

Part II
Scored Sample Essays with Annotations
Grade 11 Persuasive Essay #1

After-School Jobs

I'm sitting in eighth hour the last hour of the day. I often find myself dreaming about what will happen tonight at work? Are we going to be busy or are we going to be slow? After-school jobs are very good for these reasons: students can save up money for college, students would become more responsible, and students would get prepared for the real world. Although after-school jobs can be harmful most are meaningful to young adult as they grow up.

Students could save up extra money for college. The more hours' students' get on the job will allow them to get better pay. Some students already have a savings account or can open one. Then add money into the account out of every paycheck so they save back extra money for emergencies. Students are going to need money for housing, college books, and food while in college. So why not have after-school jobs to save up money and it would also make them more responsible.

Students would become more responsible. Having a after school job would make students better listeners. Students wouldn't have to rely on their parents much anymore. After-school jobs keep a lot of troubled students out of trouble. By getting a job at such a young age it can get you responsible and prepared for the real world.

After-school jobs get students prepared for the real world. When students get jobs they have to go to interviews and the ones that haven't had a job before might not have such a chance of getting hired. The students become more aware of situations that can occur and knowing how to handle them properly. They would know how to work with others and how to talk to the employers better than other students that haven't had jobs before. Why not let students have after-school jobs it would help them be prepared for their future.

Some might think after-school jobs are bad but there really not. Students would work to many hours during the week. During the school week I work a lot less but on weekends I would a lot more just to pick up extra hours and pay. The jobs will take away time from their homework time and they won't get it done. They have classes now that students can get help with homework like a study hall if needed. Students will waste their money instead on using it wisely. Most students I work with have saving or checking accounts that they put money into every time we get paid so they save money back. After-school jobs can be bad to most but it had made me a better person today and had prepared me for the real world.

Although after-school jobs can have a bad affect on some it can be very helpful to some troubled students. After-school jobs are very good for these reasons: students can save up money for college, students would become more responsible, and students would get prepared for the real world. So, here I am once again sitting in eighth hour, day dreaming about work again! What will it be like on this Friday the thirteenth night?

6-Trait Scores:

| | |
|--------------------|---|
| Ideas and Content: | 3 |
| Organization: | 3 |
| Voice: | 3 |
| Word Choice: | 3 |
| Sentence Fluency: | 2 |
| Conventions: | 3 |

Scorer Commentary:

Introduction attempts to invite reader, and conclusion returns to the initial “hook” with an added twist.

However, the introductory reader “hook” does not flow well into the thesis statement that follows it. Writer takes a definite position and offers support for it.

Writer considers opposing views and responds briefly to each, but the views are listed in a perfunctory way with no coherence devices or organizational arrangement to express their relative importance.

Writer remains engaged, recognizes the audience, but sometimes seems monotonous, mechanical, and formulaic in tone.

Words convey the message but sometimes poor wording and awkward sentence construction interfere with meaning.

Writing shows control over simple sentence structures, but has difficulty with terms of comparison and gerund phrases as subjects.

End punctuation is effective except in two instances of rhetorical questions, an instance of an indirect question, and one run-on sentence.

Spelling generally effective but needs to distinguish “to” from “too” and “they’re” from “there”.

Suggestions for Revision:

During a conference with student, recognize the attempt to develop a reader “hook” and suggest a better way to transition to the thesis.

Recognize the good effect of considering opposing points of view in paragraph 5, but suggest some ways to arrange objections and responses to them in a more coherent way. Would an order of importance work here?

Recognize attempts at transitions from paragraph 2 to 3 and 3 to 4 and suggest less mechanical techniques. Expose student to a variety of transition devices.

Use sentence-combining techniques and coherence devices to establish better sentence fluency.

Point out how to convert gerunds to sentence subjects to avoid use of “dummy subjects”.

Point out run-on sentence, indirect question, and rhetorical questions. Ask for correct punctuation.

Point out incorrect spellings for “too” and “they’re” and incorrect use of apostrophes. Ask for correct spellings.

The writing is already well developed and is a good example of a piece ready to be scored by the general-education rubric, where student feedback can be expanded. Use the general education rubric with the student to evaluate the piece and determine what can be done to move the piece to the next level of the general education rubric scale. Determine whether those changes can or should be done at this time.

Part II
Scored Sample Essays with Annotations
Grade 11 Persuasive Essay #2

Dress Code at Schools

To change dress code to allow to wear the blue bunny shirts. To have a longer lunch hour at all the schools in the U.S.A. To allow you to wear what ever you want to in the U.S.A. always. To allow to wear shaggy pants at school all ways all the time any wear at very school in the U.S.A. To wear every shorts shorts. To be able to go to the bathroom when you have to go to the bathroom. People have complained about the dress code. To have more hours of school

6-Trait Scores:

Ideas and Content: 1
Organization: 1
Voice: 1
Word Choice: 1.5
Sentence Fluency: 1
Conventions: 1

Scorer Commentary:

This example of “prewriting” contains one complete sentence and seven infinitive fragment phrases that list school rule changes the writer would like to see.

Three of the statements do not pertain to the dress code, the subject of the piece.

Of the remaining five statements, two are general, and three are specific.

Of the two general statements, one poses a problem and one poses a solution.

Suggestions for Revision:

In conference with the student, list all eight statements and ask student to select which ones do not pertain to the topic of dress codes. Eliminate three statements.

In conference with student, explain the difference between “general” and “specific.” From the paragraph ask the student to distinguish two general statements from three specific statements.

Ask the student, “Which general statement poses a problem, and which general statement offers a proposed solution?”

Ask the student, “Which order should come first in the writing—‘problem’ statement or ‘solution’ statement?”

Point out that the problem statement is already a complete sentence, but the other statements are not complete sentences. Ask the student to make the solution statement a complete sentence by adding a complete subject and verb. “Who should allow?” (Ex. “The school should. . .”). Ask the student whether that is what he/she thinks. If so add the words “I think” before “the school should. . .”

From the paragraph, ask the student to construct a complete sentence giving three examples of clothes that the school should allow.

Ask the student to construct a new sentence that will end the paragraph by stating why these particular clothes should be allowed.

Review correct spelling of “wear,” “where,” “anywhere,” “want,” “always,” “be able,” “whatever,” and “complained.” Distinguish uses of “very” and “every,” “all ways” and “always.”

Finally, use the rubric with the student to evaluate the organization, the ideas and content, and the conventions of the new revision. Ask “What does the rubric say can be added to move the piece along in development to the next rating level? Can or should any of those changes be made to the piece at this time?”

Part II
Scored Sample Essays with Annotations
Grade 11 Persuasive Essay #3

Dear Mr. D _____,

Kids should wear what they want to in school. I'm writing about how [our] high school got rules about the way we dress. Like for example, like we can't wear rags because they gang relateinte or we can't wear a whole dickie suit because its gang related. The evidence is that they could come in the school in start fights or they could have a gun. The second reason is we can't wear corn shorts because it was a gang down here that was called corn click. Third, is that we can't wear wallet chains because its gang relate or gloves because they gang relate. Tell you the truth, I don't know way we can't wear it but I think some of them things we wear are not apprence but some should be. The things we wear is just how we feel committable about the way we dress in it feints us in our style or swag so I think we should be apple to wear want we feel that is all right for use. In conclusion I don't know why the school don't like the way us teens dress because we like to dress how we want to. In them can't change having our own style express our self. So I think they should let use dress how we want to

6-Trait Scores:

Ideas and Content: 2
Organization: 2.5
Voice: 3.0
Word Choice: 3.0
Sentence Fluency: 1.5
Conventions: 1

Scorer Commentary:

Organization has recognizable beginning, middle, and end.

Writer expresses a clear position.

Writer recognizes opposing view, reviews three existing prohibitions and responds to them.

Writer offers a rationale for writer's position.

Writer offers a strong summary argument in the conclusion.

Writer uses coherence devices effectively ("Like for example," "the evidence is," "the second reason is," "third," "Tell you the truth," "In conclusion").

Voice is actively engaged, sincere, individualistic, and the tone is respectful to the audience but still firm in its conviction.

Word choice demonstrates a knowledge of specialized vocabulary appropriate to the personal style argument ("rags," "whole dickie suit," "corn shorts," "wallet chains") and the social situation ("a gang down here that was called corn click").

Some dialectal elements of non-standard English ("it was a gang down there," "they gang relate," "tell you the truth," "the way us teens dress," "some of them things we wear," "feints us in our style or swag," "In them can't change having our own style express our self.") may actually enhance the authenticity of the expression and stylistically support the argument that the school can't change the way teens express their uniquely individual style—even in their personal language.

End punctuation generally accurate and effective.

Spelling often interferes with meaning: "relateinte" for "related," "in" for "and," "no way" for "know why," "apprence" for "appropriate" (?), "committable" for "comfortable," "apple" for "able," "want we feel" for "what we feel," "use" for "us".

Paragraphing conventions not used to signal for the reader the structure of the piece.

Suggestions for Revision:

Have essay typed as is on the computer. In conference with the writer, ask the student to identify the conclusion on-screen. Separate from the rest of the writing by indenting for a concluding paragraph on-screen.

Ask the student to identify on-screen the section of the piece that addresses the rules. Separate that section from the rest of the writing by indenting a paragraph for it on-screen.

Ask the student to identify on-screen the section that offers an explanation or justification for why students should be allowed to wear what they feel is right for them. Separate that section from the rest of the writing by indenting a paragraph for it on-screen.

The first sentence is already indented and exists by itself as a paragraph. Ask the student if he or she wants to add to the first sentence a general statement that suggests to the reader how the writer intends to address the dress code issue. For example: reviewing the current rules and offering a rationale for why students should have the right to decide their own dress code.

Having set up the advance organizer in the first paragraph, ask the student if any revision is needed in the transition into the second paragraph.

Have the student correct the spelling of those words that interfere with meaning.

Ask the student to read the piece aloud and make any other changes that would make the argument clearer or stronger. If the student does not change the dialectal style on his or her own, do not attempt to convert it to Standard English. Doing so may well destroy the authentic voice, the tone, and even the persuasive argument of the piece, where the issue itself has everything to do with individual expression.

Finally, use the rubric with the student to evaluate the organization, the ideas and content, and the conventions of the new revision. Ask “What does the rubric say can be added to move the piece along in development to the next rating level? Can or should any of those changes be made to the piece at this time?”

Part II
Scored Sample Essays with Annotations
Grade 11 Persuasive Essay #4

After-school Jobs

I'm going to talk about earning money, learning jobs skills and being responsible for your job.

I earn money because I want to buy stuff. With out having to ask my parents for money. You will feel better when you work for it. You can buy gifts for people like friends or love ones or to get a house or car.

Learning jobs skills help you in the real world when you get out of your parents house. You can't learn jobs skills in school only on the job. You can learn how to do different jobs so you can do it. Like dealing with customer in a restaurant. Being responsible for your parents to trust you more. To get a good step towards getting the job you spend you're entire life on, Get your bill turned in on time. So you can move out of your parents house and start your own life.

So get off your butt a get busy on getting a job so you can pay for a sweet ride. To go to college and get an education. So you can meet your goals.

6-Trait Scores:

| | |
|--------------------|---|
| Ideas and Content: | 2 |
| Organization: | 2 |
| Voice: | 2 |
| Word Choice: | 2 |
| Sentence Fluency: | 2 |
| Conventions: | 2 |

Scorer Commentary:

Writer's position is evident but not clearly stated at the outset. Instead, the advance organizer introduces a discussion about money, learning job skills and being responsible for one's job. Rationale for having a job is evident ("to buy stuff without having to ask parents for money," "feeling better when you work for it," "buying gifts," "paying for a house or a car," "learning job skills on-the-job," "being responsible for your parents to trust you more," "paying for a sweet ride," "going to college," "meeting your goals").

Opposing view not considered.

Organization has clear beginning, middle, and end.

Conventions of paragraphing signal most of the structural sub-points, but not all.

Argument is functional but not compelling.

Writer offers personal experience and has some engagement, but expression is at times mechanical and monotonous.

Sentences are readable, but many fragments make the reading choppy.

Colloquial tone ("so get off your butt," "I earn money because I want to buy stuff.").

Suggestions for Revision:

In conference, bring up the piece as-is, on computer screen, and point out that in the first paragraph the writer has identified three points for discussion: "earning money, learning job skills, and being responsible for your job." Ask how the paragraphing sets off those three points. Where is additional paragraphing needed? Make changes as student designates.

Point out that conclusion clearly states the writer's position: "get busy on getting a job". Ask if that position is clearly stated at the outset. Can the writer state that position more clearly in the first paragraph? Make changes as student designates.

Use sentence-combining techniques to eliminate fragments and choppiness. Make changes as student designates.

Ask student to read the piece aloud and make any changes that would enhance clarity and expression.

Use the rubric with the student to evaluate the organization, the ideas and content, and the conventions of the new revision. Ask "What does the rubric say can be added to move the piece along in development to the next rating level? Can or should any of those changes be made to the piece at this time?"

Part II
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Grade 11 Persuasive Essay #5

No Homework

I believe there should be no homework because it's useless, a waste of everyone's time, and I'll explain this. My first reason for this is school isn't designed for home. If it was you'd be home schooled. Plain and simple. My second reason is they give out too much homework and if you have a job it would be very difficult to balance work, homework, and school. My third reason is a lot of teachers give out homework in the middle of class and only give you five or ten minutes to do it and I don't agree with this. Because school shouldn't be done at home. When you're at home you have your responsibilities to do and it's just the teachers being lazy. In conclusion, I think students will sleep better, not sleep in class, and that homework is just a big waste of time. It would be better for everyone if it just got banned.

6-Trait Scores:

Ideas and Content: 2.5
Organization: 2.5
Voice: 2.5
Word Choice: 2
Sentence Fluency: 2
Conventions: 2.5

Scorer Commentary:

Writing has recognizable and formulaic beginning, middle, and end but paragraphing convention does not signal structure.

Introduction and conclusion are functional but not effective.

Writer states position clearly, and details support position.

Ideas are predictable with aspects of originality.

Writer considers opposing view only obliquely ("If it was you'd be home schooled. Plain and simple.")

Transitions are present, but they list in a formulaic way.

Writer is basically engaged ("Plain and simple," "school isn't designed for home," "I don't agree with this," "it's just the teachers being lazy"), but not compelling.

Writer demonstrates some awareness of audience ("I'll explain this").

Suggested Revisions:

In conference, bring up the essay as-is, on-line, and point out that in the first paragraph the writer has identified two points for discussion: homework is "useless" and "a waste of everyone's time."

The writer then prepares the reader for an explanation of those points. Ask how the paragraphing sets off the two points and the explanation that follows them. Where is paragraphing needed to help the reader distinguish the beginning, middle reasons, and conclusion? Make changes as student designates.

Ask student to check whether the reasons fit the designations "useless" ("school isn't designed for home") and "a waste of everyone's time" ("they give out too much homework and if you have a job it would be very difficult to balance homework, work and school"). How does the third reason fit in with the designations "useless" and "a waste of everyone's time"? Can clearer, more distinct connections be made to the position category statements and the reasons they represent? Make changes as student designates.

Ask student to consider the counter argument that homework is useful, not a waste of everyone's time, and that the assigning of it in class is not so much an example of teacher's being lazy but an

opportunity to check for understanding while starting the student on an independent learning activity which the intention of having the student gain mastery through practice and application. Have student engage in a pre-writing activity clustering and compose a paragraph presenting and responding to the opposing argument.

Use sentence-combining techniques and a dash (“--plain and simple”) to reduce choppiness and the incidence of sentence fragments.

Ask student to read revised piece out loud and make any changes that would enhance clarity, expression and readability.

Use the rubric with the student to evaluate the organization, the ideas and content, and the conventions of the new revision. Ask “What does the rubric say can be added to move the piece along in development to the next rating level? Can or should any of those changes be made to the piece at this time?”