

Facilitator's Guide to Leading the Scoring Session

Essential Skill of Writing:
In-Depth Training

Voice & Word Choice

For ELA Teachers

This packet contains the following:

- Instructions for Leading Scoring
- Student Papers with Key and Commentaries



Writing Scoring Guide
In-depth Training: English / Language Arts Teachers
Part 3: Voice / Sentence Fluency
Facilitator's Instructions / Suggestions for Use of Student Papers

- Please review the bulleted notes for facilitators at the beginning of Part I of the training. They apply to this part of the training as well.

VOICE

With participants, review Slides 4 - 8 in the PowerPoint presentation. In particular, the spectrum on Slide 7 is important (raters should have a hard copy of this slide as well). (Point out that this handout works well with students in an instructional setting, too.) Take a few minutes to explain Slide 7 thoroughly.

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 Voice:
 - 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
- At the same time, refine and clarify bullets and descriptors / add training points not written in Scoring Guide. For example, in Voice:
 - As suggested on Slide 7, an appropriate voice is dependent on several variables. The most important is probably mode. It is almost always appropriate in narrative writing to choose a personal, casual, “up-close” voice, while the expository and persuasive modes sometimes require a more academic voice, depending on the topic, writing situation, and audience.
 - For the writing assessment (where these sample student papers originated), students do not have access to outside resources. Therefore, more formal academic papers are never called for, and it is appropriate to choose a casual, personal voice, regardless of mode. The prompts are necessarily designed so that students must rely upon their own personal experiences, general background, logic and reasoning, etc.
 - In classroom work samples, it is much more likely that students will occasionally be asked to write with a more academic, objective voice. It is important to consider mode, topic, audience, and writing situation before assigning a score for Voice (and students should consider exactly the same factors before choosing a Voice).
 - *(4) everyone recognizes strong voice when it is demonstrated through humor, liveliness, suspense, excitement, and/or engagement of both reader and writer, but it is also important to recognize that simple sincerity and commitment to the topic are also signs of voice. These two qualities can be seen in much student writing, regardless of mode, and they are often all that's called for to meet the standard in many writing situations.*
 - (3) in the narrative mode, papers may score a 3 because the topic or situation calls for a more personal voice that is not there (e.g., a life-threatening situation is being described, but the voice remains flat, or another kind of emotionally-charged situation is part of the narrative, but the voice is impersonal.) If students say they don't want to write about certain events in a personal way, then they may want to

choose a different topic. Prompts are **NEVER** intended to pry into students' private lives; they are deliberately open-ended so that students may take them in many different directions.

- (3) in the expository and persuasive modes (especially in work samples such as formal essays, researched essays, or research papers), papers may score a 3 in Voice if a formal voice is required, but a personal, "up-close" voice permeates the paper. Many students struggle to establish and maintain a more objective, academic voice when it's necessary.
- (3) remind raters of the "too short" bullet under the 3 score point. This was added to clarify scores for papers that were clearly 4's in Voice but that presented insufficient evidence that the writer could sustain voice in a reasonably well-developed paper.
- the "too short" bullet in the 3 does NOT mean that any paper that is too short will automatically score a 3; if the paper fits the descriptors of a 2 or a 1, it should receive those scores.
- (5/6) as raters begin to read and score student work, they will quickly recognize strong voice when they see it

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 full page for each paper. All scores are also listed on a one-page Key.

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

Revisit Paper 1: Dance Team (Narrative)

- Participants read paper.
- Facilitator asks each of the following questions and waits for response:
 - "To score for Voice, ask yourself first if a voice is present.
 - Next, ask yourself if the voice is appropriate for the mode, topic, and writing situation.
- "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 in Voice.) Discuss any points that should be made about the paper / bullets of scoring guide.

Revisit Paper #13: Bike (Narrative)

- Same questions and process, except that this time, not all the answers will be yes. This paper scores a 3 in Voice. See commentaries of all papers for more detailed explanations.

Revisit Paper #4: Oprah (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 imagine they're thinking about the scores of 3, 4, or 5, 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. (This paper is too short for a 4's despite 4 quality of what's there--see commentary.)

Revisit Paper #7: Landscaping (Narrative)

- Same process as for above, except you can narrow the discussion from the beginning to 3, 4, 5.

Revisit Paper #2 Shopping Mall (Persuasive)

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

Revisit Paper #11 Dance Partner (Narrative)

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

Revisit Paper #10: Dirt Track (Expository)

- Same process, but narrow the discussion from the beginning to 1, 2, 3, 4.

Revisit Paper #17: Tibet / Nepal (Narrative)

- Same process, but narrow the discussion from the beginning to 3, 4, 5, 6.

Revisit Paper #8: Effective Parent (Expository)

- Same process, but narrow the discussion from the beginning to 1, 2, 3.

Revisit Paper #9: SUV's (Persuasive)

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

WORD CHOICE

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 Word Choice:
 - 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
- At the same time, refine and clarify bullets and descriptors / add training points not written in Scoring Guide. For example, in Word Choice:
 - (4) pretty straight call if words work to convey the message, if there's enough variety, and if words are specific (consider grade level, too)
 - (4) some degree of slang is all right--at this level it doesn't seem purposeful, is not particularly effective
 - (4) some jargon or technical language OK, even if not explained, so long as fairly clear in the context (e.g., terms related to skateboarding, surfing, technology, etc.)
 - (3) papers often a 3 partly because words are too general ("things," "stuff," "key thing")
 - (3) sometimes words are imprecise or "off"--not quite the right word in terms of shades of meaning
 - (3) sometimes simply the wrong word (misused words); IMPORTANT, especially for ELL papers: make sure it's really the WRONG WORD, not the WRONG FORM of the RIGHT WORD, which comes under Conventions--many ELL students have the right word, just the incorrect form (require instead of requirement, drive instead of driving, beautiful instead of beauty)
 - (3) lots of cliches and overused expressions
 - (3) words are repeated (happens quite often in 3 papers)
 - (3) remind raters of "too short" bullet; paper is a 4 in Word Choice but there is not enough writing to verify that it meets ("Too short" papers do not automatically get a 3. If descriptors for the 2 or 1 fit, then those scores apply.)
 - (5/6) broad range of words; precise and accurate
 - (5/6) remind raters that vivid sensory images count toward Word Choice

- (5/6) remind of effectiveness of ordinary words used in unusual way
- (3, 4, 5) several references to overdone “colorful” language at 3, 4, 5. Usually occurs in narrative, imaginative. Rarely SO overdone that paper warrants a 3. Overall attempt in Word Choice is usually high, with much at true 5 level, but with some overdone phrases mixed in. Depending on how many of those phrases there are, and how overdone and unnatural they are, the paper often balances out at a 4. (Example: “Her laugh was the sound of the wind drifting and flowing though a peaceful dove’s ivory white feathers.”)
- in expository and persuasive, “overdone” language is more likely to be multi-syllabic words straight out of a thesaurus that don’t quite fit the intended meaning and/or do not fit with the overall style of the paper

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 full page for each paper. All scores are also listed on a one-page Key.

Be sure the discussion of each paper gets to the specific details unique to each paper regarding Word Choice. In preparing for Word Choice, highlight or underline the words or phrases on your own copy that justify the score.

Papers are the same as the above papers for Voice, in the same order. Just re-read briefly and discuss Word Choice. In addition, you could revisit any of the papers in the packet for both Voice and Word Choice.

Score for all traits?

In planning, it might be good to reserve 30-45 minutes at the end of this session to score some papers for all traits. Score them one at a time and discuss until time runs out. You might also develop a sense throughout the training of where the group needs more work. You could then revisit certain papers of your choice to provide more practice in those areas.

Training: Writing Scoring Guide
High School English Language Arts Teachers
Part III: Voice / Word Choice

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 if a given paper is high, low, or solidly in the middle of the score point spectrum.

Voice and Word Choice							
PAPER #	Title/Mode	I/C	ORG	VOICE	WC	SF	CONV
Revisit 1	Dance Team (N)	4	4	4	4	4	4
Revisit 13	Bike (N)	3	3	4	3	3	3
Revisit 4	Oprah (E)	3	3	3+	3	3	3-
Revisit 7	Landscaping (N)	4	4	4	4	4-	3
Revisit 2	Shopping Mall (P)	3	3	4	3	3	3
Revisit 11	Dance Partner (N)	5+	5+	5+	5	5	5
Revisit 10	Dirt Track (E)	3	3-	3+	3+	3+	3
Revisit 17	Tibet / Nepal (N)	5-	4	5	4	3	3
Revisit 8	Effective Parent (E)	2	2	2	3	2	2
Revisit 9	SUV's (P)	6	6	6	6	6	5+

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intentionally left blank.

Sometimes I feel suspended in time, or part of one large movement. No where else can I get this feeling except when I am dancing. Dancing brings life to me and I can express my emotions through the way that I dance. There are so many types and forms of dance. I am on a high school dance team of girls who work for a common goal; to dance.

If you're going to be on a dance team, you have to be willing to commit yourself. You need to be obliging to all of the time demands. Every morning, promptly at 5:50, we take roll call. Then we dance until 7 o'clock. That leaves us an hour before school starts. Practices are mandatory and no ignorance is tolerated. Any girl with bad grades, bad attendance, caught with alcohol or drugs, or even at a party where they are present, is kicked off the team. It's difficult to participate in sports or other activities because dance takes so much time and dedication.

Another big responsibility is the money involved. We have lots of fundraisers we put on throughout the year. We have car washes in the summer,

sell wrapping paper near Christmas, ask people to sponsor us for dance-a-thons, and much more. Each dancer has to pay for regular dance lessons and the extra ballet we are required to take. We have to raise money for transportation and hotels when we travel to competitions. We also have costumes, make-up, and other team equipment that we need.

Even though dance team comes with a lot of responsibility and commitment, it's all worth it. One of the best things about dance is all the bonds and friendships I've made. I spend more time with my dance team than I do with my family. They have become my family. I have the most memories, good and bad, with them. We have the most fun bonding on bus rides, staying in hotels, and getting ready for competitions. We have secret sisters and secret rooms on overnight trips. As long as I live, I will never forget my dance team and the times we've shared together.

Writing Essential Skills Scores and Commentary

Paper Name: Paper 1 – Dance Team

Mode: Expository

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

Ideas: Clear main idea: dance team takes commitment, has responsibilities. **Details relevant, specific, sufficient. Some insight.**

Funnel intro well developed, leads to thesis in first sentence of paragraph 2. **Reader can follow writing; transitions** work well. Last paragraph sounds like concluding remarks, especially last sentence, even though new point is introduced.

Sentence Fluency: Reads smoothly enough despite a couple of weak spots (faulty parallel structure in paragraph 2: (“*Any girl with bad grades...*”)); otherwise, enough variety of structures, lengths, beginnings.

Conventions: **End-of-sentence punctuation** completely correct. Error in use of semi-colon at end of paragraph 1. **Spelling** correct except for *tolorated*, *committment*. Solid 4.

Voice: Expressive, sincere, appropriate to topic, expository mode, audience.

Word Choice: Words **function** well; some strong (*suspended in time*, *brings life to me*); some slightly off (obliging to all time demands, no ignorance is tolerated); some mundane (*kicked off*, *big*)--balance out at a 4.

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intentionally left blank.

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 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.

Oprah Winfrey, an old but a full hearted woman. Was born in to poverty and became one of the richest african woman in history.

When I think of a generous & caring woman I think of Oprah. She has her own show were she gives out free present to the audience & sometimes she even gives out cars. one of her recent major donations was that she was going to make a school in Kenya, Africa and pay for everything. That has to be one of the most generous things that you could do for anyone. Oprah also pay's for kids from africa to go to school in america. Oprah Winfrey has to be one of the most generous & caring people that I have heard of or met.

Writing Essential Skills Scores and Commentary

Paper Name: Paper 4 - Oprah

Mode: Expository

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

Scoring consideration: This piece is comprised of about 118 words in 7-9 sentences.

Note about mode-switching: Prompt was intended to elicit narrative mode; student wrote in expository. No penalty for switching modes, but if this were a work sample, it could qualify only as what it actually IS: expository.

Ideas: Main idea clear; details also clear, relevant (good use of specific examples). However, at high school level, ideas and details are limited; should be more of them and/or they should be more developed.

Organization: Intro and conclusion both underdeveloped. Attempt to organize, but org is skeletal.

Sentence Fluency: Sentences read smoothly, show some variation; however, text is too short to meet

Conventions: End-of-sentence punctuation correct. Appositive in Sentence 1 is separated by what appear to be periods, rather than commas. Spelling errors: Winfrey, women, caring, where, audience, heard. Apostrophes used twice where shouldn't be (*pay's*, *kid's*).

Voice: Voice present: sincere, committed to topic, clearly admires Oprah, but text too short to demonstrate consistent and appropriate voice.

Word Choice: Words functional, but text too short to demonstrate mastery (only imprecise word: "to *make* a school" instead of *build*).

Me and my dad, William used to own are own Landscaping buisness. We would do three houses every week. the same houses, they would pay us about one hundred twenty dollars a month each. So it was a pretty good Job. Then this one time my aunt Kathy asked us to do her yard. So my dad said yes of course. My aunt Kathy said she would pay us to do it. So the day we got there, there was about Fifty bags of garbage plus all the garbage that wasnt bagged around the bagged garbage. There Lawn in the front of the house was looking like known one moved it for months, trees uneven, and there was poop all in the grass from there' dogs, so anyway Me and my dad started with the garbage bagged the garbage that wasnt already bagged. It didn't take that long but after we bagged it all my dad and Kathy took the garbage to the dump. Kathy payed for gas cause it was quite a ways, and for the dump service. I stayed at the house, and started picking up the poop with a shovel, about ten minutes later I started moving the lawn, my faviorte job because i love the smell of fresh cut grass. After that i started to trim trees thats when my dad and Kathy showed up. My dad was surprised with the progress i had made. So my dad help me trim the rest of the

trees, pull all the weeds out and do the same to the back. After we had finished we went inside to get our money she said she was gonna pay us one hundred dollars, you know family discount, but instead she gave us thirty dollars because she said that the gas, and the dump is what we spent it on. I was really pissed off, but my dad kept his cool, took the money with a smile didn't question her once about what she did. Once we got in the car I asked him why he didn't get the other seventy dollars. He said he didn't get the money because he felt sorry for her, because she was getting close to losing the house. After that we ate at Applebees, it was so bomb. but that is how my dad is the most generous person I know.

Writing Essential Skills Scores and Commentary

Paper Name: Paper 7 - Landscaping

Mode: Narrative

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

Ideas: Very clear narrative with a very clear point at the end. **Details are all relevant and specific**, and there are plenty of them. Sensory details help reader visualize the situation. **Some insight** into life, aunt's situation, character of father.

Organization: No paragraph breaks, so rater must have heightened awareness of other organizational elements, which must be present at a level that meets in order for the paper to meet as a whole in Org. They are. Reader **can follow** story with no problem. Intro definitely **developed**--could be viewed as first 8 lines. Conclusion also **developed**: "...Once we got in the car..." **Transitions** tend to rely on coordinating conjunctions, but not exclusively; other chronological transitional words and phrases used. **Details fit where placed.**

Sentence Fluency: Reads smoothly enough to barely meet despite several weak spots. Reader definitely has to read through punctuation errors and to supply punctuation in some places, but underlying structures are usually there. Enough **variety of structures, lengths, beginnings** to achieve fluency.

Conventions: End-of-sentence punctuation problematic: four or five comma splices and two run-ons. (Several sentences begin with "So," but scoring directors have reached consensus about accepting sentences that begin with coordinating conjunctions.) Spelling fairly solid except for *payed*, *know one*, *favorite*, *loseing*, *genurous*. Contractions often missing apostrophes (*thats*, *wasnt*). Some apostrophes in plurals (*weed's*). Grammatical errors: *Me and my dad*. Pronoun I not capitalized. Verb tense sometimes incorrect (*know one mowed it for months*, rather than ***had mowed***; *my dad help me trim*). A few subject-verb agreement errors (***there was*** about fifty bags). A few other errors as well. **Limited control.**

Voice: Expressive, sincere, appropriate to topic, narrative mode. Understanding, admiration of father is communicated.

Word Choice: Words do function **to convey the intended message**, although several repeated in relatively close proximity (*bagged*, *garbage*). Others are **slang** that is acceptable but not particularly effective (*poop*, *pissed off*). Still, enough variety to meet.

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intentionally left blank.

If my town or city would like to build something for the community to enjoy, and I had to present them with my ideas on what it would be and how people could enjoy and benefit off of it I would have to say they should build A huge Shopping mall with everything imaginable.

In this shopping mall it would have A grocery store, Car Dealer, clothes stores and every other place you usually buy things in it. There are A few reasons why I think having these things All in one store will be something the community will enjoy and profit off of.

This mall will be a huge plus for our community, It will be a good money maker because It will have everything you need All in one and I will put it right in the of town so everyone can Drive A short Distance and never have to go Across town to get what they need.

It will attract and be an enjoyment to people of All ages. The higher percentage of the people that come to this mall will be most the teen population, mom's looking for a good Deal, and All the working class that Dont have time to go all around town looking for what they need.

Writing Essential Skills Scores and Commentary

Paper Name: Paper 1 - Shopping Mall

Mode: Pesentation

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

Ideas:

Reader can understand main idea, but developmental details somewhat **simplistic**. More importantly, details read like **list of underdeveloped points**.

Organization:

Attempt has been made to organize the writing. Intro consists of one long sentence that states main idea. Paragraphs of body attempt to put related points into same paragraph, although point of having a variety of stores in one place is repeated in each paragraph. Function of last paragraph is debatable: some might argue it has some sense of stating final points and “wrapping up,” although even they would acknowledge that it’s a weak conclusion; others might argue that last paragraph does not contain enough of a sense of closure to be considered a conclusion. Regardless, reader can follow writing and is never confused. Paper scores a low 3.

Sentence Fluency:

Several sentences **functional** but **lack energy**; many **show lapses in stylistic control**. Second and third paragraphs good illustrations of problems (e.g., “In this shoping mall it would have A grocery Store, Car Dealer, clothe stores and every other place You usually Buy things in it.”) Couple of words missing, which also affects fluency.

Conventions:

End-of-sentence punctuation fine, although difficult to tell in a couple of places. Misspelled words: *shoping, emaginable, clothe store, atract*. Some plurals have apostrophes (*a few reason’s why, mom’s looking for deals*); some contractions don’t have apostrophes (*Dont*). Usage incorrect in *benefit of off* (rather than *benefit from*) and *profit off of* (rather than *profit from*). Capitalization seems random, although probably a function of handwriting. Verb tense sometimes incorrect (*the community will enjoy, rather than would enjoy*). Point of view switches are problematic (*mall will be good for the community...everything you need all in one place*). **Limited control**.

Voice:

Writer seems **sincere** and **committed to topic** of explaining why a shopping mall would be a good idea in his or her town.

Word Choice:

Words often **generic, lacking precision and variety**. Examples: *everything, it would have, every other place you usually buy things in it, big plus, things, a higher percentage of the people*.

"The timing's off on the spin," my director yells. "Do it again!" I hear the grumbling around me as we hit our starting marks once more and can't help smiling. Dissent may be heard, but we must enjoy performing. Otherwise, the entire cast would be crazy to spend over 11 hours a week practicing.

"Has anyone seen Kyle?" The question is voiced once again. Everyone looks about, just like always, as if he is going to appear from behind the curtains. I just shake my head; I know the chances of that happening. I try to ignore the pitying looks as I take my pose: being dipped by an imaginary partner.

By now I am accustomed to it. The play is in less than two weeks and I have yet to dance with my partner more than seven times. The other boys have been helpful, but they are no substitute for my missing partner.

The music starts, and we're off. Kick-ball-change, spin, pose, all the while singing at full belt. I pause as the other girls fall into their boys' arms. Doing a trust fall with a missing partner is a bad idea. The director walks away while speaking on her cell phone. I pick up the timing on the next move and wonder if he even realizes how destructive his actions are.

There is no trust between us, and I am not his only partner. During scenes people speak to a blank space, and are prompted by a voice offstage. In group numbers, a hole is left in the spacing, but that doesn't mean we know where Kyle should be.

We hit our last marks, and I try to smile over my thinly veiled anger. When auditions took place the rules were plainly laid out; you had to be

ready for rehearsal; You had to memorize your lines, and most importantly, you could only miss two rehearsals. Kyle had shirked his responsibilities while I had upheld all of mine. Unfortunately, we would both pay the price.

The director returns and her cell closes with a click. "I have some bad news," she announces, "Kyle is no longer in the show." My heart drops to my feet. With no partner, there is no reason for me to be in this dance.

"Sadly, there is more," the director continues, "Chrissy is dropping out also. Now I know this will put a strain on you, but I know you can all overcome it." Her speech continues as understanding dawns on me.

I had been selfish to only think of my missing partner. Chrissy and Kyle had identical behavior, and Chrissy was in this number also. I lock eyes with her old partner and we both smile. We won't pay for their lack of responsibility.

"One more time from the top!" We hit our new mark, and for the first time in a while, I am actually clipped into the real pose. We cannot stop smiling as the dance continues.

In any commitment there are responsibilities. When people don't respect them others suffer. I saw that shirking your responsibilities causes grief for others, but even when things go wrong, there are still happy endings.

Writing Essential Skills Scores and Commentary

Paper Name: Paper 11: Dance Partner

Mode: Narrative

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

Note: Prompt was intended to elicit expository mode; student wrote in narrative, although conclusion is expository. No penalty for off-mode, but if a work sample, could count as narrative only, not expository.

Ideas:

Fresh, interesting topic with insights into group dynamics and social relationships, especially in concluding paragraph. Details lay out the conflict and the resolution.

Organization:

Creative organization: writer begins with dialogue: a director yelling. Reader has no problem following what has happened to create this conflict--details are easy to follow, despite two seamless returns to the past in order to explain the situation. Conclusion sums up insights.

Sentence Fluency:

Easy flow and rhythm. Extensive variation in sentence structures (questions, natural sounding dialogue, which is sometimes interrupted effectively by attribution--see beginning of paragraph 9); lengths (some effectively short sentences: "Do it again!"); and beginnings.

Conventions:

Level of attempt is high in long and complex piece; range of punctuation used. End-of-sentence punctuation is correct (technically, two interrupted quotes should have periods). Spelling is correct except for rehearsals (!), than, thinly, responsibilities. Semi-colons are used correctly, as are colons, plural possessives, and dialogue, for the most part. Writing shows strong control of conventions.

Voice:

A sense that the topic has come to life, with originality, liveliness, suspense--and humor ("Everyone looks about, just like always, as if he is going to appear from behind the curtains," or "During scenes people speak to a blank space" or the light touch in the last sentence).

Word Choice:

Words energize the writing with vivid expression, precise words (shirking, her cell closes with a click, put a strain on you, dissent, pitying looks, imaginary partner, thinly veiled anger).

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intentionally left blank.

I decided To go To The Crestview races it is a very fun and unusual event.

The Crestview races is a $\frac{1}{4}$ mile oval Dirt race Track that people race on for fun. When you go through the gates you automatically smell the smell of race fuel and the concessions stand. Hot Laps or warm up Laps Start at 5:30pm and go until 6:30pm.

The races start at 7:00pm. There are various classes like Sportsman, 360 sprints and unlimited sprints. The races end about 10:30pm or 11:00pm. They have to stop at 11:00pm because of noise regulations. When the races are over you can go into the pits and see your favorite Driver and his cars. You can also get autographs and walk on the track just to check it out.

I find it pretty weird that so many people race at such a small track for no money.

Writing Essential Skills Scores and Commentary

Paper Name: Paper 10: Dirt Track

Mode: Expository

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

Note: Length: About 148 words; 11 sentences. Watch handwriting and Conventions bias: paper may give appearance of lower paper, but close scrutiny shows more.

Ideas:

Clear main idea w/ specific details that convey a sense of this race track-- both sensory details and what occurs there. However, topic needs more development to meet. Some details slightly off-topic (such as times).

Organization:

Attempt to organize, but skeletal. Sense of intro and conclusion, but undeveloped, esp. conclusion. Transitions work sometimes, absent sometimes. Placement of details not always effective.

Sentence Fluency:

Not difficult to read through conventions errors (as in run-on in intro). Sentences do have variety, fairly easy to read aloud. Text is too short to meet, however.

Conventions:

End-of sentence punctuation errors include three run-ons. Spelling errors: decided, because, people, concessions. Reader gets the impression that some errors result from handwriting and general carelessness (misspelling of walk=wulk), but errors must count as they appear. The same applies to capitalization. A simple plural has an apostrophe (lap's).

Voice:

Writer seems sincere, committed to topic. However, text is too short to provide enough evidence.

Word Choice:

Words functional, convey intended message. Many are specific and precise (oval dirt race track, noise regulations). Two terms are specialized, could use explanation (animated sprints, Sportsman 1360 sprints). Some phrases create images (the smell of race fuel and the concessions stand, you can go into the pits). However, text is too short to meet.

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 alphabets 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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an effective parent is that they take care of there kids by, one make sure that they have good higen and have food and clothes and a nice house to live in and make sure they go to school and behave, and they give there kids good quilty attenchen.

Writing Essential Skills Scores and Commentary

Paper Name: Paper 8 – Effective Parent

Mode: Expository

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

Ideas:

Ideas and purpose clear, which distinguishes paper from a 1. Developmental details relevant, but **development is minimal**, with **insufficient details**. (Paper illustrates how a single bullet from Scoring Guide may determine a score; in this case, the second bullet is the only one of four that applies, yet it describes the paper and determines the score.)

Organization:

Some sense of movement, with occasional organizational device discernible (“...by one, make sure...” “and”). Order or relationship among ideas is never unclear, and reader is never confused. However, **piece is simply too short to demonstrate organizational skills**.

Sentence Fluency:

Construction is **rambling**. Beginning **awkward** (“an effective parent is that they take care of there kids...”), and from there, every phrase is connected with “and.” Rambling construction does not allow natural pauses when piece is read aloud.

Conventions:

Only punctuation is an internal comma (incorrect) and a period at end, so **end-of-sentence punctuation** is almost non-existent. First letter not **capitalized**, many common words misspelled. Paper is not a 1 because some words are **spelled** correctly, and, more importantly, the meaning is clear despite conventions errors.

Voice:

Little sense of involvement or commitment; writing is largely flat. (If there were more writing, perhaps a voice would emerge, but with so little written, it does not.)

Word Choice:

Some words work (hygiene, quality attention), others are general. Most relevant is bullet that says **text is too short to demonstrate variety**.

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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Practice Score Sheet

Part III: Voice / Word Choice

Voice and Word Choice							
PAPER #	Title/Mode	I/C	ORG	VOICE	WC	SF	CONV
Revisit 1	Dance Team (N)						
Revisit 13	Bike (N)						
Revisit 4	Oprah (E)						
Revisit 7	Landscaping (N)						
Revisit 2	Shopping Mall (P)						
Revisit 11	Dance Partner (N)						
Revisit 10	Dirt Track (E)						
Revisit 17	Tibet / Nepal (N)						
Revisit 8	Effective Parent (E)						
Revisit 9	SUV's (P)						