

2015

STAAR EOC Expository Essay [9th-12th grade]

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UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: STAAR EOC Expository Essay

Grade Level: 9th -12th

Subject/Topic Area(s): English I STAAR EOC Essay

Designed By: J. Kat Aylesworth

Time Frame: Three Weeks

School District: Round Rock ISD

School: Success High School

School Address and Phone: 500 Gattis School Road, Round Rock, TX 76104

Brief Summary of Unit (Including curricular context and unit goals):

This unit was designed for a class of students who have failed the STAAR English I EOC multiple times. Many of the students are struggling readers and writers which means that they enter my classroom with large gaps in their knowledge. Some can write well and just need to know how to write an essay designed to pass the EOC. Others cannot write in complete sentences and completely shut down when tasked with a major writing assignment.

This unit is break down the task of essay writing into manageable steps. While a student will not be able to write a perfect essay after completing this unit, the hope is that he or she will be much more comfortable with the writing process and have a basic understanding of what separates good writing from bad.

Stage 1 – Desired Results		
High School TEKS (13) Writing/Writing Process. -A-E (15) Writing/ Expository and Procedural Texts -A i-v (16) Writing/Persuasive Texts -A, B, and D	Transfer	
	<i>Students will independently use their learning to...</i> write a STAAR EOC style expository essay.	
	Meaning	
	Understandings <i>Students will understand that....</i> <ul style="list-style-type: none"> the thesis statement is the most important part of any essay. the writing must be adjusted to meet the parameters of the assignment. 	Essential Questions <ul style="list-style-type: none"> How do we communicate effectively in writing succinctly? How do I apply the knowledge and skills I already have in order to pass a test which I have previously failed?
	Acquisition	
	Knowledge <i>Students will know...</i> <ul style="list-style-type: none"> how to identify examples of expository writing in the real world. what expository writing is. what makes effective expository writing. 	Skills <i>Students will be able to...</i> <ul style="list-style-type: none"> write in the third person. use figurative language (especially in the conclusion). use transitional phrases. use a variety of sentences. how to preplan an essay how to write a genre specific essay. how to write specific and clear thesis statement. the importance of using specific examples to back up claims.
Stage 2 – Evidence		
CODE (M or T)	Evaluative Criteria (for rubric)	
T	-Organizing structure -Thesis statement -Progression of ideas -Examples and details -Word Choice	Performance Task(s) <i>Students will demonstrate meaning-making and transfer by...</i> Independently completing each stage of the writing process (preplanning, outlining, writing, and editing) a STAAR EOC style expository essay.

	-Sentence Variation -Writing Conventions	Other Evidence (e.g., formative) <ul style="list-style-type: none"> • Exit Tickets • Essay Outlines • Color coding drafting process • Complete sentence checks
Stage 3 – Learning Plan		
CODE (A, M, T) T A	Pre-Assessment <i>How will you check students' prior knowledge, skill levels, and potential misconceptions?</i> <ul style="list-style-type: none"> • Pull students previous STAAR EOC scores and have one-on-one conversations with each student about essay score. When possible, look at actual essay from previous spring test. • Give students a multiple-choice assessment focused on complete sentences. This can be modeled on the writing part of the EOC. 	
	Learning Activities Day One-Overview and Structure Overview <ul style="list-style-type: none"> • Go over the goal of the unit: write an essay which will score a 3 or 4 on the STAAR exam • Show state statistics for essay (75% score below a 3) file:///C:/Users/ncate/Downloads/2015%20Texas%20Assessment%20Conference STAAR%20Eng%20I%20and%20II%20(1).pdf • Show school/classroom statistics for essay • Tell what each score means: 1-wrecked writing, 2-bad writing, 3-well written, 4-well crafted <p>Introduce state rubric-We will focus a lot on what makes a good essay as it is important for the students to know how it will be graded.</p> <ul style="list-style-type: none"> • Focus on the rubric sections for scores 3 and 4 (see below) • Look at the first point (structure) • Class 'translates' first point into student-friendly language • Post copies of the rubric around the classroom; put 'translation' next to rubric Structure Mini Lesson <ul style="list-style-type: none"> • Post question and say that we will come back to it. <ul style="list-style-type: none"> ○ What organizing structure is appropriate for the purpose and demands of the prompt? • Class conversation about structures in other settings <ul style="list-style-type: none"> ○ Look at comments on Instagram/tumblr http://thingsonhazelshead.tumblr.com/ ○ Look at NYTimes article http://www.nytimes.com/2015/06/08/us/at-catcon-breaking-a-stereotype-in-ears-and-whiskers.html ○ Look at the comments on the article ○ Look at a business memo http://www.dummies.com/how-to/content/how-to-format-a-business-memorandum.html ○ Discuss that expository writing is needed in almost every profession and is the most common style of writing. 	

	<ul style="list-style-type: none"> ○ Discuss the differences in structure between the three writing samples ○ Model filling out the graphic organizer about structure, purpose, and demands. Fill out the section on the tumblr feed as it might be the most challenging for the students due to the lack of words. Have them fill out the rest on their own or in pairs. • Go back to the posted question. Have students start a conversation about what they already know about structures of an essay. –First give students thinking time and ask them to jot down at least two ideas on a notecard in order to spur conversation. • Go over how I want their essays to be structured. <ul style="list-style-type: none"> ○ Four paragraphs <ul style="list-style-type: none"> ▪ Intro, two body, and conclusion ○ Intro is one sentence: Thesis statement ○ Each body paragraph is a reason why the thesis is true ○ Conclusion restates the thesis with more depth –reflects thoughts in rest of essay and ties to world view <p>Exit Ticket</p> <ul style="list-style-type: none"> • Why does structure matter? How does it impact the purpose? • Structure of STAAR essays: <ul style="list-style-type: none"> ○ How many paragraphs should you write? ○ How many supporting reasons should be in your essay? ○ Where does the thesis statement go? (Hint: needs to be in essay twice) <p>Day Two- Structure and Thesis Statement</p> <p>Review</p> <ul style="list-style-type: none"> • ‘translation’ of structure part of the rubric and • parts of the essay (number of paragraphs, number of supporting reasons/examples, and location of the thesis) <p>Thesis Mini Lesson</p> <ul style="list-style-type: none"> • Look at the next section of the state rubric. • Students translate that section into their own words; post results • Define thesis statement-go over the characteristics of a good one-introduce the thesis checklist. Also, post it where everyone can see it throughout the unit. <ul style="list-style-type: none"> ○ Addresses prompt ○ Makes an argument ○ Original thought • Model writing thesis statement Prompt → topic → questions → answer → thesis • Students practice writing thesis statements using graphic organizer • Student pick their favorite thesis statement. Check it using the thesis checklist. <p>Exit Ticket</p> <ul style="list-style-type: none"> • What is a thesis statement? • What makes a good thesis statement? 	
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	<ul style="list-style-type: none"> • What questions or problems do you have about writing a thesis statement? How can I help? • On a scale of one ☹ to ten ☺, how comfortable do you feel writing an effective thesis statement? <p>Day Three-Putting it together</p> <p>Review</p> <ul style="list-style-type: none"> • Go over any questions from yesterday's exit tickets-either as a whole class or one-on-one • If collected, hand back thesis statements from yesterday's lesson-preferably with comments and suggestion • Go over the correct structure for a STAAR EOC expository essay <p>Writing Time</p> <ul style="list-style-type: none"> • Introduce a modified form of the pre-writing graphic organizer • Model how to use it-mini lecture/sermon/discussion about the importance of pre-writing • Students use graphic organizer to pre-write their essay. • Students then turn graphic organizer into a mini essay. At this point, essays should only be 4-6 sentences. <p>Example Mini Lesson</p> <ul style="list-style-type: none"> • Review the definition of figurative language. • Also review the use of language/conventions part of the rubric. Introduce the idea of ending the paper with a metaphor or simile. Demonstrate how that can add meaning to the conclusion of the essay which leaves the reader with an impressive note. <p>Writing Time</p> <ul style="list-style-type: none"> • Model a complete conclusion with a restated thesis and figurative language. Keep it short-no more than three sentences, max. • Give students time to write their own conclusions. • Monitor to make sure that their figurative language makes sense in the overall context of their essays. It needs to "contribute to the quality and clarity of the essay" in order to make a positive impact. <p>Closure</p> <ul style="list-style-type: none"> • Students underline/highlight one thing they liked in their essays. It might be a word or sentence, but everyone should have at least one thing that they like. Share out. Have mini-writing celebration. <p>Day Four-Development of Ideas</p> <ul style="list-style-type: none"> • Have students review mini essays from the day before. Allow them time to make any changes or corrections that they need. <p>Example Mini Lesson</p> <ul style="list-style-type: none"> • Go back to the posted state rubric. Explain that we are going to come back to the third bullet in a few days. Instead, we will focus on the fourth point. • Have students read that point and 'translate' into their own words. • Pull up model mini essay from the day before. Show students that just having reasons is not enough. They must also include a <i>highly specific</i> reason that supports the reason. 	
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	<p>Writing Time</p> <ul style="list-style-type: none"> • Model/practice coming up with examples in order to flesh out model essay. Examples can come from history, books, movies, personal experience. This section needs to be well planned out before the lesson in order to make sure that all types of examples are discussed. • Introduce paragraph graphic organizer. Reason → Example → Explain → Life lesson • Model writing a complete paragraph using one of the examples discussed. • Give students time to turn one of their reasons into a paragraph. This process does not go smoothly the first time. Struggling writers will need lots of time practice this style of writing. <p>Closure</p> <ul style="list-style-type: none"> • Review purpose of using examples with explanation. <p>Day Five-Cushion Day</p> <p>At this point in the unit, you might need an extra day to review the foundations of a good essay, give students additional time to finish writing a complete essay, and to celebration what they have done. If time allows, teacher might post the work in progress essays (anonymously) and lead students through a feedback protocol (either whole or small group) in order to share warm and cool feedback. This would also be a good day to check in with students to see how they think the unit is going. The teacher might consider getting warm/cool feedback from them in order to adjust the delivery of the rest of the unit.</p> <p>Day Six-Transitions!</p> <p>Allow students time to review their essays from the week before. Give them a few minutes to make changes as they see fit.</p> <p>Transitions Mini Lesson</p> <ul style="list-style-type: none"> • Look at section three of the state rubric. Stress the importance of 'sentence-to-sentence connections.' • Students translate that section into their own words; post results. • Have students define transitions and give examples. (This assumes some level of familiarity, but I think it should be a safe bet that they know something). • Hand out/post list of transition words and phrases <p>Writing Time</p> <ul style="list-style-type: none"> • Pull up model essay. Ask students where transitions could go. Then, add transitions between each section within that paragraph. Show students that they need a minimum of three transitions within the second paragraph and four within the third paragraph. • Give students time to add transitions to their essays from the week before. • If possible, have students print out essays and put a box around each transition so that they can see how they help the flow of their essays. <p>Closure</p> <ul style="list-style-type: none"> • Quick review using the numbered heads model. Have students form groups of four and make a quick review game of all the information 	
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	<p>covered so far. Small prizes for the winning team.</p> <p>Day Seven-Thoughtfulness</p> <ul style="list-style-type: none"> • Look at section five of the state rubric. Stress the importance of ‘demonstrates a good understanding of the expository writing task.’ • Students translate that section into their own words; post results. • Discuss what thoughtful writing looks like. Give an example and non-example. <p>Put it all together</p> <ul style="list-style-type: none"> • Review all five points on the student friendly rubric. • Then show students the prompt from April 2014: Write an essay explaining whether failure can strengthen a person. Have a brief discussion to ensure that all students understand the prompt. • Post a sample student essay which can be found on the TEA website. file:///C:/Users/ncate/Downloads/2014_STAAR_ENGI_EX_WRITING_SG%20(2).pdf Students have a hard time reading the handwriting, so having typed version will make the lesson go more smoothly. • Have the students read the essay and find strengths and weaknesses. They might have to read it multiple times. • Model highlighting positive aspects in one color and weaknesses in another color. This way students can see that an essay will have both. • Then, have students reread the essay in order to place a box around each transitions. Help students see that transitions might be a word, phrase, or sentence. • Finally, review all parts of the rubric to determine a grade for that essay. • Break students into working groups. Have them look at two essays each. Groups should discuss and highlight strengths and weaknesses of each essay. Then, they should box transitions and reach a score. <p>Exit Ticket</p> <ul style="list-style-type: none"> • What were two things that the writers did well? • What could these writers have done differently to improve their essays? • What did you learn from looking at these essays? How will today’s activity help you improve your writing? <p>Day Eight and Nine- Writing Time</p> <p>Review</p> <ul style="list-style-type: none"> • What makes a good thesis statement • Structure of essay • Structure of body paragraphs • List of and importance of transitions <p>Scaffold Writing Time</p> <ul style="list-style-type: none"> • Tell students that their peers and not the teacher will be reading these essays in order to provide feedback. They will have two class periods to complete the whole essay. • Present students with two different writing prompts. (Teacher can pull prompts from thesis worksheet or from list of past expository prompts-see list below. 	
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	<ul style="list-style-type: none"> • Students write thesis statement and two supporting reasons. • Then, students complete the graphic organizer for a paragraph. • Finally, they put everything together as a completed essay. <p>At the end of day eight, get quick feedback (thumbs up/down or scale of 1-10) to see how the writing process is going. Adjust day nine as needed.</p> <p>At the end of day nine, collect all essays (some may not be completely finished). Make four copies of each essay for tomorrow's peer review sessions.</p> <p>Day Ten-Peer Review</p> <p>Establish the purpose of the peer review process. Ask about prior experiences. Address any concerns. Set up group norms for discussion. Go over SQOOCH and sentence stems so that students will be able to draw upon those resources during their own discussions.</p> <p>Model the process</p> <ul style="list-style-type: none"> • Pass out copies of the modified Tunette Protocol. Give students time to familiarize themselves with the directions. • Appoint a time keeper for the whole group. • Tell the class that the teacher will be the first presenter. Explain that they (the students) will be giving you feedback. Stress the norms for group discussion. • Go through the protocol making sure to leave time for silence. • Model note taking based on the feedback of students. • At the presenter reflection make sure to respond to their feedback. • Debrief the process <p>Peer Review</p> <ul style="list-style-type: none"> • Break the class up into groups of three to four • Have each group appoint a time keeper (or serve as the time keeper for the whole class). • Have the students work through the protocol for each member of their group. <p>If the class does not have a trusting, willing dynamic, you might choose to have students complete a silent, written peer feedback form such as the one from Furman (see below). https://furman.app.box.com/s/fif5q3t2qrmu4yf1fbfl</p> <p>Debrief the process using the questions developed by Sadlier-Oxford. (See below).</p> <p>Day Eleven</p> <p>Writing Time</p> <ul style="list-style-type: none"> • Give students time to edit their essays based on the feedback from their peers. <p>Pre-Assessment</p> <ul style="list-style-type: none"> • Students complete the Good Sentences pre-assessment and the comma rules pre-assessment • These activities could also be completed at any point during the first ten days of the unit as time allows. <p>Rubric</p>	
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	<ul style="list-style-type: none"> • Go back to the state provided rubric. • Go over the final three points with the class. Have them complete their 'translation.' Post their new complete, new version. <p>Exit Ticket</p> <ul style="list-style-type: none"> • Look over the entire rubric. What do you already do well? • What do you need to work on in your writing in order to bring up your score? • What would you like the teacher to cover? Where do you need more help? <p>Day Twelve-Thirteen</p> <p>Review</p> <ul style="list-style-type: none"> • completed rubric and the exit tickets from the day before. <p>Writing Time</p> <ul style="list-style-type: none"> • Give students the Performance Task. • Remind them that they will be able to use dictionaries on the STAAR exam, but that they will not be able to use graphic organizers (unless IEP says otherwise). • Independently, students write a final essay • Before students turn in essay, have them score it using the rubric. <p>Small Group</p> <ul style="list-style-type: none"> • While students are writing, pull those who need additional comma and sentence instruction. These small lessons will only serve as a start of to the editing process. <ul style="list-style-type: none"> ○ Provide cheat sheets with examples and rules ○ Give them worksheets for practice (can come from the Writing Coach textbooks) ○ Have them use each type of sentence/comma rule in their current essay 	
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Name: _____

Pre-Assessment —Questions 1-4 modified from the April 2014 English I EOC. Questions 5-10 taken from Purdue Owl Writing Center

Writing Using Good Sentences

Section One: Read the question, and then chose the best answer. Write the letter on the blank.

_____ **1. What is the most effective way to combine these two sentences?**

A This idea of taxation without representation is part of the reason our forefathers were determined, who wanted to separate from Great Britain and form their own nation.

B This idea of taxation without representation is part of the reason our forefathers were determined to separate from Great Britain and form their own nation.

C This idea of taxation without representation is part of the reason our forefathers were determined because they separated from Great Britain and formed their own nation.

D This idea of taxation without representation is part of the reason our forefathers were determined separating from Great Britain and forming their own nation.

_____ **2. What is the most effective way to revise the sentence?**

A Because it's astounding to me, Texas has one of the lowest voter turnout rates in the United States.

B It's astounding to me what Texas has being one of the lowest voter turnout rates in the United States.

C It's astounding to me that Texas has one of the lowest voter turnout rates in the United States.

D As astounding as it is, also shocking that Texas has one of the lowest voter turnout rates in the United States.

_____ **3. What is the correct way to write the sentence?**

A For the rest of the day, neither of us spoke, and it was obvious. That she was no happier about the arrangement than I was.

B For the rest of the day, neither of us spoke it was obvious that she was no happier about the arrangement than I was.

C For the rest of the day, neither of us spoke. Which made it obvious that she was no happier about the arrangement than I was.

D For the rest of the day, neither of us spoke. It was obvious that she was no happier about the arrangement than I was.

_____ **4. What is the correct way to write the sentences?**

A For example, the venom of the Brazilian pit viper is the source of a drug used to treat high blood pressure, a component found in copperhead snake venom may soon be used to treat breast cancer.

B For example, the venom of the Brazilian pit viper is the source of a drug used to treat high blood pressure, and there is a component found in copperhead snake venom. Which may soon be used to treat breast cancer.

C For example, the venom of the Brazilian pit viper is the source of a drug used to treat high blood pressure, while a component found in copperhead snake venom may soon be used to treat breast cancer.

D For example, the venom of the Brazilian pit viper. It is the source of a drug used to treat high blood pressure, while a component found in copperhead snake venom may soon be used to treat breast cancer

Section Two: Label each of the as a fragment (F), run-on (R), or correct as written (C).

_____ **5.** Purdue offers many majors in engineering. Such as electrical, chemical, and industrial engineering.

_____ **6.** The grocery store was really packed with people there must have been a big sale today.

_____ **7.** My dog had to go to the vet today. She cried and cried when they clipped her toenails, but then she was fine when they gave her a shot!

_____ **8.** Driving in the city during the evening rush hour.

_____ **9.** The book we had to read for class was really long my teacher doesn't seem to understand that we have other classes to read for too.

_____ **10.** Went to the store to buy brownie mix.

Section Three: Write five complete sentences about a topic of your choice. You might write about your favorite food, how you feel about this class, your favorite thing that you own, one thing you would buy right now if you could go to the store.

Name: _____

Pre-Assessment-taken from http://www.lms.rcs.k12.tn.us/teachers/mcmeenj/documents/Comma_Practice.doc

Commas

A. Use commas to separate items in a series and between two or more adjectives that come before a noun.

1. Cars trucks and busses were stranded by the storm.
2. A sleek powerful submarine slipped into the sea.

B. Part 1 - Use commas in compound sentences.

3. Josh's uncle drove us to the skating rink and he decided to skate with us.
4. Ariel took her umbrella for it looked like rain.

Part 2 – Combine two sentences to make a compound sentence.

5. The mountains were snowy. The weather did not seem very cold.

-
6. I was planning on going to the football game with my best friend. The game got canceled.
-

C. Use commas to set off an expression that interrupts a sentence.

7. The Johnson City Pool built ten years ago is a great place to swim.
8. Parents who know how to swim can join the group.
9. The girl wearing blue shorts is the homecoming queen.
10. Mary may I borrow a pencil?

D. Use commas after certain introductory elements.

11. Under the picnic table beside the tent Rufus slept peacefully.
12. Oh look at those birds.
13. To get to the supermarket you have to take a left on Main Street.

E. Use commas in certain conventional situations.

14. You will find the bakery at 719 Third Avenue in Orono MN.
15. My grandfather was born on May 4 1929 in Bloomington MN.

F. Insert commas where they are needed in the following sentences. If a sentence is already correct, write *C* on the line provided.

_____ 16. Exhausted from her tennis match Zia rested before going to the concert.

_____ 17. I doubt that you will ever forget winning the game on April 2, 1999, nor will I.

_____ 18. Although everyone else in his family was born in the spring Ralph ever his own person was born in November.

_____ 19. We're not sure where the wildlife park is what time it opens or when it closes.

_____ 20. Martha please answer the telephone while I'm vacuuming.

G. Match the appropriate sentence with the appropriate rule.

A. in items in a series

B. when separating two or more adjectives

C. in a compound sentence

D. in a conventional situation

E. in an introductory clause or phrase

F. to set off an expression that interrupts a sentence

22. _____ Splashing in the pool, the children were enjoying themselves.

23. _____ Heavy, gray clouds filled the sky.

24. _____ A landscape painting, by the way, is being sold at the museum today.

25. _____ I really want to have ice cream for dessert, yet I am on a diet.

26. _____ Do you want to go to Hawaii, San Francisco, or Boston.

H. Choose the sentence that is written correctly, with NO ERRORS in punctuation.

27. _____ A. The girls enjoyed going to the park, and having a picnic.

B. Susie did you ever go see the movie *Jurassic Park*?

C. I wish I were a young, talented actress.

D. I moved from Detroit Michigan, to Orono, Minnesota, two years ago.

E.

28. _____ A. The play had funny lively and entertaining characters.

B. I get scared easily by shadows, and spooky noises.

C. Yes I would like to eat at P.F. Chang's

D. Sign your name at the top, on the line, and at the bottom.

Name: _____

Structure Graphic Organizer

Piece	Structure -What does this piece look like? What choices did the author make?	Purpose -Why did the author put this piece together?	Demands of piece -What does the reader have to do?
"Things of Hazel's Head" Comments and photo captions			
"At CatCon, Breaking a Stereotype in Ears and Whiskers" Article			
"At CatCon, Breaking a Stereotype in Ears and Whiskers" Comments			
Business Memo			

How does the structure of the piece impact the purpose of the piece? Your answer should be 3-5 sentences in length.

Name: TEACHER VERSION

Structure Graphic Organizer

Piece	Structure-What does this piece look like? What choices did the author make?	Purpose-Why did the author put this piece together?	Demands of piece-What does the reader have to do?
"Things of Hazel's Head" Comments and photo captions	<ul style="list-style-type: none">-very few words-incomplete sentences, most of the time-frequent use of emoji-answers in dog speak	<ul style="list-style-type: none">-humor / make people laugh-brag about dog's ability-share political messages (black lives matter; net neutrality)	<ul style="list-style-type: none">-mainly look at photos-very little thinking-have a sense of humor-understand some of the jokes/references
"At CatCon, Breaking a Stereotype in Ears and Whiskers" Article			
"At CatCon, Breaking a Stereotype in Ears and Whiskers" Comments			
Business Memo			

How does the structure of the piece impact the purpose of the piece? Your answer should be 3-5 sentences in length.

The shorter pieces that rely on incomplete sentences and photographs are for humor. The pieces whose point is to convey information (memo, article) are longer. They are make their points using complete sentences and well organized paragraphs.

Name: _____

Structure Exit Ticket

Why does structure matter? How does it impact the purpose?

Structure of STAAR essays:

How many paragraphs should you write?

How many supporting reasons should be in your essay?

Where does the thesis statement go? (Hint: needs to be in essay twice)

Name:

Structure Exit Ticket

Why does structure matter? How does it impact the purpose?

Structure of STAAR essays:

How many paragraphs should you write?

How many supporting reasons should be in your essay?

Where does the thesis statement go? (Hint: needs to be in essay twice)

Thesis Statement Checklist

Does your thesis “do” these things?

- ☐ It should NOT be vague, but should clearly express what the essay is about.
- ☐ It should NOT be factual information, but make a discussable/arguable point.
- ☐ It should NOT start with, “In this essay I will...”, but indicate the structure of the essay.

Example: *“Failure isn’t always the best feeling in the world, but without it people will never grow or find out who they are as a person.”*

This thesis statement clearly ⁽¹⁾ expresses what the essay is about [failure], gives a topic that can be ⁽²⁾ discussed and argued [that is shows true character], and ⁽³⁾ indicates the structure of the essay [that failure forces people to grow and discover themselves].

- ☐ **Do I address the prompt?** Re-reading the prompt after constructing a working thesis can help you fix an argument that has missed the focus of the assignment.
- ☐ **Have I taken a position that others might challenge or oppose?** If your thesis simply states facts that no one could disagree with, it’s possible that you are simply providing a summary, rather than making an argument.
- ☐ **Is my thesis statement specific enough?** Thesis statements that are too vague often do not have a strong argument. If your thesis contains words like “good” or “successful,” see if you could be more specific.
- ☐ **Does my thesis pass the “So what?” test?** If a reader’s first response after reading your thesis statement is, “So what?”, then you need to clarify or connect to a larger issue.
- ☐ **Does my thesis pass the “How?” and “Why?” tests?** If a reader’s first response after reading your thesis statement is “How?” or “Why?”, your thesis may be too open-ended and lack guidance for the reader. See what you can add to give the reader a better take on what your position is in the paper.

Modified from

https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&cad=rja&uact=8&sqi=2&ved=0CCMQFjABahUKEwj6tCg74fGAhXGKawKHVNaALw&url=http%3A%2F%2Fwww.newfane.wnyric.org%2Fcms%2Flib%2FNy01001283%2Fcentricity%2Fdmain%2F49%2FHero_thesis_statement.doc&ei=iZ15VaOCIsbTsAXtIHgCw&usg=AFQjCNHYonfw4hH9wQ7Ao0iW7JC9wn3o2w&sig2=X-Chg-aoq5cr7aFcBj7PSQ

Thesis Generator

Prompt	Topic	Questions	Answers	Thesis
Write an essay explaining whether failure can strengthen a person.	How failure leads to strength	-Can failure be a good thing? Why? -Why does failure make someone stronger? -What happens when someone fails?	-Yes, it teaches important lessons. -It forces people to grow. -Their response shows what type of person they are.	Failure isn't the best feeling in the world, but without it people will never grow and find out who they are as a person.
Write an essay explaining why it is sometimes necessary to take a chance.				
Write an essay explaining the effect of one new technology on people's lives.				
Write an essay explaining whether people should be more concerned about others than about themselves.				
Write an essay explaining the importance of getting to know people before forming an opinion about them.				
Write an essay explaining whether a person must always be acknowledged in order to have accomplished something.				

Name: _____

Thesis Exit Ticket

What is a thesis statement?

What makes a good thesis statement?

On a scale of one 😞 to ten 😊, how comfortable do you feel writing an effective thesis statement? Explain.

What questions or problems do you have about writing a thesis statement? How can I help?

Name: _____

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Putting It Together Graphic Organizer

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graph TD; A[Thesis Statement] --> B[Reason One]; A --> C[Reason Two]; B --> D[Conclusion]; C --> D;
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Thesis Statement:

Reason One:

Reason Two:

Conclusion should be one sentence metaphor or simile summing up/synthesizing why your point is important.

Write out your mini essay below. Remember, it should be four paragraphs.

Name: TEACHER VERSION

Putting It Together Graphic Organizer

Thesis Statement: Failure isn't always the best feeling in the world, but without it people will never grow or find out who they are as a person.

Reason One: Failure forces people to change if they want to avoid failing again in the same way.

Reason Two: Failure gives people a chance to find out how they react when in a difficult situation.

Conclusion should be one sentence metaphor or simile summing up/synthesizing why your point is important. Failure, an unavoidable fact of life, is much like challenging math exam; it shows up what we know and how we need to grow in order to reach the next level.

Write out your mini essay below. Remember, it should be four paragraphs.

Name: _____

Development of Ideas Graphic Organizer

This graphic organizer represents one body paragraph. In order to write a complete essay, you will need to complete this organizer twice-once for each main reason. Each box only needs one complete sentence.

Paragraph One

Reason:



Specific example:



How example proves reason:



Connect to thesis:

Paragraph Two

Reason:



Specific example:



How example proves reason:



Connect to thesis:

Name: TEACHER VERSION

Development of Ideas Graphic Organizer

This graphic organizer represents one body paragraph. In order to write a complete essay, you will need to complete this organizer twice-once for each main reason. Each box only needs one complete sentence.

Paragraph One

Reason: Failure forces people to change if they want to avoid failing again in the same way.



Specific example: In the sixth grade, I felt terrible when I failed science class because I did not turn in my binder.



How example proves reason: The next year, I knew I needed to change my organizational skills so that I wouldn't not fail my even harder junior high classes.



Connect to thesis: I used that fear of repeating my failure as a motivation to change how I approached my school work which allowed me to be more successful.

Paragraph Two

Reason: Failure gives people a chance to find out how they react when in a difficult situation.



Specific example: When I failed my least favorite class, I could have given up, but I knew that would make me a weak person.



How example proves reason: The fact that I saw the next class as having room for improvement shows that I am an optimistic person who looks on the bright side.



Connect to thesis: That experience taught me that I have the ability to overcome difficult school situations.

Transition Words and Phrases

Agreement / Addition / Similarity

in the first place	again	moreover
not only ... but also	to	as well as
as a matter of fact	and	together with
in like manner	also	of course
in addition	then	likewise
coupled with	equally	comparatively
in the same fashion / way	identically	correspondingly
first, second, third	uniquely	similarly
in the light of	like	furthermore
not to mention	as	additionally
to say nothing of	too	
equally important		
by the same token		

Examples / Support / Emphasis

in other words	notably	in fact
to put it differently	including	in general
for one thing	like	in particular
as an illustration	to be sure	in detail
in this case	namely	to demonstrate
for this reason	chiefly	to emphasize
to put it another way	truly	to repeat
that is to say	indeed	to clarify
with attention to	certainly	to explain
by all means	surely	to enumerate
important to realize	markedly	such as
another key point	especially	for example
first thing to remember	specifically	for instance
most compelling evidence	expressively	to point out
must be remembered	surprisingly	with this in mind
point often overlooked	frequently	
on the negative side	significantly	
on the positives ide		

Effect / Result / Consequence

as a result
under those circumstances
in that case
for this reason
henceforth

Opposition / Limitation / Contradiction

although this may be true
in contrast
different from
of course ..., but
on the other hand
on the contrary
at the same time
in spite of
even so / though
be that as it may
then again
above all
in reality
after all

Cause / Condition / Purpose

in the event that
granted (that)
as / so long as
on (the) condition (that)
for the purpose of
with this intention
with this in mind
in the hope that
to the end that
for fear that
in order to
seeing / being that
in view of

for
thus
because the
then
hence

but
(and) still
unlike
or
(and) yet
while
albeit
besides
as much as
even though

if
... then
unless

when
whenever
since
while

because of
as
since
while
lest

consequently
therefore
thereupon
forthwith
accordingly

although
instead
whereas
despite
conversely
otherwise
however
rather
nevertheless
nonetheless
regardless
notwithstanding

in case
provided that
given that
only / even if
so that
so as to
owing to
due to

inasmuch as

Linking Words - A complete list of Transition Words & Conjunctions also called Cohesive Devices – Connecting Words

Space / Location / Place	in the middle	here	further	as can be seen	after all	overall
	to the left/right	there	beyond	generally speaking	in fact	ordinarily
	in front of	next	nearby	in the final analysis	in summary	usually
	on this side	where	wherever	all things considered	in conclusion	by and large
	in the distance	from	around	as shown above	in short	to sum up
	here and there	over	before	in the long run	in brief	on the whole
	in the foreground	near	alongside	given these points	in essence	in any event
	in the background	above	amid	as has been noted	to summarize	in either case
	in the center of	below	among	in a word	on balance	all in all
	adjacent to	down	beneath	for the most part	altogether	
Time / Chronology / Sequence	opposite to	up	beside	Conjunctions		
		under	behind	than	Comparison	That Rel.Pro. after Time
		between	across	rather than		what
				whether		whatever
				as much as		which
				whereas		whichever
				though	Concession	Who Rel.Adj. once
				although		whoever
				even though		whom
				while		whomever
	at the present time	after	henceforth	if	Condition	whose where Place whenever
	from time to time	later	whenever	only if		how Manner as though
	sooner or later	last	eventually	unless		as if
	at the same time	until	meanwhile	until		because Reason since so that in order (that) why
	up to the present time	till	further	provided that		
	to begin with	since	during	assuming that		
	in due time	then	first, second	even if		
	until now	before	in time	in case (that)		
	as soon as	hence	prior to	lest		
	as long as		forthwith			
	in the meantime	when	straightaway	as . . . as		either . . . or
	in a moment	once		just as . . . so		neither . . . nor
	without delay	about	by the time	both . . . and		what with . . . and
	in the first place	next	whenever	hardly . . . when		whether . . . or
	all of a sudden	now		scarcely . . . when		not only . . . but also
	at this instant	now that				no sooner . . . than
						rather . . . than
	immediately	formerly	instantly			
	quickly	suddenly	presently			
	finally	shortly	occasionally			
				Coordinating	F A N B O Y S	
					For And Nor But Or Yet So	

Model Essay

Failure isn't always the best feeling in the world, but without it people will never grow or find out who they are as a person.

Failure forces people to change if they want to avoid failing again in the same way. In the sixth grade, I felt terrible when I failed science class because I did not turn in my binder. The next year, I knew I needed to change my organizational skills so that I would not fail my even harder junior high classes. I used that fear of repeating my failure as a motivation to change how I approached my school work which allowed me to be more successful.

Failure gives people a chance to find out how they react when in a difficult situation. When I failed my least favorite class, I could have given up, but I knew that would make me a weak person. The fact that I saw the next class as having room for improvement shows that I am an optimistic person who looks on the bright side. That experience taught me that I have the ability to overcome difficult school situations.

Model Essay with Transitions

Failure isn't always the best feeling in the world, but without it people will never grow or find out who they are as a person.

Although it does not feel good, failure is positive because it forces people to change if they want to avoid failing again in the same way. I learned this lesson in the sixth grade when I felt terrible because I failed science class when I did not turn in my binder. The next year, I knew I needed to change my organizational skills so that I would not fail my even harder junior high classes. This experience taught me to use that fear of repeating my failure as a motivation to change how I approached my school work which allowed me to be more successful.

Failure does more than just make people feel bad; it also gives people a chance to find out how they react when in a difficult situation. For instance, when I failed my least favorite class, I could have given up, but I knew that would make me a weak person. Consequently, the fact that I saw the next class as having room for improvement shows that I am an optimistic person who looks on the bright side. Overall, that experience taught me that I have the ability to overcome difficult school situations.

Sample One

Most people see failure as an undesired concept, but it can lead to learning valuable lessons that you may not have otherwise learned. Take doctors for example When they are trying to develop new vaccines, it's guaranteed that they won't get it right on the first try. Doctors often fail when making these new vaccines, but they use thee failures as learning experiences. When they make a mistake in developing a new vaccine, they often learn what they did wrong, eventually developing a successful new vaccine.

Failure can make an person much stronger if they are determined to overcome it. It can motivate individuals or groups of people in become stronger, and help people learn from their mistakes. When looking at failure form a positive perspective, you can become much stronger and more successful than you may have ever believed.

Strengths	Weaknesses

Score _____

Sample Student Essays

Sample Two

Ever heard of that saying: "It doesn't matter if you get knocked down. What does matter is if you are able to get back up." This saying speaks to me and is sure it means a lot to many people. The reason being that nobody is perfect. You will eventually have faults in your life but that should never stop you from succeeding.

In today's society there are challenges and obstacles everywhere. Some are you personal while others can be man made. Neither of them interfier in man's beliefs, goals, or thoughts. Sadly, failure stops many in their path to success. I believe otherwise. I believe that failure will make your stronger due to the fact that no obstacle can stop you. If you believe that you can achieve that's the way of the world just because someone is better smarter, or stronger dosen't mean you can't get there yourself. Do you think others were born that way? No. They had many obstacles they had to overcome before getting where they are now.

Failure does make you stronger because on must learn from their mistakes. Any new thing or activity you encounter won't be easy and you certainly won't get it right the first time. After practices and consistensy one will get the hang of it. Patience is key and everyone is more than able to get up again.

Strengths	Weaknesses

Score _____

Sample Student Essays

Sample Three

When people fail they tend to ask the question, Why me? Even when people try their best at something, they are going to fail at some point. Failure isn't always the best feeling in the world, but without it people will never grow or find out who they are as a person.

To begin with, when you fail you grow as a person. For example, when dancers try out for things they don't always make it, but they always grow more as a dancer and as a person. Failures always help people grow as a person they may not realize it at first, but failures help people grow in many ways.

Not only do failures help people grow, but they also help make them become who they are today. For example on a current TV show called "The Middle" one of the main characters is always trying out for different things, but she never makes it. Until one day she tries out for track and makes it. If she would have made the other things she tried out for, then she would have never found out that she loved to run. If you don't fail at things, then you wouldn't be doing the things you love to do today.

Failures help people grow and find out who they are as a person. People always fail for a reason. Without failures then people wouldn't be who they are today.

Strengths

Weaknesses

Score _____

Sample Student Essays

Sample Four

can failure make you stonger? maybe it could maybe it can not that only if you belive its true if it can make you stronger or not. If you fail how does it make you feel, think about it, do you feel like it change something in your life or not that your thought. Failure to me is that if I Lose or did something you regret then your going to have that regret with you and everwhere you go. Tell yourself I know I did this and it made me a failure but i know it can make me stonger cause you live and you from your mistakes and you know now not to do it anymore. Faliure is everyday for everybody cause no is perfect they all made mistakes and we live with it cause that way of life. Everytime you fall get back up rise the greatest thing is the glory just look and see there nothing bad of failure. if you have a lot of your failure and you want to let it out but you don't know who or how to do it but you scared to tell your friends or family tell them i should understand cause failure does happen even if you try your hardest not to have failure but it does And the question asking can failure make you stronger? that your opioipn and you answer to ask and to tell yourself don't tell somebody if im a failure dont listen to them cause there not you and your not them to decised if you are or not. You tell yourself im not.im not a FAILURE!!!!!!!!!!!!. there times I tell myself if im a failure and I think about real hard you reall have dodles about yourself. Its up to you if you want to be one or not but just no that your always gong to get up on your feet and keep rising cause failure always happens just tell yourself and your friends and family we not failure were all not that the way of life failure is never the answer to tell you if you are

Strengths

Weaknesses

Score _____

Sample Student Essays

Sample Five

Every day, people all around the world dare to try new things and activities. Although the possibility of failing is great, one continues to take the risk, as failure may teach one many valuable life lessons that help create a stronger person. Failure strengthens an individual by teaching one perseverance and humbleness over time.

Failure instills perseverance in one by teaching them to continue on and keep trying, no matter how discouraged they may be. Although it may seem difficult for one to accomplish, many of our nation's greatest leaders have had to learn this trait. For example, Abraham Lincoln ran for a political office numerous times and even though he continuously failed, he persevered and worked even harder the next time. After many crushing defeats, Lincoln was able to turn loss into glory and become the President of the United States.

Failure also teaches one to be humble enough to recognize their own mistakes. When trying a new activity or skill, mistakes are common and often result in a failure of some kind. In realizing that one's self has made an error, one can work to correct it and fix the problem at hand; aiding the individual in success. This valuable lesson strengthens a person by giving them the ability to improve their self through humbly accepting their mistakes and transforming them into greatness instead of allowing defeat.

Furthermore, failure does strengthen an individual by teaching life lessons such as perseverance and humbleness. Together, the two work to fix mistakes and teach that one can never give up. These lessons taught by failure are imperative for success in any task that one may face. Fittingly, a wise man once said, "Without failure, how could one ever truly know success?"

Strengths

Weaknesses

Score _____

Sample Student Essays

Sample Six

The inevitable doom of everyone is failing. It could be any subject or activity, but everyone has failed at something at least once. When anyone fails, it brings a feeling of low self-worth, a lack of motivation, and frustration. Failing early on prepares that person for failing later, when it could be much more important to stay strong.

As an individual continues to fail more and more, he or she becomes less afraid of failing. Those people retain in their confidence after possibly embarrassing themselves. That person will continue to take risks and practice until they become more successful. One of my friends used to be very scared of public speaking. As a result, his mother forces him to practice speech nearly everyday and made him take classes where he would have to speak in front of his class. Very many times he chickened out during half his speech but the day came where he was no longer afraid of failing in front of his class. Through taking risks, practicing, and removing a fear of failing, my friend was able to succeed.

As well as having no fear of failing, when a person fails early on it prepares them to not fail when it is more important. As the president, would it be worse to fail while practicing a speech in front of his family or while giving a speech to a large crowd? It would be better for him to try and take as many risks as possible while practicing, and making sure he would not mess up in an important speech. Failure come often, yet it is better to fail many times and not fail when it matters most.

Failures are impossible to dodge, so getting used to failing is necessary. Someone who has failed many times and succeeded is stronger and more prepared for the more important events. .

Strengths	Weaknesses

Score _____

Sample Student Essays

Sample Seven

People have always failed. Whether it may be an assignment in high school, a relationship in college, or a first job, someone will always fail at something. But learning from those mishaps is what drives people to succeed, and their failure can be what makes them stronger.

If no one ever made any mistakes, no one would ever learn. People would not strive for progress because they would already be correct about everything. It is because there are failures, people succeed. Thomas Ediason failed many times before he created a functioning lightbulb. Today, there are lightbulbs in every country, in many schools, buildings and homes. Because of his failures, Edison was only more determined to create light. Had he given up after the first try, people might still be living in the dark.

The constant fight to be better, to succeed, is what keeps people rising from their failures. Everytime someone fails, their skin gets thicker, and if they are motivated enough, they keep trying. Take a recovering alcoholic, for example. If he or she is motivated enough, they will keep trying to get off their addiction. Of course, they will fail a few times, but they will keep trying. Eventually, their lives will get better, and at the end of it, they will have become a stronger person due to their experiences. At some point or another, everyone fails at something. This is simply a part of life. Of being a human being. Their failure can make them stronger or weaker, but that depends on their own actions and motivation.

Strengths

Weaknesses

Score _____

Sample Student Essays

Sample Eight

Failure can strengthen a person, because as a human you will make mistakes and should learn from them. If you don't make mistakes then you are considered perfect and I quote, "Not all things are possible through man, but through God all things are possible." Quoted from the new testament.

What that means is that if you do not follow God then you are considered through man, but if you do follow Him then you are considered through God. If you are a follower of Christ then you can do all things weather or not you succeed or fail is up to you.

Another thing is that if you don't learn to fail, then how will you take it when you fail later on in your life. Some people take it to far and think it is a sign from the heavens saying it mean that you failed life.

Just to remember, no human is perfect and failure will only teach you if you let it. now you can't let it control you and become this big lazy slob and mess up your future. Further on to that you must believe that accidents happen and you will slip up sometimes everybody does.

To conclude this, yes, I believe that failure can make you stronger.

Strengths	Weaknesses

Score _____

Sample Student Essay

Sample Nine

Every person have a weekness on anything. They try so hard to do it and give up so much time for them so give out the information, and show how bad they want it or need it. Lawers have the same i belive they do so hard on there job and try so hard to success for what they realt want for there claiet. Althrought they if they don't win it they failed and especialy if you have never failed a case that could be he weekness also to a sport perfional can happen the same thing you know.

Sport people can also fail for example Michel Joedan he one of the best basketball players he have his carrear on track he sheals shoes and his one of the best baskeball players he dose his best and when he fails he don't but him self dopwn he keep his head up high then never and tryes again until he can do it.

I don't belive people can put htem self down really low just beacause they didn't do it right they can try harder and better than anything like realy don't but your self down for something stupid.

Strengths

Weaknesses

• Score _____

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
SPRING 2014
ENGLISH I - WRITTEN COMPOSITION

NAME:
DOB:
PEIMS ID:

Written Composition Score:

When most people hear the word "failure", they immediately associate it with negative events or occurrences. Failure isn't typically perceived as a good thing, but it can actually strengthen a person. Failure can make a person stronger by teaching them valuable lessons and motivating them to keep trying to achieve a goal.

cause and effect thesis

development Most people see failure as an undesired concept, but it can lead to learning valuable lessons that you may not have otherwise learned. Take doctors, for example. When they are trying to develop new vaccines, it's guaranteed that they won't get it right on the first try. Doctors often fail when making these new vaccines, but they use these failures as learning experiences. When they make a mistake in developing a new vaccine, they often learn what they did wrong, eventually developing a successful new vaccine.

repetitive - be careful

specific example

- transition

- transition

transition Similar to how doctors can use failure as a learning experience, people can also utilize failure as motivation to achieve a goal. The other day in the weight room, an unathletic girl was attempting to do six reps with two twenty-pound dumbbells, but couldn't seem to do it. In spite of her efforts, she kept failing over and over again. She eventually became so motivated by all her failed attempts, that she started doing reps and didn't stop until she reached her goal of six. After being successful, she was so proud that she was able to use her failure to make herself stronger.

Somewhat repetitive
Specific example

Failure can make a person much stronger if they are determined to overcome it. It can motivate individuals or groups of people to become stronger, and help people learn from their mistakes. When looking at failure from a positive perspective, you can become much stronger and more successful than you may have ever believed.

- repetitive

goes to life lesson, though vague somewhat

Strengths:

- Specific and thoughtful thesis that clearly focuses the discussion
- Abundant transitions
- effective development of 2 specific examples
- thinking clearly connected to each other and thesis
- vocabulary and depth of thought mostly sophisticated

Weaknesses:

- Spelling errors
- Some repetition
- transitions become formulaic
- discussion could be taken deeper

= 3

All comments, highlights, notes, and ideas are by Laura West at Round Rock High School, RRISD

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
SPRING 2014
ENGLISH I - WRITTEN COMPOSITION

NAME:
DOB:
PEIMS ID:

Written Composition Score:

Ever heard of that saying: "It ~~doesn't~~ matter if you get knocked down. What does matter is if you are able to get back up." This saying speaks to me and ~~is~~ sure it means a lot to many people. The reason being that nobody is perfect. You will eventually have faults in your life but that should never stop you from ~~succeeding~~.

- Clear, yet superficial thesis

Loosely
connected
to thesis

In today's society there are challenges and obstacles everywhere. Some are you ~~personal~~ while others can be man made. ~~Neither~~ of them can ~~interfere~~ in a man's beliefs, goals, or thoughts. Sadly, failure stops many in their path to success. I believe otherwise. ~~I believe that failure will make you stronger due to the fact that no obstacle can stop you. If you believe that you can achieve, that's the way of the world. Just because someone is better, smarter, or stronger doesn't mean you can't get there yourself. Do you think others were born that way? No. They had many obstacles they had to overcome before getting where they are now.~~

development
rhetorical
question

intellectual thought

general
example

~~Failure does make you stronger because one must learn from their mistakes. Any new thing or activity you encounter won't be easy and you certainly won't get it right the first time. After practices and consistency, one will get the hang of it. Patience is key and everyone is more than able to get up again.~~

general
example

Strengths:

- 1 focus w/ clear thesis
- Some development of idea
- Some depth of thought
- rhetorical question considered sophisticated strategy
- Some strong vocabulary

Weaknesses:

- misspellings
- No specific example
- Lacking transitions
- Not all ideas connected back to thesis

= 2

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

SPRING 2014

ENGLISH I - WRITTEN COMPOSITION

NAME:

DOB:

PEIMS ID:

Written Composition Score:

When people fail they tend to ask the question, Why me? Even when people try their best at something, they are going to fail at some point. Failure isn't always the best feeling in the world, but without it people will never grow or find out who they are as a person. Clear thesis

To begin with, when you fail you grow as a person. For example, when dancers try out for things they don't always make it, but they always grow more as a dancer and as a person. Failures always help people grow as a person, they may not realize it at first, but failures help people grow in many ways. } vague } repetitive

Not only do failures help people grow, but they also help make them become who they are today. For example, on a current TV show called "The Middle" one of the main characters is always trying out for different things, but she never makes it. Until one day she tries out for track and makes it. If she would have made the other things she tried out for, then she would have never found out that she loved to run. If you don't fail at things, then you wouldn't be doing the things you love to do today. development } interesting thought

Failures help people grow and find out who they are as a person. People always fail for a reason. Without failures then people wouldn't be who they are today. repetitive

Strengths:

- Clear thesis
- 2 specific examples
- Some depth of thought
- Some transitions
- Few errors

Weaknesses:

- Vague or superficial thinking
- Limited development
- Repetition
- Simple vocabulary

= 2

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
SPRING 2014
ENGLISH I - WRITTEN COMPOSITION

NAME:
DOB:
PEIMS ID:

Written Composition Score:

ackward

Can failure make you stonger? maybe it could maybe it can not that only if you belive its true if it can make you stonger or not. If you fail how does it make you feel. think about it do you feel like it change something in your life or not that your thought. Failure to me is that if i lose or did something you regret then your going to have that regret with you and everywhere you go Tell yourself i know i did this and it made me a failure but i know it can make me stonger cause you live and you from your mistakes and you know now not to do it anymore. Failure is everyday for everybody cause no is perfect they all made mistakes and we live with it cause that way of life. Everytime you fall get back up rise the greatetst thing is the glory just look and see there nothing bad of failure. if you have alot of your failure and you want to let it out but you dont know who or how to do it but you scared to tell your friends or family tell them i should understand cause failure does happen even if you try your hardest not to have failure but it does And the question asking can failure make you stonger? that your opinon and you answer to ask and to tell yourself dont tell somebody if im a failure dont listen to them cause there not you and your not them to decided if you are or not. You tell yourself im not, im not a FAILURE!!!!!!!!!!!! there times i tell myself if im a failure and i think about real hard you reall have dodles about yourself. Its up to you if you want to be one or not, but just no that your always going to get up on your feet and keep rising cause failure always happens just tell yourself and your friends and family we not failure were all not that the way of life failure is never the answer to tell you if you are

Strengths:

- Consist idea throughout
- thoughtful perspective about failure

Weaknesses:

- spelling & capitalization
- use of periods and necessary punctuation
- No development of idea
- No specific example
- Vague or simple vocabulary mostly

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

SPRING 2014

ENGLISH I - WRITTEN COMPOSITION

NAME:

DOB:

PEIMS ID:

Written Composition Score:

Every day, people all around the world dare to try new things and activities. Although the possibility of failing is great, one continues to take the risk, as failure may teach one many valuable life lessons that help create a stronger person. Failure strengthens an individual by teaching one perseverance and humbleness over time.

Failure instills perseverance in one by teaching them to continue on and keep trying, no matter how discouraged they may be. Although it may seem difficult for one to accomplish, many of our nation's greatest leaders have had to learn this trait. For example, Abraham Lincoln ran for a political office numerous times, and even though he continuously failed, he persevered and worked even harder the next time. After many crushing defeats, Lincoln was able to turn loss into glory and become the President of the United States.

Failure also teaches one to be humble enough to recognize their own mistakes. When trying a new activity or skill, mistakes are common and often result in a failure of some kind. In realizing that one's self has made an error, one can work to correct it and fix the problem at hand, aiding the individual in success. This valuable lesson strengthens a person by giving them the ability to improve their self, through humbly accepting their mistakes and transforming them into greatness, instead of allowing defeat.

Futhermore, failure does strengthen an individual by teaching life lessons such as perserverance and humbleness. Together, the two work to fix mistakes and teach that one can never give up. These lessons taught by failure are imperative for success in any task that one may face. Fittingly, a wise man once said, "Without failure, how could one ever truly know success?"

Strengths:

- Vocabulary
- Flow of Syntax
- Transitioning feels Natural
- Concise yet developed into sophisticated thinking

Weaknesses:

- General example
- repetitive conclusion
- moments of wordiness / superficial wording

= 4

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
SPRING 2014
ENGLISH I - WRITTEN COMPOSITION

NAME:
DOB:
PEIMS ID:

Written Composition Score:

The inevitable doom of everyone is failing. It could be any subject or activity, but everyone has failed at something at least once. When anyone fails, it brings a feeling of low self-worth, a lack of motivation, and frustration. Failing early on prepares that person for failing later, when it could be much more important to stay strong.

Abstract ideas

As an individual continues to fail more and more, he or she becomes less afraid of failing. Those people retain their confidence after possibly embarrassing themselves. That person will continue to take risks and practice until they become more successful. One of my friends used to be very scared of public speaking. As a result, his mother forced him to practice speech nearly everyday and made him take classes where he would have to speak in front of his class. Very many times he chickened out during half his speech but the day came where he was no longer afraid of failing in front of his class. Through taking risks, practicing, and removing a fear of failing, my friend was able to succeed.

specific that develops thesis

specific example
discussion
result
= development

As well as having no fear of failing, when a person fails early on it prepares them to not fail when it is more important. As the president, would it be worse to fail while practicing a speech in front of his family or while giving a speech to a large crowd? It would be better for him to try and take as many risks as possible while practicing, and making sure he would not mess up in an important speech. Failures come often, yet it is better to fail many times and not fail when it matters most.

rhetorical question
specific example

Failures are impossible to dodge, so getting used to failing is necessary. Someone who has failed many times and succeeded is stronger and more prepared for the more important events.

Strengths:

- concise
 - sophisticated position
 - tightly developed specific example
 - precise vocabulary
 - appropriate and topic based transitions
- = Attainable 4

weaker conclusion

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
SPRING 2014
ENGLISH I - WRITTEN COMPOSITION

NAME:

DOB:

PEIMS ID:

Written Composition Score

People have always failed. Whether it may be an assignment in high school, a relationship in college, or a first job, someone will always fail at something. But learning from those mishaps is what drives

people to succeed, and their failure can be what makes them stronger.

If no one ever made any mistakes, no one would ever learn. People would not strive for progress because they would already be correct about everything. It is because there are failures, people

succeed. Thomas Edison failed many times before he created a functioning lightbulb. Today, there are lightbulbs in every country, in many schools, buildings and homes. Because of his failures Edison was only more determined to create light. Had he given up after the first try, people might still be living in the dark.

The constant fight to be better, to succeed, is what keeps people rising from their failures. Everytime someone fails, their skin gets thicker, and if they are motivated enough, they keep trying. Take a recovering alcoholic, for example. If he or she is motivated enough, they will keep trying to get off their addiction. Of course they will fail a few times, but they will keep trying. Eventually their lives will get better, and at the end of it, they will have become a stronger person due to their experiences.

At some point or another, everyone fails at something. This is simply a part of life. Of being a human being. Their failure can make them stronger or weaker, but that depends on their own actions and motivation.

Gets to a new idea that is related.

Weaknesses:

- Omission of transitions
- Thinking is sometimes imprecise yet not superficial

Strengths:

- Everything clearly connects to the thesis
 - Thinking and specific examples are developed to create a discussion that proves the thesis
 - Abstract vocabulary used for key points
- = Typical 3

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
SPRING 2014
ENGLISH I - WRITTEN COMPOSITION

NAME: .

DOB

Written Composition Score

PEIMS ID:

No

deduction

for format

but

creates

confusion

limiting

understanding

Clear position

Specific reason

Failure can strengthen a person, because as a human you will make mistakes and should learn from

them. If you don't make mistakes then you are considered perfect and I quote, "Not all things are

possible through man, but through God all things are possible." Quoted from the new testament.

→ Spacing

What that means is that if you do not follow God then you are considered through man, but if you do

follow Him then you are considered through God. If you are a follower of Christ then you can do all things

weather or not you succeed or fail is up to you.

Another thing is that if you don't learn to fail, then how will you take it when you fail later on in your life.

Some people take it too far and think it is a sign from the heavens saying it means that you failed life.

Just to remember, no human is perfect and failure will only teach you if you let it. now you can't let it

control you and become this big lazy slob and mess up your future. Further on to that you must believe

that accidents happen and you will slip up sometimes everybody does.

To conclude this, yes I believe that failure can make you stronger.

relevance?

How does this relate to the thesis?

good development of idea

Good development of idea

Strengths:

- Solid thesis
- Some development
- Some transitions

Weaknesses:

- God example the only specific example AND it is loosely connected
- Mixture of superficial and abstract thinking

= Solid 2

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
SPRING 2014
ENGLISH I - WRITTEN COMPOSITION

NAME:

DOB:

PEIMS ID:

Written Composition Score:

A thesis is present.

Every person have a weekness on anything. They try so hard to do it and give up so much time for them so give out the information ,and show how bad they want it or need it. Lawers have the same i belive they do so hard on there job and try so hard to succes for what they reallt want for there claiet. Allthrough they if they dont win it they failed and especially if you haved never failed a case that could be he weekness also to a sport perional can hapen the same thing you know.

Sport people can also fall for example Michel Jordan he one of the best basketball players he have his career on track he steals shoes and his one of the best baskeball players he dose his best and when he falls he dont but him self dopwn he keep his head up high then never and tries again until he can do it.

I dont belive people can put them self down really low just beacause they didnt do it right they can try harder and better than anything like really dont but your self down for something stupid.

- has specific examples
- gives result of examples
- Tries to use a transition word

Score

- Would have been a 2 because of limited development and superficial and vague thinking
- However, errors drops it to a 1.

Name: _____

Thoughtfulness Exit Ticket

What were two things that the writers did well?

What could these writers have done differently to improve their essays?

What did you learn from looking at these essays? How will today's activity help you improve your writing?

Name: _____

Thoughtfulness Exit Ticket

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What could these writers have done differently to improve their essays?

What did you learn from looking at these essays? How will today's activity help you improve your writing?

Former STAAR EOC Prompts

Expository

Write an essay explaining whether failure can strengthen a person. April 2014 (English 1)

Write an essay explaining why it is sometimes necessary to take a chance. April 2013 (English 1)

Write an essay explaining the effect of one new technology on people's lives. April 2012 (English 1)

Write an essay explaining whether people should be more concerned about others than about themselves. April 2011 (English 1)

Write an essay explaining the importance of getting to know people before forming an opinion about them. April 2013 (English 2)

Write an essay explaining whether a person must always be acknowledged in order to have accomplished something. April 2011 (English 2)

Persuasive

Write an essay stating your position on whether learning always has a positive effect on a person's life. April 2014 (English 2)

Write an essay stating your position on whether it is better to live in a large city or in a small town. April 2013 (English 2)

Write an essay stating your position on which is more important: what a person thinks or what a person does. April 2011 (English 2)

Write an essay stating your position on whether you believe that we live in an information age or an interruption age. April 2011 (English 3)

Write an essay stating your opinion on which is more beneficial—spending time with others or spending time alone. April 2013 (English 3)

SQOOCH!

S: Say Something SINCERE and SPECIFIC. Find something you honestly like about this piece of writing, and give the author a sincere, honest compliment. Every writing effort has something worth praising. Use the person's name as you deliver this compliment with eye contact and a sincere expression. Others can agree and add their own compliment. Then move on to helpful criticism.

Q: ask QUESTIONS to help develop the content. Try to see things in a new way, or ask for more elaboration, places where additional detail could give you a clearer picture. Don't get sidetracked into talking about the writer's life experience, but let him or her know what parts of the essay are interesting and worth adding to.

O: Organize: Can you identify the author's thesis statement? Underline what you think is the thesis as you read. Does it tell the topic + "so what"? Does it fit with the rest of the essay? Then look at the Topic Sentences (usually the first sentence of each paragraph): do they each support the thesis? Are there any paragraphs longer than half a page or that have too many different ideas in them? You can try to make a brief outline of the "flow" of ideas as you understood them: sometimes it is hard for the writer to organize the content because they are too "close" to the topic.

O: Optimize: Help the writer get the best possible grade on the paper. Does the essay fit the assignment? Is it long enough? Try to think like the teacher and make at least 3 specific suggestions that you think will help the writing get a better grade.

C: Clarify: put a squiggly mark under any sentences that don't sound clear to you or where you don't know what the writer means. Don't try to correct them, let the writer work it out. Writer's workshop is NOT for proofreading, unless the writer asks for specific help with a specific problem, such as "I know I make a lot of run-togethers, did you notice any?" Do NOT proofread the writer's paper, but do let him or her know if any sentences need work.

H: The "Heel:" help the writer improve the introduction and conclusion of the essay. Did the author end using a piece of figurative language? Does it add meaning to the rest of the essay? Is there a new idea presented in the conclusion that builds on the rest of the essay?

Peer Feedback Sentence Stems

Acknowledgement and Praise:

I like what you say here because...

I never thought about _____ this way before...

Your point about _____ made me think about....

This is a great example because...

I can see that this topic is really important to you...

This part made me (laugh/feel sad/think about my own life a new way)...

Breaking the News of a Problem in the Essay:

I noticed that....

I wonder if....

My sense is that...

I might be off here, but I think you're saying that....

I felt a little lost in this part....

I was a little confused about....but it seems like what you're trying to say is....

Communicating Criticism:

Hmm. I just want to make sure I get what this part means. Are you saying....

Okay! Now I see what you're getting at. Maybe if you said _____ first / or moved this part here...

I like what you say about _____, but an example might make the point more clearly. What about....?

Even though it's true that _____, you might want to keep in mind that....

I see your argument, but what if someone thought that.... (Devil's Advocate)

Checking the Assignment:

I think it's important for this assignment to talk about....

You know how picky Ms. Aylesworth is about thesis statements/topic sentences/citations/whatever....

Do you think it needs to be longer?

You might want to talk to Ms. Aylesworth about your topic, it seems a little different than what the prompt said.

The assignment said _____, but what you've done is more like _____

One way to make this a 4 paper would be to....

On my last paper, the teacher suggested that I _____, and maybe that would work for you here.

Peer Feedback Session: The “Tunette” Protocol

Roles: Presenter, Participants, Time keeper

Structure: Triads

Determine a timekeeper for each group and decide who will present first

You don’t need to use the full time for any given step, but you cannot go over time.

1. Presentation to the group (5 minutes)

Presenter reads aloud his or her essay. He or she points out areas where he or she is having trouble and would like help.

2. Examination of work (4 minutes)

Participants have a few minutes to quietly look at the work.

3. Warm Feedback (2 minutes)

Presenter is silent and takes notes while participants identify strengths of the unit in rounds

4. Cool Feedback (2 minutes)

Presenter is silent and takes notes while participants identify areas for continued growth in rounds.

5. Suggestion Round (4 minutes)

Presenter silently takes notes as presenters provide suggestions.

One thing the presenter might consider/try/do

What if the presenter

I would

6. Presenter Reflection (2 minutes)

Presenter reflects on what he or she is now thinking and where he or she might go next with the essay.

Repeat steps 1-6 for remaining participants in triad.

This process is a modified version of a protocol used at Trinity University’s Summer Curriculum Writing Institute.

Name: _____

Peer Feedback Debrief

Please be honest in your answers as it will help me plan in the future.

How I feel when I receive feedback on my own writing	How I feel when I give feedback on someone else's writing

What type of feedback helps me revise my writing	What type of feedback does not help me revise my writing

Questions taken from http://www.sadlier-oxford.com/prof_development/peerreviewchin.cfm?page=0

On a scale of 1Ⓢ to 10Ⓢ, how helpful were today's feedback sessions? Please explain.

Name: _____

Reviewer's Name: _____

Revision Worksheet

Read the essay TWICE. Then respond to the following questions using the back of the paper as necessary. Your comments should be specific and complete as possible. When commenting on a classmate's paper, your objective is to point out solvable problems to make the essay better organized, smoother and more focused. Comments should not be personally critical; whether you agree or disagree with the writer's ideas or positions, your job is to see that they are expressed more clearly.

1. What appears to be the thesis of the essay?

2. Is the thesis stated in such a way that you can tell clearly what the writer's big idea is?

3. What is the greatest strength of the essay (could be but is not limited to organization of points, use of examples, very clear main ideas, good use of evidence, etc.)?

4. What is its greatest weakness? How might the writer address this problem?

5. How is evidence (examples) used to support points? Is there adequate support? Is the significance of examples or quotes clearly enough stated?

6. Are the paragraphs organized in a logical fashion? Do you lose track of the organization of ideas at any time? Where and how?

7. Does the writing itself seem unclear, vague, too sparse, too wordy, too pompous? Are there grammar spelling, or punctuation problems? Indicate those problems on the essay itself and describe the problem here.

Name: _____

Essay Revision Exit Ticket

1. Look over the entire rubric. What do you already do well?
2. What do you need to work on in your writing in order to bring up your score?
3. What would you like the teacher to cover? Where do you need more help?

Name: _____

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The Complete Sentence

Adapted from <http://www.chompchomp.com/terms/completesentence.htm>

Recognize a complete sentence

A complete sentence has the follow characteristics:

- An independent subject
- An independent verb
- Is a complete thought that can stand on its own.

Examples

The banana rotting at the bottom of Jimmy's book bag **has soaked** his biology notes with ooze.

Did you notice the cricket swimming in your cup of tea?

I cannot believe that you tried one of those disgusting chocolate-broccoli muffins!

Mix it up!

If a main clause exists in a sentence, you can attach whatever sentence elements you need. **A bumblebee flew into Peter's open mouth.** (complete sentence)

Buzzing around the picnic table, **a bumblebee flew into Peter's open mouth.**

A bumblebee flew into Peter's open mouth, stinging the poor boy's tongue, which swelled up as big and as blue as an eggplant.

Because it smelled the peach-flavored bubble gum, **a bumblebee flew into Peter's open mouth.**

Avoid an accidental fragment.

Sometimes you might begin a group of words with a capital letter, then conclude with an end mark, but forget to insert a main clause anywhere in the mix. When this happens, you have written a fragment, a major error in writing. Read the examples that follow:

Because hungry sharks flashed on the surface of the waves.

Problem: _____

Write a complete sentence below:

Spilling the hot spaghetti sauce all over his new suede shoes.

Problem: _____

Write a complete sentence below:

Peeked into the room, risking the wrath of Ms. Aylesworth.

Problem: _____

Write a complete sentence below:

12* Rules For Using Commas Without Looking Like An Idiot

Christina Sterbenz

Published in Business Insider, September 2013

*Edited for length

1. Use a comma before any coordinating conjunction (and, but, for, or, nor, so, yet) that links two independent clauses.

Example: "I went running, and I saw a duck."

You may need to learn a few grammatical terms to understand this one.

An independent clause is a unit of grammatical organization that includes both a subject and verb and can stand on its own as a sentence. In the previous example, "I went running" and "I saw a duck" are both independent clauses, and "and" is the coordinating conjunction that connects them. Consequently, we insert a comma.

If we were to eliminate the second "I" from that example, the second clause would lack a subject, making it not a clause at all. In that case, it would no longer need a comma: "I went running and saw a duck."

You try: _____

2. Use a comma after a dependent clause that starts a sentence.

Example: "When I went running, I saw a duck."

A dependent clause is a grammatical unit that contains both subject and verb but cannot stand on its own, like "When I went running ..."

Commas always follow these clauses at the start of a sentence. If a dependent clause ends the sentence, however, it no longer requires a comma. Only use a comma to separate a dependent clause at the end of a sentence for added emphasis, usually when negation occurs.

You try: _____

3. Use commas to offset appositives from the rest of the sentence.

Appositives act as synonyms for a juxtaposed word or phrase. For example, "While running, I saw a mallard, a kind of duck." "A kind of duck" is the appositive, which gives more information about "a mallard."

If the appositive occurs in the middle of the sentence, both sides of the phrase need a comma. As in, "A mallard, a kind of duck, attacked me."

Don't let the length of an appositive scare you. As long as the phrase somehow gives more information about its predecessor, you usually need a comma.

"A mallard, the kind of duck I saw when I went running, attacked me."

You try: _____

4. Use commas to separate items in a series.

For example, "I saw a duck, a magician, and a liquor store when I went running."

You try: _____

5. Use a comma after introductory adverbs.

"Finally, I went running."

"Unsurprisingly, I saw a duck when I went running."

You try: _____

6. Use a comma when attributing quotes.

If attribution comes before the quote, place the comma outside the quotations marks. The runner said, "I saw a duck."

If attribution comes after the quote, put the comma inside the quotation marks. "I saw a duck," said the runner.

7. Use a comma to separate each element in an address. Also use a comma after a city-state combination within a sentence.

"I work at 257 Park Ave. South, New York, N.Y. 10010."

"Cleveland, Ohio, is a great city."

You try: _____

8. Also use a comma to separate the elements in a full date (weekday, month and day, and year). Also separate a combination of those elements from the rest of the sentence with commas.

"March 15, 2013, was a strange day." Even if you add a weekday, keep the comma after "2013."

"Friday, March 15, 2013, was a strange day."

"Friday, March 15, was a strange day."

You don't need to add a comma when the sentence mentions only the month and year.

"March 2013 was a strange month."

You try: _____

9. Use a comma when the first word of the sentence is freestanding "yes" or "no."

"Yes, I saw a duck when I went running."

"No, the duck didn't bite me."

You try: _____

10. Use a comma when directly addressing someone or something in a sentence.

My editor often asks, "Christina, is that article up yet?"

You try: _____

11. Use a comma between two adjectives that modify the same noun.

For example: "I saw the big, mean duck when I went running."

You try: _____

12. Use commas before every sequence of three numbers when writing a number larger than 999. (Two exceptions are writing years and house numbers.)

For example, 10,000 or 1,304,687.

You try: _____

Performance Task

WRITTEN COMPOSITION: Expository Essay

Read the following quotation.

Poets and playwrights such as Langston Hughes and Lorraine Hansberry discuss the significance of dreams quite often. A dream can be defined as an aspiration or a goal that is sometimes attainable or often unattainable.

Think carefully about the following question.

Why do people go to extremes in order to attain a goal? Why are dreams so valuable to many people?

Write an essay explaining the importance of having a dream or a goal.

Be sure to—

- clearly state your thesis
- organize and develop your ideas effectively
- choose your words carefully
- edit your writing for grammar, mechanics, and spelling

Score Point 1 The essay represents a very limited writing performance.

Organization/Progression

- The organizing structure of the essay is inappropriate to the purpose or the specific demands of the prompt. The writer uses organizational strategies that are only marginally suited to the explanatory task, or they are inappropriate or not evident at all. The absence of a functional organizational structure causes the essay to lack clarity and direction.
- Most ideas are generally related to the topic specified in the prompt, but the thesis statement is missing, unclear, or illogical. The writer may fail to maintain focus on the topic, may include extraneous information, or may shift abruptly from idea to idea, weakening the coherence of the essay.
- The writer's progression of ideas is weak. Repetition or wordiness sometimes causes serious disruptions in the flow of the essay. At other times the lack of transitions and sentence-to-sentence connections causes the writer to present ideas in a random or illogical way, making one or more parts of the essay unclear or difficult to follow.

Development of Ideas

- The development of ideas is weak. The essay is ineffective because the writer uses details and examples that are inappropriate, vague, or insufficient.
- The essay is insubstantial because the writer's response to the prompt is vague or confused. In some cases, the essay as a whole is only weakly linked to the prompt. In other cases, the writer develops the essay in a manner that demonstrates a lack of understanding of the expository writing task.

Use of Language/Conventions

- The writer's word choice may be vague or limited. It reflects little or no awareness of the expository purpose and does not establish a tone appropriate to the task. The word choice may impede the quality and clarity of the essay.
- Sentences are simplistic, awkward, or uncontrolled, significantly limiting the effectiveness of the essay.
- The writer has little or no command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions. Serious and persistent errors create disruptions in the fluency of the writing and sometimes interfere with meaning.

Score Point 2 The essay represents a basic writing performance.

Organization/Progression

- The organizing structure of the essay is evident but may not always be appropriate to the purpose or the specific demands of the prompt. The essay is not always clear because the writer uses organizational strategies that are only somewhat suited to the expository task.
- Most ideas are generally related to the topic specified in the prompt, but the writer's thesis statement is weak or somewhat unclear. The lack of an effective thesis or the writer's inclusion of irrelevant information interferes with the focus and coherence of the essay.
- The writer's progression of ideas is not always logical and controlled. Sometimes repetition or wordiness causes minor disruptions in the flow of the essay. At other times transitions and sentence-to-sentence connections are too perfunctory or weak to support the flow of the essay or show the relationships among ideas.

Development of Ideas

- The development of ideas is minimal. The essay is superficial because the writer uses details and examples that are not always appropriate or are too briefly or partially presented.
- The essay reflects little or no thoughtfulness. The writer's response to the prompt is sometimes formulaic. The writer develops the essay in a manner that demonstrates only a limited understanding of the expository writing task.

Use of Language/Conventions

- The writer's word choice may be general or imprecise. It reflects a basic awareness of the expository purpose but does little to establish a tone appropriate to the task. The word choice may not contribute to the quality and clarity of the essay.
- Sentences are awkward or only somewhat controlled, weakening the effectiveness of the essay.
- The writer demonstrates a partial command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions. Some distracting errors may be evident, at times creating minor disruptions in the fluency or meaning of the writing.

Score Point 3 The essay represents a satisfactory writing performance.

Organization/Progression

- The organizing structure of the essay is, for the most part, appropriate to the purpose and responsive to the specific demands of the prompt. The essay is clear because the writer uses organizational strategies that are adequately suited to the expository task.
- The writer establishes a clear thesis statement. Most ideas are related to the thesis and are focused on the topic specified in the prompt. The essay is coherent, though it may not always be unified due to minor lapses in focus.
- The writer's progression of ideas is generally logical and controlled. For the most part, transitions are meaningful, and sentence-to-sentence connections are sufficient to support the flow of the essay and show the relationships among ideas.

Development of Ideas

- The development of ideas is sufficient because the writer uses details and examples that are specific and appropriate, adding some substance to the essay.
- The essay reflects some thoughtfulness. The writer's response to the prompt is original rather than formulaic. The writer develops the essay in a manner that demonstrates a good understanding of the expository writing task.

Use of Language/Conventions

- The writer's word choice is, for the most part, clear and specific. It reflects an awareness of the expository purpose and establishes a tone appropriate to the task. The word choice usually contributes to the quality and clarity of the essay.
- Sentences are varied and adequately controlled, for the most part contributing to the effectiveness of the essay.
- The writer demonstrates an adequate command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions. Although some errors may be evident, they create few (if any) disruptions in the fluency of the writing, and they do not affect the clarity of the essay.

Score Point 4 The essay represents an accomplished writing performance.

Organization/Progression

- The organizing structure of the essay is clearly appropriate to the purpose and responsive to the specific demands of the prompt. The essay is skillfully crafted because the writer uses organizational strategies that are particularly well suited to the expository task.
- The writer establishes a clear thesis statement. All ideas are strongly related to the thesis and are focused on the topic specified in the prompt. By sustaining this focus, the writer is able to create an essay that is unified and coherent.
- The writer's progression of ideas is logical and well controlled. Meaningful transitions and strong sentence-to-sentence connections enhance the flow of the essay by clearly showing the relationships among ideas, making the writer's train of thought easy to follow.

Development of Ideas

- The development of ideas is effective because the writer uses details and examples that are specific and well chosen, adding substance to the essay.
- The essay is thoughtful and engaging. The writer may choose to use his/her unique experiences or view of the world as a basis for writing or to connect ideas in interesting ways. The writer develops the essay in a manner that demonstrates a thorough understanding of the expository writing task.

Use of Language/Conventions

- The writer's word choice is purposeful and precise. It reflects a keen awareness of the expository purpose and maintains a tone appropriate to the task. The word choice strongly contributes to the quality and clarity of the essay.
- Sentences are purposeful, varied, and well controlled, enhancing the effectiveness of the essay.
- The writer demonstrates a consistent command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions. Although minor errors may be evident, they do not detract from the fluency of the writing or the clarity of the essay. The overall strength of the conventions contributes to the effectiveness of the essay.