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As I recall, there was a time when our house's computer was acting very-to put it mildly-weird. It would have little messages pop up that told us such things as "Your microprocessor has a glitch in its inner workings," "Send or don't send error report," "This computer has experienced a small technical error and will have to be shut completely down, dismantled, sent to Taiwan, rebuilt, and forgotten," etc. My dad, the Technological Genius, displayed one of his greatest talents: stating the all-too obvious. "There's something wrong with this thing." He decided to ask for the advice of our town's resident computer nut who, in the interests of avoiding a lawsuit, shall be referred to only as Nameless. I suppose there's something to be said for writing down instructions rather than committing them to memory, but when my dad returned from the phone with all of Nameless's techno-babble resonating in his brain, he executed what little knowledge had been gained. He also might have executed the computer if I hadn't stopped him when the machine started making noises like a rabid bear. His next obvious statement was, "I think I might have made a mistake." The second time he called Nameless (during which I heard him say, "No, the computer is not smoking around the edges!"), he had a somewhat clearer understanding of what to do. Somewhat. When the computer started smoking around the edges, he called Nameless a third time, stored a few more bits of random information in his mind, and went back to work. By that time, I was wearing a helmet and hiding behind an overturned table. Thankfully, Technological Genius came to his senses and decided to take the computer's advice. The malignant piece of cyber-junk was immediately shut completely down, dismantled, sent to Taiwan, rebuilt, and forgotten. As for Nameless, I'm thinking about filing a lawsuit.

K

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**Paper K – Topic A**  
**HSPE in Writing Fall 2005**

**Exemplar: Score of 6**

This paper takes a common problem—computer malfunctions—and treats it with creativity, humor, and insight. While not much actually happens, the writer expands the detail to provide the maximum effect: “*My dad, the Technological Genius, displayed one of his greatest talents: the all-too-obvious. There’s something wrong with this thing.*” The pacing and delivery of the right detail at the exact right moment adds to the humor. Details of the conversations with “*Nameless*” about exaggerated problems like the computer “*smoking around the edges*” create a humorous tone.

The organization, constructed around the steps of trying to solve the computer problem, is clear and logical. The repetition of “*shutdown, dismantled, sent to Taiwan, rebuilt and forgotten....*” is an effective structure for bringing the experience full circle. The introduction and conclusion enhance the overall tone of the piece.

While some might see this piece as overdone, the writer is clearly in control. Phrases like “*one of his greatest talents...stating the obvious*” entertain and engage the audience. The sardonic tone, created by well-placed details like “*techno babble resonating in his brain...*,” is appropriate to the events described. The writer sustains his voice throughout the paper: poking fun at his father’s lack of knowledge about computers.

Word choice is clearly a strength of this paper from similes like “*the machine started making noises like a rabid bear*” to the names like “*Nameless*” and “*Technological Genius.*” The play on words in “*...he executed what little knowledge had been gained. He also might have executed the computer...*” shows the writer’s skill in manipulating words for effect. The word choice obviously contributes to the tone.

The sentence structure is varied and sophisticated. “*I suppose there’s something to be said for writing down instructions rather than committing them to memory, but when my dad returned from the phone with Nameless’s techno-babble resonating in his brain, he executed what little knowledge had been gained.*” This sentence is followed by a much simpler, shorter sentence that showcases the control this writer has over sentence variety.

With the possible exception of paragraphing, this piece is error-free. The conventions, especially the quotes and parentheses enhance the voice. The author can and does manipulate conventions for effect.

This paper is superior, especially in the areas of word choice, sentence variety and voice. It develops the saga of the broken computer with entertaining details.

A lot of times, advice from others has really helped me to make better decisions and to overcome bad situations. This always reminds me of the time in my fifth-grade year when all my friends stopped talking to me.

It all started when my best friend Ann decided to sit with someone else for lunch. Her name was Kari. Kari didn't like me very much; she didn't like Ann being my friend either. All through lunch, I saw her whispering to Ann, and I knew it was about me. I'll never know what she said, but by the time I walked out onto the playground for recess, not one of my friends was talking to me. For the next week or so, they would ignore me or run away before I could say anything. I was so lonely, and I dreaded having to play by myself.

For a while, I didn't tell anyone at home, but then I decided to tell my younger sister Leanna. "If they're so mean, why do you want to be their friend? Just stop trying to talk to them. Go play with other people," she said, like it was the most obvious thing in the world. This surprised me, coming from my little sister, but she was right. I took her advice.

I stopped worrying about my old friends and found new friends, some that I still have today. The rest of that year was a lot of fun, and I have my sister Leanna to thank for it.

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DP

**Paper DD– Topic A**  
**HSPE in Writing Fall 2005**

**Exemplar: Score of 5**

This paper is focused on the loss of friends and reveals, through appropriate details, the insightful advice of the younger sister on how to handle the situation involving lost friends. Some of the motivations of her former friends are unclear, but generally the details, especially the dialogue with the younger sister, effectively develop the ideas.

The paper is also cleverly organized chronologically and uses ordinary but effective transitions like “*For a while...*” for coherence. The introduction, while functional, is too general to draw the reader in immediately. The paper spurts ahead in the second paragraph, leaving the cause of the writer’s loss of friends somewhat confusing. The conclusion is rather general but satisfactorily ends the piece.

The author’s honesty is apparent, and enough detail exists to support such statements as “*I was so lonely...*” and “*I dreaded having to play by myself.*” The author demonstrates a sense of commitment, and the audience believes that the author really valued her sister’s advice.

Effective word choice with strong verbs like “*dreaded*” contribute to clarity. Overall, word choice is not remarkable, but it functions well enough to convey the tone of the paper. There is a variety of sentence structures as well. A sentence like “*This surprised me, coming from my sister, but she was right*” displays some sophistication. Many sentences, however, are joined together with “*and,*” creating somewhat predictable sentence patterns.

There is very little wrong with this paper in terms of conventions. Internal punctuation is correct right down to the use of the semi-colon: “*Kari didn’t like me very much; she didn’t like Ann being my friend either.*”

Overall this paper is distinctly above average. It effectively communicates the experience, involves the audience appropriately, and contains very few errors. It does not, however, have the depth of thought and the sophistication of word choice or organization that characterize the 6 paper.

# I SHOULD HAVE LISTENED THE FIRST TIME

I have made many bad choices in my life, but who hasn't? I started going out with this guy at the end of my ninth grade year. He had a bad reputation, so I asked some of my friends what they thought. All of them advised me that it was a bad idea, but (as true friends would) they told me to do whatever makes me happy.

Within the first month of being with him we started fighting. As I said before I've made many bad choices, one of these choices was drinking. Sometimes when we would drink, he would get abusive. The next day he would say he didn't remember anything, so I would forgive him.

All of my told me how dumb I was to be with him, and I deserve to be treated better. I don't know why I was so blind; I stayed with him for over a year. After I had disowned all of my friends and family I realized I messed up.

He threatened my life one night when he was drunk, so I finally left him. I apologized to all of my friends, and thankfully they took me back. I just wish I would have taken their advice a lot sooner.

66

**Paper GG –Topic A**  
**HSPE in Writing Fall 2005**

**Exemplar: High Score of 4**

In this paper, the situation with the boyfriend is clearly developed for the reader with appropriate ideas, but more specific detail (as painful as that might be for the writer) would give this piece more impact emotionally. Some direct dialogue might help to make her encounters with the boyfriend (or family and friends) more vivid for the reader. Such key elements as “*he could get abusive*” are referred to and then dropped.

The organization is logical and chronological, so the reader is able to move through the writer’s experience without confusion. This is probably the paper’s strongest trait as the introduction draws the reader in immediately, and the conclusion brings the paper full circle, satisfactorily ending the experience.

The voice is strangely subdued for such an emotional experience, although for that reason, the writer may have needed to maintain a distance to avoid experiencing the pain again. Her honesty does inform this piece, though, and she truly appears to be writing from experience.

The sentence structure and word choice, while not simplistic, are not particularly sophisticated – a hallmark of the 4 paper. Both are perfectly adequate and functional.

There are enough errors in conventions to keep this paper in the 4 range: missing words, “*All of my [friends] told me...*”; comma splices, “*...bad choices, one of my...*”; and usage, “*would have*” for had. These errors are easy to read over, so they do not impede understanding.

This is a very strong 4. Most of the writing elements are competently handled. If the writer had been able to develop her piece with more specific detail, create a more compelling voice, and eliminate some of the convention errors, this paper could have received a score of 5.

Every person asks for advice at least once in their lifetime, and although some may not follow it, the advice is still given to them. A time that I recieved advice from my sister was when I asked her how I could succeed in highschool. Her response included to always do my homework, study hard for tests, and don't miss much school.

She explained that homework counts for a high percentage of your grade, so if you do it all, you will have many easy points for the class. Also she said if you study hard for all your tests, things will come easier to you when your taking the test, thus you will get a better grade. lastly she told me that missing to much school would get me behind, and my grades would start falling.

I have followed all the advice she has given me for the past year, and I have seen good changes on my grade reports. Although I used the advice I was given, others may recieve the same suggestions, but may not use them.

x

**Paper X – Topic A**  
**HSPE in Writing Fall 2005**

**Exemplar: Score of 4**

The central idea of this paper, how to succeed in high school, is clear, but, overall, the details are very general and the development is limited. The advice her sister gives her is predictable: “*do my homework, study hard for tests, and don’t miss much school.*” No real new information is added in the second paragraph as the writer simply tells the reader she followed the sister’s advice. Specific detail would personalize this piece and make it more effective. Did she have problems before in any of these areas? Was there any struggle for her in following this advice, or did it fit in with her natural patterns?

The clear and logical organization moves the reader through the text without confusion. Organization and development function but only adequately. The basic, almost generic, introduction and conclusion work but fall far short of being compelling. Transitions are sometimes awkward as in “*also, she said...*”

The voice is appropriate but bland. The reader can infer that the writer is proud of herself, but highs and lows are flattened by lack of detail, so the voice seems less personalized and more generic, partly a result of the lack of specific detail. Was it difficult or easy for her to follow the advice?

The writer attempts some sentence variety, and most of the compound and complex structures are correct. Word choice is functional and appropriate but, again, very generic and anonymous. No words or phrases catch the reader’s attention.

The basic conventions are reasonably competent. The errors such as “*to much*”, “*test, thus*”(comma splice), and “*recieved*”, do not impede understanding, and yet they are noticeable.

This paper is a classic 4. There is nothing truly wrong with the paper, but it doesn’t really communicate with the reader beyond simply getting the job done. It addresses the prompt, adequately organizes, pays attention to purpose and audience, and avoids crippling and serious mechanical errors.

Asking for advise or help on something can be a hard thing to do. Us as a people can be very self relayent, we want to do things without advise, it makes us feel better. Even I, myself had to ask advise on many things. I didn't listen all the time, but most of the time I did. Here are somethings I had to ask for advise on.

One of the first things I had to ask for advise on was when I was failing a class in seventh grade. It was my first semester and I was failing science. I was playing football and running cross-country and if that grade wasn't fixed my season was over. So I went to my science teacher and asked him how I could get my grade up to passing. He gave me the best advise I've ever gotten and I still use it today. "Even you need to get your priorities straight, and if that means not going to a day of practice, then that's what you got to do." So that night I went to my coaches and I told them my situation, my cross-country coach understood and told me I can leave early or not come anytime I wanted. My Football coach didn't have the same reaction, he went the opposite way, everyday I had to run during practice and do push-ups instead of practicing. He made me learn the hard way, good grades equal play my time and bad-grades equal pain. With in six school days, I was passing all of my classes, and on good terms with all my coaches and teachers.

Although it is hard sometimes to ask for advise, cause of self-pride or other things, just remember, there is no such thing as bad advise.

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**Paper S -- Topic A**  
**HSPE in Writing Fall 2005**

**Exemplar: Low Score of 4**

In this paper, the writer has given an account of how he handled a failing science grade that would have made him ineligible to play sports. The specific, supporting details are appropriate and give the reader an understanding of what this young person had to do to remain eligible. This element is one of the paper's strengths and a major reason that the paper received a four.

The paper is reasonably organized with an introduction, a body, and a conclusion. The introduction and conclusion, although present, are particularly weak. Without the second paragraph where it's clear what the writer is writing about, the reader would be confused as neither the introduction nor the conclusion are clear and focused. The second paragraph does move from one idea to the next without undue confusion. Simple transitions are attempted, "*So I...*" and "*So that night...*". The organization, primarily because of the specific detail that is organized in a rough chronological fashion, falls into the just barely adequate category.

The voice is appropriate but generally anonymous. Attempts at using dialogue and the specificity of many of the details ("*Kevin you need to get your priorities straight...*") are somewhat engaging, but this personalization is not something that the writer is clearly controlling.

There are some stylish flourishes of word choice and phrasing ("*good grades equal playing time and bad grades equal pain*"), but the word choice is generally undistinguished. Sentences are not well controlled, even though there is some variety. A definite weakness in the paper is the number of run-on sentences (e.g., "*My football coach didn't have the same reaction, he went the opposite way, every day I had to run...*"), that, without compensating factors, would make this an inadequate paper.

Generally simple words are spelled and used correctly, but this paper is filled with many errors, over a range of conventions ("*self-relayant,*" "[*be*]cause," run-on sentences, and lack of proper paragraphing). The writer even failed to copy "advice" correctly from the prompt.

This paper's greatest strength is the specific detail; that alone keeps it barely in the adequate range as a low 4. This student needs remediation to show him how to use standard English conventions properly and more effectively.

It was summer in a small town in Wyoming. It had been a very dry summer, and the wind had been awful. A few days earlier a fire had been started in a nearby field at the base of the town. As the fire grew and spread my friends seem to get more and more tense. When the firefighters said that it was no good, and that we'll probably have to evacuate the town. My friends started to panic and became very jumpy.

Then the wind died down and the fire was put out. I still had my doubts about what happened with the fire. So I went to my friends and said "what did you do?" At that my friend turned to each other, look back at me, and spelled the Beans.

They had told me that they were drunk, and playing with matches, and the whiskey caught fire and they put it out. But the ashes were still hot and that how it started. I told them the right thing to do was to turn them self in, and they only get 6 months of service for it.

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**Paper O – Topic A**  
**HSPE in Writing Fall 2005**

**Exemplar: High Score of 3**

The writer maintains a consistent focus on the fire throughout the paper. The details of “*a small town in Wyoming*” and a “*nearby field*,” do set the scene and provide enough information so that the reader can understand and follow the unfolding event. However, the sketchiness of some details, “*the fire fighters said it was no good*,” “*that how it started*,” and “*my doubts about what happened with the fire*,” leaves the reader a little confused at times. How many friends were there? How does the author come to have doubts? What exactly is the reader to picture when the whiskey caught fire?

The organization is basically chronological with a few transitions to assist with the sequence of events: “*when the fire fighters...*” and “*Then...*” The very long introduction does set the scene, but the conclusion is abrupt. What did they learn? Why did they receive only six months of service? The reader is left with too many questions for this sample to be an adequate piece of writing.

Because the writer was not directly involved in the experience (he did not drink, nor did he start the fire), the story gives just glimpses of what the author is thinking and feeling. Instead he tends to summarize the other boys’ experience. In the second paragraph, the writer refers to his/her doubts, but, in most instances, the writing does not show the reader important feelings like fear when he/she thought the town would have to be evacuated. Consequently, the reader never becomes engaged in the experience.

At a basic level, the writer understands sentence structure with only one fragment at the end of the first paragraph. Although mostly correct, the sentences seem slapped together. There does not appear to be a conscious effort to vary structures, just a haphazard stringing together of ideas.

The word choice is mostly simplistic and limited. Occasional words like “*evacuate*” and “*had my douts*” are effective, but the misspellings detract from this strength.

The greatest weakness is displayed in the area of conventions. Numerous errors over a range of conventions “*seem*” for *seemed*; “*them self*,” “*evacuat*,” “*panick*,” “*a*” for “*at*” and “*spelled the beans*,” firmly entrench this paper in the inadequate classification.

Still, there is something to salvage here. With remediation that focuses on enriching the detail in the paper and specific instruction in verb tenses and spelling, this writer could move from the inadequate high 3 level to the adequate 4 level.

not many people ask me for advice but there has been a few times when I have given my advice to one of my good friends it was quite a long time ago, but I still remember it like it happened yesterday.

It was two summers ago when my friend Cory asked me advice on how to get out of trouble with his father. It turns out he took his Dad's truck and went joy riding and got caught, that was the worst night he has ever been through he said. The next morning he calls me at like seven in the morning I'm still sleeping from the Friday night before. All he said was I am in so much trouble. I guess he didn't get in trouble by his Dad the police are the ones who caught him also. He calls me for some advice because I have been in the same situation he was in. He asked me what he should do, he did not know how to handle it. He just kept saying he wanted to run away.

I gave him my advice I told him to just stay there, do everything that they tell you to do and it will all be over in no time at all. It turns out that his Dad was really cool about the whole thing.

**Paper EE – Topic A**  
**HSPE in Writing Fall 2005**

**Exemplar: Score of 3**

This paper does focus on the idea of giving advice to a friend about getting out of trouble with his father, but it could be better developed. The writer spends too much time on insignificant details and only gets to the real problem and advice near the end with “*He calls me fer some advice...*” The reader wants to know more about how the son was “*caught*” and why he was in trouble with the police. The reader is left with too many questions that could have been easily answered.

Organization does not impede understanding overall, although some parts like the sequencing of details on the Friday of the joy ride are confusing. The introduction is wordy. The events are in chronological order; however, what first appears to be advice about dealing with the father actually ends up being advice on how to deal with the police. What causes more confusion is the quick conclusion that reintroduces the boy’s father. In fact, the conclusion is almost tacked on as an afterthought.

The lack of specific details keeps both the writer and the reader distanced from the paper. Beginning with “*Not many people ask me for advice but there has been a few time... it was quit a long time ago, but I still remember it like it happened yesterday*” creates that “once upon a time” sense that makes the reader question the sincerity and involvement of the writer.

The writer has some basic knowledge of sentence structure; however, there are numerous run-on sentences, beginning with the opening statement. Word choice is simplistic and limited to basic vocabulary. While the reader can follow the paper, the most glaring issues involve the serious flaws in standard English grammar, usage and mechanics. Capital letters are missing at sentence beginnings and errors with “*i*,” “*friday*,” “*Dad*” and “*Police*” show only limited knowledge of capitalization rules. In many instances, subject/verb agreement is incorrect: “*...but there has been a few time....*” Spelling is generally correct, but some errors are made with very simple words such as “*DiDent*,” “*how*” for “*who*,” “*fer*” for “*for*,” and “*situation*.”

The writer needs help in all areas of writing, especially conventions. The numerous errors keep this paper clearly in the approaching standards’ category of a 3 score.

I remember about 1 year ago when these two little kids came up to me when I was playing basketball at a park and they ask me how do I shoot the ball so well, so I showed them how to hold the ball in there hands, and I told them to shoot the ball and they did, I ask them does that feel better when you shot the ball, does it help you in anyway, And they told me yes it helps and thanks for showing me how to shoot the ball. So there you have it, they took my advice and know there ready to play some basketball for there school.

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**Paper MM – Topic A**  
**HSPE in Writing Fall 2005**

**Exemplar: Low Score of 3**

This paper focuses on a single event: The author is giving two little kids advice on how to hold and shoot a basketball. While the paper is focused, there is very little detail provided to develop the topic. The reader knows he “*should (showed) them*” and “*told them,*” but little beyond that. What details there are tend to be repetitions – “*showing them how to shoot the ball...*” There are no details about how the boys learned to shoot the ball.

The paper is roughly chronological with a recognizable beginning, middle and end from “*I remember about 1 year ago...*” to “*So there you have it...*” In the body of the piece, however, the lack of transitions and the poorly constructed dialogue confuse the reader.

The audience can sense that the author is proud that the boys took his advice and were ready to play basketball for their school. Conversational phrases like “*So there you have it...*” reveal some voice. Unfortunately, the lack of detail leaves the audience uninvolved in the incident. The sentences are rambling, run together, and simplistic. Consider the first sentence: “*I remember about one year ago these two little kids came up to me... and they asked me..., so I should (showed) them... and I told them,*” This sentence is, in fact, five simple sentences loosely joined together. The word choice is simplistic as well. While it functions at a very basic level to communicate, it is very limited.

In terms of conventions, the reader can understand the experience, but there are serious errors. The sentence structure, for example, is extremely flawed; there are only three “sentences” in the whole piece, and all are either loosely joined or run-on. Other punctuation is missing as well; there are no quotation marks around the direct dialogue. This omission causes confusion for the reader. Spelling, even on simple words, is incorrect: “*should*” for showed and “*fell*” for feel.

This paper has focus, but only minimal development and organization. These flaws keep the paper in the 3 category. The biggest problem is conventions. The number and severity of mistakes makes conventions more consistent with the 2 score.

When I ask some one for advise about going into the military, they told me it was a good choice. The first thing I asked for advise on was, What was the benefit of going into the military? The first thing they told me was they have a low cost 250,000 life insurance, A thirty day paid vacation while on active duty, Also they pay for you to go to college. The second thing I ask what it is like in the military, They told me the training was difficult, because you have to run a lot, do push up, get yelled at, all the time, and you get sore after a while, even though you still have to do all the training. The first time in combat it scary because when you get fire or bombed you don't know what to do because you freeze up in fear. The last thing I ask was what would the traveling be like. They told me that when you or some one else joins you can go places when you civilian you can't because civilian didn't have the benefits of that. Also see what other people live like, where they live, what they eat and what there land looks like. These are the things I ask for advice about. This is what happend and I still want to go.

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**Paper B – Topic A**  
**HSPE in Writing Fall 2005**

**Exemplar: Score of 2**

This paper stays focused on the advantages of entering the military, but it is a list with specific relevant details going only as far as the life insurance, paid vacation, and college. The writer does attempt to convey what it would be like in the military and in combat, and the ideas indicate this writer has spoken to someone and received an overview of what it would be like in the military. The major weaknesses in ideas are that no major idea stands out and no ideas are developed in a meaningful way. Although they are related, the ideas are swallowed by messy structures that take away from the effectiveness of the writer's point. As the paper progresses, it loses focus. The advantages of being in the military become just a rough series of questions with rambling answers.

The series of questions and answers provides what structure exists. The paper has a rudimentary introduction and a conclusion. An ineffectual series of transitions, "*The first thing*," "*The snecond thing*," and "*The last thing*" only add to the sense that this is a list rather than a unified piece of writing. The paper loses its coherence completely beginning with "*They told men [me] that...*"

Some sincerity is evident in this paper with statements like "*get yelled at all the time*" and "*get soar after a while, even though you still have to all the training.*" What voice is here gets lost in the unstructured writing that forces the reader to reread just to understand the piece.

Most vocabulary is very simple and ordinary and does little to engage the reader. The writer has some knowledge of complex sentence structure, but many sentences are fragments and/or written unclearly as "*The sencond thing I ask what it is like in the Military*," and "*Also see what other people live like, were they live, what they eat and what there land looks like.*" The writer does not understand end punctuation (e.g. "*was. What was...*").

Spelling is correct on very simple words but incorrect on words that this writer should know: "*collige*," "*sencond*," "*Oldt*," "*traving*," "*civian*," "*advise*," and "*happend.*" Incorrectly spelled words like "*soar*" for "*sore*," and "*were*" for "*where*" add to the reader's confusion. There are serious sentence structure violations such as "*A thirty day paid vacation while on duty*" and "*Also see what other people live like...*" The writer consistently leaves out word endings like "*ask*" for asked, "*it*" for its, and "*push up*" for push ups. Verb tense shifts also add to misunderstandings.

This 2 paper shows some supporting detail; it is not a completely empty piece of writing. However, the writer's attempt to communicate these ideas is crippled by serious and persistent structural and mechanical errors.

I ask advice of a belding how I can muck it more stable. He told me how and it wret grat lee. It wud stan for a log time. But we had to ter it down. Becuse it was stabl but luct rong. so we belt it ugen and wett a fou chagus it was beter then beten. the person like it so much he gave us a big rerold for it.

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**Topic A Pure 1 NN**  
**HSPE in Writing Fall 2005**

**Exemplar: Score of 1**

This writing has one controlling idea about the “*rebelding*” of a structure, but the writer gives little development beyond a simple listing. What ideas are given create some confusion and inconsistency. The building “*wud stan for a log time,*” but then the writer said they had to tear it down because it “*lukt rong.*” More content development would make this writing more understandable. The reader wants to know more about the building: kind, location, condition, and reason for tearing it down. The reader also wants to know more about “*the person*” who paid the builders.

Ideas in this paper are related and chronological but are so few that organization doesn’t really help the reader much. The reader understands the building, the rebuilding and the “*rerold,*” but there is no coherence beyond the bare facts. There is a very weak ineffectual introduction, “*I ask advice of a belding...*” and an equally weak and ineffectual conclusion, “*the persun like it so much he gave us a big rerold for it.*”

This paper has no voice or feeling since the writer is just recording the bare facts. There is just not enough information to involve the reader, and the writer does not help the reader to care about the story.

This writing shows only a rudimentary knowledge of sentence structure. However, some attempts to combine ideas are not very successful and add to the choppiness of the paper. There is no correct internal punctuation. Immature, limited word choice contributes to the failure of this paper.

Although some phonetic spellings like “*chagus,*” “*rong,*” and “*stabl*” are more easily understood, spelling errors in this paper affect understanding: “*belding*” for building, “*muck*” for make, “*wret*” for went, and “*rorold*” for reward.

There is also consistent misunderstanding of general language usage as in “*I ask advice of a bedding howd can much it more stable.*”

This short piece overwhelms the reader and requires time and energy to decode the writing before any understanding takes place. The writer has demonstrated no real understanding of written communication..

I have been asked for advice by many different people. The most recent one happened when my head coach in football asked me what I thought would work against the team we were going to play that week. The first thing that came to my mind was lets pound the football through the right side, because I remember watching film on these guys, and from what I saw they had a weak defensive right side. So my advice to him was lets run the ball alot, at the time he looked like he was liking the idea, but when the game came up all he would call were pass plays. We ended up running the ball around seven times in the first half. Then in the second half we ran the ball like four times, but passed alot. Our quarter back ended up throwing two interseptions that coasted us the game. They should have just listened to me and it would have been alot closer.

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**Paper L – Topic A**  
**HSPE in Writing Fall 2005**

**Exemplar: Score of 4**

This paper focuses on advice the author gave his football coach that wasn't heeded and the loss that resulted. The author uses details like "*pound the football through the right side*" and "*running the ball around*" to establish the cause and effect relationship between the advice and the result of not taking that advice. The details, while functional and relevant, are somewhat general and do not provide the unique insight found in higher scoring papers. For example, we know the quarterback "*passed a lot*" and threw two "*interceptions*," but those details could describe any football game.

There is also far too much time spent explaining the advice and very little time on the actual outcome of the advice. This issue affects not only idea development but organizational pacing as well.

The paper begins with the coach's asking the writer's advice and concludes with the end of the game. The chronological structure flows logically with no confusion. Transitions such as "*so*" and "*the*," are functional but predictable. The paper is adequately introduced, although the introduction is generic. The conclusion is supported by the rest of the narration: "*They should have just listened to me and [the score] would have been alot closer.*"

It is clear to the audience that the writer knows and cares about football. The football jargon he uses, "*weak defensive right side*," probably serves to draw in the football audience while it may confuse readers not very familiar with football. Overall, the voice is consistent and helps maintain the reader's interest with images like "*pound the football through*," but, in other places, generalities like "*passed a lot*" keep the voice simply adequate.

The word choice is appropriate to the subject, although some non-football readers may not be able to fully appreciate the action. "*Running the ball...*" will conjure up a definite picture for person knowledgeable about football but not for a person who knows little or nothing about football. There is quite a bit of repetition in the word choice like "*ended up*." Sentence structure is adequate but predictable: "*we ended up running...*," "*we ran...*," "*They should have...*," and "*There are some...*" He does,

however, use a variety of sentence structures from simple to complex to compound.

This writer handles most conventions adequately. Punctuation is generally correct except for some apostrophes and a comma splice. Other than the errors that jump out, "*alot*," "*interseptions*," and "*coasted*," most words are spelled correctly.

This piece is adequately focused with enough detail to develop the paper. The details, word choice, and sentence structure are ordinary. There is little wrong with the paper, but it lacks the insight and depth of development of a 5 or a 6 paper. It is an adequate paper.

Well This one Time my friend asked me for advice on how to ask this one girl out. Problem was she didn't even know him. He would just stare at her and talk about her all the time it was kinda creepy but he was my friend so I decided to help him out, so at first I told him to just go up to her and say hi or bumping into her "accidentally" and start a conversation. So next day he runs up to me saying "It worked" she spoke to me. I said "awesome man" now just talk to her for awhile establish a relationship then if things go right then ask her out. so like two months pass. Then one day he tells me "man I'm doing it today." He goes to lunch hangs with her for awhile then he asks her. Then she said "yes I've been waiting for you to ask me!" so that's how I gave my friend advice and it all worked out.

D

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**Paper D – Topic A**  
**HSPE in Writing Fall 2005**

**Exemplar: Score of 3**

Although this paper is focused, the content is not maturely developed. It is a very simple account of a friend's experience of asking a girl out. The use of dialogue gives the impression of specificity, "*just go up to her and say hi...*," but a closer look shows that the content is developed haphazardly without any kind of insight.

The chronological organization of the paper comes from the fact that the author seems to be recounting the incident from memory with no elaboration on any element. There is no real introduction as the reader is dropped into the narrative with "*well this one time...*"

The conclusion is just adequate and definitely predictable. The transitions are very obvious with "*so*" being repeated over and over again, adding to the sense of a listing rather than a well-developed piece of writing.

One of the stronger aspects of the paper is the voice. The colloquial style of "*kinda creepy*," and "*awsome man*" gives the reader glimmers of what the writer thought and felt throughout this experience of giving advice. Some of the writing, however, is flat and lifeless like the final sentence of the piece: "*So thats how I gave my friend advice and I all worked out.*"

The sentence structure, even when correct, is immature and simplistic. In many instances, the end punctuation is missing, resulting in run-ons: "*So next day he runs up to me, saying "It worked" she spoke to me.*" Word choice is also simplistic, mundane and perhaps too conversational: "*hangs with her.*"

Spelling is probably the strongest convention, although it must be noted that the writer uses only common words and even some of those, "*whould*" for "would", are misspelled. Punctuation, both internal and external, is often missing. The writer also shifts from past tense at the beginning to present tense verbs at the end.

This writer has a story to relate. The numerous problems in organization, sentence structure, and conventions lock this paper securely in the mid 3 level. Instruction in these three areas would help this writer to improve.

Giving an advice is not hard as you may thought of but is it 'easy' In my own experience giving an advice is an easy job. An easy job that just pops on my mind. One time my friend came up to me crying helplessly. She had a big problem considering some money. At that time I didn't have money to lend her. I told her to asked her parents for some money. She didn't listen nor payed attention. As if she was deaf. I then gave an advice. I told to steal money from her parents instead of asking them. Few days after we talked I heard had that she got in trouble for stealing. I then realize she listened to my advice. I gave that advice because I know she's not gonna do it and won't listened to my lame advice. I felt bad and regretted for what I've done. We suffered some consequences from are parents.

My advice for everyone is think before you speak, because you never know if you give them good or bad advice. I don't want you every one suffered from my own experience. Live your to the fullest but be careful

F

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A B C D E F G H

**Paper F – Topic A**  
**HSPE in Writing Fall 2005**

**Exemplar: Score of 3**

The idea of advising a friend to steal money is focused and on topic, and there is a logical sense of development. There is a true progression as the writer moves from the situation of her friend having no money to the advice to steal to the outcome of actually stealing to the lesson learned, and finally to think before you speak. Unfortunately, the final statement is placed there as a moral, "*Live your [life] to the fullest but be careful*", but it doesn't actually relate to the situation described in the piece, thus creating a problem with clarity and consistency.

The organization is reasonably logical, but transitions from idea to idea are difficult to follow partly because key elements of sentences are set off as fragments, requiring that the reader scan back to double check the connection: "*As if she was deaf.*"

The voice is a monotone with no real highs or lows to direct the reader's response. The writer seems to be writing from experience, but she only occasionally breaks from the flat voice with an occasional attempt to reveal herself: "*I felt bad and regretted for what I've done.*"

Sentence structure and word choice are inadequate. There is consistent misunderstanding of proper sentence structure, leading to fragments, as well as strange phrasing: "*I don't want you everyone suffered from my own experiences.*"

The clarity of this paper is severely hampered by an overwhelming number of mechanical errors; the reader frequently has to reread for understanding. Although most of the words the writer has used are spelled correctly, many of them are misused: "*Giving an advice,*" "*I told her to asked her parents,*" "*she...won't listened to my advice,*" and "*I told to steal money from her parents.*"

This is a solid example of a 3, an inadequate paper. The paper does have a central idea. Some writing instruction in idea development and conventions would help this student move toward becoming a proficient writer.

"Brenda", Aberham said, "could you, please, do my math for me? Frightend, I didn't know what to say. I could slowly feel my heart pounding faster and faster. Why get so overwhelmed over nothing? Well, not only does it give me more homework tonight, but it's also wrong.

See, ever since I was little, I have been taught to not cheat or do other peoples work. When asked this question, I didn't know what to do, it was either go with my conchence or do something wrong. I didn't want to make Aberham feel bad, but at the same time I didn't want to help him fail his math class. See, by doing his math, I would be helping him not learn. That's when I decided to tell him, "No, I won't do your homework because you won't learn anything, and will probably end up failing your math class."

Aberham got mad, and decided to ask Ashley for help. Ashley then made a wrong decision by doing his work, and what do you know? Aberham ended up failing math, after all. I just hope he learned a lesson and will do his own work from now on.

KK

Paper **KK** – Topic A  
**HSPE in Writing Fall 2005**

**Exemplar: Score of 4**

This paper adequately focuses and develops the story of why Brenda refuses to do Aberham's math homework for him. The detail is specific enough so that the reader understands Brenda's moral and ultimately compassionate stand on her decision. At the same time, the reasoning is predictable and far short of the reflective and detailed reasoning required of papers receiving the scores of 5 and 6.

The organization moves the reader smoothly through the sequence of events. The introduction is particularly strong. The quote along with Brenda's reaction pulls the reader into the paper and leads directly into the point that cheating is wrong. The conclusion justifies the writer's decision and draws the paper to a close.

The righteousness of the writer is apparent from the beginning of the paper when she says, "*Well, not only does it give me more homework tonight, but it's also wrong.*" "This tone of voice is consistent throughout the piece, from "*see, ever since I was little...*" to "*...what do you know.*" The writer uses a variety of sentence structures, although there's little that moves them above an adequate level. Word choice relies on many common words with nothing that particularly stands out.

The use of conventions is again adequate as the writer understands and has control over a reasonable number of the elements of standard English. Most all sentences are punctuated correctly with only one comma splice: "*I didn't know what to do, it was either go with my conchence...or.*" This writer has been taught the use of commas and most often uses them correctly with the exception of commas in verb phrases: "*Aberham got mad, and decided to ask Ashley for help.*" The simple words that make up this piece of writing are all spelled correctly. The one more difficult word, "*conchence*" is misspelled. Sometimes apostrophes are used correctly as in "*it's,*" and sometimes they're not as in "*peoples.*"

This 4 level paper is adequate in all aspects. Continued instruction in all the traits will help this writer progress into more insightful and complex pieces of writing.