

Facilitator's Guide to Leading the Scoring Session

Essential Skill of Writing:
In-Depth Training

Sentence Fluency &
Conventions

For ELA Teachers

This packet contains the following:

- Instructions for Leading Scoring
- Student Papers with Commentary and Scores
- Practice Score Sheet



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Writing Scoring Guide
Training: English / Language Arts Teachers
Part 2: Sentence Fluency / Conventions
Facilitator's Instructions / Suggestions for Use of Student Papers

Facilitators: please review the bulleted notes at the beginning of the instructions for Part 1: Ideas and Content and Organization. They apply here as well.

SENTENCE FLUENCY

Close Reading: Scoring Guide with Highlighter Pens

- Main purpose: identify and understand words and phrases that distinguish one score point from the adjacent score point(s)
- Read scoring guides closely for Sentence Fluency:
 - begin w/ 4: highlight words and phrases that will help identify a 4
 - move to 3: highlight words and phrases that differentiate it from a 4
 - highlight other score points; read more quickly
- Facilitator clarifies factors that differentiate one score point from another, following same order as above
- Also refine and clarify bullets and descriptors / add training points not written in Scoring Guide. In Fluency, for example:
 - sentence fluency refers to the underlying sentence structures of the language, which can be seen most easily if the writing is read aloud
 - read through punctuation errors to see fluency; punctuation will be assessed in Conventions
 - provide examples of when and how punctuation errors do not interfere with fluency--or when lack of punctuation does not interfere. Some examples:
 - comma splices do not interfere with fluency at all; the voice pauses with a comma just as it would with a period: "We saw a cougar almost trotting down the road toward our car, it was darker than we expected cougars to be."
 - a fragment can almost always be connected to the sentence either before it or after it as you read aloud, with no disruption to fluency: "Many species of birds came to the feeder every day. Which brought so much entertainment to our family. We loved watching their interactions and behaviors." Fluency here is fine. The fragment will be assessed under Conventions.
 - even with run-ons, a reader usually knows where the sentence ends because the structure provides the pause: "Most people do not realize that up until recently, Pacific lamprey used to migrate up the rivers and streams of the Northwest to spawn they were born in fresh water, migrated to the ocean for part of their lives, and then returned to fresh water to spawn." This writer demonstrates an understanding of sentence structures, even though he or she does not demonstrate understanding of how to punctuate them. The structures lead the reader to pause after the first "spawn" despite lack of punctuation. The lack of punctuation will be assessed under Conventions, but fluency of sentence structures is present here.
 - a writer may not understand the structures of sentences. In that case, a run-on does not lead the voice to a natural pause, or the sentences may be connected by endless coordinating conjunctions--usually "and" or "so"--which create rambling constructions that come under a score point of 3 or 2, depending on the the number and proportion to the rest of the text.

- (3/4) fluency is achieved by variety of sentence structures, lengths, and beginnings; raters should be conscious of this as they read through a paper for fluency. It's easy to identify when structures are repeated, when sentence lengths are about the same, or when beginnings are repeated.
- (3/4) "awkward" constructions are also easy to identify; they occur when sentences--or, more often, phrases--are just not written the way we put words together.
- (3/4) remind raters of the "too short" bullet under the 3 score point--it was put there because directors were getting papers that were 4's in fluency, but there wasn't enough evidence that the student had met the standard. This seems especially critical now that a diploma is at stake.
- missing words also affect fluency; if one, two, or even three are missing in an entire paper, we can overlook them completely--it may be an error in copying a final draft or of the mind getting ahead of the keyboard. However, if it's a pattern, it's a problem. Some languages do not have articles (a, an, the), which creates a problem in English. Sometimes, other words are missing as well. This would contribute to a score of 3 or even possibly of 2, depending on other fluency factors. ("Question is, what should student do in situation like this?")
- inverted word order causes problems in fluency (it is often the result of structures of the writer's first language--e.g., "What problems there will be?")
- (5/6) the impact of short sentences cannot be overstated; when writers try for variety of sentence lengths, short, punchy sentences effectively placed can contribute to high scores. Enhancing meaning is key: they function well if they occur at points of emphasis, tension, excitement, stress, etc. (In a piece about students first getting their drivers' licenses: "We had power!") Point out examples in the sample student work.

Scoring of Student Papers

To prepare for the discussions that follow, the facilitator should read the commentaries included as a separate document and make any relevant notes on their copies of the student papers. Commentaries will help raise points for the discussions here--there is a commentary for each paper. All scores are also listed on a Key.

Be sure the discussion of each paper gets to the specific details unique to each paper regarding each trait.

Paper 12: Changing Schools (Narrative)

- Participants read paper.
- Facilitator asks each of the following questions and waits for response:
 - "To score for Sentence Fluency, ask yourself first if the writing is fairly easy to read aloud. Is it in this paper?"
 - Is there a variety of sentence structures?
 - Variety of sentence lengths?
 - Variety of sentence beginnings?
 - "If yes, then the paper is at least a 4, as this clearly is. Is there any reason to go above a 4 here?" (No--paper is a clear, solid 4.) Discuss any points that should be made about the paper / bullets of scoring guide.

Paper 13: Bike (Narrative)

- Same questions and process, except that this time, not all the answers will be yes. (Be sure their perceptions are correct. If they're not, then ask for an example of what they're saying and if they can't supply one, then move on to what the real problems are.)

Paper 14: HS Prep (Persuasive)

- This time, don't lead participants with the questions. Just ask them to consider the questions, consult the scoring guide, and determine a score in their own minds. Say that you imagine they're thinking about the scores of 3 and 4, and ask how many think the paper at least meets with a 4. Go from there. Ask them to use language from the scoring guide to justify their scores.

Paper 15: Uncle's Restaurant (Expository)

- Same process as for above, except you can narrow the discussion from the beginning to 3 versus 4.

Paper 16: Iraq (Persuasive)

- Same process, but narrow the discussion from the beginning to 2, 3, 4.

Paper 17: Tibet / Nepal (ELL) (Narrative)

- Same process, but narrow the discussion to 3 versus 4. Many of the structures of this ELL paper are typical of structures of writers whose first language is an Asian language. They are learning to change from the familiar structures of their first language to those of a new language.

Paper 18: Media / Moderation (Persuasive)

- Same process, but narrow the discussion from the beginning to 3 versus 4.

The last paper for Fluency exceeds. If there's time left now before you begin Conventions (which needs a lot of time), just have participants read it quickly to see what a high paper looks like. Ask them ahead of time to notice the short, effective sentences that add variety. Just tell them the score of 5+. Mention that they'll see a paper low in Fluency when they look at Conventions.

Revisit Paper #9: SUV's

CONVENTIONS

Before raters read the Scoring Guide, the trainer should go through all the slides in the PowerPoint presentation related to Conventions. Conventions is the most complex of the traits, and it can be a challenge to beginning raters to balance all the factors. Reassure teachers that they'll likely recognize the papers that clearly meet and exceed and the papers that clearly don't meet. If and when they have questions about the papers that are really close with the 3/4 call, they should have a colleague with whom they could consult--or, some districts are forming Scoring Committees who would handle borderline work samples (this seems ideal). Out of every class batch of work samples, there shouldn't be that many that are on the 3/4 cusp - and of course the cusp is not always in Conventions - other traits can be problematic also.

In the course of training, try not to use too much grammatical terminology. Instead, mention the terms, but emphasize the examples, which everyone will understand.

Slides # 8 & 9 Introduce the Trait of Conventions

Slide #10: VERY important: After reading a paper, raters should ask themselves these three questions:

1. What kinds of errors am I seeing here? (Run-ons, spelling, apostrophes?)
2. How significant or important are these errors (Look at the Skill Level Guidelines – shown on **Slide 11** and provided in the handouts; pay attention to the adjectives that describe the skill: "solid" control indicates more importance than "general" control

3. What's the proportion of the errors relative to the amount and complexity of the text (e.g., Are there 3 run-ons in 2 pages of dense writing, or 3 run-ons in 1 page of simple constructions with huge handwriting?)

Slide #11: Skill Level Guidelines (also a handout)--important for raters to go over before they score--look at high school only--look at adjectives that describe skills.

Highlight most important elements of Grade 10 (= high school) quickly now.

- **Correct end-of-sentence punctuation** - one of most important factors, since sentence is most basic unit of communication. Unanimous agreement around the state that students should know where and how to end their sentences. More elaboration on what this means in a minute.
- **Spelling:** emphasize common, everyday words at high school level for a 4; some errors acceptable; no magic list of words--we all know in our bones what high school students should be able to spell. To get 5/6: more difficult words spelled correctly.
- **Usage:** (sometimes referred to as grammar, but what is being rated is not knowledge of grammar, but correct use of language)
 - SOLID control of subject/verb agreement--give examples: "There were four reasons for the school board's decision, NOT "There was four reasons..." or "The parents were going to attend," NOT "The parents was going to attend."
 - Correct/consistent verb tense: more in a minute
 - Correct/consistent point of view: more in a minute
- **Capitalization:** be careful--handwriting can be a factor
 - To get a 5/6: broad range of "tools": correct use of a few of the following: parentheses, colon, semi-colon, dash, dialogue, ellipses, etc. Using commas in a wide variety of grammatical situations qualifies as range.

Slides 12 - 17: clarify end-of-sentence punctuation (run-ons, comma splices, fragments)--tell participants to pay close attention--important elements for students to get correct in order to meet the standard of 4

Slide 18: Correct/consistent verb tense; not likely to see in Expository and Persuasive work samples--more in Narrative

Slide 19: Correct/consistent point of view: applicable to Expository and Persuasive; important, but not enough in and of itself to lower to a 3; one of several important factors

Slide 20: Error Analysis and Classification: also provided as a handout. Kinds of errors often seen on ELL papers; want to be sure we're scoring consistently across state; go through, discuss. Purpose is to pinpoint kinds of errors so that errors are not falling under multiple traits unnecessarily

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- Facilitator clarifies factors that differentiate one score point from another, following same order as above
- Also refine and clarify bullets and descriptors / add training points not written in Scoring Guide. Many important point covered above. Others include calling attention to:
 - (4) "Significant errors do not occur frequently."
 - (4) good to go through the following questions after reading a paper:
 - How's end-of-sentence punctuation?
 - Spelling?
 - Grammar/usage?
 - Are errors significant?
 - How many of them are there compared to length and complexity of text?
 - (3) end-of-sentence punctuation is often problematic (run-ons, comma splices, fragments); this is why most papers score a 3 in Conventions
 - (3) text may be too simple or too short to reveal mastery (not enough evidence for a 4, or, VERY rarely, the text is too simple: every sentence is written like that of, for example, a fourth grader)
 - (5/6) "errors are so few and so minor..."
 - (5/6) needs to show "wide range of conventions in a sufficiently long and complex piece"--range can include commas used correctly in a wide variety of grammatical situations
 - recognize that last bullets on amount of editing needed are subjective
 - bullets on readability: recognize that many significant errors do not impede readability

Scoring of Student Papers

To prepare for the discussions that follow, the facilitator should read the commentaries included as a separate document and make any relevant notes on their copies of the student papers. Commentaries will help raise points for the discussions here. All scores are also listed on a Key.

Be sure the discussion of each paper gets to the specific details unique to each paper regarding each trait.

Participants have already read many of the papers below and discussed them for Sentence Fluency, so it should take much less time to re-read them and score for Conventions.

The commentaries give a fairly specific breakdown of the errors in each paper.

Revisit Paper 12 : Changing Schools (Narrative)

- Participants read paper.
- Facilitator asks each of the following questions and waits for response:
 - "To score for Conventions, ask yourself first about end-of-sentence punctuation. How is it here?"
 - Next, how is spelling?
 - Grammar/usage?
 - How are the errors relative to the overall length and complexity of the paper? Are there too many significant errors considering that?"
 - "If these factors and others are all right, then the paper is at least a 4, as this clearly is. Is there any reason to go above a 4 here?" (No--paper is a clear, solid 4.) Discuss any points that should be made about the paper, citing specific errors.

Revisit Paper 5: Lance Armstrong (Expository)

- Same questions and process, except that this time, not all the answers will be yes. (Be sure their perceptions are correct.) This paper scores a 3.

Revisit Paper 15: Uncle's Restaurant (Expository)

- This time, don't lead participants with the questions. Just ask them to consider the questions, consult the scoring guide, and determine a score in their own minds. Say that you're sure they're thinking about the scores of 3 and 4, and ask how many think the paper should meet. Go from there. Ask them to identify specific errors and point out where they are. (For example, if they mention comma splices, ask where they see them specifically. It will help other people who have trouble spotting errors. Sometimes, too, people say something without having specifics to back it up, and it forces the group to look at specifics.

Paper 19: Homeless Man (Narrative)

- Same process as for above, except you can narrow the discussion to 3 versus 4

Revisit Paper 17: Tibet / Nepal (ELL) (Narrative)

- Same process as for above, except you can narrow the discussion to 3 versus 4. ELL paper--many issues here are found in other ELL papers, where students are learning the conventions of a new language. (Students whose first language is Spanish must learn new conventions for the formation of verb tenses--especially past tense--plurals of nouns, and others.)

Paper 20: Grandpa Died (Narrative)

- Same process, but narrow the discussion to 1, 2, and 3. Don't spend much time on this--it clearly doesn't meet.

Revisit Paper #18: Media Moderation (Persuasive)

- Same process, but narrow the discussion to 3 versus 4. Cite specific errors.

Paper 21 Car (Imaginative)

- Same process, but narrow the discussion to 1 versus 2. Also discuss Sentence Fluency, and, if time permits, all scores. (See commentary.) This is a rare glimpse at a 1 paper. It is extremely difficult to find them any longer. As raters can see, papers at the this level represent writing that is in the most elementary stages.

Revisit Paper 9: SUV's (Persuasive)

- Same process, but narrow the discussion to 4, 5, 6.

If there is any time left, have participants revisit other papers for any traits and score points where you think they would benefit from additional scoring experience.

Training: Writing Scoring Guide
High School English Language Arts Teachers
Part II: Sentence Fluency / Conventions

Note: Official scores are comprised of whole numbers only--no pluses or minuses. These are here for training purposes only. Because a score point encompasses a wide range of characteristics, it can be helpful for both trainers and raters to know whether a given paper was high, low, or solidly in the middle of the score point spectrum.

Sentence Fluency							
PAPER #	Title/Mode	I/C	ORG	VOICE	WC	SF	CONV
12	Changing Schools (N)	4	4	4	4	4	4
13	Bike (N)	3	3	3+	3	3	3
14	HS Prep (P)	5	4	5	5-	4	4
15	Uncle's Restaurant (E)	4	4-	4	4	4-	3
16	Iraq (P)	3	3	4-	3+	3	3
17	Tibet/ Nepal (N)	5-	4	5	4	3	3
18	Media / Moderation (P)	4	4	5	4	4	3
9	SUV's (P)	6	6	6	6	6-	5+
Conventions							
PAPER #	Title/Mode	I/C	ORG	VOICE	WC	SF	CONV
Revisit 12	Changing Schools (N)	4	4	4	4	4	4
5	Lance Armstrong (E)	3	3	4	4-	3	3-
Revisit 15	Uncle's Restaurant (E)	4	4-	4	4	4-	3
19	Homeless Man (N)	5	5-	5	4+	4	4
20	Grandpa Died (N)	2+	2+	3	3	2	2
Revisit 18	Media / Moderation (P)	4	4	5	4	4	3
21	Car (I)	2-	2	2	1	1	1+
Revisit 9	SUV's (P)	6	6	6	6	6-	5+

Note to facilitator: Whenever time permits after you've discussed Sentence Fluency for each paper, ask raters about scores for Ideas and Organization throughout this section of the training. There isn't much time for discussion, but the more papers they can see and think about, the better. Even if all you can do is you ask quick questions about these two traits, allow a minute for raters to think and respond, and then give the "official" scores, it will help develop their sense of accurate scoring.

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I think the most important goal I've accomplished in my life (so far) is learning how to adapt to new and different places. Because my family and I moved a lot when I was in elementary and middle school, I had to get used to living in new places. Sometimes it was pretty hard, but mostly, it all turned out to be alright.

The first time I had to go to a new school (besides preschool, when I lived in Washington) was in fourth grade, when I was living in California. We weren't moving very far that time, but it did seem like a big change to me. On the first day at my new school, I was pretty nervous and scared. I didn't know anyone, but soon I made some new friends and was having a great time... but just as I was getting used to my new school, we had to move again. That time, my mom was moving houses instead of my dad. Thankfully, it was just as easy to get used to another new school as it had been before.

Up until middle school, it wasn't too hard to get used to new places, even if it was switching schools in the middle of the year. I pretty much got used to moving around so much. When we moved to Oregon, though, it wasn't just another city, but another state! Things were definitely a lot different. For instance, in California 6th grade was in elementary school, here in Oregon, it is included with middle school. So, in 7th

grade, middle school was completely new to me. It was okay, the schoolwork was pretty easy, and everyone was friendly. However, I still didn't like it very much and missed all of my friends in Riverside. After a while, that changed and I was having a pretty good time at my new school.

Since then I've faced tougher problems, but I've always learned to accept changes in my life. Besides, new experiences can be very fun, too! Change is inevitable, except from vending machines...

Writing Essential Skills Scores and Commentary

Paper Name: Paper 12 – Changing Schools

Mode: Narrative

Ideas & Content	Organization	Sentence Fluency	Conventions	Voice	Word Choice
4	4	4	4	4	4

Ideas:

Clear main idea presented in first paragraph. Details take form of relevant examples of moves to different schools and how student adjusted. Last paragraph provides a little insight.

Organization:

Intro and conclusion both developed enough to meet. Chronological order with transitions that move reader along easily; no problem following what occurred. Paragraph breaks effective. Details fit where placed.

Sentence Fluency:

Writing flows very smoothly when read aloud, with good variety in sentences. No awkward spots. (Two “but” clauses in a row in middle of second paragraph, but they don’t create monotony.)

Conventions:

Very clean paper. End-of-sentence punctuation correct except for two minor comma splices in third paragraph. Only two misspellings: alright and definately. A couple of incorrect capitals: Elementary and Middle School. Correct use of parentheses; appropriate use of exclamation points. Almost all comma uses correct, including some sophisticated uses. Overall, solid control of standard conventions.

Voice:

Voice present, appropriate for topic and writing situation. Straightforward account, with attempt at light tone and humor in last two sentences.

Word Choice:

Words functional, appropriate, specific enough; convey intended message. Enough variety.

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I have taught my cousin Ashley how to ride a dirt bike. It was something new that me and my brother first started but, before I taught her I was riding for a week.

I sat down with my cousin telling her where the gas, brake and front brake were on the dirt bike. Ashley got on the dirt bike but she was scared at first to ride but then I got on the bike and showed her how to ride it. Ashley learned after a while of teaching her. The funny thing is after teaching someone something they can become better at it than you are. I taught Ashley and now she's better than I am now.

Teaching kids, adults, or anybody something it can be frustrating to you or the other person you are trying to teach.

Anybody can help others with different things they don't know how to do. The other person might end up being better at it than you after you teach them or maybe after you taught them they might have to teach you because they got.

Writing Essential Skills Scores and Commentary

Paper Name: Paper 13 – Bike

Mode: Persuasive

Ideas & Content	Organization	Sentence Fluency	Conventions	Voice	Word Choice
3	3	3	3	3	3

Note: Piece is relatively short, with about 13 sentences / 180 words.

Ideas:

Not focused enough for a 4. Reader led to believe the piece will be about teaching the cousin to ride, but little relevant detail about that. Writer shifts to insight (a person learning a skill can become stronger at that skill than the instructor), but gets sidetracked and makes additional generalizations. Uneven development.

Organization:

Attempts at sequencing and paragraph breaks, but structure skeletal. Intro present but brief. Last paragraph perhaps meant to be conclusion, though new points are introduced. Body consists of only one paragraph.

Sentence Fluency:

Several awkward constructions ("Ashley learned after a while of teaching her."). Other constructions ramble ("Ashley got on the dirt bike but she was scared at first to ride but then I got on the bike and showed her how to ride it."). The last sentence also rambles. Some sentences read smoothly, but since there are only about 13 of them and several are problematic, the paper does not meet.

Conventions:

End-of-sentence punctuation problematic. In several cases, period is missing even though next sentence begins with capital letter. Misspellings include rideing, be for, frusterating, for got. Apostrophes in contractions missing. Grammatical errors include me and my brother in second sentence. Missing commas in compound sentences, after intro clauses. Limited control.

Voice:

First half fine, but second half seems too impersonal, given the topic and mode, which call for a more personal voice. Text may also be too short to demonstrate consistent, appropriate voice.

Word Choice:

Not enough variety; many words repeated; many mundane and general. Text may be too short to demonstrate variety.

Students are required to attend high school so that they will be more prepared for life after high school. For most students this means being prepared for a job, which would mean that, to prepare students, high school should be more like a job setting. Three ways to make a high school more like a work place are stricter dress codes, stricter tardies, and more accountability with school work.

Imagine what would happen if on your first day of work at the bank you showed up wearing a very revealing shirt, skull-and-crossbones earrings, a short skirt, and Pippi Longstocking socks. At most jobs, the dress code is very strict and outrageous additions are not acceptable whatsoever. Teachers are doing students no favors when they turn a blind eye to nonschool and non-workplace appropriate dress code violations. To prepare their students for a future job, teachers and staff need to enforce a stricter dress code.

Another way teachers are failing their students is by ignoring tardies, allowing students to be late and unprepared for class. In any job setting, being late and unprepared is a waste of the business' time and money. Usually, after being late to work only a few times a person would be fired. Students, however, tend to be late over and over again without any serious repercussions. This is not preparing students for life after high school.

The worst way that high schools are failing to prepare students for jobs and life overall is by allowing students to turn in work that is half-finished, sloppy, or late. In a job setting, you are hired to do work well, not to mess around and procrastinate, only turning the work in when absolutely necessary. This is yet

again the kind of thing that could get you fired. Even if you are not in a job setting, life would be very difficult if every project and every thing that you did, you did poorly or you did late. Allowing students to turn in such work is setting them up for failure.

Life after highschool is different and difficult to adjust to if one has not been properly prepared. The best way to prepare students is to make highschools more like work places and allow the students to learn from experience.

Writing Essential Skills Scores and Commentary

Paper Name: Paper 14 – HS Prep

Mode: Persuasive

Ideas & Content	Organization	Sentence Fluency	Conventions	Voice	Word Choice
5	4	4	4	5	5

Ideas:

Clear main idea with details that are fresh and specific. Each point well-elaborated in several follow-up sentences. Kinds of details include vivid examples, explanations, connections to the workplace, reasoned points.

Organization:

Formulaic organization; classic 5-paragraph essay, although three main supporting points not repeated in concluding paragraph. (Paper also organized by least important to most important points.) Intro developed. Conclusion underdeveloped, but not enough to drop score to a 3. Strong transitions to each of the three body paragraphs; internal transitions strong also.

Sentence Fluency:

Writing flows fairly smoothly when read aloud, with variety in sentence structures, lengths, beginnings (entire second paragraph is good illustration of this variety). Good control over both simple sentences and more complex sentences (see first sentence of second paragraph). Despite a few repeated phrases, writing reads fairly easily.

Conventions:

End-of-sentence punctuation completely correct. Only misspelling: earing. Most serious error is inconsistent in point of view, which does switch quite a bit. (First paragraph fine--third person. Second paragraph switches to second person (you) in attempt to generalize, then returns to third. Next paragraph all in third person. Following paragraph begins with third, switches to second. Also several references to "a person" and "one.") This is incorrect and ineffective, but, given control over other significant conventions, not enough to lower to 3. Other errors few and minor (one missing hyphen, a few comma errors, a possessive in a noun that ends in "s," highschool as one word.) Overall, control of standard conventions.

Voice:

Voice present, appropriate. Reader can discern conviction in recommendations for the future and impatience/frustration with the status quo.

Word Choice:

Words sometimes precise and varied. ("Students, however, tend to be late over and over again without any serious repercussions." or "Teachers are doing students no favors when they turn a blind eye to nonschool and non-workplace appropriate dress code violations.") Much of the paper 4-ish in Word Choice, including some repeated words and phrases; use of slang does not seem purposeful, is not particularly effective ("In a job setting, you are hired to do work well, not to mess around and procrastinate..."). Argument could be made for score of high 4.

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The biggest responsibility people have in the community is probably safety to everyone. For example, drive safely and avoid car accidents because it's not only the people that cause the accident get hurt but also the one that got involve. Does anybody ever think about food safety? Nobody would know what the food had been through or how they make it. My name is Jackson and I work at my uncle's restaurant as a helper and theres alot of responsibilities that I'm responsible for

My first task is to hand out the food when my uncle or aunt finish cooking it. All I have to do is put what ever the customer would need, like a spoon or fork and sometime maybe sauces. Then I put it on a tray and give it to the waitress. Before I give it to the waitress, I have to make sure the meat is fully cooked, if the meat is not fully cook, I have to give it back to my uncle and if theres alot of blood I have to throw it away because the vegetables are contaminated

My second task is to wash the vegetables and sometimes the dishes too if theres no more customers in the restaurant and everything is clean up where I hand out the food. Everyday I have to wash the broccolis, carrots, mushrooms, onions, and lettuces. I wash the broccolis with warm water for fifteen minutes to get the dirt off and then drain with cold water for ten minutes. All I have to do with the other vegetables is to wash it with cold water until it's clean and put it back into the refrigerator. The lettuces have to be in ziplock bags before they can go into the refrigerator because if it's not cover, the skin would be dry.

When my work is done and I'm about to go home, I have

to help clean everything up and put it away. Sometimes I even help the waitress clean up and vacuum. My uncle usually ~~had~~^{had me} rinse the vegetables with cold water to get it a little fresh and put it back to the refrigerator or they called the walk-in. I'm not allow to touch the meat, so I don't have to put those away. Then if the dishes need to be wash, my uncle usually had me stay late and wash it.

Working in a restaurant will fill people with alot of responsibilities, even though they are only doing one small part of the work. For example, watch out for raw meat, wash the vegetables, vacuum, cleaning, and then put everything away. Thats what people got to do in rest aurants if they want to attract more customers and keeping the community healthy.

Writing Essential Skills Scores and Commentary

Paper Name: Paper 15 – Uncle’s Restaurant

Mode: Expository

Ideas & Content	Organization	Sentence Fluency	Conventions	Voice	Word Choice
4	4	4	3	4	4

Note: Raters need to overlook conventions errors to see basic strengths in other traits.

Ideas:

After somewhat rambling, general intro, main idea appears at end of first paragraph (work at uncle’s restaurant involves many responsibilities). Idea developed w/ specific, relevant details to explain responsibilities.

Organization:

Main idea introduced in paragraph 1, which is developed; conclusion developed, summarizes details, echoes point in intro about community health. Reader can follow text. Transitions are present and work; transitions between paragraphs are obvious (My first task...), but internal transitions are more skillful and function well.

Sentence Fluency:

Fluency is borderline, barely meeting. Excellent paper to discuss for this reason. (Some could make a good case for a 3.) First sentence is awkward. Parallel structure suffers in a few places spots (as in last sentence: keeping instead of keep). The fragment in the second paragraph (second sentence) is an incomplete thought; usually, a fragment can easily be connected to the sentence preceding or following it when reading aloud, but not here. However, especially beginning with the third paragraph all the way to the end, many sentences read smoothly, and there is variety of structures and beginnings. Definitely a close call.

Conventions:

End-of sentence punctuation errors include a fragment and two comma splices. Spelling is correct except for refrigerator, a lot, and every day, including some difficult words. Many subject-verb errors, especially involving pronouns (there’s no more customers). Some verb tense errors (everything is clean up, I’m not allow to touch the meat). Pronoun errors, especially singular vs. plural (rinse vegetables...and put it back). However, many conventions are correct; the writing shows limited control.

Voice:

Writer sincere, committed, seems to have sense of audience.

Word Choice:

Words functional, convey intended message, have variety.

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Everyone has a different view and opinion. My view on getting the troops out of Iraq is different than many other people.

I believe that at all times, we need to have some U.S. Troops over in Iraq. We can't just take them all out of there. I believe that we should get most of the troops out, but leave a few. We need to do this slowly, not take them out fast. If we take them out fast Iraq could get an idea and attack us again.

We need to have a permanent base there. So that Iraq knows not to mess with us. When we do take out the troops, we should do it slowly and little by little. That way we can see if they are up to anything. To get most of the troops out of there we are going to have to be smart about it.

I know many people do not agree with me. That is because we all have a different point of view. If we all had the same point of view it would be a very strange world.

Writing Essential Skills Scores and Commentary

Paper Name: Paper 16 – Iraq

Mode: Persuasive

Ideas & Content	Organization	Sentence Fluency	Conventions	Voice	Word Choice
3	3	3	3	4	3

Note: Piece is relatively short, with about 14 sentences / 185 words.

Ideas:

Clear main idea (remove American troops from Iraq gradually but leave a permanent base there). However, ideas remain broad and then get repeated; no specific developmental details follow. Points at beginning and end are insubstantial.

Organization:

Intro and conclusion are both underdeveloped; conclusion repeats the introduction. Middle two paragraphs are repetitious.

Sentence Fluency:

Second paragraph is good example of insufficient variety of sentence structures, lengths, and beginnings. Many sentences functional but lack energy. Another determining factor is length of the piece, or the actual number of sentences. There are only about 14, so, with a combination of some problems and not much evidence of fluency, it is difficult to see how this paper could meet.

Conventions:

End-of-sentence punctuation lapses in paragraph 3 with two fragments. Spelling all right except opinion, than. Two missing commas after introductory clauses. “were are” instead of “we are” or we’re. “They” with no antecedent in paragraph 3. Limited control of conventions, especially given length of piece.

Voice:

Difficult to justify any 4 with this much evidence, but if any trait would meet, it’s Voice, which is present. The student seems sincere in his or her opinion expressed here.

Word Choice:

Some words work, but many are general; sometimes whole phrases are repeated. Slang is ineffective (“...so Iraq knows not to mess with us”).

In this world, everybody wants to live their life with full of happiness and joy. No one in this world wants to live awful or miserable life, even other creatures wants to live a perfect life. But the differences is how they achieve it or how they get it. Everyone is totally different base on welfare or on their attitude. Some people do nothing and get everything but some do everything and get nothing. Again some people do really hard and they do get what they want. Many people in this world wants to learn or wants to be famous like I do. They do some extraordinary jobs or they go beyond their level and get whatever they want. But some people never try new things, they felt like, they can't do more than that level and so. Here is a story of my life, a journey of my life to Portland from a very poor village of Tibet (Kyidong).

I was fine when I started my journey. Usually at the age of three, kids go to school and they get to know almost all the alphapetes and numbers, but I was not that lucky for that. On the other hand, I am the luckiest child in my family, who got opportunity to go to India for study. I left my whole family in Tibet and moved my life to India with the help of my aunt. When we reach border of Tibet and Nepal, it was really hard to get out from it. I was fine but I can still remember that day, when Chinese police put their gun on our forehead and took us in one room. They didn't

let us go until three days. Fortunately my aunt had nepal pass-port and she said I was her child. She speaks Nepali but I don't and she taught me to call her Mom in Nepali and finally we got out from that border. Thankfully, we had a bus from border to Nepal. Before that we walked for two full days, I guess.

At the age of 12, I already in School doing very well eventhough I miss my family in Tibet. I can remember my grandpa's face and barely my mom's face I can remember that I have a sister, brother and one younger sister but I can't remember their faces. Few years later, I got to know that my grandpa pass away, I was feeling really very sad, I missed him morethan anyone in the family and he passedaway. But still I didn't give up and did my very best in studies.

It was 2007, when I had a big decision to make. Everyone in the school dreamet about America. When some students went America from school, I felt them as very lucky and I really wanted to go. I never thought of family and my friends. But once I got here on the first day of June, 2007. I was like where I am and where are my friends. I felt like I was the most isolated person in this world even though I have my aunt's family with me I have to go by myself, no one is there to listen my feeling. But still I continue studying by not giving up.

So, by saying all those things I feel like, I did quite good by crossing my comfort level and hoping to get a result for that as soon as I get older.

Writing Essential Skills Scores and Commentary

Paper Name: Paper 17 – Tibet/ Nepal

Mode: Narrative

Ideas & Content	Organization	Sentence Fluency	Conventions	Voice	Word Choice
5	4	3	3	5	4

Good paper to show RANGE of scores: 3, 4, 5. Warn raters not to fall into patterns of giving single scores, especially when they're tired. Errors here are similar to those of much ELL writing, in that the language structures of the student's first language are reflected.

Beware of sympathy scores that might result from some of the content.

Ideas:

Reader has to work a little to find the focus or main idea in the first paragraph, but it's there: Writer wants to learn and be famous, and to try new things beyond his or her comfort level to reach that goal. Life so far has exemplified that. Details are relevant, outlining situations in which writer had to leave comfort level but continued to persevere in commitment to studies. Some insights.

Organization:

Intro is developed: general observations / reference to the topic / reference to the "journey" of the writer. Structure after that is chronological; transitions work. Conclusion is underdeveloped but refers back to concept of leaving a comfort level and looks to the future.

Sentence Fluency:

Many sentences read smoothly, but a significant number contain awkward constructions (first sentence is good example); ask raters to find others. The writing is missing many words, which affects fluency ("At the age of 12 I already in school"); many missing words are articles (a, an the), although the writer demonstrates partial mastery there. Overall, there are too many awkward constructions and lapses in stylistic control.

Conventions:

End-of-sentence punctuation is usually correct, with only a couple of comma splices. However, incorrect verb tense is a significant problem throughout (my grandpa pass away), as is subject-verb agreement (other creatures wants to live). Plurals are occasionally a problem as well (listen to my feeling). Some conventions are correct (formation of singular possessive, correct use of parentheses). Commas are under variable control. Overall, writing shows limited control of conventions.

Voice:

Sense of writing to be read, honesty, conviction come through.

Word Choice:

Almost all errors in words are in FORMS of words, rather than wrong WORDS. Errors in word forms come under Conventions. (One of the few examples of a misused word is "welfare" in the sixth line.) Otherwise, vocabulary is varied (miserable, extraordinary, isolated, foreheads, barely remember), and functional. Occasionally, ordinary words are used effectively to convey an insight: "Some people do nothing and get everything but some people do everything and get nothing."

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America as a whole is always busy with something, whether it be work or school, we're pretty active. What do we do, however, when we're finished laboring? The answer is simple, we come home and relax! We text message or talk to our friends, we jump on MySpace or World of Warcraft, we plant ourselves on the sofa and turn on the TV, or we lie in bed, cheerily mouthing the words to a song about cutting ourselves.

But what about limits? We can't just sit and watch some actor get pummeled on Terry Springer, or feverishly eat Hot Pockets while trying to gain levels on World of Warcraft!

Sadly though, this is what a vast majority of teenagers are doing and as it turns out, playing a never-ending video game till four in the morning is actually harmful!

Why are these things harmful? You get enjoyment out of them, so why are they harmful?

For starters let's visit text messaging, the average text messenger doesn't take the time to spell out words words, instead they substitute them with a grammatical blunder called the acronym. Take a guess where this lazy habit over to, the classroom. The next time your kid gets a 1 in conventions, you'll know why.

On the subject of watching TV, and playing video games, they generally run along the same lines. We watch television in excessive amounts, in fact if you don't own a television you're not American.

There should indeed be limits on using this media device. Your vision becomes greatly damaged when you're rooted to the couch. In fact, I would bet money that brain cells are actually dying as you sit there watching mindless and unthinking programs. Also, you're not getting any exercise, so you can kiss the body you've always saw (and wanted!) on TV goodbye.

Playing video games have much of the same effect. Eye damage because of prolonged exposure to a television screen one foot away. No exercise because because of very limited movement, that movement being in your hands.

Lastly, Music. It usually is accompanied by an iPod, and that is usually accompanied by headphones, which when you're plugged in, usually can't hear a thing. Also I've heard many state, "Oh I love this song!" which is then followed by the worst string of lyrics I've ever heard. They cheer unknowingly about violence and degradation.

All these media devices have some negative effects, and they also have some positive effects. Some are used for an escape to mundane life, others used for pure enjoyment. The point of it all is, whether playing video games or jogging about the park. Moderation...

Writing Essential Skills Scores and Commentary

Paper Name: Paper 18 – Media (Moderation)

Mode: Persuasive

Ideas & Content	Organization	Sentence Fluency	Conventions	Voice	Word Choice
4	4	4	3	5	4

Ideas:

Main idea in first sentence of second paragraph ("But what about limits?"). Subsequent details explain some negative effects of media on teenagers (and some ironies). Conclusion calls for moderation. Many examples are specific, yet writer covers a lot of territory overall, touching on a variety with just a few sentences of explanation for each. Still, paper is focused and specific enough to warrant a 4.

Organization:

Intro developed; conclusion weak but present. No particular order in which media are discussed, although transitions are present and reader can follow. Paragraph breaks help organization.

Sentence Fluency:

Quite a few end-of-sentence punctuation errors, especially comma splices, but do not interfere with fluency; easy to read through, with natural pauses occurring at the commas. (The very first few sentences are an exception; reader hesitates, not quite knowing where the first sentence should end.) A few words repeated twice in a row; a couple of missing words, which negatively affect fluency. Also a couple of awkward spots. Overall, however, writing flows smoothly, with good variety of structures, beginnings, and lengths. Good example occurs at end of first paragraph, with series of well-crafted sentences--lead to short beginning of second paragraph.

Conventions:

End-of-sentence punctuation problematic: many comma splices. Point of view changes in distracting and incorrect way throughout. (GOOD PAPER TO SHOW WHAT IS MEANT BY INCONSISTENT POINT OF VIEW. MANY CLEAR EXAMPLES.) One example: "we" in second paragraph, switches to "you" in next paragraph; many other examples. Ask raters to identify some. Verb tense incorrect ("you can kiss the body you've always saw..."). Subject-verb agreement error ("Playing video games have much of the same effect."). "Your" should be "you're" at least four times. Some comma errors. "Lets" missing apostrophe. Spelling all right, except for degradation and mundane. Overall, limited control.

Voice:

Light sense of irony comes through a few times ("...or we lie in bed, cheerily mouthing the words to a song about cutting ourselves," or seeing irony of wanting fit, glamorous bodies while being "rooted" to a couch). Other touches of humor: "...feverishly eat Hot Pockets while trying to gain levels on World of Warcraft." Sense of immediate audience apparent when writer alludes to "the next time your kid gets a 1 in conventions." Overall, lively and engaging, sense of writing to be read.

Word Choice:

Words functional and appropriate, with enough variety to meet. In fact, has some fine moments, some of which are mentioned above under Voice; others include active verbs such as jump on My Space, plant ourselves on the sofa, mouthing the words, pummeled on Jerry Springer, substitute (words) with a grammatical blunder, and more.

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Destroying The Environment, One Mile At a Time

Around four o'clock, September second, Two Thousand and Three, Staples parking lot was busy, people coming and going in the pursuit of school supplies, on the first day of school. It was into this scene that a middle aged, mom-of-schoolchildren woman drove, parked, got out of her vehicle and entered staples. It was all completely unremarkable except for the vehicle she drove. Big and yellow, it was a Hummer H2, its massive dimensions crammed into a regular parking space, like an oil tanker at a yacht club. But if anyone noticed, it was with envy that they looked at the big rugged SUV, envy instead of disgust. No one questioned why it was there in the staples parking lot. If anyone had, the answer would be simply: it shouldn't be.

In car-obsessed American society, one's personal transportation is a statement of wealth, success, importance. This is the appeal of SUVs: A fashion statement. An arrogant, irresponsible fashion statement made at the expense of the environment.

SUVs are not a new idea. They've existed for years, valued for off-road ability, the towing and load capacities of a truck with the ability to carry more people. Going skiing, driving back roads, hauling a boat or horse trailer. These are all legitimate purposes for a Sport Utility Vehicle, and through this the acronym SUV can be understood. Unfortunately, SUVs are rarely used legitimately. Instead, they are commonly used for driving around town, grocery shopping and running errands, rarely carrying more than one or two

people at a time. With this as SUV's primary function, they have become little more than a display of status in a materialistic culture.

Evidence is abundant. Governor Schwarzenegger is said to own a fleet of Hummers. SUVs are commonly equipped with low profile tires and stylish custom wheels, thus completely ruining off road capability. SUVs are available without four wheel drive, supporting the subconscious rarely-spoken-of truth that few people will ever use their SUVs for the originally intended purpose.

It's said that making a fashion statement is far more important in our society than concern for the environment. Most people are aware that their SUVs guzzle gas, and poison the atmosphere with greenhouse gasses and toxic carbon monoxide. People just don't care enough to sacrifice driving them. No single person holds him or her self responsible or feels guilty just as no single drop of water holds itself responsible for a flood. It seems unlikely that people will ever take this responsibility, so our country's sport utility vehicle obsession is likely to continue, until rising gas prices make the already impractical vehicles totally unaffordable.

Writing Essential Skills Scores and Commentary

Paper Name: Paper 9 – SUV

Mode: Persuasive

Ideas & Content	Organization	Sentence Fluency	Conventions	Voice	Word Choice
6	6	6	5	6	6

Rater warning: Watch potential bias when scoring this paper.

Ideas:

Strong support, rich details develop anti-SUV position; clear, focused, interesting throughout. Descriptive and explanatory details add to balanced, in-depth exploration; writing makes connections, shares insights about contemporary society.

Organization:

Creative, compelling sequencing for persuasive paper: begins w/ interesting narrative device of SUV pulling into parking lot, although thesis statement/writer's position still appears in classic position at end of first paragraph. Next paragraph expands thesis. Writer then raises opposing points, acknowledging "legitimate purposes" of SUV's, followed by refutation. Additional evidence and examples presented. Restatement of thesis appears in classic position at beginning of last paragraph. Additional points raised--points of which "most people are aware"--followed by pessimistic look at future. Org is blend of classic and creative--highly effective--strong control over the most challenging mode.

Sentence Fluency:

Sentences show high degree of craftsmanship, w/ effective variation of lengths. Some are short when meaning is enhanced, such as the thesis statement: "It shouldn't be," or "This is the appeal of an SUV: A fashion statement. Writer has strong control over long, complex sentences when dealing with a series of more complex arguments and ideas.

Conventions:

End-of-sentence punctuation correct; effective fragment appears at the end of paragraph 2. Effectiveness of fragment in paragraph 3 is debatable ("Going skiing..."). Spelling mostly correct, even of difficult words; exceptions: *subconscious*, *gases*. Numbers should not be spelled out in first sentence. Several comma errors. Verb tense error at end of first paragraph (should be: "If anyone had, the answer **would have been** simply:"). Still, writer shows strong control of conventions and demonstrates a range of punctuation used correctly in a long and complex piece.

Voice:

A sense that the topic has come to life, esp. for persuasion. Engaging, lively, interesting, deep conviction about thesis.

Word Choice:

Fresh, original expression, sometimes utilizing effective figurative language in persuasive piece: "like an oil tanker at a yacht club," "No single person holds him or herself responsible (or) feels guilty, just as no single drop of water holds itself responsible for a flood." Ordinary words used effectively: "its massive dimensions crammed into a regular parking space," "envy instead of disgust."

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I was asked to write a true story about a time when I saw or heard about someone showing generosity or caring. So I picked to write about the Livestrong Foundation started by a world famous bike rider Lance Armstrong, who has also won the tour de France a bike race multiple times. The purpose of the foundation is to give hope and will power to people battling cancer. But also to help them down the long tiring road to recovery. I think that one of the main reasons he started the organization was because he had cancer him self and he knows how hard it can be. The Foundation is funded by a number of different ways including donations and selling rubber bracelets that say Livestrong. In my mind he is a hero because he shares one of my hobbies bike riding. But also because my mom is battling cancer so I support his organization. So in my mind he is a hero because he sets a good example but he also show caring and generosity so I think many people could learn a valuable lesson from him.

Writing Essential Skills Scores and Commentary

Paper Name: Paper 5 – Lance Armstrong

Mode: Narrative

Ideas & Content	Organization	Sentence Fluency	Conventions	Voice	Word Choice
3	3	3	3	4	4

Hint to raters: Try to notice when you first glance at a paper, before you even begin reading, whether or not it has paragraph breaks. You then know immediately that it must be a solid 4 in every other way in Organization in order to score a 4 (i.e., developed intro and conclusion, body you can follow with transitions that work). If any of those elements are 3-ish, then the paper cannot score a 4.

Ideas:

Warn against sympathy score. Ideas and details **clear** but lack focus. (Paper covers topic identification, background of Armstrong, purposes of the foundation, personal reasons Armstrong started it, how it's funded, the writer's interest in cycling, the cancer of the writer's mother, the heroic stature of Armstrong--all in one page. Details almost comprise a **list**. Development is **limited**.

Organization:

Intro obvious and clunky; conclusion **undeveloped**. **Coordinating conjunctions** overused as **transitions** (especially "so"). No **paragraph breaks**; therefore, because other organizational elements are not solid, the paper cannot score a 4.

Sentence Fluency:

Sentences read more smoothly in first half; reading through punctuation errors not difficult. However, sentences **ramble** in second half, especially last several sentences.

Conventions:

Several **end-of-sentence punctuation** errors: four ineffective, incorrect fragments--a high proportion given length of text. **Spelling** errors: heard, purpose, multiple, battling, tiring, himself, bracelets, valuable. A subject-verb error: "he also show." **Capitalization** errors: Tour de France, Lance, Livestrong Foundation; some may be function of handwriting because other words are capitalized that shouldn't be, but regardless, writer does not demonstrate control of capitalization. Overall, **limited control** of conventions.

Voice:

Voice present: sincere; writer clearly admires Armstrong and relates to his cause. Voice **appropriate** for topic and mode.

Word Choice:

Words **functional** with some **variety**, although imprecise and general in places.

Last weekend I went to Downtown Portland with my parents and younger brother. We went to a small restaurant called India House for lunch. We go there often because my family loves Indian food and we always order extra to take home for dinner.

On our way home we all noticed a homeless man standing in the middle of a crossroad with a sign which said, "NO HOME, NO JOB, PLEASE HELP." He was very tall and very filthy. I couldn't see his face because he had long brown hair and a thick beard covering it. He was wearing a brown coat and patched up pants. I felt a deep sorrow for him. I started to wonder why he ended up homeless and jobless.

The light turned red and my dad stopped the car. I continued to wonder. The man stood like a statue, staring into his own soul. Even though I couldn't see his face, I could tell by the way he stood and his blank stare that he was miserable.

I thought of all this within seconds and just as I was about to sit back and forget, my mom opened the car door. My dad looked at her and asked her what she was doing, but she didn't reply. Instead she grabbed the bag full of food and her wallet out of her purse and got out the car. She closed the car door behind her and jogged over to the homeless man. I watched my mom through the window. The man looked at her and lowered the sign. He seemed excited and surprised. My mom handed over the food and gave him some money. He smiled, his face filled with

joy. He looked at my mom still smiling and I read his lips as he said "God Bless You". It may not have been a house or a job, but anyone could tell the man was very thankful.

The light turned green and my mom hurried back to the car as cars honked. She got back in the car and I tapped her on the shoulder and said "nice mom, nice!"

Writing Essential Skills Scores and Commentary

Paper Name: Paper 19: Homeless Man

Mode: Narrative

Ideas & Content	Organization	Sentence Fluency	Conventions	Voice	Word Choice
5	5	4	4	5	4

Ideas:

Ideas clear and well developed with plenty of interesting, relevant details about narrator's thoughts and mother's spontaneous act. Thorough, balanced, with several insights.

Organization:

Structure chronological, as are most transitions. Reader follows text easily. Intro not particularly inviting but sets the stage. Spoken reaction at conclusion is understated but effective because reader knows what's inside the narrator's mind.

Sentence Fluency:

Writing flows, has a natural sound; easy to read aloud. Several sentences have a similar length and structure (compound sentences), especially in the second half.

Conventions:

Clean conventions. End-of-sentence punctuation correct. Internal punctuation largely correct also, except for a few missing commas (e.g., before dialogue, a couple in compound sentences). Spelling is correct except for staring and a missing e in lowered; patched-up should be hyphenated. Nice should be capitalized in the closing quote; Downtown should not be capitalized. Errors are infrequent, especially on the first page.

Voice:

Personal voice appropriate; reader discerns writer behind the words; senses sincere compassion and empathy ("...I could tell by the way he stood and his blank stare that he was miserable.").

Word Choice:

Words functional, evoke some visual images, but not a 5.

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When I lost my grandpa I felt mad about who took his life away from him but things happen like that in life like that but I know he's in a better place but things like that are hard to lose a family member cause it's like it's part of you and the thinking of it that sometimes you had having fun with it but even tho he died you can still have good times together and just remember your goal in life is to finish your high school work and trying to make it in life by being a better person and caring about family past and trying to look for a good job that way you can take care of your family or your bills and paying those bills so you can help by doing what's right so that's my goal in life so remember your family and your peers and the ones you love very much.



Writing Essential Skills Scores and Commentary

Paper Name: Paper 20: Grandpa Died

Mode: Narrative

Ideas & Content	Organization	Sentence Fluency	Conventions	Voice	Word Choice
2	2	2	2	3	3

Ideas:

Reader has to make extensive inferences (although it becomes somewhat more focused if the death of the grandfather sparked thoughts about what's important in life).

Organization:

Writing lacks a clear organizational structure; relationship among ideas is frequently unclear.

Sentence Fluency:

Few natural pauses in the structures of the writing, especially in the first half, which makes reading aloud very difficult. The writing is filled with rambling constructions, largely due to overuse of but, so, and and.

Conventions:

Many end-of-sentence punctuation errors: only one period at the end. Spelling of most words is correct, although the level of attempt is low; those correct words may save the paper from a score of 1, however. Misspelled words include 'cause, with, though, remember, finish, caring, those. Apostrophes in contractions are correct in the first half but missing in the second half. Overall, little control of conventions.

Voice:

A sense of the writer emerges at times. Sincerity definitely comes through, but piece is too short to meet.

Word Choice:

Language lacks precision and variety. expression seems general and words are often repeated.

One time a car was to play route then he has that go to California for the route final and he to be the winning but he go to California but the trailer open the door, the car is lost he wanted go back to continue in the route. The car has sadness because knowled in what peare is them he looked a car and was to can help. The other car not look but the car is lost the pursued is that look a town where only little houses the cars he went. Fast that the Police the Percussion. He only wanted go to finish the route. where he is find not to come not any car because this road is close and to build other new road but he was California and he winning the route.

Writing Essential Skills Scores and Commentary

Paper Name: Paper 21: Car

Mode: Imaginative

Ideas & Content	Organization	Sentence Fluency	Conventions	Voice	Word Choice
2	2	1	1	2	1

Note: Just in case raters would like to see what scores of 1 look like in Sentence Fluency and Conventions. Not a bad idea to have them take a quick look so that they don't assign scores of 1 when they're not warranted. (The way the Scoring Guide is written, we hardly ever see scores of 1 anymore--a testament to our teachers! In the rare instances when they do occur, it's often with students who are just beginning to learn written English.)

Ideas:

Purpose is clear (to tell a story). Ideas require extensive inferences, but basic storyline can be detected, even by readers who have not seen the animated movie Cars. Development is attempted but minimal. (In score of 1, reader cannot tell what purpose or main ideas are, or development is more minimal than this.)

Organization:

There is a sense of a beginning, conflicts and obstacles, reaction, and resolution. However, despite an occasional organizational device (One time, then, and, but, because), order or relationships among ideas is frequently unclear.

Sentence Fluency:

Text does not permit smooth oral reading. Confusing word order, often jarring. Sentence structure frequently obscures meaning.

Conventions:

Four periods, and each succeeding sentence begins with a capital letter. Many words spelled correctly, some correct capitalization (California). However, severity and frequency of errors so overwhelming that reader finds it difficult to focus on the message and must reread for meaning. Very limited skill in using conventions.

Voice:

The writing tends to be mechanical, most likely because of difficulties with the language.

Word Choice:

Extremely limited vocabulary, so filled w/ misuses of words that meaning is obscured. Only the most general kind of message is communicated because of imprecise language.

Practice Score Sheet
Part II: Sentence Fluency / Conventions

Sentence Fluency							
PAPER #	Title/Mode	I/C	ORG	VOICE	WC	SF	CONV
12	Changing Schools (N)						
13	Bike (N)						
14	HS Prep (P)						
15	Uncle's Restaurant (E)						
16	Iraq (P)						
17	Tibet/ Nepal (N)						
18	Media / Moderation (P)						
9	SUV's (P)						

Conventions							
PAPER #	Title/Mode	I/C	ORG	VOICE	WC	SF	CONV
Revisit 12	Changing Schools (N)						
5	Lance Armstrong (E)						
Revisit 15	Uncle's Restaurant (E)						
19	Homeless Man (N)						
20	Grandpa Died (N)						
Revisit 18	Media / Moderation (P)						
21	Car (I)						
Revisit 9	SUV's (P)						