



# Georgia High School Writing Test (GHSWT)

Fall 2014 Writing Topic and  
Annotated Sample Papers



**Dr. John D. Barge, State School Superintendent**  
*"Making Education Work for All Georgians"*

GHSWT Sample Papers – Fall 2014  
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## Fall 2014 GHSWT – Main Administration Writing Topic

### Writing Topic 129

#### Writing Situation

To correct and prevent disciplinary problems, some schools are requiring the parents of disruptive students to attend all their child's classes for one week. Your school system wants to try this program but would like parents and students to give their opinions about it. Decide whether you think this program would be a good way to handle disruptive student behavior in your school.

#### Directions for Writing

Write a letter to the school board explaining your position on the issue of requiring parents to attend school with their disruptive children. Support your position on this issue with specific reasons, details, and examples.

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# Paper 1

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Dear School Board Members,

I am writing to you today about the program that requires parents of disruptive students to attend all of their child's classes for one week. There are many different angles to be looked at for this program and I just wanted to bring up a few of them.

First of all, I as a student will personally say that as a kid I am a reflection of my parents. This means the way they brought me up is the way I act. So in the case of a student who is disruptive, I say it is a reflection of how the students were raised and how they were punished as a child. So if a child doesn't get punished at home by the parents, why would the parents punish them at school?

Next I would like to point out that having the parent in the classroom might be a disruption all by its self. Say the child does something wrong, the parent might reprimand them right then, and it turns into conflict between them, the whole class will be disrupted. Making the situation become worse.

Also the parents may not have the time to come to the school for a week especially if they have to work. I think this would also put pressure on the teachers because then they might be nervous to say something wrong while teaching or reprimand a kid for doing something and the parent who did not like how the teacher handled things complains to the administrators.

Instead of this program, maybe they could try something like a quiet room. It is kind of like I.S.S. except you are not suspended, you're in there for the class period the teacher to you to go for, because you were being disruptive in class.

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**Page 4**

Thank You for Your time.

Sincerely,





## Annotations for Paper 1

### Ideas Score: 3

The controlling idea (parents should not be required to accompany disruptive students) is clear and established through relevant supporting ideas (parents might do nothing to discipline unruly students; if they do, the ensuing conflict could create a disruption; the teachers may be distracted by the parents' presence). The writer develops these supporting ideas with some details (e.g., "if a child doesn't get punished at home by their parents, why would the parents punish them at school?"). These details are not well elaborated, but there is sufficient information in the response to provide a sense of completeness.

### Organization Score: 3

The writer demonstrates sufficient control of the components of Organization. Though not especially engaging, the introduction is clear. The writer groups related ideas about parents not necessarily disciplining their children in the classroom, the potential for parent-child conflict, and possible distractions for the teacher. The ideas within these paragraphs follow a generally clear sequence but do not always build logically on one another. Some transitions link parts of the paper (e.g., "First of all," "Next," and "Also"). The conclusion is effective because it offers an alternative solution to the problem.

### Style Score: 3

Word choice is generally interesting, which helps establish a clear voice and tone (e.g., "in the case of a student who is disruptive, I say it is a reflection of how the students were raised," and "they might be nervous to say something wrong while teaching or reprimand a kid for doing something wrong"). Some of the language lacks precision, however (e.g., "There are many different angles to be looked at"). There is some sentence variety. Overall, the writer's control reflects a general awareness that he/she is writing for an audience.

### Conventions Score: 3

Sentences are generally correct, but there are some run-ons, fragments, and ineffective attempts (e.g., at the end of paragraph four and the end of paragraph five). Usage is generally correct, though there are some homophone errors (e.g., "You're in *their* for the class period"). The elements of mechanics are generally correct. Sufficient control of Conventions is demonstrated.

## Performance Level: Meets the Standard

Dear School Board,

I am a student of \_\_\_\_\_  
\_\_\_\_\_ and I strongly feel that parents  
should attend school for one week for  
their disruptive child for the following  
reasons.

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This punishment would allow the child to understand what he or she is doing is unacceptable. Having disruption in class can cause other students to fail or not receive a full education. Also, parents will have a chance to inspect their child by what their child is doing in their classes. Having parents come to their child's school would alarm other students that school isn't something to play with. I also realize that this punishment is affective on other students. Having this problem handled would make teachers feel like they can teach their students without disruption.

Having this problem solved would help the child realize that in order to receive an education they would have to learn discipline. Having the parents their inspecting their child would increase their grades to a higher level. It would also encourage the child to remain quiet in class. I also understand that having parents at school is embarrassing to

Paper 2 (page two)

Page 4

the child, but it will encourage them to be better people.

I hope this opinion was encouraging to you and I hope this will continue ~~to~~

Sincerely,

Student.



## **Annotations for Paper 2**

### **Ideas Score: 2**

The response has effective focus, but the controlling idea (having parents accompany disruptive students to school is a good idea) is minimally developed. Supporting ideas are relevant (disruptive students would realize that their behavior is unacceptable, parents' presence would have a positive effect on the behavior of all students, and students' grades would improve). The writer includes few details to develop these supporting ideas. Overall, there is not enough information in the response to provide a sense of completeness.

### **Organization Score: 2**

Overall, the writer demonstrates minimal control of the components of Organization. The introduction is clear but brief. In the body of the essay, there is limited evidence of grouping and sequencing, due mostly to the fact that there are not many related ideas to group and sequence. Some transitions link ideas (e.g., "Also," "Having this problem solved," and "It would also"). The brief conclusion provides limited closure.

### **Style Score: 3**

The writer demonstrates sufficient control of the components of Style. Word choice is generally interesting, which helps establish a clear voice and tone (e.g., "disruption in class can cause other students to fail or not receive a full education," and "in order to receive an education they would have to learn discipline"). There are occasional lapses in control of language (e.g., "parents will have a chance to inspect their child by what their child is doing in their classes"). There is some sentence variety. The writer is aware of his/her audience in the majority of the response.

### **Conventions Score: 3**

Most of the sentences in the paper are correct, including examples of compound and complex sentences. Most elements of usage and mechanics are correct as well. This response is relatively brief, which limits the variety of constructions the writer is able to exhibit. However, there is enough evidence in the response to demonstrate sufficient control overall.

## **Performance Level: Meets the Standard**

Paper 3

Dear School Board,

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I am writing you now in regard to the new disciplinary program that has been proposed. I must say that I am alarmed by what I have heard about this, Requiring the parents of disruptive children to sit in their child's classes for a week is not a good idea at all. Here's why.

How could all of these parents be expected to be there? Most of the adults I know have jobs. Can you really think hard-working people, who are trying to make a living, will be able to take an entire week off work just so they can sit in a classroom? I think not. Speaking from personal experience, my parents both have to drive forty miles to work each day, and are rarely home before six. If I continuously acted up, how could they be "required" to sit in all of my classes for a whole week? I just don't see how this program would work.

Besides that, even if the parents were able to be there, I can't really say that I see how this would discipline their child. Sure, the first day or so would be embarrassing, I know that's how I'd feel. After that, however, I see this program having no real effect on the

Paper 3 (page two)

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"problem child". What student would actually disrupt class with his or her parents present? None that I can think of. Their child, in all likelihood, would behave better than the best of the best during that week. My question now is, what is this teaching the student? Sure, he or she ~~so~~ wouldn't be disruptive that week, but what makes you think this will last? After the parents are gone, what's going to stop the child from returning to his or her old self?

This brings me to my final point, Assuming that the parents were able to be there for a week, I highly doubt they could pull that feat again, surely it'd be career suicide. Students are not stupid. They know their parents have to work, so why would a child even worry about it happening again. It makes this program seem almost pointless, doesn't it?

Thanks for your time, and for caring about what a small voice in the wilderness has to say about this matter,

Sincerely,



## **Annotations for Paper 3**

### **Ideas Score: 4**

The controlling idea (parents should not be required to accompany disruptive students) is well developed. Supporting ideas are relevant (parents have to work, and the strategy would not likely lead to long-term behavior changes). The writer develops these supporting ideas with specific details and rhetorical devices, such as appeals to reason (e.g., “my parents both have to drive forty miles to work each day, and are rarely home before six. If I continuously acted up, how could they be ‘required’ to sit in all of my classes for a whole week? I just don’t see how this program would work”). The development in the third body paragraph covers much of the same ground as the first body paragraph. Overall, though, the writer is consistently focused on the persuasive topic and purpose.

### **Organization Score: 4**

The introduction is clear and draws the reader in (“I must say that I am alarmed by what I have heard about this”). The writer groups related ideas about parents having to work and how the strategy is not likely to lead to long-term behavior changes. Ideas consistently build logically on one another (“my parents both have to drive forty miles to work each day, and are rarely home before six. → If I continuously acted up, how could they be ‘required’ to sit in all of my classes for a whole week? → I just don’t see how this program would work). Transitions are varied and effective (e.g., “I just don’t see how,” “Besides that,” and “their child, in all likelihood”). The conclusion is brief, and the writer might consider merging the first and third body paragraphs, given that they cover similar ground. Overall, though, the writer demonstrates consistent control of the components of Organization.

### **Style Score: 5**

The writer demonstrates a full command of the components of Style. Although there is not a tremendous amount of sophisticated vocabulary, the writer exhibits considerable control of language, with respect to both the precision of language and clarity of syntax (e.g., “After that, however, I see this program having no real effect on the ‘problem child.’ What student would actually disrupt class with his or her parents present? None that I know of”). Such effective control contributes to an authoritative voice and a sustained tone. The writer is consistently aware of his/her audience.

### **Conventions Score: 5**

Simple, compound, and complex sentences are consistently clear and correct. The elements of usage and mechanics are correct in a variety of contexts. Errors in this response are infrequent, minor, and do not interfere with meaning. The combination of correctness and variety allow the writer to demonstrate full command of the elements of Conventions.

## **Performance Level: Exceeds the Standard**

Dear School Board Members,

Recently, I heard about a new form of disciplinary action being used in some schools. Parents are attending the classes of disruptive offspring for a week. I don't think that it's a good idea, and here are my reasons why.

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Primarily, when a student is called out for misbehavior, sometimes misguided parents are under the delusion that their children are "angels". They will take the call as an insult and verbally slam the door in your face. Take heart in that there are students whose actions at school match those at home, so parents are already aware. However, it is likely that those youths bear no respect at all for authority figures, and so won't back down.

Also, there is a matter of time. Some parents may be unable to secure enough time to monitor their children. They may be single parents, working multiple jobs. They must work to support their family. There isn't much we can do to aid them.

As for the students that do respect their elders, the threat alone could straighten them up. Unfortunately, some kids are sneaky. Yes, they will behave under the careful scrutiny



Paper 4 (page two)

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of their guardians, but once the parents are gone, they will once again bring their terrors down upon the class. Any calls made to the parents will be disregarded, because the parents have now seen the groups interact peacefully for five days.

Therefore, bringing parents to school is probably not the best idea. Schools should maintain uses of detention, Saturday school, and suspension (ISS/OSS). Or, for busy parents, teachers could secretly video tape class proceedings, thus catching the miscreants "red-handed".

Yours truly,



## **Annotations for Paper 4**

### **Ideas Score: 3**

The controlling idea (parents should not be required to accompany disruptive students) is clear and established through relevant supporting ideas (some unruly students are beyond rehabilitation, parents cannot take time off of work, and the intended effect would be short-lived.). The writer develops these supporting ideas with some details (e.g., “once the parents are gone, they will once again bring their terror down on the class”). These details are not well elaborated, but there is sufficient information in the response to provide a sense of completeness.

### **Organization Score: 4**

The writer demonstrates consistent control of the components of Organization. The introduction is clear, though not especially engaging (e.g., I don’t think that it’s a good idea, and here are some reasons why”). In the body of the essay, the writer consistently groups and sequences ideas in a logical manner. Varied transitions link parts of the paper and ideas within paragraphs (e.g., “However, it is likely that those youths,” “As far as the students that do respect their elders,” and “Yes, they will behave under the careful scrutiny of their guardians, but...”). The conclusion is effective because it offers an alternative solution.

### **Style Score: 4**

Word choice is precise and engaging (e.g., “misguided parents are under the delusion that their children are ‘angels,’” “verbally slam the door in your face,” and “teachers could secretly videotape class proceedings, thus catching the miscreants ‘red-handed’”). This effective language helps create a distinctive tone and voice that engages the audience. Sentences vary in length and structure. Though there is not a tremendous amount of evidence in this paper, the writer demonstrates consistent control of the components of Style. The paper is an example of a high “4” in Style.

### **Conventions Score: 4**

Simple, compound, and complex sentences are consistently clear and correct. The elements of usage and mechanics are consistently correct. There are very few errors in this paper, but there is not a tremendous amount of evidence to consider, which somewhat limits demonstration of variety. The paper is an example of high “4” in Conventions.

**Performance Level: Meets the Standard**

Paper 5

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To home it may concern,  
I would like to talk about an issue at our school. Both parents and teachers would like to ask if the parents could come and watch over their disruptive children and to make them do what they are supposed to do when it is needed.

I think at first, they could just have a once a week meeting either afterschool or in between breaks to classes. If that doesn't work then will do the other idea I think it would and will work and do alot of good not just for the teachers but for the students as well. Over the past couple of weeks, we have seen many disruptions in the class rooms as well as in the bathrooms and hallways. I personally feel that if this works out then we will see a big success. We would also see a change in test grades, participation grades and in other areas.

Thank you for your time and patience of reading this letter. I look forward to getting back a response for this action

Sincerely,

## **Annotations for Paper 5**

### **Ideas Score: 2**

The response has effective focus, but the controlling idea (having parents accompany disruptive students to school is a good idea) is minimally developed. Supporting ideas are relevant (at first, have parents be present to meet with students after school or between classes; if this approach doesn't work, have parents attend all classes with their disruptive children; this strategy could address the problems and improve academic performance). The writer includes few details, however, to develop these supporting ideas. Overall, there is not enough information in the response to provide a sense of completeness.

### **Organization Score: 2**

The organizing strategy is appropriate (description of strategy / projected benefits), but demonstration of competence in Organization is limited by the brevity of the response. The introduction is clear. In the body of the essay, there is limited evidence of grouping and sequencing, due mostly to the fact that there are not many related ideas to group and sequence. Some transitions link ideas (e.g., "I think at first," "If that doesn't work," and "We would also see"). The brief conclusion provides limited closure. The response is an example of a high "2" in Organization.

### **Style Score: 2**

There is some evidence of interesting word choice and tone in the response (e.g., "I personally feel that if this works out then we will see big success"). More often than not, however, word choice is simple (e.g., "If that doesn't work then we'll do the other idea"). Furthermore, demonstration of competence in Style is limited by the brevity of the response.

### **Conventions Score: 2**

There are not many errors in this response. Simple, compound, and complex sentences are mostly correct. There are few errors in usage and mechanics. However, demonstration of competence in conventions is limited by the brevity of the response. This paper is an example of a high "2" in Conventions.

## **Performance Level: Does Not Meet the Standard**

Paper 6

Dear School Board,

I think having <sup>the</sup> ~~a~~ parents attend school with their disruptive child is a marvelous notion, but not a practical one. The cons highly outweigh the pros.

While the parent sitting in on their child's classes would cause the student to be more attentive and plenty more respectful to those around them, it wouldn't last. They would return to their normal behavior once the week is over.

Having the parent sit in with their child, the child would not act out; thereby, causing a better learning environment for the other students, yes, but it could also create a distraction from the learning. The parent could attract attention in any number of ways: yelling at their child, disagreeing with the teacher, or just by simply being there in the classroom. A parent's personality doesn't change just because they are in school.

Another thing to take into consideration would be the parents themselves. The majority of American households have both parents working full time jobs, which means they would not be able to get off, let alone a week, to come "baby-sit" their child in school. It's just not a likely scenario.

Although the parents are the "legal guardian," many of them feel like they give up those legal responsibilities when they send their child

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off to school; therefore, many of the parents would not come to sit with their kids. They think it is the school's job to watch after their little munchkins, and it is, up to a point.

I greatly appreciate that you all are striving to better the learning environment for all the students and that you are trying to keep disruptive students in the classrooms, but this is just not going to work.

I'd be more than happy to get together and throw out some ideas, but in the mean time, I think we should stick with what ~~we~~<sup>we</sup> got have.

Sincerely,



## Annotations for Paper 6

### **Ideas Score: 3**

The controlling idea (parents should not be required to accompany disruptive students) is clear and established through relevant supporting ideas (students would just revert to disruptive behavior after the week is over; parents would be a distraction; parents have to work; parents feel it is the school's job to address behavioral issues). The writer develops these supporting ideas with some details (e.g., "The parent could attract attention in any number of ways: yelling at their child, disagreeing with the teacher, or just simply being there in the classroom"). Development is somewhat uneven: the paragraph about parents posing a distraction is better developed than the other body paragraphs. Overall, through, there is sufficient information in the response to provide a sense of completeness.

### **Organization Score: 3**

The writer demonstrates sufficient control of the components of Organization. The introduction is clear and sets the stage for the development that follows. In the body of the essay, the writer groups related ideas clearly. Ideas within body paragraphs follow a logical sequence, but the body paragraphs themselves do not necessarily build logically on one another. Transitions are more effective within paragraphs than between paragraphs. The conclusion is effective because it presents a clear call to action. This paper is an example of a high "3" in Organization. More effective sequencing, and transitions between body paragraphs, would likely push this paper into the 4-range.

### **Style Score: 4**

Word choice is precise and engaging (e.g., "having the parents attend school with their disruptive child is a marvelous notion, but not a practical one," "they feel they give up those legal responsibilities when they send their child off to school," and "It's just not a likely scenario"). This effective language helps create a distinctive tone and voice that engages the audience. Sentences vary in length and structure. Overall, the writer demonstrates consistent control of the components of Style.

### **Conventions Score: 3**

Simple, compound, and complex sentences are generally clear and correct, but there are some overloaded sentences (e.g., the first sentence of paragraph three). Most elements of usage and mechanics are correct, with the exception of some minor spelling errors (e.g., "I'd'e"). There are not many errors in this paper, but there is not a tremendous amount of evidence either. This puts some limits on demonstration of competence. The paper is an example of high "3" in Conventions. More evidence would likely push this paper into the 4-range.

## **Performance Level: Meets the Standard**

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This letter is to the school board on the issue of requiring parent to attend school with there disruptive child. The disruptive student will keep other student from learning.

The schools would be a lot better if all the parents would attend school with there disruptive child. If parents attend school each day with there disruptive child student will stay out of so much trouble.

~~The~~  
The school probably give the disruptive one or two days inschool for beeing disruptive They need to start get the disruptive child parent to attend school each day if they are beeing disruptive in the classroom.



## **Annotations for Paper 7**

### **Ideas Score: 1**

The writer states a position (parents should be required to attend school with their disruptive children), but there is very little development for it. Supporting ideas are listed without further development (disruptive students keep their peers from learning, and the disruptive student would stay out of trouble). Some of the ideas in this brief response are unclear (e.g., “The school probably give the disruptive one or two days inschool for beening disruptive”).

### **Organization Score: 1**

There is very little evidence of control of the components of Organization in this response. There is a brief introduction, and the two sentences in paragraph two are sequenced clearly. However, there is very little evidence of grouping, and there are very few transitions in the response. The paper lacks a clear conclusion.

### **Style Score: 1**

There is some evidence of the writer’s voice in this paper (e.g., “there disruptive child will stay out of so much trouble”). However, this response is very brief. There is too little evidence to determine even minimal competence in Style.

### **Conventions Score: 1**

There are some correct sentences in the response, and some elements of usage and mechanics are correct. There are also errors in each of these components. Moreover, the response is very brief. There is too little evidence to determine even minimal competence in Conventions.

## **Performance Level: Does Not Meet the Standard**

To The County School Board:

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It has come to my attention that you would like the parents of disruptive students to attend all their child's classes for one week. At first thought it seemed like a ~~wonderful~~ wonderful idea. However, once I began to think about it I had a few concerns. Now I'm not so ~~s~~ certain that it's a good idea to ~~persist~~ <sup>pursue</sup> this plan.

My first concern is about what happens after the week is over. Unless the child was completely effected by this punishment, what is going to make them stop disrupting like they did before? I can understand that several students will be horrified by the fact their parent followed them around all week, and will cease all disruptive behavior. But what about the few that could careless if their parent followed them around the whole year? Is there to be an even higher form of punishment for the continuing of this problem?

Which brings me to my next concern. Most likely the parents of these students have jobs and cannot afford to leave work for a whole week. For some parents, they could ~~bring~~ just bring papers and anything else they might need to complete work for that week. But what if they need to make phone calls one day? They could not very easily just make the calls in the classroom. While other parents cannot even bring their work with them, such as chefs, ~~for~~ firefighters, doctors, police person's, and several other people with jobs. They would lose a whole weeks worth of pay. And unless you are

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willing to pay them a week's wages, I do not find it fair for you to ask them to leave work.

My final major thought was some parents may not find this a fit punishment for their child. Some parents may prefer to punish their child their own way. And who are you to stop them? I think this should be made an optional punishment. If the parents cannot find an alternate punishment or none of their previous punishments have worked, then they can decide to do this.

In conclusion, I ~~believe~~ do not believe this should be a required punishment. I think it should be made optional with not only the student's but also the parent's best interest in mind. You need to consider every point-of-view before pursuing something that affects everyone.



## Annotations for Paper 8

### **Ideas Score: 4**

The controlling idea (parents should not be required to accompany disruptive students) is clear and established through relevant supporting ideas (some unruly students are beyond rehabilitation, parents cannot take time off of work, and some parents would not approve of this approach as a form of punishment.). The writer develops these supporting ideas with specific examples and details (e.g., “But what about the few that could not care less if their parent followed them around for a whole week?”; while some parents could bring their work to school, what about parents who need to make phone calls? Or what about parents who have jobs that do not allow them to take work with them, such as firefighters?). Development is somewhat uneven; the final body paragraph is not as well developed as the first, which is not as well developed as the second. Overall, though, the writer is consistently focused on the persuasive topic and purpose. The paper is an example of a low “4” in the Ideas domain.

### **Organization Score: 4**

The writer demonstrates consistent control of the components of Organization. The introduction is clear and sets the stage for the development that follows. In the body of the essay, the writer consistently groups and sequences ideas in a logical manner. Varied transitions link parts of the paper and ideas within paragraphs (e.g., “But what about the few that could care less,” “Which brings me to my next concern,” and “*this* should be made optional”). The conclusion is effective because it offers an alternative solution.

### **Style Score: 4**

Word choice is precise and engaging (e.g., “I can understand that several students will be horrified by the fact their parents followed them around all week,” “unless you are willing to pay them a week’s wages,” and “If the parent cannot find an alternate or none of their previous punishments have worked, then they can decide to do this”). This effective language helps create a distinctive tone and voice that engages the audience. Sentences vary in length and structure. Though there is not a tremendous amount of evidence in this paper, the writer demonstrates consistent control of the components of Style.

### **Conventions Score: 4**

Simple, compound, and complex sentences are consistently clear and correct. There are some fragments, however (e.g., “While other parents cannot even bring their work with them, such as chefs, firefighters, police persons, and several other people with jobs”). The elements of usage and mechanics are consistently correct. The writer demonstrates consistent control of the elements of Conventions.

## **Performance Level: Meets the Standard**

# Paper 9

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Students behavior in school should be taken seriously. The students are not there to fight, goof off, or create problems. Students are at school to learn and to have a good time.

Although students get frustrated and upset they should be able to keep their cool in school. If they do not and students want to fight and get mad in school then they should be penalized for disrupting the class. When students misbehave they are not only disrupting the class, they are also interrupting other students learning time. Like the students that sit there in class silently except when spoken to or asked a question, he or she is trying to learn something to help themselves out in the future.

It would be a good idea if a student is misbehaving to have his or her parents to come in and sit in the class for a week. Who else could possibly control a wild kid except his parents? The student would know to behave while their parent is in the class room with them. If student doesn't behave while their parent is there and could get punished at home, or worse get punished at school and get embarrassed.

If the parent can not control their child, then the child needs to be kicked out of that school. The students would be disrupting everyones work, and something would need to be done immediately. This is why it would be good for a parent to come in and supervise their child.

## Annotations for Paper 9

### **Ideas Score: 2**

The writer is minimally focused on the assigned topic and purpose. In the third paragraph, the writer begins to develop the position that parents should be required to accompany their disruptive children. In first two paragraphs, however, the writer is more focused on the notion that disruptive students should be disciplined. This development is only tangentially relevant. Overall, there is not enough relevant detail in the response to provide a sense of completeness.

### **Organization Score: 3**

The writer demonstrates sufficient control of the components of Organization. The introduction is clear, and the writer groups related ideas in the body paragraphs. Ideas follow a generally clear sequence. Some transitions link ideas within paragraphs (e.g., pronoun substitution like “they” for “students”). The conclusion provides clear closure.

### **Style Score: 3**

The writer demonstrates sufficient control of the components of Style. Word choice is generally interesting, which helps establish a clear voice and tone (e.g., “they should be penalized for disrupting the class,” and “Who else could possibly control a wild kid except his parents”). There are occasional lapses in control of language (e.g., “If student doesn’t behave while there parent is there and could get punished at home, or worse get punished at school and get embarrassed”). There is some sentence variety. The writer is aware of his/her audience in the majority of the response.

### **Conventions Score: 3**

Most of the sentences in the paper are correct, including examples of compound and complex sentences. There are some ineffective attempts, however (e.g., “Like the students that sit there in class silently except when spoken to or asks a question, he or she is trying to learn something to help there selves out in the future”). Most elements of usage and mechanics are correct as well. There are some errors in the elements of these components (e.g., homophone errors in usage, such as “*there* parent” and missing apostrophes, as in “everyones.” Overall, the writer demonstrates sufficient control of the components of Conventions.

## **Performance Level: Meets the Standard**

Dear School Board,

I understand that in order to prevent disciplinary problems that some schools are requiring the parents of these disruptive students to attend school with their child for one week.

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I personally think that this idea of parents attending school with their child for a week will work very well. For example, as a high schooler I can say that the last person I would want with me for a week at school is my mother and father. Many students would get embarrassed and would be afraid that their classmates would give them a hard time about their parents being at school with them. So I think these factors would motivate to behave much better.

Another reason I think this would work, is because parents have jobs they have to go to. When they are missing their jobs they aren't earning money. and I know that does not make them happy. Also if they ~~came~~ came to school for a week then that could

**Paper 10 (page two)**

**Page 4**

mean getting a week behind on all their work. So parents would make sure their children are behaving. For example, if that was my parents I know that they would not want to come to school for a week. So they would always be on my case about behaving in class.

The only negative idea about this topic is having a parent in the classroom could cause or be a distraction. I know if I was a student in this situation and we had a new parent in the classroom every week then it would be a distraction for me and possibly other students.

In conclusion, I think the idea of parents coming to school for one week with their disruptive child is mainly a good way to get students to behave.

From,





## Annotations for Paper 10

### **Ideas Score: 3**

The controlling idea (parents should be required to accompany their disruptive children) is sufficiently developed. Supporting ideas are relevant (e.g., would be an effective deterrent; parents have jobs they don't want to miss, so they would encourage their students to behave; the only negative is parents could pose a distraction). The writer develops these supporting ideas with some examples and details (e.g., "Many students would get embarrassed and would be afraid that their classmates would give them a hard time about their parents being at school with them"). These details are not well elaborated, but, overall, there is enough information in the response to provide a sense of completeness.

### **Organization Score: 3**

The writer demonstrates sufficient control of the components of organization. The introduction is clear, and the writer groups related ideas in the body paragraphs. Ideas follow a generally clear sequence. Some transitions link paragraphs and ideas within them (e.g., "Another reason" and "For example, as a high schooler I can say"). The conclusion is clear but not especially effective because the writer simply reiterates his/her position.

### **Style Score: 3**

The writer demonstrates sufficient control of the components of style. Word choice is generally interesting, which helps establish a clear voice and tone (e.g., "these factors would motivate," and "They would always be on my case about behaving in class"). There are occasional lapses into repetitive language, which flatten the tone at times (e.g., "having a parent in the classroom," "had a new parent in the classroom," "be a distraction," "it would be a distraction"). There is some sentence variety. The writer is aware of his/her audience in the majority of the response.

### **Conventions Score: 3**

Most of the sentences in the paper are correct, including examples of compound and complex sentences. There are some fragments, however (e.g., "So parents would make sure their children are behaving"). Most elements of usage are correct. The same is true for the elements of mechanics, although there are some misspellings (e.g., "motivate" and "negative"). Overall, the writer demonstrates sufficient control of the components of conventions.

## **Performance Level: Meets the Standard**

# Paper 11

Dear School Board,

On hearing the news of possibly having parents attend the classes of their disruptive children for a week, I was consumed with many opinions. Since I am a student, my first instinct was to disagree whole-heartedly. I don't want my parents attending my classes. In high school, that is one of the worst forms of punishment imaginable. I would be laughed at for eternity. I would be the joke of the school for years to come. But upon closer examination, I began to see where the school board was coming from, to concoct an idea as horrendous as this. I started to see that maybe the school board was not made up of mean, out-to-get-students-and-embarrass-the-heck-out-of-them kind of people. Maybe parents sitting in on their children would have its benefits—perhaps <sup>the school board</sup> they came up with a good idea.

Just about everyone has heard the trite proverb "when the cat is away, the mice will play"; but it is assumed that when the cat is back, the mice behave. Children and their parents follow much of the same concept. Every now and then, we, the children, do act up—we pick on people, glue quarters to the floor and watch unsuspecting people try to pick them up, and sometimes we even talk back to authority. Sometimes we take it to a point beyond disrespect—we become <sup>disruptive</sup> ~~disrespectful~~. And what better way to correct us than to have our cat, or parents, come in and watch us.

At an early age, parents ~~are~~ <sup>are</sup> looked to as the disciplinarians. What they say goes—no matter what, no <sup>questions</sup> ~~questions~~ asked. Even in a teenager's life, whether we admit it ~~or~~ <sup>or</sup> not, parents still wear the pants in our lives. To have my parents sit in on me—my back

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## Paper 11 (page two)

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would be as stiff as a board, I would have perfect posture, and I wouldn't speak until spoken to. In other words, I would be the ideal perfect student. After all, my mother or father would have had to take off from work, which would count away at their vacation days - and most likely, they would not be happy campers.

This would also allow my parents to get to know me better; to understand who I am and to find out what bothers me. They would be able to get a good idea of whom their daughter really is. They would probably even decide to play a more active role in my life. I'm sure other parents would follow the same course.

Also, parents would get to know their child's teachers. They may even be able to brainstorm with the teachers as to how to deal with the student. The parent may learn tips for encouraging and rewarding the student for ~~being~~ <sup>behaving</sup> well.

Even though this form of punishment, I believe, is the most severe of them all, this legalistic approach to child disruption offers the most benefits. After this method is installed, the child will behave, the parent will become involved in the child's life, and the parent will be able to better relate to their child. But it is evident that for this effort to be the most beneficial to the student and the parent, it would have to be implemented at an early age. I have to admit, though, if this happened to me, I would be absolutely mortified. I would probably cry myself to sleep asking God why it had to happen to me. But I'll tell you what, if the consequences for being disruptive are that humiliating, you bet your boots I'll behave!

Sincerely,

## Annotations for Paper 11

### **Ideas Score: 5**

The controlling idea (parents should be required to accompany disruptive students) is fully developed. Supporting ideas are relevant (parents provide an effective corrective to disruptive behavior because teens fear their parents; parents would get to know their children better; parents could pick up disciplinary techniques from teachers). The writer develops these supporting ideas with specific details and rhetorical devices, such as metaphor (e.g., after introducing the proverb *when the cat is away the mice will play*, the writer associates the cat and a parent). The writer also addresses counterarguments (e.g., “Even though this form of punishment, I believe, is the most severe of them all, this . . . approach to child disruption offers the most benefits”). The final two body paragraphs don’t have quite the depth of development as the others, but, overall, the response is fully developed.

### **Organization Score: 5**

The introduction is clear and effective because the writer makes clear that his/her initial skepticism waned as he/she gave the proposal further thought. Ideas within paragraphs are logically grouped and sequenced. A variety of transitions link body paragraphs and ideas within them (e.g., “But upon closer examination,” “Every now and then, we, the children, do act up,” “In other words,” and “After this method is installed”). The conclusion provides effective closure without repetition. Overall, the writer demonstrates a full command of the components of Organization.

### **Style Score: 5**

The response reflects a full command of the components of Style. The writer exhibits considerable control of language, with respect to both the precision of language and clarity of syntax (e.g., “I have to admit, though, if this happened to me, I would be absolutely mortified”). Such effective control contributes to an authoritative voice and a sustained tone. There is extensive sentence variety. The writer is consistently aware of his/her audience.

### **Conventions Score: 5**

Simple, compound, and complex sentences are consistently clear and correct. The elements of usage and mechanics are correct in a variety of contexts. Errors in this response are infrequent, minor, and do not interfere with meaning. The combination of correctness and variety allow the writer to demonstrate full command of the elements of Conventions.

**Performance Level: Exceeds the Standard**

Dear administrators of the School Board,

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I am writing this letter to inform you that I absolutely support the issue of parents attending school with their children. As a student myself, everyday I see disruptive students and I wonder when authority will do something about it. I am aware that ISS and OSJ can be effective, but something else does need to take place. I do realize that it is not an easy process, but if parents attend school with their children, I do think that it will make a big difference. If they go to each and every class with them, then it will be very possible for them not to get into any kind of trouble. They will be more focused, well behaved, stay on task, complete their work, and many other things like that. I know that if my parents came to school with me, that it would be the last time. That is because they would not be happy at all if they had to take off work just to go to

Paper 12 (page two)

Page 4

school with me, and I am sure their bosses wouldn't like it too much either. Also, if parents came to school with them, it would be nearly impossible for them to skip class, be tardy, participate in any fights, and things of that nature. I just think that overall, it would be a great procedure to do. It may be embarrassing for ~~pro~~ students to have their parents walk and attend class with them, but it will teach them a valuable lesson. It could indeed make a difference in students' future if you take action now, so I hope you make the right decision. Thank you for your time and consideration.

Sincerely,



## **Annotations for Paper 12**

### **Ideas Score: 3**

The controlling idea (parents should be required to accompany their disruptive children) is sufficiently developed. Supporting ideas are relevant (e.g., this approach will have a positive effect on student behavior; parents wouldn't be happy about having to take off of work, which would cause their children to be less disruptive in school). The writer develops these supporting ideas with some examples and details (e.g., "They will be more focused, well behaved, stay on task, [and] complete their work"). These details are not well elaborated, but, overall, there is enough information in the response to provide a sense of completeness.

### **Organization Score: 3**

The writer demonstrates sufficient control of the components of Organization. The introduction is clear and effective because it establishes a problem that needs to be addressed. Although there are no paragraph breaks, there are paragraphs in the body of the essay, and the writer groups related ideas within them (e.g., effects on student behavior; parents would not be happy about having to take off work). Ideas in the response follow a generally clear sequence. Some transitions are used effectively (e.g., "I do realize it is not an easy process, but"). Other transitions are simpler (e.g., "Also"). The conclusion provides clear closure.

### **Style Score: 3**

The writer demonstrates sufficient control of the components of Style. Word choice is generally interesting, which helps establish a clear voice and tone (e.g., "As a student myself, everyday I see disruptive students and I wonder when authority will do something about it"). There are, however, occasional lapses into simple and ordinary language (e.g., "many other things like that" and "their bosses wouldn't like it too much either"). There is some sentence variety. The writer is aware of his/her audience in the majority of the response.

### **Conventions Score: 4**

Most of the sentences in the paper are correct, including examples of compound and complex sentences. Most elements of usage and mechanics are correct as well, except for missing paragraph breaks. The response does not contain an extensive amount of evidence, but the writer demonstrates enough control for a low "4" in Conventions.

**Performance Level: Meets the Standard**

To. School Board.

How are you doing today?

I am fine, thank you. My name is

I want you to listen to my opinion over the issue of requiring parents to attend school with their disruptive children.

I feel this issue will not solve the problem, but cause bigger one. Every human in this Universe knows that time is important, and should use it wisely. Parents wants their children to grow good, and live good, but on other hand, they wants to use their time wisely. They have to work for money, one week of time with out income can cause big problem to normal people. Money is not everything, but we need it to be happy, and survive. Also disruptive students will be in worse situation, which will make them cause more problems, and that will show parents about ability of the school and how school is wasting their taxes.

One week is long time. One week includes five school days, thirty-five hours of school. If you were paid nineteen dollars per hour, you will have lose of income about 665 dollars, which is big deal for normal family.

This issue shows that school is out of control over students. Which can mean that student's rights are increased, but also mean too much power. Does not matter how great teachers school have, if students don't even care about them. If teacher can not even control students in their class room, I don't expect much from school.

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Parents got their own life. By coming to school for 1 hour per day is full of waste. They lose their time to enjoy their morning tea, they lose their chance to make money, and lose proud over their children. Which will make them unhappy. If there are life without happiness, what is the point of life? Nobody will want to live if there are only sad life.

Disruptive students did not born disruptive. What they need is more of care, love, and happy life instead of family meeting in the Office. If my parents come to school, because I was disruptive in class, I will be mad that school is big mouth, and build huge feeling that averse school. Teacher should teach disruptive students how to think positive, instead of parents following them for week. School ~~is~~ is not just place that teaches about textbook, but teaches about life, too.

Issue of requiring parents to attend school with their disruptive child is bad idea. Parents need time, students can be regulated by teachers, or school. If we just tries to understand each other, we will never have disruptive students, which will not make us talk about this issue ever.



## Annotations for Paper 13

### Ideas Score: 4

The controlling idea (parents should not be required to accompany their disruptive children) is well developed. Supporting ideas are relevant (e.g., parents could lose considerable income if they are required to accompany their disruptive children to school; parents also have their own lives; it is the school's responsibility to address behavioral issues). The writer develops these supporting ideas with specific details and elaboration (e.g., "If you were paid nineteen dollars per hour, you will have lose of income about 665 dollars, which is big deal for normal family," and "Teacher should teach disruptive students how to think positive, instead of parents following them for week. School is not just place that teaches about textbook, but teaches about life, too"). There is some repetition in the response (e.g., twice, the writer alludes to the idea that teachers need to be more effective disciplinarians). Still, the writer is consistently focused on the persuasive topic and purpose. Overall, consistent control of Ideas is demonstrated.

### Organization Score: 3

The writer demonstrates sufficient control of the components of Organization. The introduction is clear but not particularly effective; the writer says little more than *listen to me*. Related ideas are generally grouped together in body paragraphs, and ideas follow a generally clear sequence. Transitions within paragraphs tend to be simple (e.g., "Also"), and they are often missing between body paragraphs. The conclusion provides clear closure.

### Style Score: 3

There are several moments when control of language is wanting. However, there are several instances of interesting word choice, and the paper has a clear tone (e.g., "use it wisely," "school is wasting their taxes," "If teacher can not even control students in their class room, I don't expect much from school"). There is some sentence variety in the response, and it is evident that the writer is aware of his/her audience. Overall, the writer demonstrates sufficient control of the components of Style. The response is an example of a low "3".

### Conventions Score: 2

There are some correct sentences in the paper, and there are also several ineffective constructions (e.g., "By coming to school for 7 hours per day is full of waste"). Some elements of usage are correct, but there are several errors as well (e.g., "Parents *wants* their children," "you will have *lose* of income," and several missing articles). The elements of mechanics are generally correct, but errors in sentence formation and usage keep this paper in the 2-range in Conventions.

## Performance Level: Meets the Standard

# Paper 14

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Dear Local School System,

I have read in Newspapers, and seen on the Television that school systems are planning to stop disruptive students. Ya'll have a GREAT plan, but, I don't think it's gonna work. Kids now days don't even listen to their parents hardly, so in the ~~classroom~~ classroom that body not even change. surely it wouldn't be as bad but, as soon as the parent(s) leave the y will be disruptive again.

With their parents there it's still not going to stop completely, because the students are more comfortable around their parents. If the child knows the mood of their parent, that that will mean some thing.

Paper 14 (page two)

Page 4

All of this experiment/program is great! But, once the week is up, and the parents leave to go back to work... The kids are going to be disruptive again. Trust me, it's the same with administrators. When they're in the room you're great, but when ~~you~~<sup>they</sup> leave, it's back to normal. I hope this program works out like you hope!

Sincerely,



## Annotations for Paper 14

### **Ideas Score: 2**

The response has effective focus, but the controlling idea (having parents accompany disruptive students to school is a bad idea) is minimally developed. Supporting ideas are relevant (any positive effects will be temporary because students will revert to disruptive behavior after the week is through). The writer includes few details, however, to develop these supporting ideas. Overall, there is not enough information in the response to provide a sense of completeness.

### **Organization Score: 2**

Demonstration of competence in Organization is limited by the brevity of the response. The introduction is clear. In the body of the essay, there is limited evidence of grouping and sequencing, due mostly to the fact that there are not many related ideas to group and sequence. Some transitions link ideas (e.g., pronoun substitution like “it” for the “program”). The conclusion provides some closure. More evidence is needed to determine more than minimal competence.

### **Style Score: 2**

There is some evidence of interesting word choice in the response (e.g., “the students are more comfortable around their parents”). There is also some evidence of audience awareness (e.g., “Trust me”). However, demonstration of competence in Style is limited by the brevity of the response. This paper is an example of a high “2” in Style.

### **Conventions Score: 2**

There are some correct sentences, but there are also sentence errors (e.g., fragments such as “When their in the room your great, but when they leave”). Some elements of usage are correct, but there are also incorrect word forms (e.g., “gonna” and “When *their* in the room *your* great”). The elements of mechanics are generally correct, but errors in sentence formation and usage, in addition to the brevity of the response, keep the paper in the 2-range in Conventions.

### **Performance Level: Does Not Meet the Standard**

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I think that parents should come to school because maybe the disruptive students will stop disrupting the class. Also, they won't talk back to teachers and will respect them more. Students will do their work while their parents are in school. The students will not be disruptive in class anymore because their parents will tell them to stop. Maybe they obey their parents and stop disrupting the class. Then I don't think that students will talk back to teachers in front of their parents and have more respect for teachers who are trying to teach us to be successful in life. When the parents come to school the students will do their work in class and homework. All in all I think it is a good ~~think~~ idea to bring parents to school because they will behave and not disrupt the class.

## **Annotations for Paper 15**

### **Ideas Score: 2**

The controlling idea (parents should accompany their disruptive children to school for a week) is minimally developed. Supporting ideas are relevant (e.g., students will respect their teachers more; students are likely to do their work). However, none of the supporting ideas is developed more than partially (e.g., students should respect their teachers because teachers “are trying to teach us to be successful in life”). Overall, there is not enough information in the response to provide a sense of completeness.

### **Organization Score: 2**

Demonstration of competence in Organization is limited by the brevity of the response. In the introduction, the writer makes his/her position clear. In the body of the essay, there is limited evidence of grouping and sequencing, due mostly to the fact that there are not many related ideas to group and sequence. Few transitions link ideas (e.g., “All in all”). In the brief conclusion, the writer reiterates his/her position.

### **Style Score: 2**

Word choice is mostly simple and ordinary (e.g., “Students will do their work while their parents are in school” and “it is a good idea”). There is limited evidence of tone, voice, and sentence variety, due in part to the brevity of the response.

### **Conventions Score: 2**

There are not many errors in sentence formation and usage in this paper. There are errors in mechanics (e.g., missing apostrophes, as in “they wont talk back,” in addition to missing paragraph breaks and misspellings, as in “sucsessfull”). Further, competence in Conventions is limited by the brevity of the response.

## **Performance Level: Does Not Meet the Standard**

① I do not agree with having the Parents of "Disruptive" kids have to attend all of their child's classes for one week. Some of the Reasons why Children misbehave is Because of home matters. If a child is Stressing over not fitting in or Stressing over not having enough money, these reasons could Cause a child to misbehave. If a child's Parent was to take off from work for a week the whole Family could Suffer if the Parent is a Single Parent.

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I think the school should handle disciplinary actions rather than having the Parent(s) take off from work. I believe the school should punish the students accordingly and fairly, also while considering the degree of what they did. Instead of always being so quick to send a child to the take disciplinary action against a student, ~~an~~ administrator could take an alternative route by sending them to the School Counselor to Find out their Problem and why they are acting the way they did. Sometimes when a child gets into trouble at school, there is usually something going on at home that officials do not know about. I think that the school officials should take this into consideration before they label a child as "Disruptive".

I just think the school should punish the children or get them Counseling rather than calling their parent(s) to have to go to class with them. I believe if a student is "Disruptive" the school should not point them out by having their parents come





## Annotations for Paper 16

### Ideas Score: 3

The controlling idea (parents of disruptive students should not have to attend their child's classes) is sufficiently developed. Supporting ideas are relevant (some parents cannot afford to miss work, schools have the authority to punish disruptive students, school counselors could meet with students as an alternative to discipline). The writer develops these supporting ideas with relevant details and elaboration (e.g., "...there is usually something going on at home that officials do not know about." and "[parental attendance] would further embarrass them, making them more likely to disrupt class again."). The response does not contain many specific examples, leaving some reader concerns unaddressed (e.g., What, specifically, are some types of problems at home that would make a student misbehave at school?). Greater depth of development could be achieved through further elaboration; however, there is enough information in the response to provide a sense of completeness.

### Organization Score: 3

The writer demonstrates sufficient control of the components of Organization. The introduction establishes the writer's position that the school's proposed discipline program is a bad idea. The writer then proposes alternatives to the school's plan. Therefore, sequencing across parts of the paper is logical. Some transitions link ideas (e.g., "*Instead of* always being so quick...", "Sometimes when a child...", and pronoun substitution like "this" for "something going on at home"). In the conclusion, the writer provides effective closure by reminding the reader that the school's proposal will only make the problem worse.

### Style Score: 3

Word choice is generally effective (e.g., "the whole family could suffer," "while considering the degree," "take an alternative route," "punish the student accordingly and fairly," "before they label a child"). There also are some lapses into simple, repetitive language (e.g., "I think the school," "I believe the school," "I think that the school," "I just think the school"). The writer's voice is clear and a sincere, concerned tone is maintained throughout most of the response. There is some variation in sentence length and structure. Overall, the writer demonstrates sufficient control of the components of Style.

### Conventions score: 3

Most of the sentences in the paper are correct. There are some ineffective usage constructions (e.g., "having the parents of 'Disruptive' kids have to attend"). The elements of mechanics are generally correct, despite some occasional missing commas and apostrophes (e.g., "childs parent"). Errors, however, are infrequent and do not interfere with meaning. Overall, the writer demonstrates sufficient control of the elements of Conventions.

## Performance Level: Meets the Standard

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Let's face it, children will misbehave in school. As of today, there are many different forms of punishment. Current forms of punishment include detention, suspension, & the infamous expulsion. But how must an ill behaving child really be punished? Some schools seem to believe that one plausible method of punishment is to make a parent come to school with the child. I, just like many others, disagree with this method. Parents should not have to attend school with their children if they are bad because of time constraints, home discipline, and the possibility of unnecessary conflict.

The first downfall of this method is time constraints. Many parents must go to work and can't afford to miss a week, much less a day. Also, many parents are divorced or have multiple children and therefore have no one to work in their place or support the others. If one's parent had to come to school for a week instead of work, it would affect everyone. If they don't go to work, they don't get paid. If they don't get paid, they can't buy food. If they can't buy food, then they can't eat. Furthermore, many jobs won't allow their employees to vacation during the regular work week.

The second downfall of this punishment is differences in discipline. A parent's attendance at school may worsen a pre-existing problem. Let's say a child is allowed to curse at home. If they see their mom or dad, they are more inclined to follow their rules, & not the rules of the school. The behavior of a child that the school may see as bad may

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be perfectly acceptable in their household environment. Some children may become repititious & do the same things over because they see this as a right sentence.

The third major downfall of this method of punishment is conflict. Many parents don't like to be bothered by a school on a continval basis. If the school continues to bother the parent, they might get angry & cause a conflict. Also, what if their child has a behavior disorder? It is very annoying to be called more than once I assure you. If the parents continue to be pestered, this may lead to legal action or their child's withdrawl from a specific school.

A parent should not have to attend a child's school due to his or her behavior because of time constraints, home discipline, & unnecessary conflict. This method of punishment is ineffective, annoying, and more trouble than its worth. I think that a different method of punishment may be more effective and that this method should never be considered or reinforced.



## Annotations for Paper - 17

### Ideas Score: 4

The controlling idea (the proposed discipline program should not be adopted) is well developed. Supporting ideas are relevant (parents cannot afford to miss work, it may conflict with “home discipline” rules, parents do not want to be continually bothered by the school). The writer develops these supporting ideas with specific examples, details and elaboration (e.g., “...many parents are divorced or have multiple children...If they don’t get paid, they can’t buy food.”). There are spots where additional elaboration would address reader concerns (e.g., What does the writer mean by “[the parent] might get angry and cause a conflict.”? What would be an alternative plan for students with behavior disorders?). Overall, though, the writer is consistently focused on the persuasive topic and purpose.

### Organization Score: 4

The writer demonstrates consistent control of the components of Organization. The introduction is clear and sets the stage for the development that follows. The writer groups related ideas about why the school’s discipline plan should be rejected. Most of the ideas within body paragraphs build logically on one another (e.g., “If they don’t get paid, they can’t buy food → If they can’t buy food, then they can’t eat.” “Many parents don’t like to be bothered by a school... → If the school continues to bother the parent...”). A variety of transitions link ideas. Although the conclusion contains repetition, it does provide clear closure.

### Style Score: 4

Word choice is consistently effective (e.g., “one plausible method of punishment,” “may worsen a pre-existing problem,” “continue to be pestered” “lead to legal action”). This effective language leads to a distinctive voice. Sentences vary in length and structure. Awareness of audience is sustained throughout the response (e.g., “Let’s face it, children will misbehave in school.” “It is very annoying...I assure you”; “Also, what if their child has a behavior disorder?”). Overall, the writer demonstrates consistent control of the components of Style.

### Conventions score: 4

Simple, compound, and complex sentences are consistently clear and correct, with appropriate end punctuation. There are a few instances of awkward usage (e.g., “Also many parents are divorced or have multiple children and therefore have no one to work in their place or support the others.”). There are also a few instances of unclear or incorrect pronoun references (e.g., Let’s say *a child* is allowed to curse at home. If *they* see *their* mom or dad, *they* are more likely...”; “If the school continues to bother the parent, *they* might get angry...”). Errors are minor, however, and do not interfere with meaning. Overall, the writer demonstrates consistent control of the elements of Conventions.

## Performance Level: Meets the Standard

Dear,  
school board

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I think the adult attendance program is a great idea. Most kids never act up in front of their parents. If the kids see their parents in class, they'll want to impress them. Kids will work ten times harder and goof off ten times less. This way, parents are playing a large part in the academics of their kids.

2nd, disruption won't be much of an issue. Not only will class disruptors be punished by the faculty but by their own parents. In this program, parents can keep a close eye on their kids. Kids will want to make sure they do well and stay on task throughout every class. class disruption will decrease to the lowest minimum hopefully.

3rd, parent will most likely love the idea that they are help their kids succeed in school. Parents will remind their kids to stay on task. Parents can assist a student when the teacher is busy. If needed, A parent can punish a child when they are not doing what the instructions ordered. Parents can accomplish what the teachers can't.

Paper 18 (page two)

Page 4

4th, if parents attend, they'll increase the discipline area. Parents and teachers can work together to keep students in line. Test scores will go up dramatically. Test scores can be the greatest in the whole country. There will be higher learning and tolerance in schools if this program is instated.

In conclusion, if parents attend this program, they will help their children succeed. Students will always stay on task. Students will want to make the best grades possible. Test scores will go up. Parents will be praised for their participation.

Sincerely,



## Annotations for Paper 18

### **Ideas Score: 3**

The controlling idea (parents should attend their child’s classes) is sufficiently developed. Supporting ideas are relevant (disruptions will decrease; parents can assist teachers; test scores will increase). The writer develops these supporting ideas with some examples and details (e.g., “kids will work ten times harder and goof off ten times less.” “A parent can punish a child when they are not doing what the instructions ordered.”). For the most part, these examples and details are general and not well elaborated. Some of the development is repetitive. Overall, though, there is enough information in the response to provide a sense of completeness.

### **Organization Score: 3**

The writer demonstrates sufficient control of the components of Organization. The introduction is clear, and the writer groups the majority of related ideas about why the parental attendance program will be successful. Support for this position follows a generally clear sequence ( kids will want to impress parents → which will decrease disruption → and now parents can help the teacher keep students on task → leading to higher test scores). Ideas within paragraphs, however, are occasionally repetitious and do not always build logically on one another, as they would in higher score points. Transitions between groups are also not particularly effective (e.g., “2<sup>nd</sup>,” “3<sup>rd</sup>,” and “4<sup>th</sup>”). The conclusion provides closure, albeit with some repetition.

### **Style Score: 3**

Word choice is generally effective (e.g., “Parents can keep a close eye on their kids,” “Test scores will go up dramatically,” “keep students in line,” and “if this program is instated”). The writer’s voice is clear as he/she enthusiastically endorses the proposed program. There are some lapses into simpler, repetitive language, however (e.g., “a parent can punish a child,” “parents can accomplish,” “parents and teachers can work”). Overall, the writer demonstrates sufficient control of the components of Style.

### **Conventions Score: 3**

The writer demonstrates consistent control of the components of Conventions. Most of the sentences in the paper are correct. The elements of usage are generally correct, but there are some incorrect instances (e.g., “3<sup>rd</sup>, Parent will most likely love the Idea.”) and a few sentences lacking clarity (e.g., “4<sup>th</sup>, If parents attend, they’ll increase the discipline area.”). The elements of mechanics are generally correct, although there are occasional missing apostrophes (e.g., “cant, wont”) and errors in capitalization. These errors are minor and do not interfere with meaning. This paper is an example of a high 3 in Conventions.

## **Performance Level: Meets the Standard**



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To the School Board,

I think that this idea of bringing parents of the disruptive student to school is a good idea. There are a lot of reasons why this is a good idea and here are some of them; it will stop disruptive students, it will make the parents happy and the teachers will be able to do their job.

With the students, I think that you should threaten them with it first. That will stop a lot of them right there. A lot of them will just be good if they have the thought of being in class with their parents.

I don't think that if it was one outburst that this should happen. I think that if it is consistent that this should happen. This should only happen to the people who cause trouble.

Overall I think that this would be successful. Kids would be afraid of having to sit through class with their parents. This isn't like ISS; your parents are going to sit right next to you making sure you're listening, taking notes, not sleeping, and most of all not being disruptive.

## Annotations for Paper 19

### Ideas Score: 2

The controlling idea (bringing parents into disruptive students' classrooms is a good idea) is minimally developed. Supporting ideas are relevant (the threat of parental involvement may prove effective; the method should only be used when there's a consistent problem; it would be more effective than ISS). The writer does include a few details ("...your parents are going to sit right next to you making sure your listening, taking notes, not sleeping..."), but most of the development in this response is general (e.g., "A lot of them will just be good if they have the thought of being in class with their parents"; "This should only happen to the people who cause trouble."). This general elaboration does not effectively satisfy reader concerns. Overall, the writer does not include enough information to provide a sense of completeness. Minimal control of Ideas is demonstrated.

### Organization Score: 2

The writer demonstrates minimal control of the components of Organization. In the introduction, the writer states a position on the issue and offers a few reasons for his/her decision. These reasons are not, however, directly addressed in the body of the paper. Related ideas are generally grouped together within paragraphs, but because there are so few details in each paragraph, there are not many ideas to group, limiting the evidence of control in this component. The same holds true for sequencing. Some transitions link ideas in the response, but these transitions are not particularly varied (e.g., the writer repeatedly makes use of the pronoun reference "this"). The conclusion offers some closure. This paper is an example of a high 2 in Organization. If the writer had included a few more ideas in each body paragraph, the Organization score would likely have gone higher because there would be more evidence of grouping and sequencing to consider.

### Style Score: 2

Although there is some evidence of audience awareness in this response (e.g., "...I think that you should threaten them..." and "...your parents are going to sit right next to you..."), word choice tends to be simple, ordinary, and sometimes repetitive ("I don't think if it was one outburst that *this should happen*. I think that if it is consistent that *this should happen*. *This should only happen* to the people who cause trouble."). These inconsistencies leave the tone clear in places, flatter in others. There is limited sentence variety. Overall, the writer demonstrates minimal control of Style.

### Conventions Score: 3

Sentences in this response are correct, including some complex sentences. Some sentences are formed awkwardly (e.g., "I think that if it is consistent that this should happen."). The elements of usage are generally correct, although there are some incorrect word forms (e.g., "with *there* parents", "making sure *your* listening"). The elements of mechanics are generally correct, but there are a few errors in internal punctuation and spelling (e.g., "successful"). Errors do not interfere with meaning. A more extensive writing sample would have afforded the writer more opportunity to demonstrate control in all components of Conventions. Still, what is here is more often correct than incorrect. This paper falls toward the low end of the "3" range in Conventions.

## Performance Level: Meets the Standard

To whom it may concern:

I am writing you, the school board, in response to the act of putting parents into schools if their students have discipline problems. I imagine you are a student, a good kid. But one day you go to school and you find yourself surrounded by a sea of parents. You feel you can no longer properly express your ideas because you don't know what the parents will think. I do not believe that putting parents into schools is the right way to go about disciplining students.

Every day when I get home from school my mom asks the dreadful "what did you do at school today" question. And every day she responds to my answer of "nothing" with a shake of her head. If parents started going to schools, students would no longer be allowed to use the 'nothing' response. Parents would talk and soon they would all know what we are like out of the walls of our homes.

Sure, if parents went and sat in classrooms for weeks at a time, it would be a deterrent for students to be on their best behavior. Then again, it would give the teachers reason to strive to teach better. If a teacher knew that parents were there, it would cause them to teach to impress. No teacher would be the same around parents as they would be in an all-student classroom.

Then you add in the fact that most of our classrooms are already at, or over, maximum capacity, and you've got a problem.

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Paper 20 (page two)

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Where would the parents go? Would they be held accountable for the work as well as if they were students? Would they be required to do homework and take tests? Keeping in mind most parents have jobs, would they have to go to school and miss work for an entire week? What of the single parents who already have a job and who need to care for a younger child during the school day?

Would the reasons behind the discipline problem be looked at? IF a child comes from a bad home, what are the chances that child's parents are going to be willing to go to school? IF the child has abusive parents, would this just give his parents another opportunity to beat him? In cases of divorced parents, would both parents still go or would it be by the child's choice who goes to school?

There are easier ways to discipline a child than by putting their parents into a school environment. I ask you to consider adding a discipline class as an after school program. Or requiring disruptive students to perform a sort of community service for the school. My opinion stands strong that parents should not be put into classrooms. Thank you for your time.

Sincerely,



## Annotations for Paper 20

### **Ideas Score: 4**

The controlling idea (opposition to the school's proposed discipline program) is well developed and addresses the assigned writing task. Supporting ideas are relevant (parents will encroach upon students' freedoms; classrooms are already crowded; the unwillingness of bad parents to participate in the program). The writer does address one counter argument and concedes that the program could motivate teachers to improve teaching methods. The writer then devotes the second half of the paper to a string of unanswered rhetorical questions (e.g., "Would the reasons behind the discipline problem be looked at?"). The implication is that the school's program has a multitude of unanswered questions itself and therefore should not be adopted. Greater depth of development and a higher score in Ideas could be achieved if the writer had provided elaboration for some of these concerns (e.g., What are some sacrifices a parent might have to make to be able to attend school for a week? What will students do in the "discipline class"?). Despite this lack of elaboration, the writer is consistently focused on the assigned topic and the persuasive purpose. Overall, consistent control of the components of Ideas is demonstrated.

### **Organization Score: 4**

The writer demonstrates consistent control of the components of Organization. In the introduction, the writer sets the stage by asking the reader to imagine a school where students have lost their freedom of expression because they are "surrounded by a sea of parents." The writer groups related ideas about parents invading students' privacy, potential benefits of the program, and the logistical nightmares of parents attending classes. Most of the ideas within body paragraphs build logically on one another (e.g., "Sure, if parents went and sat in classrooms...it would be a deterrent... → Then again, it would give the teachers reason..."). The second half of the paper is not as strongly sequenced because the writer presents a list of questions that the proposed program does not address. The conclusion provides effective closure by offering alternative solutions to the problem.

### **Style Score: 4**

Word choice is consistently effective (e.g., "sea of parents" and "the dreadful-what-did-you-do-at-school-today-question,"). This effective language leads to a distinctive voice. Audience awareness is present throughout the response, particularly in the second half of the paper when the writer addresses the reader with a list of rhetorical questions. This list, however, does create some repetition (e.g., "would the parents," "would they be," "would the reasons") and of lack sentence variety. Overall, though, the writer demonstrates consistent control of the components of style.

### **Conventions Score: 5**

Simple, compound, and complex sentences are consistently clear and correct, with appropriate end punctuation. The elements of usage and mechanics are consistently correct as well. Errors in these components are minor and do not interfere with meaning (e.g., misspellings like "deterant, discipling"). Although there is less variety in sentence structure in the second half of the paper, the writer shows control in a variety of contexts. Overall, the writer demonstrates full control of the components of Conventions.

## **Performance Level: Exceeds the Standard**

### Score Key – 2014 GHSWT Sample Papers

Paper #	Ideas	Org.	Style	Conv.	Performance Level
1	3	3	3	3	Meets the Standard
2	2	2	3	3	Meets the Standard
3	4	4	5	5	Exceeds the Standard
4	3	4	4	4	Meets the Standard
5	2	2	2	2	Does Not Meet the Standard
6	3	3	4	3	Meets the Standard
7	1	1	1	1	Does Not Meet the Standard
8	4	4	4	4	Meets the Standard
9	2	3	3	3	Meets the Standard
10	3	3	3	3	Meets the Standard
11	5	5	5	5	Exceeds the Standard
12	3	3	3	4	Meets the Standard
13	4	3	3	2	Meets the Standard
14	2	2	2	2	Does Not Meet the Standard
15	2	2	2	2	Does Not Meet the Standard
16	3	3	3	3	Meets the Standard
17	4	4	4	4	Meets the Standard
18	3	3	3	3	Meets the Standard
19	2	2	2	3	Meets the Standard
20	4	4	4	5	Exceeds the Standard