

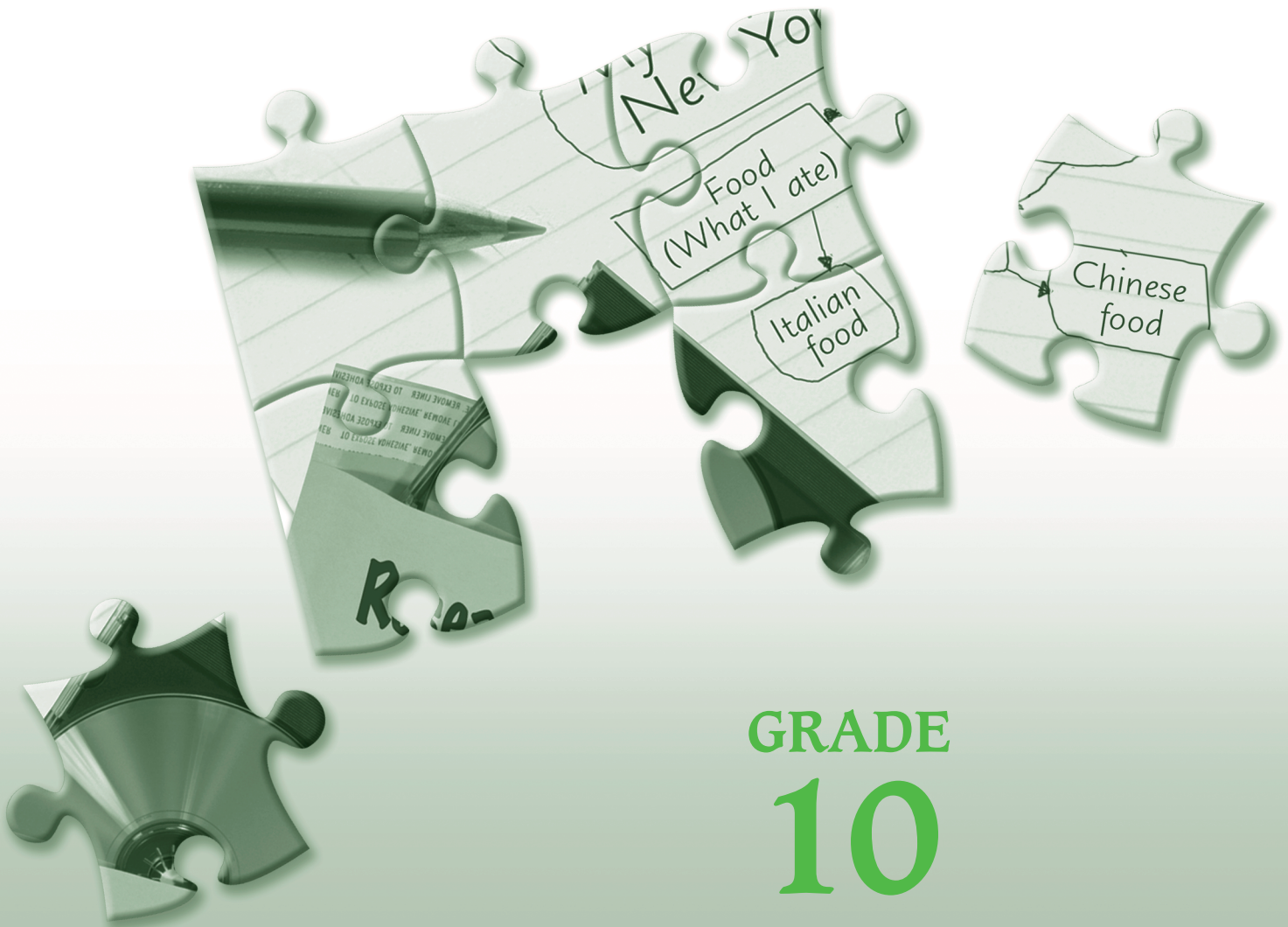
2007

FCAT

Florida Comprehensive Assessment Test®

REPORT ON THE
2007 FCAT WRITING+
ASSESSMENT

FLORIDA
Writes!



GRADE
10

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Florida Writes!
Report on the
2007 FCAT Writing+ Assessment

Grade 10

Florida Comprehensive Assessment Test[®]

FCAT

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Preface

To improve statewide assessment in Florida and to test students' writing achievement, the 1990 Florida Legislature mandated the assessment of students' writing in Grades 4, 8, and 10. The Florida Writing Assessment Program was established in response to this legislative action.

The development of this assessment began in 1990. The Assessment and School Performance section of the Department of Education (DOE) reviewed the latest advances in writing assessment and conferred with writing and curriculum consultants from Florida and from other states with established writing assessment programs. The DOE, with the assistance of advisory groups of teachers, school and district administrators, and citizens, developed the writing prompts (topics) and the scoring rubric (description of writing at each score point) and selected student responses to represent each score point.

For this assessment, each student is given a prompt and has 45 minutes to read the prompt independently, plan the response, and write the draft. A separate sheet is provided for planning and prewriting activities (e.g., outlining, clustering, mapping, and jotting down ideas). Within each classroom, students are randomly assigned one of two prompts. Fourth grade students respond to a prompt asking them to explain (expository writing) or write a story (narrative writing); eighth and tenth grade students respond to a prompt asking them to explain (expository writing) or persuade (persuasive writing). Students are not allowed to use a dictionary or other writing resources during the assessment. (See Appendix C for examples of the assessment directions, answer book, and planning sheet.)

Florida Writes! Report on the 2007 FCAT Writing+ Assessment, Grade 10 is designed for educators who are involved in developing, implementing, or evaluating curriculum in high schools. This publication describes the content and application of the Grade 10 writing performance task and offers suggestions for activities that may be helpful in preparing students for the assessment.

Florida Writes! Report on the 2007 FCAT Writing+ Assessment, Grade 4 and *Florida Writes! Report on the 2007 FCAT Writing+ Assessment, Grade 8* provide information about the writing prompts administered to fourth and eighth grade students in 2007. *Florida Solves! Report on the 2007 FCAT Mathematics Released Items*, *Florida Reads! Report on the 2007 FCAT Reading Released Items*, and *Florida Inquires! Report on the 2007 FCAT Science Released Items* provide information about the mathematics, reading, and science performance tasks featured on the FCAT 2007 student reports. Additional information about FCAT reports can be found in *Understanding FCAT Reports 2007* on the Florida Department of Education website at <http://www.fldoe.org>. (See Appendix H for further information on FCAT Publications and Products.)

If you have questions, please ask your school or district coordinator of assessment for assistance. The Office of Assessment and School Performance is also available to respond to questions concerning the writing assessment and this publication.

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The Florida Comprehensive Assessment Test®: FCAT Writing+

Florida's System of School Improvement and Accountability

Florida's writing assessment was designed to assess Standard 2 of Goal 3 from *Florida's System of School Improvement and Accountability*: "Record information in writing; compose and create communications; accurately use language, graphic representations, styles, organizations, and formats appropriate to the language, information, concept, or idea and the subject matter, purpose, and audience; and include supporting documentation and detail." These competencies are integral to all aspects of writing instruction and, with the Sunshine State Standards, describe the writing skills expected of students.

Florida's Writing Assessment

The DOE has supplemented the FCAT Writing+ performance task with multiple-choice items. The first round of multiple-choice items was field tested during the February 2005 administration of FCAT Writing+ (performance task plus multiple-choice items). With the addition of the multiple-choice component, the writing assessment was renamed "FCAT Writing+." Scores for FCAT Writing+ were reported for the first time in May 2006.

FCAT Writing+ includes a performance-based assessment known as demand writing. Demand writing assessment involves assigned topics, timed writing, and scored responses. The demand writing approach is used by many teachers during classroom instruction, by some employers during the job interview process, and in large-scale assessments, such as the National Assessment of Education Progress (NAEP); the Scholastic Aptitude Test (SAT); the American College Testing Program (ACT); and the Florida College-Level Academic Skills Test (CLAST). The strength of a large-scale assessment is that all student papers can be judged against a common standard. The result is a source of statewide information that can be used to characterize writing performance on a consistent basis.

The FCAT Writing+ assessment has adopted demand writing as an efficient and effective method of assessing tenth graders. Students are expected to produce a focused, organized, well-supported draft in response to an assigned topic within a 45-minute time period.

Effective Writing

How can teachers affect dramatic improvements in their students' writing? First, teachers must recognize instructional practices that have not produced quality writing for the majority of Florida's students.

Teachers must recognize the limitations of presenting, and accepting as correct, one organizational plan over all others. While a formula may be useful for beginning or novice writers who need guidance in organizational techniques and in developing elaboration, it should not be an outcome expectation for student writers at any grade level.

Additionally, rote memorization of an essay component, such as an introduction or lead paragraph, is a practice that lends itself to the production of dull or confusing content. Using another writer's work in an

FCAT Writing+ response may be considered a violation of test administration rules. An explicit requirement of FCAT Writing+ is that the work must be the student's original writing.

According to the FCAT Writing+ scoring rubric, the student should be engaged with the writing, and the response should reflect the student's insight into the writing situation and demonstrate a mature command of language. Modeling the sentence styles and techniques of excellent writers may help a student achieve the characteristics demonstrated in purposeful, high-quality writing.

A skillful writer incorporates elements of composition in such a way that a reader can experience the writer's intended meaning, understand the writer's premise, and accept or reject the writer's point of view. Effective writing exhibits such traits as

- a clear focus on the topic;
- detailed presentation of relevant information;
- an organized structure, including a beginning, a middle, and an end;
- appropriate transitional devices that enable the reader to follow the flow of ideas;
- elaborated support that incorporates details, examples, vivid language, and mature word choice;
- demonstrated knowledge of conventions of standard written English in punctuation, capitalization, spelling, and usage; and
- varied sentence structure.

The best way to teach writing is to engage students in a recursive writing process that includes planning, writing, revising, editing, and publishing. A curriculum that consistently emphasizes reading and the use of spoken and written language in all subject areas and at all grade levels affords students the opportunity to write for a variety of purposes, thereby enhancing a student's success in writing.

Design of FCAT Writing+

Descriptions of the Writing Prompts

Each student taking the FCAT Writing+ assessment is given a booklet in which the topic for writing, called a prompt, is printed. The prompt serves as a stimulus for writing by presenting the topic and by suggesting that the student think about some aspect of the topic's central theme. The prompt does not contain directives concerning the organizational structure or the development of support.

Prompts are designed to elicit writing for specific purposes. For instance, expository prompts ask students to explain why or how, while persuasive prompts require students to convince a person to accept a point of view or to take a particular action. Prompts have two basic components: the writing situation and the directions for writing. The writing situation orients students to the subject, and the directions for writing set the parameters, such as identifying the audience to whom the writing is directed.

The prompts for the FCAT Writing+ assessment are selected to ensure that the subject matter is appropriate for tenth grade students. In addition, prompts are reviewed for offensive or biased language relating to religion, gender, and racial or ethnic backgrounds. All prompts are reviewed by members of the Tenth Grade Writing Assessment Advisory Committee and are pilot tested on a small group of students, then field tested on 1,000 students statewide. The DOE annually writes, reviews, pilot tests, and field tests prompts for potential use. (See Appendix D for further information on the procedures used to write and review prompts.)

Example of an Expository Prompt

Below is an example of an expository prompt. The first component presents the topic: chores. The second component suggests that the student think about the importance of chores and write about why it is important to have chores.

Writing Situation:

Most teenagers have chores.

Directions for Writing:

Think about why it is important for teenagers to have chores.

Now write to explain why it is important for teenagers to have chores.

Example of a Persuasive Prompt

In the prompt below, the first component (the topic) focuses on the effect watching television has on students' grades. The second component suggests that the student think about these effects then persuade the principal to accept the student's point of view.

Writing Situation:

The principal of your school has suggested that watching TV causes students' grades to drop.

Directions for Writing:

Think about the effect watching TV has on your grades and your friends' grades.

Now write to convince your principal whether watching TV causes students' grades to drop.

Scoring Method and Rubric

Holistic Scoring

The scoring method used to score the FCAT Writing+ essay is called holistic scoring. Trained scorers judge the total piece of writing in terms of predefined criteria. Holistic scoring assumes that the skills that make up the ability to write are closely interrelated. Scorers do not grade the response by enumerating its mechanical, grammatical, or linguistic weaknesses. Scorers for FCAT Writing+ consider the integration of four writing elements: focus, organization, support, and conventions. This scoring method results in greater attention to the writer's message, staying closer to what is essential in realistic communication.

Focus refers to how clearly the paper presents and maintains a main idea, theme, or unifying point.

- Papers receiving low scores may contain information that is loosely related, extraneous, or both.
- Papers receiving high scores demonstrate a consistent awareness of the topic and avoid loosely related or extraneous information.

Organization refers to the structure or plan of development (beginning, middle, and end) and the relationship of one point to another. Organization refers to the use of transitional devices to signal both the relationship of the supporting ideas to the main idea, theme, or unifying point, and the connections between and among sentences.

- Papers receiving low scores may lack or misuse an organizational plan or transitional devices.
- Papers receiving high scores demonstrate an effective organizational plan.

Support refers to the quality of details used to explain, clarify, or define. The quality of the support depends on word choice, specificity, depth, relevance, and thoroughness.

- Papers receiving low scores may contain little, if any, development of support, such as a bare list of events or reasons, or support that is extended by a detail.
- Papers receiving high scores generally provide elaborated examples, and the relationship between the supporting ideas and the topic is clear.

Conventions refer to punctuation, capitalization, spelling, usage, and sentence structure.

- Papers receiving low scores may contain frequent or blatant errors in punctuation, capitalization, spelling, and usage, and may have little variation in sentence structure.
- Papers receiving high scores generally follow the basic conventions of punctuation, capitalization, spelling, and usage, and various sentence structures are used.

Score Points in Rubric

The rubric provides a scoring description for each score point. The rubric used to score papers is shown below. Appendix F contains instructional implications for each score point.

6 Points The writing is focused and purposeful, and it reflects insight into the writing situation. The organizational pattern provides for a logical progression of ideas. Effective use of transitional devices contributes to a sense of completeness. The development of the support is substantial, specific, relevant, and concrete. The writer shows commitment to and involvement with the subject and may use creative writing strategies. The writing demonstrates a mature command of language with freshness of expression. Sentence structure is varied, and few, if any, convention errors occur in mechanics, usage, punctuation, and spelling.

5 Points The writing is focused on the topic, and its organizational pattern provides for a logical progression of ideas. Effective use of transitional devices contributes to a sense of completeness. The support is developed through ample use of specific details and examples. The writing demonstrates a mature command of language, and there is variation in sentence structure. The response generally follows the conventions of mechanics, usage, punctuation, and spelling.

4 Points The writing is focused on the topic and includes few, if any, loosely related ideas. An organizational pattern is apparent, and it is strengthened by the use of transitional devices. The support is consistently developed, but it may lack specificity. Word choice is adequate, and variation in sentence structure is demonstrated. The response generally follows the conventions of mechanics, usage, punctuation, and spelling.

3 Points The writing is focused but may contain ideas that are loosely connected to the topic. An organizational pattern is demonstrated, but the response may lack a logical progression of ideas. Development of support may be uneven. Word choice is adequate, and some variation in sentence structure is demonstrated. The response generally follows the conventions of mechanics, usage, punctuation, and spelling.

2 Points The writing addresses the topic but may lose focus by including extraneous or loosely related ideas. The organizational pattern usually includes a beginning, middle, and ending, but these elements may be brief. The development of the support may be erratic and nonspecific, and ideas may be repeated. Word choice may be limited, predictable, or vague. Errors may occur in the basic conventions of sentence structure, mechanics, usage, and punctuation, but commonly used words are usually spelled correctly.

1 Point The writing addresses the topic but may lose focus by including extraneous or loosely related ideas. The response may have an organizational pattern, but it may lack a sense of completeness or closure. There is little, if any, development of the supporting ideas, and the support may consist of generalizations or fragmentary lists. Limited or inappropriate word choice may obscure meaning. Frequent and blatant errors may occur in the basic conventions of sentence structure, mechanics, usage, and punctuation, and commonly used words may be misspelled.

Unscorable The paper is unscorable because

- the response is not related to what the prompt requested the student to do;
- the response is simply a rewording of the prompt;
- the response is a copy of a published work;
- the student refused to write;
- the response is illegible;
- the response is written in a foreign language;
- the response is incomprehensible (words are arranged in such a way that no meaning is conveyed);
- the response contains an insufficient amount of writing addressing the prompt;
- the response contains an insufficient amount of writing to determine if the student was attempting to address the prompt; or
- the writing folder is blank.

Examples of unscorable student responses do not appear in this report.

Scoring of the Assessment

Student papers are scored following administration of the FCAT Writing+ assessment each February. Prior to each scoring session, members of the Writing Rangefinder Committee (comprised of Florida educators) read student responses and select papers to represent the established standards for each score point. The scoring contractor uses these papers to train the scorers to score FCAT Writing+ essays. A scoring guide (or anchor set) containing the rubric and example papers for each score point provides the basis for developing a common understanding of the standards recommended by the committee. A skilled scoring director and team leaders are responsible for training, assisting, and monitoring readers throughout the training and scoring process. All scoring is monitored by Florida Department of Education staff.

Scorer candidates are required to have a minimum of a bachelor's degree in a field related to the content area being scored or have successfully completed a scoring project in the content area being scored. Potential scorers for FCAT Writing+ must write an essay as part of the screening process and must complete intensive training and demonstrate mastery of the scoring method by accurately assigning scores to the sample responses in a series of qualifying exams. (See Appendix E for the bias issues discussed with the scorers.)

During scoring, scoring directors and team leaders verify the scores assigned to papers and answer questions about unusual or unscorable papers. Additional methods are used to ensure that all scorers are adhering to scoring standards. These include having at least two scorers score each student response and having scorers score sets of papers prescored by the Writing Rangefinder Committee.

Suggestions for Preparing Students for the FCAT Writing+ Performance Task

The assessment of writing, by its nature, incorporates the assessment of higher-order thinking skills because students are required to generate and develop ideas that form the basis of their written responses. Instructional programs that emphasize higher-order thinking skills in all subjects and grade levels will have a positive influence on a student's writing proficiency.

A strong relationship exists between reading and effective writing. An active reader, one who analyzes passages and makes logical predictions before and during reading, uses the higher-order thinking skills associated with effective writing.

Improvement in writing can be made when students receive feedback or explanations about their writing. For example, if a student is not told that effective writing creates images in a reader's mind, then a student may continue to list rather than elaborate on reasons or arguments.

Recommendations for District and School Administrators

Administrators have the unique opportunity to influence the establishment and maintenance of high-quality writing programs. Administrators can provide instructional leadership concerning writing programs by

- ensuring that *Florida Writes! Report on the 2007 FCAT Writing+ Assessment, Grade 10* is available to all high school teachers;
- bringing teachers together to discuss how to use *Florida Writes! Report on the 2007 FCAT Writing+ Assessment, Grade 10*;
- maintaining a literacy program that sets high standards for writing across all subject areas and grade levels;
- bringing teachers together to discuss interdisciplinary approaches and articulation of writing instruction across (and within) all subject areas and grade levels;
- arranging educational and professional growth opportunities for teachers;
- modeling the importance of effective written communication;
- assisting teachers in developing school-level writing expectations and assessment programs, such as portfolio assessment or schoolwide assessment of writing samples;
- scheduling in-service writing instruction and holistic scoring workshops for teachers and parents;
- emphasizing that writing should not be used as punishment;
- providing a print-rich environment in every classroom;
- including reference materials on writing in the schools' professional libraries; and
- encouraging the use of the writing process: planning, drafting, revising, editing, publishing, and celebrating student writing.

Recommendations for Teachers

Daily contact with students provides teachers with many direct opportunities to influence student attitudes toward writing. Instruction in writing should regularly involve the full writing process, including prewriting, drafting, revising, and editing. Displaying or publishing student writing completes and authenticates the writing process.

Real-world writing often requires demand writing (writing a response to a topic in a short period of time). As a part of writing instruction, students should work independently to read a topic, plan for writing, and formulate a response within a specified time frame. Analysis of writing that includes constructive feedback for students is a necessary step to enable students to improve their writing skills.

Teachers can prepare students for the demand writing through a number of teacher-generated activities that include asking students to

- write responses to questions as an alternative to selecting correct responses on a multiple-choice test;
- read passages and create summary questions;
- write their views on current events before or after the events have been discussed in class;
- critique written pieces (e.g., published works and student writings);
- read and analyze different types of writing (e.g., biographies, science fiction, fantasies, historical accounts, speeches, and news reports);
- write letters to explain views on a particular issue or to refute the views of another person;
- write stories about real or imagined events;
- write descriptions of how things look, smell, taste, sound, and feel;
- write endings for unfinished fictional and nonfictional stories;
- write personal anecdotes and incorporate them into writing that either explains or persuades;
- maintain subject-area writing portfolios or participate in a long-term writing project; and
- review student responses in *Florida Writes! Report on the 2007 FCAT Writing+ Assessment, Grade 10*.

Recommendations for Parents and Guardians

Parents and guardians have an opportunity to be involved with their children's education inside and outside the classroom. Parents and guardians can encourage their children to write by

- discussing what the children have read and written at home and at school;
- having children write letters to friends and relatives;
- writing notes to children with instructions for chores;
- speaking with teachers about children's writing development;
- promoting writing for a variety of purposes in their children's school curriculum;
- displaying stories, essays, or other written work at home on the refrigerator or a bulletin board; and
- demonstrating the value of writing in real-life situations (e.g., letters to the editor of the local newspaper; letters of inquiry, complaint, or application; and letters to family and friends).

Expository Responses from the 2007 Assessment

Definition of Expository Writing

The purpose of expository writing is to inform, clarify, explain, define, or instruct by giving information, explaining why or how, clarifying a process, or defining a concept. Well-written exposition has a clear, central focus developed through a carefully crafted presentation of facts, examples, or definitions that enhance the reader's understanding. These facts, examples, and definitions are objective and not dependent on emotion, although the writing may be lively, engaging, and reflective of the writer's underlying commitment to the topic.

Summary of the Expository Responses Written in 2007

The annotated papers in this section represent responses to a prompt that directed students to explain the good work habits people should have. Students responding to this prompt generally chose desirable work habits and explained their importance. A paper was scorable if the student identified and explained the work habits a person should possess. Papers that focused on the topic, displayed an organizational pattern, contained elaborated support, showed variety in sentence structure, and generally followed the conventions of writing were scored in the higher ranges of the scale. (See Appendix A for more information about the prompt and the allowable interpretations.)

Suggestions for Use of the Annotated Responses

Teachers may use the responses on the following pages to improve student writing skills and help students understand the scoring criteria. Each response in this publication is annotated to explain why it was assigned a particular score. Personal information has been removed or fictionalized to protect the identity of the writer. Teachers can delete the scores and annotations and make transparencies or copies of the responses. Additional instructional uses of the responses include the following:

- ordering the responses from highest to lowest scores;
- highlighting words and phrases that provide an organizational structure and develop the supporting ideas in a response;
- listing the strengths and weaknesses of a response;
- revising and editing a response based on a student-generated list of the strengths and weaknesses or on the recommendations for improvement provided in the annotation that accompanies the response; and
- using the rubric and skills above to score student responses to similar prompts.

A strong work ethic is crucial to success in many aspects of life. Good work habits are especially desired by teachers from their students and employers from their employees. If these people lacked good work habits, it would be reflected in their performance and would have negative consequences for both themselves and others. Once good work habits are established, performance improves and positively influences the products of their work. Some very important work ethics that all people should have are always finishing tasks completely and on time, putting forth full effort, and following directions.

Both employees and students are often given tasks, and should have the important work habit of completing the assignment fully and on time. Assignments that are incomplete, whether a simple homework assignment or an extensive business deal, will not be accepted. People should develop the work habit of completely finishing every job at hand. They should also do it in a timely fashion, and never have to turn in or present their work late. They need to learn how to manage their time, evenly spreading the workload and never procrastinating; if they tried to hurry and complete an assignment at the last minute, remember, "haste makes waste," and chances are that the job will be done poorly. If people have the good work habits that they should, of always completing tasks in a full and timely fashion, they will be dependent workers, thus succeeding for both themselves and others.

Next, the most important work ethic that all people should have is full, one-hundred-percent effort all the time. This also encompasses other aspects that come along with full effort. People should also try their very best at whatever is given to or thrown at them. They should never give up, and never settle for doing any less than the best possible. If the job comes easily to someone, they

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should not refrain from putting forth maximum effort but should rather strive to improve themselves, their work, and the people around them. If someone finds a weakness in their work, they should accept the fact that they need to improve, and work however hard they need to to accomplish that goal. In addition, people should not settle for doing "enough" in their work (fulfilling what is asked of them), but should go above and beyond the task given and always strive to do better. These very important work habits will create a strong, hard-working person and a therefore excellent worker.

Finally, an important work habit that people should have is to always follow directions. People should never assume that they know how to do something, but should listen carefully and not deviate from the assignment. People should do everything that is asked of them regarding an assignment, and in the manner requested, never doing it differently because they disagree. Also, if someone does not understand directions, a critical habit is to always ask questions and fully clarify everything, so they can do the best job.

In conclusion, there are many important work habits that people should have, such as always finishing tasks completely and on time, always putting forth full effort and striving to improve, and always following directions. People who always follow these habits will surely be highly-desired workers and will benefit both themselves and others in any work environment.

SCORE POINT
6

This response is clearly focused on the topic. The organizational plan, including some effective transitional devices, and substantial support contribute to a sense of completeness. Support for each reason is consistently elaborated. A mature command of language with freshness of expression is demonstrated: "If these people lacked good work habits, it would be reflected in their performance and would have negative consequences for both themselves and others . . . Assignments that are incomplete, whether a simple homework assignment or an extensive business deal, will not be accepted . . . never settle for doing any less than the best possible . . . People should do everything that is asked of them regarding an assignment, and in the manner requested, never doing it differently because they disagree." Conventions are generally followed.

Draft responses are planned and written in a 45-minute time period. This response could be strengthened by employing the following strategies: The writer could provide more specific, concrete, and illustrative supporting details for each reason. For example, the writer could have told about a particular situation when someone hurried through an assignment and how hasty completion affected the quality of the product. Why should people "go above and beyond the task given" and "never assume that they know how to do something"? Occasional convention errors should be corrected.

Good work habits are essential for keeping a job productive. Whether one is a student or an employee, good work habits will assist that person in making the most out of their working experience. Some of these habits include punctuality, efficiency, and a good attitude.

How will you do your job correctly if you aren't there on time? Therefore, punctuality is very important in the work force. The boss always likes someone who is on time, or perhaps early. Coming in late, especially repeatedly, gives the impression that one doesn't care enough about their job to make the effort to be into work on time. The employer might eventually fire the worker who is constantly late. Students must also respect punctuality. Coming in tardy will begin to affect his or her grade in that information is missed in the time since class has begun and the student walked in the door. Tardies start to build up, and one receives administrative attention, which again takes time away from his or her opportunity to learn. While one's classmates are working hard to learn and get a step up in the world, he or she is falling behind, and will have a disadvantage when trying to get into college or applying for a job.

Efficiency is a crucial habit to the worker. He or she must be able to complete all tasks in the time required, or face the consequences. In order to finish everything asked of him, the worker must try to do each task with the least amount of work needed. Now, this does not mean that one can do the job half-way. The work must still be of good quality. However, the more tasks one finishes in the allotted time, the more favorably one is received by his or her employer. Getting ahead would be even better. In the educational world, efficiency is also required to complete all one's work. Each teacher gives homework each night, and if one

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plans to finish it all, he or she must manage their time wisely. If one does not work efficiently, he or she will fall more and more behind until they can't dig themselves out of the hole they've made.

A good attitude is perhaps the most important good work habit that one can have. If one goes to work everyday with a surly attitude, people will not want to work with them, and will think that they don't want to be there. While that may be true, one should make an effort to keep that fact from their employer and customers by putting on a good face. The same idea applies to students. Although the students might not want to be in school, a good attitude goes a long way toward making school and the work required, more tolerable. Having a bad attitude helps in no way whatsoever, so one might as well take time to change their attitude, which will reflect better upon them.

Punctuality helps the worker and student be in on time to get the most out of their respective situations. Efficiency is key to completing work on time. A good attitude is required for oneself and others to enjoy work or school. If one doesn't have these good work habits, he or she will find themselves falling behind in school, or, worse, being fired from their job.

SCORE POINT
6

The response is focused and purposeful and reflects insight into the writing situation. The organizational plan includes an explanation of how “punctuality, efficiency, and a good attitude” are essential work habits. This organizational plan and the substantial support contribute to a sense of completeness. A mature command of language is demonstrated: “Efficiency is a crucial habit to the worker . . . must be able to complete all tasks in the time required, or face the consequences . . . the more tasks one finishes in the allotted time, the more favorably one is received by his or her employee.” Sentence structure is varied, and few errors occur in conventions.

Draft responses are planned and written in a 45-minute time period. This response could be strengthened by employing the following strategies: The writer could provide greater development for the “good attitude” idea by including specific supporting details or a personal anecdote. Correcting occasional errors in conventions would also strengthen this response.

In the business world you can easily go far with good work habits.

All people, at the working age, should show good work habits when employed for a job. One major habit is responsibility. Without that your "ship" won't even sail. Being responsible is a characteristic that should develop naturally over time. When you are responsible you are also showing your leadership characteristics. Being responsible means you would own up to your mistakes and be effective in what you do. You aren't lackadaisical and sit around doing nothing, but you're up and moving and doing what needs to be done. Being responsible shows you can work under pressure or on a last minutes notice. It gives the employer an idea of how dedicated you are. Lastly, it shows everyone how productive and easy to work with you are.

Another good working habit that people should have is time management. You must always start ahead of time and make sure the job gets done. If you start a project the day before it's due, are you really going to completely finish it? You might, but is it going to reflect your work ethic? If your project looks as if it came from the dump, your going to be looked at as someone who can't handle the "big" projects. Time management is always useful. It's something that can help you out in the long run. It shows you are a timely person and that you can handle big situations. Not to mention it makes you look good. It also shows that you can be relied on more than once.

GO ON 

A final habit to have in the business world is good manners. Speaking in slang to your boss is never good and coughing without covering, while at lunch with a possible buyer, isn't any better. To even get the job you're looking for you have to show off your good behavior during the interview. If you meet your new boss while smacking on gum, the first impression may not be that good. You should always dress appropriately in the working environment and treat others with respect. Your actions reflect you as a person. You should always start off with your basic "yes ma'am", "no sir", until you've been at the place of business for a while. It's never appropriate to call someone by their first name. Showing good behavior could lead to promotions and/or raises. Things like that are what we all want.

So, things like good manners, time management, and responsibility are good work habits people should have.

SCORE POINT
5

The response is focused, and its organizational pattern provides for a logical progression of ideas. The organizational plan and ample support contribute to a sense of completeness. Each reason is consistently developed with some specific examples and illustrations. In the third paragraph, the writer examines the effect of time management on finishing a project: "If you start a project the day before it's due, are you really going to completely finish it? You might, but is it going to reflect your work ethic?" A mature command of language with freshness of expression is demonstrated: "If you meet your new boss while smacking on gum, the first impression may not be that good . . . It's never appropriate to call someone by their first name." Conventions are generally followed.

Draft responses are planned and written in a 45-minute time period. This response could be strengthened by employing the following strategies: A more effective introduction and conclusion are needed. More fully elaborated and specific support could be provided. For example, the student should clarify reasons and provide additional support for how being responsible "gives the employer an idea of how dedicated you are," how being timely "makes you look good," and how having good manners "reflect you as a person." Correction of convention errors would also strengthen this response.

Teachers always want their kids to have good work habits. When a person gets a job employers expect good work habits out of their employees. Some work habits they expect people to have are, always on time, have everything with them and their student and employees aren't easily distracted.

To begin, teachers always get upset when their student stroll into class 10 minutes late trying to make up an excuse like "Well you see there was a long line in the bathroom and..." The teachers get tired of it after the ~~10~~ tenth time in a row the student comes in with the same excuse. Employers also get annoyed when their employees are an hour late. Employers won't always have pity on their employees when they keep saying traffic was "horrible", when employers know that their employee lives right down the street. Being late has its consequences. At _____ High School, if students get three tardies, it's a tardy referral and they have to clean up trash in the lunch room or something relevant to that. Employees can be fired if they're always late because employers won't think they're reliable enough for the job.

Also, it's always good to have the materials people need for school or work. At school, some teachers are really strict on this

GO ON 

point more than others. Teachers with more patience with this will let kids go back to their lockers or borrow from the person sitting next to them. Yet, some other teachers that are fed up with students never having sit paper or a pen, then they'll make them in their desk doing nothing. As an employee, people should always want to make sure they have materials. For example, if a teacher forgot her lesson for the day on her table at home, she can't easily go home and get it. Plus, it's not setting a good examples for the students.

Last but not least, employers and teachers expect their employees and students not to be easily distracted. Teachers may get upset with a student if all the student is doing is staring out the window or watching a bug crawling around on the floor. Employers are the same way with their employees. If an employee is distracted when one of their friends walk in and the employee decides to take an extended lunch break, the employer won't be too happy.

In conclusion, teachers and employers are the same when it comes to good habits. They expect their students and employees to be on time, have all the material they need, and aren't easily distracted.

SCORE POINT
5

This response focuses on the importance of good work habits. The organizational plan and effective transitional devices provide for a logical progression of ideas. Support is developed through examples and anecdotes. The writer employs a comparative strategy to explain why both students and employees need good work habits: “Being late has it’s conciquences. At _____ High School, if students get three tardies, its a tardy referral and they have to clean up trash in the lunch room . . . Employees can be fired if their always late because Employers won’t think their reliable enough for the job.” A mature command of language is sometimes demonstrated, and sentence structures are varied. Conventions are generally followed.

Draft responses are planned and written in a 45-minute time period. This response could be strengthened by employing the following strategies: The writer could provide more specific facts, examples, illustrations, or anecdotes to support the choice. For example, the student could further explain why workers should “have materials” on the job or what might happen if students and workers are distracted from their work. Greater precision in word choice and correction of errors in basic conventions would also strengthen this response.

It's always important to like what you do. It's even better if you're good at doing it. I'm talking about good work habits. Do you have them? In my opinion, good work habits allow you to be on time, stay concentrated, and always do your best. These are some things I believe everyone should be a customer to.

Now I'm going to get into why I believe your timeliness should be a good work habit. For one thing, people expect you to be on time. It's not polite to keep others waiting on you. I know I don't like sitting around waiting for someone to arrive. It's also good practice. Say your on time to school, that might teach you to be on time for work.

Another good work habit is that you stay concentrated. If not you may lag or fall behind in what you doing. You wouldn't want to fall behind, then you might not understand what your doing. You'll be so concerned with trying to catch up with others that you won't understand what they are doing. It's quite complicated, not to mention confusing.

GO ON 

Last, but most important, always do you best! As far as I'm concerned it should be your #1 priority of good work habits. If you are capable of doing great things you don't want to be mistaken for someone of lower standards. It shows you have great potential, and you may also be rewarded. For instance, when I was in middle school I was in the 98 percentile FCAT math score and I was rewarded with a pizza party. So never fail to succeed.

So if you ask me what I believe good work habits are, I'll tell you. Timeliness, Concentration, and the need to be great. They're all important factors in having good work habits. Whether your an employee or a student. Having just these simple working habits could lead you to be the CEO of your own company one day. A little ambition and confidence can go a long way.

SCORE POINT
4

This response is focused on the topic. The organizational plan includes a brief introduction of three good work habits: “be on time, stay concentrated, and always do your best.” Although support is provided for each reason, development is sometimes nonspecific: “It’s not polite to keep others waiting on you. I know I don’t like sitting around waiting for someone to arrive.” An effective conclusion challenges the reader and bolsters the writer’s reasons. Sentence structure varies, and word choice is adequate. Conventions are generally followed.

Draft responses are planned and written in a 45-minute time period. This response could be strengthened by employing the following strategies: The writer could be more specific about how these good work habits affect students and workers. More information is needed to explain how having good work habits as a student transfers to the work environment. More precision in word choice and better use of basic conventions would also strengthen this response.

Applying for a job is a big deal. When the boss calls and tells a person that they want them to come in for an interview, they are going to try their hardest to impress them and do everything in their power to make sure they get that job. When the boss asks them, "what good work habits could you bring to our company?" that person needs to be able to tell them that they could bring loyalty, honesty and a hard worker to their company.

To begin with loyalty is one very important quality that a person needs to have before they decide they want to get a job. A person needs to prove that they can get up, get to work on time, do everything they are suppose to and then go home and be ready to do it the next day. Also, while completing their every day task of getting to work on time, it also needs to be done with a good attitude.

Next, honesty, probably the most important quality anyone that wants to live a good life should possess. Honesty is used everyday, not just in the work field. With that said, the work place is one of places you will need it the most throughout the course of your life. An employer does not want to go around hiring people that may steal from them or not tell the truth about if they really put in as many hours as they say they did. Honesty is the key to life, if you always tell the truth you never have to remember what you said.

GO ON 

Finally, this habit should come natural when deciding you want get a job, a hard worker. Unfortunately there are some people that think they can do nothing and still get paid for it. A hard worker should be everyone that has a job or wants to do anything worth-while in their life. when you put forth your best effort you always feel better about yourself.

In the end, important work habits a person should possess when applying for a job or are already in the work field are loyalty, honesty, and a hard worker. Three things that inevitably make the world go round.

SCORE POINT
4

This writing is focused, and an organizational plan is apparent. Transitional devices are sometimes used effectively to provide logical connections between and among the ideas. An imaginative introduction engages the reader: “When the boss calls . . . for an interview . . . try their hardest to impress them . . . to make sure they get that job . . . the boss asks them, ‘what good work habits could you bring to our company?’” The writer explains the importance of acquiring three good habits: “loyalty, honesty and a hard worker.” Supporting details are provided for each reason. The writer’s definition of loyalty may be somewhat unusual, but some specific support is provided for what he or she perceives as loyal work habits: “A person needs to prove that they can get up, get to work on time, do everything they are suppose to and then go home and be ready to do it the next day . . . it also needs to be done with a good attitude.” Although additional information is provided for the “honesty” and “hard worker” reasons, support development is vague. The writer attempts to vary sentence structure, and conventions are generally followed.

Draft responses are planned and written in a 45-minute time period. This response could be strengthened by employing the following strategies: More specific and fully elaborated support could be provided for all the reasons. For example, the student could use specific facts, examples, or anecdotes to explain why “Honesty is the key to life . . .” Personal anecdotes could be used to recall times when being loyal or reliable, honest, and hard working helped him or her achieve a goal. More varied sentence structure, more precise word choice, and better control of conventions would also strengthen this response.

No matter what job you get in life, you have to be able to have good work habits. There are many good work habits people should have. Here are only three of them, be on time, use time wisely, and give one-hundred and ten percent. Those are the three good work habits a person should have.

First of all, the most important work habit to have for a job is being on time. No, employer wants to hire someone who is always late for work. Not being on time could maybe put you out of work. A good worker should be able to plan themselves out a schedule to help get them to work on time.

Those are good work habits a person should have.

Second of all, is being able to use their time wisely. A person should have a good work habit about not playing around, they should take their job seriously. A good work person shouldn't put their work off, because everyone knows that it is just going to pile up. Getting things done in the time they are needed is a good work habit a person should have. Those are some good work habits a person should have.

Last of all, a person with good work habits should love their job and be willing to give one-hundred and ten percent. A person with good work habits should put their job first, as being most important. They should do the best work on the job as possible. If a person with good work habits give one-hundred and ten percent, they will get promoted. Those are some things a person with good work habits should have.

GO ON 

In conclusion, a person with good work habits should have these things. They should make ways to be at work on time. They should also be responsible enough to use their time wisely. Finally, one of the most important things a person with good work habits should have, is giving their job one-hundred and ten percent. Those are all the things a person with good work habits should have.

SCORE POINT
3

This response is clearly focused on “three good work habits a person should have.” A predictable organizational pattern is employed, but effective transitional devices are lacking. Support is provided for each reason, but the development of that support is uneven and nonspecific. The “use time wisely” and “one-hundred ten percent” reasons are the most developed: “A good work person shouldn’t put their work off, because everyone knows that it is just going to pile up” and “A person with good work habits should put their job first, as being most important . . . If a person with good work habits give one-hundred and ten percent, they will get promoted.” Word choice is adequate, and sentence structure variation is attempted. Conventions are generally followed.

Draft responses are planned and written in a 45-minute time period. This response could be strengthened by employing the following strategies: To provide logical connections between and among the ideas, the writer could develop a more effective organizational plan. Each reason should be consistently elaborated with relevant facts, examples, illustrations, and anecdotes. For example, the writer could describe how a student or worker might develop a plan to be on time. The writer could recall times when he or she needed to use time wisely or to give “one-hundred and ten percent.” More precise word choice, better use of conventions, and more variation in sentence structure would also strengthen this response.

Teachers and employers want people to have good work habits because parents do not want their children to have a teacher that is not good at what he/she does. Employers also want their employees to have good work habits also. Much like parents, they do not want their customers to be served with anything short of the best. Some good work habits all teachers and employees should have are, repetition, they should have eagerness to teach or serve, and they need to be reliable. These are good work habits to have.

First, repetition is a good habit to have because if teachers repeat things a numerous amount of times people will learn. If employers like what they see then keep doing it.

Second, if teachers have an eagerness to teach, kids like the class better so they learn more. If employees like what they do and show eagerness to work, the employer will notice. If the employee keeps it up they could get a promotion, and people like the place more.

Third, if someone hires a person and they aren't reliable then what good are they? Children need teachers that are reliable. Employers need employees that reliable. If they don't have that then

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what is the use in hiring them.
 These are the three key thing teachers
 and employees should have before
 hiring them. Repetition, eagerness, and
 reliability. without them we would get
 cheated from the education and services
 we deserve.

EXPOSITORY STUDENT RESPONSE

SCORE POINT
3

The writer is generally focused on good work habits, and an organizational pattern is attempted. The student details three good work habits that people should have, but he or she fails to employ effective transitional devices to provide logical connections between and among the ideas. Although each reason is extended by little bits of information, the development of that support is uneven, nonspecific, and list-like. The most specific information is provided for the “eagerness to teach” reason: “Second, if teachers have an eagerness to teach, kids like the class better so they learn more. If employees like what they do and show eagerness to work, the employer will notice. If the employee keeps it up they could get a promotion, and people like the place more.” Word choice is limited and predictable, but sentence structure variation is attempted. Errors in basic conventions do not interfere with understanding.

Draft responses are planned and written in a 45-minute time period. This response could be strengthened by employing the following strategies: An organizational plan with effective transitional devices should be developed. The writer could provide facts, examples, illustrations, or anecdotes to enhance the reader’s understanding. For example, the student could use specific examples or anecdotes to further explain how repetition helps students learn. The relationship between the eagerness of teachers and the learning by students could be further explained. What does the writer mean by “reliable” students or workers? Precise word choice, varied sentence structure, and improved conventions would also strengthen this response.

Teachers and employers want people to have good work habits. They love people that can be reliable and trusted to do what they need to do.

If you have good attendance that would an excellence habit. You would really reliable. Being on time to work, missing minimum days of work, and not leaving early are good ways to have good Attendance for work.

If you get all your work done when it is needed that would be a good work habit. Getting your work in by the deadlines is great ~~is~~ because ~~is~~ they will be able to rely on you to get work done. If you could finish work before a deadline they would have trust in you to finish any work that needs to be done.

Good ^{work} habits make people get jobs easier and keep their jobs. If you have good work habits they is a low possibility of you being fired.

SCORE POINT
2

This response is generally focused on the topic, and a predictable organizational pattern is attempted; however, effective transitional devices are lacking. Although supporting details are provided for each reason, development of that support is erratic and nonspecific. In the second paragraph, the writer attempts to define good attendance: “Being on time to work, missing minimum days of work, and not leaving early are good ways to have good Attendance for work.” The third paragraph contains some vague and repetitive information: “Getting your work in by the deadlines is great because they will be able to rely on you to get work done. If you could finish work before a deadline they would have trust in you to finish any work that needs to be done.” Word choice is limited. Errors in sentence structure and basic conventions do not impede communication.

Draft responses are planned and written in a 45-minute time period. This response could be strengthened by employing the following strategies: The writer could provide effective transitional devices to connect the ideas. Facts, examples, anecdotes, or illustrations would enhance the reader’s understanding. For example, the student should explain more fully why being reliable is a good work trait. The writer could use personal anecdotes to explain how meeting deadlines makes one a valuable student or employee. Precision of word choice and improvement of basic conventions and sentence structures would also strengthen this response.

I think that people should have good habits by being on time, by doing what they have to do, and by being present when they have to.

Having good work habits is by being to work or school on time. Because if people are late to school or work, teachers and employers get mad and they don't want people like that, they want people on time or else they don't want them there.

Another good work habit is by doing what they are told to do. Teachers want good students, they want students to do their work and to listen to them. And employers want good workers, because if they not doing what they want them to do they don't get pay good.

Last good work habit is by being there everyday they have to. If students don't go to school they get in trouble, and if employers don't go to work they get kicked out.

that is what I think good work habits people should have. Being on time, do what they have to do, and be there everyday, because teachers and employers want good work habits.

SCORE POINT
2

This brief response minimally addresses the topic. An organizational pattern is attempted, including a one-sentence introduction, a list-like middle, and a summarizing conclusion. The writer fails to use transitional devices to provide logical connections between and among the ideas. Although some support is offered for each reason, the development is nonspecific and repetitive: "Having good work habits is by being to work or school on time. Because if people are late to school or work, teachers and employers get mad and they don't want people like that, they want people on time or else they don't want them there." Word choice is limited and vague, and errors occur in sentence structure and basic conventions.

Draft responses are planned and written in a 45-minute time period. This response could be strengthened by employing the following strategies: The writer should employ an organizational plan with effective transitional devices. All reasons should be consistently supported with specific facts, examples, illustrations, or anecdotes. The writer could explain what might happen to a student or worker who is constantly late, lazy, or absent. Expanding word choice and correcting errors in conventions would also strengthen this response.

Many people in the world have bad habits, which is not good for employees and teachers. If you have bad habits, then teachers and employees, who does not like those habits, will end up in a desester. Some times bad habits can creat a big PSSUE, so it is better off, not to have any bad habits. Good habits make a good day and teachers proud. Everyone should have good habits, I think, because then everyoneelse will be happy. Good habits makes a good day for everyone.

SCORE POINT
1

The writer responds to the topic, and an organizational pattern is attempted; however, there is little, if any, development of support. Supporting details are vague, repetitive, and confusing. Although the writer attempts a comparative strategy, he or she fails to adequately explain why good habits are better than bad habits: “If you have bad habits . . . those habits will end up in a desester . . . bad habits can creat a big issue . . . Good habits make a good day and teachers proud . . . everyoneelse will be happy.” Word choice is limited and vague. Frequent errors in sentence structure and basic conventions do not impede meaning.

Draft responses are planned and written in a 45-minute time period. This response could be strengthened by employing the following strategies: The writer should clearly focus on a few specific ideas and provide an organizational pattern with effective transitional devices. Supporting details, elaborated with facts, examples, anecdotes, or illustrations, should be provided. For example, why does the writer think that having bad work habits would be disastrous? The writer could use an effective comparative writing strategy to explain the differences between bad work habits and good work habits. How can good work habits cause everyone to have a good day? More precise word choice is needed. Improvement and variation of sentence structures and correction of basic conventions would also strengthen this response.

I think teachers and employers, should have, good work habits, because if they dont they may get fired. If they do have good work habits, such as getting to work early, or, do the best you or, the employer, can do and to just enjoy work. Another good work habit is to have a good healthy breakfast, so in reasalt you would have a very good attitude towards work, and employers, and costumers, and of course the boss. In reasalt of having a good attitude towards costumers they might, and probably will, come back.

SCORE POINT
1

This sparse response minimally addresses the topic. An organizational plan is attempted, including a one-sentence introduction, a list-like middle section, and no conclusion. Support is inadequate and vague. In the second sentence, the writer briefly mentions three good work habits: “getting to work early,” “do the best you or, the employer, can do,” and “just enjoy work.” A bit of additional information is provided for why eating a “good healthy breakfast” is a good work habit: “you would have a very good attitude towards work, and employers, and costumers, and of course the boss. In reasalt of having a good attitude towards costumers they might, and probably will, come back.” Word choice is limited, and errors occur in sentence structure. Convention errors sometimes impede understanding.

Draft responses are planned and written in a 45-minute time period. This response could be strengthened by employing the following strategies: The writer should develop an organizational pattern with effective transitional devices. Facts, examples, illustrations, or anecdotes could be used to clarify meaning. For example, why does the writer think workers should get to work early, do their best, and just enjoy work? How would eating a healthy breakfast improve a worker’s attitude? Word choice should be precise, and sentence structures should be improved. Correction of convention errors would also strengthen this response.

Persuasive Responses from the 2007 Assessment

Definition of Persuasive Writing

The purpose of persuasive writing is to convince the reader to accept a particular point of view or to take a specific action. Anticipating counterarguments is important; in fact, the writer may choose to clarify his or her position by refuting counterarguments. The unmistakable purpose of persuasive writing is to convince the reader. In well-written persuasion, the topic or issue is clearly stated and elaborated to indicate understanding and conviction on the part of the writer.

Summary of the Persuasive Responses Written in 2007

The annotated papers in this section represent responses to a prompt that directed students to persuade a newspaper editor whether high school athletes should be paid to play sports for their schools. Students responding to this prompt generally provided arguments supporting whether high school athletes should or should not be paid to play sports for their schools. A paper was scorable if the student supported his or her position regarding paying student athletes to play sports. Papers that focused on the topic, displayed an organizational pattern, contained elaborated support, showed variety in sentence structure, and generally followed the conventions of writing were scored in the higher ranges of the scale. (See Appendix A for more information about the prompt and the allowable interpretations.)

Suggestions for Use of the Annotated Responses

Teachers may use the responses on the following pages to improve student writing skills and help students understand the scoring criteria. Each response in this publication is annotated to explain why it was assigned a particular score. Personal information has been removed or fictionalized to protect the identity of the writer. Teachers can delete the scores and annotations and make transparencies or copies of the responses. Additional instructional uses of the responses include the following:

- ordering the responses from highest to lowest scores;
- highlighting words and phrases that provide an organizational structure and develop the supporting ideas in a response;
- listing the strengths and weaknesses of a response;
- revising and editing a response based on a student-generated list of the strengths and weaknesses or on the recommendations for improvement provided in the annotation that accompanies the response;
- using the rubric and skills above to score student responses to similar prompts;
- identifying how the writer tailors the response to his or her intended audience; and
- identifying the student's position or opinion.

To the Editor:

In response to a recent article about high school athletes, I am writing my opinions so that the author of the article can see what a high school student thinks of his proposal. He has stated that high school athletes should be paid for their efforts. While I agree that athletes work hard, I cannot begin to understand the madness that they should be paid for this work. This would cause much more harm than good.

For the sake of argument, let us imagine if his strange fantasy became reality. Walking through the halls, you would see the buildings and equipment in a state of disrepair. The technology would be severely outdated, classrooms literally falling apart, and classrooms filled with more students than they were ever meant to hold. The reason for all this? Budget troubles. With budgets tight as it is, who could even begin to fathom the chaos caused by lost funds?

Next, you would come upon a now unthinkable sight: a recruiter from a rival school, coming with money and a contract to steal away a budding star. Schools would be in perpetual competition for the best players, undermining educational stability, and perhaps athletes' morals!

You'd hear the lunch bell ring, and a crowd of students would be seen gathering in a mob before the office, shouting and waving signs. A large throng of students forms a protest. Among

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them you see the student council president, the drum major, the choir leader, and leaders of several academic teams. Each of them works as hard as the athletes, if not harder, and none of them earn a cent! Their cries of outrage fade as you drive away.

Back to our current situation, I would like to point out that in a way, athletes are paid. Not in cash, but in scholarships, in recognition, and in pride. By paying athletes, you would undermine these, and you would destroy the greatest payment of any athlete: pure, enthusiastic love for their game. That is why they began to play, and hopefully, why they'll continue.

I hope I have proven this point to you, the author, and to all your readers: that paying student athletes would damage the integrity of our schools. Think of the payment they receive already, and think of the rest of the students. If you should pay one group of students (athletes) for their work, you should pay all students. We all work hard in different ways, and we all merit attention. Maybe the author should consider this before his next article.

SCORE POINT
6

The writer of this persuasive response focuses on convincing an editor that paying athletes would “cause much more harm than good.” The logical organizational plan and substantial support contribute to a sense of completeness. Support is specific, relevant, and concrete: “For the sake of argument, let us imagine if his strange fantasy became reality.” The writer uses vivid imagery to justify the position that paying athletes will cause “budget troubles,” “perpetual competition,” and “cries of outrage.” A mature command of language is exhibited. The conclusion includes some advice for the newspaper editor: “We all work hard in different ways, and we all merit attention. Maybe the author should consider this before his next article.” Sentence structure varies, and few convention errors occur.

Draft responses are planned and written in a 45-minute time period. This response could be strengthened by employing the following strategies: More specific facts, examples, or anecdotes could be added to explain the writer’s meaning. Correcting occasional convention errors would also enhance this response.

The score is 8 to 7. If [Ben] makes the shot — will win. The stadium fills with silence. The dribbling of the ball and the squeaking of the shoes is all you can hear. [Ben] runs through the court like a horse on a open field. Finally he shoots the ball; 7 more seconds on the clock. Then its 6, 5, 4, 3, 2; the ball goes in and he scores. The crowd goes wild. Now all [Ben] can think of is the gigantic bonus check he will get for winning the championship. He does not care for the fact they made it to the top, all he can think of is the money.

This is an example of students being payed for playing sports in high school. I feel that is not correct. first of all that money can be used for better learning materials for school. Second it is unfair to those who are not playing the sports. third it changes the meaning for school spirit.

The money used for paying the athletes could be used for better learning material in school. Now a days more and more schools are going thru economic crisis. Dr. Z —, from Harvard Academy says that 78% of the schools in the United states cant afford new equipment for computer labs. As we all know technology plays a big part in learning. If we cant afford the materials it will not be sufficient for us to learn new things.

I feel it is unfair that while athletes are getting payed, the rest of the student body doesnt. There are many negative results to this. Students not getting payed will feel as if they need to get a talent in sports just so they can make some money. If schools teach that fairness is a must in life, well it definely does not show in the decision to pay athletes. We all have talents and in school it is wrong to divide those who play sports and give them money while the rest dont. Even this may cause riots and hate to those who participate in the sports and get payed.

last and most important is that being payed changes the real meaning of school spirit. School spirit is appreciation and a sort of love showed for your school. You can see this when you go to any school game

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and you see students with happy, excited faces cheering for their school. The athletes playing enjoy seeing their peers cheering for them and gives them hope to win. Dr. 6, a psychologist from FSU says, that those who will get payed at such an early age and for an activity, that has much more meaning than money will most likely seek money and turn to greed later in life. [Ben] only cared for the money and not the fact that his prestigious school had won and made it to the top. He worked only for the money and school spirit has lost its meaning.

In conclusion I think athletes should not payed in school. Only negative outcomes will come out of this. As you have read, the money can be used for better learning materials in school, it is unfair to those who dont play the sports, and most important it takes the meaning out of school spirit.

SCORE POINT
6

PERSUASIVE STUDENT RESPONSE

This organized, persuasive response is clearly focused on the position that high school athletes should not be paid. Effective transitional devices provide logical connections between and among the ideas. The organizational plan and substantial support contribute to a sense of completeness. The imaginative introduction reflects insight into the writing situation: “Now all [Ben] can think of is the gigantic bonus check he will get for winning the championship. He does not care for the fact they made it to the top, all he can think of is the money.” The writer presents three arguments, and each is elaborated consistently and substantially with facts, examples, illustrations, and anecdotes. A mature command of language with freshness of expression is demonstrated: “[Ben] runs through the court like a horse on an open field.” Sentence structure varies, and few convention errors occur.

Draft responses are planned and written in a 45-minute time period. This response could be strengthened by employing the following strategies: The writer could provide more specific supporting details for each argument. Rather than repeating the arguments in the conclusion, the writer could provide additional information to support his or her position. More effective transitional devices are needed to logically connect the ideas. For example, the writer leaps too quickly from arguing the unfairness of paid athletes to the jealousy of other students to the loss of school spirit. The writer could use a cause-and-effect strategy to link these ideas and form a stronger argument. Correcting the few convention errors would also enhance this response.

Dear Editor,

Lets imagine you have two sons, one in High School and one in college. Both sons are intensely devoted to sports and are both star athletes, but at the end of his game your younger son recieves a paycheck. Your older son, who probably needs money for school, gets nothing. Does this sound fair?

This scenario probably isn't uncommon, minus the paycheck. If High school kids did really recieve money for their game, it might make the people dealing with the same situation rather angry, especially the older son. I know if I was on the Florida Gators Football team and thousands of people were watching me play on T.V., I would certainly expect a good amount of money if my little brother was being payed for playing for the Satellite Scorpions.

Not only would it seem unfair in that sense, but which of the two sons would need the money? Your younger son would live with you, have a meal put on the table for him every day, have books supplied to him by the school, and have whatever other amenities that he may want, under your discretion. Your older son, however, would have to pay for his own water, electricity, food, books, and tuition. He would even have to pay for his own laundry to be done. Which one do you think would be more in need of the money?

There is another point of view in the matter as well. What would the High School rather spend its money on, paying kids to join its team, or better learning tools and environments for its kids? It could also spend the money on improving its sports program so kids would want to join and play without even thinking of being payed.

GO ON 

So there are a few things to consider before you support that idea. I am good friends some people on our football team and they play simply for love of the game. Their payment comes in knowing they played their hardest in the game they love.

Sincerely,

SCORE POINT
5

PERSUASIVE STUDENT RESPONSE

This writer takes the position that students should not be paid to play high school sports. An organizational plan, with effective transitional devices, provides for a logical progression of ideas. The organizational plan and ample support contribute to a sense of completeness. To justify his or her opinion, the writer uses a convincing anecdote about the needs of two sons, an older son in college and a younger son in high school: “Your younger son would live with you, have a meal put on the table for him everyday, have books supplied to him by the school, and have whatever other amenities that he may want . . . Your older son, however, would have to pay for his own water, electricity, food, books, and tuition . . . pay for his own laundry . . . Which one do you think would be more in need of the money?” In the conclusion, the writer demonstrates a commitment to and involvement with the subject, and an awareness of the reader: “So there are a few things to consider before you support that idea. I am good friends some people on our football team and they play simply for love of the game. Their payment comes in knowing they played their hardest in the game they love.” A mature command of language and a precise choice of words are demonstrated. Sentence structure varies, and conventions are generally followed.

Draft responses are planned and written in a 45-minute time period. This response could be strengthened by employing the following strategies: In the second paragraph, the writer should clarify support for what seems to be loosely related information. In the fourth paragraph, support for how schools should spend their money is minimal and sometimes vague. Further information is needed to explain the writer’s meaning. For example, the student could provide examples or anecdotes to explain why he or she thinks schools should spend money on “better learning tools and environments . . . improving its sports program” rather than on “paying kids to join its team.” Correcting convention errors would also strengthen this response.

Most highschool students I know are greedy, and thats no lie. They think they should get paid for watching television. My very close friend _____ said something so outrageous to me the other day that I couldn't believe it. He said, "_____ I think I'm going to quit the basketball team because I'm not getting paid. Being on a school sport is about having fun not making money, and if they started paying the players eventually the sport might have to be cancelled due to to much money going out to players. So I strongly believe that sports players shouldn't be paid for playing a particular sport for their school.

When I tryout for the volleyball team its because its fun and I'm good at it. I'm sure that there are many more students at this school that are much better at volleyball than I am. If the school were to start paying players more people might try out. If that happened they might make the team instead of me, depriving me of something I enjoy. Other people would basically be trying out for the wrong reasons. I play because I like it and playing volleyball makes me feel important. I Honestly

GO ON 

don't think the school would take that away from me.

Most schools already have a tight budget. If players were to get paid, where would they get the money from? The dir. Believe me it don't work that way because I've tried getting money that way. I think schools spend enough money on sports they don't need to give out more. If you were a student how would you feel if the principal came on the announcements and said the FFA club was being canceled because they needed to use their funding money to be able to give the players their paychecks. If you were in that club you'd be pretty upset, wouldn't you?

Like I said being on a school sport is supposed to be fun not a job, and over all its a privilege. They shouldn't be able to "dig in" to the schools budget either. So that is why my opinion is that Players should not get paid for playing for a schools sport. I believe that because if that happens what will happen next? Eventually, students will get paid for sleeping in class. And thats just bogus.

SCORE POINT
5

PERSUASIVE STUDENT RESPONSE

This writer takes the position that students should not be paid to play high school sports. The organizational plan provides for a logical progression of ideas. Each argument is consistently elaborated, and the ample support includes some specific details and examples: "If you were a student how would you feel if the principal came on the announcements and said the FFA club was being canceled because they needed to use their funding money to be able to give the players their paychecks." The writer's commitment to the subject is demonstrated: "If the school were to start paying players more people might try out. If that happened they might make the team instead of me, depriving me of something I enjoy." The conclusion warns the reader about what might happen if athletes are paid: "Eventually, students will get paid for sleeping in class." A mature command of language is sometimes demonstrated, and conventions are generally followed.

Draft responses are planned and written in a 45-minute time period. This response could be strengthened by employing the following strategies: The writer could provide more facts or examples to support the arguments. For example, the writer could provide factual or anecdotal evidence to show how "schools spend enough money on sports" and explain why "they don't need to give out more." Expanding word choice and correcting convention errors would also strengthen this response.

Have you ever dreamed about making money playing for your high school's teams? I think that most of you have felt at one time that you should get paid for your time. Playing sports for your high school takes up time in your life so I think that you should get paid. Sports require a lot of dedication and practice to do. Sometimes, it can also interfere in your social life or even your family life. The service that you do for your school when you join a team is amazing so they should give back to you, by paying you.

"Three seconds left [Seafarers] is down by two and number 36 has the ball, will he make it?" the announcer says. Pressure is put on the person and team in this situation. The team mates went through a lot of practice and a lot of stress along with it. The stress isn't good for us so don't you think that we should be getting paid for all the practice. It takes an enormous amount of determination for sports.

All the practice, games, and workouts for high school sports can take up a big amount of time in your life. For example your friends want you to go to a movie with them on Friday after school, but you can't go because you have a foot ball game. Sports are very time consuming especially foot ball. Most schools are judged by their football team. Sports can also interfere with your family life for example: it is your brother's birthday and you have to miss it for an "important" practice.

Have you ever thought that the school should give back to you for your time and services? You miss so much stuff due to the sports at school. You work so hard and try so hard to do good for your school and you get awarded with these little trophies. You put up with all the coaches

GO ON 

yelling and you get repayed by winning a couple games. I think that for your services you should get paid.

What do you usually need when you are in high school? I would need money for a car and so on and so forth. You give your services to your high school. Then they take up your time on practice, games, and workouts. Also it takes a lot of your mental health especially stress. You are doing it for nothing. I think we deserve to get paid to play sports for our high schools.

SCORE POINT
4

PERSUASIVE STUDENT RESPONSE

This writer takes the position that high school athletes, especially football players, should be paid for their time and services. An organizational pattern is apparent, and transitional devices are used effectively. Support is consistently developed and sometimes includes specific details and examples. In the second paragraph, the writer uses an illustration to explain the pressure felt by high school football players: “Three seconds left [Seafarers] is down by two and number 36 has the ball, will he make it?” the announcer says. Pressure is put on the person and team in this situation.” In the third paragraph, the writer argues that “sports can take up a big amount of time in your life” and provides examples to convince the reader: “your friends want you to go to a movie with them on Friday after school, but you can’t go because you have a foot ball game . . . it is your brother’s birthday and you have to miss it for an ‘important’ practice.” Word choice is adequate, and sentence structure varies. The conventions of mechanics, usage, and spelling are generally followed.

Draft responses are planned and written in a 45-minute time period. This response could be strengthened by employing the following strategies: The writer could provide more facts, examples, illustrations, or anecdotes to support each argument. For example, the writer could provide further evidence to support the assertion that “The stress isn’t good for us . . . we should be getting paid.” The writer could provide a stronger link between playing football and performing a service. More precise choice of words and better control of basic conventions would also strengthen this response.

"Touchdown!" We've heard these words repeatedly over and over again. For most of us this is a time of glory. Most don't stop and think of the effort that went into this touchdown. Our fellow classmates and athletes have their work cut out for them. To make one touchdown takes hours and hours of practice, ^{and} not to mention a plethora of effort. So, why aren't our school athletes getting paid? They work just as hard as college and professional football players. Why not receive the same benefit? I have a strong intuition that they should.

I believe that if school athletes get paid, they will do a better job. I mean they'll be trying harder. And if they are getting paid they won't have to get an extra job to pay for things needed. This leads to more practice time. And a recent survey showed that 73% of schools paying their athletes have higher touchdown averages than those who don't. That's something to think about.

Paying these athletes will let them get better. This doesn't only affect the athletes, though. It also affects the entire student body. With a high school spirit students are more likely to attend school. They're also more likely to attend football games where they can spend money on other things. Bringing in more profit to the school will help not only the student body but the staff also. This means everyone is happy!

GO ON 

With a happy student body, and more attendance, this means higher test scores. And since our schools are ranked by our test scores, and the higher our test scores the more money our school gets. I believe a happy student body brings a happy staff, also.

Paying football athletes benefits almost everybody. Rather it be students or staff it's beneficial in almost every way. And why not pay them? they're certainly working for it.

SCORE POINT
4

PERSUASIVE STUDENT RESPONSE

This student takes the position that high school football players should be paid to play. An organizational plan is apparent, and some transitional devices are used effectively. An elaborate justification for the writer's position is provided in the introduction: "Most don't stop and think of the effort that went into this touchdown . . . To make one touchdown takes hours and hours of practice, and not to mention a plethora of effort . . . They work just as hard as college and professional football players. Why not receive the same benefit?" Support for each argument is consistently elaborated, but supporting details sometime lack specificity. In the third paragraph, the writer uses specific facts to prove that if athletes "are getting paid they won't have to get an extra job to pay for things needed . . . a recent survey showed that 73% of schools paying their athletes have higher touchdown averages than those who don't." In the fourth paragraph, the writer seems to rush through the argument that a "happy student body" produces higher test scores and more money for the school. The writer fails to pause to provide supporting details to enhance the reader's understanding. Word choice is adequate, and sentence structure varies. Basic conventions are generally followed.

Draft responses are planned and written in a 45-minute time period. This response could be strengthened by employing the following strategies: The writer could provide more effective transitional devices. The writer could use specific facts, examples, anecdotes, or illustrations to support the arguments. For example, the student could use examples or anecdotal evidence to explain how a positive school spirit encourages students to attend school, watch football games, spend money, and be happy. The writer also could provide evidence to support his or her argument that "a happy student body . . . means higher test scores." Precise word choice and improved basic conventions would also strengthen this response.

I think high school kids should not be paid for playing in high school sports. Here are some reasons I think no. One, they are playing just for fun. Two, the sports don't last long. Last but not least, High school sports aren't as big to watch as college or pro sports.

Like I said, it is just for the fun of it. It's almost like getting paid just for having fun. Some people may take it fairly seriously, but it is just to have fun. Besides a lot of people are probably in it just to play. Not for the money.

Secondly, the sports played in high school don't last long. It's not like a job or a full time thing. So why get paid for just a few games. Besides things on the team are probably always changing. It would probably be hard to keep up w/ who is playing & who isn't.

Last, high school sports aren't as big as college or pro. It is just kids playing. There are no big games across the country. All high school sports really are is training for college & pro. People don't get paid just for training.

In conclusion, people just play for fun. High school sports aren't long. Also, they aren't as big as college or pro. So no, I don't think high schoolers should be paid to play sports.

SCORE POINT
3

This response focuses on the position that high school athletes should not be paid. A predictable organizational pattern is provided, but the writer fails to employ effective transitional devices. Although support is provided for each argument, the support is sometimes vague and repetitive: “Like I said, it is just for the fun of it . . . paid just for having fun . . . but it is just to have fun.” Word choice is adequate, sentence structures are varied, and conventions are generally followed.

Draft responses are planned and written in a 45-minute time period. This response could be strengthened by employing the following strategies: The writer could provide effective transitional devices. Specific details could be provided for each argument. For example, the student could use facts or anecdotes to further explain how the worlds of high school and professional differ and why only professional players should be paid. More precise word choice, better use of conventions, and more variation in sentence structure would also strengthen this response.

School sports is a privilege to be played because you need good grades to be able to play. Being paid to play school sports is like being paid to do school clubs.

I have two reasons why students shouldn't be paid to play school sports. One, only way you can play school sports is by having a 2.0 grade average; Two, HS not a job.

To do school activities it is usually a requirement to have a 2.0 grade average or a "C" average. So if you got paid to play school sports it would be like paying you to do good in school and that wouldn't be fare to the other students.

A job is something you do to earn extra money for the little extra school activities. The reason students play sports in High School is to get them ready for life after High School. Playing sports in High School is to train you for if you wanted to play sports outside of school you will be ready to play and make good money, therefore sports being a job for you.

So I think students shouldn't

GO ON 

be paid for playing sports in High School because, sports in High School is for fun and training for the real world.

PERSUASIVE STUDENT RESPONSE

SCORE POINT
3

The writer takes the position that high school athletes should not be paid. An organizational pattern is attempted, but the writer fails to provide needed connections between and among the ideas. Two arguments support the writer’s opinion: “One, only way you can play school sports is by having a 2.0 grade average; Two, Its not a job.” Each argument is supported with little bits of additional information. In the “job” argument, the writer explains how participation in high school sports prepares you for a career in the sports field: “A job is something you do to earn extra money for the little extra school activities . . . students play sports in High School to get them ready for life after High School . . . to train you for if you wanted to play sports outside of school you will be ready to play and make good money.” Word choice is limited. Errors in sentence structure, capitalization, and punctuation do not interfere with meaning.

Draft responses are planned and written in a 45-minute time period. This response could be strengthened by employing the following strategies: An effective organizational plan should be developed. Elaborated support for each argument and logical connections between and among the ideas are needed to further reader understanding. For example, the student could use facts, examples, or anecdotes to explain why he or she thinks paying high school athletes would not be fair to the other students. A more logical connection would link the grade point average and paying all students to do their work. Facts and examples could be used to explain how playing high school sports is good training for “the real world.” Precise word choice, better sentence structure, and improved conventions would also strengthen this response.

I really don't think athletes in high school should be paid because. It wouldn't be fair because some people that don't play sports might get mad because they do work in class all day and they think they need to get paid for doing there work. If I was an athlete I don't think they should get paid in high school for playing sports. Because they might come to school with better cars, then everybody else, with jewelry, lot of money, nice brand new clothes. And they might brag to the students that there making money playing sports in high school. I think the athletes should wait for college cause they pay athletes money. And athletes that play for high school only play for couple of months. and pro athletes play for years. and they deserve to be paid. that why I think that high school Athletes shouldn't be paid. this is my newspaper article.

SCORE POINT
2

PERSUASIVE STUDENT RESPONSE

This student asserts that high school athletes should not be paid. An organizational pattern is attempted, but effective transitional devices are lacking. Extended support is provided for each argument. Most of the supporting details are nonspecific and list-like. Some specific information is provided for the “brag” argument: “Because they might come to school with better cars, then everybody else, with jewelry, lot of money, nice brand new clothes. And they might brag to the students that there making money playing sports in high school.” Word choice is limited and predictable, and there is little variation of sentence structures; however, knowledge of conventions is demonstrated.

Draft responses are planned and written in a 45-minute time period. This response could be strengthened by employing the following strategies: The writer should employ an organizational plan with effective transitional devices. Support for each argument should be extended or elaborated through facts, examples, anecdotes, or illustrations. For example, the writer could further explain why students might get mad because they are not paid for doing school work. An example or anecdote about the jealousy of other students toward the paid athletes would enhance the reader’s understanding. Why shouldn’t athletes be paid for a “couple of months” during the school year? Word choice should be precise, and sentence structure should vary. Correction of convention errors would also strengthen this response.

Should High school students be paid to play sports in High school? I think they should not be paid. The main reason why I think that you shouldn't be paid to play sports in High school is because it is a privilege. To play in school is a gift and if you are good you should treasure it. Only in Pro sports should you be paid. Another reason why High school students shouldn't be paid to play sports is because it's a waste of the school money. The school money needs to go to Clubs, charity and etc. Even tho sports ~~are~~ players are very good in high school they are not as good as the Pros. Professional players play for the fans, money, tv. High school is all about the best school and they shouldn't be paid. So you should only get paid to play sports if you are a professional and not an High school student.

SCORE POINT
2

The writer takes the position that the high school athletes should not be paid. An organizational pattern is attempted, but the writer fails to provide logical connections between and among the ideas. Some vague and list-like support is provided for each of the arguments. The “waste of the school money” argument is the most developed: “The school money needs to go to Clubs, charity and, etc. Even tho sports players are very good in high school they are not as good as the Pro’s . . . High school is all about the best school and they shouldn’t be paid.” Some confusing support is provided for the “privilege to play” argument: “it is a privilege to play in school is a gift and if you are good you should treasure it.” Word choice is limited and vague. Errors in sentence structure and basic conventions do not interfere with the reader’s understanding.

Draft responses are planned and written in a 45-minute time period. This response could be strengthened by employing the following strategies: The writer could employ an organizational plan with effective transitional devices. Relevant facts, examples, anecdotes, or illustrations should be provided to support the arguments. For example, why does the student think that playing high school sports is a privilege and sports talent should be treated as a gift to be treasured? The writer also could use facts, examples, or anecdotal evidence to support his or her opinion that paying athletes is a “waste of the school money.” Precise word choice, varying sentence structure, and improved basic conventions would also strengthen this response.

high school athletes shouldn't be paid to play sports for their school because if it's done it's played for fun. It could also be because this would only be a high school sport. But, more than anything what would happen to the professional players of this sports, first. It'll be discussed why it is done for fun.

Most players in the big leagues or professionals do it for the money but in high school it won't be forced on you to play any kind of sport. For example, some people play professional sports for the amount of money you money you earn but since high school they don't pay you then. that just says your really there not because of money but for just doing it. some people since you are being paid to do something then you should just work harder in sports to get paid. Sometimes there's not good because that would probably take all the fun of it. The next thing that will be talked about would be

SCORE POINT
1

The writer takes the position that high school athletes should not be paid. The attempted organizational pattern consists of a brief introduction, a rambling middle part, and no conclusion. The “done for fun” argument is developed by bits of vague and confusing information: “Most players in the big leagues or professionals do it for the money but in high school it won’t be forced on you to play any kind of sport. For example, some people play professional sports for the amount of money you money you earn but since high school they don’t pay you then. that just says your really there not because of money but for just doing it.” Word choice is limited. Frequent errors in sentence structure and the basic conventions of capitalization and punctuation sometimes impede meaning.

Draft responses are planned and written in a 45-minute time period. This response could be strengthened by employing the following strategies: The writer should develop an organizational pattern with effective transitional devices. Supporting arguments should be presented and elaborated with facts, examples, anecdotes, or illustrations. The writer should clarify the argument for why high school athletes should be treated differently from professional athletes. An effective conclusion would reinforce the writer’s opinion. Expanding word choice and correcting sentence structure and convention errors would strengthen this response.

I think they should get paid for playing sports at any school. They work to hard to not get paid. college gets paid why can't high school. School that have sports should pay them. You can get more and have more if you pay. Nothing is always free. I want to know why High School don't get paid. I don't think soccer, tennis and volleyball should get paid. I like football, basketball and cheerleaders. You will have a great team if they are willin to work and be a good team together. Well that's my stere about school sports.

PERSUASIVE STUDENT RESPONSE

SCORE POINT
1

The writer in this rambling response suggests that only football and basketball players and cheerleaders should be paid. There is little, if any, attempt to develop an organizational pattern or adequate support. The writer offers some vague and confusing arguments for paying athletes: “They work to hard . . . College gets paid why can’t high school . . . You can get more and have more if you pay. Nothing is always free.” Information provided in the conclusion seems extraneous: “You will have a great team if they are willin to work and be a good team together.” Word choice is limited, predictable, and vague. Frequent errors occur in sentence structure and basic conventions.

Draft responses are planned and written in a 45-minute time period. This response could be strengthened by employing the following strategies: The writer should take a definite position and provide an organizational pattern with effective transitional devices. Supporting arguments should be presented and elaborated with facts, examples, anecdotes, and illustrations. For example, what does the writer mean by “You can get more and have more if you pay”? Why shouldn’t the school pay soccer, tennis, and volleyball players? Word choice should be more precise. Correcting sentence structure and basic convention errors would also strengthen this response.

Appendix A

Prompt and Allowable Interpretations

Grade 10 Expository Prompt

Writing Situation:

Teachers and employers want people to have good work habits.

Directions for Writing:

Think about the good work habits people should have.

Now write to explain what good work habits people should have.

The prompt serves as a stimulus for writing. The purpose of the prompt is to elicit writing from tenth grade students statewide. Responses are scored when a connection exists between the prompt and the response although the connection may be tenuous or out of the ordinary.

Allowable Interpretations

Allowable interpretations describe acceptable ways of responding to the prompt. The allowable interpretations serve as a scoring tool that assists scorers in distinguishing scorable from unscorable responses.

- The student is allowed considerable latitude in his/her interpretation of the prompt; therefore, the words in the prompt may be broadly defined.
- The explanation may be fact or fantasy.
- The student may explain one or more work habits he, she, or others should have (or have) and may include positive and/or negative aspects.
- The student may present information as “factual” even if the information is not based on fact.
- The student may explain work habits people have that are *not* good.
- Narration, description, and persuasion “work” if they provide explanatory information related to the prompt.

Grade 10 Persuasive Prompt

Writing Situation:

A newspaper article said that high school athletes should be paid to play sports for their schools.

Directions for Writing:

Think about whether or not high school athletes should be paid to play sports for their schools.

Now write to convince the editor of the newspaper whether high school athletes should be paid to play sports for their schools.

The prompt serves as a stimulus for writing. The purpose of the prompt is to elicit writing from tenth grade students statewide. Responses are scored when a connection exists between the prompt and the response although the connection may be tenuous or out of the ordinary.

Allowable Interpretations

Allowable interpretations describe acceptable ways of responding to the prompt. The allowable interpretations serve as a scoring tool that assists scorers in distinguishing scorable from unscorable responses.

- The student is allowed considerable latitude in his/her interpretation of the prompt; therefore, the words in the prompt may be broadly defined.
- The student may present information as “factual” even if the information is not based on fact.
- The student may write about sports or about only one sport.
- The student may cite one or more arguments and may include positive and/or negative aspects.
- The student may take the position that the decision should be left to others or influenced by other factors, or the student may take another qualified stand to provide an alternative. The following is an example of a qualified stand: “School is about academics, so students should be paid according their grade point averages.”
- Narration, description, and exposition “work” if they provide support related to the persuasive prompt.

Appendix B

Glossary

Allowable Interpretations – a scoring tool that assists scorers in distinguishing scorable from unscorable responses

Census Writing Assessment – testing of all students in a particular grade level to measure the writing proficiency of students and schools

Conventions – commonly accepted rules of edited American English (e.g., spelling, usage, capitalization, punctuation, and sentence structure)

Draft – preliminary version of a piece of writing that may need revision of details, organization, and conventions

Expository Writing – writing that gives information, explains why or how, clarifies a process, or defines a concept

Field Test – testing a representative sample of the state’s student population to determine the effectiveness of an assessment instrument

Focus – relationship of supporting details to the main idea, theme, or unifying point

Loosely Related – only slightly related

Extraneous – not related

Holistic Scoring – method by which trained readers evaluate the overall quality of a piece of writing according to predefined criteria

Narrative Writing – writing that recounts a personal or fictional experience or tells a story based on a real or imagined event

Organization – structure or plan of development (beginning, middle, and end) and the transitional devices used to arrange the ideas

Transitional Devices – words, terms, phrases, and sentence variations used to arrange and signal the movement of ideas. For example, “next, and then, in the end, another reason, after that we went, another way to look at it” are transitional devices.

Performance Task – test item (prompt) that requires a student to write a response instead of choosing one from several choices

Persuasive Writing – writing that attempts to convince the reader that a point of view is valid or that the reader should take a specific action

Prompt – writing assignment that states the writer’s task, including the topic and purpose of the writing

Rangefinders – student responses used to illustrate score points on the rubric

Response – writing that is stimulated by a prompt

Rubric – scoring description for each score point of the scale

Scorer – person trained to score student responses

Support – quality of details illustrating or explaining the central theme

Bare – use of a detail or a simple list that focuses on events or reasons. For example, “I like to go to school because it is fun.”

Extended – use of information that begins to clarify meaning. For example, “I like to go to school because it is fun when the teacher allows us to do experiments with frogs.”

Layered – use of a series of informational statements that collectively help to clarify meaning. For example, “I like to go to school because it is fun when the teacher allows us to do experiments with frogs. We learned what kinds of foods frogs like to eat by offering them flies, worms, and seeds. We observed the frogs during the morning and afternoon to determine when they were more active. We also compared frogs to other amphibians to see what characteristics they share.”

Elaborated – use of additional details, anecdotes, illustrations, and examples that further clarify meaning. Information that answers the question, “What do you mean?” For example, “I like to go to school because it is fun when the teacher allows us to do experiments with frogs instead of just reading about frogs in books. Experiments allow us to have the fun of discovering for ourselves how far and how fast frogs can jump and what kinds of foods frogs like to eat.” Elaboration could also provide a detailed description of the experiments.

Writing Process – recursive steps of prewriting, drafting, revising, editing, evaluating, and sharing used in the development of a piece of writing

Appendix C

FCAT Writing+ Performance Task Assessment Directions, Answer Book, and Planning Sheet

Assessment Directions

The following is a synopsis of the directions test administrators read to students for the essay portion of the assessment:

Today you are going to complete a writing exercise, and it is important for you to do as well as you can. Your scored response will be returned to your school as part of your school record.

The prompt on page 2 of your answer book explains what you are going to write about and gives you some ideas for planning your writing. You may use the planning sheet for jotting down ideas and planning and organizing what you will write.

After planning what you will write, begin the writing that will be scored on page 3. You may continue your writing on page 4. You do not have to fill up both of these pages, but you should respond completely to the prompt.

The writing should be easy to read and show that you can organize and express your thoughts clearly and completely.

Your writing may be about something real or make-believe, but remember you are to write ONLY about the prompt on page 2 of your folder.

You may give your writing a title if you would like, but you do not have to title your writing.

You may NOT use a dictionary. If you do not know how to spell a word, sound the word out and do the best you can.

You may either print or write in cursive. It is important to write neatly.

Remember, you must first read your prompt and then plan what you will write. I cannot read your prompt to you or help you plan what to write. You must read and plan yourself.

You have a total of 45 minutes to read, plan, and respond to your prompt. I will let you know when you have 10 minutes left.

If you finish early, check your work and make corrections to improve your writing.

PROMPT



SAMPLE

DO NOT WRITE ON THIS PAGE.

Appendix D

FCAT Writing+ Prompt Specifications and Prompt Evaluation Form

Specification for Expository Writing Prompts

The purpose of prompt specification is to ensure that the prompt tells the students the subject (topic) and purpose of writing. Prompts are developed to elicit writing for a desired purpose. One such purpose is exposition. Exposition is writing that gives information, explains how or why, clarifies a process, or defines a concept. Though objective and not dependent on emotion, expository writing may be lively, engaging, and reflective of the writer's underlying commitment to the topic. The unmistakable purpose of expository writing is to inform, clarify, explain, define, and/or instruct.

Cue words that may be used in expository prompts are *why*, *how*, and *what*.

Prompts contain two types of statements: Writing Situation and Directions for Writing. Each element of the prompt may be one or several sentences long.

Writing Situation The writing situation introduces a topic through key words or phrases. This topic serves as the central theme of the student's written response. The statement may provide examples or definitions to clarify the topic. The intent is to provide a common understanding of the topic by expanding, restating, or clarifying it for the students. The intent is not to preclude the student's narrowing or restating of the topic to suit his or her own plan.

Example:

Most teenagers have chores.

Directions for Writing The directions for writing include a statement that provides a strategy for approaching the topic.

Example:

Think about why it is important for teenagers to have chores.

Now write to explain why it is important for teenagers to have chores.

Specification for Persuasive Writing Prompts

The purpose of prompt specification is to ensure that the prompt tells the students the subject (topic) and purpose of writing. Persuasive prompts are developed to elicit writing for a desired purpose and audience. Persuasion is writing that attempts to convince the reader that a point of view is valid and/or that the reader should take a specific action. If it is important to present other sides of an issue, the writer does so, but in a way that makes his or her position clear. The unmistakable purpose of persuasive writing is to convince the reader.

Cue words that may be used in persuasive prompts are *convince*, *persuade*, and *why*. Persuasive prompts should avoid the term *how* because it tends to elicit narrative or expository writing.

Prompts contain two types of statements: Writing Situation and Directions for Writing. Each element of the prompt may be one or several sentences long.

Writing Situation The writing situation introduces a topic through key words or phrases. This topic serves as the central theme of the student's written response. The statement may provide examples or definitions to clarify the topic. The intent is to provide a common understanding of the topic by expanding, restating, or clarifying it for the students. The intent is not to preclude the student's narrowing or restating of the topic to suit his or her own plan.

Example:

The principal at your school has suggested that watching TV causes students' grades to drop.

Directions for Writing The directions for writing include a statement that provides a strategy for approaching the topic.

Example:

Think about the effect watching television has on your grades and your friends' grades.

Now write to convince your principal whether watching television causes students' grades to drop.

FCAT Writing+ Prompt Evaluation Form

Prompt ID _____ **Grade Level** _____ **Date** _____

INTEREST LEVEL

Yes No 1. Will the topic be of interest to students at this grade level?

Comments

BIAS

Yes No 2. Is the topic free of bias?

Yes No 3. Is the wording free of bias?

Yes No 4. Is the topic general enough to be readily accessible to students at this grade level?
(Would most students know something about the topic?)

Yes No 5. Will students be able to respond without becoming overly emotional or upset?

Comments

PURPOSE OF WRITING

Yes No 6. Is the prompt well-suited for the desired purpose?

Comments

WORDING OF PROMPT

Yes No 7. Is the wording of the prompt clear?

Yes No 8. Is the readability appropriate for the majority of students?

Yes No 9. Are components, such as the writing situation and the directions for writing, compatible?

Comments

ORGANIZATION OF RESPONSE

Yes No 10. Does the prompt allow for student preference in the choice of an organizational plan?

Comments

DEPTH OF SUPPORT

Yes No 11. Will the prompt discourage list-like support?

Yes No 12. Is the prompt manageable within the 45-minute testing period?

Yes No 13. Will the prompt allow for substantial development of the topic?

Comments

OVERALL EFFECTIVENESS

Yes No 14. Should the prompt be used as it is written?

Comments

Reviewer's Signature _____

Appendix E

Scorer Bias

Scorer bias refers to factors that have no basis in the scoring criteria or rubric but have an effect on a scorer's perception of a student response. Scorers are trained to avoid these biases because research indicates that biases can interfere with consistent application of the scoring rubric.

- 1. Reactions to Writing Criteria from Other Assessments, Previous Experience with Writing Instruction, or the Use of the Test or Test Scores.** Do you prefer the scoring criteria of another project, state, or grade level? Do you have an issue with writing instruction, the appropriateness of the rubric, or the soundness of the administration or use of the assessment? Do you have expectations about the kind of writing students should be doing? Your role is to score the responses according to the scoring standards rather than to react to the scoring criteria, administration procedures, or the use of the assessment.
- 2. Appearance of Response.** How does the paper look at first glance? How long is the response? Length and quality of writing are not the same things. You should not be influenced by handwriting, neatness, and margins. Handwriting ability and writing ability are not the same things. Length and neatness are not scoring criteria; therefore, you may not consider these aspects of "writing" in the evaluation of a student's writing ability. The quality of the response, rather than the appearance of the response, is part of Florida's scoring criteria.
- 3. Knowledge of Topic.** Are you knowledgeable about the topic? When evaluating student responses, you should consistently adhere to the scoring standards, regardless of your expertise (or lack of expertise) about the topic.
- 4. Reactions to Style.** Does the student begin sentences with "And" or "But"; use an informal tone; use first person; use clichés; place the thesis statement in the conclusion rather than in the introduction; use one-sentence paragraphs; or choose a formulaic, a traditional, or a nontraditional organizational structure? Does the use of a particular stylistic or organizational method prejudice your scoring? Are you unduly influenced by the use of one well-turned phrase in what otherwise is a nonillustrative response? Florida's scoring criteria do not mandate a particular style or organizational structure.
- 5. Reactions to Content.** Has the student used vulgar or violent content? Is the response mundane? Does the student include information that either subtly or directly identifies the student's culture, ethnicity, religion, gender, sexual preference, or exceptionality? Does the student come across as brash, shy, cute, honest, willing to take a chance, or being like (or unlike) you were at that age? Your views about any of the preceding should never influence your scoring. You should judge the student's ability to communicate, not the student's personality or voice. All scores must reflect the scoring standards.
- 6. Transference in Scoring.** Have many responses looked a great deal alike? Is your scoring prejudiced by previously scored responses? In spite of the sameness or uniqueness of responses, an individual student wrote each response. You are responsible for applying the scoring criteria to each response as if it is the only response. Your judgment of a paper should never be influenced by the characteristics and quality of a previously scored paper.
- 7. Well-being of Scorer.** Is your physical or mental state impeding your scoring accuracy? Each student's score must reflect the scoring standards and not your state of mind, state of health, or state of rest.

Appendix F

Instructional Implications for Each Score Point

Grade 10

6 Points According to the rubric, the writing is tightly focused, logically organized, and substantially developed. It demonstrates a mature command of language, including precision in word choice. Sentences vary in structure, and conventions are generally correct.

A score of 6 does not mean that the paper is perfect. In most cases, the writing could be improved by instruction that emphasizes use of the writing process and

- effective planning, drafting, revising, and editing;
- organizing internal elements (using a beginning, middle, and end for each idea and not just for the total paper);
- elaborating on supporting ideas;
- using precise language;
- correcting convention errors; and
- achieving the intended purpose for writing.

5 Points According to the rubric, the writing is clearly focused, logically organized, and amply developed. A mature command of language is demonstrated; however, word choice may not be precise. Sentences vary in structure, and conventions are generally correct. In most cases, the writing could be improved by instruction that emphasizes use of the writing process and

- effective planning, drafting, revising, and editing;
- organizing internal elements (using a beginning, middle, and end for each idea and not just for the total paper);
- elaborating on supporting ideas;
- using precise language;
- correcting convention errors; and
- achieving the intended purpose for writing.

4 Points According to the rubric, the writing is focused but may contain loosely related information, may lack internal organization, and may include weak support or examples. Word choice is adequate. Sentences vary in construction, and conventions are generally correct. In most cases, the writing could be improved by instruction that emphasizes use of the writing process and

- effective planning, drafting, revising, and editing;
- removing loosely related information;
- strengthening the organizational pattern to ensure that no lapses occur and that transitional devices move the reader from one sentence, argument, or explanation to the next;
- developing the supporting ideas through extensions, elaborations, or both;
- improving word choice; and
- presenting and maintaining the intended purpose for writing.

3 Points According to the rubric, the writing is generally focused but may contain loosely related information, a simplistic organizational pattern, and undeveloped details or examples. Word choice is adequate. There is some variation in sentence structure, and conventions are generally correct. In most cases, the writing could be improved by instruction that emphasizes use of the writing process and

- effective planning, drafting, revising, and editing;
- removing loosely related information;
- strengthening the organizational pattern to include transitional devices and a logical progression of ideas;
- developing the supporting ideas through extensions, elaborations, or both;
- improving word choice;
- increasing sentence variety; and
- targeting the intended purpose for writing.

2 Points According to the rubric, the writing is focused but may contain extraneous information, a simplistic organizational pattern, and undeveloped details or examples. Word choice may be limited. Most sentences are simple constructions, and convention errors occur. In most cases, the writing could be improved by instruction that emphasizes use of the writing process and

- effective planning, drafting, revising, and editing;
- removing the extraneous information;
- developing the organizational pattern to include a beginning, middle, end, and transitional devices;
- extending supporting ideas;
- improving word choice;
- increasing sentence variety;
- correcting spelling, punctuation, capitalization, and sentence construction errors; and
- identifying and addressing the writing purpose.

1 Point According to the rubric, the writing addresses the topic but may follow a simplistic organizational pattern and contain little relevant support. Word choice is limited or inappropriate. Frequent convention errors may occur. In most cases, the writing could be improved by instruction that emphasizes use of the writing process and

- effective planning, drafting, revising, and editing;
- removing the extraneous and loosely related information;
- developing an organizational pattern to include a beginning, middle, end, and transitional devices;
- extending supporting ideas;
- improving word choice;
- increasing sentence variety;
- correcting spelling, punctuation, capitalization, and sentence construction errors; and
- identifying and addressing the writing purpose.

Unscorable: Insufficient Response or Response Not Related to Assigned Topic According to the rubric, the writing addressing the topic was insufficient or did not address the assigned topic. The writing could be improved by instruction that emphasizes developing support or focusing on the assigned topic.

Unscorable: No Response or Unreadable Response According to the rubric, the writing folder is blank, or the response is illegible. The writing could be improved by instruction that emphasizes use of the writing process and

- arranging words so meaning is conveyed; or
- writing a sufficient amount and addressing the prompt so scoring is facilitated.

Appendix G

Recommended Readings

Anderson, Jeff. *Mechanically Inclined*. Portland, ME: Stenhouse Publishers, 2005.

Mechanically Inclined is the culmination of years of experimentation that merges the best of writer's workshop elements with relevant theory about how and why skills should be taught. It connects theory about using grammar in context with practical instructional strategies, explains why kids often don't understand or apply grammar and mechanics correctly, focuses on attending to the "high payoff," or most common errors in student writing, and shows how to carefully construct a workshop environment that can best support grammar and mechanics concepts.

Atwell, Nancie. *Coming to Know: Writing to Learn in the Intermediate Grades*. Portsmouth, NH: Heinemann Educational Books, 1990.

This is a book for teachers who are ready to put writing to work across the curriculum—to abandon the encyclopedia-based approach and ask their students to write as literary critics, scientists, historians, and mathematicians.

Atwell, Nancie. *Lessons That Change Writers*. Portsmouth, NH: Heinemann, 2002.

In this book, teachers can access the author's comprehensive writing lesson plans. Included are mini-lessons for Grades 5–9: a yearlong writing workshop curriculum.

Baines, Lawrence and Anthony J. Kunkel, Editors. *Going Bohemian: Activities That Engage Adolescents in the Art of Writing Well*. Newark, DE: International Reading Association, 2000.

This book is a collection of "tried and true" lesson plans from classroom teachers and university faculty. The activities often advocate using innovative strategies, competitive games, interdisciplinary methods, art and multimedia, and indirect approaches to teaching some of the difficult lessons of writing.

Burke, Jim. *The English Teacher's Companion: A Complete Guide to Classroom, Curriculum, and the Profession*. Portsmouth, NH: Boynton/Cook Heinemann, 1999.

This book strives to help teachers create a classroom community infused with real-life conversations among students and offers ways to organize the curriculum around these essential conversations. It also provides practical methods to create the necessary intellectual and emotional environments which allow important discussions to take place.

Burke, Jim. *Writing Reminders: Tools, Tips, and Techniques*. Portsmouth, NH: Heinemann, 2003.

This book is designed for educators to read at any time: between periods, while planning, even while teaching, to make every minute count in the classroom, and to help educators work smarter and more effectively.

Calkins, Lucy McCormick and Shelly Harwayne. *Living Between the Lines*. Portsmouth, NH: Heinemann Educational Books, 1990.

This is an invitation to bring new life into reading-writing workshops. This book weaves insights, practical suggestions, references, and anecdotes into an inspirational story.

Carnicelli, Thomas. *Words Work*. With a foreword by Jim Burke. Portsmouth, NH: Boynton/Cook Publishers, 2001.

The premise of this book is that students would read, write, and perhaps even think better if they knew more about words. With this in mind, this text, successfully tested in middle and high schools, contains activities which allow students to explore words and develop their language arts and thinking skills.

Clark, Roy Peter. *Free to Write: A Journalist Teaches Young Writers*. Portsmouth, NH: Heinemann, 1987.

This book offers hundreds of practical ideas on how to turn elementary and middle school students into better writers and learners.

Cole, Ardith Davis. *Better Answers*. Portland, ME: Stenhouse Publishers, 2005.

Better Answers is an outgrowth of Cole's work with students who have not met state standards in English language arts. Cole has developed an easy-to-implement, step-by-step protocol, the "Better Answer" formula, which helps students focus on the task at hand. It is a process that begins with teacher modeling, invites increasing amounts of student participation, and eventually moves students into independent response writing.

Cunningham, Patricia M., Sharon Arthur Moore, James W. Cunningham, and David W. Moore. *Reading and Writing in Elementary Classrooms*. New York City, NY: Addison Wesley Longman, 2000.

The four authors of this book have created a resource offering teachers new strategies and observations regarding elementary reading and writing. The book features prereading, during reading, and postreading activities.

Davis, Judy and Sharon Hill. *The No-Nonsense Guide to Teaching Writing*. Portsmouth, NH: Heinemann, 2003.

The authors of this book describe the organization of a successful year-long writing workshop, including an abundance of specific how-to details.

Elbow, Peter. *Writing With Power*. New York, NY: Oxford University Press, 1981.

Through a broad spectrum of ingenious ideas, this book shows how to develop students' natural writing ability.

Fiderer, Adele. *Mini-Lessons for Teaching Writing*. Jefferson City, MO: Scholastic, 1997.

Using excerpts from favorite children's authors' work, this book, aimed at Grades 3–6, takes its reader through the essentials of good writing. The succinct mini-lessons address elements such as choosing meaningful topics, organizing ideas, punctuating dialogue, and much more.

Fletcher, Ralph and JoAnn Portalupi. *Writing Workshop: The Essential Guide*. Portsmouth, NH: Heinemann, 2001.

This book was written primarily for new teachers and others who are unfamiliar with the writing workshop. It is a practical guide providing all of the elements a teacher needs to develop and implement a writing workshop—and to empower young writers.

Florida Department of Education. *Florida Writes!* Tallahassee, FL: Florida Department of Education, 2007.

Florida Writes! Report on the 2007 FCAT Writing+ Assessment, Grade 4; Florida Writes! Report on the 2007 FCAT Writing+ Assessment, Grade 8; and Florida Writes! Report on the 2007 FCAT Writing+ Assessment, Grade 10 describe the development, purpose, content, and application of the writing assessment program, and they suggest activities that are helpful in preparing students for the assessment.

Fountas, Irene C. and Gay Su Pinnell. *Guiding Readers and Writers*. Portsmouth, NH: Heinemann, 2001.

This resource book explores all the essential components of a quality upper elementary literacy program (Grades 3–6).

Hansen, Jane. *When Writers Read*. Second Edition. Portsmouth, NH: Heinemann, 2001.

When Writers Read is about what students can do to become better evaluators of themselves as writers and readers, and how their teachers can help. The book is organized around five concepts that are central to an effective writing-reading program: voices, decisions, time, response, and self-discipline.

Harris, Karen and Steve Graham. *Making the Writing Process Work: Strategies for Composition and Self-Regulation*. With a foreword by Donald Meichenbaum. Cambridge, MA: Brookline Books, 1999.

This book focuses on strategies to help students think about and organize their writing while they manage overall writing content and organization. The methods introduced in this book are particularly appropriate for struggling writers.

Jago, Carol. *Beyond Standards: Excellence in the High School English Classroom*. With a foreword by Sheridan Blau. Portsmouth, NH: Boynton/Cook Publishers, 2001.

Packed with detailed classroom anecdotes, *Beyond Standards* explores ways teachers can select books, design lessons, and inspire discussions that can lead their students to produce excellent work. This book offers vivid examples of student work and concrete suggestions about how to foster student commitment to achievement in the classroom.

Jenson, Eric. *Teaching with the Brain in Mind*. Alexandria, VA: Association for Supervision and Curriculum Development, 1998.

This innovative book balances psychological research of brain functioning (related to such things as emotion, memory, and recall) with practical, easy-to-understand concepts regarding learning and the brain. It also offers successful tips and techniques for using that information in classrooms, producing an invaluable tool which can allow educators to better reach students.

Johnson, Bea. *Never Too Early to Write: Adventures in the K–1 Writing Workshop*. Gainesville, FL: Maupin House Publishing, Inc., 1999.

This book shows teachers, administrators, and parents how to have a successful year-long writing program. It demonstrates that a very valuable literacy tool is not expensive. It utilizes reading-readiness materials already in use and requires no special teaching aids.

Jorgensen, Karen. *The Whole Story: Crafting Fiction in the Upper Elementary Grades*. Portsmouth, NH: Heinemann, 2001.

The author takes you inside her classroom, demonstrating how she gives lessons, conducts conferences, and facilitates sharing to help writers develop and refine stories.

Kropp, Paul and Lori Jamison Rog. *The Write Genre*. Markham, ON: Pembroke Publishing, 2005.

Build a foundation for writing with effective lessons that are the key to powerful writing workshops. These practical lessons explore the main elements of writing, with explicit strategies for teaching the major styles: informational writing, poetry and personal writing, and narrative. The authors also provide more than 30 effective tools that are ready to copy and use in the classroom—writing checklists, rubrics for assessment, graphic organizers, tips for proofing, and much more.

McCarrier, Andrea, Gay Su Pinnell, and Irene C. Fountas. *Interactive Writing: How Language & Literacy Come Together, K–2*. Portsmouth, NH: Heinemann, 2000.

This guide offers a powerful teaching method designed to accelerate and support children's critical understanding of the writing process. *Interactive Writing* is specifically focused on the early phases of writing and has special relevance to pre-kindergarten, kindergarten, and Grade 1 and 2 teachers.

Moats, Louisa Cook. *Speech to Print*. Baltimore, MD: Paul H. Brookes Publishing Co., 2001.

The language essentials offered in this book will enable teachers to identify, understand, and solve the problems students with or without disabilities may encounter when learning to read and write.

Mueller, Pamela N. *Lifers: Learning from At-Risk Adolescent Readers*. Portsmouth, NH: Heinemann, 2001.

Twenty-two high school students are introduced to readers as “lifers”—students who have spent all their lives in remedial programs. Unwilling to accept that they will remain “lifers,” Pamela Mueller offers her own solutions through three reading workshops she and her colleagues implemented, which are fully described in this book.

Muschla, Gary Robert. *The Writing Teacher's Book of Lists: With Ready-To-Use Activities and Worksheets*. Englewood Cliffs, NJ: Prentice-Hall, 1991.

This book is divided into six sections containing a total of seventy-four lists. The teaching suggestions that accompany each list provide valuable information, methods, and techniques for teaching writing, while the activities enable students to improve their writing skills as they apply the knowledge gained from the lists.

Noguchi, Rei R. *Grammar and the Teaching of Writing*. Urbana, IL: National Council of Teachers of English, 1991.

Some research indicates the formal study of grammar does not improve student writing and, in fact, takes time away from writing activities. To make more time available for writing activities, the author suggests reducing the length and breadth of formal grammar instruction and instead introduces the concept of a streamlined “writer’s grammar.”

Overmeyer, Mark. *When Writing Workshop Isn't Working*. Portland, ME: Stenhouse Publishers, 2005.

When Writing Workshop Isn't Working provides practical advice to overcome common problems and get your writing workshop back on track. Acknowledging the process-based nature of the writing workshop, the author does not offer formulaic, program-based, one-size-fits-all answers; rather, he presents multiple suggestions based on what works in real classrooms.

Ray, Katie Wood. *The Writing Workshop: Working through the Hard Parts (And They're All Hard Parts)*. With Lester L. Laminack. Urbana, IL: National Council of Teachers of English, 2001.

In this book, Katie Wood Ray offers a practical and comprehensive guide about the writing workshop for both new and experienced teachers. She offers chapters on all challenging aspects of the writing workshop, including day-to-day instruction, classroom management, and many other topics.

Ray, Katie Wood. *Wondrous Words: Writers and Writing in the Elementary Classroom*. Urbana, IL: National Council of Teachers of English, 1999.

Drawing on stories from classrooms, examples of student writing, and illustrations, Katie Wood Ray explains in practical terms the theoretical underpinnings of how elementary and middle school students learn to write from reading.

Reid, Janine and Jann Wells. *Writing Anchors*. Peterborough, NH: Crystal Springs Books, 2005.

This comprehensive handbook shows how to build a foundation for writing with effective lessons that are key to powerful writing workshops. It provides information about creating a supportive classroom, modeling writing experiences, and generating enthusiasm for writing among students. Includes explicit strategies for teaching these major forms of writing: informational writing, poetry and personal writing, and narrative writing.

Strong, William. *Coaching Writing*. With a foreword by Tom Romano. Portsmouth, NH: Heinemann, 2001.

This book presents a “coaching approach” to writing instruction: an approach that centers on working smarter, not harder, to reduce the risk of teacher burnout. Chapters in the book offer a variety of educator resources ranging from Strong’s own experiences with basic writers to successfully managing the paper load.

Thompson, Thomas C., ed. *Teaching Writing in High School and College*. Urbana, IL: National Council of Teachers of English, 2002.

An illuminating collection of encouraging narratives and studies suggesting that secondary-postsecondary partnerships and exchanges can significantly improve students’ ability to succeed at college-level writing tasks.

Tsujimoto, Joseph. *Lighting Fires: How the Passionate Teacher Engages Adolescent Writers*. Portsmouth, NH: Boynton/Cook Heinemann, 2001.

This book contains writing assignments, exercises, a few adult examples, and student writings collected by the author over the years. It shows specific ways that the author motivated students to write.

Wollman-Bonilla, Julie. *Family Message Journals: Teaching Writing through Family Involvement*. Urbana, IL: National Council of Teachers of English, 2000.

This book follows the development of emergent and beginning writers as they explore the power and joy of written communication. Wollman-Bonilla’s analysis of how two primary grade teachers implement *Family Message Journals* in their classrooms illustrates that the journals are a workable, realistic, and effective strategy for literacy and content-area learning.

Worsham, Sandra. *Essential Ingredients: Recipes for Teaching Writing*. Alexandria, VA: Association for Supervision and Curriculum Development, 2001.

This book shows that the kind of writing that successful writers do is the kind of writing we should be teaching in school. It details the characteristics of effective writing and implications for use in the classroom.

Zinsser, William. *On Writing Well, 25th Anniversary Edition*. New York, NY: HarperCollins Publishers, Inc., 2001.

This is a helpful and readable guide to writing. With more than a million copies sold, this book has stood the test of time and continues to be a valuable tool for writers and would-be writers.

Appendix H

FCAT Publications and Products

The Department of Education (DOE) produces many materials to help educators, students, and parents better understand the FCAT program. A list of FCAT-related publications and products is provided below. Additional information about the FCAT program is available on the FCAT home page of the DOE website at <http://www.fldoe.org>.

About the FCAT Web Brochure

This web-based brochure is found on the DOE website at <http://www.firn.edu/doe/sas/fcat/aboutfcat/english/>. English, Spanish, and Haitian Creole brochures provide information about FCAT Reading, Writing+, Mathematics, and Science for Grades 3–11 and link the reader to other helpful DOE web resources.

Assessment & Accountability Briefing Book

This book provides an overview of Florida’s assessment, school accountability, and teacher certification programs. FCAT topics include frequently asked questions, content assessed by the FCAT, reliability, and validity. This booklet can be downloaded from the DOE website at <http://www.firn.edu/doe/sas/fcat/fcatpub1.htm>.

FCAT Handbook—A Resource for Educators

This publication provides the first comprehensive look at the FCAT including history, test content, test format, test development and construction, test administration, and test scoring and reporting. Educator involvement is emphasized, demonstrating how Florida teachers and administrators participate in reviewing test items, determining how standards should be assessed, finding ranges of scores, and providing input on aspects of the test administration process. The PDF version is available on the DOE website at <http://www.firn.edu/doe/sas/fcat/handbk/fcathandbook.html>.

FCAT Myths vs. Facts

By providing factual information about the FCAT program, this brochure addresses common concerns about the FCAT that are based on myths. It is also available in Spanish and can be downloaded from the DOE website at <http://www.firn.edu/doe/sas/fcat/fcatpub3.htm>.

FCAT Performance Task Scoring—Practice for Educators (publications and software)

These materials are designed to help teachers learn to score FCAT Reading, Writing, and Mathematics performance tasks at Grades 4, 5, 8, and 10. *A Trainer's Guide* includes instructions for using the scoring publications and software in teacher education seminars and workshops. The publications mirror the scorer training experiences by presenting samples of student work for teachers to score.

FCAT Posters

Elementary, middle, and high school FCAT Reading, Writing+, Science, and Mathematics posters have an instructional focus. Two additional posters provide information about achievement levels and which FCAT tests are given at each grade. A high school poster reminds students about the graduation requirement to pass the FCAT Reading and Mathematics tests and the multiple opportunities available to retake the tests. Posters were delivered to Florida school districts in 2005; limited numbers of these posters are still available from the DOE Assessment office.

FCAT Released Tests

Reading, Grades 3, 4, 7, 8, 9, and 10

Mathematics, Grades 3, 4, 7, 8, 9, and 10

The DOE released FCAT Reading and FCAT Mathematics previously used full tests for Grades 4, 8, and 10 in 2005 and for Grades 3, 7, 9, and 10 in 2006. This web-based release included not only the tests, but also several other important documents including interactive test books, answer keys, "How to Use the FCAT Released Tests," "How to Score the FCAT Released Tests," and "Frequently Asked Questions about the FCAT Released Tests." These supplemental materials provide many details about the FCAT, especially the range of correct answers and points needed for each achievement level. All materials are available on the DOE website at <http://www.firn.edu/doe/sas/fcatrelease.html>. In 2007 the DOE plans to release FCAT Reading and FCAT Mathematics tests for Grades 5 and 6.

FCAT Results Folder: A Guide for Parents and Guardians

This folder is designed for parents and guardians of students in Grades 3–11. It provides information about FCAT student results and allows parents to store student reports for future reference. Spanish and Haitian Creole versions are available. Delivery coincides with spring delivery of student reports.

*FCAT Test Item Specifications**Reading, Grade Levels 3–5, 6–8, and 9–10**Mathematics, Grade Levels 3–5, 6–8, and 9–10**Science, Grades 5, 8, and 10/11**Writing+ draft versions, Grades 4, 8, and 10*

Defining both the content and the format of the FCAT test questions, the *Specifications* primarily serve as guidelines for item writers and reviewers, but also contain information for educators and the general public. The *Specifications* are designed to be broad enough to ensure test items are developed in several formats to measure the concepts presented in each benchmark. These materials can be downloaded from the DOE website at <http://www.firn.edu/doe/sas/fcat/fcatis01.htm>.

*Florida Reads! Report on the 2007 FCAT Reading Released Items (Grades 4, 8 & 10)**Florida Solves! Report on the 2007 FCAT Mathematics Released Items (Grades 5, 8 & 10)**Florida Inquires! Report on the 2007 FCAT Science Released Items (Grades 5, 8 & 11)*

These reports provide information about the scoring of the FCAT Reading, Mathematics, and Science performance tasks displayed on the 2007 student reports. *Florida Reads!* combines Grades 4, 8, and 10 in one document; *Florida Solves!* covers Grades 5, 8, and 10; and *Florida Inquires!* includes Grades 5, 8, and 11. The reports are distributed each May and are also posted to the DOE website at <http://www.firn.edu/doe/sas/fcat/fcatflwrites.html>.

*Florida Writes! Report on the 2007 FCAT Writing+ Assessment, Grade 4**Florida Writes! Report on the 2007 FCAT Writing+ Assessment, Grade 8**Florida Writes! Report on the 2007 FCAT Writing+ Assessment, Grade 10*

Each grade-level publication describes the content and application of the FCAT Writing+ tests and offers suggestions for activities that may be helpful in preparing students for the assessments. The reports are distributed each May and are also posted to the DOE website at <http://www.firn.edu/doe/sas/fcat/fcatflwrites.html>.

Frequently Asked Questions About FCAT

This brochure provides answers to frequently asked questions about the FCAT program and is available on the DOE website at <http://www.firn.edu/doe/sas/fcat/fcatpub3.htm>.

Keys to FCAT, Grades 3–5, 6–8, and 9–11

These booklets are distributed each January and contain information for parents and students preparing for FCAT Reading, Writing+, Mathematics, and Science. *Keys to FCAT* are translated into Spanish and Haitian Creole and are available, along with the English version, on the DOE website at <http://www.firn.edu/doe/sas/fcat/fcatkeys.htm>.

Lessons Learned—FCAT, Sunshine State Standards and Instructional Implications

This document provides an analysis of previous years' FCAT results and contains analyses of FCAT Reading, Writing, and Mathematics state-level data through 2000. The PDF version is available on the DOE website at <http://www.firn.edu/doe/sas/fcat/fclesn02.htm>. The DOE is currently working on the next version of *Lessons Learned* for FCAT Reading and Mathematics that will analyze data from 2001 through 2005. The planned release in print and on the DOE website is during Fall 2007.

Sample Test Materials for the FCAT

Reading and Mathematics, Grades 3–10

Science, Grades 5, 8, and 11

Writing+, Grades 4, 8, and 10

These materials are produced and distributed each fall for teachers to use with students. The student's test booklet contains practice questions and hints for answering them. The teacher's answer key provides the correct answer, an explanation for the correct answer, and also indicates the assessed SSS benchmark. These booklets are available in PDF format on the DOE website at <http://www.firn.edu/doe/sas/fcat/fcatsmpl.htm>.

The New FCAT NRT: Stanford Achievement Test, Tenth Edition (SAT10)

This brochure outlines differences between the previous FCAT NRT (SAT9) and the current FCAT NRT (SAT10). It is available in PDF format on the DOE website at <http://www.firn.edu/doe/sas/fcat/fcatpub2.htm>.

Understanding FCAT Reports

This booklet provides information about the FCAT student, school, and district reports for the recent test administration. Samples of reports, explanations about the reports, and a glossary of technical terms are included. Distribution to districts is scheduled to coincide with the delivery of student reports each May. The booklet can be downloaded from the DOE website at <http://www.firn.edu/doe/sas/fcat/fcatpub2.htm>.

What every teacher should know about FCAT

This document provides suggestions for all subject-area teachers to use in helping their students be successful on the FCAT. It can be downloaded from the DOE website at <http://www.firn.edu/doe/sas/fcat/fcatpub2.htm>.

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