Georgia High School Writing Test (GHSWT)

GEORGIA
DEPARTMENT OF
EDUCATION

1. Introductions: Briefly introduce yourself and ask participants to introduce themselves, including their school and grade taught (if the group is not too large).

2. Explain purpose of program:

    • To introduce the new Georgia High School Writing Test

    • To deepen understanding of the scoring standards and rubrics for grade 11 writing by applying them to actual student papers

3. Explain that these materials are available for download on the Georgia Department of Education Website and can be downloaded as a whole or in smaller sections.

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1. During a Power Point slideshow, clicking on the blue hyperlinks takes the presenter to another section without scrolling through all the intervening slides.

2. The first slide of each part of the presentation also has hyperlinks to slides within that part.

3. To return to the Table of Contents, click on the home key and page down one slide.

4. For the full day workshop, give an overview of the entire presentation using the titles given in the Table of Contents.

Part I: Introduction

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1. The introductory slides explain the steps of the test development process, changes in the assessment, and how the assessment is aligned with the Georgia Performance Standards.

Why is the GHSWT changing?

- When the Quality Core Curriculum was replaced by the Georgia Performance Standards, it became necessary to review all the statewide writing assessments in order to align them with the new performance standards.

- In March 2005, the Georgia Department of Education (GaDOE) held focus groups with educators from around the state to discuss what they liked/disliked in current writing assessment program. Educators made recommendations about all aspects of the current assessment program.

- Teachers from every part of the state came together to develop the scoring rubrics, the writing topics, the administration conditions, and the performance levels for the new assessment based on the Georgia Performance Standards.

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1.The statewide writing assessments for grades 3, 5, and 8 are also being realigned to the new Georgia Performance Standards.

Test Development Process: 2005-07

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Focus Groups  →  Core Development Team  →  Advisory Committee
                                                    ↓
Scoring of          Benchmark         ←   Field Test
Field Test Papers  ←  Committee            Administration
    ↓
Analysis of      →  Bias Review  →  Standard Setting
Field Test Data                          ↓
                              Operational Assessment (2007)
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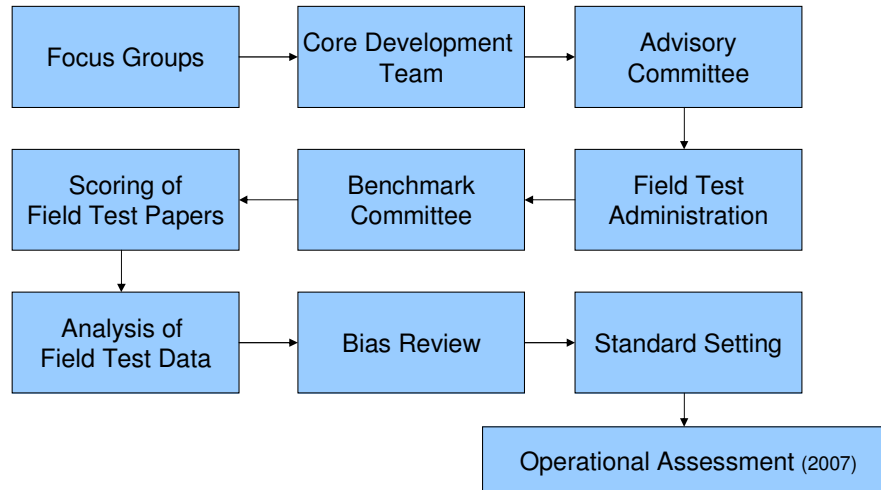
Introduction: Test Development   5

1. The test development process has multiple phases.
2. Operational assessment: The first administration of the Georgia High School Writing Test in which the scores "count."

High School Core Development Team

- Convened in July 2005
- Primary Responsibilities:
  - Review existing Georgia High School Writing Test
  - Align assessment with the Georgia Performance Standards
  - Develop structure for new Georgia High School Writing Test
  - Select genre of writing: Persuasive
  - Draft new GHSWT scoring rubrics
    - Analytic scoring with four new domains
      - Ideas
      - Organization
      - Style
      - Conventions
    - Preliminary low, middle, high descriptions

1. Superintendents across the state nominated teachers for both a Grade 11 Core Development Team and an Advisory Committee.

High School Advisory Committee

- Convened in July 2005
- Provided additional feedback to GaDOE about decisions made by Core Development Team
  - Genre
  - Rubrics
  - Administration conditions
- Drafted the High School "About the Test" document
- Prompt development
  - 50 persuasive writing topics (prompts) developed for field testing
  - Recommended releasing the writing prompts and samples of student writing each year after the assessment

1.The High School "About the Test" document is available on the Georgia DOE website.

"About the Test" Document

- Released August 3, 2005 in order to provide advance notice prior to operational assessment in September 2007
- Information about changes to the assessment
  - Description of persuasive genre
  - Description of the scoring system:
    - New domains: Ideas, Organization, Style, Conventions
    - Components and description of effective writing
  - Sample persuasive topic and writing checklist

1. The "About the Test" document was released in order to provide advance notice prior to the first operational assessment in September 2007.
2. The writing checklist will no longer appear on the general directions page of the test document. It will now be located on the writing topic page.

High School Field Test: Administration

- Why field test?
  - To try out prompts with a sample student population
  - To collect data on the prompts
    - Difficulty of prompts
    - Differences across subgroups of students: (gender, ethnicity)
  - To select only those prompts for operational assessments that meet technical quality standards

- 50 persuasive prompts were field tested in February 2006
  - Approximately 1,000 students from across the state wrote on each prompt
  - Each student in a classroom was given a different prompt

Benchmarking

- March 2006
- Scoring rubrics finalized
  - 5 score points per domain
  - Score point descriptions revised
- Scoring decisions for each domain: Ideas, Organization, Style, Conventions
- Scored persuasive papers
- Papers to be used as benchmark papers for rater training
- Benchmark papers will be made available for professional development on the Georgia Department of Education website

1. The Grade 11 Benchmarking Committee determined how to apply the new rubric to student writing samples written during the field test.

2. These papers become the benchmark papers for training raters to score the field test and future administrations of the new Georgia High School Writing Test.

High School Field Test: Scoring

- April 2006
- Each rater completed a training program and passed a qualifying test
- Field test papers were scored by a minimum of 2 raters

Bias Review

- May 2006
- Committee analyzed the 50 field test writing topics for bias and sensitivity by
  - Reviewing the wording, content, and task of each writing topic
  - Reviewing the scores/data from field test
- Committee members looked at the students' mean (average) scores on each writing prompt
  - By gender
  - By ethnicity

1. Bias Review Committee members were nominated by members of the Grade 11 Advisory Committee.

Standard Setting

- June 2006

- Committee members used [Performance Level Descriptors](#) to determine the score ranges for the three performance levels:
  - Does Not Meet the Standard
  - Meets the Standard
  - Exceeds the Standard

Administering the Test

- First administration: September 26, 2007
- Session length: 100 minutes
- Main Administration: One day
- Make-up Administration: One day
  (September 27, 2007)

1. Session length: No extra time will be allowed except as specified in a student's IEP, Section 504 Plan, or TPP.
2. Session length does not include distributing or collecting test materials.
3. Students who take the makeup test will receive a different writing topic from the main administration.
4. For additional information, see the Georgia High School Writing Test Examiner's Manual

Changes in How the Georgia High School Writing Test is Scored: Domains

Georgia High School Writing Test	**New Georgia High School Writing Test**
• Content/Organization • Style • Conventions • Sentence Formation	• Ideas • Organization • Style • Conventions

1. A domain is an **aspect** of writing.
2. Each domain itself is scored holistically. The score assigned indicates the writer's command of the components.

Changes in How the Georgia High School Writing Test is Scored: The Score Scale

Georgia High School Writing Test	Georgia High School Writing Test
• Four score points in each scoring domain • A score of "4" represents the highest level of competence in each domain.	• Five score points in each scoring domain • A score of "5" represents the highest level of competence in each domain.

1. The scoring scale is a continuum representing a range of quality. Each score point represents a range of competency or quality.

2. A 5 is not perfect writing. It is the highest score possible on this scale. You may want to assign a score of 7 or 10 to some exceptional papers, but they must also receive a score of 5. Do not let the brilliant responses become the standard for a 5.

Changes in How the Domains are Weighted

Weighting means that the scores in some writing domains will be given more weight than others in determining the total score that a student receives.

Georgia High School Writing Test	Weight
Content/Organization	4
Style	2
Conventions	2
Sentence Formation	2

New Georgia High School Writing Test	Weight
Ideas	2
Organization	1
Style	1
Conventions	1

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Weighting of Domains

Weighting means that the scores in some writing domains will be given more weight than others in determining the total score that a student receives.

Scoring Domain	Domain Weight	% of total score
Ideas	2 x raters' scores	40%
Organization	1 x raters' scores	20%
Style	1 x raters' scores	20%
Conventions	1 x raters' scores	20%

Domain Score to Total Weighted Raw Score Conversion

The following table indicates the total weighted raw scores for several domain score combinations. Two raters score each student paper, assigning a score of 1-5 in each of the four domains. The range of total weighted raw scores is 10 – 50.

	Domain Scores				Total Weighted Raw Score
	Ideas (x 2)	Org. (x 1)	Style (x 1)	Conv. (x 1)	
Rater 1	1	1	1	1	**10**
Rater 2	1	1	1	1	
Rater 1	2	2	2	2	**20**
Rater 2	2	2	2	2	
Rater 1	3	3	3	3	**30**
Rater 2	3	3	3	3	
Rater 1	4	4	4	4	**40**
Rater 2	4	4	4	4	
Rater 1	5	5	5	5	**50**
Rater 2	5	5	5	5	

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1. The total weighted raw scores range from 10(1's in all four domains) to 50(5's in all four domains).

2. The total raw scores are scaled to adjust for small differences in prompt difficulty.

3. By converting raw scores to scaled scores, adjustments may be made for small differences between the various test editions, making it possible to equate scores from different versions of the test.

Performance Level Descriptors for GHSWT

•	Does Not Meet the Standard	• Writing samples that do not meet the standard demonstrate limited focus on the assigned topic or persuasive purpose and may lack an introduction or conclusion. The writer's position may be unclear. Development is minimal, and ideas are listed rather than developed. Ideas may not be grouped appropriately, and transitions may be limited. The writing shows little awareness of audience or reader concerns. Word choice and sentences are simple and/or repetitive. The writer's voice is inconsistent or not apparent. Frequent errors in sentence formation, usage, and mechanics may interfere with or obscure meaning. Demonstration of competence may be limited by the brevity of the response.
•	Meets the Standard	• Writing samples that meet the standard are generally focused on the assigned topic and persuasive purpose and contain a clear introduction, body, and conclusion. The writer's position is clear and sufficiently developed. Supporting ideas are developed with some examples and details, and the writer addresses some reader concerns. Supporting ideas are presented in a generally clear sequence. Related ideas are grouped together and connected with some transitions. Word choice is generally engaging, and there is some variation in sentence length and structure. The writer's voice is clear, and the writing shows awareness of the audience. Sentence formation, usage, and mechanics are generally correct, and errors do not interfere with meaning. The text is of sufficient length to demonstrate effective writing skills.
•	Exceeds the Standard	• Writing samples that exceed the standard are consistently focused on the assigned topic, persuasive purpose, and audience, and have an effective introduction, body, and conclusion. The writer's position is well developed, and the validity of the writer's position is established. Supporting ideas are fully elaborated with specific examples and details that fully address readers' concerns and/or counterarguments. The main points of the argument are logically grouped and sequenced within paragraphs and across parts of the paper. Varied transitional elements are used to connect ideas. Word choice is varied and precise throughout the response, and sentences are varied in length and structure. The writer's voice is distinctive, and the writer demonstrates sustained attention to the audience in the introduction, body, and conclusion. Sentence formation, usage, and mechanics are consistently correct in a variety of contexts. Errors are minor and infrequent. The text is of sufficient length to demonstrate effective writing skills in a variety of contexts.

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GPS Alignment

The Grade 11 Writing Assessment is based on the following Georgia Performance Standards. The domains under which each element is evaluated are listed in the "Area(s) of the Assessment" column.

Domain Abbreviations
I   = Ideas
O   = Organization
S   = Style
C   = Conventions

	Standard	Area(s) of the Assessment
ELA10W1	The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals closure.	I, O, S
ELA10W2	The student demonstrates competence in a variety of genres.	I, O, S
ELA10C1	The student demonstrates understanding and control of the rules of the English Language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.	C

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GPS Alignment

Standard	Elements		Area(s) of the Assessment
ELA10W1	a.	Establishes a clear, distinctive, and coherent thesis or perspective and maintains a consistent tone and focus throughout.	I, O
	b.	Selects a focus, structure and point of view relevant to the purpose, genre expectations, audience, length, and format requirements.	I
	e.	Writes texts of a length appropriate to address the topic or tell the story.	I, O
	f.	Uses traditional structures for conveying information.	O
	g.	Supports statements and claims with anecdotes, descriptions, facts, statistics, and specific examples	I

GPS Alignment

Standard	Elements		Area(s) of the Assessment
ELA10W2	a.	Engages the reader by establishing a context, and developing reader interest.	I, S
	b.	Develops a controlling idea or formulates an arguable thesis that makes a clear and knowledgeable judgment.	I
	c.	Uses specific rhetorical devices to support assertions.	I
	d.	Clarifies and defends positions with precise and relevant evidence.	I
	e.	Excludes information and arguments that are irrelevant.	I
	f.	Organizes points of argument effectively to achieve desired outcome.	O
	g.	Addresses readers' concerns, counterclaims, biases, and expectations.	I
	h.	Achieves closure by summarizing main points of argument, appealing to reason, ethics, or emotion, or encouraging action.	O

GPS Alignment

Standard	Elements	Area(s) of the Assessment
ELA10C1	a. Demonstrates an understanding of proper English usage and control of grammar, sentence and paragraph structure, diction, and syntax. b. Correctly uses clauses, phrases, and mechanics of punctuation. c. Demonstrates an understanding of sentence construction and proper English usage.	Conventions

GPS Alignment

Standard	Elements	Area(s) of the Assessment
ELA10C2	a. Produces writing that conforms to appropriate manuscript requirements. b. Produces legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization. c. Reflects appropriate format requirements, including pagination, spacing, and margins, and integration of source material with appropriate citations.	Conventions

1. This ends Part One. Ask participants if they have questions about the Introduction portion of the new Georgia High School Writing Test. (Refer policy questions, such as accommodations for special education, to the Georgia Department of Education.)

2. Allow 5-10 minutes for discussion before moving on to the next section.

Part II: Persuasive Writing

1. Defining Persuasive Writing
2. Persuasive Writing in the GPS
3. What Persuasive Writing Is and Is Not

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Defining Persuasive Writing

Persuasive Writing: Writing that has as its purpose convincing others to accept the writer's position as valid, adopt a certain point of view, or take some action.

Methods:
• Provides logical appeals, emotional appeals, facts, statistics, narrative anecdotes, humor, and/or the writer's personal experiences and knowledge.

1. The writer's score will not be influenced by choosing to write in either first person (I) or third person.

Persuasive Writing in the GPS
ELA10W2

The student produces persuasive writing that structures ideas and arguments in a sustained and logical fashion; the student:

  a. Engages the reader by establishing a context and developing reader interest.
  b. Develops a controlling idea or formulates an arguable thesis that makes a clear and knowledgeable judgment.
  c. Uses specific rhetorical devices to support assertions.
  d. Clarifies and defends positions with precise and relevant evidence.

Persuasive Writing   28

1. Establishing a context is telling the reader what the paper is about and giving a rationale for writing about that topic. It corresponds to "central controlling idea" and "focus" in the components of Ideas and "introduction" in Organization.

Persuasive Writing in the GPS
ELA10W2

The student produces persuasive writing that structures ideas and arguments in a sustained and logical fashion; the student :

  e. Excludes information and arguments that are irrelevant.

  f. Organizes points of argument effectively to achieve desired outcome.

  g. Addresses readers' concerns, counterclaims, biases, and expectations.

  h. Achieves closure by summarizing main points of argument, appealing to reason, ethics, or emotion, or encouraging action.

Persuasive Writing   29

What Persuasive Writing Is and Is Not

An effective persuasive composition . . .	An effective persuasive composition is NOT:
Clearly establishes a position on the issue and fully develops an argument with specific details and examples	Formulaic writing or a repetitive, standard five-paragraph formula that repeats the writer's position and supporting reasons
Defends the writer's position with relevant evidence that is appropriate for the audience identified in the writing topic	A list of irrelevant ideas or supporting ideas that are inappropriate for the audience identified in the writing topic
Demonstrates that the writer can anticipate and counter the audience's position on the issue	Writing that fails to consider the audience's position on an issue
Uses specific facts, personal experience and knowledge, and/or statistics to support the writer's position	A list of facts, a story, and/or personal anecdotes that are unrelated to the writer's position
Includes appeals to logic and/or emotion	A chance for the writer to simply vent about a topic
Contains an organizational structure appropriate for persuasion	Writing in which ideas are presented in an illogical or confusing order

Persuasive Writing   30

1. This chart is an overview of effective persuasive writing developed by the Grade 11 Core Development Team.

What Persuasive Writing Is and Is Not

An effective persuasive composition . . .	An effective persuasive composition is NOT:
Is multi-paragraph writing that supports a specific side of an issue	A single paragraph
Uses appropriate writing voice to engage the reader	Flat, uninteresting writing
Uses precise language and varied sentences	An essay that contains imprecise language and little sentence variety
Introduces the reader to the issue, fully develops a position, and provides a sense of closure	Writing that presents ideas without introducing, developing, and/or providing closure
May contain a short narrative in the introduction or a skillful extended narrative that supports the writer's position	A story that does not address the persuasive purpose of the topic
Contains correct sentences, usage, grammar, and spelling that make the writer's ideas understandable	Incorrect sentences, usage, grammar, and spelling that distract the reader from the writer's ideas

Persuasive Writing   31

1. This chart is an overview of effective persuasive writing developed by the Grade 11 Core Development Team.

Part III: Writing Topics (Prompts)

1. Sample Writing Topic (Prompt)
2. Understanding the Writing Topic
3. Format of the Writing Task
4. The Writing Checklist

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1.The slides in Part 3 can assist teachers in preparing students for the Georgia High School Writing Test.

Sample Writing Topic (Prompt)

<u>Writing Situation</u>

Many public school systems across the country require students to wear uniforms. Some educators believe that wearing uniforms will help students concentrate more on their school work. On the other hand, some students argue that having to wear uniforms prevents them from expressing their individuality. Your principal is considering whether students at your school should wear uniforms.

<u>Directions for Writing</u>

Write a letter to your principal expressing your view on school uniforms. Provide convincing reasons and specific examples to support your position.

Writing Topics   33

1.All of the sample papers used in this manual have been written in response to this prompt, which is one of the topics that were field tested in 2006.

2.This prompt was publicly released in the Grade 11 About the Test document, July 2005.

3.Each year, the prompts used in the administration of the GHSWT will be released to the public on the GaDOE website along with sample annotated student papers.

4.The prompt contains two sections – the Writing Situation and the Directions for Writing.

Understanding the Writing Topic:
The Writing Situation

- All GHSWT writing topics contain two sections – the Writing Situation and the Directions for Writing.

- The Writing Situation gives the background for the writing assignment.

- The first sentence of the Writing Situation introduces the general topic.

- The remaining sentences in the Writing Situation help the writers think about different aspects of the topic, realize that they do know enough about the topic to write and then to focus their individual responses.

1. It is important that students read both the <u>Writing Situation</u> and the <u>Directions for Writing</u> all the way through at least once before they go back to try to figure out difficult words and ideas. Reading both will provide students with the proper context of the writing topic and prevent them from focusing on one or two words that may cause them to produce an off-topic response.

Understanding the Writing Topic:
The Directions for Writing

- The <u>Directions for Writing</u> tell what the students are supposed to do for the writing assessment.

- The first sentence of the <u>Directions for Writing</u> provides the students with a format for writing and gives the students an identifiable audience.

- The final sentence of the <u>Directions for Writing</u> reminds the students to give many specific examples and ideas to elaborate their supporting ideas.

Writing Topics   35

1. Some students incorrectly interpret the phrase "reasons, examples, and evidence" and produce one paragraph of "reasons," one of "examples," and one of "evidence." This strategy is not recommended.

Format of the Writing Task

1. The Directions for Writing specifies a format - such as a letter, speech, or a newspaper article - to give students a writing task that is similar to real world writing situations.
2. Regardless of the specified format, students should have a clear controlling idea that is well developed with relevant details and examples.
3. Adhering to the conventions of a particular format is not evaluated on the state writing assessment.
4. For example, if students are asked to write a letter, they will not be penalized if they fail to address the letter to the person named in the prompt or sign their name at the end of the letter.
5. Likewise, it is not necessary for students to write their responses in two columns to simulate a newspaper article.
6. The students' writing ability is being evaluated, not their knowledge of formatting letters, speeches, or newspaper articles.

1.It is not necessary for the student to open with, for example, "Dear Principal," or close the letter with "Sincerely, Grade 11 Student."

The Writing Checklist

Student Writing Checklist for Persuasive Writing

Prepare Yourself to Write
• Read the Writing Situation and Directions for Writing carefully.
• Brainstorm for ideas.
• Consider how to address your audience.
• Decide what ideas to include and how to organize them.
• Write only in English.

Make Your Paper Meaningful
• Use your knowledge and/or personal experiences that are related to the topic.
• Express a clear point of view.
• Fully support your position with specific details, examples, and convincing reasons.
• Include an appeal to logic and/or emotions.
• Organize your ideas in a clear and logical order.
• Write a persuasive paper and stay on topic.

Make Your Paper Interesting to Read
• Use examples and details that would be convincing to your audience.
• Use appropriate voice that shows your interest in the topic.
• Use precise, descriptive, vivid words.
• Vary the type, structure, and length of your sentences.
• Use effective transitions.

Edit and Revise Your Paper
• Consider rearranging your ideas and changing words to make your paper better.
• Add additional information or details to make your paper complete.
• Proofread your paper for usage, punctuation, capitalization, and spelling.

Writing Topics   37

1. The Writing Checklist is now located on the Writing Topic Page in the GHSWT student test document.

2. Students should be familiar with the terminology of the checklist before the testing period.

3. This ends Part Three. Ask the participants if they have questions about the changes to the Writing Topic and/or Writing Checklist.

Part IV: Rubrics

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1. There are two forms of the new GHSWT rubric. A landscaped (or horizontal format) format follows on the next page. The landscape format of the rubric is useful for determining how each element is represented at each level of writing competence. The content of the two versions is identical.

Using the New GHSWT Scoring Rubric:
The Rubric Top to Bottom

Domain Title and Overview

Georgia High School Writing Test: Scoring Rubric
Domain 1: IDEAS

Domain Components

Domain 1: IDEAS. The degree to which the writer establishes a controlling idea and elaborates the main points with examples, illustrations, facts, or details that are appropriate to the persuasive genre.

Components
- Controlling Idea/Focus
- Supporting Ideas
- Relevance of Detail
- Depth of Development
- Awareness of Persuasive Purpose
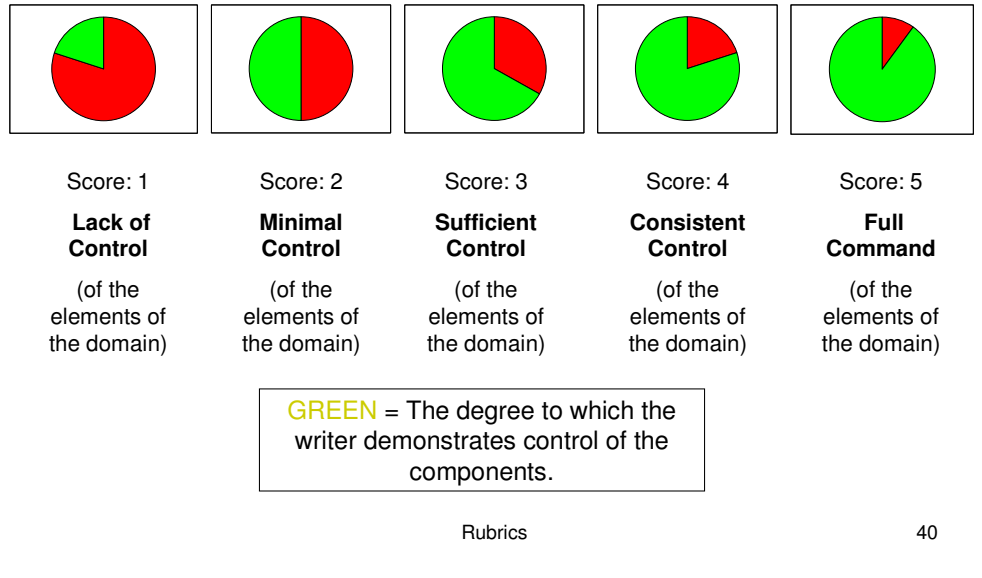- Sense of Completeness

Level of Competence

1. Little or no control of the components of Ideas.	2. Minimal control of the components of Ideas.	3. Sufficient control of the components of Ideas.	4. Consistent control of the components of Ideas.	5. Full command of the components of Ideas
At each score point, the writing is characterized by most or all of the following:				
• Little or no focus on the assigned topic and/or persuasive purpose	• Minimally focused on the assigned topic and persuasive purpose	• Sufficiently focused on the assigned topic and persuasive purpose	• Consistently focused on the assigned topic and persuasive purpose	• Fully focused on the assigned topic and persuasive purpose
• Writer's position may be apparent, but a controlling idea is not established	• Minimally developed controlling idea that addresses some aspect of the writer's position	• Sufficiently developed controlling idea that establishes the writer's position	• Well developed controlling idea that establishes the validity of the writer's position	• Fully developed controlling idea that establishes the validity of the writer's position
• Ideas do not advance the writer's position	• Some points and details may be irrelevant or inappropriate to the writer's argument	• Most supporting ideas are relevant to the writer's argument	• Supporting ideas and elaboration are relevant to the writer's argument	• Supporting ideas and elaboration are relevant to the writer's argument and audience
• Ideas are unclear, irrelevant, and/or repeated	• Supporting ideas are vague, general, and/or undeveloped • Some ideas may be partially developed, while others are simply listed without development	• Supporting ideas are developed with some examples, details, and/or evidence • Some parts of the paper may be well developed, but other parts of the paper are only partially developed	• Supporting ideas are consistently well developed with specific examples, details, and evidence	• Supporting ideas are fully elaborated throughout the paper with logical examples, details, and evidence (facts, expert opinions, quotations, or commonly accepted beliefs)
• Response does not demonstrate awareness of the persuasive purpose	• Response demonstrates minimal awareness of the persuasive purpose	• Response is generally appropriate to the persuasive purpose and may include some rhetorical devices	• Uses some rhetorical devices to support assertions (e.g., appeal to emotion, personal anecdote, analogy, logical reasoning)	• Uses rhetorical devices to support assertions (e.g., appeal to emotion, personal anecdote, analogy, logical reasoning)
• Lacks a sense of completeness and fails to address reader concerns • Insufficient student writing (due to brevity or copying the prompt) to determine competence in Ideas	• Response lacks sufficient information (due to incomplete development or the repetition of supporting ideas) to provide a sense of completeness and address reader concerns	• Response contains sufficient information to provide a sense of completeness and address some reader concerns	• Response contains complete information and addresses readers' concerns, counterarguments, biases, or expectations	• Response contains an abundance of information that fully addresses readers' concerns, counterarguments, biases, or expectations

Score Point Descriptions (1-5)

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1. The Overview Statement for each scoring domain has two parts: what is being evaluated and to what degree.

2. The levels of competence are consistent and parallel across all four scoring domains. A "1" in every domain will represent a "lack of control" of the elements of that domain. A "2" in every domain will represent a "minimal control" of the elements of that domain. A "3" in every domain will represent a "sufficient control" of the elements of that domain. A "4" in every domain will represent a "consistent control" of the elements of that domain. A "5" in every domain will represent a "full command" of the elements of that domain.

3. Few papers perfectly match every bulleted descriptive statement. Often papers have qualities of more than one score point in the rubric. The second bolded statement is a reminder that not every bulleted description applies to every paper.

Overview of Score Points 1-5
Five Levels of Competence

Score: 1	Score: 2	Score: 3	Score: 4	Score: 5
Lack of Control	**Minimal Control**	**Sufficient Control**	**Consistent Control**	**Full Command**
(of the elements of the domain)	(of the elements of the domain)	(of the elements of the domain)	(of the elements of the domain)	(of the elements of the domain)

GREEN = The degree to which the writer demonstrates control of the components.

Rubrics   40

1. Lack of control: the writer demonstrates control of the components in less than 50% of the paper.

2. Minimal Control: The writer demonstrates control of the components in approximately 50% of the paper.

3. Sufficient control: The writer demonstrates control of the components in approximately 65%-75% (2/3) of the paper.

4. Consistent Control: The writer demonstrates control of the components in approximately 80% of the paper.

5. Full Command: The writer demonstrates control of the components in approximately 90% or more of the paper.

6. Red areas indicate the percentage of the paper in which the writer does not demonstrate control of the components.

7. The degree of control is also determined by the length of a paper. A paper may demonstrate strengths in the components, but not contain enough instances of those strengths to earn more than minimal competence.

Georgia High School Writing Test: Scoring Rubric
Domain 1: IDEAS

Domain 1: IDEAS. The degree to which the writer establishes a controlling idea and elaborates the main points with examples, illustrations, facts, or details that are appropriate to the persuasive genre.

Components

- Controlling Idea/Focus
- Supporting Ideas
- Relevance of Detail
- Depth of Development
- Awareness of Persuasive Purpose
- Sense of Completeness

1. Little or no control of the components of Ideas.	2. Minimal control of the components of Ideas.	3. Sufficient control of the components of Ideas.	4. Consistent control of the components of Ideas.	5. Full command of the components of Ideas
At each score point, the writing is characterized by most or all of the following:				
• Little or no focus on the assigned topic and/or persuasive purpose	• Minimally focused on the assigned topic and persuasive purpose	• Sufficiently focused on the assigned topic and persuasive purpose	• Consistently focused on the assigned topic and persuasive purpose	• Fully focused on the assigned topic and persuasive purpose
• Writer's position may be apparent, but a controlling idea is not established	• Minimally developed controlling idea that addresses some aspect of the writer's position	• Sufficiently developed controlling idea that establishes the writer's position	• Well developed controlling idea that establishes the validity of the writer's position	• Fully developed controlling idea that establishes the validity of the writer's position
• Ideas do not advance the writer's position	• Some points and details may be irrelevant or inappropriate to the writer's argument	• Most supporting ideas are relevant to the writer's argument	• Supporting ideas and elaboration are relevant to the writer's argument	• Supporting ideas and elaboration are relevant to the writer's argument and audience
• Ideas are unclear, irrelevant, and/or repeated	• Supporting ideas are vague, general, and/or undeveloped • Some ideas may be partially developed, while others are simply listed without development	• Supporting ideas are developed with some examples, details, and/or evidence • Some parts of the paper may be well developed, but other parts of the paper are only partially developed	• Supporting ideas are consistently well developed with specific examples, details, and evidence	• Supporting ideas are fully elaborated throughout the paper with logical examples, details, and evidence (facts, expert opinions, quotations, or commonly accepted beliefs)
• Response does not demonstrate awareness of the persuasive purpose	• Response demonstrates minimal awareness of the persuasive purpose	• Response is generally appropriate to the persuasive purpose and may include some rhetorical devices	• Uses some rhetorical devices to support assertions (e.g., appeal to emotion, personal anecdote, analogy, logical reasoning)	• Uses rhetorical devices to support assertions (e.g., appeal to emotion, personal anecdote, analogy, logical reasoning)
• Lacks a sense of completeness and fails to address reader concerns • Insufficient student writing (due to brevity or copying the prompt) to determine competence in Ideas	• Response lacks sufficient information (due to incomplete development or the repetition of supporting ideas) to provide a sense of completeness and address reader concerns	• Response contains sufficient information to provide a sense of completeness and address some reader concerns	• Response contains complete information and addresses readers' concerns, counterarguments, biases, or expectations	• Response contains an abundance of information that fully addresses readers' concerns, counterarguments, biases, or expectations

Georgia High School Writing Test: Scoring Rubric

Domain 2: ORGANIZATION

Domain 2: ORGANIZATION. The degree to which the writer's ideas are arranged in a clear order and the overall structure of the response is consistent with the persuasive genre.

Components

- Overall Plan
- Introduction/Body/Conclusion
- Sequence of Ideas
- Grouping of Ideas within Paragraphs
- Organizing Strategies Appropriate to Persuasion
- Transitions

1. Little or no control of the components of Organization.	2. Minimal control of the components of Organization.	3. Sufficient control of the components of Organization.	4. Consistent control of the components of Organization.	5. Full command of the components of Organization.
At each score point, the writing is characterized by most or all of the following:				
• Little or no evidence of an organizing strategy	• Organizing strategy is formulaic and/or inappropriate to the persuasive purpose	• Organizing strategy is generally appropriate to the writer's argument and topic	• Overall organizing strategy or structure is appropriate to the writer's argument and topic. Structure guides the reader through the text	• Organizing strategy is appropriate to the writer's argument. The overall strategy facilitates the writer's communication of ideas
• Ideas are not sequenced in a meaningful order	• Minimal evidence of sequencing	• Clear sequence of ideas	• Appropriate sequencing of ideas (e.g., order of importance, cause and effect, advantages & disadvantages)	• Logical and appropriate sequencing of ideas within paragraphs and across parts of the paper
• Lacks an introduction and/or conclusion	• May lack an introduction or include ineffective introduction • Conclusion may be lacking or limited to the repetition of the writer's position and supporting ideas	• Introduction fits the writer's topic and/or persuasive purpose • Conclusion provides closure	• Introduction sets the stage for the writer's topic and persuasive purpose • Conclusion provides closure without repetition	• Introduction engages the reader and sets the stage for the writer's topic and persuasive purpose • Conclusion provides a sense of closure without repetition
• Unrelated ideas included within paragraphs	• Some related ideas grouped together in paragraphs	• Majority of related ideas are grouped together in paragraphs	• Related ideas are grouped together in paragraphs	• Related ideas are grouped in a logical manner within paragraphs
• Lacks transitions or uses inappropriate transitions	• Minimal use of transitions (transitions may be formulaic, ineffective or repetitive)	• Transitions link parts of the paper or ideas within paragraphs	• Varied transitional elements link parts of the paper and link ideas within paragraphs	• Uses effective and varied transitional elements to link all elements of the response: parts of the paper, ideas, paragraphs, and sentences. Transitioning extends beyond the use of transitional words and phrases
• Insufficient writing (due to brevity or copying the prompt) to determine competence in Organization				

Georgia High School Writing Test: Scoring Rubric

Domain 3: STYLE

Domain 3: STYLE. The degree to which the writer controls language to engage the reader.

Components

- Word Choice
- Audience Awareness
- Voice
- Sentence Variety

1. Little or no control of the components of Style.	2. Minimal control of the components of Style.	3. Sufficient control of the components of Style.	4. Consistent control of the components of Style.	5. Full command of the components of Style.
At each score point, the writing is characterized by most or all of the following:				
• Language and tone are flat and/or inappropriate to the task and audience	• Language and tone are uneven	• Language and tone are appropriate to the persuasive purpose	• Language and tone enhance the persuasive purpose	• Carefully crafted phrases and sentences create a sustained tone and advance the writer's purpose with respect to the intended audience
• Word choice is incorrect, imprecise, and/or confusing	• Word choice is simple, ordinary and/or repetitive	• Word choice is generally interesting and appropriate with occasional lapses into simple and ordinary language	• Word choice is precise and engaging	• Varied, precise, and engaging language that is appropriate to the persuasive purpose • Word choice reflects an understanding of the denotative and connotative meaning of language • Figurative or technical language may be used for rhetorical effect
• Little or no awareness of audience	• Minimal awareness of audience	• Awareness of audience in the majority of the paper (some parts may lack audience awareness)	• Awareness of audience in the introduction, body, and conclusion	• Sustained awareness of audience throughout all parts of the paper
• Writer's voice is not apparent or controlled	• Minimal, inconsistent, or indistinct voice	• Writer's voice is clear and appropriate	• Consistent and distinctive voice	• Evocative or authoritative voice that is sustained throughout the response
• Little or no sentence variety	• Minimal variation in sentence length and structure	• Some variation in sentence length and structure	• Sentences vary in length and structure	• An extensive variety of sentence lengths, structures, and beginnings
• Insufficient student writing (due to brevity or copying the prompt) to determine competence in Style				

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Georgia High School Writing Test: Scoring Rubric
Domain 4: CONVENTIONS

Domain 4: CONVENTIONS. The degree to which the writer demonstrates control of sentence formation, usage, and mechanics.
Note: In general, sentence formation and usage are weighted more heavily than mechanics in determining the overall conventions score.

Components:	Sentence Formation	Usage	Mechanics
Elements:	• correctness • clarity of meaning • complexity • end punctuation	• subject-verb agreement • standard word forms • verb tenses	• internal punctuation • spelling • paragraph breaks • capitalization

1. Little or no control of the components of Conventions.	2. Minimal control of the components of Conventions, *or one component may be strong while the other two are weak.*	3. Sufficient control of the components of Conventions, *or two components may be strong while the other one is weak.*	4. Consistent control of the components of Conventions.	5. Full command of the components of Conventions.
At each score point, the writing is characterized by most or all of the following:				
• Frequent sentence fragments, run-ons, and incorrect sentences	• Simple sentences may be formed correctly, but there are frequent fragments and/or run-ons	• Majority of sentences are formed correctly with some complex and/or compound sentences, but there may be some fragments and run-ons	• Consistently correct simple, complex, and compound sentences with correct end punctuation	• Full command of simple, complex, compound, and complex/compound sentences with correct end punctuation
• End punctuation is incorrect or lacking	• Some end punctuation may be incorrect or lacking	• Sentence level meaning is generally clear	• Consistent clarity of meaning at the sentence level	• Consistent clarity of meaning even in complex sentences
			• May include functional fragments	• May include functional fragments
				• Variety of subordination and coordination strategies
• May contain frequent and severe errors in most elements of usage	• Mixture of correct and incorrect instances of the elements of usage	• Usage is generally correct, but there may be some errors in each element	• Most elements of usage are consistently correct	• All elements of usage are consistently correct: subject-verb agreement, word forms (nouns, adjectives, adverbs), verb tense, pronoun-antecedent agreement
• May contain frequent and severe errors in most elements of mechanics	• Mixture of correct and incorrect instances of the elements of mechanics	• Mechanics is generally correct, but there may be some errors in each element	• Most elements of mechanics are consistently correct	• All elements of mechanics are consistently correct: punctuation within sentences, spelling, capitalization, and paragraph indentation
• Errors may interfere with or obscure meaning	• Some errors may interfere with meaning	• Few errors interfere with meaning	• Errors are generally minor and do not interfere with meaning	• Infrequent, if any, errors
• Insufficient student writing (due to brevity or copying the prompt) to determine competence in Conventions				

Georgia High School Writing Test: Scoring Rubric

Domain 1: IDEAS. The degree to which the writer establishes a controlling idea and elaborates the main points with examples, illustrations, facts, or details that are appropriate to the persuasive genre.

Components

- Controlling Idea/Focus
- Supporting Ideas
- Relevance of Detail
- Depth of Development
- Awareness of the Persuasive Purpose
- Sense of Completeness

Score	Description
5	**Full command of the components of Ideas. The writing is characterized by most or all of the following:** • Fully focused on the assigned topic and persuasive purpose • Fully developed controlling idea that establishes the validity of the writer's position • Supporting ideas and elaboration are relevant to the writer's argument and audience • Supporting ideas are fully elaborated throughout the paper with logical examples, details, and evidence (facts, expert opinions, quotations, or commonly accepted beliefs) • Uses rhetorical devices to support assertions (e.g., appeal to emotion, personal anecdote, analogy, logical reasoning) • Response contains an abundance of information that fully addresses readers' concerns, counterarguments, biases, or expectations
4	**Consistent control of the components of Ideas. The writing is characterized by most or all of the following:** • Consistently focused on the assigned topic and persuasive purpose • Well developed controlling idea that establishes the validity of the writer's position • Supporting ideas and elaboration are relevant to the writer's argument • Supporting ideas are consistently well developed with specific examples, details, and evidence • Uses some rhetorical devices to support assertions (e.g., appeal to emotion, personal anecdote, analogy, logical reasoning) • Response contains complete information and addresses readers' concerns, counterarguments, biases, or expectations
3	**Sufficient control of the components of Ideas. The writing is characterized by most or all of the following:** • Sufficiently focused on the assigned topic and persuasive purpose • Sufficiently developed controlling idea that establishes the writer's position • Most supporting ideas are relevant to the writer's argument • Supporting ideas are developed with some examples, details, and/or evidence • Some parts of the paper may be well developed, but other parts of the paper are only partially developed • Response is generally appropriate to the persuasive purpose and may include some rhetorical devices • Response contains sufficient information to provide a sense of completeness and address some reader concerns
2	**Minimal control of the components of Ideas. The writing is characterized by most or all of the following:** • Minimally focused on the assigned topic and persuasive purpose • Minimally developed controlling idea that addresses some aspect of the writer's position • Some points and details may be irrelevant or inappropriate to the writer's argument • Supporting ideas are vague, general, and/or undeveloped • Some ideas may be partially developed, while others are simply listed without development • Response demonstrates minimal awareness of the persuasive purpose • Response lacks sufficient information (due to incomplete development or the repetition of supporting ideas) to provide a sense of completeness and address reader concerns
1	**Little or no control of the components of Ideas. The writing is characterized by most or all of the following:** • Little or no focus on the assigned topic and/or persuasive purpose • Writer's position may be apparent, but a controlling idea is not established • Ideas do not advance the writer's position • Ideas are unclear, irrelevant, and/or repeated • Response does not demonstrate awareness of the persuasive purpose • Lacks a sense of completeness and fails to address reader concerns • Insufficient student writing (due to brevity or copying the prompt) to determine competence in Ideas

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1. This version of the rubric contains the same information and same score point descriptions as the landscape version.

Georgia High School Writing Test: Scoring Rubric

Domain 2: ORGANIZATION. The degree to which the writer's ideas are arranged in a clear order and the overall structure of the response is consistent with the persuasive genre.

Components

- Overall Plan
- Introduction/Body/Conclusion
- Sequence of Ideas
- Grouping of Ideas within Paragraphs
- Organizing Strategies Appropriate to Persuasion
- Transitions

5	**Full command of the components of Organization. The writing is characterized by most or all of the following:** • Organizing strategy is appropriate to the writer's argument. The overall strategy facilitates the writer's communication of ideas • Logical and appropriate sequencing of ideas within paragraphs and across parts of the paper • Introduction engages the reader and sets the stage for the writer's topic and persuasive purpose • Conclusion provides a sense of closure without repetition • Related ideas are grouped in a logical manner within paragraphs • Uses effective and varied transitional elements to link all elements of the response: parts of the paper, ideas, paragraphs, and sentences. Transitioning extends beyond the use of transitional words and phrases
4	**Consistent control of the components of Organization. The writing is characterized by most or all of the following:** • Overall organizing or structure is appropriate to the writer's argument and topic. Structure guides the reader through the text • Appropriate sequencing of ideas (e.g., order of importance, cause and effect, advantages & disadvantages) • Introduction sets the stage for the writer's topic and persuasive purpose • Conclusion provides closure without repetition • Related ideas are grouped together in paragraphs • Varied transitional elements link parts of the paper and link ideas within paragraphs
3	**Sufficient control of the components of Organization. The writing is characterized by most or all of the following:** • Organizing strategy is generally appropriate to the writer's argument and topic • Clear sequence of ideas • Introduction fits the writer's topic and/or persuasive purpose • Conclusion provides closure • Majority of related ideas are grouped together in paragraphs • Transitions link parts of the paper or ideas within paragraphs
2	**Minimal control of the components of Organization. The writing is characterized by most or all of the following:** • Organizing strategy is formulaic and/or inappropriate to the persuasive purpose • Minimal evidence of sequencing • May lack an introduction or include an ineffective introduction • Conclusion may be lacking or limited to the repetition of the writer's position and supporting ideas • Some related ideas are grouped together in paragraphs • Minimal use of transitions (transitions may be formulaic, ineffective, or repetitive)
1	**Little or no control of the components of Organization. The writing is characterized by most or all of the following:** • Little or no evidence of an organizing strategy • Ideas are not sequenced in a meaningful order • Lacks an introduction and/or conclusion • Unrelated ideas are included within paragraphs • Lacks transitions or uses inappropriate transitions • Insufficient writing (due to brevity or copying the prompt) to determine competence in Organization

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1. This version of the rubric contains the same information and same score point descriptions as the landscape version.

Georgia High School Writing Test: Scoring Rubric

Domain 3: STYLE. The degree to which the writer controls language to engage the reader.

Components
- Word Choice
- Audience Awareness
- Voice
- Sentence Variety

5 — Full command of the components of Style. The writing is characterized by most or all of the following:
- Carefully crafted phrases and sentences create a sustained tone and advance the writer's purpose with respect to the intended audience
- Varied, precise, and engaging language that is appropriate to the persuasive purpose
- Word choice reflects an understanding of the denotative and connotative meaning of language
- Figurative or technical language may be used for rhetorical effect
- Sustained awareness of audience throughout the paper
- Evocative or authoritative voice that is sustained throughout the response
- An extensive variety of sentence lengths, structures, and beginnings

4 — Consistent control of the components of Style. The writing is characterized by most or all of the following:
- Language and tone enhance the persuasive purpose
- Word choice is precise and engaging
- Awareness of audience in the introduction, body, and conclusion
- Consistent and distinctive voice
- Sentences vary in length and structure

3 — Sufficient control of the components of Style. The writing is characterized by most or all of the following:
- Language and tone are appropriate to the persuasive purpose
- Word choice is generally interesting and appropriate with occasional lapses into simple and ordinary language
- Awareness of audience in the majority of the paper (some parts may lack audience awareness)
- Writer's voice is clear and appropriate
- Some variation in sentence length and structure

2 — Minimal control of the components of Style. The writing is characterized by most or all of the following:
- Language and tone are uneven
- Word choice is simple, ordinary and/or repetitive
- Minimal awareness of audience
- Minimal, inconsistent, or indistinct voice
- Minimal variation in sentence length and structure

1 — Little or no control of the components of Style. The writing is characterized by most or all of the following:
- Language and tone are flat and/or inappropriate to the task and audience
- Word choice is incorrect, imprecise, and/or confusing
- Little or no awareness of audience
- Writer's voice is not apparent or controlled
- Little or no sentence variety
- Insufficient student writing (due to brevity or copying the prompt) to determine competence in Style

47

1. This version of the rubric contains the same information and same score point descriptions as the landscape version.

Georgia High School Writing Test: Scoring Rubric

Domain 4: CONVENTIONS. The degree to which the writer demonstrates control of sentence formation, usage, and mechanics. *Note: In general, sentence formation and usage are weighted more heavily than mechanics in determining the overall conventions score.*

Components:	Sentence Formation	Usage	Mechanics
Elements:	• correctness • clarity of meaning • complexity • end punctuation	• subject-verb agreement • standard word forms • verb tenses	• internal punctuation • spelling • paragraph breaks • capitalization

5	**Full command of the components of Conventions.** The writing is characterized by most or all of the following: • Full command of simple, complex, compound, and complex/compound sentences with correct end punctuation • Consistent clarity of meaning even in complex sentences • May include functional fragments • Variety of subordination and coordination strategies • All elements of usage are consistently correct: subject-verb agreement, word forms (nouns, adjectives, adverbs), verb tense, pronoun-antecedent agreement • All elements of mechanics are consistently correct: punctuation within sentences, spelling, capitalization, and paragraph indentation • Infrequent, if any, errors
4	**Consistent control of the components of Conventions.** The writing is characterized by most or all of the following: • Consistently correct simple, complex, and compound sentences with correct end punctuation • Consistent clarity of meaning at the sentence level • May include functional fragments • Most elements of usage are consistently correct • Most elements of mechanics are consistently correct • Errors are generally minor and do not interfere with meaning
3	• **Sufficient control of the components of Conventions** *or two components may be strong while the other one is weak.* **The writing is characterized by most or all of the following:** • Majority of sentences are formed correctly with some complex and/or compound sentences, but there may be some fragments and run-ons • Sentence level meaning is generally clear • Usage is generally correct, but there may be some errors in each element • Mechanics is generally correct, but there may be some errors in each element • Few errors interfere with meaning
2	**Minimal control of the components of Conventions** *or one component may be strong while the other two are weak.* **The writing is characterized by most or all of the following:** • Simple sentences may be formed correctly, but there are frequent fragments and/or run-ons • Some end punctuation may be incorrect or lacking • Mixture of correct and incorrect instances of the elements of usage • Mixture of correct and incorrect instances of the elements of mechanics • Some errors may interfere with meaning
1	**Little or no control of the components of Conventions.** The writing is characterized by most or all of the following: • Frequent sentence fragments, run-ons, and unclear sentences • End punctuation is incorrect or lacking • May contain frequent and severe errors in most elements of usage • May contain frequent and severe errors in most elements of mechanics • Errors may interfere with or obscure meaning • Insufficient student writing (due to brevity or copying the prompt) to determine competence in Conventions

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1. This version of the rubric contains the same information and same score point descriptions as the landscape version.

2. This ends Part Four. Ask participants if they have questions about the rubrics for the new Georgia High School Writing Test. (Refer policy questions, such as accommodations for special education, to the Georgia Department of Education.)

Part V: Ideas

1. The Components of Ideas
2. Controlling Idea
3. Elements of Supporting Ideas
4. Relevance of Detail
5. Development of Ideas
6. Depth of Development
   - Depth of Development in a Paragraph
   - Examples of Depth of Development in Score Points 1-5
7. Sense of Completeness
8. Genre Awareness
9. Awareness of the Persuasive Purpose
10. Reader Concerns

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The Components of Ideas

IDEAS

Controlling Idea	Supporting Ideas	Relevance of Detail	Depth of Development	Sense of Completeness	Awareness of Persuasive Purpose

Ideas: The degree to which the writer establishes a controlling idea and elaborates the main points with examples, illustrations, facts, or details that are appropriate to the assigned genre.
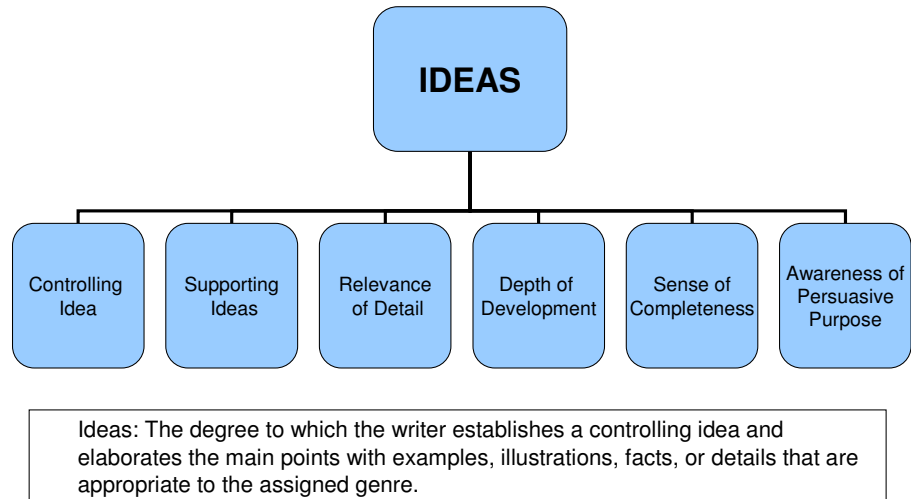
Ideas   50

1.A component is a feature of writing within a particular scoring domain.

Controlling Idea

An effective controlling idea:

- Serves as the focus of the paper
- Ties all of the information in the paper to the assigned writing topic and persuasive purpose
- Helps the reader understand the writer's purpose: "What is the writer convincing me to think or do?"
- May be directly stated but is usually implied

1. A controlling idea is more than a thesis statement.
2. A thesis statement directly states a writer's intentions but does not guarantee that these intentions are realized in the student paper. A thesis statement is <u>not</u> required for a controlling idea to be clear to the intended reader.
3. Even when the paper contains a direct statement, the <u>actual</u> controlling idea may differ because the writer fails to maintain focus.

Elements of Supporting Ideas

```
                    ┌─────────────┐
                    │  Supporting │
                    │    Ideas    │
                    └──────┬──────┘
          ┌────────────────┼────────────────┐
   ┌──────────────┐ ┌──────────────┐ ┌──────────────────┐
   │   Relevance  │ │  Development │ │  Genre Awareness │
   └──────────────┘ └──────────────┘ └──────────────────┘
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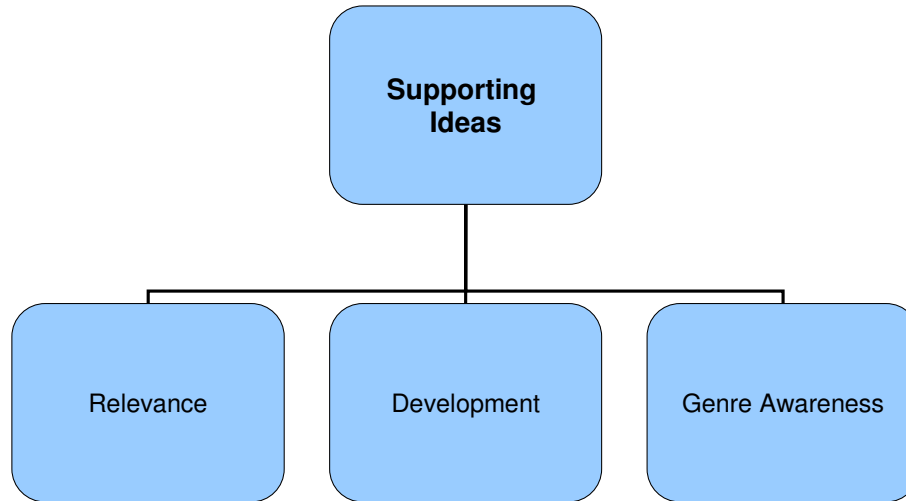
Ideas   52

1. Supporting ideas can be developed with examples, comparisons, descriptions, facts, statistics, personal experiences, anecdotes and/or details

Relevance of Detail

Relevance

Writer's Topic

Assigned Genre of Writing

Audience

Purpose

Ideas   53
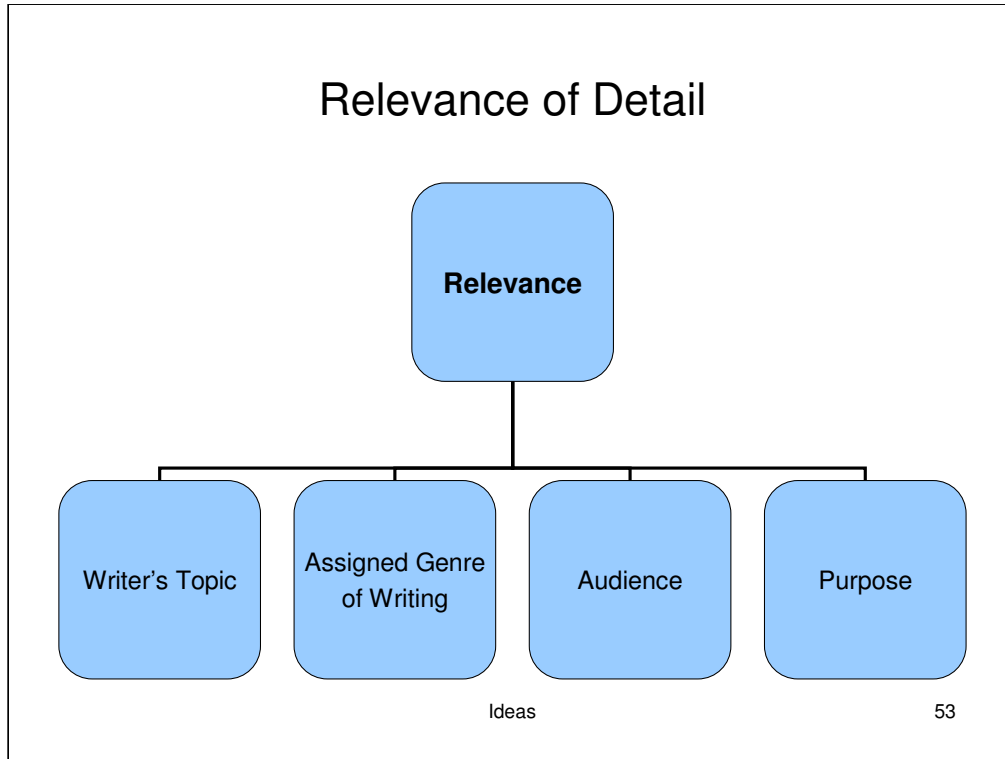
1. Relevant details focus directly on the controlling idea and topic, serving to advance its development.
2. In a persuasive response about whether or not to adopt school uniforms, the following details would be relevant:
    - How much uniforms cost
    - Whether or not students like uniforms
    - Whether or not wearing uniforms will improve concentration in class and/or test scores.
    - Whether or not uniforms will decrease cliques
    - Whether or not uniforms hinder a student's ability to express his/her individuality

Development of Ideas

Development

Depth of Development

Fluency of Development
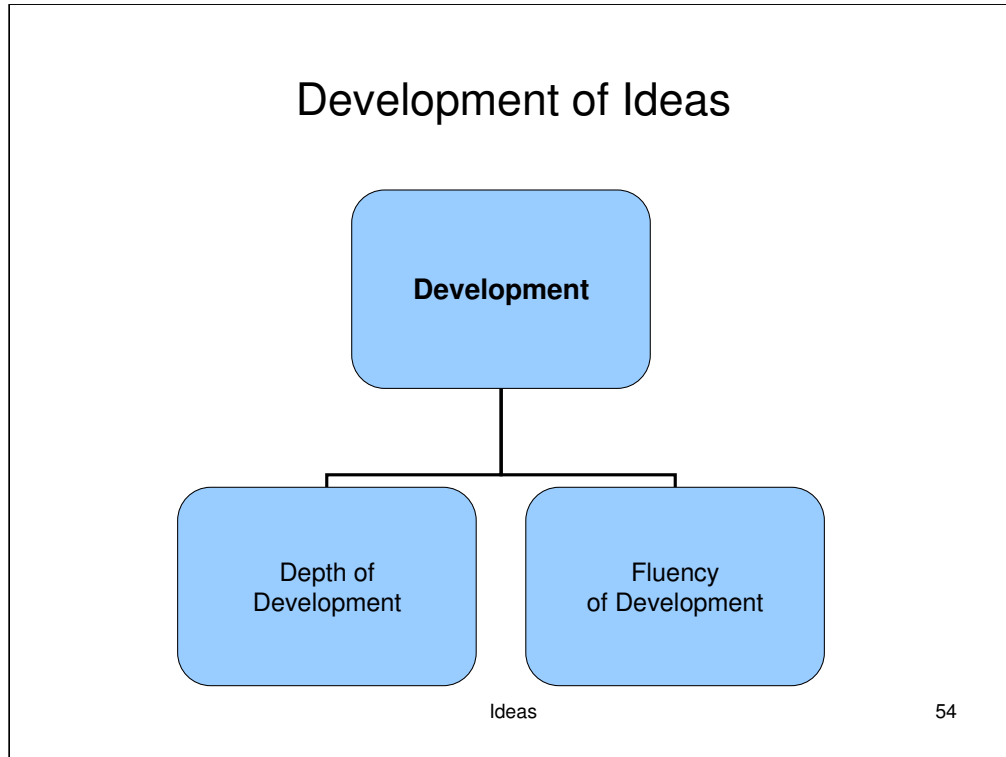
1. Effective writing requires both depth and fluency to create a sense of completeness.

2. Depth of development refers to the degree to which the topic is elaborated through various layers of supporting details.

3. Fluency of development pertains to the quantity of supporting ideas rather than the degree of development of any one idea.

4. Supporting ideas can be developed by statistics, factual information, anecdotes, etc., and these can be further developed with specific details that may be factual or descriptive.

5. Secondary and tertiary layers of details are characteristic of fully developed papers. Incomplete papers may contain only a single layer of support consisting of vague or listed ideas.

6. Teaching tip: Students who receive high scores in Ideas tend to write papers which take a few supporting ideas and develop them in depth as opposed to student writers who try to cover many supporting ideas with less depth of detail.

Depth of Development

Controlling Idea

Supporting Ideas

Major Details

Specific Examples
And Elaboration

Ideas   55
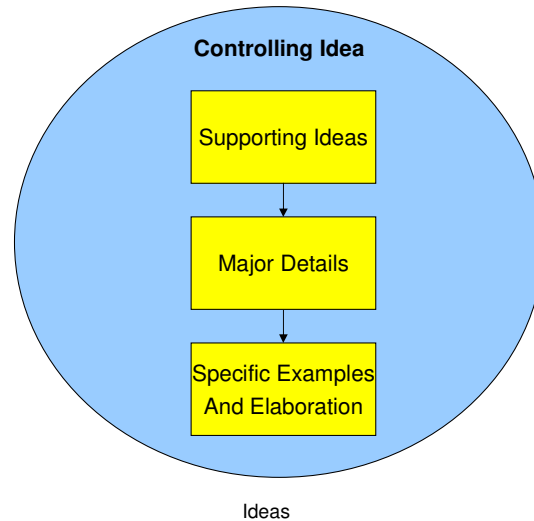
1. The controlling idea serves as the focus for all the other layers of details in a persuasive piece.

2. The supporting ideas are the claims the writer is making about the issue in the assigned writing prompt.

3. Major Details are the evidence used to elaborate or support each claim made by the writer.

4. Specific examples, anecdotes, facts, and statistics are used to fully develop each of the major details.

5. Students who receive minimal scores in Ideas on the Georgia High School Writing Test often fail to develop their arguments (positions) beyond Level Two, that is, making broad general claims about an issue without providing the details to support them.

6. An effective graphic organizer for persuasive writing would include all four levels of development.

7. The student papers in this guide may be used to model recognizing levels of development in persuasive writing. Together the class may analyze and discuss each idea in the model papers to determine which level of development it represents.

Example of Depth of Development in a Paragraph

Controlling Idea: I am against required school uniforms
                                  (stated in the opening paragraph)

Sample Body Paragraph

Supporting Idea ——→ Uniforms keep us from expressing our individuality. I like to express myself and my interests through my choice of clothes. But if I looked like 1,000 other people, how could I be expressive or original? No teenager likes being told what to wear everyday. I have some friends who attend schools where they have to wear uniforms. None of them ever say they like the uniforms. They are all unhappy because their individuality is stifled. I do not want to be that frustrated with my clothing.

Major Details

Specific Details and Examples

Ideas   56

1. This portion of a student paper has been color coded to illustrate the four levels of development. In the classroom, students can use different colored highlighters to analyze model papers until they can recognize the layers of development and reproduce them in their own persuasive writing.

Example of Depth of Development in Score Point 5

Ideas Score 5   **Topic: School Uniforms**

How would you feel waking up every morning already knowing what you have to wear? Great, right? It's true that you would spend less time searching for an outfit, but what if what you had to wear was the same thing you wore yesterday and would have to wear tomorrow? Uniforms, to me, are anti-individualist. I think students at my school shouldn't have to wear uniforms just because students at other schools have to wear them. Everything would be so boring and plain, no personality.

I know you think you'll have fewer behavior problems and greater concentration with dress code, but trust me, you won't. There will still be fights about who looks better. No matter how we dress, some personalities are going to butt heads. I think students will be getting in trouble because they have to wear uniforms. Instead of concentrating on work, students will be upset and complaining all the time. When I went to private school, I was not focused on my school work, but on how goofy I thought I looked.

Uniforms are more expensive than regular clothes. It's not like you just need one pair of the bottoms and one top. Each student would need multiple uniforms. Some parents might not be able to pay that much because they need that money to pay rent and food costs. Would you rather have students be able to eat or dress identically?

Uniforms keep us from expressing our individuality. I like to express myself and my interests through my choice of clothes. But if I looked like 1,000 other people, how could I be expressive or original? No teenager likes being told what to wear everyday. I have some friends who attend schools where they have to wear uniforms. None of them ever say they like the uniforms. They are all unhappy because their individuality is stifled. People who are unhappy are not going to be able to learn.

I believe that school uniforms will do very little of what most administrators hope they will do. They will create new problems that interfere with students' learning. When students are forced to wear uniforms, they lose their sense of self and feel like just another face in the crowd. Students may even drop out to avoid wearing a uniform. As long as schools actually take the time to enforce dress codes, what students wear should not be an issue. Uniforms unify dress, not students. I don't know yet what I'm going to wear tomorrow and I like it that way.   57

1.The following papers have been constructed to illustrate the five levels of development of ideas using the same position and supporting ideas.

2.The paper which received a score of "1" in Ideas is an actual response to the high school field test.

3.Controlling idea = Students should not be required to wear uniforms.

4.Supporting ideas:

•Uniforms will not eliminate behavior problems or problems concentrating on school work.

•Uniforms are more expensive than regular clothes.

•Students will not like having to wear uniforms.

5.Major Details:

•There will still be fights.

•You will need more than one uniform.

•No teenager is going to want to wear a uniform.

6.Specific Examples:

•How the student felt at a private school which required uniforms.

•Some parents won't be able to afford uniforms.

•When students are unhappy, they won't learn as much.

Example of Depth of Development in Score Point 4

Ideas Score 4   **Topic: School Uniforms**

How would you feel waking up every morning already knowing what you have to wear? Great, right? It's true that you would spend less time searching for an outfit, but what if what you had to wear was the same thing you wore yesterday and would have to wear tomorrow? Uniforms, to me, are anti-individualist. I think students at my school shouldn't have to wear uniforms just because students at other schools have to wear them. Everything would be so boring and plain, no personality.

I know you think you'll have fewer problems with dress code, but trust me, you won't. There will still be fights about who looks better. No matter how we dress, some personalities are going to butt heads. I think students will be getting in trouble because they have to wear uniforms. Instead of concentrating on work, students will be upset and complaining all the time.

Uniforms cost a lot more money than regular clothes. It's not like you just need one pair of the bottoms and one top. They would need multiple uniforms. Some parents might not be able to pay that much. They need that money to pay rent and food costs.

Uniforms keep us from expressing our individuality. I like to express myself through the way I dress. So if I look like 1000 other people, how can I express my individuality? Also, wearing my own clothes makes me comfortable and that makes me feel confident. If I am confident, I can learn better. Students don't like to be dressed the same way. If your reasoning for uniforms is the cliques in the school, I can tell you that uniforms won't help.

Uniforms will not solve the problems in the school that you think they will. They will create new problems that interfere with students' learning. Students may even drop out to avoid wearing a uniform. A better solution would be to enforce our current dress code.

Ideas   58

1. Ask audience to identify (or point out to audience) the differences between the level 5 paper and the level 4 paper in terms of the development of the supporting ideas.

Example of Depth of Development in Score Point 3

Ideas Score 3   **Topic: School Uniforms**

       How would you feel waking up every morning and knowing already what you have to wear? I think students at my school shouldn't have to wear uniforms just because students at other schools have to wear uniforms. Everything would be so boring and plain, no personality. You would even have to wear the school's choice of colors.

       I know they say you'll have less problems with dress code, but trust me, you won't. There will still be fights about who looks better. I think students will be getting in trouble because they have to wear uniforms. Instead of concentrating on work, students will be upset and complaining all the time.

       Uniforms cost a lot more money than regular clothes. It's not like you just need one pair of the bottoms and one top. They would need multiple uniforms. Some parents might not be able to pay that much.

       Uniforms keep us from expressing our individuality. I like to express myself. So if I look like 1000 other people, how can I express my individuality? Students don't like to be dressed the same way. Also, wearing my own clothes makes me comfortable and that makes me fell confident. If I am confident, I can learn better.

       Uniforms will not solve the problems in the school that you think they will.

Ideas   59

1.The Ideas Score 3 sample represents "sufficient" development of Ideas on the GHSWT. Reading and discussing the observable differences between this sample and the sample "4" and "5" level papers can help students understand the difference between *sufficiently* developed ideas, *well* developed ideas, and *fully* developed ideas.

Examples of Depth of Development in Score Points 1 and 2

Ideas Score 2   **Topic: School Uniforms**

I think students at my school shouldn't have to wear uniforms because other students have to wear uniforms. There will be more problems at school if students have to wear uniforms and some parents will have a hard time getting uniforms for their kids.

I think students will act better with out wearing uniforms. I think students will be getting in trouble because they have to wear uniforms. Students don't like to be dressed the same way or wearing the same clothes at my high school. So there may be more fights with uniforms

It's hard to find uniforms at stores. Uniforms cost a lot more money than regular clothes. Some parents can't pay for uniforms, and some have many kids in school. So it wouldn't be right to make students wear uniforms.

Uniforms would just cause more problems at school. I don't see why would should have to wear them. Uniforms make students go crazy.

Ideas Score 1   **Topic: School Uniforms**

I think students shouldn't have to wear uniforms because others students have to wear uniforms. I think students will act better with out wearing uniforms. students don't like to be dress the same way or wearing the same clothes at my high school. it hard to find uniforms at stores. uniforms cost a lot of money than regular clothes. some students don't feel comfortable in uniforms I think students be getting in trouble because they have to wear uniforms. uniforms keep students from doing their work or getting their work done uniforms make students go crazy.

Ideas   60

1. Ideas Score 2 sample: Although all the information is relevant, most of the information remains at Level Two as the writer makes general claims without much elaboration or evidence to support them.

2. Ideas Score 1 sample: Although the writer's *position* may be clear to the reader, none of the ideas are developed.

Sense of Completeness

Two features give a paper a sense of completeness:

1. Fullness of information
2. The paper drawing to a natural close

- Having a sense of completeness is not the same as having a concluding statement or paragraph. A paper may have a conclusion and still leave the reader feeling that the information or argument presented is incomplete.
- The paper must be both fully developed and draw to a natural close.

Ideas   61

1. According to the GPS, a writer achieves closure by "summarizing the main points of the argument, appealing to reason, ethics, or emotion, or encouraging action."

2. "Summarizing the main points of the argument" can be done without repeating verbatim the writer's position and supporting ideas. The writer may paraphrase the argument or define it in a new way.

Genre Awareness

The degree to which the writer selects ideas, an organizational plan, and stylistic devices that are appropriate to the genre of writing.

Ideas

Genre Awareness

Organization
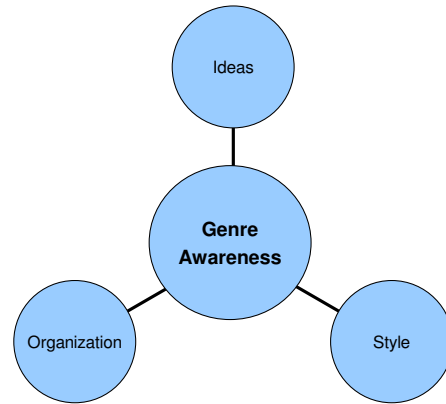
Style

Ideas

62

1. Genre Awareness is a component of several scoring domains. It plays a part in the effective development of Ideas, Organization, and Style. Genre Awareness is not a component of the Conventions domain.

2. In terms of the Georgia High School Writing Test, genre awareness means the extent to which the writer's Ideas, Organization, and Style fit the Persuasive purpose of the assigned prompt.

Awareness of the Persuasive Purpose

Demonstrating Awareness of the Persuasive Purpose

- Establishes a clear position on the issue
- Provides relevant supporting ideas
- Selects convincing details and examples appropriate to the audience assigned in the writing prompt
- Uses specific rhetorical devices to support assertions
- Addresses readers' concerns, counterclaims, biases, and expectations

Ideas   63

1. Selecting details appropriate to the assigned audience: To convince a principal not to require uniforms, it would be effective to suggest that uniforms will not increase concentration on school work or improve student performance and behavior.

2. Counterargument: In persuasive writing, the writer's argument may be strengthened by anticipating, acknowledging, and countering opposing perspectives on the issue.

Reader Concerns
in Persuasive Writing

Reader Concerns are the expectations a reader brings to a piece of writing.

<u>General reader concerns:</u>

Readers have a need for enough information to understand the writer's purpose and message.

A reader should be able to pick up a paper without knowing the assigned prompt or assigned genre and be able to identify the writer's purpose.

A reader should be able to tell if he/she is reading a report, an argument, or a narrative.

<u>Specific reader concerns:</u>

Reader concerns will vary based on the task assigned in the writing topic.

Ideas   64

1. Because Ideas is the most heavily weighted scoring domain in the Georgia High School Writing Test, it might be helpful to further review the Depth of Development sample papers.

2. Anticipating reader concerns in persuasive writing refers to the writer's understanding that the reader may not know very much about the topic or issue and therefore the writer needs to both set the stage and define any technical terms that the reader may not be familiar with.

3. This ends Part Five of the presentation. Ask participants if they have questions about the terminology in the Ideas Rubric. Allow 5-10 minutes for discussion.

Part VI: Organization

1. The Components of Organization
2. Types of Organizational Patterns
3. Formulaic Writing
   - Sample of Formulaic Writing
4. Effective Organization
5. Introduction-Body-Conclusion
6. Sequencing of Ideas
7. Grouping of Ideas
8. Persuasive Organizing Strategies
9. Transitioning

65

The Components of Organization
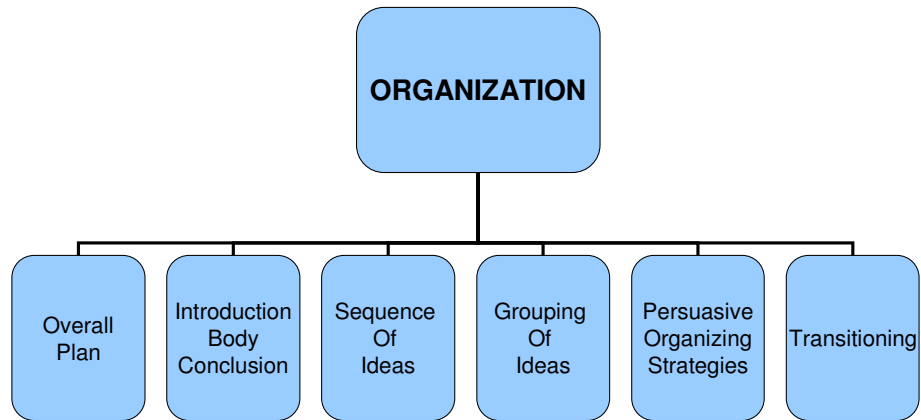
Organization: The degree to which a writer's ideas are arranged in a clear order and the overall structure of the response is consistent with the assigned genre.

1. Organization refers to the order and logical relationships between the writer's ideas. The *quality* of the details are evaluated in Ideas.

2. The organizational structure should not be so visible as to overwhelm the writer's ideas.

Types of Organizational Patterns

- Chronological Order of Events
- Comparison/Contrast
- Spatial Order
- Order of Importance of Ideas
- Problem/Solution
- Cause/Effect Order
- Classification Order
- Definition/Description

Organization   67

Formulaic Writing

Characteristics of A Formulaic Paper

1. The writer announces his or her thesis and three supporting ideas in the opening paragraph.

2. The writer restates one supporting idea to begin each of the three body paragraphs.

3. The writer repeats or restates his/her controlling idea and supporting points in the final paragraph.

4. Entire sentences may be repeated verbatim from the introduction, used as topic sentences in each of the body paragraphs, and repeated in the conclusion.

1. Formulaic papers announce supporting ideas in the introduction and beginning of each body paragraph:

2. Formulaic papers cannot receive a score higher than "2" in the Organization domain.

3. Donald Murray: "The general reader today does not have the patience to read the same thing three times."

1.In this formulaic paper, the writer's position (student's should not have to wear uniforms) and three supporting ideas (uniforms are boring, can't play sports in uniforms, uniforms are expensive) are announced in the introduction.

2.The first sentence of each body paragraph repeats one of the supporting ideas

3.The last sentence in each body paragraph restates the supporting idea again.

4.In the conclusion, the writer restates his/her position and the three supporting ideas.

5.There is very little development of the supporting ideas within the body paragraphs; the majority of the paper consists of the repetition of the supporting ideas.

6.The writer also uses repetitive transitions to begin a new paragraph ("The first reason why we shouldn't wear uniforms, the second reason why we shouldn't wear uniforms, the third and final reason why we shouldn't wear uniforms").

7.This paper is an extreme example of formulaic writing with extensive repetition and formulaic transition words. There are varying degrees of formulaic papers that may demonstrate some or all of the following characteristics: announcing the position and supporting ideas in the introduction, repeating the supporting ideas to begin and end body paragraphs, repeating the position and supporting ideas in the conclusion, repetitive transition words.

Effective Organization

- The organizing strategy is appropriate to the writer's argument and topic and guides the reader through the text.
- Ideas are sequenced and grouped appropriately and logically.
- The introduction sets the stage for the writer's argument.
- The conclusion provides a sense of closure without repetition.
- Transitioning is used to connect ideas within paragraphs and across parts of the paper.

Introduction-Body-Conclusion

Introduction: Sets the stage for the development of the
writer's ideas and is consistent with the
purpose of the paper

Body: Includes details and examples that support
the controlling idea

Conclusion: Signals the reader that the paper is coming to
a close

1. An effective introduction and conclusion do more than simply repeat what is in the body of the paper.
2. The writer can effectively prepare the reader for what is to follow without providing a detailed roadmap to the entire paper.
3. See Persuasive Papers 10 and 11 for examples of effective introductions and conclusions.
4. Ineffective Introduction: "I don't like to wear uniforms"
5. Ineffective Conclusion: "That's my idea. I hope you liked it. Thank you for listening."
6. Types of conclusions: summaries, opinions about the topic, questions to generate further thinking or research.

Sequencing of Ideas

Sequencing: The way the writer orders the ideas of the paper to implement the overall plan. Clear sequencing helps the reader understand the writer's ideas.

Effective sequencing: Ideas build logically on one another and lead the reader through the paper.

Ineffective sequencing: The ideas may have little relationship to one another and could be presented in any order.

Grouping of Ideas

- In order to effectively group ideas in a piece of writing, the writer must first understand the logical relationships between the ideas that support the controlling idea.

- Grouping ideas within paragraphs is not the same as formatting paragraphs. Grouping involves the logical presentation of ideas rather than simply indenting to indicate the beginning of a paragraph.

- Even if a writer fails to correctly format paragraphs, ideas may still be grouped logically.

Persuasive Organizing Strategies

Introduction → Supporting ideas ⎯⎯⎯⎯→ Conclusion

Argument ⎯⎯→ Address counter-argument ⎯→ Conclusion

Introduction → Both sides of the issue ⎯⎯→ Conclusion

Introduction → Anecdote illustrating position → Conclusion

Organization   74

1. This slide provides some examples of organizational strategies for persuasive writing. There are many other possible strategies. This list is not intended to be exhaustive.

Transitioning
Making Connections Between Ideas

- Transitions lead the reader through the paper by linking parts of the paper and ideas within paragraphs.
- Transitions are used between sentences, between paragraphs, and within sentences and within paragraphs
- Transitions can signal the type of relationships between ideas
- May be explicit or implicit
  - May be a single word, a pronoun, a phrase, or a logical linking of ideas
  - Explicit transitional words: for instance, consequently
  - Implicit transitional devices: synonym and pronoun substitution, moving from general to specific or from specific to general

Organization   75

1. Writers sometimes use ideas or phrases from the previous paragraph to begin a new paragraph. This is called transitioning.

2. Effective transitions:

   - "As the wealthier kids walk through the halls wearing the more expensive clothes, those who can't afford. . ."

   - "What if the right to express themselves is taken away? At that point, they may resort to more unacceptable methods. . ."

3. This ends Part Six of the presentation. Ask participants if they have questions about the terms in the Organization Rubric. Allow 5-10 minutes for discussion.

Part VII: Style

1. The Components of Style
2. Word Choice
   - Levels of Language
   - Types of Language
3. Audience Awareness and Tone
4. Demonstrating Audience Awareness in Persuasive Writing
5. Voice
6. Sentence Variety
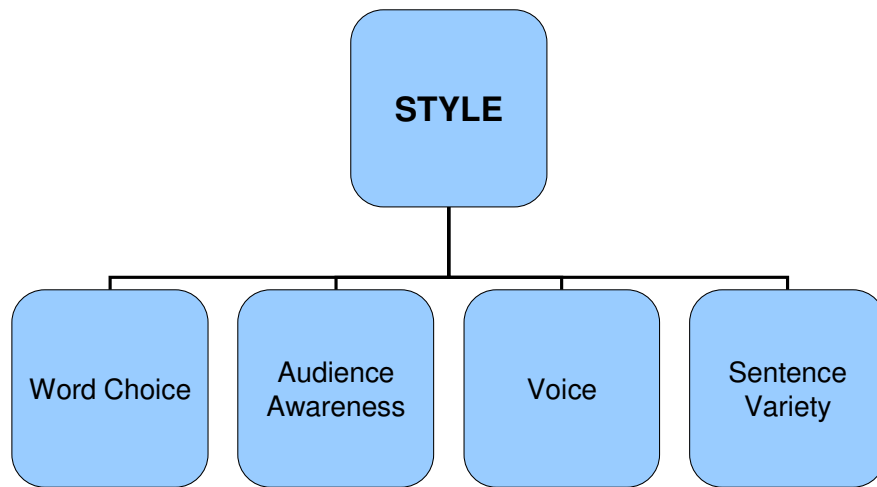
76

The Components of Style

STYLE

| Word Choice | Audience Awareness | Voice | Sentence Variety |

Style: The degree to which the writer controls language to engage the reader.

Word Choice

- Effective word choice is determined on the basis of subject matter (topic), audience, and purpose.

- Word choice establishes the tone of a piece of writing.

- Word choice involves more than the "correct" dictionary meaning of a word.

- Word choice goes beyond precision to include the connotations (the associations, meanings, or emotions a word suggests) of words.

Style   78

1. Connotation: An association called up by a word that goes beyond its dictionary definition. The attitude and emotional feelings associated with a word.
2. Denotation: The dictionary definition of a word.

Levels of Language
(described in the Grade 11 Scoring Rubric)

Level	Example
Precise and Engaging	"I cannot deny that segregation or even tension exists between these groups, nor that attire seems to be a defining variable among these groups."
Simple and ordinary	"We like to wear the clothes we got on."

1. See the Style model papers for more examples of the levels of language.

Types of Language
(described in the Grade 11 Scoring Rubric)

- *Descriptive*: uses details that appeal to the senses and enables the reader to see, hear, and/or feel what the writer recounts
- *Figurative*: figures of speech or phrases that suggest meanings different from their literal meanings (hyperbole, metaphor, simile, irony)
- *Technical*: precise terms and phrases used to clarify or explain a particular subject matter or process
- *Carefully crafted phrases*: the purposeful selection of vivid words and phrases to create a sustained tone and engage the reader; groups of words that convey a clear meaning and serve a particular rhetorical purpose

Style   80

1. Descriptive language: "I myself am tired of boxers hanging out and have had more than my fill of spare tire midriffs"

2. Figurative language: [uniforms] "In the end, they just provide benefits that help amplify the vibrations, and should be adopted so that those notes are heard clearly into the future."

3. Technical language: "forcing us to write in a detached, formulaic manner."

4. Carefully crafted phrases: "Naturally, the 'higher rank' teens feel it puts them above others to wear a certain brand name. With uniforms, it puts these self-elected 'gods' and 'goddesses' are put forcibly onto the same level as everyone else."

Audience Awareness and Tone

- Audience Awareness refers to the ways a writer can make an impression on or engage the reader.
  - Because a piece of writing is created to be read, an effective writer attempts to create a relationship with his or her audience.
  - The effective writer anticipates what the audience will find interesting or engaging.

- Tone refers to the attitude a writer expresses toward the reader, the subject, and sometimes himself/herself. It reveals how the writer feels about what he or she is saying.
  - To be effective, tone must be consistent with the writer's purpose.
  - Tone is established through choice of words and details.
  - Some of the techniques used to engage the audience vary by genre, but all pieces of writing have a tone.

Style   81

1. Addressing the audience directly: "If your reasoning for uniforms is the cliques in the school then I can tell you that uniforms won't help."

2. Tone is established through choice of words and details.

3. Regardless of the audience stated in the prompt, students are required to demonstrate language appropriate in a formal test setting.

4. Slang is not appropriate in a formal test setting.

Demonstrating Audience Awareness
in Persuasive Writing

- Emotional Appeals
- Figurative Language
- Connotative Meanings
- Evocative Voice
- Rhetorical Questions; "How would *you* feel if.."
- Addressing the reader: "You should" or "We all should"

Style   82

1. Rhetorical questions are questions that are asked to provoke thought, without expectation of an answer. The person asking the question provides the answer, or the answer to the question is obvious.

Voice

- A paper that demonstrates voice conveys a strong sense of the person behind the words and the person's attitude toward the topic.
- The writer's voice should be appropriate for the topic, genre, and audience.
- Voice gives the reader the sense that the writer is directly addressing the reader.

Ralph Fletcher:
- "Voice is the most important the most magical and powerful element of writing."
- "Voice makes the reader trust the writer, makes the reader feel an individual relationship with the writer."

Style   83

1. See Persuasive Papers 10 and 11 for examples of effective voice.

Sentence Variety

How Sentences Vary:

1.   Length
- The number of words
- Word length

2.   Structure
- Simple
- Complex
- Compound
- Compound-complex

3.   Type
- Declarative
- Interrogative
- Imperative

1. Sentence variety contributes to maintaining reader interest by stimulating and appealing to the reader's "ear."

2. A very short sentence or functional fragment gains impact if it is the response to a preceding series of elaborate lengthy questions.

3. Repetition of similar sentences throughout an entire piece of writing numbs the reader's "ear."

4. Occasional repetition (as in parallelism), however, adds to the style of a piece of writing.

5. Remind audience that correctness of sentences is evaluated in conventions.

6. This is the end of Part Seven. Ask participants if they have questions about the terms in the Style rubric.   Allow 5-10 minutes for discussion.

Part VIII: Conventions

1. The Components and Elements of Conventions
2. Overview of Score Points 1-5
3. Balancing Strengths and Weaknesses in the Components and Elements
4. Determining Competence in Conventions
5. The Elements of Sentence Formation
6. The Elements of Usage
7. The Elements of Mechanics

85

The Components and Elements of Conventions

Domain → **CONVENTIONS**

Components →
- Sentence Formation
- Usage
- Mechanics

Elements →
- Correctness, Clarity of Meaning, Complexity, End Punctuation
- Subject/Verb Agreement, Standard Word Forms, Verb Tenses
- Internal Punctuation, Spelling, Paragraph Breaks, Capitalization
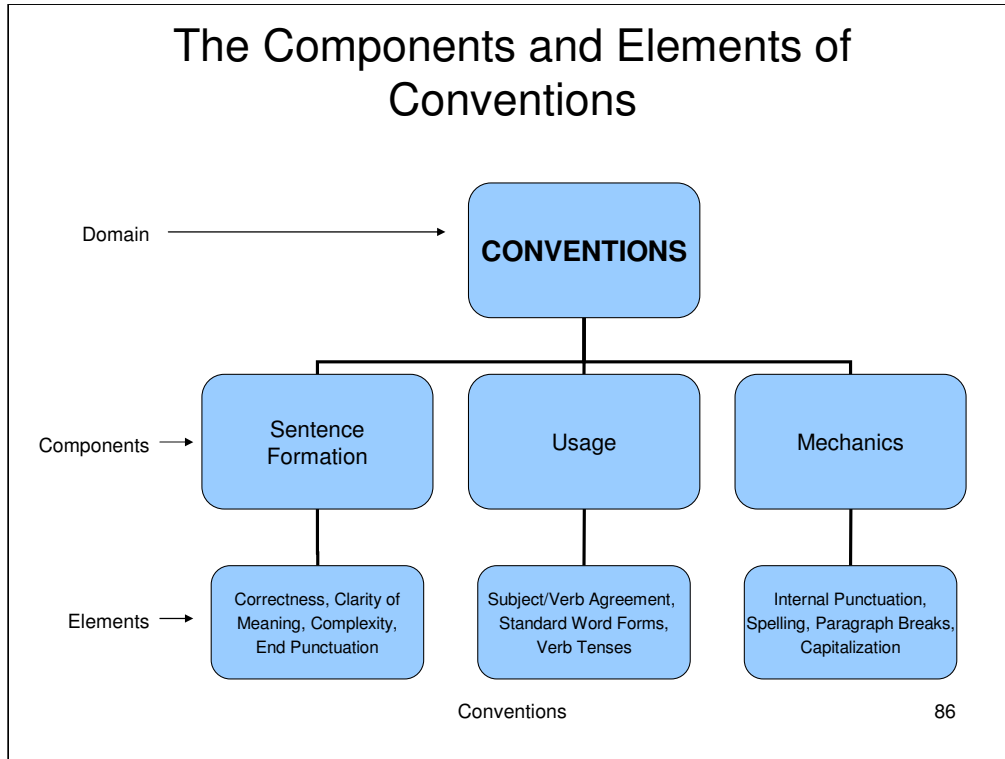
Conventions   86

1. In the Domain of Conventions, there are three main components: Sentence Formation, Usage, and Mechanics.

2. Within each component, there are several specific elements.

3. In general, the components of Sentence Formation and Usage are weighted more heavily in determining the overall Conventions score.

4. Using the scoring rubrics appropriately requires reading for Competence. This means looking for a demonstration of the writer's ability to control the components, not tallying errors.

Overview of Score Points 1-5
Levels of Competence in Conventions

Score: 1	Score: 2	Score: 3	Score: 4	Score: 5
Lack of Control	**Minimal Control**	**Sufficient Control**	**Consistent Control**	**Full Command**

GREEN = The degree to which the writer demonstrates control of the components of Conventions.

Conventions   87

1. Lack of control: the writer demonstrates control of the components in less than 50% of the paper.

2. Minimal Control: The writer demonstrates control of the components in approximately 50% of the paper.

3. Sufficient control: The writer demonstrates control of the components in approximately 65%-75% (2/3) of the paper.

4. Consistent Control: The writer demonstrates control of the components in approximately 80% of the paper.

5. Full Command: The writer demonstrates control of the components in approximately 90% or more of the paper.

6. Red areas indicate the percentage of the paper in which the writer does not demonstrate control of the components.

7. The degree of control is also determined by the length of a paper. A paper may demonstrate strengths in the components, but not contain enough instances of those strengths to earn more than minimal competence.

8. A paper may contain few errors but be limited to simple forms of the components of Conventions (e.g., simple sentences, easy-to-spell words, simple subject-verb forms). In addition to looking for correctness, the sophistication and variety of what is attempted should be evaluated.

9. Remember that the levels of control include the degree of correctness in each component that is being evaluated. Even a "5" level paper may have some errors in sentence formation, usage, and mechanics.

Balancing Strengths/Weaknesses in the Components and Elements of Conventions

Score Point 5
• Correct and varied in all elements of Sentence Formation, Usage, and Mechanics

Score Point 4
• Correct in most elements of Sentence Formation, Usage, and Mechanics
• Some elements may be weak, missing, or lack variety

Score Point 3
• Correct in majority of elements of Sentence Formation, Usage, and Mechanics, but there may be some errors in each element.
• Correct in two components but one component may be weak.

Score Point 2
• Minimal control in all three components <u>or</u> one component may be strong while the other two are weak

Score Point 1
• Overall lack of control in all three components although some *elements* may demonstrate strengths

Conventions   88

1. A student paper might demonstrate strengths in sentences, or usage, or mechanics, or any combination of these.

2. In evaluating a student paper in Conventions, the first question to ask is, "How much of (to which degree is) this paper is correct?"

3. The second question to ask is, "Is there any variety or complexity demonstrated in the paper?"

4. As with all scoring domains, a writer may receive a score of "1" for an extremely brief paper.

1. Making the same <u>specific error</u> multiple times throughout the entire paper (e.g., the same word misspelled several times) counts as only one error.

   - A writer may misspell the same word several times but still correctly spell all the other words in the paper. In this case, the writer still demonstrates control of the element of spelling.

2. Making multiple errors in <u>one element</u> (e.g., misspelling many different words) counts as more than one error and prevents the writer from demonstrating competence in that element. For example, if none of the subjects and verbs in a paper agree, this counts as multiple errors and prevents the writer from demonstrating competence in the element of subject/verb agreement.

The Elements of Sentence Formation

SENTENCE FORMATION

Correctness | Clarity | Complexity | End Punctuation
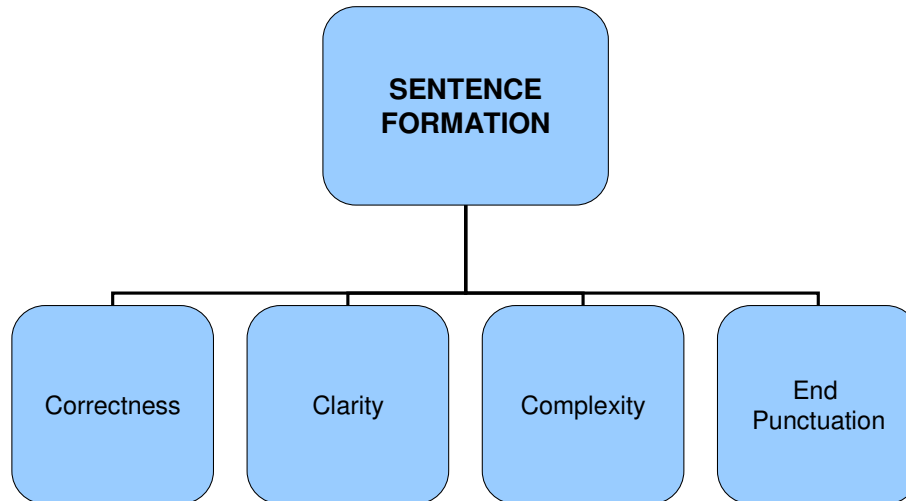
Conventions

90

1. Sentences copied directly from the prompt are disregarded in determining competence in sentence formation.

2. Two incorrect sentences in a student paper with only five sentences altogether is a significantly higher percentage of error than two incorrect sentences in a student paper with 35 sentences altogether.

3. Sentence variety is evaluated in Style.

4. Functional fragments are sentence fragments that are used for effect and are not considered sentence errors.

The Elements of Usage

USAGE

Subject Verb Agreement | Standard Word Forms | Possessives | Pronouns

Conventions
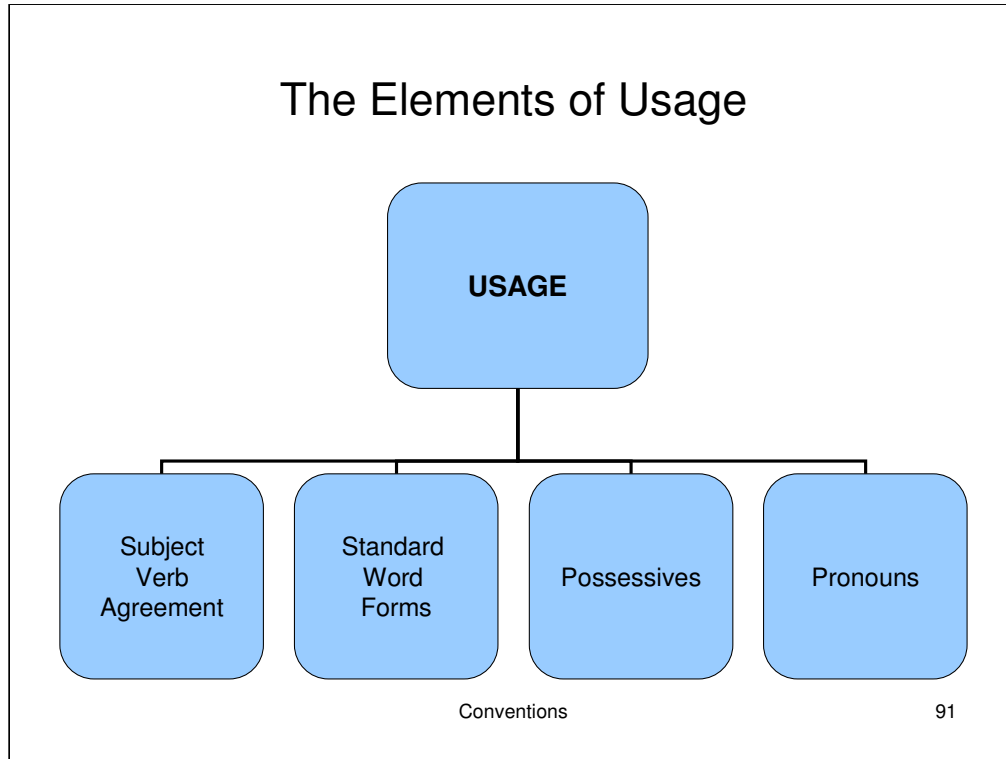
1. Subject-verb agreement: Singular nouns agree with singular verbs; plural nouns agree with plural verbs.
2. Word forms: nouns, verbs, adjectives, adverbs, homonyms
3. Pronoun clarity is achieved through consistency of person, number, gender.

The Elements of Mechanics

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                    ┌──────────────┐
                    │  MECHANICS   │
                    └──────┬───────┘
        ┌──────────┬───────┼────────┬──────────┐
  ┌───────────┐ ┌────────┐ ┌───────────┐ ┌──────────────┐
  │ Internal  │ │Spelling│ │ Paragraph │ │Capitalization│
  │Punctuation│ │        │ │  Breaks   │ │              │
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Conventions   92
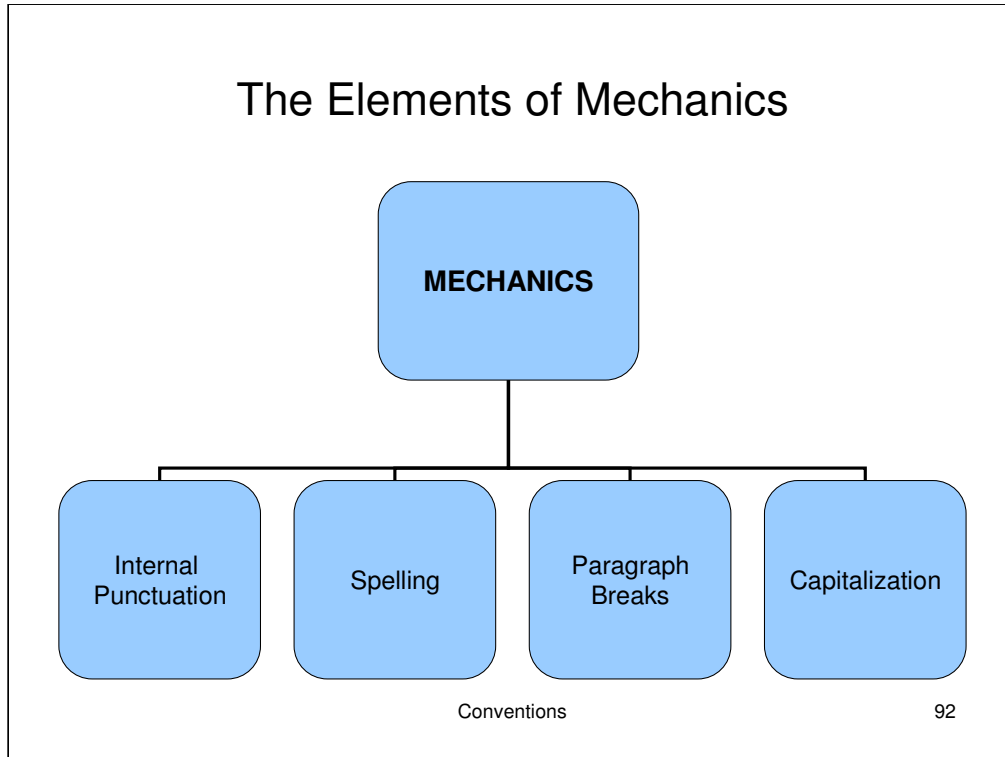
1. Internal punctuation: Punctuation that appears <u>within</u> a sentence. Examples include quotation marks and commas in dialogue, commas in a series, commas after introductory clauses and phrases, apostrophes in possessives and contractions, and colons.

2. Spelling: Although spelling may be the most recognizable aspect of conventions, it is just one element of mechanics, which is just one of the three components of Conventions.

3. Students are not allowed to use dictionaries during the writing assessment. (Note: ELL students may use a translation dictionary if specified in their IEP or TPP).

4. Common, high frequency words are expected to be spelled correctly.

5. Paragraph breaks: Indenting to begin a new paragraph, consistent margins.

6. Capitalization: Includes beginning of sentences, proper nouns, abbreviations, weekdays, months, etc.

7. This is the end of Part Eight. Ask participants if they have questions about the terms in the Conventions rubric. Allow 5-10 minutes for discussion.

Part IX: Preparing to Score Student Writing Samples

1. Applying the Analytic Scoring Guidelines
2. Scoring Cautions

93

Applying the Analytic Scoring Guidelines

1. Keep the on-demand testing context in mind. These student responses are essentially first drafts constructed with no resources.
2. Read through the entire writing sample.
3. Use the scoring rubric to make a tentative score range decision:
   - Score point 1 or 2
   - Score point 2 or 3
   - Score point 3 or 4
   - Score point 4 or 5
4. Reread the entire writing sample to collect evidence to determine the score.
5. Assign domain scores for Ideas and Organization.
6. Repeat the process for Style and Conventions domains.

94

1. In step three, after the reading the paper the first time, you may be able to narrow your decision to two score points. For example, you may say to yourself, "it's either a 2 or a 3."
2. Then, after re-reading the paper, you should be able to decide on one score point.

Scoring Cautions

1. Do not base the score on the single most noticeable aspect of a paper.
2. Withhold judgment until you have read the entire response.
3. Do not allow the score you assign in one domain to influence the scores you assign in the other three domains.
4. Avoid making judgments based on neatness, novelty, or length.
5. Base each scoring decision on the assessment sample the writer has produced, not what you think the student's potential competence in writing may be.
6. Do not allow your personal opinions to affect the score the writer receives. Whether you agree or disagree with the writer's ideas should not influence your score.

95

1. This is the end of Part Nine.

Part X: Sample Student Papers

1. Persuasive Writing Topic
2. 11 Persuasive Papers with Score Point Annotations

1. Each paper in this section has score point annotations that explain the scores in each domain.
2. The annotations appear on the slide following the student paper.

Persuasive Writing Topic

Writing Situation

Many public school systems across the country require students to wear uniforms. Some educators believe that wearing uniforms will help students concentrate more on their school work. On the other hand, some students argue that having to wear uniforms prevents them from expressing their individuality. Your principal is considering whether students at your school should wear uniforms.

Directions for Writing

Write a letter to your principal expressing your view on school uniforms. Provide convincing reasons and specific examples to support your position.

The sample papers in this section were written in response to the above writing topic. Student names have been removed for purposes of privacy.

97

I don't like to wear the uniform. Other people problem want to wear them but I don't. Some school don't wear uniform. Some of us hate the dress code we can't wear hats. We like to wear the clothes we got on. Some people want to have a lots of fun at school. ~~Ever~~ Everybody hate to go by the rules at every school. But I know one thing we want to have break everyday. We don't want to come to school but we come. All of us want a lots of food everybody fill the same way.

Ideas Score: 1

A controlling idea is not established. Although the writer states that he/she does not like school uniforms, this position is not developed. The writer loses focus and begins discussing school rules, breaks, and food. The writer does not demonstrate an awareness of the persuasive purpose. This brief paper is more of a rant than an argument.

Organization Score: 1

There is little evidence of an organizing strategy. The writer's ideas could be rearranged in almost any order without affecting the meaning. Ideas are not sequenced in any meaningful order. There is no introduction or conclusion. The writer does not use transitions.

Style Score: 1

The writer does not demonstrate minimal control of the components of Style. Word choice is imprecise and occasionally confusing ("Other people problem want to wear them," "some school don't wear uniform," "all of us want a lots of food everybody fill the same way"). There is little awareness of audience, and the writer's voice is not apparent. The writer fails to control language to engage the reader in this brief paper.

Conventions Score: 1

The paper does not demonstrate minimal control of the components of Conventions. There are frequent errors in usage and mechanics ("people problem want to wear them," "some school don't wear," "clothes we got on," "a lots of fun" "everybody fill the same way"). The paper also contains run-on sentences and fragments. A paper this brief would have to be nearly error-free to receive more than a 1 in Conventions.

99

I think students shouldn't have to wear uniforms because others students have to wear uniforms I think students will act better with out wearing uniforms Students don't like to be dress the same way or wearing the same clothes at Greenville High School it hand to find uniforms at stores uniforms cost a lot of money than regular clothes Some students don't fell comfortable in uniforms I think students be getting in trouble because they have to wear uniforms uniforms keep students from doing their work or getting their work done uniforms make students go crazy sometimes.

Form Number

100

Ideas Score: 1

The writer provides several reasons why students should not be required to wear uniforms (students will act better without them, students don't like to wear the same clothes, uniforms cost a lot of money, some students don't feel comfortable, uniforms keep students from doing their work). None of these reasons are explained or developed (the writer does not indicate why students will act better wearing uniforms or why uniforms will keep students from doing their work). The response indicates little focus on the assigned topic and persuasive purpose. There is not enough information in the paper to establish a controlling idea.

Organization Score: 1

There is no evidence of an overall organizational plan. Ideas are listed in no particular order. The paper lacks a conclusion, and transitions are not used to link ideas.

Style Score: 1

The writer fails to control language to engage the reader. Word choice is confusing and imprecise ("students shouldn't have to wear uniforms because others students have to wear uniforms"). The writer's voice is not apparent, and the tone of the paper is flat. There is little evidence of audience awareness.

Conventions Score: 1

The paper does not demonstrate minimal control of the components of Conventions. The paper consists of one run-on sentence, and there are frequent errors in both usage and mechanics ("students don't fell," "others students," "students be getting in trouble."). The paper contains very few correct instances of the elements of usage and mechanics.

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Dear: Principal
I read the letter you give to use. But, I things the educators do not have not things to do what we have on. Because with people want to wears they going to wears anyway. Your clothers don't make your grade go up or down. Your clothers don't make you fill a class. But at Greenville High School people would make joke about how you look. They would say you look like you going to work or going to jail. If I have to wear uniforms I would wears. Uniforms is not a good things to wear. When they get use uniforms, they get use three colors to wear. The shirt was white, blue and light brown. The pants have too colors, one of the colors was blue and light brown. But It the school buy use some uniforms, they better have more then three and four colors. Of pants and shirts. If they tell use what can ot shoes to wear, I will not wear. Because some people do not wear the same shoes. People like there shoes more in a different style. Some girls and boys like there shoes to fit fit feild in a different way. Some girls like to wears hill and some girl do. People at my school say they can not find uniforms in there

Persuasive Paper 3

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Same people say uniforms do not look right on them. Because of there same, Most people I talk to say blue jeans fit them better. If we have blue jeans for our uniforms everybody will wears. Because blue Jean will never go out of styles. You can wears blue jean pant with more of every things. You can wear blue jeans with more then one shirt and it will look right. Although your shoe will fit to. But you have to wear blue shirt with a light brown pant it would look like you go to work or looking for a Job. Some it better to wear what you get.

Ideas Score: 2

The writer's position is clear (opposed to school uniforms), but development is minimal. The writer lists reasons why uniforms should not be worn in school (they don't affect your grades, they don't fit some people, jeans fit better, people like different kinds of shoes), but these supporting ideas are not developed. The response lacks sufficient information to provide a sense of completeness and address reader concerns. Overall, the paper is minimally focused on the assigned topic and persuasive purpose.

Organization Score: 1

The paper contains little evidence of an organizing strategy. The first sentence refers to a letter from the principal, but the issue of school uniforms is not introduced. The writer then lists various statements about uniforms in no particular order. The paper lacks transitions and a conclusion. Unrelated ideas are grouped together.

Style Score: 1

The writer fails to control language to engage the reader. Word choice is confusing and imprecise ("Some girls like to wear hill and some girl do," "uniforms do not look right on them. Because of there same"). The paper, which is comprised mainly of run-ons and fragments, lacks sentence variety. The writer's voice is not apparent, and the overall tone of the paper is flat.

Conventions Score: 1

There are severe and frequent errors in sentence formation, usage, and mechanics. The majority of the paper consists of fragments and run-ons, and there are usage errors in virtually every sentence ("you going to work," "the school buy," "If they tell use what can of shoes to wear," "you can wears"). Some words are spelled correctly, but there is no paragraph indentation and very little correct punctuation.

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School Uniforms

Persuasive Paper 4

I don't think the issue on school uniforms should pass because of the following reasons. The first reason is because we would be in jail in a way. The second reason is that more students would fail in school. The third reason the school would be to plain.

There many more reasons I haven't said any thing on but here they are. The fourth reason is because we would look stupid. The fifth reason is the school would be to booring if we all were to wear the same thing. The sixth reason is that we all would look alike. The seventh reason is that nobody would wear it any way. Now that I told you the reasons let me explain them. The reason why I said we would be in jail in a way is because if you go to a jail everyone has to wear the same thing. The reason why I said more student would fail is because the students would be making sure the uniform is right. Some of the students would stay in trouble because of the uniform. The reason why I say the school will be plain. Think about it if you walked in a

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school and all the kids wearing the same thing and nobody wearing any thing else. There is only one reason why we would look stupid and that is because I can't even picture metter high in uniforms. One reason why I say the school will be boaring is because if everyone looked alike nobody can show off new clothes because you have to wear a uniform.

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Ideas Score: 2

The controlling idea (Why uniforms should not be required at school) is only minimally developed. The writer is focused on the assigned topic and persuasive purpose, and there are many supporting ideas, but the supporting ideas are usually developed with only a single sentence. The response lacks sufficient information to provide a sense of completeness. A more successful strategy would have been to select fewer supporting reasons and fully develop each one.

Organization Score: 2

At first glance, this paper does not appear to have much of an overall organizational strategy, but the writer listed the supporting reasons in the first part of the paper and then explained them in the second half of the paper. This is not a particularly effective plan, but it demonstrates minimal competence in organization. The writer opens with a single statement of his/her position. Supporting ideas do not seem to be sequenced in the first half of the paper, but the writer does elaborate reasons in the order in which the ideas were announced in the first paragraph. There is no conclusion. Transitions are often inappropriate ("The reason why I said...").

Style Score: 2

The indignant tone of the paper is somewhat uneven. Word choice is simple, ordinary, and repetitive (the second reason, the third reason, the fourth reason, the fifth reason, the sixth reason). There is awareness of audience ("There may be more reasons I haven't said anything on," "Now that I told you the reasons let me explain them," "Think about it if you walked into a school and all the kids are wearing the same thing"), but little control of language to engage the audience. The writer's voice (distaste for uniforms) is very clear ("I can't even picture [my high school] in uniforms."). There is little variation in sentence structure.

Conventions Score: 2

The writer demonstrates minimal control of the three components of conventions. The majority of sentences are correct except for a fragment and a run-on at the bottom of page one ("The reason why I say the school will be plain. Think about it if you walked in a school and all the kids wearing the same thing and nobody wearing anything else."). Usage is usually correct (except the wrong form of "too") and clear but extremely repetitive. Some of the elements of mechanics are correct. Capitalization is correct at the beginning of sentences. Spelling is correct (except for "boaring, "fith," and "cloths"). There is only a single paragraph break. There is little correct internal punctuation except for apostrophes in contractions. Overall, simple forms and repetition in all components indicate minimal competence.

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Dear Mr. Principal,

Why wearing uniforms might be helpful? Wearing uniforms help students focus more on school work, because everyone is going to wear the same thing. So it'll be boring and will not attract the many eyes of students. There fore the teachers will not have to argue everyday with the students about what they are wearing. It'll save teachers more energy to teach.

Wearing uniforms make the school look more organize, and neat. It'll prevent guys from messing with their pants. Uniforms also makes the school look more colorful. Students might enjoy more school activity during school.

Expressing individuality should be when students are hanging out with friends, out side of school. Because that will not be able to get students off of their school work. Infact some students break the school dress code all the time. It would be better off to make student wear uniform, so they will have a better learning system.

It is irony how some students spend so much time thinking about what they are going to wear to school. All the thoughts they put into their appearance to school, they could have been thinking about their future and education. If only there were something to block the thoughts about appearance at school, which I highly think is uniforms, that would give

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Students a better view of school.

It could be a very pressuring thing to asked for, but it's your school. Uniforms is already require across the country, because they also think that it is best for their students. Some students might not ~~#~~ like it, but you as a principal should think about it. It's your opinion that counts.

Ideas Score: 3

The controlling idea of this paper (students should wear uniforms) is sufficiently developed. Most of the supporting ideas (students can express individuality outside of school, students should be thinking about their education not what they wear to school) are relevant and developed with some examples and details. Some supporting ideas are only partially developed (save teachers energy, making the school organized and colorful). The response contains sufficient information to address some reader concerns (when students can express their individuality).

Organization Score: 3

The overall organizational strategy (introduction, reasons in support of uniforms, conclusion) is generally appropriate to the writer's argument. The opening paragraph introduces the writer's position and why uniforms might be helpful. Related ideas are generally grouped together, but some unrelated ideas are included in some of the paragraphs (the paragraph about individuality also includes information about how uniforms can improve learning). Ideas are presented in a generally clear sequence, and the paper ends with a conclusion that provides closure.

Style Score: 2

The paper contains generally simple and ordinary language ("it would be better off," "what they are going to wear to school," "it is best for their students," "messing with their pants"). The writer demonstrates minimal awareness of audience (addressing the principal in the final sentence). There is minimal variation in sentence length and structure. The writer's voice is not distinct. Although the writer attempts to use strong vocabulary words, they are often used in an imprecise manner ("It is irony how some students," "I highly think," "very pressuring thing"). The writer demonstrates only minimal control of language in an effort to engage the reader.

Conventions Score: 2

The writer demonstrates minimal control of the components of Conventions. There are frequent subject-verb and word form errors ("wearing uniforms help students," "look more organize," "more school activity," "uniforms is"). Some sentences are formed correctly, but others begin with "so" or "because." The writer demonstrates competence in mechanics (spelling and internal punctuation are generally correct) but not in usage or sentence formation.

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Dear mr/mrs Principal,

    I am a student writing to you about how I feel about uniforms in public schools. Uniforms in public schools can be a good thing. Uniforms can save parents money on buying school clothes every year. It can also help reduce gang violence and stop a lot of the teasing that students do to each other about clothes. Uniforms can also be a bad thing. Uniforms reduces a students ability to remain individual. They also make it possible where no one can be distinguished.

    Every summer before school starts parents buy numbers of dollars worth of clothes. Buying uniforms can save parents a lot of money. Parents only have to buy a minimum of 5 shirts and 5 pairs of pants. This money that is saved could go toward a college fund.

    Gang violence is a big issue in society today. If schools go to uniforms a lot of gang violence can be controlled. Gang violence mostly consists of teens who wear a specific color. If everyone wears the same color no one knows can be in a gang. It also reduces the teasing that goes on throughout the school day. If everyone wears the same thing then no one can tease anyone because they all look alike.

    On the other hand, schools and teachers teach students to be individual and express their individuality. When wearing uniforms a students individuality is gone. Also when wearing uniforms everyone looks exactly the same. If a fight was

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to happen and everyone ran off. how could any teacher or staff member tell the difference between who was fighting and who wasn't.

School uniforms can be good or bad. Uniforms bring both positive and negative things to schools. They help parents save money and reduce gang violence. Uniforms help reduce students teasing one another. Uniforms also reduce individuality and makes everyone look the same where no one can be distinguished.

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Ideas Score: 3

The writer's controlling idea (uniforms can be good or bad) is sufficiently developed. The writer includes two supporting ideas in favor of uniforms (same parents money on clothes, reduce gang violence and teasing) and one reason against having uniforms (can't express individuality). The supporting ideas are developed with some examples and details. Although it is acceptable to cover both sides of the issue, this writer does not fully elaborate the reasons for and against wearing uniforms in school or come to a conclusion about whether the advantages outweigh the disadvantages. The response contains sufficient information to address some reader concerns on both sides of the issue.

Organization Score: 3

The overall organizational strategy (introduction, two reasons for uniforms, one reason against uniforms, conclusion) is appropriate to the writer's argument. The opening paragraph introduces the writer's position and supporting ideas, and the conclusion repeats this information in a slightly different way. Related ideas are grouped together in paragraphs, and the writer's ideas are presented in a generally clear sequence. The paper is somewhat formulaic in that the supporting ideas appear in the introduction, body, and conclusion, but the exact sentences are not repeated in each part of the paper.

Style Score: 3

Word choice is generally engaging and appropriate ("gang violence," "reduces the teasing," "specific color," "exactly the same," "distinguished") with some lapses into simple and ordinary language ("a big issue," "the same thing," "uniforms can be good or bad"). There is some variation of sentence lengths and types. Although the writer does not take a definite side on the issue, the concerned tone of the paper is appropriate to the topic.

Conventions Score: 4-

The paper contains consistently correct simple, complex, and compound sentences with consistent clarity of meaning at the sentence level. Usage is also consistently correct. There are a few minor errors in internal punctuation (missing apostrophes in possessive pronouns and missing commas after introductory clauses), but spelling, capitalization, and paragraph indentation are consistently correct.

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Mr. Ray

Form Number
1109

I'm not in the Military but isn't that way there here, to protect our individual rights to be different? So why would you want to take our biggest freedom as teens, to be different? Our clothing and the way we look is our biggest freedom until we turn 18, until we graduate. How many people actually want to hear a teens voice, our freedom of speech? So we rely on our image as our main way to be different.

The uniforms would eliminate the problems that some people have with being made fun of because of there clothes, but I my self have never been made fun of because of clothes and I have not personally personally witnessed it. As a highschool student I think were mature enough not to take part in that sort of thing. Its expected of younger children but not of young adults. I think that if anyone was to be bothered it would be me because of the things I wear. I wear old band t-shirts, bands that most of my friends have never heard of, when I wear one they haven't seen they start asking who is that? They don't know who the band is I like, and they wear shirts representing the newest bands yet they don't make fun of me because the band I like is old. I personally try to not to wear anything considered "mainstream". I don't like to wear things everyone else thinks is "cool" or "hip".

That reason and "It will help concentration on school work to wear uniforms," are the only two reasons that I've heard. If I'm not comfortable

in the clothes that I'm wearing, I'm not going to be focused on work, I'm going to be focused on getting comfortable. Most of my friends, in my opinion are the same way, If there not comfortable there going to try to get comfortable. I know a few people like me that hate to look "Mainstream" or wear what "popular" people are wearing, so think of the people I don't know that think the same way, people who can't stand to look alike.

As teens we do listhen to different music, watch different shows, and do different things, but how many people are going to sit and home off what they listhen to or what shows they watched on TV last night. Image is the biggest way we express our selves, if that is took away how else will we express how different we are from each other? How else will we as teens express our selves, you decide.

Ideas Score: 3

The writer is focused on the assigned topic and persuasive purpose. The controlling idea (Why we should not require students to wear uniforms) is sufficiently developed with relevant supporting ideas (I haven't been made fun of for my style of dress, I can't concentrate if I'm not comfortable). The first supporting idea is well developed with a personal anecdote (rhetorical device). The second supporting idea, in which the writer tries to refute the claim that uniforms will increase concentration, is neither as well developed or as focused. The statement about looking "mainstream" does not support the premise that uniforms have an effect on concentration. The writer attempts to address reader concern by agreeing at the beginning of the second paragraph that uniforms might prevent *some* students from "being made fun of because of there clothes."

Organization Score: 4

The writer's overall strategy is effective: to refute the claims made about the benefits of uniforms by using his/her personal experiences and then extrapolating to other students. The introduction sets the stage by explaining how important image is to teenagers and how few outlets they have for expressing their individuality. The conclusion is also effective as it questions how teens can express themselves without being able to wear their own clothes. Ideas are sequenced appropriately as the body of the paper moves from the individual to teenagers in general. Related supporting ideas are generally grouped together except for the one stray reference to looking mainstream on the second page.

Style Score: 4

The impassioned tone of the paper is appropriate to the persuasive purpose. Word choice is precise and engaging ("If there not comfortable, there going to try to get comfortable." "How many people actually want to hear a teen's voice?"). Awareness of audience is consistent as the writer addresses multiple rhetorical questions to the reader ("How else will we express how different we are from each other?"). The writer's voice is consistent and distinctive ("I have not personally witnessed it."). Sentences are varied.

Conventions Score: 3

The writer demonstrates sufficient control of all three components of Conventions. The majority of sentences are correct although there are some run-ons at the beginning of the second page and a sentence beginning with "So" on the first page. Usage is generally correct with the exception of the wrong form of "they're," "we're," "taken," "our selves," and "it's." Most of the elements of mechanics are generally correct with the exception of spelling ("exspected, botherd, listhen, exspress").

Across the country uniforms in public schools have been a growing trend. However, this trend is not one most students like. The excuses for these criminally unfashionable garments are they promote unity and help students stay concentrated on their schoolwork. Although the uniforms seem like a good idea to promote unity and concentration on schoolwork, the theory is not a reality and will only cause an upset reaction from students.

One argument against uniforms is that they take away freedom to express individuality through clothing. The uniforms force students to wear the same thing day after day. The students who enjoy dressing originally will find this very monotonous. Being unable to utilize their clothing to express their personality will hinder their creativity and is very unfair. Even students who shop at department stores and popular shops and dress "normal" will be stopped from showing their own personal style and forced to wear the unfashionable uniform.

No teenager likes being told what to wear and having to unwillingly wear it everyday. The uniforms will make the students very unhappy because of the stifling of individuality and because they want to look their best and the uniforms inhibit that. I have some friends who attend schools

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they have to were their uniforms. None of them ever say they like the uniforms but how much they dislike them. I also do not want to be that frustrated with my apparel.

The defense and reasoning for the uniforms are so the students will pay attention in class and unity of the student body. Dress codes are already enforced to help keep students from being distracted from a student's chosen dress. The only unity the uniforms will promote will be against the uniforms. They will not be welcomed whatsoever by the students but met with moans and groans.

The whole theory of the effects of uniforms of the public school system is not a reality. Students want to express themselves through their clothing. They want to remain individual instead of wearing the same thing as their peers. The uniforms will steal the facet for individuality and self expression through clothing and upset the students.

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Ideas Score: 3

The controlling idea (we should not have school uniforms) is sufficiently developed. The supporting ideas (students will not like the monotony of uniforms, uniforms stifle self expression and creativity) are relevant and are developed with some examples (students won't look their best, uniforms will not promote unity), but some ideas are repeated from paragraph to paragraph. The writer does attempt to present and refute opposing viewpoints. The response contains enough information to provide a sense of completeness, but supporting arguments are not distinct.

Organization Score: 4

The writer's overall plan is appropriate to the persuasive purpose. The introduction sets the stage for the writer's position by stating why uniforms seem like a good idea but really aren't. The writer sequences his/her ideas by moving from how uniforms stifle self expression to how unhappy students will be to refuting the perspective that uniforms will promote unity in the student body. The conclusion is a summary of the writer's main points. Transitions are effective both within and between paragraphs.

Style Score: 4

The language and disgruntled tone are appropriate to the persuasive purpose. Word choice is engaging ("The excuses for these criminally unfashionable garments are they promote unity" "The only unity the uniforms will promote will be against the uniforms."). The writer's voice is consistent and impassioned. The writer's attitude toward the topic of uniforms is clear in every sentence.

Conventions Score: 4

The writer demonstrates consistent control of all three components of Conventions. Sentences are consistently correct, complex, and clear. Most elements of mechanics are correct with the exception of the spelling of "individality." Some of the word forms are awkward ("cause an upset reaction") or incorrect ("uniforms has been a growing trend," "students stay concentrated"), but these errors are minor and do not interfere with meaning.

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Dear Principal,

For years there has been this big debate about whether or not students should be required to wear school uniforms. The views presented by both sides are equally fair. It is certainly not wrong to say that uniforms would solve some problems, but it is also right to say that it harms individuality. Which way should we go?

As the wealthier kids walk through the halls wearing the more expensive clothes, those who can't afford such may feel a bit glum, and sometimes experience feelings of animosity toward their more affluent peers. Uniforms might just help to dispel negative first impressions, therefore allowing for at least some bridging of the gaps between the cliques. This could really be beneficial to new kids who may otherwise feel more out of place. Now, even with all these good things, there is a flip side to this.

When visitors walk into a high school that has not yet switched to uniforms, they can see many differences in the apparel of the student body. There are always the groups of kids who are fiercely individualistic. They love to show that they are unlike the majority of their peers. That gives them at least some satisfaction. What if the right to express themselves is taken away? At that point, they may resort to more unacceptable methods of trying to express their individuality. With such a trivial debate, the only solution is compromise.

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I propose that uniforms be required in public schools Monday through ~~Friday~~ Thursday. Allow Friday to be the day that all students are allowed to dress how they please, within reason. This will allow for both sides to have what they want, to an extend. Students will be able to express themselves, and uniforms will still be instituted.

I sincerely hope you will consider this as an alternative to the status quo.

Sincerely.

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Ideas Score: 4

The writer effectively addresses advantages and disadvantages of uniforms before proposing a compromise solution (wear uniforms Monday through Thursday). Supporting ideas (some people can't afford to buy expensive clothes, required uniforms may cause individualistic students to express themselves in unacceptable ways) are well developed with specific examples and details. The paper contains complete information as the writer demonstrates how the compromise solution will address the arguments for both sides of the issue.

Organization Score: 4

In the opening paragraph, the writer introduces both sides of the issue (uniforms solve some problems but harm individuality). Related ideas are grouped logically in the body paragraphs (argument in favor of uniforms, argument against uniforms, compromise). After proposing a compromise, the writer ends the paper by asking the principal to consider the alternative solution. Varied transitional elements link parts of the paper and ideas within paragraphs ("As the wealthier kids," "When visitors walk," "I propose," "Now," "At that point," "there is a flip side").

Style Score: 5

The writer demonstrates sustained awareness of audience throughout the paper ("Which way should we go?" "I sincerely hope you will consider this"). Word choice is consistently varied, precise, and engaging. Carefully crafted phrases create a sustained tone and advance the writer's argument ("Uniforms might just help to dispel negative first impressions, therefore allowing for at least some bridging of the gap between cliques," "experience feelings of animosity toward their more affluent peers," "fircely individualistic"). The writer uses an extensive variety of sentence lengths, structures, and beginnings. The writer's concerned, compromising voice is sustained and appropriate.

Conventions Score: 5

The writer demonstrates full control of the components of Conventions. Simple, complex, compound, and complex/compound sentences are consistently correct, and all elements of usage and mechanics are demonstrated.

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Principal James Carter:

It has come to my attention that you are debating whether to give us uniforms or not. I realize that this is a tough decision to make, and I'd like to offer my opinion. You are probably asking, Do I take control of what the students wear to school? Is it wise to continue allowing them to choose their apparel? There are definitely pros and cons that go with this issue, but in my opinion, the advantages far outweigh the disadvantages. A uniform dress code should be enforced.

Private schools are the chief pioneers in the uniform debate, going out on a limb by enforcing a uniform dress code. I myself have had the opportunity to shadow at a private christian school, and I must admit, what I saw was encouraging. Wearing the same clothes puts everyone on the same social level automatically. Naturally, the "higher rank" teens feel it puts them above others to wear a certain brand name. With uniforms, these self-elected "gods" and "godesses" are put forceably onto the same level as everyone else. This provides for a discrimination free classroom, and makes everyone feel better about themselves. A smaller but still important advantage is that uniforms eliminate the much-to-common dress code violation. I myself am tired of boxers hanging out and have had more then my fill of spagetti straps, and I believe uniforms could take care of that issue.

I wager that you are asking yourself: Am I allowing my students to be their own person by enforcing a uniform code? Are teens not mature enough to decide what to wear every morning? Every day I see a skirt that's too short and pants down to a guys knees. It's obvious that kids cannot exhibit the

maturity it takes to dress modestly. People argue that uniforms take away a child's method of individual expression. One thing that kids and adults alike don't seem to realize is that there are other, less offensive ways to express individuality. You don't have to dress in all black to let people know that you are unhappy. Uniforms will encourage individuality through personality rather than apparel.

The final question in this debate is this: Do Lassiter students have enough maturity to healthily express themselves? When I walk down the hall and look at everyone, the obvious answer is no. These students were given a dress code to follow, and simple rules to uphold. They have chosen to disobey. Now I implore you to do what you must to fix this problem. Tell these kids what they wear every day. Perhaps it will show kids the correct method of expression. Perhaps it will make every kid feel worthy of the other's company. Perhaps it will make Lassiter a better place.

Sincerely,

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Ideas Score: 5

The writer's controlling idea (students should be required to wear uniforms) is fully developed. The writer presents a logical argument with fully developed supporting ideas (wearing uniforms provides for a discrimination free classroom, teens aren't mature enough to decide what to wear, there are other ways to express individuality). The supporting ideas are fully elaborated with specific, logical examples (the private school example, specific clothes that are not appropriate). The response contains an abundance of relevant information that fully addresses counter arguments and reader concerns (how to express individuality, whether teens are mature enough).

Organization Score: 5

The introduction engages the reader (posing possible questions the principal may ask) and sets the stage for the writer's argument. Ideas are presented in a clear and logical order. The writer first cites private schools as an example of how uniforms work, then describes the advantages of uniforms, then addresses a possible counter argument (individuality), before concluding that students are not mature enough to express themselves through their clothing choices. The conclusion provides closure without repetition and calls on the principal to require uniforms. The writer uses varied and effective transitional devices to link all parts of the paper

Style Score: 5

The paper contains varied, precise, and engaging language ("higher rank," "automatically," "spare-tire midriffs," "enforcing a uniform code," "chosen to disobey," "modestly," "discrimination free," "I wager that you are asking"). The writer uses an extensive variety of sentence lengths, structures, and beginnings. Audience awareness is demonstrated throughout the paper ("You are probably asking," "I implore you to do what you must to fix this problem"). The writer's concerned voice is sustained throughout the response.

Conventions Score: 5

The writer demonstrates full command of the components of Conventions. Simple, complex, compound, and complex/compound sentences are consistently correct. Usage and mechanics are also consistently correct in a variety of instances.

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Dear Sir:

Having heard your plans to enforce a uniform dress code among students at our school, I feel that I must protest and petition you to reconsider your plan before implementing it.

You stated that a required uniform dress code would decrease or eliminate segregation between various social groups in this school. I cannot deny that segregation or even tension exists between these groups, nor that attire seems to be a defining variable among these groups. Having observed myself and my fellow classmates, I have found that this voluntary segregation between social groups is a natural psychological phenomenon, resulting from numerous deviations in ethnicity, affluence, culture, personal interests, and social preferences. Relative uniformity in the attire of each of these groups is apparent, but the social tendency to form these cliques will be present with or without required uniforms.

Many teachers have argued that uniforms would greatly enhance the performance of their students, but once again I feel that I must disagree. Intentionally disruptive attire would certainly have a negative impact on overall performance, but our current dress code has effectively eliminated most or all of such instances. While a select few students probably would benefit from uniforms, an equal number would be affected negatively, and a large percentage of students would remain apathetic. For a large number of students, uniforms would only increase the monotony of school, likely resulting in an alarming rate of depression among students. For some students, myself included, uniforms would only reinforce the notion that the public school system sees us as nothing more than an identification number and a series of test scores; a salary for today and social security for tomorrow. Creativity in the arts is already in decline, and if the school system takes away our ability to express ourselves in our apparel in addition to discouraging us from studying fine arts and forcing us to write in a detached, formulaic manner, we as Americans may be sacrificing our culture for better test scores.

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In all honesty, most of the students here will soon find themselves in an office job that enforces a similar uniform dress code, so they will not be affected in the long run. If we were to force that notion into the minds of the students at an early age, they will likely abandon hope of greatness and settle for mediocrity that has become so familiar to them. If that were the case, would we be any different than the Communists that our government so ardently fought during the Cold War?

Annotations for Persuasive Paper 11

Ideas Score: 5

The writer's controlling idea (do not implement a dress code) is fully developed. The writer mentions two potential arguments in favor of school uniforms (uniforms may eliminate segregation between social groups, and uniforms may enhance student performance) and then thoroughly demonstrates how these arguments are not valid. In addition to addressing counter-arguments, the writer further explains how uniforms would increase the monotony of school and reinforce the notion that students are "nothing more than an identification number and a series of test scores." The response contains an abundance of relevant information with specific, logical examples, details, and evidence.

Organization Score: 5

The overall plan is effective. The writer logically sequences his/her supporting ideas moving from stating a position to how uniforms will not decrease "segregation" to how uniforms will not increase student school performance. The introduction sets the context of the argument. The conclusion provides closure for the writer's argument. Related ideas (cliques, school performance) are grouped together. Transitioning extends beyond the use of transitional words and phrases; nearly every new idea is linked to a previous idea in the paper.

Style Score: 5

The impassioned tone is sustained throughout the paper. Word choice is extremely varied, precise and engaging throughout the paper ("eliminate segregation between various social groups," "numerous deviations," "Relative uniformity"). The writer uses rhetorical questions to engage the reader ("If that were the case, would we be any different than the Communists that our government so ardently fought during the Cold War?"). Awareness of audience is sustained throughout the paper as the writer addresses the reader ("You stated that a required uniform dress code. . ."). The writer's voice is evocative and audible throughout the paper ("again I feel I must disagree"). There is an extensive variety of sentence lengths, structures, and beginnings.

Conventions Score: 5

The writer demonstrates a full command of the components of Conventions. Simple, complex, compound, and complex/compound sentences are all formed correctly. The paper contains a variety of subordination and coordination strategies ("While a select few students probably would benefit from uniforms, an equal number would be affected negatively, and a large percentage of students would remain apathetic." "Creativity in the arts is already in decline, and if the school system takes away our ability to express ourselves in our apparel in addition to discouraging us from studying fine arts and forcing us to write in a detached, formulaic manner, we as Americans may be sacrificing our culture for better test scores."). All elements of usage and mechanics are consistently correct in a variety of contexts.

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Part XI: Additional Practice Papers

1. Score Sheet for Persuasive Practice Papers
2. Persuasive Practice Papers 1-10
3. Answer Key for Persuasive Papers

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Score Sheet for Persuasive Practice Papers

Paper #	Ideas	Org.	Style	Conv.
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

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Dear principal,

School uniforms would present both positive and negative consequences to your school. Within your school, uniforms could create a sense of discipline, allow some individuality within the guidelines of a dress code, and a uniform could eliminate certain forms of descrimination. School uniforms would be an excellent decision, as long as it doesn't require a set of clothes that every student must wear daily. Uniforms would primarily benefit the school by making students more diligent in their schoolwork through a new discipline. The uniforms would be an overall positive addition to the school.

A set uniform would create a complete sense of discipline. The discipline would arise from the teachers and administrators being strict in keeping the students in concordance with the uniform code. The code would certainly make students focus more because the distraction of clothes would be taken away. This will actually boost the overall average of the school since students would likely make better grades. Discipline in a school means that there is order in a school. Order is one of the greatest necessities represented by a successful school. Without order, teachers couldn't perform their jobs correctly. From a discipline standpoint, uniforms would be a substancially significant addition to the school.

Within the code, rules could be altered to fit the needs of the school. The uniform doesn't have to be so strict that each student is forced to wear identical clothes each day. Instead, rules could be somewhat lenient in order to allow the individuality custom to a public school. Students would be able to wear their uniforms in certain ways to express their individuality while staying appropriate to the code. Rather than a strict, closed-minded uniform, students could be required to follow a dress code that would allow more

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Persuasive

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variations than a uniform. The idea of a dress code or lenient uniform would allow students to express themselves through how they wear their clothes.

With a strict uniform or dress code, certain discriminations involving clothes could be eliminated. Students tend to develop cliques by a certain style of clothes. With a set uniform for every student, there could be no descrimination by clothes. Even with a semi-strict dress code, this could be almost eliminated. However, there will always be some sort of descrimination within a public school. Uniforms would increase school unity, that is necessary for a successful public school.

Uniforms are an enormous decision that principals are faced with. If the decision is made to wear uniforms, students will most likely not approve. Uniforms or a strict dress code would be beneficial despite what students might think. They would bring order, while allowing individuality, and create a strong school unity. School uniforms would even simplify the job of teachers, while disciplining and preparing students for the future. Uniforms would be a significant decision to accept for our school.

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Dear Principle,

     I think we should have the uniform worn everyday because it will help stop the boys and girls from wearing their clothes with bad things on them, But, one half says that we shouldn4 wear the uniforms. We should wear our on clothes that express our behavior, mind, and attitudes. I'm better off wearing my clothes I bought than wearing those uniforms. If we do wear them uniforms. I will not be coming to school then. If we can wear our on clothes to school I will be coming to school.

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To whom it may concern:

As I am part of this school, I feel like I should have a say on some of the rules. I believe we should have school uniforms, and I think you should do all you can to make uniforms our new and much better dress code. I have many reasons to support my beliefs, and I'll expand on some of them for you now.

The biggest and most important reason is that I know it will make our whole student body feel equal, as we should, because in God's eyes, we are all equal. As we are a good Christian-based school, I think uniforms could cut down on the amount of people who feel like they just don't belong. It will stop the less fortunate people from getting bullied and picked on, just because they don't have the coolest clothes or the most expensive shoes.

As for the many students that argue that it may prevent them from expressing their individuality, school is a place for learning. It is not the red carpet; no one should care what you're wearing. The reason of school is strictly to learn. Uniforms may help students to concentrate because they won't be fussing

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with their clothing.

    Alas, I do think that requiring a uniform will drastically lower the amount of dress code violations. The problems of sagging pants and too-short minis will be gone, eliminated by the new school uniforms.

    I hope that you consider my point of view when deciding whether or not to require a uniform.

                With hope of a change,

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Do uniforms in schools truly help the students concentrate on their school work? I believe this situation should be left to the educators' decisions, but at Davidson Fine Arts there is no need for uniforms. At many schools, dress code is being broken and the only way to stop that is to inforce that uniforms be worn. At Davidson Fine Arts School the students have only one problem and that is our shirts not being tucked in.

When I was at Curtis Baptist School we were made to wear uniforms. We were to wear a red or white collared shirt with khaki or navy blue pants. That was the most uncomfortable experiance of my life. I was not focused on my school work, but on how goofy I thought I looked. I realized how we all kind of looked the same. It reminded me of robots, all exactly alike and told to do something.

When uniforms are worn, people tend to look alike. Wearing your own clothes is a source of individuality. Many peoples' attitude and personalities are defined by how they dress. If you see some a student in a jacket that you like, you are more than likely going to go up and talk to them. This is how you determine someone's personality. When you form more friends, you are socially healthy and you are not so lonely, which can cause major distraction in school.

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I believe that a dress code is needed more than uniforms. If dress code is followed, then students can still dress in their usual everyday clothes. In order for a dress code to work it needs to be inforced, or else it can cause a lot of distractions in school. Here at Davidson, the only rules usually broken are wearing hats and not tucking our shirts in, which are very minor compared to what they could be if the dress code was not inforced.

Many teenagers, around the country depend on their clothing. Mainly, for confidence and self-assurance. I know that if I wake up in the morning and I am wearing a stylish outfit to school, I feel confident and ready to learn. Self-esteem is important in a teenager's* life. There can be many dangers by low self-esteem and this is why we need to keep our dress code and not use uniforms. This is for me and for the rest of the students at John S. Davidson Fine Arts school.

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Dear principal,

School Uniforms should not be allowed at High School. You'll never get to wear what you would like to wear. Everyone would have to wear the same thing. School Uniforms should be only for elementary schools. Their parents wouldn't mind. They would love for their kids to wear uniforms they could save money. Uniforms are for people that really don't have money, and would like to save as much money as possible. When I was in middle school we had to wear uniforms I didn't like it because everyone looked the same. We all had to wear the same thing and colors. Uniforms are just a waste of money. If you buy them and wear them the next year you'll have to go get more because the previous ones have gotten to little. Uniforms are not good for high school students. They are not going to wear them. They may drop out if we had to wear uniforms. It's going to be a waste of money. If they do decide to get uniforms they should have a meeting with the parents, and have an equal vote and the majority should win. I really wouldn't want uniforms. They're not saving money. Every individual should wear his or her own clothing. What if the parents have already bought their children clothes for the next school term, and all of a sudden the principal send a letter out saying we will be wearing uniforms. The parents would get so mad they may call the school and tell the principal their child will be wearing their original clothes they already

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Spent their money on. If they decide to wear uniforms they should have a meeting or send letters to the parents ahead of time. Everyone parents may not want their child to wear Uniforms. When I was in middle school we had to wear Uniforms, and the next year they was back in their everyday clothes. I say Uniform is a waste of time. High school Students should not wear uniforms. We are old enough to wear what we want to wear. We can get jobs to buy our on clothes. The parents wouldn't mind buying our clothes.

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Dear Principal,

It has come to my attention that you are considering getting uniforms for our school. Although some prefer uniforms, personally, I am against them. I do not recommend uniforms for a variety of reasons. First of them being that when students are forced to wear uniforms, they lose their sense of self and feel like just another face in the crowd. Uniforms can also be expensive, and there some families that do not have access to the funds they would need to buy the uniforms. Lastly, uniform could change potential students' minds about attending our school. ~~According to a recent poll, 67% of students that wear uniforms wish that they did not have to wear~~

According to a recent poll, 67% of students that are forced to wear uniforms wish that they did not have to wear them. Some claim that by wearing the uniform, their individuality becomes non-exitant. They claim that when the administrators of their schools forced uniforms on them, they did not have the students in mind, only the parents. In another poll, 49% of parents whose children wear uniforms say that now they wish the uniforms were not mandatory. It seems like one thing that parents and children can agree on is no uniforms. Getting the uniforms will only upset more people and that will only get the school board more calls from unhappy parents.

We all know that the main reason parents want uniform is so they can stop buying their children the expensive clothes they want. Parents never think that buying uniforms can be just as expensive. There are students attending this school whose parents can barely pay rent or buy enough food. How would these parents be able to afford uniforms for their children? It's not as if uniforms are free and you only need one pair of the bottoms

and one top. No, no, no, when your child has to wear a uniform everyday, they need multiple uniforms. This could put them in even deeper dept and possibly even put them on the streets.

Pretend that you have just moved here from a small, poor town. Your parents are deciding between two houses that are in different school districts. They allow you to make the decision. The first school you visit does not have uniforms, the second does. Of course you pick the first. If someone were to walk into a school, public or private, and see everyone in a uniform, they would not want to go there. They would stereo-type and say that all the students there are rich and rude. Clothes say alot about a person and with uniforms, everyones clothes would say the same thing. People don't want to go to a school where uniforms are mandatory. Class sizes would go down, SAT/ACT scores would go down, and this school would no longer be one of the most desirable schools to attend.

As you have hopefully realized, uniforms would not be good for our school. You have now read my arguement and I hope that you will reconsider not getting uniforms. I assure you that I am not the only one whom feels this way. Before you make your final decision, please think of the pro's and con's once more. Thank you for your time.

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Should the students at our school wear school uniforms? The students would not want to wear them, because they would rather wear other clothes. If we did have to wear school uniforms, we would have to wash them everyday and it gets really old and tiring. The three reasons why we should not wear school uniforms at our school are to look nice, to play sports in, and get tired of wearing them.

My first reason is to look nice. We do not want to wear the same thing everyday. For example, we are at lunch and we spill some food or a drink on ourself, we would have to wear it for the rest of the day. The clothes, we wear today, are more fashion than the school uniforms. That is all for my first reason, let us go and look at the next reason.

To play sports in is my second reason about school uniforms. It is really hard to play sports in school uniforms, because sometimes we have to play hard to win. For example, in tennis, we are really hot, sweaty, and want to take our school uniform's off, we do not have extra clothes

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to play in. We can not practice in school uniforms, because it is just practice, so we would like to bring our clothes from home. That is enough about my second reason, here is my last and final reason about school uniforms.

My third and final reason would be that we get tired of wearing school uniforms. Students should decide if we do or do not need to wear school uniform. For example, we would be wearing the same school uniform everyday and also be washing these school uniforms everyday. Would the teachers ~~and~~ be tired of wearing school uniforms everyday? Some of the teachers would, but some really would not care. For example, we would have to wear school uniforms to field trips that would seem to get really tiring to wear. That is all about my last and final reason.

Those are my reasons why we should not wear school uniforms. They can really help us in our life. Students would like to wear them, but some would not want to wear school uniforms. The students, at our school, should decide if we should wear school uniforms or we can vote to see if we want to. Do the teachers and students from different schools would like to wear school uniforms?

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I think that we sould not wear uniforms because People will Pick on other and thin when it is cold out siad the girl can't wear Pants and ✖ the boy could the girls would have to wear skirts to school and most People don't like to get Picked on some People will get mead about it and want ✖ to fight some People's body are not made to wear a uniform the uniforms are not cut to fit some body types. Some girl mom want lit them where a skirt. Some People are to fat and you would have to get a special made uniform for them. I think that we need freedom of choice or our on because this is a Public school

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Dear Prinipal Of Ohio High Sh School

Would You Consider My Point of view about School uniforms. Here are some of my Points of view. Concentration at school, Increase test score, tp, and how the students feel about school uniforms. If You would read with me about my Points of view.

One of my Points of view is concentration. I think that if the students wear the uniforms will let the students concentrate more on their school work. The students will think less about being in a gang. That was my Point of view on concentration.

The Second is test scores. The students will feel comfortable during the test. If the students doesn't wear uniforms, the students twear their clothes the test score will decrease. If the Students wear uniforms their test scores will Increase. And that was my Point of View.

The third is how students feel about uniforms. Some Students feel like its not nessary to weare the uniforms. Some might feel they don't have any Freedom of what they can't or can wear. That was my third Point of view.

Te Therefore those were some of my Points of view about School uniforms. Please consider going over those Points of view with teachers, & Board of Education.

Sincerly

10$^{\frac{th}{}}$ grade

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If our school had uniforms I would think that it was a good idea. One reason is because it would be cheaper for you to go shoppin for cloths for school. You wouldn't have to wash cloths as much + no one would get made fun of the cloths they wear. I think uniforms would be the best thing for or School.

Uniforms is a great idea for our school. No one would get mad fun of the clothes they wear. One time I wore a pair of cheap shoes + everyone made of them. This made me really mdd + ruined my day at schal. When your mad or if your having a really bad day you dont do good in school + I think uniforms would help stop this problem.

Distractions would probably never happen that much if our schol had uniforms. I've been distracted in class before because of a attractive girl who wore a short skirt. If there were uniforms this probably wouldn't happen. I think half the time a student is distracted its because there talking to someone, a student is acting up in class + there langing or there to busy looking at some girls or guys clothes.

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1109

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Uniforms would make it easier to figure out what you want to wear in the morning. This would give you a better sleep. You wouldn't be up all night thinking about what your gonna wear tomorrow at school. This means you could sleep later than normally.

Uniforms would be the best thing for our school. There would be less distrations in class. It would be really cheap for your parents. You wouldn't have to worry about what your gonna wear to school. You wouldn't get made fun of what you wear & most of all it would make your school look very fancy

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Answer Key for Persuasive Practice Papers

Paper #	Ideas	Org.	Style	Conv.
1	5	5	5	5
2	1	1	1	1
3	3	3	4	4
4	4	4	4	5
5	2	2	2	3
6	5	5	4	4
7	3	2	2	3
8	1	1	1	1
9	2	2	1	2
10	3	3	3	3

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Part XII. Writing Instruction Resources

The following resources were recommended by Georgia educators.

Author/Publisher	Title
Janet Allen	*Tools for Teaching Content Literacy*
Jim Burke	*Writing Reminders*
Ross Burkhardt	*Writing for Real: Strategies for Engaging Adolescent Writers*
Ruth Culham	*6+1 Traits of Writing The Complete Guide Grades 3 and Up*
Nancy Dean	*Voice Lessons: Classroom Activities to Teach Diction, Detail, Imagery, Syntax, and Tone*
Sharon Hamilton	*Solving Common Writing Problems*
Ralph Fletcher	*A Writer's Notebook: Unlocking the Writer Within You*
Ralph Fletcher	*How Writer's Work: Finding a Process that Works for You*
Ralph Fletcher	*Live Writing: Breathing Life into Your Words*
Ralph Fletcher	*Poetry Matters: Writing a Poem from the Inside Out*
R. Fletcher & J. Portalupi	*Writing Workshop - The Essential Guide*
Great Source	*Write for College*

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Writing Instruction Resources

Author/Publisher	Title
Brock Haussamen	*Grammar Alive!*
Jane Bell Kiester	*Blowing Away The State Writing Assessment Test*
Barry Lane	*After the End: Teaching and Learning Creative Revision*
Linda Rief	*100 Quickwrites*
Tom Romano	*Blending Genre, Altering Style*
Tom Romano	*Writing with Passion*
A. Ruggers & G. Chrisenbury	*Writing on Demand*
Edgar H. Schuster	*Breaking the Rules: Liberating Writers through Innovative Grammar Instruction*
V. Spandel & J. Hicks	*Write Traits: Advanced*
P. Sebranek, V. Meyer, & D. Kemper	*Write for College*
Constance Weaver	*Teaching Grammar in Context*
Alan Ziegler	*The Writing Workshop Vols. 1 and 2*
William Zinsser	*On Writing Well*

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Writing Websites

Website	URL
Colorado State Universities Online Writing Lab	www.writing.colostate.edu
Exemplars: Developing Writers	www.exemplars.com/materials/rwr/index.html
Learning-Focused Writing Assignments K-12	www.learningfocused.com
Purdue University's Online Writing Lab	www.owl.english.purdue.edu
ReadWriteThink	www.readwritethink.org
Write Source	www.thewritesource.com
The Writing Site	www.thewritingsite.org

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