic.

Add more descriptive words and possibly some imagery or figurative language to enhance interest.

Create a stronger introduction.

Develop sentence fluency by using a variety of sentence beginnings.

Grade 5 Narrative Essay #3

Note: This sample essay is provided to help facilitate scoring and the training/re-calibration of scorers. It should NOT be used to reconstruct the prompt or derive any information that might jeopardize test security in any way.

Look Out Mountain

1. On my trip to the look out mountain My Little Brother and cousin went with me. We saw the saint Luise aRch after that we went to the hotel and staid there. in the morning we ate waffles I really like there waffles. then we went to the mountain and RuBy falls.
2. The next Day we went to a musum Then we went Back to go Swimming I liked Swimming the pool was inside the hotel. I Realy liked it there it was fun at the hotel.
3. Then we went to the aqurrim when we left the hotel. We saw sharks such as Bull sharks tiger sharks and we also saw fish there where they of Diferent speishes. The best thing I liked was the shert that you can go dude and act like you were in the tank. there were jelly fish, crabs, seahorses.
4. The last thing we did is go to the Imax theater and leRned aBout the ocean in 3-D. the I max was fun to Because at first aBig wave aperd and it was funy. But a Little kid started cring. at the end we left and went to the gift shop and got a hat. Look Out mountain is Realy fun you shouLD go there I haD a Blast of fun.

6-TRAIT Scores:

Ideas and Content:	3
Organization:	4
Voice:	2
Word Choice:	2
Sentence Fluency:	2
Conventions:	2

Scorer Commentary:

Ideas are clear and focused, but more detail is needed.

Well organized but somewhat formulaic.

Voice is vague and only briefly sincere.

Lacks descriptive language and specificity.

Little control of conventions distracts from the overall meaning.

Sentence fluency needs work; reader is forced to stop and re-read frequently.

Frequent run-ons.

Suggestions for Revision:

Edit for capitalization and run-on sentences.

Add more detail with examples and insightful comments.

Replace ordinary words and phrases with more descriptive ones. (Ex. *fun*)

Grade 5 Narrative Essay #4

Note: This sample essay is provided to help facilitate scoring and the training/re-calibration of scorers. It should NOT be used to reconstruct the prompt or derive any information that might jeopardize test security in any way.

Tavian's Wrestling Tournament

Chapter 1

It was a normal Friday, all was calm... That is until I was notified that my little brother, Tavian, would wrestle the following morning.

Chapter 2

“GET UP! GET UP! THIS IS DAD!! GET UP!” “Huh?” I said. “Did you forget?” Said Dad. I answered “No!” but I lied.

So I got up, and got dressed, and went down stair for breakfast that is after brushing my teeth.

When I got downstairs the scent of Bacon, and homemade French toast filled my nose. And I could almost taste the Orange Juice. I sat down and began to eat my breakfast. When I was just about to take my first bite, mom ran in the kitchen. “Come on’ were going to be late!” But I couldn’t argue, not enough time to. So, I just followed mom out to the car d, the song that I LOVE had just ended, and my little sister, D’Naeya, was now singing HER favorite song. (The song I HATED!) But I just left it alone.

Chapter 3

When we got there, I was STILL hungry, so I asked mom for some money, and bought a Doughnut and some Orange Juice.

As I walked into the Weigh-Inn Room, I noticed that it was loud, VERY LOUD! And. I could smell the SWEAT! I could feel the humidity. But the good thing was, I could taste the ENTHUSIASM!

Chapter 4

I went down the hall, and around the corner. Where I saw my brother getting ready to make sure that he could still wrestle later that day. He first waited in line with Dad, and then a couple of ladies at the table checked his skin. To make sure he had no skin problems.) He next had to get his fingernails checked. And last but not least, he got his weight checked. He had to get on a scale, where he got his weight checked to make sure he could wrestle with the people in his age group. And after a few a minuets, he made it!!

Chapter 5

My family and myself went into the gym, where Tavian would wrestle . He was the 5th one to wrestle! So he had to start stretching. He did...

One Bridge, Ten Jumping-Jacks, Twenty Push-Ups, Twenty-Five Jumps, Ten Glides, and finally Two Laps, And now... HE WAS READY!

Chapter 6

As the first four matches went by, Tavian got more, and more excited. Until, finally, it was HIS turn!

Tavian went onto the mat, and checked in with the judges

6-TRAIT Scores:

Ideas and Content:	5
Organization:	4.5
Voice:	5
Word Choice:	5
Sentence Fluency:	5
Conventions:	5

Scorer Commentary:

Good use of sensory detail.

Conclusion is a little awkward or forced.

Insightful comments add personality and interest to the piece.

Writer uses natural, yet unique language to convey meaning.

Some of the details may be unnecessary but do not detract from the overall message.

Writing is energetic and passionate.

Focus is clear.

Chapter headings hinder organization.

Word choice enhances meaning and interest.

at the table. Tavian was so hyper, that it was as if he could Five Back-Flips! He went to the center of the seemed to be The GIANT MAT! Tavian shook hands with the referee, and then waited for his opponent. Then his opponent finally arrived. Tavian shook hands with opponent. The put on his ankle bracelet.

Chapter 7

The referee blew the whistle. Tavian's opponent tried to run. But... Tavian was too fast, and too good. Tavian tackled the opponent. The boy was on his back, his face was turning RED! And, he was starting to get mad, but... Tavian was STILL too strong. The boys pale, back was against the mat! Tavian couldn't help but hold the frustrated boy against the mat. The boy grunted, and started to breathe heavily. Only FIVE painful, agonizing, amazing, bombastic seconds had gone by. The boy still was trying to escape. Trying to hold back the tears. The boy couldn't do it... he started to cry! Tavian wanted to hold back, but he knew it would just be better if he'd just win and go home with a medal.

Finally, it was too late. **SLAP!!** The referee slapped the mat!! Tavian had won the match!! Only Eight Seconds! Tavian shook hands with the boy. Tavian waited for the referee to raise his hand, justifying that Tavian had won! Tavian shook hands with his opponent, and then with the opponent's coaches also.

Chapter 8

He walked over to his coach, gave a high-five, and then a HUG!!

The judges found Tavian, and congratulated him. Then... after a few seconds they gave him... **A HUDGE AND SHINY MEDAL!!!** He shook hands with the judges.

Tavian, came over and found our family. When he found us, he hugged my little sister, D'Naeya! And then hugged myself.

Then, Tavian looked at our Mother, and our Father. He looked at them and said, "Thank you."

After a moment of silence, Tavian said, "Boy, this whole WRESTLING THING, sure does work up an appetite."

So we went out-to eat!

I remember this story because, I think back and say do you remember that day when, Tavian was so excited? And the joy in my mothers and father's heard, and eyes? And how D'Naeya, thought that this would be a waste of time, and she could be having girl time with her friends. And, how her perspective changed? And how I doubted that Tavian, my little brother... Would do something that would change a lot for people his age and the Hutch Wrestling Club.

After Words

As we were driving into Wichita, KS. I noticed that my Brother, Tavian, would remember this day forever. D'Naeya would never think to be so foolish again, Mom, would never again try to hold her tears back again. Dad would never forget this either. And, well as for me, I would never forget this either.

As we went into Fridays, restaurant. We all couldn't help but watch Tavian show off his MEDAL, and I cannot lie, I kind of bragged about his medals for him.

Suggestions for Revision:

Use transitional words and phrases between paragraphs instead of chapter headings.

Simplify the conclusion.

Edit details and remove those that are off-topic.

Grade 5 Narrative Essay #5

Note: This sample essay is provided to help facilitate scoring and the training/re-calibration of scorers. It should NOT be used to reconstruct the prompt or derive any information that might jeopardize test security in any way.

The Good and the Bad

One day, I was relaxing on the couch with the dim almost-out-of-batteries light of my Gameboy in my eyes. I was your typical 10 year old boy. But it was that day that I would discover the shocking surprise that would forever change the rest of my life...

I had just come back from school. After watching some T.V., I started on my homework. It's like they think I don't know how to add and subtract. That's when my mom came to the living room looking uneasy.

"Mom, what's wrong?" I asked.

"Oh nothing, nothing!" she assured.

A few days later when I had no homework I got out my game boy. I saw that it had the blinking red light on it meaning the batteries were almost dead. I didn't care. All I had to do was make sure I save after I do something important in the game. Besides, the charger was downstairs and I was too lazy to get it anyway. I've always wondered why they don't have a Gamegirl or something. Then my mom walked in after talking on the phone.

"Andy," she said quietly.

"What is it?" I asked.

"I'm going to have a baby."

After many months when I got over the shock of my mom having a baby, we found out it was a girl ("Aw man!" I groaned) and we went shopping like every day looking for bottles, toys, milk, diapers, lotion and a lot of other stuff. We decided to name her Irene. Then she was finally born. She was all red in the face and was very little. She cried a lot (which kept a lot of us awake at night) and had to be fed milk almost six times a day. She couldn't open her eyes yet and she couldn't even sit up properly!

It seemed like Irene would never grow up but it looked like she did a little after a few months. She could open her eyes now and liked to grab anything she sees. She's learning to crawl and can sit up. I have to change her dirty diapers, play with her and feed her milk through a bottle. By the end of every day we were all exhausted.

One day I was sitting around on a regular Saturday morning doing nothing.

"Andy!!" my mom yelled, "Where's Irene?! I need to put on her diaper!!"

I looked around until I saw her in the living room, on her knees with no diaper on with an "Uh Oh" on the floor. From that day on we called her "The Dog".

Irene has really grown up now. She can crawl and eats mushy baby food along with some special milk for older babies.

6-TRAIT Scores:

Ideas and Content:	5
Organization:	5
Voice:	5
Word Choice:	5
Sentence Fluency:	5
Conventions:	5

Scorer Commentary:

Writer's choice of detail enhances the reader's interest.

Usually good control of conventions.

Excellent control of topic.

Dialogue is effective and sounds natural.

Words and phrases are sometimes unusual, but also natural and effective.

Word choice enhances overall meaning.

Shows expressive personality.

Transition words are missing in places.

She wants to talk so much but all that comes out is gibberish. She points at everything she wants (she does a lot of pointing). I have to admit that having a sibling is also rewarding. I have someone to play with and I don't get lonesome when my friends can't play.

I was doing my homework when Irene came along.

"Uhh, uhh!!" She whined,

"Sorry, I can't play right now," I said.

She pointed at my homework.

"Trust me, you don't want that,"

She laughed.

So that was how it all worked out. Now I'm 11, Irene's 1 and all these events in the story still occasionally happen. She now eats a lot of food that we eat and she can walk easily. Now that we can get past the problem of taking care of Irene, we have another problem: Potty Training.

Suggestions for Revision:

Add transition words to help the flow of ideas.

Grade 8 Expository Essay #6

Note: This sample essay is provided to help facilitate scoring and the training/re-calibration of scorers. It should NOT be used to reconstruct the prompt or derive any information that might jeopardize test security in any way.

Television's Portrayal of Teenagers

Many people in today's world think that all teenagers are all rude and tired all the time. In some cases they are, but not all. The t.v. series, "Step by Step," shows many examples of teenagers today. All the kids in the show come from split up families, like that of today. Most of the shows show the kids growing up and all the changes they go through. The teens fight a lot, eat a lot, and the girls even have their drama. Step by Step's director put in all of these things and did a good job at making this family seem real and humorous. The teens learn the responsibilities of life, they learn to get along with everyone, and how to treat others.

To focus on the teenage girls, we first have the stage of "Boys". Talking on the phone, worrying about their hair, and who they are seen with and who they are around. Also the more important things like your reputation and your popularity.

Boys on the other hand can be a little more interesting. All the things they think about. The things they say and how they treat girls all play a big role in a teenage boy's life.

All teenagers, no matter what gender, all have dreams. Most of which consist of moving out, and sometimes long ways away from their family or hometown. They want to feel independent and sure of themselves.

Even if the show "Step by Step" is older, it still relates to us (teens) about the things we go through and our lives. So for the most part, adults do have a pretty good idea of how to portray teenagers in shows and in movies.

6-TRAIT Scores:

Ideas and Content:	3
Organization:	3
Voice:	3
Word Choice:	3
Sentence Fluency:	3
Conventions:	5

Scorer Commentary:

Main idea is identifiable but it is difficult to discern which supporting ideas discuss the show and which discuss real life.

More development of the body is needed.

Voice appears sincere but the writer does not appear to feel strongly about the topic.

The introduction effectively addresses the topic, the rest of the paper skims over other points.

It appears the writer is trying to fit ideas into a formula.

Word Choice is fairly strong in places but generally not energetic.

No attempt is made to include imagery or figurative language.

Many fragments are present.

Conventions are almost always correct, but the use of fragments makes it difficult to isolate the writer's control over punctuation.

Suggestions for Revision:

Add details to paragraphs 2, 3, and 4.

Eliminate fragments.

Include stronger imagery, verbs, and figurative language.

Do not restrict ideas with traditional five paragraph format.

Grade 8 Expository Essay #7

Note: This sample essay is provided to help facilitate scoring and the training/re-calibration of scorers. It should NOT be used to reconstruct the prompt or derive any information that might jeopardize test security in any way.

Eating Healthy Foods

Eating healthy foods are one of the many good choices in life that you can benefit from. There are several way eating healthy food can help you like if you are out for sports more endurance and stamina is needed. Or you are lacking the energy in the afternoon It's always nice to have lunch that is good and healthy as a pick me up. It will also make you feel better.

Stamina and endurance and power is needed in sports. Eating healthy foods are a key source to get those. Exercise and eating right are good choices. Not eating food that are high in fat is a good way to lower cholesterol. Healthy food at the right time of day will help you get through the day without feeling tired, but with more energy.

A good healthy balanced breakfast is were you start out your day eating right and getting most of your energy. You should eat eggs, toast, ceral, and a small amount of bacon or any other meat.

lunch consists of high amount of minerals you need. lunch is were you start to get your energy to finish out the day.

Supper or dinner I think should be the biggest meal of the day. You should still eat the right food but in a bigger portion. Also you sleep better when you don't go to bed hungery. I know from experiance.

Drinking the right stuff is also important. Juice, water, and milk are great to drink. Eventhough pop and energy drinks are good the are bad for you. Pop does not quench your thirst. Energy drinks gives you about and hour of energy, but you crash later.

If others see you eating and drinking healthier they might change to.

So if you start eating healthy and exercising you will live a high energy enjoyable and fun life.

6-TRAIT Scores:

Ideas and Content:	3
Organization:	2
Voice:	3
Word Choice:	4
Sentence Fluency:	3
Conventions:	3

Scorer Commentary:

Distinction between main ideas and secondary ideas is clear. More support is needed, however, to strengthen ideas.

Other than the obvious sequence of breakfast, lunch, and dinner, little thought seems to be given to the organization of the piece. Some paragraphs could be combined.

Voice seems to sincere but the writer does not seem overly interested in the topic.

Word choice is strong and accurate with a few exceptions where slang is used. Imagery and figurative language are not used.

Sentence fluency is efficient and usually grammatically correct. Little variety in sentence patterns.

Conventions are generally good. Spelling errors, subject-verb agreement, and capitalization are problematic.

Suggestions for Revision:

Provide more information to support details.

Work on connecting ideas within paragraphs and between paragraphs.

Focus on adding more descriptive verbs, modifiers, and figurative language.

Revise slang and use more specific words.

Edit for spelling, capitalization, and agreement errors.

Grade 8 Expository Essay #8

Note: This sample essay is provided to help facilitate scoring and the training/re-calibration of scorers. It should NOT be used to reconstruct the prompt or derive any information that might jeopardize test security in any way.

Castles in the Air

Castles in the air is a metaphor that could be misunderstood. Some people think that castles in the air mean you are day dreaming, looking into space, or letting your imagination run wild while others believe it means why are you dreaming, you are never going to do that or that's not going to happen so don't get your hopes up. What do you think it means?

A strong foundation is made up of concrete. Every house or castle has to have a strong foundation of concrete if it wants to stay up and be sturdy. I believe that concrete is education. If a person has no education, that person is less likely to have that castle in the air. For instance my brother is going to be an electrical engineer in college. He wouldn't be able to go to college and do what he wants for a living if he didn't get an education.

Bricks are the next thing you need for your castle. For me a brick is experiences. A mason is a person who lays down bricks. I believe that my sister is a mason in her ways. She has experienced some of the hardest things in life there is to face. She has gone through drug rehab, Alcoholics Anonymous, and even a car crash. She has learned from those terrible experiences. Now my sister is in college to be a psychiatrist.

Once you have had your foundation layed, all you got to do is pick out the design of your castle. Because I have so many dreams, I know my castle is going to be big. A judge, lawyer, or doctor is what I want to be. I want to go places, and I want to be something in life. That is why I really care about my education and getting good grades. My mom cared her grades, too. Then she met my dad and ended up pregnant. She had the choice of raising my brother by herself or marry my dad. Of course, she married my dad. Now there is, me, my brothers and my sister. That difficult decision she made changed the design of her castle.

Henry David Thoreau said keep your castle in the sky and all you got to do is build your foundation under it. I believe he means all you got to do is work hard for your castle and it will be built. In my heart I know that if I am willing to work for my dreams and goals they will come true. The question is, are you willing to work for your dreams?

6-TRAIT Scores:

Ideas and Content:	5
Organization:	4
Voice:	5
Word Choice:	4
Sentence Fluency:	5
Conventions:	5

Scorer Commentary:

- Builds strong metaphor using personal experiences to strengthen ideas.
- The placement of paragraph 4 seems awkward and out of place. There is no reference to the bricks or what the design might look like.
- The internal structure of each paragraph is a little too formulaic and repetitive, i.e. makes a point and automatically goes to family example.
- Word choice is especially strong in imagery and figurative language.
- The writing is appealing and original.
- The use of "got" is bothersome.

Suggestions for Revision:

- Vary structure within paragraphs.
- Work on transition between paragraphs 3 and 4.
- Stronger verbs might strengthen the descriptions and voice.

Grade 8 Expository Essay #9

Note: This sample essay is provided to help facilitate scoring and the training/re-calibration of scorers. It should NOT be used to reconstruct the prompt or derive any information that might jeopardize test security in any way.

Winning, Losing, and Playing the Game

“It’s not whether you win or lose its how you play the game”. That’s a famous quote by football coach Vince Lombardi. Many people think it’s the other way around, if you win who cares how you played?

People don’t really know the message he is trying to say to them. I think it really means if a person tried their hardest and gave it 100% it does not matter if they win or lose. Moreover, if they really want to be successful in the things they play, practice is the key.

“It’s not whether you win or lose”. This part really means the most in this quote. Many people around the world go to extreme amount of performance enhancers that in the end hurts more than helps there body, just to win. Losing is not the end of the world, it is something to help me learn about mistakes I made, and things I have to improve on.

“Its how you play the game”. Determination, people have to have this to win a game. If a person goes into a game with no determination of doing well or winning the game, it is probably going to reflect on his or hers performance. Always be determined to do well in whatever you do.

Therefore, this is why it is not so important if a person wins or loses, it would really be about how much effort that particular person put into it. . Really, the best thing to do when playing is to have fun and be safe.

6-TRAIT Scores:

Ideas and Content:	3
Organization:	3
Voice:	3
Word Choice:	3
Sentence Fluency:	4
Conventions:	4

Scorer Commentary:

Supporting details are very general.

Specific examples to illustrate points would strengthen the entire paper.

Seems to be relying on a very specific formula and forcing his ideas to fit into three body paragraphs.

Introduction does little more than repeat the quotation.

Voice is appropriate but routine. The words reveal the writer’s involvement with the topic. The voice becomes advice and counsel.

Word choice is accurate and effective but not necessarily energetic.

Suggestions for Revision:

Use specific examples to illustrate ideas, i.e. what is an example of learning from a mistake?

Don’t force ideas into a pre-conceived idea of an essay. Four well-developed paragraphs are better than forcing ideas into five.

Grade 8 Expository Essay #10

Note: This sample essay is provided to help facilitate scoring and the training/re-calibration of scorers. It should NOT be used to reconstruct the prompt or derive any information that might jeopardize test security in any way.

My Ideal Job

A lot of kids around my age do not know what they want to be when they are older, but fortunately I on the other hand do. There wasn't a particular reason for why I chose this job other than the fact that it sounded interesting to me. Our school counselor had spoken to my class one day and mentioned that he had been a part time marriage counselor and in an instant my career choice was chosen. For me, this job wasn't just an idea, it was a know for sure plan. Almost immediately a numerous amount of ideas rushed into my head about some creative methods I could work with. This job is suitable for me because of my experiences with parental divorces and marriage troubles. I have a very anxious feeling for this job and find it very inspiring that what I do is going to help a lot of people.

I have many characteristics and qualities that could possibly help me in the long run with this job. I will of course have to be married first and have a successful marriage before I know completely what I will be talking about, but besides that I am a pretty understanding person. I would be a great listener and could probably relate to what the couple's children are going through. I have already set many plans on how to do this job and be good at it. These plans will definitely help me in the future so that I wouldn't make any mistakes or be unprepared. I would obviously use the Bible as my expertise on how God feels about marriage to base my counseling off of. Using the Bible to help people is the best help a person can give to someone in my opinion. So in the end one of the main reasons I feel like I would be good at this job is because of my experiences, my smart techniques, and my Bible. I still have to get married first to learn more about marriages, but after that I will be set. That is why marriage counseling sounds like the perfect job for me.

6-TRAIT Scores:

Ideas and Content:	2.5
Organization:	2
Voice:	5
Word Choice:	3.5
Sentence Fluency:	3.5
Conventions:	4

Scorer Commentary:

Enthusiasm for the topic is engaging which can mask the fact that the writer does not provide much knowledge or information about the job itself.

Needs to specifically address job requirements and personal attributes that speak to this.

The first paragraph is an engaging introduction, but the writer relies on the one paragraph to present ideas and conclusions.

Lacks transitions between ideas.

Word choice is usually correct and includes a number of precise nouns.

Lacks imagery and figurative language.

Sentences are grammatically correct.

Sentences in paragraph 1 are more varied than those in paragraph 2.

Suggestions for Revision:

Go beyond brief statements of personal experience through parents.

Build in more sources and specific details.

Expand details into several developed paragraphs.

Revise sentences in paragraph 2 to eliminate so many sentences that begin with *I*.

High School Persuasive Essay #11

Note: This sample essay is provided to help facilitate scoring and the training/re-calibration of scorers. It should NOT be used to reconstruct the prompt or derive any information that might jeopardize test security in any way.

Extra-curricular Clubs and Activities

Many people oppose of the idea of students having extra-curricular clubs and activities at school. I disagree with those people who think that. I for one like the idea that schools have these extra-curricular activities. These organizations really assist a student with many things. It helps students communicate with other people, students learn to manage different tasks, and these activities can have an influence on their life.

Helping students communicate with others is one reason extra-curricular organizations are helpful. They can meet people that possibly share the same interest, hobbies or sports like they do. Students would also meet other people from different school when competing. Learning people skills are similar to team work. Also, how to work with others and sharing ideas with them are important to students. For instant a football team has different positions in a game. Together they work to make a touchdown.

Kids participating in activities will learn to manage different tasks. It'll teach them responsibility to get their schoolwork done or, if they are in other activities try to fix them in their schedule and making sure they arrive there on time. Organize their time wisely will be a good lesson for them. Getting all their activities done, for example if they have a paper due on Friday and if they had a week to write and they wait at the last minute and if they have to be done all day and miss school, they knew they had to get it done and hand it on a day before Friday. This makes them mature more like adults. They have responsibility now and must keep up or they will be ineligible which they are enable to participate in extra curricular activities until they raise their grade.

These activities can influence them into a career they possible can major in. If they enjoy this activity it might be an option for them. If they don't enjoy it that much they can have a career similar to it or not even consider as one. It will help athletes a lot when scouts for colleges come observe them to decide to put them on their team. Offering the athlete scholarships to go to their college. This could change their life. Many students can't afford going to college not just athletes, but other people participating in activities or clubs.

Extra- curricular activities and clubs are good for school. They really help their students in many aspects. It also keeps them from getting into trouble. It keeps them occupied. Many of them really enjoy participating in clubs. It would also be really boring for them having nothing going on during school or after school. They also travel to many places which most of them enjoy seeing different place. So I think they should keep extra- curricular activities and clubs in schools.

6-TRAIT Scores:

Ideas and Content:	3.5
Organization:	3
Voice:	3
Word Choice:	3
Sentence Fluency:	2.5
Conventions:	2.5

Scorer Commentary:

The introduction does little to grab the reader's attention.

Main ideas are offered in first paragraph and development follows but structure may be too formulaic.

The paragraphs are largely unstructured contrasting vividly with the obvious structure of the overall piece.

Difficulties with sentence structure and pronoun reference and agreement create difficulty in reader's ability to access ideas.

Does not address opposing arguments.

Longer sentences are not often punctuated correctly.

Suggestions for Revision:

Move details from the conclusion to the introduction to grab reader's attention.

Provide transitions between paragraphs and coherence inside of paragraphs.

Attend to antecedent and reference issues.

Improve word choice: *a lot*.

Create a stronger opening by including a personal story.

High School Persuasive Essay #12

Note: This sample essay is provided to help facilitate scoring and the training/re-calibration of scorers. It should NOT be used to reconstruct the prompt or derive any information that might jeopardize test security in any way.

Gun Control

Some people believe there has been an increase in the number of violent crimes committed across the country. Many of these crimes have involved the use of firearms. As a result, some politicians have purposed banning or limiting the use of firearms. However, limiting the possession and use of fire arms would go against a person’s constitutional right, leave people unprotected, and hurt the economy.

It is a fact, that we as American’s have the constitutional right to own firearms. It is the second amendment in the constitution that each and every person has the right to “bare arms”. Limiting the ownership and use of firearms would directly contradict with the constitution. Just as we have a right to possess firearms; the government has no right to take our rights away. If they ban or limit the use of firearms, what’s next, our right of free speech and assembly?

Banning or limiting the possession and use of firearms would leave people unable to defend themselves. It would take firearms out of good people’s hands and leave them at the mercy of bad people who have illegally procured firearms. Also, many people who live in rural areas, such as farmers, use firearms to protect their property and livestock from varmints and other wild animals. If these people were not able to possess firearms, they could loose livestock and other property resulting in a loss of money.

Not only will gun control cause problems for people but it will devastate the economy. There are millions of hunters nationwide. Many of whom rely on firearms as their main weapon of choice for bringing down the game they are hunting. If firearms had tough restrictions put on them or were banned, the number of hunters would drop dramatically; resulting in less money going to business. Hunting is a multi-billion dollar industry. Whether the business is a private owned hunting ranch or a fortune five hundred company, the lack of hunters and income would eventually drive hundreds of businesses into bankruptcy and out of business. Needless to say, gun control would destroy one of American’s favorite past times.

Many people believe that setting limitations or banning firearms altogether would reduce violent crime dramatically. The problem with this statement is that firearms are the most versatile and innovative weapons on the market. Many people choose to use firearms when hunting or committing a violent crime, because it allows a person to inflict severe damage while staying at a safe distance from the target. However, if firearms are banned or tightly regulated people will still find ways to procure them. This

6-TRAIT Scores:

Ideas and Content:	3
Organization:	4
Voice:	4.5
Word Choice:	4
Sentence Fluency:	4.5
Conventions:	4

Scorer Commentary:

Strong voice, word choice, and sentence fluency.

The main ideas are clear; however, the supporting details are rarely compelling.

Treatment levels of supporting details differ widely.

Too often, the writer relies on opinion and emotional appeals to persuade the reader.

Sentence structure is mature and often interesting.

Needs a stronger opening.

Conclusion reiterates position and main points of argument.

Good word choice: “*varmins*,” *procure*.

Strong transition at start of 4th paragraph, but more effective transitions throughout would help the reader see the relationships among larger ideas and evaluate their significance.

Solid presentation of ideas throughout.

Third point of thesis needs more effective and concrete support.

would leave innocent people defenseless. Also if someone wanted to commit a violent crime, they would just find an alternative way to do it. One example would be using one of history's oldest weapons, a knife, to perform the crime instead of a firearm. Gun control would not dramatically reduce the number of violent crimes; it would only change the way people perform them.

From the beginning of this great nation American's have lived and died by the gun. Whether it was defending ones land, gathering food for the next meal, or in war; American's have trusted their firearms to provide and protect. Placing limits on the possession and use of firearms would go against a person's constitutional right, leave people unprotected, and hurt the economy.

Suggestions for Revision:

Review all supporting details for logical fallacies.

Review rules on apostrophe use and semi-colons.

Paragraph 5, which outlines the opposing position, needs a smoother transition.

Use "clustering technique" to diagram the ideas in each paragraph to determine where examples could be added to strengthen ideas and overall structure more effectively.

High School Persuasive Essay #13

Note: This sample essay is provided to help facilitate scoring and the training/re-calibration of scorers. It should NOT be used to reconstruct the prompt or derive any information that might jeopardize test security in any way.

The Value of Nature

Often the question has been raised as to whether or not the coexistence between humans and nature is beneficial. Both parties have interacted with each other for thousands of years, which would seem to show most people that this is an evident longstanding relationship. But some have said that nature is just an impartial observer to the coming and going of our race. I believe that both the human race and the entire realm of nature benefit and need each other to survive. Together they form a distinctive symbiotic relationship that is advantageous for both sides.

First of all, the dependence of humans upon nature is quite evident in both our everyday lives and throughout history. Man has always relied on nature to provide food and water. These are the two most important things in the existence and survival of every creature. For the majority of the history of the world food has been grown by people or scavenged from the wild. Only in recent years have artificial chemicals begun to replace natural foods. The artificial replacements, though they are easier to obtain and mass-produce, are not as healthy as the simple home grown foods. This shows how nature obviously is more beneficial.

Nature also provides people with shelter and aid. From using natural shelters, such as caves, to building our own from trees or stone, we are required to use resources from nature to provide protection and comfort.

Another proof of the symbiotic relationship between nature and humans is the betterment that we as humans give to nature. As creatures that have minds that can think and plan, humans can evaluate situations where nature is suffering and formulate a plan to stop the suffering. One key example of this occurred when Mount St. Helens erupted in 1980. The vast amount of lava flow decimated hundreds of thousands of acres of forests. The trees were burned, but often the trunks were uprooted from the ground and flowed with the lava. These tree trunks and logs littered land all over the region. The owners of part of the land (Region 1) decided to let nature take its course and allowed the logs and trunks to be left on the land so that, over time, the area could be re-grown naturally and without human intervention. In the other half of the land (Region 2), the owners chose to clear away the logs and plant saplings to encourage the growth in the region. Over 20 years later, Region 2 is home to flourishing forest, while Region 1 contains only sparse vegetation and stunted trees that grow only a few feet tall.

Lastly, nature vastly influences what defines our culture. In our era, a more polished and developed civilization is one that

6-TRAIT Scores:

Ideas and Content:	4.5
Organization:	4
Voice:	4.5
Word Choice:	4
Sentence Fluency:	4.5
Conventions:	5

Scorer Commentary:

Clear statement of position that nature and humans are engaged in a symbiotic relationship advantageous to both.

Development proceeds logically with effective transitions.

Nature's power to inspire artists is the powerful item here that elevates the discussion.

Careful evaluation of a counter position occurs in the last two paragraphs.

Paragraph 4 is strong and provides evidence that this writer is quite capable when he/she is comfortable with his/her information.

The conclusion both refutes the counter argument and provides a succinct restatement of the position and support for it.

The writer struggles with moderate success to convey a complex position with clarity.

Strong organization.

Good control over word choice, sentence fluency, and conventions.

While there are some flaws in all areas—notably lack of clarity in word choice and sentence construction—they do not distract from the reader's ability to follow the well-supported arguments.

not only has the technological advances, but that also has the use of expression through venues such as art, poetry, writing, performing, and music. In every single one of these areas, nature has provided a key subject and point of inspiration. Because nature surrounds us in every way and at all times, it very frequently enters our minds. By being so deeply integrated into our thought process, the idea of nature and all it encompasses has intrigued minds for centuries and millennia. The realm of nature and the existence of humans cannot be so well pronounced and exhibited than what is seen in the world today.

Some have wondered at how a concept like that of nature could ever be in a so-called relationship with the human race when it is not even a living organ. They might say that it has no thought or hope to the perseverance of the human race and cannot, therefore, be a beneficial relationship. However, while nature may not feel for everyone, it still provides everything that humans need and sometimes also needs assistance. People are the only ones that can physically provide for nature when things start to go wrong. In this way, we can see how intricately interwoven nature and humans are in the survival of both parties.

Suggestions for Revision:

Could eliminate some sentences and clarify or re-write others.

Avoid confusion in the introduction by clarifying the question of the co-existence of humans and nature. Clarifying this idea from the start will help the reader anticipate the terms of the presentation that follows.

Develop third paragraph so that it has commensurate weight.

Show how humans benefit from the art which nature inspires.

Organize ideas around two points of focus: (1) dependence of humans on nature, and (2) dependence of nature on humans.

Reposition the cultural argument to paragraph 3 and adjust transitions.

High School Persuasive Essay #14

Note: This sample essay is provided to help facilitate scoring and the training/re-calibration of scorers. It should NOT be used to reconstruct the prompt or derive any information that might jeopardize test security in any way.

Requiring More Fuel-Efficient Cars

With the ever increasing price of gas, people always talk about getting cars that are more fuel efficient. There are different methods that can be taken to achieve this. The biggest challenge in all of this is not just to get better mileage but to also do it with as little money as possible.

The reasoning behind the increase in gas prices is that the refineries in the United States are at their limit. They are not able to produce the enough gasoline to meet the ever increasing demand. This is one of the reasons that new refineries are getting planned and why the price is so high.

The second reason the prices are so high is the decrease in the value of the dollar. The oil that comes into the US is brought in from other countries. So as the dollar loses value compared to other currencies, it would then take more dollars to pay for the same amount of a good as before, thus making the amounts of dollars higher to pay for the same amount of oil.

In the US most people also drive SUVs or trucks that get around ten miles to the gallon. This also makes it more difficult as these vehicles take more fuel to get the same distance as more efficient vehicles. Wasting gas like this causes more strain on other drivers as well.

If laws were proposed to make everyone drive a vehicle that got good mileage, it would be very costly to the citizen and to the government. Every person that does not have a vehicle that get good mileage would have to buy one or the government would have to provide one. This would cause debts to rise even more than they already are.

Other options are available that would have little no impact on the environment and would only use renewable resources. These options would be expensive in the short term, but they would be very favorable in the long term. These include full electric vehicle and all nuclear power plants. In a plan like this all of the power would come from things other than coal or natural gas. This would be clean energy that would be very simple once everything has been established.

The next idea is hydrogen cars. These would be the most practical way to go. The process of hydrogen vehicles is much cleaner than others also. When fueling up, all that goes in is hydrogen and then all that comes out the exhaust is water vapor. To then reproduce that hydrogen, a reverse water process uses water and splits the molecule into separate oxygen and hydrogen. If not everyone gets a car that get good gas mileage, a special car should be carried to give rights to drive that vehicle. This car should only be available if the driver pays a certain fee and if the

6-TRAIT Scores:

Ideas and Content:	2.5
Organization:	2.5
Voice:	3
Word Choice:	3
Sentence Fluency:	2.5
Conventions:	2.5

Scorer Commentary:

Essay is focused on giving information about various methods of improving efficiency while minimizing cost.

Detours are made into reasons for high prices of fuel.

Some consideration is given to counter arguments in the next to last paragraph.

Conclusion returns to the theme of methods to improve efficiency with little expense to consumer or environment.

Writer presents these methods but does not take a strong position or argue for a particular method. The result is more of an expository piece rather than persuasive.

Displays good command of technical details relevant to the topic.

Difficult to determine the purpose of each paragraph and ultimate position remains vague.

Conventions are generally adequate but glaring errors distract the reader.

Short, choppy, repetitive sentences impede fluency and limit voice.

Writer seems knowledgeable about topic but voice seems distant and uninvolved.

vehicle passes an inspection. This would give an incentive to driver to get rid of the old gas hogging vehicle and to buy a new more efficient one.

Some people say that restricting mileage for cars would be too expensive and that it would be a waste of time. It would be expensive no matter what route is taken to solve the problem, but with the in ability to produce ethanol or other fuel cheaply it is going to cost more in the long run to stay with gasoline. That is why a gradual transition into cars that run on strictly renewable resources is key. The future generations would be able to live a much better life if we save the fuels and stop the pollution.

With the ever increasing price of gas it is always a big issue on whether to restrict mileage on cars. There are some methods to solve this problem that have been stated. And in all reality no matter what we do it will be expensive, so we need to work then on what will cost the least to the environment.

Suggestions for Revision:

Try creating an outline to help focus your paragraphs on a central idea.

Map main ideas in introduction and conclusion.

Decide how each body paragraph supports the main ideas.

Identify and articulate a clear position and then reconstruct the argument to support your position.

Combine some sentences in places to improve fluency.

Try adding a personal anecdote to strengthen voice.

Try reading paper aloud to catch errors and refine fluency.

High School Persuasive Essay #15

Note: This sample essay is provided to help facilitate scoring and the training/re-calibration of scorers. It should NOT be used to reconstruct the prompt or derive any information that might jeopardize test security in any way.

Teen Curfew

Many communities are debating on whether implementing teen curfews is a positive or negative idea. Many people think implementing teen curfews will prevent children from staying out of late night mischief and causing damage. Other people say that some children have jobs and school activities that would keep them out past curfew hours. Each person lives a different life and in order to set a curfew at a certain time they have to accommodate everyone's schedules. Setting curfews can be very difficult because many students have jobs or activities, while others just want to have time to goof around with their friends and family.

Teen curfews should not be implemented because if teens have jobs or are involved in a school activity, the curfew provides them with no time to do anything extra. However there are also teens that don't have jobs or aren't involved in outside activities and they want to just have fun with their friends without having to worry about a set and stone time to be home. Teens have a good sense of judgment and so if no one trusts them, then how are they every going to be trusted as an adult? Everyone makes mistakes and without making mistakes no one can ever learn from them. Being a teenager only lasts for so long before you become an adult, so teens might as well have as much fun while they still can.

Damage and crimes can happen anytime during the day so why is it a big deal when it comes to night? Setting a curfew will only limit the amount or extant of a crime, but it will occur. People don't realize that teenagers love to feel rebellious and setting a curfew to them is just making a new goal for them to reach. Being able to sneak out after curfew and cause damage will just make them more proud and rebellious to themselves and each other than if there wasn't a curfew at all. Teenagers think in a different way than adults and to them getting caught is the least of their problems because to them there is always tomorrow.

When a community sets a curfew the community has to make it a reasonable one so it can meet everyone's schedules. Meeting everyone's schedules is very had to do so that's why if a curfew is to be set it should be up to the parents. In some families parents have trust with their kids and so they feel they don't need a curfew. Setting a curfew for all teenagers of the whole community is just outrageous and uncalled for. Parents know their kids better than other adults of the community so ultimately the parents should decide if their son or daughter needs a curfew or not. The community is not raising their kids so why do they need to step in and set a curfew?

I do agree that having curfews may limit the damage and

6-TRAIT Scores:

Ideas and Content:	2
Organization:	2
Voice:	3
Word Choice:	3
Sentence Fluency:	3
Conventions:	3

Scorer Commentary:

Ideas and development are weak.

While the writer has taken a position on curfews, that position is not clearly stated or supported by well-reasoned arguments.

The biggest factor in limiting readability and persuasiveness is the lack of organization on both a macro and micro level.

The paper as a whole lacks structure as do the paragraphs and the sentences within those paragraphs.

The paper is closer to a free-write than a developed essay.

This piece sets out points of a debate and either summarizes arguments on each point of the debate or takes a position and argues for it.

The various arguments double back on themselves and argumentation does not move forward in a progressive way.

Too many ideas are presented in a single paragraph with little attempt to connect one idea to the next.

Repetitive sentence beginnings throughout the essay.

Lack of transitions between sentences impedes fluency.

Voice tends to come through most clearly when the writer argues for freedom and fun while arguing against the idea that the community should function as a parent.

trouble teens get into at night, but yet the same crimes can happen in the daylight. Not every teen cause's trouble, some want to be or may already be involved in extra activities outside of school and want to have some fun after their activities. The community just needs to step back and let the parents do their job. People don't have kids to have the community raise them, they have them so they themselves can raise them and teach them what and what not to do.

The debate on implementing teen curfews is a very difficult one to make. On the other hand everyone just needs to open their eyes and realize you can't control other people's kids. It is their right as a parent to provide and make good decisions for their young teen. Every person is different and so everyone is raised different and people just have to accept that. If they don't then they can just keep complaining because all they are doing is pointing finger at other people and not leaving themselves any room for acceptance of others thoughts, ideas, and beliefs.

Suggestions for Revision:

Identify and prioritize the ideas that support the position and reorganize the essay around those concepts.

Eliminate redundancy.

Try creating an outline of the essay to help organize the points within the argument.

Need to set out priorities in the discussion, having a clear idea of what is most important.

Personalize the issue with specific details from own life to improve voice and word choice.

QUICK REFERENCE SCORING CHART FOR SAMPLE ESSAYS WITH ANNOTATIONS

	Ideas and Content	Organization	Voice	Word Choice	Sentence Fluency	Conventions
Grade 5 Narrative Essay #1	3	2.5	3.5	4	4	4
Grade 5 Narrative Essay #2	3	3	4	3	3	3
Grade 5 Narrative Essay #3	3	4	2	2	2	2
Grade 5 Narrative Essay #4	5	4.5	5	5	5	5
Grade 5 Narrative Essay #5	5	5	5	5	5	5
Grade 8 Expository Essay #6	3	3	3	3	3	5
Grade 8 Expository Essay #7	3	2	3	4	3	3
Grade 8 Expository Essay #8	5	4	5	4	5	5
Grade 8 Expository Essay #9	3	3	3	3	4	4
Grade 8 Expository Essay #10	2.5	2	5	3.5	3.5	4
High School Persuasive Essay #11	3.5	3	3	3	2.5	2.5
High School Persuasive Essay #12	3	4	4.5	4	4.5	4
High School Persuasive Essay #13	4.5	4	4.5	4	4.5	5
High School Persuasive Essay #14	2.5	2.5	3	3	2.5	2.5
High School Persuasive Essay #15	2	2	3	3	3	3

Part III

Practice Essays without Annotations

These practice essays can be used for calibration sessions in which groups of readers score and discuss these essays to ensure that scoring is accurate and consistent from one scorer to another. Readers can complete the annotation boxes to facilitate discussion and also model the kind of feedback and instruction that teachers might provide to their students on classroom assignments. Although annotating essays is **not** required on the Kansas Writing Assessment, it is suggested here as an effective training procedure. The quick reference chart on page 75 lists the 6-TRAIT scores for these essays.

Note: These practice essays are provided to help facilitate scoring and the training/re-calibration of scorers. They should NOT be used to reconstruct prompts or derive any information that might jeopardize test security in any way. Educators are encouraged to exercise professional judgment in using these sample essays with fidelity.

Grade 5 Narrative Essay #16

Note: This sample essay is provided to help facilitate scoring and the training/re-calibration of scorers. It should NOT be used to reconstruct the prompt or derive any information that might jeopardize test security in any way.

My trip to North Dakota

I've experienced many exciting activities. One exciting activity was going to North Dakota. We went there for my brothers' baseball tournament.

Some parents went, and brothers, and sisters. Almost every player had to get one hundred dollars from donations, so they went around asking for donations. Here's what the donations were for. They paid for the bus that we took and paid for our hotel rooms.

The hotel in North Dakota was awesome. It has a water park inside, and had about four floors. In North Dakota there are about fifty hotels. On the way to North Dakota we got to go over the Missouri or Mississippi river.

When we were at the baseball fields I realized how clean it was. North Dakota is awesome and clean because people take care of it. Possibly you could have gone with us! You would be amazed of what it looked like.

Our hotel was quiet fascinating it's got a water park inside and a big huge slide. Water parks sometimes have those buckets that fill up with water and then dumps. This one does. Have you been to a water park like this one? While the way back home we went over the bridge and went to South Dakota to Mt Rushmore. What we saw was amazing. There was a store that we bought Mt Rushmore shirts at. Ryan's team and I got to see Mt Rushmore up close. People on there are George Washington, Tomas Jefferson, Abraham Lincoln, and Theodore Roosevelt. I got to have ice-cream that was chocolate flavor.

Going to Mt Rushmore was very exciting. Hope I get to go again soon! Maybe if I do, you can come too!

6-TRAIT Scores:

Ideas and Content:

Organization:

Voice:

Word Choice:

Sentence Fluency:

Conventions:

Scorer Commentary:

Suggestions for Revision:

Grade 5 Narrative Essay #17

Note: This sample essay is provided to help facilitate scoring and the training/re-calibration of scorers. It should NOT be used to reconstruct the prompt or derive any information that might jeopardize test security in any way.

P #2

A couple of weeks ago I was going to this exiting place in my town called The Skating Rink. When I got there I was sitting and talking with some of my friends. My sister had came with me to oh it was my little sister to not big just little. She was being very obnoxious to! She starting saying things that I like to do, one of the things she said was that I loved to sing, and when that happened. oh oh! They were begging me to sing. My sister started chanting SING! SING! When I answered I said um yes, but I told them I had to warm up first. After about five minutes I said I was ready, then I started singing. One of my friends said Hold on! Let me go grab my phone so I can record your voice. My nervous face turned red I said yes you may. I felt very nervous when I was singing by myself. Because I do not often sing in front of a small crowd. Well by myself no, With small or big groups yes. I had to sing the same song over because they wanted to record my voice. My other friend (who didn't have her phone) said darnet! I forgot my phone I would have been able to record you to! As time went by a few of my BEST friends came over, I was so relieved! I was very comfortable singing in front of my BEST friends. I sang around them 24/7! Well maybe not 24/7 but just about! After about an hour I was starting to get used to it, exept I can not look at people in the eyes or I will feel nervous again! I sang many of the same song over and over again. One of my friends brother said you sounded a little better earlyer, but now you sound really tired. I said of course I am! I had a lot more energy when I got here! Now I am existed, well maybe not existed but tired, but I think it is the same thing. My two friends said you are my music hero! I said thank you very much that's really nice. Only music hero though nothing else. The Skating Rink was almost closed, so we all just talked for a little. One of my friends said when you become famous can I be your manager? I replied ummm I will think about it. Who knows if I will become famous or not! Well when the Skating Rink was close I went home. About a week later there was a Basketball game in our town, one of my friends who were there said Hey! I replied hello! She asked me if I could sing to her friend I told her maybe later. She said PLEASE! I finaly gave in sang. They got one more of there friends and said this girl can sing! I could not help it I started singing. I was really getting used to it! I have sang for about seventeen or eighteen people since then. This happened in January sometime.

6-TRAIT Scores:

Ideas and Content:
Organization:
Voice:
Word Choice:
Sentence Fluency:
Conventions:

Scorer Commentary:

Suggestions for Revision:

Grade 5 Narrative Essay #18

Note: This sample essay is provided to help facilitate scoring and the training/re-calibration of scorers. It should NOT be used to reconstruct the prompt or derive any information that might jeopardize test security in any way.

A New Baby

Two years ago on a July night I heard my mother say something to my brothers. I didn't hear what she said because I was so sleepy, so I just went back to sleep. That morning when I woke up I went to my brothers room and asked if our parents came back from Guymon. So I went to my room and made my bed. After I finished making my bed I went to the bathroom and started brushing my teeth, washing my face and combing my hair. It took me awhile to comb my hair but I got it. I went to the kitchen to eat something for breakfast when I finished combing my hair. I ate a bowl full of corn flakes. When I finished eating my corn flakes I washed my bowl and the cups that were from the night before. Washing dishes is one of my Least favorite job now. I didn't have anything to do so I went to my brothers room and watched my brother Jacob play on the computer. I started to get bored so I asked him if I could play on the play station two and he said yes. When it was loading I asked my brother why they went to Guymon three o'clock in the morning! All he said was I don't know. So I just started playing on the play station two. When my sisters woke up I had to let them play because if I didn't let them play then we would start arguing about who gets to play or who doesn't get to play. So I just went outside and gave my cats some cat food. Then I got on my bike I rode almost all around town. When I was on the way home I stopped at the school playground. I swung on the swing for a little bit. Then I jumped off the swing and got on my bike. Before I was on our street I saw my sisters with their bikes too. My sisters and I went to the post office and got our mail from our post box. We took the long way home. When we got home we went to the backyard and played with our cats. One of our mama cats got baby kittens a weeks ago so we played with them too. My sisters and I went inside and our brother Peter told us that we could go to C mart with them. I got a burrito. When we got home I ate my burrito and it was delicious! I finished my burrito quickly because it was so delicious. My big sister and I washed the dishes when we were done eating. As soon as we were done our parents came home. I asked them alot of questions such "where were you?" and "why did you go three in the morning?" All my mother said was that they went to Guymon and bought something. I was very confused. Why did they go to Guymon just to buy something three in the morning?! About five minutes later my Aunt and Uncle over and talked to my parents. My sister heard them say that we had to go with our Aunt and Uncle. My sisters and I we outside to play for awhile. Then our mother told to get ready to go with out aunt and uncle. So we went to our room and got some clothes out cause we're spending the

6-TRAIT Scores:

Ideas and Content:
Organization:
Voice:
Word Choice:
Sentence Fluency:
Conventions:

Scorer Commentary:

night at our cousins house! When we got on the road where our cousin lived we stopped at some other peoples house and picked up our cousins. I didn't know why they stay at there house. As soon as we got to our cousins house I grabbed my luggage and went inside. The first thing we did was play in the basement. Then our aunt called us from upstairs to eat super they bought chicken from KFC. My cousins, my sister and I had to wash the dishes. We went outside when we finished. We had to go inside when it started getting dark. When we came inside we went to the basement again and played for awhile. After awhile I went to go get drink and when I came running down the stairs I was almost there and I slipped and landed on my back! It seemed as if I couldn't breathe for a minute. My Aunt came running down and helped me up and smeared something on my back but it didn't feel better right away. When I went back down stairs I just layed down and watched my cousins and sisters play. My cousin my sisters and I went to bed thirty minutes later. The next morning when I stood up my back was a little sore still. We did all sorts of exciting things. We stayed there the next few days. On Friday evening we went home. Someone brought us and our mother food so we didn't have to make food. When my sisters and I were playing with our brothers legos our father told us that our mother had a baby but she died. My sisters started to cry and I almost cried. After awhile we went to bed but I couldn't sleep. I felt really sad, and tired. I also felt happy that my little baby sister got to go to heaven. The next morning I wasn't that sad as the night before. I was wandering how exciting it would be to have a little baby sister. The next few days my mother and I was feeling a lot better. I still feel sad but I'm so happy that she got to go to heaven. I remember this because it would very exciting to have a little sister. I always wish that I could have a new baby sister or brother.

Suggestions for Revision:

Grade 5 Narrative Essay #19

Note: This sample essay is provided to help facilitate scoring and the training/re-calibration of scorers. It should NOT be used to reconstruct the prompt or derive any information that might jeopardize test security in any way.

A Frightening Moment

Hi, I am going to write to tell you about a very frightening moment in my life. It all began when my Aunt Peggy was taking my brother, my Aunt's friend, and me, to pick up my cousin from summer camp. My brother and I were in the back seat watching "One-hundred-and-one-Dalmations. It was the cartoon version. Ok, I'll get back on with the story.

Well, we were driving the slick roads because it was really raining out. All of a sudden, the car just flipped over into the ditch! While it was tumbling, my carseat came out of the buckle. I don't know why I wasn't crying, but I was actually laughing! This happened when I was only 4 years old! Meanwhile, when we were just sitting there with the car up-side-down, my brother says "I bet all 4 tires are flat." But only 1 was, that was the weird part.

When the car got fixed, we had to go to the hospital. We needed to go there because my aunt's friend broke her wrist during the car accident. After that my grandma went to go get my cousin. She was soaking wet from waiting out in the rain for us to come. She had a yellow raincoat on. It looked so funny on her!

When we all went back to my grandma's house, we had a discussion about what had just happened. We also had milk & cookies. All of us kept praying that would never happen again. It has not happened yet, and I want it to stay that way!

6-TRAIT Scores:

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Suggestions for Revision:

Grade 5 Narrative Essay #20

Note: This sample essay is provided to help facilitate scoring and the training/re-calibration of scorers. It should NOT be used to reconstruct the prompt or derive any information that might jeopardize test security in any way.

A Meaningful Friendship

On June 9, 2007, my cousin Chris and I had an awesome birthday bash. It was the day before his birthday. Chris and I have known each other our whole lives. We are best friends. Chris live with our grandpa Coach and his dad Nick (my uncle).

Chris and I started out with a barbeque. Coach was cooking the food when my little cousins Madison and Brecken bumped the grill. All of the food fell off. After the food fell off we had no more hotdogs or hamburgers. So Coach took Chris and I to the store to get more food. Than we came back home to cook the hotdogs and hamburgers. Once they were done Chris and I ate our delicious hotdogs and went outside to play.

We went to coaches pitching machine to bat. We each bat ten balls at a time. I got done with my turn so now it was Chris's turn. I put the first ball in the pitching machine. That's when things went wrong. It flew out and hit Chris right in the chin! He was hurt badly. I ran inside and got some medical tape and a gauze pad and some Neosporin. I put the Neosporin on his chin. Than I taped the gauze pad on. That was enough of the pitching machine.

After Chris felt better we went back outside. The heat was beating down on my body. It felt like I was in an oven. So we decided to go swimming in the pond. We got our swimsuits on and raced outside. We ran as fast as we could on the dock and flew in the pond. It was warm and refreshing. It was a relief over the beating sun. After we swam we wanted to get into the paddleboat. So we did.

We got on the paddleboat and went around the huge pond. We were far away from land when the paddle that makes the boat go caught on something. I went back to check and it was tangled in a mess of seaweed! I tried to pull it off but it wouldn't budge. So we looked around the paddleboat and in the back was an emergency kit! We opened it and looked inside. There were some band aids, some survival wrap, and a pair of scissors! We got the scissors and cut the seaweed off. Then we paddled safely to shore.

After we got on shore it was about six o'clock. It would be dark soon. So we got out our tent for our campout and started building them. We were putting the two tents together when I heard a snap that sounded like breaking glass! One of Chris's connection sticks broke! We were disappointed now because we wanted to connect the two tents together. Just when we were about to give up I had an idea. I went over to the box it came in and looked inside. There were two extra connection sticks! So we put his tent together and connected our two tents. Then we both shed a sigh of relief.

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After we put our tents up it was dark enough for fireworks! We got Nick and asked him if he can shoot off the fireworks while we watched. He said he would. First, we went outside and shot off a few Bottle Rockets. Next, we lit some Black Cats and some Roman Candles. Than it was time for the finally. We had twenty artillery shells. We shot them off. They looked so cool! They looked like different colored flowers in the sky. We had a great time!

After the fireworks, we got the chimnea, some graham crackers, some marshmallows, and some chocolate. We lit a fire in the chimnea and made smores. After we ate our smores, it was ten o'clock. So we went to bed. We got out tents and sleeping bags ready. Then we went to bed.

The next morning there was dew all over the tents. It was eleven o'clock. My mom was already there to pick me up. So I packed my things and we drove home. That day was one of the best days of my life!

Suggestions for Revision:

Grade 8 Expository Essay #21

Note: This sample essay is provided to help facilitate scoring and the training/re-calibration of scorers. It should NOT be used to reconstruct the prompt or derive any information that might jeopardize test security in any way.

A Day with a Celebrity

I have always wanted to meet a celebrity and hang out with one for a day. The celebrity I have always wanted to meet and hang out with for a day is Shannon Sharp. He played for my favorite football team the Denver Broncos. I have wanted to meet him since I was five years old. I like him because he was a great wide receiver and he was fast and good at running his routes. I would ask him what he did to catch the ball so good. Also I would ask him how he felt when he helped them win two back-to-back Super Bowls in 1997 and 1998.

I like him because he played at wide receiver for the Denver Broncos. Wide receiver is the position I play and hope to play if I go to the NFL. While I was with him I would ask him if he liked the routes that the coach had him run? Also I want to know if he got mad at the coach for choosing a bad route for him to run? I would ask him if would teach me some of his routes? I would want to know some of them cause then I could probably teach them to my football team.

I have always wondered what he did to catch the ball so good? What drill did he do to help him catch the ball? If he did what drills did he do? If he showed them to me I would practice them everyday because I hope when I get older I make it to the NFL. I would also want to know them because then I could show my teammates.

I wonder how he felt when they won two Super Bowls back-to-back? How did it fill to get to hold two Super Bowl trophies? Did he fill happy or emotional? How did the team react when they brought the trophy back to their stadium? If I make it to the NFL I hope my team wins the Super Bowl so I know exactly how he felt when his team won.

In conclusion, if I got to spend a day with a celebrity Shannon Sharp would be the celebrity I would want to spend my day with. He played for my favorite football team. He also was a great wide receiver and was good at running his routes. Also helping the Denver Broncos win two back-to-back Super Bowls.

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Suggestions for Revision:

Grade 8 Expository Essay #22

Note: This sample essay is provided to help facilitate scoring and the training/re-calibration of scorers. It should NOT be used to reconstruct the prompt or derive any information that might jeopardize test security in any way.

Attributes of a Good Team Player

There are many things that qualify as a good team player but I am only naming four of them. One of them, is to have good attitude, another is to stay focused and keep your head in the game. The third is to encourage others. The last qualification that I am naming is leadership. I chose these four examples because I think that they are the four most important qualifications for a good team player.

In order to be a good player and to have good relationships with your coaches and fellow players, you need to have a good attitude. If you are playing basketball and you miss a shot or fouled out, you wouldn't want to yell at the referee or through the ball down and make a scene. That is what I would call bad attitude. If you have a bad demeanor, than you might get in trouble by the referees, your coaches, or even your family and friends. On the other hand, if you have a positive attitude, you might play better and laugh at your mistakes and/or be willing to go back and fix them. This will help keep your teammates heads up even if you are losing.

Keeping your head in the game will help keep you on task and focused. When you are going through a tough time in your life, you should NEVER let it follow you on to the court, field, or track. This will prevent you from having fun and playing good. Now, I am sure that you don't want to lose a game over an argument or break-up. Whenever the going gets tough, the tough get going. This means that if you are struggling socially, or mentally, that you still need to keep your head up. If you aren't doing well in a subject, and you are thinking about it during a game, then you might make a horrible pass or yet, even worse, score for the other team! So staying focused is definitely a good thing.

Encouraging others boost their mentality. It makes them feel like they are special and it lifts their ego. If someone isn't doing well in a sport and everyone is telling them how bad they are, they're only going to get worse, but if the other teammates are telling him or her that they can do it then they might try harder to become a better player. Boosting others mentality can help them achieve higher goals.

Leadership is getting others to listen of to follow you in a positive way. It is being brave in a dangerous situation, being strong (mentally) in an emotional time, it is proving to others that you can lead or be in charge of a group of people that believe in you. If you can stand up in front of a crowd and tell them what you think is the right thing, that makes you a leader and it gives you good leadership. Getting others to believe in you and trust what you do and say, show that you have good leadership.

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I think that these qualifications make a person a good team player because they prove that you are a good person. Good attitude keeps good relationships between other. Staying on task keeps you focused so you have your mind on the game. Encouragement helps not only just the team, it helps you become a better person. Leadership is one of the best qualifications to being a good team play, because it shows that you have good strong mentality. These four qualifications won't just help you in a sport, but in real world situations too!

Suggestions for Revision:

Grade 8 Expository Essay #23

Note: This sample essay is provided to help facilitate scoring and the training/re-calibration of scorers. It should NOT be used to reconstruct the prompt or derive any information that might jeopardize test security in any way.

A Favorite Activity for Fun and Relaxation

Laying by the pool in the warm, sunny air, being pampered at a spa, or engaging in deep conversation with my best friends on AIM, all of these are among my favorite things to do. Each one I enjoy doing for different reasons. To me, doing my favorite activities is like being in heaven. When I'm at the pool, at the spa, or at the computer talking to my best friends, there isn't anywhere else that I would rather be.

To start out with, I love to be at the pool, whether I'm swimming or just laying in the lawn chairs trying to get a tan. During the summer months when we are off school, I am almost always at our neighborhood pool. I enjoy listening to every one of the young children laugh and giggle as they play and splash around in the water. I like to feel the warm summer air on me as the sun tans my skin. When the sun gets too hot, I like to take a dip in the pool. The cool refreshment of the cold water is breathtaking, but then, I'm back to tanning. Being at the pool is the best and most relaxing thing to do on a hot summer day.

Moving on to another very relaxing thing to do, at a spa would be my next choice for where I'd like to be. A spa is the perfect place to be on a cold, rainy day. At a spa, the thing that I get done the most is my nails. When they do my fingernails, it's called a manicure, and when they do my toenails, it's called a pedicure. At a spa, they also have people that do hair. They can cut hair, color hair, style hair, or do pretty much anything else to hair. One of the most expensive things to do at a spa is probably to get a massage. Everything at a spa cost quite a bit of money, so going to a spa is something that most people don't get to do very often.

On the other hand, something that I do all the time is instant messaging my friends. The main instant messenger that I use is AIM. When I'm instant messaging, it gives me a chance to catch up on all the latest gossip. When something is bothering me, I can pour my heart out to my friends and I know they will return with great advice. Also, I can give my friends advice when they are upset about something. Almost everyday after I finish my homework and chores, I get on instant messenger to chat with my friends. Instant messaging is also a good way to pass the time. If I have a couple of hours of free time, that's usually what I'm doing.

In conclusion, my opinion is that the three best things that a girl could do are lying by the pool in the amazing summer heat, getting pampered in many ways at a spa, or building up a good bond with my true friends by engaging in deep conversation with them. Without these three things, I don't know how I would spend all of my extra time.

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Suggestions for Revision:

Grade 8 Expository Essay #24

Note: This sample essay is provided to help facilitate scoring and the training/re-calibration of scorers. It should NOT be used to reconstruct the prompt or derive any information that might jeopardize test security in any way.

A Change in a Fictional Character

It is true that in many novels the character changes. In the beginning a character is used to something then all of a sudden everything is different. The book Call of the Wild is an example. Buck is used to his normal life then all of a sudden everything changes. He has to learn to adapt to a new environment.

Buck changes when he gets captured and is forced to become a sled dog. He is used to his everyday life in the beginning of the book. Then as a sled dog he has to pull a sled most of the time. At home he is fed everyday and cared for, but as a sled dog he has to steal the food in order for him to get what he needs. When he is a sled dog he gets in many fights and at home he never fought.

Another example of how Buck changes is that, at home Buck sleeps on the floor next to the fireplace, and as a sled dog he has to sleep in the cold snow. Buck is used to the warm weather where he used to live, but now he is in Canada in the cold snow. At home Buck had only one master but as a sled dog he has had many. When he is at home he doesn't really have to look out for somebody who tries to hurt him but out in the wild he does. He becomes a lot faster and a lot more physical with others as the story goes on.

Buck becomes to be more angry as the book goes on. He will not just let someone push him around anymore. At the beginning Buck is usually always healthy and cared for, but in the wild he gets bitten up and beaten. While Buck is in the wild he becomes a lot smarter with where he is and his surroundings. Most of the changes that happened he couldn't help.

Some of the changes that happened were for the better. For example stronger and faster. Also some of the changes were for worse. An example of bad changes was that he was bitten and beat up. Those were some ways that Buck has changed.

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Suggestions for Revision:

Grade 8 Expository Essay #25

Note: This sample essay is provided to help facilitate scoring and the training/re-calibration of scorers. It should NOT be used to reconstruct the prompt or derive any information that might jeopardize test security in any way.

Theme Song of my Life

Pitter-patter pitter-patter. It is raining outside, you are in your car, and there is nothing better to do. The first thing that pops in your head is your iPod in your pocket. The next thing that there is left to do is to find a good song to listen to. My theme song would happen to be Rewind by Pillar. These are the four main topics that I chose to talk about, why I chose it, the first time hearing it, how it makes me feel, and how often I listen to it.

Choosing this song is the opening step. Every one messes up in their life and there is always one person that will always forgive you no matter what, that person is God. The song rewind is about a person that makes mistakes and then they want to rewind and change what they have done and towards the end of the song they realize that they can't change it without Gods help. Then God forgives them and that person is starting to understand that no matter what, God, is always there for them. I chose this song as my theme song after a couple times of hearing it. I didn't choose it right away because I didn't quite understand what it meant until I made a mistake and I wanted to rewind.

Listening to my theme song is the next topic. When I first heard Rewind it was after a visit from the mall. I walk in the store and look for this CD because I heard one of their songs at a youth conference in Tulsa, Oklahoma. As soon as I arrived in my car I placed the CD in the CD player, I started running through the songs. Then I stopped on the song Rewind and it was kind of spooky because it explained everything about mistakes.

Feeling a certain way about a song is normal and feeling a certain way about a song is the third key point on why I chose this song. This song makes me feel like I'm not the only one in the world that feels like they have made a mistake that they have wanted to rewind. This song also makes me understand that God is there for me as well as everyone else and no one is alone. Everyone dreads feeling alone but no one ever has to be alone.

Listening to the Song Rewind is something that I do often and it is the final reason for picking this song. After I got home from the mall I took it to the computer to sync the CD to my iPod. Since it is on my iPod I can listen to it just about anywhere I go. Pillar is also one of my favorite Christian groups. Pillar is not the only group that I listen to it is just one of my favorites.

Under your music you hear a faint crack of thunder and light pitter-patter pitter-patter of the rain, but you are not bothered because you are in your little world of music. You can never go back and rewind mistakes, and I know that now and maybe it is good to escape from your mistakes and listen to your theme song.

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Suggestions for Revision:

High School Persuasive Essay #26

Note: This sample essay is provided to help facilitate scoring and the training/re-calibration of scorers. It should NOT be used to reconstruct the prompt or derive any information that might jeopardize test security in any way.

Our Culture's Obsession with Body Image

In today's society celebrities set the bar for peak physical appearance. Models with size double-zero waists lead the way, leaving the rest of the general public in their wake striving to achieve that same façade. The ironic thing is that the trendsetter's can't even achieve the physical image that they are portraying. The magazine pictures that women in America use as the ideal "after" image of themselves is more often than not touched up using a number of photo finishing techniques to reduce the appearance of any healthy body fat. These false images that lead the nation's struggle to be thin set the bar to a low that is unobtainable using healthy techniques. Women's obsession with body image results to pathways that are not only physically and mentally destructive, but may lead to death.

When women look to lose weight the first step is generally to start dieting. Dieting is one of the nation's largest growing markets today. Every time you turn on the television you can see a different person giving their remarkable testimony about how they lost forty pounds in two weeks with a new dieting product. Unfortunately almost every one of those miraculous testimonies is followed with the disclaimer, "results not typical," in fine print. So consequently, when people try the diet and come up short, a handful will panic and turn to more extreme methods of dieting.

These extreme methods of dieting can take thousands of different forms. Anything from protein shakes to rice cakes alone making up your day's menu. These techniques may look effective from a short-term standpoint, but fail miserably from a long-term perspective. The truth is that your body can't live on protein shakes or rice cakes alone. The body needs a range of vitamins, minerals, carbohydrates, and other things to keep it in top working order. By limiting your diet you are not consuming the proper nutrition that your body needs to stay healthy.

The second outcome of our nation's obsession with body image is the dramatic rise in eating disorders. The most common of these disorders are bulimia, where the person eats then deliberately vomits to rid themselves of the food, and anorexia, where the individual stops eating all together. When behavior psychologists study people with these disorders they typically find an underlying psychological disorder. This disorder makes the victim think that they are always overweight, even if they are on the verge of starvation. Unfortunately these disorders are not easily fixed. It takes intense therapy over several years to fully recover physically and even longer to recuperate psychologically. You would think that the generation most

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affected by eating disorders would be teenagers, but regrettably cases of children as young as seven and adults well into their sixties with eating disorders are surfacing.

The last result of the nation's obsession with body image is the growing popularity of plastic surgery. Plastic surgery is typically the last resort for achieving the unrealistic body image that the media demands. Surgery is the "easy out" of dieting and improving your body image. Many people use surgery if dieting proved to be useless or they are just too lazy to keep a healthy lifestyle. An individual will pay a large sum of money to do anything from getting fat removed from their stomach to getting the corners of their eyes lifted for a younger appearance. It is not right for women to have to result to surgically alter themselves just to keep up with the latest trends. Every person has a different body type and should stay the unique person they were meant to be.

In conclusion, our nation's obsession with body image has molded today's women into thinking that they are never good enough. People turn to the methods of unhealthy dieting, eating disorders, and plastic surgery just to reach the extreme high standards set by today's media. Using these means to reach their goal is extremely unhealthy and could even lead to death. Everyone was born a unique individual and should embrace that. If this trend keeps growing at the same rate it is now, in one hundred years we will all look like clones and all individuality will be thrown out the window. You are your own person and that is something to be proud of!

Suggestions for Revision:

High School Persuasive Essay #27

Note: This sample essay is provided to help facilitate scoring and the training/re-calibration of scorers. It should NOT be used to reconstruct the prompt or derive any information that might jeopardize test security in any way.

High School Sports

Many people wonder whether or not high school athletics have a positive influence on students. Some people say that playing sports in school just takes away from what really matters, school. As long as students can keep up their grades while competing, sports can be very beneficial to their development. High school sports can also keep kids in bad neighborhoods and slums out of trouble and away from drugs. What these teens need is a good influence and sports might just be their only opportunity. That's why high school athletics have a good influence on student athletes.

The first point that I would like to discuss is how high school sports can keep kids away from destructive decisions and off the streets. Especially in larger cities, this can be an immense problem. Children often grow up in slums and ghettos where nothing is expected of them to better their selves. It is always assumed that they will grow up and live in the very same ghetto with the very same problems all around them. For many teens growing up, drugs, thugs, and street violence can easily cause the destruction of their futures. Yet when you have high school sports with mandatory practices, curfews, and expected behavior, they don't have the inclination to be out walking the streets hunting for trouble. Also school sponsored sporting events stress good behavior and proper interaction with others. High school sports have a very large and a positive effect on those children who might have been headed for a miserable future.

My second main point is that high school sports support superior behavior and sportsmanship. Especially when it comes to sportsmanship, this is a building block that all youth must acquire. Society has rules just like sports and just like in sports when you break a rule there is a penalty. This concept ought to be learned at a young age because when you break a law, that can mean the end of your dreams. If someone breaks a rule in football, they can be thrown out and may spend their next practice running until the vomit. Break a rule in society; the consequences could be sharing a six by eight cell with a skinhead named bubba who think you look attractive. So learning sportsmanship before this possible tragic event is key!

My third and final point is that high school sports keep student athletes working for good grades. If they do not make the proper grades, then they no longer become eligible to compete. Another excellent advantage to being in high school sports is that the coaching staff is in contact with the parents and teachers. This becomes a top priority to a coach that all athletes are able to compete. When a member of the team performs

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poorly in the classroom, they will be strongly pushed through peer pressure and coaching staff to remain eligible. Therefore, high school sports greatly pushes student athletes to stay caught up on their assigned work and to always continue to attempt to better themselves in the classroom.

In conclusion, high school sports are very beneficial to young student athletes. They will become healthier this is true. Going deeper than that though, sports keep teens away from decisions that may end up severely hurting their future or their health. Sports also promote respectable behavior and top-notch sportsmanship. Without these, they will never be able to make it in the real world. Finally, sports greatly encourage athletes to do as well in school as they possible can while maintaining a high GPA and having all schoolwork done and accounted for. That's why high school athletics have a good influence on student athletes.

Suggestions for Revision:

High School Persuasive Essay #28

Note: This sample essay is provided to help facilitate scoring and the training/re-calibration of scorers. It should NOT be used to reconstruct the prompt or derive any information that might jeopardize test security in any way.

Technology's Effect on Teens

Have you ever wondered what life would be without your trusty cell phone or the World Wide Web? It is weird to think what we would do if we could not to 'Google' a topic that we were clueless about or text one of our friends a quick message with some crazy lingo during a boring class. Today's technology is so different from 50 years ago. It's even different from five years ago! Technology has changed the lives of adults, by far, and even more so, today's teenagers.

If you can think back to the early 90's, what kind of phones did they have? Many did not even have cell phones, yet there were a few that did. Those lucky few had cell phones that were bigger than today's house phones. They were black with a huge key pad and a big antenna to go with it. Back then, the Apple computer was just coming out too. With a very small screen, think keys, and a way slow modem, people were excited to get that new technology then. Times have drastically changed from that.

Social networking is one of the biggest factors in why teenagers are so obsessed with technology. It is quick communication. Society has made us think that we have to live so fast pace. Text messaging is an addiction. Our cell phones today are so jam packed with ridiculous features that makes our cell phones almost the only technology that we need. Most phones have email, IM, text messaging, blue tooth, and all the access to the internet that anyone could ever want. Cell phones can help out in any given crisis. If you were on a stranded highway and your car broke down, you could call someone for help and they could come get you. If someone was trying to kidnap you, all you'd have to do is dial 911 and leave it there. Today's technology might just be a key factor in saving lives.

However, technology is a very big distraction from work, school, and life. Technology can only go so far. "Oh my, you won't believe what I did today! I left my cell phone at HOME!". This is how we act when we forget our phones. We feel like a part of us is missing. Honestly, I kind of feel naked without my phone, maybe that's just me. We should not be so wrapped around one little device that apparently controls our lives. Maybe if teenagers didn't bring their phones to school, we would have a lot more people passing classes and not being such a disturbance. We would have a lot less wrecks if people would stay off their phone while driving, too. There are many reasons why technology is such a distraction. I just happen to think that we are too dependable on it.

Finally, technology today is very convenient in so many ways. From Map Quest to blackberries, technology helps us to get around and stay connected with one another. It is there for

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communication, information, and as easier way to be involved and to know what’s going on – in our own little world and to the world wide news, as well. Teenagers do rely on technology to get through their lives. Without technology, I don’t know if we would still have “lol” or “ttyl”. Even though it IS a big obsession, technology makes the world go round.

Suggestions for Revision:

High School Persuasive Essay #29

Note: This sample essay is provided to help facilitate scoring and the training/re-calibration of scorers. It should NOT be used to reconstruct the prompt or derive any information that might jeopardize test security in any way.

Availability of Soft-drinks in Schools

Should students have carbonated soft drinks available to them while they're at school? In my opinion, they should be allowed to purchase a soft drink if they want to. I know carbonated soft drinks are probably not the healthiest thing for a person to drink but it's their choice to consume it if they want to.

I know it's your job as school administrators to help us make the best decisions possible but we can make some decisions about how we live out lifestyles. We can make the decision to live a healthy lifestyle or a UN healthy one. Most young adults are smart enough to make good decisions and not live off of soda pop, we do drink other things.

If you do allow our school to have a vending machine we can put other stuff in it besides carbonated soft drinks we can put healthy drinks in them, such as assorted juices, waters, Gatorade and PowerAde. Some kids would rather drink the better tasting and healthier drinks rather than carbonated soft drinks.

Another problem is that some schools have carbonated soft drinks available to their students. While, other schools are told that they can't have these machines at their school. This is UN fair, I think either every school should have them or not have them at all. Every School should have the same policy and rules.

Another way you could decide on whether or not to allow schools have carbonated soft drinks available to their students is to take a vote on how many parents and guardians would allow their children to have these drinks at school. If you do that chances are there will be some schools that their parents will not allow them to have soda machines. Then that would go against the idea of every school being the same, or having the same policy on the availability of carbonated soft drinks to their students.

Another thing that you could do is use the money from the sale of these carbonated soft drinks as a fundraiser for different organizations. Giving them extra money thus, allowing them to do extra activities, which will help further your child's learning and enjoyment.

I know there are some people that disagree with the idea of schools having carbonated soft drinks available to their students. They don't like the idea of it because they don't want their child consuming unhealthy beverages that could lead to obesity or other health problems. But parents need to trust their children not to make these unhealthy decisions and make good ones. It's not like their child is going to walk around school always drinking a soda pop. Most of us are smart enough to not do that. We know the effects of unhealthy decisions and we try to make healthy ones.

I hope some of my thoughts and ideas will help you, the

6-TRAIT Scores:

Ideas and Content:

Organization:

Voice:

Word Choice:

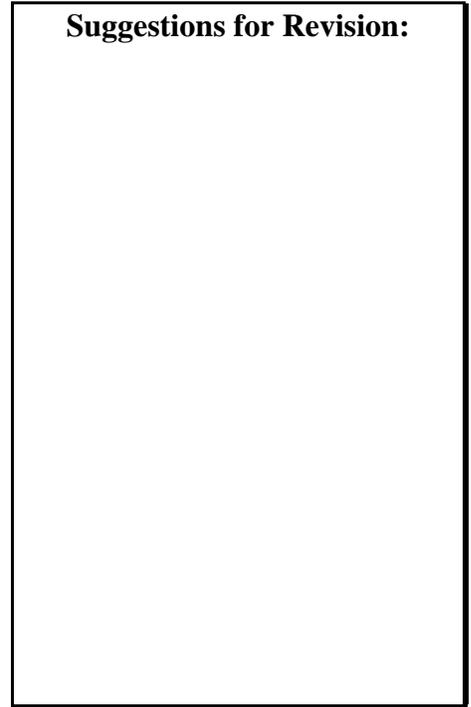
Sentence Fluency:

Conventions:

Scorer Commentary:

school board administrators make a positive choice on whether or not to allow schools to have carbonated soft drinks available to us students. We will support your decision whether you decide to allow carbonated soft drinks in our schools or not.

Suggestions for Revision:



High School Persuasive Essay #30

Note: This sample essay is provided to help facilitate scoring and the training/re-calibration of scorers. It should NOT be used to reconstruct the prompt or derive any information that might jeopardize test security in any way.

Tattoos for High School Students

Many High School students are getting tattoos. It has become a normal trend in most high schools. I do not think it is something that should be looked down upon, because in order for high school aged students to legally get a tattoo they have to be at least sixteen years of age, and have their parents signature, and at least two different types of ID to prove that they are your legal guardian, and they have to be present when the student is getting his/her tattoo.

Another reason that I do not think this should be looked down on is when people get tattoos most of the time that tattoo has meaning to that person, or a good reasoning for getting it. Some examples of this would be, maybe this person had a family member or asome one very close to them pass away, and they want something to remember them by. They could get a tattoo in memory of that person, that symbolizes something about the person, or something that person enjoyed doing. This is the reason I would like to get a tattoo, because my father passed away. Another reason some one may get a tattoo is it just simply says something about them, it may be of their favorite animal, sport, of just some thing they like to do in their free time.

I do not think that high school aged students should get a tattoo if they are irresponsible about it, meaning if they go and get it done with out their parents permission by someone with out a tattooing license. Also we are only in high school so we should not get tattoos in inappropriate places, or tattoos that discriminate against certain races.

If you are going to get a tattoo you should get it done right, and get a tattoo that has meaning to you, not something some one else would like. You should take your time on deciding what tattoo you are going to get and be sure that you like it first. Have the tattoo artist airbrush it on first so that you are sure that is the one you want, or if you even really want a tattoo.

I understand that many parents and elders and general think that it is something that you should only be allowed to do after you are eighteen and can make your own decisions, but I do not think it is your age that matters I think that it should be based on your level of maturity and ability to be responsible. High School students should think about the tattoo they want and if it is something they are going to want to have on their body for the rest of their life. Because when you grow older and become a more mature adult the things you like are going to change a lot and you are going to have a very different outlook on life so a tattoo may not be something you are going to want. And if it is, think about it and make sure that it is something you are going to be ok with having on your body when you are older.

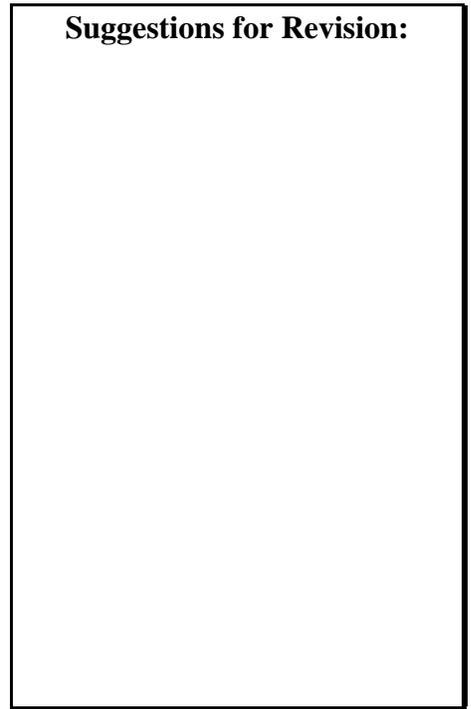
6-TRAIT Scores:

Ideas and Content:
Organization:
Voice:
Word Choice:
Sentence Fluency:
Conventions:

Scorer Commentary:

A tattoo is a permanent part of your body once you get it done. So I think that if you are responsible about getting a tattoo, even high school age students that is in not a bad thing and it should be allowed.

Suggestions for Revision:



QUICK REFERENCE SCORING CHART FOR PRACTICE ESSAYS WITHOUT ANNOTATIONS

	Ideas and Content	Organization	Voice	Word Choice	Sentence Fluency	Conventions
Grade 5 Narrative Essay #16	3	3.5	4.5	4.5	4	4
Grade 5 Narrative Essay #17	3.5	3	4	3	2.5	2
Grade 5 Narrative Essay #18	2	2	3.5	3	3	3.5
Grade 5 Narrative Essay #19	4	4.5	4.5	4.5	5	5
Grade 5 Narrative Essay #20	5	5	5	5	5	5
Grade 8 Expository Essay #21	4	4	4	3	3.5	4
Grade 8 Expository Essay #22	5	4.5	4	4	4	4
Grade 8 Expository Essay #23	3.5	4	4	4	4	5
Grade 8 Expository Essay #24	2.5	2.5	2	3	3	3
Grade 8 Expository Essay #25	4	3.5	4	3.5	3.5	3
High School Persuasive Essay #26	4	5	5	4.5	4.5	4
High School Persuasive Essay #27	4.5	4	3.5	3.5	3.5	3.5
High School Persuasive Essay #28	2	2.5	4	3	3	3
High School Persuasive Essay #29	2.5	2	3.5	2.5	2.5	2
High School Persuasive Essay #30	3	2.5	3	2	2	2

Appendix

Glossary of Terminology for the Kansas Writing Assessment

GLOSSARY OF WRITING TERMINOLOGY FOR THE KANSAS WRITING ASSESSMENT

analytic scoring—a process where trained readers rate a piece of writing by considering a set number of components and providing a separate score for each of those components, thus compelling readers to consider ideas they might otherwise ignore.

appeals to emotion—manipulating the emotions, rather than the reason or logic, of an audience in order to convince readers of a point of view or a course of action. See also **appeals to reason/logic**.

appeals to reason/logic—reasons and evidence aimed at the audience’s logic, common sense, and ability to think. Appeals to reason/logic typically involve providing examples, precedents, and narratives; citing authorities and testimonies; establishing causes and effects; and using inductive and deductive reasoning. See also **appeals to emotion**.

audience—the intended readers of a particular piece of writing.

audience awareness—the degree to which the writer is aware of his or her audience and their particular characteristics and needs.

balance—the arrangement of words, phrases, or ideas so that two or more concepts are given equal emphasis.

bias—a preference or an inclination, especially one that inhibits impartial judgment; an unfair act or policy stemming from prejudice. +

body—the middle portion of an essay often made up of one or more paragraphs. Each body paragraph typically includes a topic sentence; development (in the form of facts, statistics, examples, illustrations, anecdotes, charts, graphs, etc.) that supports the topic sentence, central idea, or theme; and a transition sentence at the end to ease the reader into the ideas of the next paragraph.

brainstorming—see **prewriting**.

conclusion—the end portion of an essay where the writer supplies a good sense of closure by including specific elements: a creative re-statement of the thesis statement, central idea, or theme; a brief review of the main points of the essay; and a good closing statement.

context—the social or cultural situation in which a written message occurs. √

conventions—the mechanical correctness of the piece—spelling, grammar and usage, paragraphing (indenting at the appropriate spots), use of capitals, and punctuation. ^

development—the specific details, examples, anecdotes, etc. that are added to a paragraph or essay to develop its main idea(s), reveal the writer’s depth of understanding, and offer insight to readers. Common patterns of development include the following techniques: narration, description, definition, example, division, classification, comparison and contrast, analogy, cause and effect, and process. #

diction—the careful choice of words in speaking or writing in order to communicate clearly. √

draft—preliminary version of a piece of writing that may need additional revision of details and/or organization and additional editing of conventions.

drafting—the stage of a writing process where the writer translates the ideas that were generated and organized in the prewriting (brainstorming) stage into complete sentences and paragraphs and begins to identify areas for large-scale revision.

editing (proofreading)—the correction of mechanical features of writing, such as spelling, punctuation, capitalization, etc. √ See also **revising**.

equitable language—language that is fair, just, and reasonable and that is used conscientiously in the presentation of the various sides of or positions on an issue.

expository writing—writing that gives information, explains why or how, clarifies a process, or defines a concept.

figurative language—language enriched by word images and figures of speech.

focus—relationship of supporting details to the main idea(s), theme, or unifying point.

formulaic writing—a type of writing that fits into an easily recognizable standard structure and in which the writer merely places information in certain slots of that pre-described structure. *

holistic scoring—often referred to as “impressionistic” scoring because it involves trained readers assigning each piece of writing a single score based upon an overall impression. Individual features or dimensions of the writing (e.g., grammar, organization, spelling, diction, level of insight, etc.) are not considered as separate entities but rather as aspects of the whole piece.

ideas and content—the heart of the message of a piece of writing, the content of the piece, the main theme, together with all the details that enrich and develop that theme. The ideas are strong when the message is clear. The writer chooses details that are interesting, important, and informative—often the kinds of details the reader would not normally anticipate or predict. Successful writers notice and seek out the extraordinary, the unusual, the bits and pieces of life that others might overlook. ^

imagery—the use of language to create sensory impressions.

insight—the capacity to discern the true nature of a situation; a grasping of the inward or hidden nature of things or of perceiving in an intuitive manner. +

introduction—the beginning portion of an essay where the writer captures the readers’ attention, provides background information about the topic, and motivates readers to continue reading. For more formal essays, the introduction also often contains the thesis statement.

inventing (invention)—the first phase of the prewriting (brainstorming) stage of a writing process when the writer is generating as many ideas as possible for potential use in a piece of writing. See also **shaping (planning)**.

- mode**—a categorization of types of writing generally centered upon the writer’s purpose. Kansas curricular standards for reading and writing focus on four modes: narrative (to describe/express/entertain), expository (to inform/explain), persuasive (to argue/convince), and technical.
- narrative writing**—writing that recounts a personal or fictional experience or tells a story based on a real or imagined event.
- organization**—the internal structure of a piece of writing, the thread of central meaning, the pattern that fits the central idea. When the organization is strong, the piece begins meaningfully and creates in the writer a sense of anticipation that is, ultimately, systematically fulfilled. Events proceed logically; information is given to the reader in the right doses at the right times so that the reader never loses interest. ^
- pacing**—the rate at which main ideas and development are presented in a piece of writing. √
- persuasive writing**—writing that attempts to convince the reader that a point of view is valid or that the reader should take a specific action.
- polishing**—the stage of a writing process involving reviewing and improving a previous draft, ensuring that the essay meets the needs of the audience, has included all necessary information, and that the presentation of ideas is clear and effective. Although the essay may need some additional small-scale revision and further editing, it is generally “one draft away” from the publishing stage.
- presentation copy**—the version of a paper shared publicly or submitted for final assessment, grading, or publication; a “final copy.”
- prewriting (brainstorming)**—the initial creative stage of writing, prior to drafting, in which the writer formulates ideas, gathers information, and considers ways to organize them. √ See also **inventing (invention)** and **shaping (planning)**.
- prompt**—a writing assignment that serves as a springboard for the writer’s task, including the identification of a topic, a purpose, and an audience for the writing.
- publishing**—the final stage of a writing process where a piece of writing has reached its goal and potential and is ready to be shared publicly or submitted for publication.
- purpose**—the reason or reasons why a person composes a particular piece of writing. The eleven different types of purpose include the following: *to express, to describe, to explore/learn, to entertain, to inform, to explain, to argue, to persuade, to evaluate, to problem solve, and to mediate*. However, it should also be emphasized that writers often *combine purposes* in a single piece of writing.
- recursive process**—moving back and forth among the planning, drafting, and revising stages of writing. √
- refutation**—addressing opposing arguments in such a manner as to prove them to be false or erroneous or to challenge their accuracy. +
- response**—writing that is stimulated by a prompt.

revising—making structural and content changes to a draft.√ See also **editing (proofreading)**.

scoring rubric—a matrix that describes the various score points of an assessment scale.

sensory detail—specific details relative to sight, sound, smell, touch, and taste working together in harmony to create concrete images and strengthen writing.

sentence fluency—the rhythm and flow of the language, the sound of word patterns, the way in which the writing plays to the ear, not just to the eye. Fluent writing has cadence, power, rhythm, and movement. It is free of awkward word patterns that slow the reader's progress. Sentences vary in length and style, and are so well crafted that the writer moves through the piece with ease. ^

sequencing—the arrangement or ordering of ideas and content in a piece of writing. Common approaches to sequencing are chronological, hierarchical, developmental, easy to difficult, part to whole, simple to complex, thematic, and whole to part. √

shaping (planning)—the second phase of the prewriting (brainstorming) stage of a writing process. After the writer has generated a comprehensive list of potential ideas, he or she begins to select specific ideas and organize and connect them (in a rough manner) into what will become sentences and paragraphs.

show don't tell—writing in a manner that allows the reader to experience the story through the description of actions, thoughts, senses, and feelings rather than through exposition or summarization.

structure—the organization of ideas and content within a piece of writing at the sentence, paragraph or essay level.

support—the quality of details and examples either illustrating, explaining, or defending the central theme, idea, or thesis statement.

thesis statement—a statement that clearly delineates the argument or central idea that will be explored in a piece of writing. The thesis statement serves as a promise to readers of what will be discussed in the essay.

tone—the author's attitude toward a topic as reflected in his or her writing.

topic—the subject matter with which a writer is working in a particular piece of writing.

transitions—words, terms, phrases, and sentence variations used to arrange and signal movement of ideas. For example, *next*, *and then*, *in the end*, *another reasons*, *after that we went*, *on the other hand* are all transitions.

voice—the personality of the writer coming through the words, the sense that a real person is speaking to readers and cares about the message. When the writer is engaged personally with the topic and imparts a personal tone and flavor to the piece that is unmistakably his/hers alone. ^

word choice—the use of rich, colorful, precise language that communicates not just in a functional way, but in a way that moves and enlightens the reader. Strong word choice can clarify and

expand ideas and/or move the reader to a new vision of things. Strong word choice is characterized not so much by an exceptional vocabulary that impresses the reader, but more by the skill to use everyday words well. ^

writing process—the many aspects of the complex, idiosyncratic act of producing a written communication; specifically, planning or prewriting, drafting, revising, editing, and publishing. √

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