

**Georgia High School Writing Test
(GHSWT)**

**Writing Topic and Sample Papers
Fall 2007**

Writing Topic 1121

Writing Situation

Many students do not think the subjects they study in high school prepare them for the real world they will face after graduation. The principal at your school is asking students for their opinions about new courses that could be offered to prepare students for life after high school. What new course do you think should be offered?

Directions for Writing

Write a letter to convince the principal that your new course should be offered. Be sure to explain why your new course is needed, using specific examples and details.

GHSWT Paper 1

I think we should be offered a course
of course. Like welding, we do not have
that course in this school. I don't know
why, but we should. People have colleges
for things like that. Welding will get
you a long way in life. You will
make good money. If people do not know
what it is take them on a field trip.

We need classes that will teach you how to take
care of kids. Those classes will get you ready for
life with kids. Then they need to take us
on field trip around places in Georgia like
places Atlanta to the Dr. MLK ~~center~~.
That is what I think.

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Annotations for Paper 1

Ideas Score: 1

The writer suggests that welding and childcare should be added to the school's curriculum. Support for these ideas is listed (welding would pay well; a child care class would prepare students for "life with kids"), but is not developed with details and examples. Lack of focus on the persuasive purpose and the brevity of the response keep the paper from demonstrating minimal competence in Ideas.

Organization Score: 1

There is no apparent organizing strategy in this paper. The opening sentence is not an effective introduction to the topic. The writer suggests one idea, then jumps to another with no apparent plan. The paper lacks a conclusion. The paper does not demonstrate minimal control of the components of Organization.

Style Score: 1

The language and tone of the paper are flat and inappropriate to the persuasive purpose. Word choice is simple and sometimes incorrect ("a cupul of course," "for thing like that,"). The writer's voice is indistinct. Audience awareness is not demonstrated. Sentences are choppy and repetitive. The brief response does not demonstrate competence in the components of Style.

Conventions Score: 1

This paper does not demonstrate minimal control of Conventions. There are errors in all the components of this domain. Some sentences are correct, but there are incorrect sentences as well ("Like welding, we do not have that cours in this school."). There are several usage errors ("for thing like that," "they need to take us on field trip"). There are also multiple mechanics errors ("offerd," "cupul," "fied," "plases," "collages;" missing apostrophes and commas; capitalization is erratic.) The frequency of errors, coupled with the brevity of the response, keep the paper in the 1 range.

Performance Level: Does Not Meet the Standard

GHSWT Paper 2

I am going to write about a couple new subjects I think we should have at our school. The two new subjects I think we should have are, diesel mechanics training, and pit crew training. Both of the subjects in the real world pay very good. Pit crew pays from about 100 to 200,000 dollars a year, and diesel mechanics pay from about 75 to 125,000 dollars a year, so if you choose either of these careers you will be pretty much set money wise, but how you use it is up to you.

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Annotations for Paper 2

Ideas Score: 1

The writer lists two subjects to add to the school curriculum and is minimally focused on the persuasive task. The controlling idea (we should add these courses because they will enable students to get a job that pays well after high school) is developed with only a single sentence, which gives specific pay ranges for those jobs. The information in this paper is inadequate to provide a sense of completeness or address reader concerns.

Organization Score: 1

This paper has an ineffective one-sentence introduction and no apparent conclusion. The ideas presented in the paper are too limited to demonstrate minimal ability to organize a piece of writing.

Style Score: 1

The tone of the paper is flat, and the response is too brief to demonstrate control of the components of Style.

Conventions Score: 1

While the four sentences in this paper are correct, the last one (which makes up about half the paper) is overloaded and unclear. There are minor mistakes in mechanics. Overall, the amount of writing is insufficient to demonstrate competence in Conventions.

Performance Level: Does Not Meet the Standard

GHSWT Paper 3

Dear, principal

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I'm writing this letter to you, because I want to ask you about the courses we are taking. Do you think that the courses we taking will help us in the real world? Many people believe some courses are unneeded. For example something like computer applications what do we need with computer applications if the job you are trying to get doesn't deal with computers. That's why I think that high school should be like college, because when you are in high school you can get a job, and I think they should have a course on that.

If you was to consider this course I would call it working conditions. That way when a student get a job they will be more experienced in what they are doing. I think that I'm not the only person that feel that way either, because there is a lot of ~~other~~ courses we really don't need.

Annotations for Paper 3

Ideas Score: 1+

Initially, it seems that the writer will develop an argument against computer courses; then, he discusses a “working conditions” course. While it is clear that the writer thinks changes should be made to help prepare students for jobs, he does not provide support for either of the ideas presented. There is not enough information, nor sufficient focus on the persuasive task to demonstrate minimal competence in Ideas.

Organization Score: 2

There is a minimal organizational plan. The writer’s introduction is weak as the writer uses words from the prompt. The paper contains a brief conclusion (others agree with the position presented in the paper). Within the paper, there is some evidence of sequencing: transitions (“for example,” “that’s why,” “if you was to consider”) create a minimal sense of order. There is just enough evidence to demonstrate minimal control of the components of Organization.

Style Score: 2

The language and tone of this paper are uneven. The use of the rhetorical question in the opening indicates audience awareness. Word choice is simple throughout (“something like computer applications,” “...there is a lot of courses we really don’t need.”). There is some variety in sentences. This response demonstrates minimal control of the components of Style.

Conventions Score: 2

While the writer forms different kinds of sentences correctly, the number of sentences is minimal. There is one long run-on sentence. Unclear pronoun antecedents, and other usage errors (“we taking,” “If you was to”), as well as mechanics errors (unnecessary commas, missing commas, missing apostrophes), demonstrate minimal control of the components of Conventions.

Performance Level: Does Not Meet the Standard

GHSWT Paper 4

Dear, Principal

A Course in Vets

I think that we should have a course in Vets because some people may want to see hurt animals doing well our finding good homes.

Some people say that it could give a boost of confidence our feel like they could do anything they set their minds to.

We can have a guest vet come by our school and talk about what they do our tell stories about what they did to a animal so that you could feel like you could help too.

Our we could have a field trip to a animal hospital ^{here} where we could see how they work with injured animals.

I think that people would love our enjoy seeing Vets helping animal how are hurt our need a good home and being treated like they should be treated.

Sincerely
Yours,

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PLEASE DO NOT WRITE IN THIS AREA



Annotations for Paper 4

Ideas Score: 2-

The controlling idea (the school needs a veterinary class to teach students how to care for animals) is minimally developed. Supporting ideas (help animals, learn from visiting vets, visit an animal hospital) have little elaboration and are sometimes repetitive. The lack of specifics and the brevity of the response demonstrate minimal competence in Ideas.

Organization Score: 2

There is minimal evidence of organization in this paper. The writer suggests a class in the opening statement, and then proceeds to make four statements about the benefits of the class. The sentences are not in any logical order within the body of the paper. Grouping of ideas consists simply of separate sentences that are indented. There are no transitions between paragraphs. The conclusion repeats ideas from the opening and supporting sentences.

Style Score: 2

The tone of the paper is uneven; a few phrases reveal concern (“hurt animals doing well”), but in most of the paper, the tone is flat. Word choice is simple, ordinary, and repetitive (“Some people say,” “talk about what they do,” “treated like they should be treated”), with an occasional interesting word or phrase. There is little audience awareness; the writer’s voice is indistinct. There is little sentence variety.

Conventions Score: 1

There are four sentences and one fragment in this paper. Within this insufficient sample of sentences there are frequent errors in all components of usage and mechanics (confedice,” “hostiful,” “are” for “our” and “or,” “how” for “who,” and “there” for “their”). The writer does not demonstrate minimal competence in Conventions.

Performance Level: Does Not Meet the Standard

GHSWT Paper 5

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Student need to have onther class to help them Stud hard for test, quiz, Final Exams. Student's don't study as hard to pass test. We need student's to know how to study, and are ready for the real world. Two significant reasons is to have onther class to study, and a tutor.

If we have onther class, where they show us how to study it will be great. In my own experience I rarely study, but if I have that class it will progress my studies more. I think that TV, computers, etc keep us from study hard. If we don't prepar our self for the real world who will prepar us.

Tutors every one needs one, if we all had tutors in school it help everyone of us. Tutors can be teachers in every subject. If you ~~ever~~ ever need a tutor, or a question just ask them. Tutors can be a big help and prepar us for the real world. I think that if we all had a tutor it will be great for every single one of us.

If students had onther class to study, and a tutor it will be a big help. If we each new how to study it will help ~~us~~^{us} on our test and quiz, Final Exams.

PLEASE DO NOT WRITE IN THIS AREA

Paper 5 (page two)

If everyone had a tutor or someone to study
the ~~world~~ ~~was~~ real world be easy for us.

Annotations for Paper 5

Ideas Score: 2-

The controlling idea of this paper (students need to learn how to study more effectively) is supported by proposing both a study course and a tutoring program. This is an acceptable approach, but the writer develops these ideas only minimally. For example, the writer states that “TV, computers, etc keep us from study[ing] hard,” but does not explain how the course would solve this problem. The paper is not consistently focused on the persuasive purpose, and there are only a few sentences that directly support the claim that assistance in studying will benefit the students. Most of the elaboration is simply repetition of the main ideas (e.g., everyone needs a tutor, if we had tutors it would help everyone, tutors can be a big help, if we all had a tutor it would be great). The information in the paper is incomplete.

Organization Score: 2

The overall organizational strategy is formulaic. In the introduction, the writer makes the claim that most students need a class that teaches study skills. Some related ideas are grouped within paragraphs, but there is little sequencing within paragraphs. The conclusion repeats much of what was presented in the introduction. Only minimal competence is demonstrated in Organization.

Style Score: 2-

The language and tone of this paper are uneven. Much of the paper is flat in tone, but there are occasional indications of the writer’s voice and sincere concern about the need for better study habits (especially in the second paragraph). Word choice is very simple and repetitive. There is a little evidence of audience awareness, like the use of a rhetorical question to end the second paragraph. There is some sentence variety.

Conventions Score: 2

Sentences in this paper are generally correct. There are serious errors, however, in nearly every element of usage, including subject-verb agreement (“Two significant reasons is...”), word forms (“ourself,” “studing”), and verb tenses (repeated use of “will” instead of “would”; “keep us from study hard,” “if I have that class”). Mechanics are mixed: formatting is correct, but there are misspelled words, incorrect capitalization, and missing punctuation. Overall, minimal competence in Conventions is demonstrated.

Performance Level: Does Not Meet the Standard

GHSWT Paper 6

Dear, Mrs E

At a school called Warren Easton High School in New Orleans, Louisiana. For a few weeks, the students were trying to get the principal to have a new elective class. One day he decided to have a new elective for a class. The elective classes were Cooking, Construction, Auto Motive, Technology, Cosmetology, and Theatrical Arts. After the students took a survey on the electives, the majority of the students chose Cooking. The next day, the principal told the students to write a list of the materials they would need for the class.

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After a week the principal went to a few chefs to hire for their cooking class. For 1st period they had a Chinese cooking class. For 2nd period they had a New Orleans style cooking class. 3rd period they had a Mexican cooking class. 4th period they had a French cooking class. For 5th period they had a seafood cooking class. 6th and 7th period they had a pasta cooking class. These were the cooking classes they had at the school. All together they had over 100 students in the cooking classes. The next thing he did was get all the students to get the materials so the instructors could tell them what they were and what they were to be used for. With all the materials it cost them between 2,000 and 3,000 dollars for the cooking class.

Paper 6 (page two)

One day the principal told the student to write an essay on why they should take the class for an elective. When he got the essays he looked at them to see what ideas the student's reactions towards the class. The majority of them said they would know how to cook it would save them money from not going to a restaurant. They said they wouldn't have to wait on somebody to cook for them unless they would be hungry. Some say by knowing how to cook you could start your own business so wouldn't work at somebody else's restaurant for \$7.50 an hour. Some say that cooking teaches you a lesson that you just have to be patient and wait for good things to happen for you in your life.

Annotations for Paper 6

Ideas Score: 2

This response is unusual in that the writer produces a story in response to the persuasive task. Most of the paper tells how the cooking course came to be; the writer does not introduce persuasive development until the final paragraph (by taking the class, students would learn how to cook, thereby saving money; students could also use this knowledge to start a restaurant). Through these few supporting ideas, the writer establishes a minimal controlling idea (a cooking course would be a practical choice). Because most of the paper is not focused on the persuasive purpose of the prompt, it earns only a minimal score in Ideas.

Organization Score: 2

The writer only demonstrates minimal competence in Organization. The majority of the paper consists of a narrative that does not address the persuasive purpose of the writing task. There is some evidence of sequencing and transitioning within the narrative. Because most parts of the paper lack persuasive content, the overall plan is unsuccessful.

Style Score: 2

The paper demonstrates only minimal control of the components of Style. While mostly correct, word choice is simple and ordinary (“The next thing he did was to get all the students to get the materials so the instructors could tell them what they were and what they were used for”). Sentence structure is repetitive (“For 1st period”; For 2nd period”; etc.). Audience awareness is limited; the paper lacks the rhetorical appeals that work so effectively in persuasive writing (e.g., appeals to the reader’s emotions and reason). Both tone and voice are indistinct.

Conventions Score: 3

Sentences, including examples of coordination and subordination, are mostly clear and correct. There are some run-ons and fragments. Occasional incorrect noun and verb forms pop up throughout the response (“the students choose cooking” should be “chose cooking”; “over 100 student”; “to see what was the student’s reactions”). Mechanics problems are minor. All told, the writer demonstrates sufficient control of the components of Conventions.

Performance Level: Does Not Meet the Standard

GHSWT Paper 7

Dear Dr. L. _____

I have thought the situation over and think that it would be to our benefit if we had law enforcement classes at our high school. I don't think students, like myself, see the serious situation of breaking the law. We still see it happening all the time in our very own town. If students had the opportunity to learn about the law and what could happen if they keep breaking it, they would think twice before doing so again. This could also decrease the number of people driving under the influence and speeding. With them decreasing, it would also decrease the number of deaths on and off the roadway. It would widen our selection of jobs for when we graduate high school, and give us a background on what's right and wrong. People at this point in time don't have that background, so they don't see what's wrong with waiting in the car for your buddy while he robs a bank. They think just because they didn't do the actual crime that they shouldn't get in trouble. Same with a hit-and-run, if it wasn't their fault they think they can just leave the scene. And today, maybe even more than ever, is when we need jobs in the field of law enforcement.

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Paper 7 (page two)

That is what I think law enforcement classes
could do for us.

Yours truly,

Annotations for Paper 7

Ideas Score: 2

The writer proposes a law enforcement class that would educate students about laws and reduce the incidence of lawbreaking among students. The support for this idea is minimal; details and supporting statements are general. There are no specifics about what the class would cover, although consequences for breaking laws are vaguely suggested (“what could happen if they keep breaking it”). The writer seems to believe that knowing the laws and consequences for disobeying them would change students’ behavior. Job opportunities are mentioned without elaboration. The response does not contain enough information to provide a sense of completeness.

Organization Score: 2+

The organizing strategy is not effective. The opening statement announces the writer’s position regarding “the situation” without explanation. Transitioning consists of linking ideas from sentence to sentence in the first half of the paper (“if students had the opportunity,” “this could also decrease”). Although the paper lacks paragraph breaks, parts of the paper are linked in an effort to demonstrate a cause-effect relationship between the newly acquired knowledge and a reduction in criminal behavior. Ideas in the second half of the paper are not linked, but the two examples of behavior are grouped together. The closing statement is not an effective conclusion to the paper; it simply repeats an undeveloped idea. Minimal control of the components of Organization is demonstrated.

Style Score: 3

The writer demonstrates sufficient control of the components of Style. The concerned tone is appropriate to the persuasive purpose of the paper. The language is generally interesting (“to our benefit,” “serious situation,” “think twice,” “widen our selection of jobs,” “today, maybe more than ever”), with some lapses into ordinary language (“with them decreasing,” “for when we graduate,” “at this point in time”). Generally, the writer is aware of the audience (“We still see it happening all the time in our very own town.”). Sentences have some variety in structure.

Conventions Score: 3

The paper demonstrates sufficient control of the components of Conventions. The majority of sentences are clear and correct. Simple, complex, and compound sentences are formed correctly, but there is a long fragment and a run-on sentence near the end of the paper. Usage is generally correct, though pronoun referents are vague in some sentences (“with them decreasing”). Mechanics are correct, but not extensive. Some commas and apostrophes are omitted.

Performance Level: Meets the Standard

GHSWT Paper 8

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Not never do much. If
you want something now days you
have to have the right schooling.
Principal will you please let me
have this course?

Every day is getting harder
and harder, and owners of big businesses
is wanting more schooling. If you
need a course you should be able
to choose what you want. I mean
how would you feel if you were
not in the course that you feel
that you dont needs. It would be
an advantage when I went to put
an application in, because I can
say I did this when I was
back in school. I can say I
had this many years in Experience.

The course also might give
you a credit for college.
I feel that if you wanted that course
you would already be some what
ahead. The course might even be the
one who saves you in college or
Highschool. Also you are getting credit
for highschool and college. It also

Paper 8 (page two)

might be the same area that you
are getting your degree in.

The course I would want
would more and likely to be is
drop Spanish or prep classes, and go
to welding. If welding is full put
me in Auto Mechanic. I am not
a person that would be put in
advance classes, nor foreign language classes.

I am a more tech guy than
I am a college student, but I
don't know which route I'm going, but
I know I need this course.

Well you let me know how
you feel about the letter. I really
hope to get the course, and it
means my life to me. I mean
if you were in my position
how would you feel? So once
again will you please let me
get the course?

Annotations for Paper 8

Ideas Score: 3

Although the course the writer is proposing is not explicitly stated in the introduction, the fourth paragraph clarifies the writer's argument significantly: a technical course like auto mechanics or welding would not only interest the writer but prepare him for the future. The supporting ideas in paragraphs two and three advance the writer's position (having taken a technical class will look good on the writer's resume when he enters the job market; the course may be worth a college credit). The writer ultimately makes a complete case for his choice.

Organization Score: 2

The writer demonstrates control in some components of Organization but not in others. Related ideas are generally grouped within body paragraphs, and ideas follow a generally clear sequence within the body paragraphs. The overall plan, however, is not effective. The very first sentence is unclear and the rest of the introduction is vague. Sequencing across parts of the paper is not entirely clear. The conclusion does provide some closure, but, on balance, the organizing strategy is ineffective.

Style Score: 2

Word choice is simple, ordinary, and occasionally unclear ("Not never too much"; "how would you feel if you were not in the course that you feel that you dont need"; "The course I would want would more and likely to be is drop Spanish"). The writer's lack of control of language contributes to an indistinct voice and tone. There is some audience awareness ("let me know how you feel about the letter"), but, altogether, the writer establishes only minimal control of the components of Style.

Conventions Score: 2

Correct sentences occur alongside fragments, ineffective and overloaded sentences ("I am a more tech guy than I am a college student, but I dont know which route I'm going, but I know I need this course"). There are several usage errors ("to much"; "businesses is wanting"; "the course might even be the one who saves you"). Regarding mechanics, there are some missing apostrophes, but this component is the strongest of the three. Competence in mechanics, however, does not offset the problems in the more important components of sentence formation and usage.

Performance Level: Meets the Standard

Annotations for Paper 9

Ideas Score: 2

The paper has a clear controlling idea: it would benefit students to have one course that helps them decide on a career and then a second to prepare them for that career. Development of these ideas, however, is minimal. There is one sentence of development related to the first course, but the second course is simply mentioned without further detail. There is not enough information to provide a sense of completeness.

Organization Score: 3

The writer presents a clear overall plan that is appropriate to the persuasive purpose. The introduction opens the case for the two courses by explaining how they would help the entire student body. The single body paragraph contains clear, logical sequencing; it makes sense for the students to take a course on career opportunities before taking a career specialization course. There are some effective transitions (“The first of which”; “after choosing your career”). The conclusion provides closure by describing the benefits of these courses without retracing any previously covered ground. Although the response is rather brief, the writer shows sufficient control of the components of Organization.

Style Score: 3

Word choice is generally interesting (“I recently discovered”; “different yet corresponding choices”; “the whole student body and possibly even the world”). The enthusiastic voice and tone are appropriate to the persuasive purpose. There are several direct appeals to the principal (“Everyone is talking about how you’re getting the opinions of students”). The limitation of this response is brevity, but the style that is demonstrated is of high quality, putting the paper into the “3” range.

Conventions Score: 3

The writer handles the components of Conventions sufficiently. Sentences are mostly clear and correct, with the exception of a fragment in the second paragraph. Usage and mechanics are correct, with few errors in either component. The writer needs to demonstrate more evidence to move this paper beyond the 3 range, however.

Performance Level: Meets the Standard

GHSWT Paper 10

"Why Offer More Elective Classes To Students"

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Hey! Have you thought about what you'll do after high school? Will all of your classes ~~you've~~ taken help you? Do you think your elective classes or academic classes helped you better? I think more elective classes will help you better in the real world.

So you ask me why I say this? Well, I say this because more elective classes have to do with real jobs. I don't think academic classes can help you with that many jobs besides teaching, if you wanted to become a teacher when you graduate. Let's say you take a mechanics class in high school. If you took that class, then after you graduated you could know how to start your own repair shop.

If you took a business course, you could open your repair shop and have people working for you. You could be the boss. If you're in the school band, you could get a scholarship to go to a college to play in that college's band. So no matter what, the elective classes are always there to help you more than the academic classes. So you asked what new course should be offered? I think more elective classes should be offered by the schools, to students.

When I get out of ~~high~~ ~~school~~ high school, I want to open up a boat motor repair shop. I'm planning to take a Business Management class and a Mechanics class, before I graduate. Right after I graduated high school I could start my business. By the time I reach my early thirties, I could have money, a nice house, truck, and a boat. It took me a very long time to figure out what I wanted to do, but I came to my decision.

Paper 10

I want to be a business owner. And I will get there with all the help from my electives.

I think that students should take one whole semester of academic classes, and then one whole semester of elective classes. I believe students would work harder. And ~~an~~ even better they should cut down some of our school hours. That would really make students happy and try harder. So really some more courses of elective classes would really help today's younger generation.

Annotations for Paper 10

Ideas Score: 3

The writer argues for a type of course (electives) that should be offered rather than one specific course. This approach is acceptable, and the paper contains a clear controlling idea: electives will benefit students regardless of their future plans. Supporting ideas are relevant (academic courses do not really prepare you for careers; different electives could satisfy different interests; preparedness in a field of interest leads to success in that field, which leads to tangible benefits). The writer develops these supporting ideas with some details, but including more specific details would improve the response. There is enough information to provide a sense of completeness.

Organization Score: 3

The organizing strategy is generally appropriate to the persuasive purpose. The writer first establishes that academic courses fall short of preparing students for careers and then argues for a series of electives as a solution. Related ideas are generally grouped together and clearly sequenced within body paragraphs. Some of the sequencing is ineffective. For example, in the third paragraph, the writer makes an abrupt shift from the focus of the paper (mechanics, business management and owning a motor repair business) to include some details about band. Stronger transitions would guide the reader through the response. Still, the overall plan is clear, and the conclusion provides effective closure.

Style Score: 3

Word choice is generally interesting (“By the time I reach my early thirties”; “I came to my decision”; “today’s younger generation”). The writer’s voice is clear (“So you ask me why I say this”; “Let’s say you take a mechanics class in high school”). There is some sentence variety. The writer controls the components of Style to a sufficient degree.

Conventions Score: 3

Most sentences are correct, including examples of coordination and subordination, but fragments (several sentences begin with the coordinating conjunctions) detract somewhat from the competence shown in this component. Usage is generally correct. The same is true for mechanics, but there are some misspellings (“symmester”, “acedemic,” “belive”). The writer shows sufficient control of the components of Conventions.

Performance Level: Meets the Standard

GHSWT Paper 11

Some subjects in school will most likely never be used in our future. For example: World History, we will not use it, unless we become historians. A course like that should be optional. Although courses we will be using in life, like math should be mandatory. ~~School~~ School should prepare us for everything we may encounter in life.

Schools ~~should~~ should offer a class where you are introduced to animation and graphic design. More and more people are choosing a career in this area. Schools need to prepare us for our future career but only offer us so little choices. ~~The~~ Students who do choose a career in this area, should be able to have a class over it earlier than college.

Another course you should consider is to introduce students to Paleontology and archeology. There should ~~be~~ be ~~these~~ classes or a class to prepare us for our college major. We may not be able to dig up real fossils and artifacts, but teachers can set up little training courses with pans of sand and plastic fossils or real pots. We need this course so we can get an idea of ~~an~~ what these careers may hold for us in the future.

There are many art lovers out there, but people just don't notice them. Another topic should be art history. You may think art history falls under art class, but it doesn't. We have World History and American History, why is there ~~not~~ no Art History? People who want to become artist should know past artist so they can examine the different art techniques. Other than this, ~~there~~ there is not much else I can say.

These are just a few major ideas. Students should not be forced to take classes they may never use. Like I stated earlier, "school

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Paper 11 (page two)

~~Should prepare us for our future careers.~~

Should prepare us for our future careers, you may find some of these not good enough to consider, like Art History. More people every day, want a career in these ~~areas~~ areas than you may be aware of. So please, take these ~~courses~~ into consideration. ~~Thank you for your time.~~

Thank you for your time.

Annotations for Paper 11

Ideas Score: 3

The paper is sufficiently focused on the persuasive task. The writer proposes three new courses: animation and graphic design, paleontology and archaeology, and art history. Each course is elaborated with only a few sentences that touch upon why the course is needed and, in the case of archaeology, a few activities that might be included. Although development for each course is minimal, the proposed courses are linked by the author's controlling idea—that the school should offer classes that will help prepare students for future careers. Thus, the paper as a whole contains sufficient information to be considered complete.

Organization Score: 3

The introduction fits the writer's suggestion of adding three courses to prepare students for specific careers. Ideas about each course are grouped into paragraphs, but the sequencing of sentences within the paragraphs is weak. Transitions between paragraphs are not as effective as transitions within the paragraphs (“More and more people are choosing careers in *this area*.” “You may think Art History falls under Art class, but it doesn't.”). The conclusion states the purpose of the paper more effectively than the introduction, providing a sense of closure.

Style Score: 3+

The language of this paper and the tone of concern about the choices available to students are appropriate to the persuasive purpose. Word choice is interesting (“what these careers may hold for us,” “art lovers”) and sometimes precise (“fossils and artifacts,” “art techniques”). There are lapses, however, into ordinary language (“a course where...,” “a course over...,” “not good enough to consider,” “Other than this there is not much else I can say.”). The writer's voice is clear, and he or she shows awareness of the audience through use of the second person (“you may think”), asking rhetorical questions (“why is there no art history?”), and directly appealing to the principal in the conclusion. Sentences vary in structure and occasionally in length.

Conventions Score: 3

Sentences in this paper are generally correct, and the writer uses some coordination and subordination strategies. Usage is generally correct, but there are several errors, especially in forming plurals (“course like that,” “so little choices,” “people who want to become artist should know past artist...”). Most mechanics are correct, but errors in spelling, punctuation, and capitalization occur throughout the paper. These errors do not interfere with meaning. Overall, the paper shows sufficient control of the components of Conventions.

Performance Level: Meets the Standard

Paper 12 (page two)

the youth evolved. Then when the proper amount of understanding is met, the class should be implemented in to our Highschool's curriculum. I believe the class should offer guidance & support to the students with out the pressure of a normal Highschool class. The class should teach the students how to deal with managing this time and being able multi-task so that they can accomplish their goals. I believe the class ~~use~~ would help increase progress in the class rooms by making the student more comfortable with their surroundings. When people are more comfortable they tend to learn at a faster rate. Of all the reasons to make this class a reality, I feel that the most important one is the fact that the representatives of our government should do everything in their power to provide our children with the most affective and enjoyable education possible. Thanks for your time.

Annotations for Paper 12

Ideas Score: 3

The writer proposes a course in stress and time management. Although the introduction is overly long, the controlling idea is sufficiently developed. The supporting ideas (teaching students to manage stress, information on how the course should be implemented) are relevant and developed with some examples. The information about improving the curriculum indirectly supports the need for a new course. Overall, there is enough information to provide a sense of completeness.

Organization Score: 3

The extended introduction of this paper gives it a “top-heavy” structure. The introduction is so general that it could fit almost any course proposal, and thus it does little to set the stage for the writer’s argument. However, the body of the paper is logically sequenced, addressing first why the course is needed and then how it should be implemented. Related ideas are grouped into paragraphs (which the writer has indicated by marks in the text rather than indenting). Sentences within paragraphs are logically sequenced with effective transitions. The one-sentence conclusion returns to the issues in the introduction but is not especially effective, since it too could fit almost any response to this prompt.

Style Score: 4

The writer’s voice is clear in this paper, and the language and tone engage the reader. Word choice is generally appropriate and engaging (“devoted,” “implemented,” “guidance and support,” “multi-task”). Throughout the paper, the writer uses rhetorical questions and other devices (such as appeals to patriotism and civic responsibility) to enhance the persuasive effect. Sentences are varied in structure. Overall, the paper shows consistent control of the components of Style; however, it does not have the varied, precise language and carefully crafted phrases throughout that would demonstrate full command of this domain.

Conventions Score: 4

Sentences in this paper are correct, and the writer uses a variety of coordination and subordination strategies. Usage is correct in a variety of instances. Mechanics are not as strong: There are some minor misspellings and missing commas, capitalization is difficult to evaluate because of the handwriting, and paragraphs are not indented. Overall, however, the writer demonstrates consistent control of Conventions.

Performance Level: Meets the Standard

GHSWT Paper 13

Dr. J

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THERE HAS BEEN CHATTER AROUND SCHOOL THAT THE ADMINISTRATION IS LOOKING FOR NEW COURSE IDEAS EVERY YEAR A NEW CLASS COMES TO KELL, AND THE SAME PHRASE IS UTTERED THROUGH THE POPULATION; "WE WILL NEVER USE THIS IN THE REAL WORLD." THE TEACHERS HAVE NO OTHER CHOICE BUT TO RESPOND TRUTHFULLY, "I KNOW, BUT WE'RE OBLIGATED TO TEACH IT." THIS IS WHY I THINK AN ACCOUNTING CLASS SHOULD BE A REQUIRED COURSE FOR ALL JUNIORS AND SENIORS.

ONE OF THE BIGGEST PROBLEMS FOR YOUNG ADULTS COMING OUT OF SCHOOL IS LIVING ON THEIR OWN. FOR COMPANIES KNOW THAT COLLEGE STUDENTS ARE NAIVE, AND TAKE ADVANTAGE OF THEM. THIS COURSE WILL INCORPORATE BUSINESS STUDIES WITH ACCOUNTING. STUDENTS SHOULD LEARN THE REALTY BUSINESS, AND HOW TO FIND WHAT THEY ARE LOOKING FOR AFTER SCHOOL, PEOPLE PAY TAXES, WHICH CAN BE A DAWNTING TASK. ACCOUNTING WILL HELP GET STUDENTS STARTED IN THEIR NEW LIVES.

BUSINESS PEOPLE TAKE ADVANTAGE OF SO MANY UNDEREDUCATED, CLUELESS PEOPLE, AND I BELIEVE THAT OUR STUDENTS DESERVE A CHANCE TO LEARN THE BUSINESS LANGUAGE. STUDENTS WILL LEARN TERMINOLOGY OF BUSINESS IN ORDER TO NOT BE FOOLED BY LEGALITY TRICKS.

COMPUTERS HAVE BECOMING BECOME EXTREMELY IMPORTANT NO MATTER WHAT CAREER A PERSON DECIDES TO PERSUE. STUDENTS AT KELL KNOW THE BASICS OF COMPUTER PROGRAMS LIKE MICROSOFT WORD, POWER POINT, AND PUBLISHER, BUT THEY NEED A MORE DETAILED UNDERSTANDING OF THESE PROGRAMS ALONG WITH THE PROGRAMS ABOVE, OUTLOOK, THE INTERNET, AND TAX PROGRAMS WILL ALSO BE PART OF THE CURRICULUM.

Paper 13 (page two)

All in all, students at Kell deserve to be equipt with the knowledge that they will undoubtable use. An accounting class with bus iness and computer studies will start college and work bound students off on the right foot.

SINLERELY,

Annotations for Paper 13

Ideas Score: 3

The controlling idea of this paper (students need a course that will prepare them to deal with the world of business and finance) is clear and sufficiently developed. The principal supporting ideas are that students need to learn to live on their own, they need to be prepared so that they won't be taken advantage of by businesses, and they need more computer knowledge. There is some elaboration of each idea, mostly in the form of examples of things students should learn (the realty business, paying taxes, business language, computer programs). The paper is consistently focused on the persuasive purpose, but the information provided is just sufficient to provide a sense of completeness.

Organization Score: 3

The overall organization of this paper is appropriate to the writer's argument. Most related ideas are grouped into paragraphs, but the sequencing of ideas is not always clear. The sentence in the first body paragraph that begins "Companies know that college students are naïve..." appears to belong in the following paragraph and interrupts the flow of ideas. Other sentences in this paragraph each cover a different topic in the course and could be arranged in almost any order. Only in the computer paragraph are the sentences sequenced logically. There are some transitions ("This course...", "After school...", "Along with the programs above..."). The engaging introduction is a strength of the paper, and the brief conclusion effectively provides closure.

Style Score: 4

The language of this paper is engaging, beginning with the carefully crafted opening sentences. The rest of the paper is not quite as effective, but word choice is interesting and sometimes precise (naïve, incorporate, undereducated, terminology, daunting), with a few lapses (e.g., "legality tricks"). The writer's voice is consistent and distinctive. The paper is clearly written for an audience; references to "our students" and "students at Kell" indicate that the paper is directed to the principal. Sentences are varied, more in structure than in length.

Conventions Score: 5

The writer shows full control of the elements of Conventions. Varied compound, complex, and complex-compound sentences (like the first sentence of the third paragraph) are consistently correct and clear. Usage is correct in a wide variety of contexts. Mechanics errors are few and minor (like the use of a semicolon instead of a colon in the first paragraph). Difficult words are spelled correctly and most internal punctuation is correct, even in more difficult contexts such as quotations.

Performance Level: Meets the Standard

GHSWT Paper 14

Dear Mr. M.

In reply to your request of opinions that about new courses that should be offered at our school, I wanted to express to you a course that I highly recommend at Madison County High School

After graduation, and even sometimes before, many students are faced with life altering decisions due to their bad decisions before or after high school. Personally, I think our school should offer Teen Pregnancy/Awareness classes. The teen pregnancy rate has increased dramatically over the past few years and I believe if teens are more ~~aware~~ aware of responsibilities and challenges they will face as being a mother or father, it may help decrease the number of teen pregnancies.

My cousin Tiffany has a beautiful seven month year old girl, Kaleigh. Tiffany is only eighteen and she dropped out of high school when she was seventeen in order to raise her daughter. Tiffany and I have had many discussions on how hard her life is, and how she wishes she would have stayed in school. Tiffany truly believes if she would have been more aware of the responsibilities and the huge expenses of having a kid, it may have helped her in the long run.

Last year, I had the opportunity to take a health^{class}. In this class, we were informed that there were eighteen seniors pregnant in our school.

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PLEASE DO NOT WRITE IN THIS AREA

Paper 14 (page two)

Many of these girls have chose to give their babies up, and some have even resulted in abortions. These girls have not been able to go to college and fulfill and their dreams have been put on pause due to their lack of knowledge on how hard life really can be after highschool raising a baby.

Not only should these Teen Pregnancy Awareness classes inform students of the challenges they may face if they decide to have children, but they should also teach current and future parents the basics of raising a child. Many teen mothers/fathers do not have the slightest clue on how to feed babies, what kind of bottles they should use, or even how to change diapers. If this were taught, it could possibly better the life of the kids.

I hope you will deeply consider the ideas which I have expressed to you. Students should be aware of these things and it will definitely help prepare them for the real world that will be faced after highschool.

Sincerely,

" "

Annotations for Paper 14

Ideas Score: 4-

This paper is consistently focused on the persuasive purpose. The controlling idea (a teen pregnancy awareness course would help students avoid unwanted pregnancies and prepare them to be better parents) is well developed through the use of relevant evidence and examples. The writer effectively uses an emotional anecdote about her cousin to support her assertion that the course is needed. The information in the paper is well developed but not fully elaborated; more information on how the course would help teens avoid pregnancy, make decisions about keeping the child, or balance child care and other life goals would more fully address reader concerns.

Organization Score: 4

The overall organizing strategy of this paper is appropriate to the writer's argument. The structure—an introductory statement of the need for teen pregnancy awareness, a specific example, generalization to how the problem affects the writer's school, and finally a discussion of some things the course should teach—effectively guides the reader through the paper. Related ideas are grouped into paragraphs and sequenced appropriately, connected by varied transitions (“Last year...,” “These girls...,” “Not only...,” “If this course were taught...”). The introduction, consisting of the first two paragraphs, sets the stage for the writer's argument. The brief conclusion provides closure.

Style Score: 4

Overall, the language and tone of the paper enhance the writer's persuasive purpose. Word choice is consistently engaging (“faced with life altering decisions,” “a beautiful seven month...old daughter,” “the responsibilities and the huge expenses of having a kid,” “their dreams have been put on pause”). The writer's voice and sincere, concerned tone are consistent throughout the paper. The audience is addressed directly in the introduction and conclusion, but the appealing language and the focus on the writer's school indicate audience awareness through the body of the paper. Sentences are varied in structure and length.

Conventions Score: 4

Sentences in this paper are correct and clear. They include a variety of coordination and subordination strategies. Most elements of usage are consistently correct. Common verb tenses are correct, but the writer has some trouble with more difficult tenses (e.g., “if she would have stayed” instead of “if she had stayed”; “girls have choose”). The elements of Mechanics are correct except for a few misspelled words and occasional missing commas.

Performance Level: Meets the Standard

GHSWT Paper 15

Dear Mr. B. _____

There are many classes at Alexander that help the students excel in their studies. There are honors and A.P. ~~class~~ core classes that help prepare you for college, but there are not many electives that help your driving skills. Auto tech helps you know the car parts, but that's it.

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Although all the courses at Alexander are superb, I think ~~are~~ ~~driving~~ drivers ed class should be added.

Driver's ed. would give more experience to the underclassmen who have not yet received their license. It would give them first hand experience on what to do in different situations and how to deal with different weather and road conditions. This new course will give students without their license more time behind the wheel ~~there~~ instead of driving on weekends or when your parents get off work. Some students don't have the luxury of ever getting to practice driving because parents won't take them out or they get home too late. So a driver's education class will give the students the time and experience to learn the rules of the road and to get their license on time.

A driver's education will also be beneficial to the students because they would be more comfortable taking their driving test than those students who did not take driver's ed. The students would be more

Paper 15 (page two)

relaxed and used to the fact that someone is in the car with them and grading them on how well they drive. Also the teacher will tell the students what they did wrong and how to improve from a professional perspective, not your parents perspective and how they choose to drive.

Another way that a drivers ed. class would be beneficial is that it would give you a discount on your insurance. It would show that you have more experience behind the wheel and should therefore be a better driver. Parents and students can both benefit from cheaper insurance because car payments will be cheaper and you will have more money in your pocket for gas and shopping."

Having a drivers education course at Alexander high school is beneficial in many ways. It gives students without a liscense more experience behind the wheel and on the road. It makes the idea of taking the driving test less nerve racking. It helps develop better driving skills and it gives you a discount on your insurance. These are just a couple of reasons that I believe that Alexander should have a drivers education course and I hope you take my thoughts into consideration ☺

Sincerely

Annotations for Paper 15

Ideas Score: 4

The controlling idea (a hands-on driving course is needed and school is the logical place for it) is well developed with relevant supporting ideas (time to practice, confidence, insurance discount). Elaboration of these ideas (students gain hands on experience in different kinds of weather, they become accustomed to being observed and graded, driver's education experience makes a driver more competent) contributes to the persuasive argument the writer is presenting. While the paragraph about reducing nervousness lacks the depth of other paragraphs, there is more than sufficient development in the response.

Organization Score: 4

The overall strategy guides the reader through the paper. The introduction sets the stage for the writer's argument by contrasting the excellent academic preparation of students in the school to the lack of practical courses, specifically driver's education. Subsequent supporting ideas are presented in a logical order. The writer moves from the skill building of hands on experience to the increasing confidence of drivers who are being evaluated, to achieving the goal: a license. A final reward is presented in the reduced insurance. Transitional elements are used to link ideas within and across parts of the paper. Transitions between paragraphs are less effective than the linking of ideas within paragraphs. The conclusion provides closure by restating the main points of the argument, ending with a request for action. The conclusion is weaker than the introduction, but the overall structure demonstrates consistent control of the components of Organization.

Style Score: 4

The language and the sincere tone of the paper are appropriate to the purpose of persuading the principal of the value of the driving class. Word choice is consistently engaging ("excel in their studies," "superb," "underclassmen," "have the luxury," "rules of the road," "professional perspective," "more money in your pocket"). The writer's voice is distinctive (consistently advocating for the class) throughout the paper. Audience awareness is clear as the writer addresses the principal directly. Sentences vary in length and structure. The writer demonstrates consistent control of the components of Style

Conventions Score: 4

The paper demonstrates the writer's competence in the control of the conventions of language. Simple, complex, and compound sentences are consistently correct, but there is one fragment beginning with "So." Usage is correct and varied. There are a few errors ("their license;" a pronoun shift in the final body paragraph from 3rd person plural to 2nd person) that do not interfere with meaning, but do indicate less than full command of the components of Conventions. This response is in the high 4 range.

Performance Level: Meets the Standard

GHSWT Paper 16

Dear Ms. T,

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I would kindly like to thank you for asking our student body such a splendid question. Many of our students came to cross roads as to what the correct answer should be. Some veered right and a few did a U-turn but in the end we chose Art History.

Art History is the basic history of a culture. As an art style changes, so does a civilization's point of view. Art is the reflection of how a person interprets the world. The students of an Art History class would be given a chance to explore someone else's creativity and outlook on life. They would be able to gain wisdom and culture from great people long dead.

Much of what a student would learn in an Art History class could be used later in life. Art History is found everywhere, but the basics of Art History are found in the European countries. The amount of language that a student would acquire from, simply, the names of the works of Art is astounding. Also Art History has effected our country greatly. You only have to look at our nation's capital to see it. Our monuments and senate building are all shaped

Paper 16 (page two)

after the Neoclassical style.

Art history is a class that almost anyone could find an interest in. There are so many styles of Art that it would be hard not to find something you enjoyed. From the blinding light and dark shadows of the Baroque style to the bright colors and bold shapes of Pop Art, there is something for every student. Also, this class could be offered as another honors elective. It would look great on a student's transcript and help promote our school's reputation.

Our student class body honestly hopes that you review our letter and think about our choice. We appreciate you asking us our opinions and hope that the choice you make is to add an Art History class. But in the end, we believe in what Picasso said at Modigliani's funeral, in a less extreme point of view. "In the end, he was revenged." In other words, all is well that ends well.

Sincerely,

Annotations for Paper 16

Ideas Score: 4

The response features consistent control of the components of Ideas. There is a clear, well-developed controlling idea (art history would enrich the lives of the students who take it). Supporting ideas are relevant (students could explore the perspectives of great masters; art has influenced so many people and cultures; all students could find styles that interest them. Most of this support is well-developed with specific details, but the first body paragraph would benefit from further elaboration (e.g., what kind of wisdom would students gain from “great people long dead”?).

Organization Score: 4

The organizing strategy is appropriate to the persuasive task. The introduction establishes the fact that students support art history as the preferred elective. The “crossroads” metaphor establishes that the students are undecided about the proper elective. Related ideas are grouped together and sequenced clearly within paragraphs. Effective transitions are present (“You only have to look at our nation’s capital to see it”; “From the blinding light and dark shadows”). The Picasso quotation in the conclusion may be a reference to the students’ initial uncertainty about the best elective, which subsided when they realized how engaging art history could be; therefore, “all is well that end well.” In short, the conclusion, like the introduction, attempts to engage the reader, but lacks clarity. Nevertheless, the writer consistently controls most components of Organization.

Style Score: 5

The writer exhibits full command of the components of Style. Several carefully-crafted phrases enhance the argument (“From the blinding light and dark shadows of the Baroque style to the bright colors and bold shapes of Pop Art, there is something for every student.”). The writer uses art terms precisely (“Our monuments and senate building are all shaped after the Neoclassical style”). The knowledgeable voice and enthusiastic tone are fully appropriate for to the persuasive task. Aware of her audience, the writer uses several effective appeals to persuade the principal (“It would look great on a students transcript and help promote our school’s reputation”). Sentences vary in length and structure.

Conventions Score: 4+

Nearly every sentence is clear and correct, including examples of coordination and subordination. Most of the usage is correct; there are only minor errors (“has effected our country”; “their is something for everyone”). There are mechanics errors, including misspelled words (“veared”; “exsplore”; “appriate”) and missing apostrophes (someone elses creativity”; “a students transcript”). More consistent mechanics are needed to move this paper into the “5” range.

Performance Level: Meets the Standard

GHSWT Paper 17

Dear Principal Ni. _____

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Education is the basis of our society and an essential element in everyone's life. Although knowing proper grammar and basic mathematics is useful, a lot of what is taught in classrooms is not ~~essential~~ ^{helpful} in the real world. Being able to name the parts of a protist or fungus; knowing who wrote Beowulf and Jane Eyre; or what happens when magnesium is mixed with phosphate or hydrochloric acid does educate a student. The question is when will this information really be useful?

Classes such as team sports, painting, video broadcasting, or ~~Home~~ ^{home} economics are a pleasure to have in a hard schedule, but none of these classes really prepare students for life after high school. It has come to my attention that many of my peers at Woodstock High School, like me, do not know what field of study they will pursue after leaving the halls of WHS... This is a great reason to introduce a new course: Career Class.

Career class will specialize in allowing students to learn about many different professions. Students will be able to research about various, possible jobs. Visitor speakers will come and ~~speak~~ talk about their

Paper 17 (page two)

job experiences and why they recommend it. Also, class members will be able to experience some of these professions first hand, by visiting these careers as field trips in the designated class time. The career class will be able to go to local businesses such as chick-fil-a and the local dentist and see what goes on in the main office the class could spend time in a fire station or volunteer at the doctor's.

The more graduation approaches, the more terrifying ^{very thing} it becomes, especially when a student does not know which field of study is right for him or her. This is why career class is ideal for Woodstock High School. It will permit students to sort their likes and dislikes in the business world and find their perfect occupation. Please consider career class as a new course next semester.

Sincerely,

Annotations for Paper 17

Ideas Score: 4

The paper contains a clear, well-developed controlling idea (a career course would fill a significant void in the current curriculum: a course that prepares students for the workforce). Supporting ideas are relevant (current electives don't fill this void; many students do not know what they want to do with their lives; the course content would be effective). This support is well developed but not full. There are many specifics in the paragraph about course content (paragraph three), but the writer could elaborate further on some of these ideas (e.g., what kinds of people will come to class sessions to offer career perspective?).

Organization Score: 5

The problem-solution organizing strategy is fully appropriate to the persuasive task. The introduction is engaging and establishes the need for a career course. The body of the paper is a logical extension of the introduction. Quite reasonably, the writer begins this part of the paper by showing how current electives do not solve the problem identified in the introduction and then discusses the content of the career course (paragraph three). This kind of logical sequencing is also found within the body paragraphs. Effective transitions link several parts of the paper (“Although knowing proper grammar”; “after leaving the halls of WHS”; “The more graduation approaches”). Related ideas are grouped together. The conclusion stresses the need for the course in a way that had not been expressed previously (“The more graduation approaches, the more terrifying everything becomes...”).

Style Score: 5-

Word choice is precise and engaging (“when magnesium is mixed with phosphate or hydrochloric acid”; “a pleasure to have in a hard schedule”; “experience some of these professions first hand”). The concerned tone and optimistic voice enhance the persuasiveness of the argument. The writer uses various rhetorical strategies to connect with the audience (“The question is when will this information really be useful?”; “It has come to my attention”). The writer varies sentence length and structure. Although there is not an abundance of carefully-crafted phrases, the writer has demonstrated enough competence in the components of Style to earn a low “5.”

Conventions Score: 5

A variety of sentence strategies, including compound, complex and compound-complex, are clear and correct. There is some confusion in the third sentence of the introduction because the writer uses semi-colons rather than commas to separate thoughts, but even this error is minor. Usage is nearly flawless. The clause “none of these classes really prepare me” contains a usage error, but the complexity of this construction makes it difficult to make the subject (“none of these classes”) agree with the correct predicate (“prepares”). There are some spelling errors (career”; “specialize”), but, on balance, mechanics are correct. It is impressive that the writer knows to underline longer texts (Beowulf and Jane Eyre). The quality and complexity of the evidence demonstrated puts the paper in the “5” range.

Performance Level: Exceeds the Standard

GHSWT Paper 18

You always hear of many teens getting into accidents on the news, radios, and newspapers, so why not allow teens a Driver's education course in high school. There were many schools that used to provide this class, but for some reason many high schools have dropped Driver's education. This class could help prevent accidents, and give awareness on drugs and alcohol. These topics can help students throughout their life with simple lessons learned through high school.

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In high school you always hear about friends getting into accidents for little mistakes such as forgetting to flip on a turn signal, or not stopping quick enough in a real life driving situation. A Driver's education class could help prevent these problems by giving teens more time to practice driving skills in courses that imitate real life situations, so when they are on the road they ~~don't~~^{do not} feel so out of place. Also a Driver's education could give teens the skills they need to master a motor vehicle, and to learn how to maneuver it properly. These are just a few simple ways that a Driver's education course could lower the statistics of so many teens getting into accidents every year.

Paper 18 (page two)

Another section of the course that could help teens would be drinking ^{and} drug awareness. Besides of regular automobile accidents; you often hear teens dying from being under the influence while driving. All adults know that teens are stubborn, and have their own theories about driving. Teens either think it is never going to happen to them, or that adults are over reacting + stressing to much. So how about a class that not only teaches them strategies of driving, but also shows them real life situations that have happened to other that have been under the influence and driving; whether it is through videos, or having a real life person come and share their experience with new driving teens. This will let teens know that driving is still a big privilege, but also a risk.

Taking away teen driver's education classes seems very inappropriate when so many teens are still ~~driving~~ ^{dying} behind the wheel. Taking little steps to show teens how to become a better driver, so that it will prevent accidents and driving under the influence, seems to be two ^{priority} ~~priority~~ reasons to put driver's education classes back in high schools. This precaution could help save their lives because this course not only pertains to highschoolers, but also can follow their lives forever.

Annotations for Paper 18

Ideas Score: 5-

The controlling idea of the paper, drivers' education would help prevent accidents and educate students on the dangers of driving while impaired, is fully developed. All the details given are relevant to the writer's argument. Each point of her position is elaborated with relevant information. Details are given about the rules or etiquette of driving (e.g., giving appropriate signals to other drivers avoids accidents). The writer addresses possible reader concerns by acknowledging that teens may be resistant to lectures, and offering alternatives (videos, speakers). The first body paragraph would have been more fully developed if specifics had been included (weather conditions in real life situations; parking or backing maneuvers).

Organization Score: 5

The writer effectively uses a problem-solution organizing strategy. The introduction establishes the writer's position and sets the stage for the proposition that Driver's Education should be added to the curriculum. Transitions help guide the reader through all parts of the paper ("In high school," "another section," "Taking away teen Driver's education seems"). Within paragraphs, ideas are clearly and logically linked. The conclusion provides closure by briefly restating the main points of the argument. The conclusion is not as effective as the introduction, but the entire structure demonstrates full command of the components of Organization.

Style Score: 4

The serious tone is appropriate to the topic and to the persuasive purpose. The language is generally interesting. Word choice is engaging and often precise ("throughout life with simple lessons learned" "imitate real life," "feel so out of place," "maneuver it properly," "a big privilege, but also a risk"). Audience awareness is consistent in the implied conversation the writer develops with the principal. The writer's voice is clear ("this is no time to drop a vital course for teens"). Sentences are varied. While the control of language is consistent, there are a few lapses into simple and repetitive language ("give awareness on drugs," "So how about," "could help," "could give," "could lower,") that indicate less than full command of all the components of Style.

Conventions Score: 4

The writer demonstrates consistent control of the components of Conventions. Simple, complex, and compound sentences are correct, except for one sentence, beginning with "So," which is overloaded. There is some variety in subordination strategies. Usage is correct, and errors ("Besides of," "other" for "others," "to" for "too,") do not interfere with meaning. However, they do prevent the demonstration of full command of all the components of Conventions.

Performance Level: Exceeds the Standard

GHSWT Paper 19

Dear Dr. K _____

Good day. I would first like to say that allowing students the opportunity to make suggestions about the place we receive our education is an excellent example on how great our school is. The school offers great courses that will be beneficial to the future of the students. However, I think that there is a new course that will also prove to be highly successful and beneficial to the student body - Culture Studies. This course will explore the various components of many cultures and ethnic groups in the world.

In today's world, success is not necessarily based on how much you know, but on how you use what you know. It is also a reflection on the way we come into contact with people. In my thoughts and observations, students from the Southern United States are at a bit of a disadvantage concerning diplomacy issues with people different than us because we live in what is referred to as the 'Bible Belt.' The Christian way of life has for a long time closed the minds of people towards different cultures and religions. Our school has taken measures to fight close-minded ideas such as encouraging students to sit with students different than them at lunch, but I think it would be better if students understood the other cultures and ways of life in our world. This is especially true considering the levels of

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Paper 19 (page two)

Immigration into the United States. It is not enjoyable to be on the receiving end of judgemental views, and in a country founded on the basis of freedom, it is not something that should be condoned.

Many say that it is human nature to fear what one does not know. This has been evident in the things we see in today's world: arguments between nations and states (look at Israel and Palestine), hate groups such as the KKK and the Skinheads, terrorist attacks, and wars. The bottom line in most of these things is ignorance about the lifestyles of each party. Hopefully, this course will plant seeds toward a world filled with knowledge and maybe even tolerance. The students can choose what they want to believe, rather than what they are told that they believe. Our world is changing, and open-minded, informed, and respectful students will, from these changes, reap success. Just think, would you, as an employer, hire someone who knows about and is tolerant of different people, or someone who is ignorant and judgemental?

Thank you for considering my idea and I hope to see Culture Studies on the course listings for years to come.

Sincerely,

Annotations for Paper 19

Ideas Score: 5

This paper is fully focused on the persuasive purpose. The controlling idea (that students, especially in the South, need a better understanding of others' points of view) is fully developed and establishes the validity of the writer's position. Supporting ideas are relevant: the writer asserts that success in the modern world requires an understanding of other cultures and that ignorance in this regard leads to undesirable consequences. These ideas are fully elaborated. In the first body paragraph, the writer specifically cites the impact of Christianity in the South, and also gives an example of what the school is already doing to promote understanding of other cultures. The second body paragraph cites global examples. The writer effectively uses some rhetorical devices, including appeals to emotion ("It is not enjoyable to be on the receiving end of judgemental views...") and to logic ("Would you, as an employer, hire someone who...is ignorant and judgemental?").

Organization Score: 4

This paper describes a problem and proposes a solution, but the typical problem-solution organizing strategy is reversed; that is, the writer identifies the proposed course and then explains why it is needed. This strategy is appropriate and effective for a persuasive paper. Related ideas are grouped, and the sequencing of ideas from more local to global concerns is appropriate. The sequencing and linking of sentences within paragraphs is somewhat uneven and does not always help to guide the reader through the writer's argument. The introduction, consisting largely of praise for the school, fits the writer's intent to persuade the principal, but only at the end does it briefly attempt to set the stage for the persuasive purpose of the paper. The ending of the paper appears abrupt, but the conclusion actually begins in the preceding paragraph, with "Our world is changing..." It effectively brings home the point of the paper without repeating previous content.

Style Score: 5

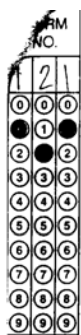
The writer uses carefully crafted phrases and sentences ("Success is not necessarily based on how much you know, but on how you use what you know." "Our world is changing, and open-minded, informed, and respectful students will, from these changes, reap success."). These create a sustained tone of concern for the students, the South, and the world. The language of the paper is varied, engaging, and at times precise, and the writer's voice is distinct. Audience awareness is evident in the complimentary introduction, the focus on local and school issues to engage the principal, and the use of rhetorical questions at the end. Sentence structure is extensively varied and creates a sense of flow to the paper.

Conventions Score: 5

The writer demonstrates full command of the components of Conventions, including a wide variety of sentence types and all elements of usage and mechanics. Errors are very infrequent. The writer skillfully uses a wide variety of verb tenses. Internal punctuation is also strong: the variety of sentence structures creates many opportunities for using commas, and they are almost invariably used correctly. The writer also correctly uses less common punctuation such as parentheses, dashes, and colons.

Performance Level: Exceeds the Standard

GHSWT Paper 20



Applause filled the room like an overflowing river. Susan Lee smiled as she took her fifth and final bow. She has been trying to find a cure for an illness that haunts her family's history for years. Finally, she was getting close. All those high school studies, college education, and sleepless nights had finally paid off. Susan, who had just celebrated her twenty-fifth birthday two weeks ago, was diagnosed with breast cancer during her fourth year in high school. She conducted her final experiment in front of a live audience. The groups of leading scientists, disease experts, and colleagues were amazed at the genius feat. She left the stage to be greeted by waves of adoration. After being rammed by media, she ventured back home in her four-door emerald car. At last she felt accomplished with her life.

Susan arrives in the driveway of her dainty, two-bedroom home. Tomorrow she had interviews upon interviews with companies that were dying to promote and sell her remedy. Her close friends have always been jokingly teasing her about one day someone might steal her formula. Susan took it seriously and decided to just memorize the cure and not have it down on paper until she got it patented.

Refreshed and pumped the next morning, Susan springs out of bed and heads toward the kitchen for a hearty breakfast. She leaves the house feeling confident about her first interview with the department of incurable ~~de~~ diseases called "Find the cure." As she got in her car she saw the bush beside the porch step quiver. Thinking it was just her ~~neig~~ neighbor's cat, she thought nothing

Paper 20 (page two)

about it ~~he~~ and headed for her appointment. Traffic was terrible, so she took the back road. There were no parking spaces at the center. Susan back-tracked and parked at a nearby street. She didn't want to be bombarded with the media once again, so she decided to cut through the alley. For some odd reason, the alley was dark and gloomy, contrasting to the bright sun she saw this morning. Suddenly, what felt like a whip lashed from behind and caught her left leg. She tumbles over and landed on the gravel. Two strong arms strangles around her and pulled her up. A gun embedded her head as she ~~her~~ heard a raspy voice say, "Tell me that formula of yours, and I might not blow your brains out." Susan starts tearing up as she tries to struggle free. The captor also demanded that she had better give him the right one. Susan wasn't in the blue; she knew as soon as she told him the cure he would shoot her and take all the credit. She was angry that she couldn't get away or wiggle free. Even if she did wiggle free, she had no knowledge of how to defend herself when she was caught again. Susan gives up in despair, but the drunken man pulled the trigger before she had a chance to say a word.

Millions of people are in danger. There are young adults out there dying because of lack of knowledge in how to defend themselves. We learn so much in high school to one day potentially make something with our lives, like finding a cure for ~~dat~~ cancer. However, what about the ones of us who dies or gets injured ~~f~~ before we accomplish anything? Principal L..., I hope you consider my suggestion of starting a defence class. The world today is filled with criminals and as the leaders of the future, I'd like to one day be a Susan Lee, and have the chance to give my part to the needs of dying people.

Annotations for Paper 20

Ideas Score: 5

This paper was included in this set to demonstrate how a writer can use an extended narrative to illustrate a persuasive position. In this paper, the extended narrative about a scientist getting killed before she can develop the cure for cancer is used to support the writer's position that a self-defense class is needed in high school. After concluding the narrative, the writer explains the argument in the final paragraph: "We learn so much in high school to one day potentially make something with our lives, like finding a cure for cancer. However, what about the ones of us who dies or gets injured before we accomplish anything? Principal L., I hope you consider my suggestion of stating a defense class." This is an acceptable response that fully addresses the persuasive purpose of the writing task. In this case, the narrative represents a scenario that could happen if the new course is not offered to high school students.

Organization Score: 5

The organizing strategy (hypothetical narrative to illustrate the need for a new course, followed by closing comments) is appropriate and facilitates the persuasive purpose. The sequence of ideas is logical within and across paragraphs. The introduction engages the reader by establishing Susan's talents and gifts. Related ideas are grouped logically. The conclusion provides closure by letting the reader know the writer's hopes and dreams for her own life. Ideas are tightly linked to guide the reader through the text.

Style Score: 5

The writer uses carefully crafted phrases ("Applause fills the room like an overflowing river." "She left the stage to be greeted by waves of adoration.") to create a tone of mystery and successfully hook the reader (Why is the story of Susan being told?). The writer uses language to paint pictures for the reader, first of the happy, successful Susan, then of her violent murder. An awareness of audience and an evocative voice are sustained throughout the paper.

Conventions Score: 5-

The writer demonstrates a full command of sentence formation, usage, and mechanics. Sentences are consistently correct, with a variety of subordination and coordination strategies. Internal punctuation is demonstrated in a variety of contexts (commas, hyphens, quotation marks). Subjects and verbs consistently agree. Although there are a few minor flaws in this paper ("colleages," "a gun embedded her head," alternating between past and present tense), they do not interfere with meaning and they are outweighed by correct instances in a variety of contexts.

Performance Level: Exceeds the Standard