

Facilitator's Guide to Leading the Scoring Session

The Essential Skill of Writing:
In-Depth Training Ideas/Content
& Organization

For English Language Arts Teachers

This packet contains

- Tips for Leading Scoring Session
- Instructions for Practice Scoring including recommended sequence for scoring papers
- Student Papers with Commentary and Scores
- Practice Score Sheet



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The Essential Skill of Writing – In-depth 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.

The Essential Skill of Writing – In-depth Training for ELA Teachers
Part 1: Ideas/Content and Organization
Instructions for Leading Scoring of Student Papers

IDEAS AND CONTENT

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 **Ideas and Content:**
 - begin w/ 4: highlight words and phrases that will help identify a 4
 - move to 3: highlight words and phrases that differentiate it from a 4
 - highlight other score points; read more quickly
- Facilitator clarifies factors that differentiate one score point from another, following same order as above
- Also refine and clarify bullets and descriptors / add training points not written in Scoring Guide. For example, in Ideas and Content:
 - (3)--clarify what a "list" paper looks like in different modes (e.g., "bed-to-bed" in narrative--lots of irrelevant details about the day before getting to the point of the paper, which is then not as developed as it should be; in expos or persuasive, mentioning the supporting points without any explanation, examples, elaboration).
 - (3)--explain what is meant by details that are "uneven" (much development of some supporting points, only a mention of others that are of similar or equal importance)
 - (3)--clarify the bullet about retellings of movies, TV episodes, short stories, songs, etc. (i.e., degree to which the writer changes the ideas and details enough to make the story his or her own; could be a 4 if it's changed enough, but a 3 if it's a straight retelling--rater judgment)
 - (3) explain what "limited" details mean (not enough)
 - (3) caution about dream endings (often but not necessarily a 3; writer doesn't know how to end the story, usually Imaginative, so protagonist wakes up; no evidence that the writer can develop an idea; can meet if ending is woven into reality or something else that rescues it)
 - (3/4 and beyond) remind raters that accuracy of details is not as relevant an issue for the assessment as it is for classroom work samples when students may have had access to outside resources or have just finished studying certain content

- (4 and beyond) explain what is meant by “connections” (e.g., references or developed connections to political, social, economic, cultural, or historical events or issues; to experiences in the writer’s personal past or projections into the future, etc)
- (4 and beyond) explain what is meant by “insights” (e.g., references or developed explanations of insights into people discussed, human nature in general, “life,” our society, the particular event or issue being discussed, lessons learned, etc.)
- note: the presence of insights and connections often make the difference between a 4 and a 5/6 paper in Ideas
- and more...

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 provided in a separate document will also help raise points for the discussions here. Scores for all traits are also listed in the Commentary document.

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

Paper 1: Dance Team (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.

Paper 2: Shopping Mall (Persuasive)

- Same questions and process, except that this time, not all the answers will be yes. (Be sure their perceptions are correct. For example, if they say the details are too general and that’s not the problem, then say so and then get them to identify what the problem really is (e.g., an unelaborated list of point, repetitious points, whatever--see commentary). This paper scores a 3 in Ideas.

Paper 3: Voting (Persuasive)

- This time, don’t lead participants with the questions. Just ask them to consider the questions, consult the scoring guide, and determine a score in their own minds. Say that you imagine they’re thinking about the scores of 3, 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.

Paper 4: Oprah (Expository)

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

Paper 5: Lance Armstrong (Expository)

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

Paper 6: Limits on Technology--ELL (Persuasive)

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

Paper 7: Landscaping (Narrative)

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

Check the time here. The next paper clearly falls below the standards, and the last clearly exceeds. You need to leave plenty of time for the trait of Organization. It's not worth the investment of time to haggle over 1 vs. 2 and 5 vs. 6, interesting though it may be. Choices are to have teachers simply read the papers, telling them that these are what low and high papers look like and telling them the scores, or to have brief discussions.

Paper 8: Effective Parent (Expository)

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

Paper 9: (SUV's) (Persuasive)

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

ORGANIZATION

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 **Organization**:
 - begin w/ 4: highlight words and phrases that will help identify a 4
 - move to 3: highlight words and phrases that differentiate it from a 4
 - highlight other score points; read more quickly
- Facilitator clarifies factors that differentiate one score point from another, following same order as above
- Also refine and clarify bullets and descriptors / add training points not written in Scoring Guide. For example, in Organization:
 - encourage raters to be aware of the mode of the paper right away; this will help them score Organization appropriately (Narrative and Imaginative are often organized chronologically; Expository and Persuasive can take many different forms: standard formula, comparison/contrast, least to most important, etc.)

- (4) clarify what "formulaic" means specifically; ask them to be on the lookout for it, since it will help them see the structure of a paper and score it accordingly
- (5) mention that the standard formula can be used with skill, grace, and subtlety; it doesn't happen that often, but when it does (which also means the reader barely notices it), then it can receive a score of 5
- make sure raters interpret "beginning" (introduction) and "ending" (conclusion) broadly; they should not limit their "look" to the discrete first and last paragraphs. Many "introductions" consist of more than one paragraph; many "conclusions" begin to wind down well before the last separate paragraph.
- **IMPORTANT:** explain that if a paper has no paragraph breaks but is a SOLID 4 in EVERY OTHER WAY, it can receive a 4 (meaning a well-developed introduction, a well-developed conclusion, smooth and varied transitions, and effective sequencing so that the reader can follow the paper easily. If any one of these other elements is weak, the paper scores a 3.
- remind raters that Narrative and Imaginative papers do not necessarily contain a thesis statement or any explicit statement of the main idea, which is appropriate for those modes.
- when a thesis statement is present, it is not necessarily a detriment if it does not appear in the traditional place (i.e., last sentence of first paragraph); just determine if it's effectively placed
- (5/6) what is meant by "creative" organization at 5 and 6? (Example: a persuasive paper begins with a brief narrative about a person in a dilemma; paper goes on to explain how a proposal would remedy the problem; conclusion might return to the narrative. There are other possibilities for "creative" organization--anything out of the ordinary, but it must be effective.)
- (5/6) could consider 5 or 6 when major time shifts are handled skillfully and gracefully (e.g., present to past; present to future and back, etc.)
- (3) the word "skeletal" helps identify many papers that should be scored a 3 in Organization: the "bare bones" of Org are there, but the elements are not developed enough to meet
- and more...

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.

Participants have already read most of the papers below and discussed them for Ideas and Content, so it should take much less time to re-read them and score for Organization.

Revisit Paper 3: Voting (Persuasive)

- Participants read paper.
- Facilitator asks each of the following questions and waits for response:
 - “To score for Organization, ask yourself first if the introduction is developed. Is it in this paper?
 - Next, is the conclusion developed?
 - Can you follow the paper? Are there transitions?
 - Are there paragraph breaks?” Discuss along the way.
- “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.) Ask what else they noticed about the organization. (It follows the formula for the standard five-paragraph essay). Discuss any points that should be made about the paper / bullets of scoring guide.

Paper 10: Dirt Track (Expository)

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

Revisit Paper 1: Dance Team (Narrative)

- This time, don't lead participants with the questions. Just ask them to consider the questions, consult the scoring guide, and determine a score in their own minds. Say that you're sure they're thinking about the scores of 3, 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.

Revisit Paper 6: Limits on Technology (ELL) (Persuasive)

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

Revisit Paper 4: Oprah (Expository)

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

Revisit Paper 5: Lance Armstrong (Expository)

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

Check the time here. The next paper clearly does not meet, and the last two clearly meet and/or exceed; you want to have time to at least take a look at them if at all possible. Be careful with the time that remains. Choices are to have teachers simply read the papers, telling them that these are what low and high papers look like in Organization and telling them the scores, or to have brief discussions.

Revisit Paper 8: Effective Parent (Expository)

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

Paper 11: Dance Partner (Narrative)

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

Revisit Paper 9: SUV's (Persuasive)

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

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Training: Writing Scoring Guide
High School English Language Arts Teachers
Part I: Ideas and Content / Organization

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

Ideas and Content							
PAPER #	Title/Mode	I/C	ORG	VOICE	WC	SF	CONV
1	Dance Team (N)	4	4	4	4	4	4
2	Shopping Mall (P)	3	3	4	3	3	3
3	Voting (P)	4	4	4	4	4	4
4	Oprah (E)	3	3	3+	3	3	3-
5	Lance Armstrong (E)	3	3	4	4	3	3
6	Limits on Technology (P)	4	4	4+	4-	3+	3-
7	Landscaping (N)	4	4	4	4	4-	3
8	Effective Parent (E)	2	2	2	3	2	2
9	SUV's (P)	6	6	6	6	6	5+
Organization							
PAPER #	Title/Mode	I/C	ORG	VOICE	WC	SF	CONV
Revisit 3	Voting (P)	4	4	4	4	4	4
10	Dirt Track (E)	3	3-	3+	3+	3+	3
Revisit 1	Dance Team (N)	4	4	4	4	4	4
Revisit 6	Limits on Technology (P)	4	4	4+	4-	3+	3-
Revisit 4	Oprah (E)	3	3	3+	3	3	3-
Revisit 5	Lance Armstrong (E)	3	3	4	4	3	3
Revisit 8	Effective Parent (E)	2	2	2	3	2	2
11	Dance Partner (N)	5+	5+	5+	5	5	5
Revisit 9	SUV's (P)	6	6	6	6	6	5+

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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.**

Organization:

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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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, clothe 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 2 – Shopping Mall

Mode: Persuasive

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 shopping 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*.

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.

Writing Essential Skills Scores and Commentary

Paper Name: Paper 3 – Voting

Mode: Persuasive

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

Ideas:

Clear, focused, developed enough to warrant a 4. Thesis in third sentence; next sentence lists three main points to support it. Logic sound throughout. However, each point could be further developed, and there could be more of them. Nevertheless, meets in Ideas. For a persuasive piece to score higher, opposing points should be raised and refuted.

Organization:

Standard formula for 5-paragraph essay; predictable organization. Introduction developed; contains thesis and three main supporting points. Conclusion developed, following formula as it restates thesis and three main points before broadening out to more general statements. Variety of transitions work well between and within paragraphs. (Transition from paragraph 2 to 3 especially effective.) Reader has no problem following logical sequence of ideas.

Sentence Fluency:

Sufficient variety of sentence structure, length, beginnings; writing flows when read aloud. A few awkward spots (“One law that exists that is in place for a good reason is the one that restricts the voting age,” but a score of 4 allows for a few awkward places. Overall, fluent enough to meet.

Conventions:

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

Voice:

Considering topic of teen voting, persuasive mode, and general audience, voice is appropriate. Writer seems sincere, committed to topic.

Word Choice:

Demonstrate sufficient variety, convey intended message. A few words are generic (“key thing”), but most are accurate and specific enough.

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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*).

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

Writing Essential Skills Scores and Commentary

Paper Name: Paper 5 – Lance Armstrong

Mode: Narrative

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

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

Ideas:

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

Organization:

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

Sentence Fluency:

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

Conventions:

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

Voice:

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

Word Choice:

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

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 thumself 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 homeworks 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 ^{really} 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^a person to less concern with people that are near by.

Writing Essential Skills Scores and Commentary

Paper Name: Paper 6 – Limits on Technology (Note: ELL Paper) Mode: Persuasive

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

Ideas:

Good to use this ELL paper for Ideas because it is important for raters to see beyond weaknesses in Fluency and Conventions (esp. incorrect forms of words). Ideas, details are clear, focused, relevant, solid. Include logical points about education, grades, social isolation. Good use of examples (scheduling, compromise). Opposing point cited (“Relaxing their minds is a good thing”) and refuted.

Organization:

Intro and conclusion well developed. Transitions effective and varied (*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. Clear, logical sequencing, effective paragraph breaks.

Sentence Fluency:

Solid grasp of several varieties of sentence structures. However, significant number of rough spots, often involving a missing word (“Allow them to use computer depending on how long they have been using and the reason what they are using for”). Frequent problem w/ wrong forms of words and parallel structure does interfere with fluency (“...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:

Solid grasp of several varieties of sentence structures. However, significant number of rough spots, often involving a missing word (“Allow them to use computer depending on how long they have been using and the reason what they are using for”). Frequent problem w/ wrong forms of words and parallel structure does interfere with fluency (“...text messaging, talk on phone, play game and using computer). Word inversion also interferes with fluency (“...brings our teens to less care about study...”).

Voice:

Seems sincere, committed to topic; sense of genuine caring about teens and effects of technology.

Word Choice:

Critical to recognize difference between WRONG WORD and WRONG FORM of RIGHT WORD. When word is wrong, error is in Word Choice. When FORM of word is wrong, error is in Conventions. Almost every error here = wrong form. Wrong words are rare here, although there are a few, primarily in first half of paper. Otherwise, words convey intended meaning, and there is variety.

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intentionally left blank.

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 wasn't 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 wasn't 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	3	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, faviorite, 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.

An effective parent is that they take care of their kids by, one make sure that they have good hygiene and have food and clothes and a nice house to live in and make sure they go to school and behave, and they give their kids good quality attention.

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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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 some men 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.

"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 Paper 19
ly, 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 Kerell 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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Practice Score Sheet

Part I: Ideas & Content / Organization

Ideas and Content							
PAPER #	Title/Mode	I/C	ORG	VOICE	WC	SF	CONV
1	Dance Team (N)						
2	Shopping Mall (P)						
3	Voting (P)						
4	Oprah (E)						
5	Lance Armstrong (E)						
6	Limits on Technology (P)						
7	Landscaping (N)						
8	Effective Parent (E)						
9	SUV's (P)						
Organization							
PAPER #	Title/Mode	I/C	ORG	VOICE	WC	SF	CONV
Revisit 3	Voting (P)						
10	Dirt Track (E)						
Revisit 1	Dance Team (N)						
Revisit 6	Limits on Technology (P)						
Revisit 4	Oprah (E)						
Revisit 5	Lance Armstrong (E)						
Revisit 8	Effective Parent (E)						
11	Dance Partner (N)						
Revisit 9	SUV's (P)						