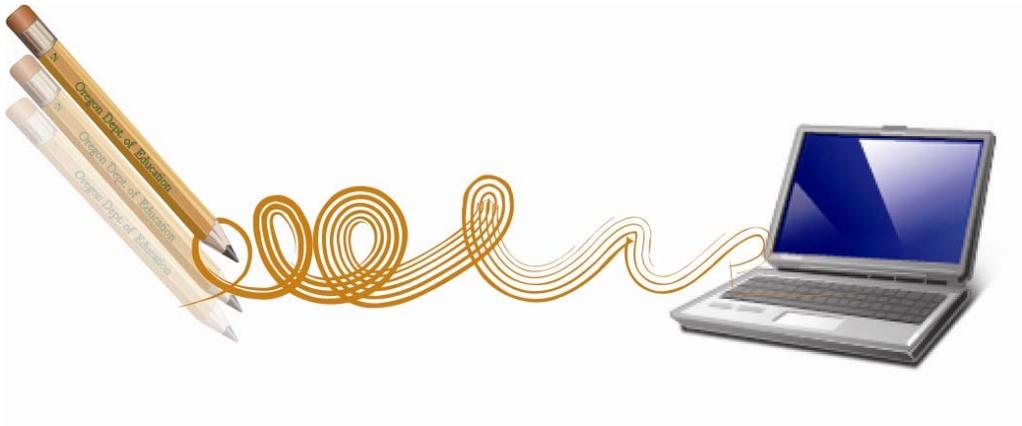


# Facilitator's Packet ELA Refresher Training Writing Scoring Guide

## Sample Papers & Commentaries



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## The Essential Skill of Writing – Intro/Refresher Training for ELA Teachers Tips for Using Student Papers

Before beginning this part of the training, raise the following points--or introduce them at other appropriate times during the training. Most are critical, however, so it's good to mention them as early as possible.

- **3/4 Emphasis:** This training will focus on the 3 and 4 score points for three main reasons:
  1. the 3/4 decision is the most critical one because it determines whether or not students meet the standard, which is tied to the diploma;
  2. the 3/4 distinction is most likely the decision that will have to be made most frequently--most papers fall into this score range; and
  3. it is relatively easy to identify papers that both exceed the standards and those that fall far below them. It isn't worth the investment of limited time to debate the 5 versus 6 or the 1 versus 2 score points, although there are papers included to illustrate what those look like.
- **No adjustments in scoring:** All papers are scored only in relation to the standards as delineated on the Scoring Guide, whether the writers are ELL students, students on IEP's, etc. Hopefully teachers will conference with their students to explain their scores relative to the progress they've made, the goals they've met, etc. Emphasize the value to students of having feedback based on the Scoring Guide.
- **Range within score points significant:** There can be a big difference within a given score point; a high 3 that is close to a 4 can look very different from a low 3 that is close to a 2. The reason is that ALL papers must be "funneled into" one of six score points, and the descriptors encompass a range of characteristics. Therefore, it is best not to compare one paper with another (e.g., "How could THAT paper be a 4 and THIS paper be a 4?"). Rather, compare each paper to the Scoring Guide to see which bullets best describe a given paper.
- **Single bullet vs. multiple bullets:** Usually, multiple bullets under a score point on the Scoring Guide describe a paper. However, a single bullet can, in some cases, determine a score. There are many examples, but they include such bullets as, in Ideas, "minimal development; insufficient details" for a 2, or "a close retelling" for a 3. In Organization they would include such bullets as "a missing or extremely undeveloped beginning, body, and/or ending" for a 2.
- **Mode awareness:** It is good to be aware of mode when scoring a paper (Expository, Persuasive, Narrative) because traits can look very different depending on the mode. Think about Organization, for example.
- **Traits separate:** It is critical for raters to keep the traits separate in their minds as they're scoring. For example, they need to overlook distracting errors in Conventions or Sentence Fluency to see Ideas. Throughout the discussions of papers, when a participant mentions something that relates to a different trait, be quick to point that out.
- **Word-processed versus hand-written papers:** All papers should be scored the same, regardless of the form in which they've been submitted: word-processed or handwritten. Both are equally acceptable, and raters should try their best not to be influenced by either. Handwriting is

absolutely NOT to count under any trait; if a paper is impossible to decode, then it should be returned without scores. If a paper is word-processed as a classroom work sample, students are allowed to use the grammar and spell-check features (not so for the State Assessment, however). Some might think that word-processing is an advantage, but every error is baldly there, with nothing to help obscure it. In handwritten papers, raters are often willing to give students the benefit of the doubt if something is a little unclear. (Students must be taught to write with a word processor thoughtfully and carefully, still going through a writing process from prewriting and drafting to editing, revising, and proofreading. Too often they quickly write a draft and are “done” with it.)

- **Scores versus grades:** Teachers should recognize the difference between a GRADE FOR AN ASSIGNMENT AND SCORES FOR A WORK SAMPLE. If a student fails to follow the directions for a classroom assignment, he or she might receive a low grade for that reason. However, the piece could and should be scored as a stand-alone work sample when it is scored with the Scoring Guide. It is conceivable that an assignment would receive a failing grade as an assignment but pass as a legitimate writing work sample. Likewise, when scoring for the State Assessment, raters interpret the prompts broadly; so long as there is a “glancing blow” to the prompt, the paper is scored. Do not get hung up on whether or not the student followed the apparent intentions of the prompts.
- **Work samples here from State Assessment:** A cautionary note about the student work that will be scored here. It was generated during the State Writing Assessment, when students had no access to outside resources and when there were other restrictions. The samples are likely quite a bit shorter than most classroom work samples will be. With work samples, teachers also have the advantage of being able to provide feedback after the first set of scores using the Official Score Form. This should enable students to improve the quality of their work from the first submission to a revised submission.
- **Pluses and minuses:** Scores are assigned ONLY as whole points--no pluses or minuses. However, for training purposes here, we have sometimes included a plus or minus to indicate where on the spectrum for that score point this particular paper falls. It is meant to give participants a sense of whether their own thoughts about the paper were right on with those of the scoring team, close, or quite off. (Teachers might use pluses and minuses with their students in certain situations, but all need to understand that only whole score points are “official.”)
- **“Official scores”:** Official scores on the Keys were assigned by large groups of scoring directors from around the state who meet twice a year for three days at a time to develop and score training materials. Scores have usually been thoroughly discussed and a consensus arrived at by these experienced directors.

Writing Scoring Guide  
Recalibration / Refresher: ELA Teachers  
**Suggestions for Use of Student Papers**

Explain that this part of the training will focus on the differences between the 3 and 4 score points for all traits for three main reasons: 1) the 3/4 call is the most critical one for students because it determines whether or not they meet the standard, which is tied to their diplomas; 2) it is most likely the decision that will have to be made most frequently--most papers fall into this category; and 3) it is relatively easy to identify papers that both exceed the standard and those that fall far below the standard. It isn't worth the investment of limited time to debate the 5 versus 6 or the 1 versus 2 score points.

## **PART 1: Ideas and Content / Organization**

### *Close Reading: Scoring Guide*

- Participants review scoring guides only at score points of 3 and 4 for Ideas and Organization.
- They should identify words and phrases that distinguish between the two score points.
- Facilitator then clarifies the factors that usually differentiate a 3 from a 4 in Ideas & Org.

### Scoring of Student Papers

To prepare for the discussions that follow, the facilitator should read the paper commentaries included as a separate document and make 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 summarized on the attached Key.

### **Paper 1: Tennis (Narrative)**

- Participants read paper.
- Facilitator asks each of the following questions and waits for response: "To score for Ideas, ask yourself first if the writing is clear. Is it clear in this paper? Is it focused? Are there relevant developmental details? Are there enough details?" "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 Ideas.) Discuss any points that should be made about the paper / bullets of scoring guide.
- So the same for Organization: "To score for Organization, ask yourself first if the introduction is developed. Is it? Is the conclusion developed? Can you follow the writing? Are there transitions? What are they like? Are there paragraph breaks?" Discuss along the way. "If yes, then the paper is at least a 4. Any reason to go to a 5? (No--paper is a clear, solid 4 in Org.)

### **Paper 2: Camping Surprise (Narrative)**

- Same questions and process, except that this time, not all the answers will be yes. (Be sure their perceptions are correct. If they say something is too general and that's not the problem, say so and then get them to identify what the problem really is (e.g., off-topic or not enough details). This paper scores a 3 in Ideas and Org.

### **Paper 3: Voting (Persuasive)**

- This time, don't lead participants with the questions. Just say it's obviously a 3 or a 4. Ask how many would give it a 3 and how many a 4. (It's a 4 in both traits.) Discuss. Ask them to use language from the scoring guide to justify their scores.

#### **Paper 4: Works of Art (Expository)**

- Use the same process as for the previous paper “Voting.” (This paper is a 3 in both traits.)
- Be sure the discussion gets to the specific details unique to each paper regarding each trait.

### **PART 2: Sentence Fluency / Conventions**

#### *Close Reading: Scoring Guide*

- Scoring guide review of 3 and 4 for Fluency and Conventions.
- Facilitator summarizes, clarifies the usual factors that differentiate a 3 from a 4 in Fluency and Conventions.

#### **Paper 5: Zack (Imaginative)**

- Same process as for Paper 1 above. Questions for Fluency: “When you finish reading the paper, ask yourself first if it was relatively easy to read aloud. Was this one? Was there enough variety in sentence beginnings? Sentence structures? Sentence lengths?” Get participants to give examples and make comments. “So, do we have a 4 in Fluency here?” (Yes--clear 4.)
- Do the same for Conventions. Questions are as follows: “A good place to start with Conventions is end-of-sentence punctuation, since it’s acknowledged as very significant. How is it here? Are there any run-ons? Comma splices? Fragments? If so, where? How many? What proportion in relation to the whole text? What about spelling of common, everyday words? How about grammar and usage (verb tense consistency, subject-verb agreement, point of view?) Anything else? How significant are the errors?” Be sure to get participants to point to specific errors, not just make generalizations about them. “So--a 3 or a 4 for Zack? (This paper scores a 3.)

**Paper 6: Limits to Technology (Persuasive)** (This is an ELL paper. Reminder: we score ELL and IEP papers just like any other. We count on our classroom teachers to interpret assessment scores to students, to help them put scores in perspective, to track and communicate progress.)

- Ask the same guided questions as for “Zack.” This time both scores will be 3’s.
- Important: Ask participants to score this paper for Ideas and Organization. (4 in both)

#### **Paper 7: Environmentalists (Persuasive)**

- No guided questions, just ask participants to score the paper. (Fluency: 4; Conventions: 3)

#### **Return to Paper 3: Voting**

- Ask participants to return to paper 3 – Voting and score it for Fluency and Conventions (4’s)

#### **Paper 8: Speed Bumps (Persuasive)**

- No “official” scores provided here except for Organization and Conventions, both 3’s. Important paper to score and discuss because the critical issue is the amount of writing. Is there sufficient evidence to assign any scores of 4? Individual districts will need to tackle and resolve this issue. At this time, the state has no minimum length requirement.

**PART 3: A Brief Look at a High and Low Paper:** Even though the most critical call is between the 4 and the 3 score points, it is important to recognize the high and low papers. Since time is limited, participants will just read and briefly discuss one of each. Manage discussion based on your perception of participant’s needs and time available. Keep in mind time for review of traits of Voice and Word Choice.

#### **Paper 9: Story of a Man (Imaginative--scores of 2 for each trait)**

## **Paper 10: A Look at the Future (Imaginative--scores of 6 for each trait)**

### **PART 4: Voice and Word Choice**

#### *Close Reading: Scoring Guide*

- Scoring guide review of 3 and 4.
- Facilitator clarifies the factors that differentiate a 3 from a 4 in Voice and Word Choice.

#### **Return to Paper 3: Voting**

- Participants look over paper again, focusing on Voice.
- Questions for Voice: "Is there a voice present? If so, is it appropriate for the topic, purpose, and audience?" If yes, it's likely at least a 4. "What are the indicators of Voice in this paper (i.e., liveliness, sincerity, suspense, a sense of writing to be read?" What about this paper? (4)
- Starter questions for Word Choice: "Do the words work? Are they functional? Is there enough variety?" If yes, likely a 4. From there, discuss other point on the scoring guide: slang? overdone words? specialized terms? How do they play a role? This paper on Voting? (4)

#### **Return to Paper 4: Works of Art**

- Same questions and process. This paper is a 3 in both Voice and Word Choice.

#### **Return to Paper 5: Zack**

- Score; Voice: 5; Word Choice: low 5

#### **Return to Paper 6: Limits to Technology (ELL)--important paper to score**

- Scores: Voice: 4; Word Choice: 4

#### **Options**

1. If there is time, raters could go back and score any paper for traits not yet scored.
2. Save one paper till the end and have participants score it on their own for all traits with no discussion until all have finished. See how close the scores are for the group.
3. Schedule a longer session and ask participants ahead of time to bring one set of classroom work samples (NOT long research papers!). When the above part of the session has been completed, choose a workable number of work sample sets for the group to score. Then, pass them around for double scoring and see how the scores compare. Discuss discrepancies and, even more importantly, 3/4 splits. Bring any major points to the attention of the whole group.

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# ELA Refresher Papers

PAPER #	Title	I/C	ORG	VOICE	WC	SF	CONV
1	Tennis (N)						
2	Camping Surprise (N)						
3	Voting (P)						
4	Works of Art (E)						
5	Zack (I)						
6	Limiting Technology (P)						
7	Environ- mentalists (P)						
8	Speed Bumps (P)						
9	Story of a Man (I)						
10	A Look at the Future (I)						

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Teaching younger kids can be very frustrating at times. It can be hard for them to understand certain concepts, but the feeling you get when they finally succeed is awesome. Two summers ago I was able to experience this feeling and it felt great!

I started taking tennis lessons when I was ten and continued to take lessons from the same coach until I was thirteen. That was when my love for tennis began. I tried out for the high school team and made it. My old coach came to watch many of the home matches and saw how much my game had improved. While I was taking lessons from him he always had a high school tennis player there to help out. After seeing me play a few times he asked me if I would like that job. I excitedly accepted the job.

The first few lessons I helped out with the coach had me do simple things like hit the ball for the drill, or help kids with their form. As soon as I got more comfortable with the routine he had me teach the class ~~while~~ while he supervised. I was able to decide what drills we did and what the class consisted of. I was really enjoying it.

The kids who took the class ranged from age seven to thirteen. Some had developed their tennis skills and some ~~were~~ had just started playing. One specific girl had more trouble learning than most. The coach had me take her aside and help her one-on-one

I asked her what she wanted to work on the most and she said ~~backhands~~. she wanted to work on backhands. We started with simple drills to help her get the idea of backhands. Slowly we worked our way up to hitting full court. She was really improving. After about forty-five minutes she joined the rest of the class and the first thing she did was hit a backhand. The ~~ea~~ coach was very impressed ~~along~~ along with the other students. She had improved greatly and I felt awesome.

Teaching this young girl to play tennis was fun, but time consuming and at times, difficult. She had trouble understanding some concepts, but with much patience and hard work she was successful.

## Paper #1--Tennis--Narrative Mode

<u>Ideas &amp; Content</u>	<u>Organization</u>	<u>Voice</u>	<u>Word Choice</u>	<u>Sentence Fluency</u>	<u>Conventions</u>
4	4	4	4	4	4

**Ideas:** The paper scores a high 4 in Ideas, which are well **developed** with **sufficient, relevant details** in this narrative. The writer makes good use of examples in explaining why she felt so gratified after teaching tennis--both in focusing on a particular student and again in focusing on a specific skill that student wanted to learn. The writer also communicates some **insights** gained during these experiences.

**Organization:** The paper scores a solid 4 in Organization. The introduction is **developed**, and the reader can follow the sequence of events despite perhaps being temporarily confused at the beginning of the second paragraph. **Transitions** are often chronological and work well. The transition in ideas to the specific student is handled well in paragraph four. The separate concluding paragraph seems brief, but the piece actually begins to wind down with the last few sentences of the previous paragraph. (It's important to remember that the "conclusion" is not necessarily the last discrete paragraph.)

**Voice:** The paper scores a high 4 in Voice. **The writer seems committed to the topic, and there is a sense of writing to be read.** The voice is **sincere**, and while the author admits to the frustrations of teaching, her enthusiasm comes through.

**Word Choice:** The paper scores a 4 in Word Choice. The words are **functional and convey the intended message.** The use of **slang** is natural with the casual voice, although **it does not seem** particularly **purposeful** nor is it **particularly effective** (kids, awesome).

**Sentence Fluency:** The paper scores a 4 in Sentence Fluency. The **writing flows** when read aloud, and there is **variety of structures, beginnings, and lengths.** (The mix of lengths is effective, with some longer complex sentences balanced by some short simple sentences: "I excitedly accepted the job.") There is a slightly rough spot at the beginning of the third paragraph, but that is allowed for in a score of 4.

**Conventions:** The paper scores a solid 4 in Conventions. There are no errors in **end-of-sentence punctuation.** The main error is the lack of commas after introductory clauses ("While I was taking lessons from him..." or "As soon as I got more comfortable with the routine..."). All **spelling** was correct, however, and hyphens were used correctly at least twice ("one-on-one" and "forty-five"). Second person was used once in the first paragraph ("...the feeling you get when they finally succeed is awesome.") However, the writer clearly meant to generalize the experience here and otherwise maintained first person effectively throughout the rest of the piece.

**Note:** This work sample clearly passes in all traits. It is a solid example of a personal narrative that meets all standards at the high school level.

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My family and I loved to go camping. So one summer we decided to go to a new campground. Something very surprising happened there.

It was the middle of the summer and we were running out of daylight. So we decided to stop at the next campground. The only one we could find was a place called Bedrock. My mom pulled over and we began to unpack.

The next morning my friend and I went for a walk. It seemed like we were walking for hours. We began to wonder where we were going. Just as we were about to turn around, we came across a cave.

We walked through the opening we walked as far as we could and then back out. Then we walked around it. There was an opening into another part of the cave. For the rest of the trip the cave was our playground.

The most interesting thing was that inside the cave I found some tools. There was an arrow head, and a bowl or it looked like a bowl. This camping trip was the most fun I had.

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## Paper #2--Camping Surprise--Narrative Mode

<u>Ideas &amp; Content</u>	<u>Organization</u>	<u>Voice</u>	<u>Word Choice</u>	<u>Sentence Fluency</u>	<u>Conventions</u>
3	3	4	4	3	3

**Ideas:** The paper scores a 3 in Ideas because the **supporting details are limited, uneven, and occasionally slightly off-topic**. The writer suggests in the first paragraph that the topic will be about the surprising thing that happened at a new campground. The next two paragraphs might possibly be considered relevant enough IF the “surprise” (i.e., the cave and its contents) were developed in at least equal detail. However, most of the writing leads up to the real topic (the discovery of the cave), which is interesting and has potential, but then it stops. There are some specific, relevant details (an opening to another part of the cave, the tools--an arrowhead and a bowl), but they could be further described, and there should be additional details. The development is skimpy and **uneven**.

**Organization:** The paper scores a 3 in Organization. **An attempt has been made to organize the writing, but the overall structure is skeletal**. The reader can follow the sequence of events easily, but the **beginning and ending, although present, are undeveloped**. The introduction is comprised only two sentences, and the conclusion consists of only one, which is tacked onto the last paragraph of the body.

**Voice:** The paper scores a 4 in Voice. A **sincere voice is present**, and it is **appropriate** for a personal narrative. The writer seems **committed** to relating this story.

**Word Choice:** The paper scores a low 4 in Word Choice. The words are **functional** in explaining the events of this experience, and there is sufficient **variety**.

**Sentence Fluency:** The paper scores a high 3 in Sentence Fluency. It is very close to a 4, which could almost be justified based on what is there. **Sentence patterns have some variety**, although there isn't much variety of **sentence lengths**. The reader can move fairly easily through the piece; punctuation errors are easy to read through. However, there are only 17 or 18 sentences. To shore up a score of 4, the writer should have written more to demonstrate variety and control.

**Conventions:** The paper scores a 3 in Conventions. **End-of-sentence punctuation is usually correct**; there is one run-on in the third paragraph. **Internal** commas are missing in compound sentences, and several **common words are misspelled** (were, again, happened). There is an error in verb tense: “we *come* across a cave” instead of “we *came* across.” There is also an error in the use of an article: “a arrow head” instead of “*an* arrowhead.”

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There are many laws that affect the rights of teenagers. Some of the laws are for the best, while others are just restricting. One law that exists that is in place for a good reason is the one that restricts the voting age. Teenagers should not be allowed to vote until age eighteen because most of them don't pay attention to politics, would not make wise voting decisions, and don't have enough education to vote.

The majority of teenagers have no idea what goes on in politics, mostly because they don't care. With all the other things going on in a teenager's life, staying up-to-date with political happenings simply doesn't take priority. If teenagers don't care about politics, then giving them the right to influence what goes on in it should definitely not be allowed.

This apathy for politics and the voting process would only lead to teenagers making unwise decisions while voting. Since most teens wouldn't know enough about the topics that would need to be considered before voting, many of the votes would be shots in the dark that wouldn't reflect what the voter really would have thought to be the best decision had they investigated further.

The education required to make an

informed decision is a key thing that teenagers don't have. They don't know enough about the voting process and what it means to vote wisely. They should have to wait until they are age eighteen and have received a full education to have the privilege to be able to vote.

Teenagers under the age of eighteen should not be allowed to vote because the majority of them don't pay attention to politics, would not make good voting decisions, and are not educated enough to vote. This is not a law that exists simply to restrict teenagers, but rather one that is beneficial for everyone. It is just one of the many laws that, for good or bad, affects the rights of teenagers.

### Paper #3: Voting--Persuasive Mode

<u>Ideas &amp; Content</u>	<u>Organization</u>	<u>Voice</u>	<u>Word Choice</u>	<u>Sentence Fluency</u>	<u>Conventions</u>
4	4	4	4	4	4

**Ideas:** The paper scores a 4 in Ideas, which are **clear, focused, and just developed** enough to warrant a 4. The main idea is stated in the third sentence, and the next sentence lists the three main points to support it. The logic is sound throughout the essay (e.g., “This apathy for politics... would only lead to...unwise decisions...Since most teens wouldn’t know enough about the topics that would need to be considered before voting, many of the votes would be shots in the dark that wouldn’t reflect what the voter really would have thought to be the best decision had they investigated further.”) However, each main point would ideally be further developed. The second paragraph, for example, contains only three sentences. Nevertheless, this piece meets the standard in Ideas. For a persuasive piece to score higher, opposing points should be raised and refuted.

**Organization:** The paper scores a 4 in Organization. The introduction is **developed** and contains the thesis and three main supporting points. The **organization is predictable**, however, using the standard **formula** for the five-paragraph essay. The conclusion is **developed**, following the formula as it restates the thesis and three main points before broadening out to more general statements. A variety of **transitions** work well both between paragraphs and within paragraphs. (The transition from paragraphs 2 to 3 is especially effective: the first two words of the third paragraph refer back to the concept in the last sentence of paragraph 2--“This apathy...”) The reader has no problem following the logical sequence of ideas here.

**Voice:** The paper scores a 4 in Voice. Considering the topic of teen voting, the persuasive mode, and the general audience, the voice is entirely **appropriate**. The writer seems **sincere and committed to the topic**.

**Word Choice:** The paper scores a 4 in Word Choice. The word choices demonstrate sufficient **variety**, and they **convey the intended message**. A few words are generic (“key thing”), but most are **accurate and specific** enough.

**Sentence Fluency:** The paper scores a 4 in Sentence Fluency. There is sufficient variety of **sentence structure, length, and beginnings**, and the writing **flows when read aloud**. A few sentences contain awkward spots (e.g., “One law that exists that is in place for a good reason is the one that restricts the voting age” and the sentence quoted above under Ideas and Content), but a score of 4 allows for a few awkward places. Overall, the writing is fluent enough to meet the standard.

**Conventions:** The paper scores a high 4 in Conventions. There are no errors in **end-of-sentence punctuation**. The only misspelled words are “recieved” and “privilage.” **Internal punctuation** is correct, including hyphens in “up-to-date”; commas are used in a variety of grammatical settings, including a fairly sophisticated one in the last sentence. Except for the two misspellings, the conventions are correct. To score a 5, there would have to be more range in conventions used, and/or the paper would have to be longer and more complex.

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Works of art such as music, films etc. can produce strong reaction to a person. Like movies can bring you to some laughter that can have you crying from laughter. Some songs can bring you memories or even inspire us.

One song called In the Garden was played at my aunts, grandma's, and grandpa's funerals. Everytime I hear that song I cry because it brings back memories of all those people.

The movie, Super Troopers is the funniest movie I have ever seen. Some parts of the movie I was rolling around on the ground laughing so hard I was crying.

Some paintings are some amazing and inspiring that they move people. Like, A Starry Night. it is so beautiful it has made many probably become artists.

Some movies and other forms of entertainment can make you feel all emotions. My personal favorite is comedy. I think all literature, movies, shows and music move us all in different ways. I think everyone needs a little of all emotions sometimes.

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#### Paper #4: Works of Art--Expository Mode

<u>Ideas &amp; Content</u>	<u>Organization</u>	<u>Voice</u>	<u>Word Choice</u>	<u>Sentence Fluency</u>	<u>Conventions</u>
3	3	3	3	3	3

**Ideas:** The paper scores a 3 in Ideas. **The reader can understand the main idea** (works of art can produce strong reactions in us), and there is some development. However, the ideas are **overly broad and simplistic** for the high school level. The main idea, expressed in the first sentence, is itself too **general**, and even though three specific examples are provided (one song, one movie, and one painting), each example is underdeveloped. The paragraphs in the body of the essay consist of only two sentences; **detail is limited**.

**Organization:** The paper scores a 3 in Organization. **An attempt has been made to organize the writing, but the overall structure is skeletal.** An introduction and conclusion are present (three and four sentences respectively) and functional, and the reader can certainly follow the writing. Paragraph breaks are effectively placed, but **placement of details is not always effective** (e.g., the specific detail about the author's personal favorite in the conclusion).

**Voice:** The paper scores a low 4 in Voice. The writer does seem **sincere** and **committed to the topic**, especially when discussing the specific examples. However, the essay consists of only 13 sentences, so it is difficult to assign a score of 4 in any trait because **the text may be too short** to demonstrate consistent and appropriate voice.

**Word Choice:** The paper scores a 3 in Word Choice. The **language lacks precision** (e.g., use of the word "like" to mean "for example"). Other words are **general** for the high school level, and a **misused word** appears ("Some paintings are some amazing..."). Even though that error is likely due to a lack of careful proofreading, it nevertheless remains an incorrect word as a minor factor in the assessment of Word Choice. Lastly, the brevity of the text combines with the other factors to shore up the score of 3.

**Sentence Fluency:** The paper scores a 3 in Sentence Fluency. Although **some sentences invite fluid reading**, others contain **awkward constructions**, especially in the first and fourth paragraphs, which introduce sentences with the word "Like..." **Sentence beginnings** would benefit from more **variety** (several begin with "Some..." and "I think..."). There are at least two missing words, which affect fluency ("a" in the first sentence and perhaps "During" at the beginning of a sentence in paragraph 3. It is difficult to demonstrate enough variety in a total of only 13 sentences; the **text may be too short** to accomplish that.

**Conventions:** The paper scores a 3 in Conventions. There are two errors in **end-of-sentence punctuation** (paragraphs 1 and 4). One of the most significant errors is in point of view consistency. The author switches from first to second to third throughout the essay. Sometimes, there is even a switch within the same sentence ("Some songs can bring *you* memories or even inspire *us*.") Spelling is correct except for "laugter," which is spelled correctly the second time it is used) and "everytime," which should be two words. In English usage, we say that something produces a strong reaction "in" a person, not "to" a person. The writing shows **limited control of standard conventions**.

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Zack broke the door with a mighty kick. His gear was heavy against his back and the letters "FD" gleamed brightly against his yellow coat. Zack had only been on the squad for a few days but he already had his first fire call. His arms shook with excitement and little pricks of tingely sensation ran down his spine.

"Yo Zacky-boy!" yelled a familiar voice. Zack glanced over his shoulder, it was the fire chief Will.

"We gotta call from the neighbors saying that there was a little girl in the house. The parents are at work and she just came home from school when smoke started to pour out."

"All right! Gotcha!" Zack nodded and ran off into the ember of the house. "Where would I be if I was a girl?" he ran into the kitchen throwing pots and pans messily around the counter searching for any sign of the girl. "Not here" he said to himself.

"I'm gonna look in the closet!" Will yelled across the room. "You look in her room!"

"Oh, can do." Zack bolted off when a beam of heat and light fell down. He looked at the floor, "It's..." he thought

"A support beam!" a sudden chill ran down his back and a cold sweat ran down his forehead.

"We gotta get outta here!" he scrambled into a small purple room with stuffed

animals lay scattered across the room. He quickly glanced over the room looking for any sign of life. There she was, a little blonde bundle laying limp on her floor.

"Oh no... we gotta leave." he scooped her up in one arm and with such speed it felt like he flew out through the door and outside. A blinding light glared off his helmet as he lifted his face mask off. The curly haired bundle coughed.

"She's gonna be ok," he whispered "Good job: newbie!" exclaimed Will with a hasty slap on the back.

"You did good. A little girl gets to live thanks to you. It feels good huh? Almost like a sense of duty."

"Yeah..." he nodded and glanced at the girl at his side. "It really does."

## Paper #5--Zack--Imaginative Mode

<u>Ideas &amp; Content</u>	<u>Organization</u>	<u>Voice</u>	<u>Word Choice</u>	<u>Sentence Fluency</u>	<u>Conventions</u>
4	4	5	5	4	3

Notes: Prompt is Imaginative: "A Sense of Duty." It is important to point out the RANGE of scores here.

**Ideas:** The paper scores a 4 in Ideas. **Main ideas are clear and focused** with sufficient **relevant details** to flesh out the story, which has a beginning, middle, and end. The story of a "newbie" fireman saving a small girl may be somewhat overdone, but the writer tells it in a fresh enough way to make it his own.

**Organization:** The paper scores a solid 4 in Organization. The **beginning** is actually **inviting**, which characterizes a score of 5; the writer brings the reader into the action immediately, with good effect. The reader can easily **follow** the story, which is organized chronologically. The dialogue, both internal and between characters, also serves to move the plot along. The quiet ending contrasts effectively with the action of the story and ties in with the prompt.

**Voice:** The paper scores a 5 in Voice. There is definitely a sense of **writing to be read**. The writer creates **suspense** and a sense of urgency over finding the child. The immediacy of the story makes **the topic come to life**, and the writer **demonstrates commitment** to telling the story.

**Word Choice:** The paper scores a low 5 in Word Choice. **Slang seems purposeful** as the two firemen speak, and it is **effective**. Action verbs are appropriate: *bolted off, scrambled, scooped, exclaimed*. In some places, the **words create sensory images**: "the letters 'FD' gleamed brightly against his yellow coat," "a beam of heat and light fell down," "the curly haired bundel caughed." One word is off; the house was not yet an "ember." In another instance, the wrong form of a word is used (*heartily* instead of *hearty*), but that is a Conventions error.

**Sentence Fluency:** The paper scores a 4 in Sentence Fluency. The paper reads smoothly, with plenty of **variety in sentence structures, lengths, and beginnings**. The dialogue sounds natural. There is one awkward spot at the end of the first page going on to the second: "he scrambled into a small purple room with stuffed animals lay scattered across the room," but a score of 4 allows for "occasional lapses." Otherwise, the paper has a **natural sound**.

**Conventions:** The paper scores a 3 in Conventions. **End-of-sentence punctuation is usually correct**; there is one comma splice in the second paragraph and a fragment in the sixth, but the fragment is effective. **Internal** commas are missing in many places, and there are quite a few misspellings (e.g., *suport, wispered, bundel, hartily, caughed, sighn.*) Apostrophes are missing in a few contractions. Dialogue is usually punctuated correctly, although there are some errors. (It was creative and consistent to punctuate internal dialogue with single quotes.)

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As our society continue to growth in new technology, the number of personal use has increase dramatically, especially in teenagers. The abusing of new technology by teenagers and their spending time has put an alarming worried to parents. As a parent, I'm more concern about my children when they spend their time on these technology trends. When teens spend their time on text messaging, talk on phone, play game and using computer, they are less involving in community as well as isolated themselves from society.

When teens are not working and not involved in any school program, they have lots of time during the day. Instead of do homework or any school related. They would spend their time on text messaging, watch T.V, using computer and play games all day. Relaxing their minds is a good thing but when they get into these activities and it would brings our teens to less care about study. No education might will affect their future later on.

As a parent, I have the responsibility to find a way to help my teen to manage their times more useful. First, I could discipline the limitation of spending time. Make a schedule when and how teens can watch television or how long they can be on the phone. For an example, they could talk and text messaging on the weekend more than week days, and could even stay up later than usual. Allow them to use computer depending on how long they have been using and the reason what they using for. If they do homework then should be allowed to use longer. Helping the teens limited their amount of time is an opportunity to keep them

Stay on track and let them know that parents are <sup>really</sup> care about them.

Every time teens spend more times on television, cell phone, computer or anything that take their time to do homework, then parents should be worried. Teenagers are caring more about fun than their education, and that's why they always need the supporting and caring from parents. If parents are not paying enough attention to their teens, then they will easily go off track by the environment surround them. Later, their grade will be affect because of distraction. Gradually, there is no more motivation to social with the family and less time for friends, especially study.

Using your time on these medias, will damage the child ability to learn and isolate themselves from society. As a parent, we must restricted our teens on these usage of media as a way to help our children. I know that socialize is a good way to meet new friends and understanding each other better, but one is involved in extensive use of their socialize aids will cause threat <sup>a</sup> person to less concern with people that are near by.

## Paper #6--Limits on Technology (Note: ELL Paper)--Persuasive Mode

<u>Ideas &amp; Content</u>	<u>Organization</u>	<u>Voice</u>	<u>Word Choice</u>	<u>Sentence Fluency</u>	<u>Conventions</u>
4	4	4	4	3	3

**Ideas:** The paper scores a high 4 in Ideas. The reader must look past problems in Sentence Fluency and Conventions (especially errors in forms of words), to see that ideas and details are **clear, focused**, and solid. The main ideas are supported by plenty of **relevant details**, including several logical points (“No education might will affect their future,” “Their grade will be affect because of distraction,” the social isolation that may occur). The writer also makes good use of specific examples (“Make a schedule...,” allow for some compromise and acknowledge different circumstances). A point on the opposing side is cited (“Relaxing their minds is a good thing”) and then refuted. (Note: the prompt asked how the student, as a parent, would handle the use of technology with his or her own teen.)

**Organization:** The paper scores a 4 in Organization. Both the introduction and the conclusion are well **developed**. **Transitions** are effective (*As a parent, Instead of do homework, First, For an example, Gradually*), producing a **body that is easy to follow with details that fit where placed**. There is clear, logical **sequencing** and effective **paragraph breaks**.

**Voice:** The paper scores a high 4 in Voice. The writer seems **sincere** in his or her feelings about the possible harmful effects of the unrestricted use of technology by teens. There seems to be a **commitment to the topic** by suggesting specific ways to handle the problem, acknowledging at the same time the benefits of using technology for both educational and social reasons.

**Word Choice:** The paper scores a low 4 in Word Choice, although there could be a debate about the 3 versus 4 score points. However, it is critical for raters to recognize the difference between a word that is **WRONG** and a word that is the wrong **FORM** of the right word. When the word is wrong, it is an error in Word Choice. When the form of the word is wrong, it is an error in Conventions. Almost every error in this paper is one of the wrong forms. Wrong words are rare, although there are a few, primarily in the first half of the paper. Otherwise, the words **function to convey the intended meaning**, and there is **variety**.

**Sentence Fluency:** The paper scores a 3 in Sentence Fluency. The writer actually demonstrates a solid grasp of several varieties of sentence structures. There are a significant number of rough spots, however, often involving a missing word (e.g., “Allow them to use computer depending on how long they have been using and the reason what they are using for”). The frequent problem with wrong forms of words and parallel structure does interfere with fluency (e.g., “...text messaging, talk on phone, play game and using computer). Word inversion also interferes with fluency (“...brings our teens to less care about study...”).

**Conventions:** The paper scores a 3 in Conventions. **End-of-sentence punctuation** is almost always correct, with only two fragments in a fairly long and complex piece. However, as already mentioned, the problem with correct forms of words is significant, and it occurs frequently. Subject-verb agreement is a problem (“As our society continue to...”), as is the formation of plurals (“...teens spend more times on television, cell phone, computer, or anything else that take their time...”). Capitalization is fine. Spelling is generally correct with just a couple of errors (*dramaticly, damage*).

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In Oregon you run into a lot of environmentalists, people here are very much aware of the environment. So much that that they are environmentalist freaks, they want their state to be completely clean.

I'm not at all interested in being an environmentalist, but I do my best to try and help out with the environment. We should try to keep Oregon, or anywhere clean.

Don't think you need to become a recycling "super freak", recycling every little thing that you encounter. Buying only recycled products, just do little every once and awhile to help out. Just do what you can when you can, and help out your community. Every little bit helps.

The choice is up to you. It's your state, your country, your world, your responsibility. Help out every now and then, to preserve the world for future generations.

There are millions of things you can do to help, there's also a lot of organizations around you that could give you some ideas, on how you can help. With a lot of group activities, that can be very enjoyable.

You don't need to be an environmental extremist, you just need to be environmentally aware, because the world around you

is getting pretty bad. Every little bit you do, goes a very long way. Go for a walk around your block and pick up some garbage, or pick up just the garbage in your lawn. But at least try and do something, it will be the easiest thing you have ever done.

You can help out however you want, whenever you want, and stop whenever you like. You are the one who will make, all the difference in the world.

## Paper #7--Environmentalists--Persuasive Mode

<u>Ideas &amp; Content</u>	<u>Organization</u>	<u>Voice</u>	<u>Word Choice</u>	<u>Sentence Fluency</u>	<u>Conventions</u>
3	3	4	4	4	3

**Ideas:** The paper scores a 3 in Ideas. **The reader can understand the main idea** (i.e., you don't have to be an extreme environmentalist, but you should do your part to keep the environment clean). However, the paper **has difficulties moving from general observations to specifics**. While **support is attempted, developmental details are...too general** and sometimes repetitious. The only two specifics are that "you should...pick up some garbage" and the suggestion that a variety of organizations might have some ideas about how to help, especially with ideas for group activities. Otherwise, the paper consists of one general statement after another, with no examples or other kinds of supporting details.

**Organization:** The paper scores a 3 in Organization. **An attempt has been made to organize the writing**. The introduction is **developed** and could be viewed as including both the first and second paragraphs. However, the conclusion is not developed, consisting of only two sentences. Most importantly, **the placement of details is not always effective**, with several points repeated throughout the paper.

**Voice:** The paper scores a 4 in Voice. Despite a disclaimer about being an environmentalist, the writer seems **sincere** in feeling that everyone should do his or her part to keep the environment clean; there is a **sense of audience** as the writer tries to convince the reader that we all share responsibility.

**Word Choice:** The paper scores a low 4 in Word Choice. The words **convey the intended message**, and there is **sufficient variety** to meet the standard. Although there are a few cliches (e.g., "Every little bit helps"), the words are functional and appropriate to audience and purpose for the most part.

**Sentence Fluency:** The paper scores a 4 in Sentence Fluency. The reader must read through errors in punctuation, but that is not at all difficult because the structure of the sentences results in natural pauses. The only true rough spot appears in the third paragraph: "...just do little every once and a while to help out." A word is missing--perhaps the word "things" after the word "little"--"just do little things every once and a while..." Other than that, the writing flows fairly well because of the **variety of sentence beginnings, structures, and lengths**.

**Conventions:** The paper scores a 3 in Conventions. There are several errors in **end-of-sentence punctuation** (e.g., fragments in paragraphs one and three, a run-on in paragraph four, comma splices in paragraphs five and seven). **Misspellings** of both common and more difficult words occur (e.g., *inironmental*, *there state*, *recycling*, *perserve*, *alot*, *whith*, *injoyable*, *easyiest*, *diffrence*). A subject/verb agreement error appears in paragraph five ("theres also alot of organizations), and the contraction is missing an apostrophe. Sometimes it is unclear if the student intended a punctuation mark to be a comma or a semi-colon, but even disregarding those, **the writing demonstrates limited control of standard conventions**.

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I think that with the community funds we have raised we should build speed bumps on Oak Street. as of now oak is a very hazardous street because of speeders. there has been 7 car accidents and 4 pedestrian hittings in the last year. most of these in the last six months. the problem is oak is a long street with no four-way stop for nine blocks. drivers disobey the speed signs and barrel down the street hitting pedestrians or other cars.

the solution to this issue is simple: add speed bumps to this street that will force cars to slow down. this method of traffic control will reduce the chance of risk on this street by a good amount making it safer for you, your family, and the community.

this project can be started as soon as the 10<sup>th</sup> of next month. that portion of the road would be closed for about two to three weeks. i've talked to a constructor who said it would cost \$11,400 to complete the job. that would leave our community funds with a little money left over as well.

That's my proposal to the community. thank you for listening.

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## Paper #8--Speed Bumps--Persuasive Mode

An excellent paper to discuss because it consists of only about 196 words in about 13 sentences. It has some clear strengths and some clear weaknesses. One of the main issues to discuss is length: how much is enough to demonstrate the standard? Obviously, this paper will not pass because, for a variety of reasons, it clearly must score a 3 in both Organization and Conventions. The other traits make good debate material, and much will depend upon how much is enough.

<u>Ideas &amp; Content</u>	<u>Organization</u>	<u>Voice</u>	<u>Word Choice</u>	<u>Sentence Fluency</u>	<u>Conventions</u>
3 or 4?	3	3 or 4?	3 or 4	3 or 4?	3

**Ideas:** Should this paper score a 3 or a 4 in Ideas? This is an interesting paper because the main ideas and supporting details are very **clear**, very **specific**, very **relevant**, and interesting. The use of specific facts to support the writer's position is impressive. However, if this were a classroom work sample, many districts would probably score the paper a 3 in Ideas, returning it to the student with the Writing Scoring Form indicating that further development is advised because the paper consists of only 196 words in 13 sentences. Should we see more writing in a work sample to clearly demonstrate mastery? (The paper will not pass regardless of the score in Ideas because it does not meet in other traits, but it is good to clarify why each score is assigned.)

**Organization:** The paper scores a 3 in Organization. **An attempt has been made to organize the writing:** problem, solution, economic feasibility. **However, the organization is skeletal.** The **beginning** really consists of only one introductory sentence. The writer then jumps immediately into the body of the paper, presenting the problem supported by facts. The conclusion consists of only two short sentences that are **too obvious**. **Transitions** work fine, and the reader can certainly follow the writing.

**Voice:** Should this paper score a 3 or a 4 in Voice? The writer shows genuine concern about the problem in his or her community and demonstrates **commitment** to explaining the situation and how to remedy it. However, once again it would be ideal to ask for more development so that the score would not be based on a relatively short text.

**Word Choice:** Should this paper score a 3 or a 4 in Word Choice? The words work well and demonstrate variety. Some words go beyond mere functionality (hazardous, pedestrian, barrel down, method of traffic control, reduce the risk). However, a few words miss the mark (pedestrian *hittings*, talked to a *constructor*). Overall, the **words convey the intended message**, but is there enough writing there to solidly meet the standard of a 4?

**Sentence Fluency:** Should this paper score a 3 or a 4 in Sentence Fluency? Is evidence of consistent fluency inadequate with only 13 sentences upon which to base a score? Those 13 sentences do read smoothly despite errors in punctuation, and there is variety in **sentence structures, beginnings, and lengths**.

**Conventions:** The paper scores a 3 in Conventions. **End-of-sentence punctuation** is correct except for one fragment in the first paragraph. However, the beginnings of sentences are not capitalized, which is a significant problem throughout the paper. A subject-verb agreement error occurs in the first paragraph ("there has been 7 car accidents..."). **Spelling** is correct with the exception of "taked" (talked). **Internal** commas are missing, as is an apostrophe in the conclusion. The correct use of a colon in the first sentence of the second paragraph is laudable.

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This is a Story of a man

One day the man

get's up from the Street's and .

realises that this is not the life  
that he wanted when he was litel he

Wanted to be a Rock Star So he go's and  
get's help and get's up on his Feet

and the next day he's looking for a job and

get's hiree the next weekend he ge's a

Check for two hundred Dollers

and he looking for a good gettare

now he is liveing life like a Rock Star.

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## Paper #10--Story of a Man--Imaginative Mode

<u>Ideas &amp; Content</u>	<u>Organization</u>	<u>Voice</u>	<u>Word Choice</u>	<u>Sentence Fluency</u>	<u>Conventions</u>
2	2	2	3	2	2

**Ideas**: The paper scores a 2 in Ideas. The reader has no trouble understanding the main ideas and supporting details, which precludes a score of 1. (At the score point of 1, the reader cannot understand the main ideas.) In this paper, there is a general story with a beginning, middle, and end. **Development is attempted but minimal**, however. There are **insufficient details** to warrant a score of 3.

**Organization**: The paper scores a 2 in Organization. **An occasional organizational device is discernible**, primarily single words such as “now” or “so” that move the story along chronologically, and the reader can follow the story. However, the piece is simply **too short to demonstrate organizational skills**.

**Voice**: The paper scores a 2 in Voice. **The writing shows little sense of involvement or commitment**, and the storyline does provide opportunities for engagement. The writing is **largely flat and mechanical**, however, with an apparent **lack of audience awareness**.

**Word Choice**: The paper scores a low 3 in Word Choice. The words **lack precision**, and the **text is too short to demonstrate** enough **variety**. The words seem **generic**, resulting in **expression that seems mundane and general**. The words are not monotonous enough to warrant a score of 2, however. They do communicate the basic meaning with some specific, accurate words that work.

**Sentence Fluency**: The paper scores a high 2 in Sentence Fluency. When read aloud, the structures of the sentences do allow the reader to pause at some natural stopping points despite the lack of end punctuation, but overuse of the word “and” causes too many **rambling constructions** to merit a score of 3.

**Conventions**: The paper scores a 2 in Conventions. **End-of-sentence punctuation** is missing entirely except for one period at the end. Spelling errors include such basic words as *little*, *goes*, *living*, and *rock*. Apostrophes are misused in plurals (*street's*) and verbs (*get's*). Errors are **frequent and significant**. **The writing demonstrates little control of standard writing conventions**.

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## A Look at the Future

Sitting behind a dumpster in a dark alley, hands rubbing his throbbing temples, his thick coat protecting him against the cold of the night, Greg strained his ears to hear any noise of a person out on the street. His dark hair was mussed, and splatters of now-dry blood stained his jeans. The heavy, sour stench of garbage filled his nose, but Greg hardly noticed; he had sat by it long enough to have become accustomed to it.

"Damn it!" he whispered angrily, slamming his fist into the ground. In the back of his mind, he wondered what it was exactly he was cursing. "It wasn't supposed to go like this! This wasn't supposed to happen!" He dropped his head into his hands and rubbed his eyes.

Only an hour or so before, to satisfy the financial needs that came with a life of minimum-wage, part-time jobs and semi-casual drug use, Greg had broken into a house, his intent to steal a few valuables. He hadn't expected anyone to be in home. He hadn't expected a woman about his own age, to confront him. He hadn't expected things to escalate so quickly to violence.

He hadn't expected his desperation could lead him to kill.

Greg had fled moments after pulling his knife from her chest, running through laws, jumping over fences, running down streets, running without thinking, until he finally turned into the secluded alleyway where he now sat behind the dumpster.

A car drove by, Greg started and pulled himself deeper into the umbrage.

Greg knew he was being hunted. He knew there were cop cars everywhere in the city patrolling the streets, looking for a suspicious-looking man that fit his description. He should turn himself in, that would be the right and honorable thing to do. He would turn himself in and apologize sincerely to the family of the girl. He would go to jail, though not for as long as he would if he didn't turn

himself in, if he was caught. He would serve his time and clear his conscience and maybe get a clean start in a few years.

Another option, to make a new start now, was to run. Greg could run away to another town, change his name, hide. Though he had no money, he wouldn't be able to sell his dingy apartment to fund this move, it took too much time and was too suspicious. This meant living on the streets for a while, until he could afford something to live in. He'd be safer once he got a place; people look distrustfully at the man asleep on the bench, but pay no mind to the man hidden behind curtains. With or without a home, though, it would be a life of constant looking over his shoulder, but at least it would be a life.

The easiest way out of this problem was, without a doubt in Greg's mind, suicide. Greg wasn't by any means looking forward to his inevitable death, and did not want to rush it along unless necessary, but suicide was the decidedly easiest solution. But, he told himself, the easiest way is not always the best. Ending his life was it, final, the end. There was no second chance or future for anything; future at all. On the other hand, justice would be served: his life for the girl's. It definitely seemed a plausible alternative to spending the next few decades in jail.

Shivering for reasons beyond the cold, Greg stood up and wiped off his hands. He listened for one more moment for any nearby cars or people, then walked as steadily as he could out of the alley, down the streets, into the downtown area. He stopped at an intersection. Turning left, and continuing, would take him to the police station. Right, to his apartment, with his wallet, and his gun. Greg stood at the corner, the lights changing above him, cars rushing around him, until the sky grew darker. Then he turned, and started walking.

## Paper #9--A Look at the Future--Imaginative Mode

<u>Ideas &amp; Content</u>	<u>Organization</u>	<u>Voice</u>	<u>Word Choice</u>	<u>Sentence Fluency</u>	<u>Conventions</u>
6	6	6	6	6	6

**Ideas:** The paper scores a 6 in Ideas. The writing in this psychological drama is **exceptionally clear, focused, and interesting**. The story is developed with **relevant, carefully selected details** that provide a **thorough exploration** of the thoughts of the protagonist in his dilemma about what to do after committing a murder. His final decision is not revealed at the end, but the ambiguity is effective. The writing **makes connections and shares insights** (e.g., “people look distrustfully at the man asleep on the bench but pay no mind to the man hidden behind curtains.”). **Rich** sensory **details** also serve to provide a paper that shows exceptional **control**.

**Organization:** The paper scores a 6 in Organization. **The organization enhances** the story, with a **structure that is compelling and moves the reader through the text easily**. The **sequencing is creative** because the story begins with the protagonist crouched in an alleyway after having committed a crime. The writer has to backtrack chronologically to depict the crime, return to the present, and then project possibilities for the future, all of which is accomplished seamlessly. The introduction is **inviting**, and the closure, though ambiguous, is **satisfying**.

**Voice:** The paper scores a 6 in Voice. There seems to be **deep commitment to the topic** and **an exceptional sense of “writing to be read.”** **Suspense** is one indicator of voice, and the writer succeeds in creating suspense from beginning to end. Other indicators of an exceptional voice include a **sense that the topic has come to life**.

**Word Choice:** The paper scores a 6 in Word Choice. **Vocabulary is striking and varied, but natural and not overdone** (“Hands rubbing his throbbing temples,” “The heavy, sour stench of garbage”). **Ordinary words are often used in an unusual way** (e.g., “Shivering for reasons beyond the cold,...”). Words also **evoke strong** sensory **images** throughout the piece (“Greg stood at the corner, the lights changing above him, cars rushing around him, until the sky grew darker.”). One word is used incorrectly (*umbrage* in the fifth paragraph), but the paper still scores a 6.

**Sentence Fluency:** The paper scores a 6 in Sentence Fluency. **Sentences show a high degree of craftsmanship, with consistently strong and varied structures. Sentence structures enhance meaning by drawing attention to key ideas or reinforcing relationships among ideas.** For example, the writer uses a simple, short, punchy sentence when danger approaches: “A car drove by.” In the third paragraph, repetition of sentence beginnings is used purposely and effectively: “He hadn’t expected...He hadn’t expected...” etc., concluding the series with a powerful single-sentence paragraph: “He hadn’t expected his desperation could lead him to kill.” The very structure of another sentence reflects the sense of urgency of its meaning: “Greg could run away to another town, change his name, hide.” **Stylistic control** is exceptional in this paper.

**Conventions:** The paper scores a 6 in Conventions. The level of attempt is high, and the **writing demonstrates skill in using a wide range of conventions in a sufficiently long and complex piece**. Used correctly, for example, are hyphenated words and phrases, semi-colons, a colon, parentheses, internal dialogue, and commas in a variety of grammatical situations. The basics are under strong control as well: end-of-sentence punctuation is almost always correct (there is one comma splice in paragraph 7). A fragment appears in the last paragraph, but it is effective, especially because it reflects the protagonist’s fragmented state of mind at that point.

There are very few errors (no subjunctive in paragraph 7; misspellings of *woman* and *definitely*; a letter and word left out; the one comma splice). Overall, the writing **shows exceptional control of conventions**.