

NeSA-Writing

ENE033

2011

GRADE 11

Writing

Scoring Guide

This Scoring Guide is a shortened version. The actual Scoring Guide in each section; Ideas/Content, Organization, Voice/Word Choice, Sentence Fluency/Conventions, will have two sample essays reflecting the range of a domain. For example, Ideas/Content would contain two examples of a 4, two examples of a 3, two examples of a 2, and two examples of a 1.

Writing Topic

2010-2011 Final Prompt:

- Students have the opportunity to experience many classes in high school.
- Think about **one** class you would recommend students take before graduating from high school.
- Write a persuasive essay stating your recommendation. Provide reasons to convince underclass members that this class is a valuable experience.

Nebraska Department of Education Scoring Guide for Persuasive Writing – Analytic – GRADE 11

	1	2	3	4
IDEAS / CONTENT 35%	<ul style="list-style-type: none"> • Writer conveys little opinion or position about the topic. • Content has many digressions from the topic. • Reasoning is unclear. • Supporting examples or reasons are lacking. 	<ul style="list-style-type: none"> • Writer conveys a limited opinion or position about the topic. • Content has some digressions from the topic. • Reasoning is somewhat logical and convincing. • Supporting examples or reasons are limited. 	<ul style="list-style-type: none"> • Writer conveys a general opinion or position about the topic. • Content is generally focused on the topic. • Reasoning is usually logical and convincing. • Supporting examples or reasons are adequate and relevant. 	<ul style="list-style-type: none"> • Writer conveys a clear opinion or position about the topic. • Content is well-focused on the topic. • Reasoning is logical and compelling. • Supporting examples or reasons are numerous and relevant.
ORGANIZATION 25%	<ul style="list-style-type: none"> • Structural development of an introduction, body, and conclusion is lacking. • Pacing is awkward. • Transitions are missing or connections are unclear. • Paragraphing is ineffective or missing. 	<ul style="list-style-type: none"> • Structural development of an introduction, body, and conclusion is limited. • Pacing is somewhat inconsistent. • Transitions are repetitious or weak. • Paragraphing is irregular. 	<ul style="list-style-type: none"> • Structural development of an introduction, body, and conclusion is functional. • Pacing is generally controlled. • Transitions are functional. • Paragraphing is generally successful. 	<ul style="list-style-type: none"> • Structural development of an introduction, body, and conclusion is effective. • Pacing is well-controlled. • Transitions effectively show how ideas connect. • Paragraphing is sound.
VOICE / WORD CHOICE 20%	<ul style="list-style-type: none"> • Writer demonstrates little commitment to the topic. • Voice is inappropriate for the purpose and audience. • Language is neither specific, precise, varied, nor engaging. • Writer fails to anticipate the reader's questions. 	<ul style="list-style-type: none"> • Writer demonstrates a limited commitment to the topic. • Voice is sometimes inappropriate for the purpose and audience. • Language is occasionally specific, precise, varied, and engaging. • Writer anticipates few of the reader's questions. 	<ul style="list-style-type: none"> • Writer demonstrates a general commitment to the topic. • Voice is generally appropriate for the purpose and audience. • Language is generally specific, precise, varied, and engaging. • Writer generally anticipates the reader's questions. 	<ul style="list-style-type: none"> • Writer demonstrates a strong commitment to the topic. • Voice is well-suited for the purpose and audience. • Language is specific, precise, varied, and engaging throughout. • Writer consistently anticipates reader's questions.
SENTENCE FLUENCY / CONVENTIONS 20%	<ul style="list-style-type: none"> • Sentences seldom vary in length or structure. • Phrasing sounds awkward and unnatural. • Fragments or run-ons confuse the reader. • Grammar, usage, punctuation, and spelling errors throughout distract the reader. 	<ul style="list-style-type: none"> • Sentences occasionally vary in length or structure. • Phrasing occasionally sounds natural. • Fragments or run-ons sometimes confuse the reader. • Grammar, usage, punctuation, and spelling errors may distract the reader. 	<ul style="list-style-type: none"> • Sentences generally vary in length or structure. • Phrasing generally sounds natural. • Fragments and run-ons, if present, do not confuse the reader. • Grammar, usage, punctuation, and spelling are usually correct and errors do not distract the reader. 	<ul style="list-style-type: none"> • Sentences vary in length and structure throughout. • Phrasing consistently sounds natural and conveys meaning. • Fragments and run-ons, if present, are intended for stylistic effect. • Grammar, usage, punctuation, and spelling are consistently correct and may be manipulated for stylistic effect.



Ideas / Content

It's everyone's goal to someday graduate from high school, but in order to graduate you have to go through all the stressed and required classes, such as Science, math, English, and Social Science. There are also other classes that you could take that teach you about everyday knowledge, such as cooking, sewing, money management, and car care. One class that I recommend is Medical Terminology. This class will improve your knowledge of common diseases, make you rethink about how you ~~should~~ should treat your body and it'll help you understand or give you a better idea of what the doctor is trying to tell you.

By taking Medical Terminology, you'll get a better understanding of common diseases. You'll be able to tell the symptoms and whether it's serious enough to go to the doctor's office. Even if it's not you with the symptoms, it could be someone else that might be acting strangely and you'll know what to do. Who knows, maybe you'll be able to save people's lives or yours by taking this class! This class may not be easy for everyone but it will sure pay off at the end.

Talk about saving lives, Medical Terminology will also help you appreciate your body more. Many people don't know how badly your body gets affected if you decide to make bad choices in your life such as drinking, doing drugs or doing other harmful things. This class will give you

An insight of how your organs could get by making bad choices and how the failure of these organs could do to your body. This class will teach you more about what's inside of you and this will possibly help you keep yourself from making bad choices and at the end you'll live a longer and happier life.

In addition, Medical Terminology will greatly enhance your medical vocab. After taking this class you'll be more confident ~~that go~~ when you go visit the doctor. You'll understand all the terminology and explanation the doctors give you. Also, you're going to feel more confident about following a treatment, if you're going to need one throughout your life, ~~the~~ ~~class~~ lets hope not. ~~Medical Terminology~~

In conclusion, I recommend that sometime throughout ~~your~~ your four years of High School you take Medical Terminology. This class, as mentioned earlier, will ~~help~~ improve your knowledge of common diseases, make you rethink about how to take care of your body, and it will also ~~be~~ give you a better understanding of what the doctors tell you about your health or injury that you may get. This class might even help you save your life or the life of others!

Ideas / Content: 4

The writer conveys a clear opinion regarding the benefits of taking a class in Medical Terminology. The content is well focused throughout the response and the reasoning is logical and compelling (*This class will improve your knowledge of common diseases, make you rethink about how to take care of your body, and it will also give you a better understanding of what the doctors tell you... maybe you will be able to save people's lives or yours by taking this class.*). The supporting examples are numerous and relevant (*you'll be able to tell the symptoms and whether it's serious enough to go to the doctors office...will give you insight of how your organs could get by making bad choices...you'll be more confident when you go visit the doctor.*).

Organization

Weights

My essay is going to be about how needs to make sure in the school takes weights as a class before they graduate.

I believe every kid at GISH should take weights because it is good for the human body to ~~exers~~ exercise. While your working out you can also talk and laugh and help your friend or teammate get better. It also gets you out of the classroom for an hour.

All that you need is just one hour a day to lift which is just the same time period as a class. You also get credits for taking the class which is an even better reason to take it. After you get done lifting you also feel relieved or better about yourself because if your mad at something you can just take your anger out on ~~the~~ lifting instead of that something or someone.

~~Well school board I sure hope that~~
~~you listen to me about putting the~~
~~kids in weights class. look at this as a~~
positive. I mean maybe there won't be
as many fights in school. Kids will take
there anger out on weights. Well school board
I sure hope that you make more kids
do weights because it could make
a even better place to be.

Organization: 2

A limited structural development is evident in this essay about the need for a weights class. A weak introduction and a brief conclusion are present, but the main body is a list of somewhat random ideas regarding the benefits of a class, which are connected using a few weaker and repetitive (*also*) transitions. Paragraphing while present is not successful and pacing is somewhat inconsistent.

Voice / Word Choice

The classes that should be recommended in high school are any gym class. These classes are vital to keeping the high school healthy, a way for students to have fun, and allow students to show off athletic strengths. Gym can consist of a wide variety of classes including fitness, weight lifting, team sports, and water games. All these are great ways to get active and have some fun.

Since obesity is one of the major health problems among teenagers, it is crucial that most kids take some form of a gym class. If gym wasn't offered the obesity rate would only increase. Some students don't have a chance to get active outside of school and these classes are their chance. After students graduate they tend to not exercise as much and gym classes can teach good habits that leads to a better life style.

Now that health has been covered, let's talk about fun. Gym classes provide a means of removing students from the test

settings of math and english. It is a great time to get together with friends and maybe enemies to play a sport and build ~~sets~~ bonds between them. Play your enemies on the opposite team to beat them or put them on your team to become friends. Just make sure it's a class that you fit into. Try not to enter a team sports class with all the athletes who are over competitive unless you are. However don't join a toning and fitness class if you love to compete and be active.

Next is a chance for athleticism. Some students contain a great deal of athletic talent but not enough desire to make sports teams. Gym classes allows these students to show off their strengths. It also helps students realize just how good they are. Some students don't know how good they can be until going against others in class.

However, there are certain students who don't take advantage of the wonderful opportunities gym classes offer. These students are at a big lost. Gym classes provide a very efficient way to stay in shape, have fun, and show skill. Gym

classes are vital and there is even a class that people get to leave campus for. That is an even better class because it introduces students to activities they are most likely to get involved with. Gym is necessary for schools and for students to get away from other classes. So go get active.

Voice / Word Choice: 3

The writer demonstrates a general commitment to the merits of a gym class. While the voice is appropriate for the purpose and audience, it is not particularly enthusiastic or passionate about the topic and projects only a generally persuasive tone. The language is generally specific and engaging, and the writer generally anticipates the reader's questions.

Sentence Fluency / Conventions

~~scribble~~
 I can't tell you ~~what~~ what class anyone
 or everyone should take it don't mater
 what they take. Ya school can help you with
 life. I ~~will~~ tell you that ~~you~~ you shouldn't
 take all computer class. I hate computers but
 I know how to use them. I thing that kids
 should be able to pick all there classes. High
 school should be like ~~collega~~ callega you
 pick class that you want ~~not~~ not all thoes world
 history or ~~thoes~~ thoes reading & class that ~~some~~ you
 have to read the same books each year. I'm
 not going to tell you what class people should take.
 I like class that are ~~hand~~ hands on in classes.

Sentence Fluency / Conventions: 1

Frequent grammar, usage, punctuation and spelling errors distract the reader throughout this response.
 Sentences seldom vary in length and structure, and the run-on sentences confuse the reader. Phrasing
 sounds awkward and unnatural.