2012 FCAT WRITING

GRADE 10 PERSUASIVE
CALIBRATION SCORING GUIDE
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Introduction
The 2012 FCAT Writing Calibration Scoring Guides are examples of student responses provided to help interpret the upcoming changes to Florida’s writing assessment. The FCAT Writing Content Advisory Committee met with the Department in early August to score student responses based on the new scoring criteria and to recommend the types of responses that effectively convey the expectations for 2012 FCAT Writing scoring. The score assigned to each response in the calibration sets and the accompanying annotation illustrate how 2012 scoring decisions will be applied with increased attention to the correct use of standard English conventions and to the quality of details provided in the response. This increased scrutiny is in addition to the consideration of the elements of focus, organization, support, and conventions described in the rubrics. These complete resources will provide the basis for developing a common understanding of the scoring standards.

More information about the holistic scoring method and links to the FCAT Writing rubrics are available at http://fcat.fldoe.org/rubrcpag.asp.

Structure of the Calibration Scoring Guide Sets
The released 2012 FCAT Writing Calibration Scoring Guides for grades 4, 8, and 10 contain examples of student responses and annotations at each score point to illustrate upcoming changes to the scoring of Florida’s writing assessment. Personal information has been removed or fictionalized to protect the identity of the writer.

Additional Resources
A list of Frequently Asked Questions (FAQs) and the 2012 FCAT Writing Exemplar Sets for grades 4, 8, and 10 are also available to help interpret the upcoming changes to Florida’s writing assessment. You may access the Changes to FCAT Writing 2012 and Beyond FAQs and the Exemplar Sets at the Test Development Center’s SharePoint site here: http://sharepoint.leon.k12.fl.us/tdc/external/default.aspx.

You may access the July 5, 2011, Changes to FCAT Writing memorandum from Deputy Commissioner Kris Ellington on the K-12 Assessment–Memoranda and Information page at http://www.fldoe.org/asp/k12memo/k12memo-fcat.asp.

If you have any questions, please contact Renn Edenfield, FCAT/FCAT 2.0 English Language Arts Coordinator, at 850.922.2584, ext. 230 or edenfieldr@leonschools.net.
Definition of Expository Writing

The purpose of expository writing is to inform, clarify, explain, define, or instruct by giving information, explaining why or how, clarifying a process, or defining a concept. Well-written exposition has a clear, central focus developed through a carefully crafted presentation of facts, examples, or definitions that enhance the reader’s understanding. These facts, examples, and definitions are objective and not dependent on emotion, although the writing may be lively, engaging, and reflective of the writer’s underlying commitment to the topic.

Definition of Narrative Writing

The purpose of narrative writing is to recount a personal or fictional experience or to tell a story based on a real or imagined event. In well-written narration, a writer uses insight, creativity, drama, suspense, humor, or fantasy to create a central theme or impression. The details all work together to develop an identifiable story line that is easy to follow and paraphrase.

Definition of Persuasive Writing

The purpose of persuasive writing is to convince the reader to accept a particular point of view or to take a specific action. Anticipating counterargument is important; in fact, the writer may choose to clarify his or her position by refuting counterarguments. The unmistakable purpose of persuasive writing is to convince the reader. In well-written persuasion, the topic or issue is clearly stated and elaborated to indicate understanding and conviction on the part of the writer.
Scoring Method

Holistic Scoring

The scoring method used to score the FCAT Writing essay is called holistic scoring. Trained scorers judge the total piece of writing in terms of predefined criteria. Holistic scoring assumes that the skills that make up the ability to write are closely interrelated. Scorers do not grade the response by enumerating its mechanical, grammatical, or linguistic weaknesses. Scorers for FCAT Writing consider the integration of four writing elements: focus, organization, support, and conventions. This scoring method results in greater attention to the writer’s message, staying closer to what is essential in realistic communication.

Focus refers to how clearly the paper presents and maintains a main idea, theme, or unifying point.
- Papers receiving low scores may contain information that is loosely related and/or extraneous, often presented in a list-like or rambling manner.
- Papers receiving high scores demonstrate a consistent awareness of the topic and avoid loosely related or extraneous information. The theme or unifying point of the response is clearly established and maintained throughout.

Organization refers to the structure or plan of development (sequence, cause and effect, compare and contrast, etc.) and the relationship of one point to another. Organization refers to the use of transitional devices to signal both the relationship of the supporting ideas to the main idea, theme, or unifying point, and the connections between and among sentences.
- Papers receiving low scores may include few or formulaic transitional devices, often misusing those chosen. Order and structure of the response may be somewhat confusing, with illogical placement of information.
- Papers receiving high scores demonstrate an effective organizational pattern, including thoughtful order and structure of information that guide the reader through the text, enhance understanding, and further the writer’s purpose. Strong, well-crafted transitions are logically embedded in the text.

Support refers to the quality of details used to explain, clarify, or define. The quality of the support depends on word choice, specificity, depth, relevance, and thoroughness.
- Papers receiving low scores may contain little, if any, development of support, such as a bare list of events or reasons, or generalities and filler language that fail to clarify meaning.
- Papers receiving high scores generally provide elaborated examples, and the relationship between the supporting ideas and the topic is clear. Sufficient, specific, and relevant details help the reader construct mental images. Precise word choice provides a natural, reasonable, and consistent tone.

Conventions refer to punctuation, capitalization, spelling, usage, and sentence structure.
- Papers receiving low scores may contain frequent or blatant errors in punctuation, capitalization, spelling, and usage and may have little variation in sentence structure. Errors involving conventions in responses with lower scores often detract from the writer’s message and signal lack of attention to commonly accepted rules of standard English.
- Papers receiving high scores generally follow the basic conventions of punctuation, capitalization, spelling, and usage. Various sentence structures and styles add compositional facility and rhythm to the response, allowing emphasis of critical points, and creating interest for the reader.
FCAT Writing Score Points in Rubric: Grade 10

Score 6

The writing is focused and purposeful, and it reflects insight into the writing situation. The organizational pattern provides for a logical progression of ideas. Effective use of transitional devices contributes to a sense of completeness. The development of the support is substantial, specific, relevant, and concrete. The writer shows commitment to and involvement with the subject and may use creative writing strategies. The writing demonstrates a mature command of language with freshness of expression. Sentence structure is varied, and few, if any, convention errors occur in mechanics, usage, punctuation, and spelling.

Score 5

The writing is focused on the topic, and its organizational pattern provides for a logical progression of ideas. Effective use of transitional devices contributes to a sense of completeness. The support is developed through ample use of specific details and examples. The writing demonstrates a mature command of language, and there is variation in sentence structure. The response generally follows the conventions of mechanics, usage, punctuation, and spelling.

Score 4

The writing is focused on the topic and includes few, if any, loosely related ideas. An organizational pattern is apparent, and it is strengthened by the use of transitional devices. The support is consistently developed, but it may lack specificity. Word choice is adequate, and variation in sentence structure is demonstrated. The response generally follows the conventions of mechanics, usage, punctuation, and spelling.

Score 3

The writing is focused but may contain ideas that are loosely connected to the topic. An organizational pattern is demonstrated, but the response may lack a logical progression of ideas. Development of support may be uneven. Word choice is adequate, and some variation in sentence structure is demonstrated. The response generally follows the conventions of mechanics, usage, punctuation, and spelling.

Score 2

The writing addresses the topic but may lose focus by including extraneous or loosely related ideas. The organizational pattern usually includes a beginning, middle, and ending, but these elements may be brief. The development of the support may be erratic and nonspecific, and ideas may be repeated. Word choice may be limited, predictable, or vague. Errors may occur in the basic conventions of sentence structure, mechanics, usage, and punctuation, but commonly used words are usually spelled correctly.
Score 1  The writing addresses the topic but may lose focus by including extraneous or loosely related ideas. The response may have an organizational pattern, but it may lack a sense of completeness or closure. There is little, if any, development of the supporting ideas, and the support may consist of generalizations or fragmentary lists. Limited or inappropriate word choice may obscure meaning. Frequent and blatant errors may occur in the basic conventions of sentence structure, mechanics, usage, and punctuation, and commonly used words may be misspelled.

Unscorable  The paper is unscorable because
- the response is not related to what the prompt requested the student to do;
- the response is simply a rewording of the prompt;
- the response is a copy of a published work;
- the response is a statement of refusal to write;
- the response is written in a foreign language;
- the response is illegible;
- the response is incomprehensible (words are arranged in such a way that no meaning is conveyed);
- the response contains an insufficient amount of writing to determine if the student attempted to address the prompt; or
- the writing folder is blank.
Prompt and Allowable Interpretations
2012 Calibration Scoring Guide

Grade 10 Persuasive Prompt

Writing Situation:
Some state legislators believe that school libraries should not provide Internet access for students.

Directions for Writing:
Think about whether school libraries should provide Internet access for students. Now write to persuade state legislators whether school libraries should provide Internet access for students.

The prompt serves as a stimulus for writing. The purpose of the prompt is to elicit persuasive writing from tenth grade students statewide. Responses are scored when a connection exists between the prompt and the response, but the quality of the writing ultimately determines the score of each response.

Allowable Interpretations

Allowable interpretations describe acceptable ways of responding to the prompt. The allowable interpretations serve as a scoring tool that assists scorers in distinguishing scorable from unscorable responses.

- The student is allowed considerable latitude in his or her interpretation of the prompt; therefore, words contained in the prompt may be broadly defined. A complete misreading of the prompt may be unscorable or result in a lower score. For example, if the student writes about “Interstate accidents” with no reference to “Internet access,” the response will be unscorable because it is off topic.

- The student may cite one or more arguments to convince a general audience or the specified audience, state legislators, to accept his or her opinion and may include positive and/or negative aspects.

- The student may include a position and/or arguments that are based on fact, evidence, or reasonable assumptions, but the information may represent values that are unconventional. The plausibility of the details used, however, affects the overall quality of the response.

- The student may take the position that the decision should be left to others or influenced by other factors, or the student may take another qualified stand to provide an alternative. Providing a clear position with sufficient support, however, promotes the intended persuasive purpose.

- Narration, description, and exposition may “work” if they provide support related to the persuasive prompt.

- The response can be in various formats, including a letter.
The writing in this response attempts to focus on the idea that school libraries should provide Internet access for students, but some of the information is list-like (Teachers have to get internet too. The internet is very essential in schools).

Although a minimal attempt to organize is suggested by the brief introduction followed by a body paragraph that includes a one-sentence conclusion, the insufficient amount of writing does not provide evidence of effective organization.

Development of support consists of bare statements (Teachers have to get internet too) and an extended idea (because sometimes we got project to do and some students doesn’t have computers at home. How we can do Homework and project if we dosen’t have internet in the school libraries. Teachers have to get internet too. The internet is very essential in schools the students can access to their grades. I think that they have to get internet access in those schools immediately.

Sentence structure is awkward, and frequent errors in mechanics, usage, and punctuation are present.
Calibration Paper 2 (page 1 of 1)

The writing in this response addresses the topic with a position in favor of Internet access, but repetitive information weakens the focus.

The skeletal organizational plan includes an introduction and two short body paragraphs. The conclusion includes only one word, thus rendering the already sparse response incomplete.

Development of support is limited and consists of generalizations (The internet is much faster at finding what we exactly need. It provides ideas and everything for projects).

Errors in sentence structure and in the basic conventions of mechanics, usage, and punctuation are present.
Dear State legislators,

The Internet this days is the greatest invention ever, and also the most using program by the students. I think school libraries should provide internet access for students, because the Internet is more faster if you’re doing a research you can discover many different things in less than than rather than the normal way. And Also as everybody can see it they’re to learn when they’re computers as a matter of fact if you have kids you will understand better than everyone else. My point is you should not keep that away from them.

And thank you for paying attention to those words.

The writing in this response minimally addresses the topic, narrowing its position in favor of Internet access (I think school libraries should provide internet access for students) and directly address the audience, “State Legislators.”

This brief response contains little evidence of organization other than the position, some rambling information in the middle, and a vague final sentence (My point is you should not keep that away from them).

Support consists of generalizations (because the internet is more faster if you’re doing a research you can discover many different things in less than 1 hours rather than the normal way). The idea that you can discover many different things is not developed, leaving the generalization unsupported.

Errors in usage (The internet this days is the greatest invention ever, and also the most using program by the students), spelling, capitalization, and sentence structure are present (And Also as everybody can see it they’re to learn when they’re computers as a matter of fact if you have kids you will understand better than everyone else).
The writing in this brief response addresses the topic by taking a position in favor of Internet access.

The attempted organizational pattern includes a number of sentences, which are not indented, each one starting on a new line. This halting format leaves the response without a sense of an organization, although it does contain an introduction and a minimal conclusion. Basic transitions introduce the main supporting ideas.

Development of support includes both an extended idea (Second, we can find information very fast. Reading books takes a long time, but using the Internet is very quickly. Just type the words about the information, you can find all things) and erratic, non-specific information (It has the most information. Although we can find it to read the book, but it has a limit). The lack of organization and awkward phrasing of the support make the content of the response confusing.

Errors in usage and mechanics sometimes impede understanding (It is contradiction to stop to use the Internet — because they abuse it. It is not correct for any reason).
My opinion on whether school libraries should provide Internet access for students is important. First, the Internet can help students with projects as well as studying for an exam. Next, the Internet can help students look for a book so they can read and it will also be faster than waiting in line for the receptionist to tell you where the book is located. In conclusion, I believe that students would do better in school with Internet access because of the society that we live in now. Technology is everything especially with teens. I think that students would learn better also faster with Internet rather than reading a book and memorizing line by line. With Internet you can have the computer read what you have to study and the student can also record what the computer is telling the student and it is easier to memorize. It even shows pictures which that helps the students who are visual learners like myself. For me it is easier to look at than to hear it over and over. That's why I use the Internet because I understand what I am studying even more. The Internet is a phenomenal device the Internet may help students but it also helps teachers. Those are my reasons why I think Internet access should be provided in the school libraries.
Calibration Paper 5 (page 2 of 2)

- The writing in this response addresses the topic, with a position in favor of Internet access (*In conclusion, I believe that students would do better in school with Internet access*).

- An organizational pattern is attempted, though the lack of paragraphing makes it difficult to follow. Within the response, the organizational plan includes a somewhat confusing introduction due to transitions that usually signal body paragraphs (*First, Next, In conclusion*), some supporting ideas, and a rudimentary closing statement (*Those are my reasons why I think Internet access should be provided in the school libraries*).

- While development of support includes an extension (*It even shows pictures which helps the students who are visual learners like myself. For me it is easier to look at than to hear it over and over that’s why I use the Internet because I understand what I am studying even more*), rambling ideas are also present.

- Some errors occur in the basic conventions of sentence structure, mechanics, usage, and punctuation (*Technology is everything especially with teens I think that students would learn better also faster with Internet rather than reading a book and memorizing line by line*).
Some state legislators believe that school libraries should not provide internet access for students. Well, that's what the legislator believes, me I think schools should have internet access, and here are my reasons.

First, we need school libraries with internet access to do some of our homework. To help look up information faster. Some students can't afford a computer or internet access so they need the school library so they can get their work done or look up information. It's convenient to have internet access in a school library because you can get your work done quicker if you're looking up information in the library, get internet and book to help you.

Secondly, it is very difficult to look up information in a library without internet access because there are thousands of books on different subjects. It can be hard to find the information you need. And it would take a lot longer than if you had internet. You can look up information in a blink of an eye (depends on what type of computer and internet access), with internet, with internet at school library it sometimes is difficult to get your work done on
The student addresses the topic with a position favoring Internet access (*me I think schools should have internet access*).

The formulaic organizational plan includes an introduction, three rambling body paragraphs, and a conclusion. The student uses basic transitions at the start of each body paragraph (*First, Secondly, Third*), but the information in each paragraph lacks a logical progression.

Development of support includes some extended ideas (*And it would take a lot, longer Than it would Have if you had internet. you can look un information in a Blink of an eye . . . with internet*) and some repetitive information.

Frequent errors in the basic conventions of sentence structure, mechanics, usage, punctuation, and spelling detract from the meaning.
Well I disagree. I think that libraries should provide Internet access for students. OK let’s just say they do take it away. Internet access. That is we would have books. Yea, but how do we do research, projects, and find the best books without the Internet. OK, you can research but what about projects, and the best books.

Projects are a big part of high school and almost every teacher gives at least 20 a year and they are worth half of your grade average. We all know that they never give us any time in class to work on the projects. So where do we go? To the library to find information and pictures on the Internet. If we didn’t have those resources, what would we do? Not everyone has or can afford a computer.

Research is extremely hard and very time consuming to use books. But when you have Internet, you can google what you are looking for and it be there in 2 mill seconds. So I agree to what they are trying to do. Nope not one bit.

Books, books, books, are great to have, but it is always hard to find a book you are interested in or you don’t have the time to go to the library and find the book. So where do we go and find books that tell you what there about, Internet or the library, order it online, and pick it up later and pay with a credit card. It takes a few clicks and your done. You see why it would be absurd? I do take away Internet at libraries.

In conclusion that state legislators believe that school libraries should not provide Internet access for students is wrong. We should challenge this in the Supreme Court. I will try my fellow student with all my powers to stop these people from taking your Internet freedom from us. Thank you and good night.
The writing in this response is focused on the topic, establishing a position in favor of Internet access. The introduction, however, relies on the reader’s familiarity with the prompt, leaving readers to infer the actual topic.

An organizational pattern is demonstrated, with an introduction, three body paragraphs, and a conclusion.

Support is uneven, with both specific development (Research is extremely hard and very time consuming to use books. But when you have internet you can google what you are looking for and it be there in 2 mill seconds) and repetitive generalizations (hard to find a book you are interested in or you don’t have the time to go to the library and find the book. So where do we go and find books). Word choice is adequate.

Although some variation in sentence structure is demonstrated, errors occur in punctuation, capitalization, and usage (So where do we go and find books that tell you what there about. internet at the library. order it online and pick it up). Commonly used words are generally spelled correctly.
State legislators believe that libraries shouldn't provide Internet access.

I think differently, and I'm going to give you three reasons why I think differently. First off, if one of my teachers assigned me a major project, how could I get my information? Secondly, if I decided to go on vacation and I didn't know how to read a map, how could I go on vacation? I would have to use the Internet to look up directions. Last but not least would be games. Everybody knows they take time off to. Log on and play some game.

First, if I have a major project to do, how could I get data and information? I couldn't be able to get all the answers from my head, and books don't always have answers. Just like if I wanted to do extra credit, I would need to use the Internet to get more information based on my topic, and now research who can do that without an Internet access?

Secondly, for why I think libraries
Should provide internet access could be. Vacations! Say you wanted to just get away for a couple of weeks and you haven’t made your mind up of where you wanted to go, you could use the internet and find a place and direction. Just like going to a friend’s house. You could just go to the internet look up your destination and your done. But don’t forget emergencies. If a friend or family members in need of help and your phone’s not working you could go to the internet look for a hospital and go.

Last for why I think legislators should allow libraries to access the internet would be games because sometimes you have to take time and relax and play a game. For example you work all day, if you take five minutes to play a game it would make you feel better. And games are worth the time to be played.

Now that you no why I think legislators should allow libraries to access internet can you tell me the advantage you have if you could use the internet.
Calibration Paper 8 (page 3 of 3)

- The writing in this response is focused on the topic, establishing a position in favor of Internet access.

- An organizational pattern is apparent, but awkward transitional devices are used (First, Secondly for why I think, Last for why I think). The rhetorical question that ends the response does not contribute to a sense of completeness.

- Development is uneven; the first body paragraph provides some general extensions (How would I get data and Information? I wouldn’t be able to get all the answers from my head, and books Don’t always have answers), followed by more specific, layered development in the second body paragraph (Say you wanted to Just get away for a couple of weeks . . . you could use the Internet and find a place and Directions. . . . But Don’t for get Emergencies. If a friend or family members in need of help . . . you could go to the internet look for a hospital and go).

- The conventions of usage are generally followed. Some errors in mechanics are present.
Some state legislators believe that school libraries should not provide Internet access that is too restrictive and it should be illegal for the school not to provide Internet access. We need the Internet to check our edline; second sometimes at lunch we want to get our mind out of school, third we use the Internet for research.

To begin with, banning Internet access for students will disqualify the use of edline while in school. For example, many people don’t have Internet access at home so school is the only way they could know their performance in school. I use the school Internet every week to check my Daily grades and keep track of what I need to improve on. For example, if I got a F in one of my classes I could really step my game up in that class or bring it up to an A.

Second, we use the Internet for a cornucopia of reasons. When I’m at lunch I just wanna relax so I go to the library to use the Internet. I don’t go to any inappropriate websites. I look at sports, school scores and basketball scores nothing out of the ordinary just simply things. I can relax my mind for a minimum
Amount of time because I've been working all day.

Finally, the Internet aids us on finding information we need to complete our assignments or projects. For example, I need to find information on Albert Einstein. I would just go to Google and I will know everything about him. Without the Internet I would have to read books after books to know about him and that would take a long period of time. I can get anything done with the help of the Internet.

In addition I don't support the idea of banning the Internet for a stunning amount of reasons. First because I need edline, second so I can relax, third is to gather information.
Calibration Paper 9 (page 3 of 3)

- The writing in this response is focused on the topic. The student clearly states a position in favor of Internet access (*that's propostrous and it should illegal for the school not to provide Internet access*).

- The organizational plan consists of a formulaic structure, with an introduction that previews the supporting ideas, three body paragraphs, and a brief conclusion that reviews the supporting ideas. The response includes basic transitions.

- Development is uneven, with adequate support in the first (*check my Daily upgrade grades and keep track of what I need to improve on. For example if I got a F in one of my classes I could really step my game up in that class an bring it up to an A*) and second body paragraphs. The third body paragraph includes general extensions about Albert Einstein (*and I will know everything about him . . . I would have to read books after books to know about him*). While word choice is generally adequate, sudden bursts of elevated language result in an inconsistent and contrived tone (*Second, we use the internet for a cornucopia of Reasons. When I’m at lunch I Just wanna Relax*).

- Some errors occur in the conventions of usage and mechanics (*I dont support the idea of banning the internet for a stunning amount of Reasons, first because I need edline, second so I can Relax, third is to gather information*).
"Excuse me, miss. I need to work on a project. May I get on the school libraries internet?" I asked. "Oh, of course you may." It's a good thing we have internet in our school libraries because kids may not have a computer at home to research on. However, state legislators are thinking of taking that away from us. I believe state legislators should provide internet access at the school libraries for students, because students need to research for projects, educational games may be played, and homework help is also a useful tool. If state legislators get rid of internet access in school libraries, how will we learn more and succeed in our future?

Together with, state legislators should rethink not having internet access in school, because students have projects, and most projects consist on researching. How can that be done if state legislators discontinue that privilege. Some students may not have a computer at home to research on, and state legislators if that was taken away, how are students that don't have computers suppose to get a project done without research? Never thought of these simple questions now did you?

Another privilege, brought to us by internet access in school libraries was educational games. Educational games teach and may help students on certain struggles they have. Games that are educational are not only fun but students learn something as well. It’s like a for one combo. For example, Fact Explorer is an educational learning site that has fun games that lets students invad
The writing in this response is focused on the topic, narrowing its position in favor of Internet access.

An organizational pattern is apparent, and is strengthened by the use of transitional devices (To start with, Another privilege, For example, Lastly) that guide the reader through the text.

Development of support is consistent, though sometimes lacking in specificity (Educational games teaches and may help students on certain struggles they have. Games that are educational are not only fun but, students learn something as well). Word choice is adequate, and there is some variation in sentence structure.

Though a few errors are present, the response generally follows the conventions of mechanics, usage, punctuation, and spelling.
State legislators would like to take away internet access from school libraries. I believe we should take it away, and here are some reasons why. Lots of students just go to go on the internet to play games, some go on websites they aren't supposed to, and others go to mess up the computers.

A large percentage of the kids at school who go on the internet, do it to play games. The school system isn't providing these things so we can play some games. They put these tools here so they can better our learning. For example, students say they need to go to the library to finish a book report or take a test online and they go play games all period.

Another reason why state legislators should take away internet access is because students are going on bad sites. They know they aren't supposed to. Sure the school systems can block these sites, but there's always ways around that. Students just simply go to a proxy site, but in what site they went and from the proxy goes through the school systems block on that page. No matter how many times they block the proxy
Sites their will always be a new one. Lastly, there are a hundred of students who like to just go mess up the computers. A way they do this is by going to sites they know have viruses on them. Even if the students don't know their is a virus on a site it still messes up the computer sometimes making it unusable ever again. Schools don't have these items put in just to be broken. When these things happen it can cost the school a great deal of money to fix sometimes. These are reasons I believe we shouldn't have internet access anymore. The luxury of internet access was done too abused. All of these reasons are things we aren't supposed to do yet still do and I think we need to put a stop to it.
The writing in this response is focused on why Internet access should be taken away.

An organizational pattern is apparent, with an introduction, body paragraphs, and a conclusion, maintaining the persuasive intent of the response. The transitional devices between and within the paragraphs guide the reader along (They put these tools here so they can better our learning. For example, students say they need to go to the library to finish a book report or take a test online and they go play games all period).

Support is consistently developed across the response, with more specific support in the second body paragraph (students are going on bad sites they know they aren’t supposed to. Sure the school systems can block these sites, but there is always ways around that. Students just simply go to a proxy site, put in what site they want and boom the proxy goes through).

Variation in sentence structure is demonstrated, and though some errors occur, the response generally follows the conventions of mechanics, usage, punctuation, and spelling.
Internet access in school libraries can be both helpful and hazardous. But when it comes down to it, I believe that state legislators should continue to provide monitored access. The internet makes it much quicker and easier to find information, and many students are only able to access it in their school libraries.

To start off with, being able to access the internet in a library is far more convenient than sitting around with loads of books, especially when your time is limited. When I have a report to write or a project to complete, I'd much rather get online, type in a few words, and BAM!, everything I could ever possibly need to know is right in front of me. It's so much easier and less time-consuming than having to go through five or six different books trying to find what I need. But I do think that internet access in schools should be limited to research purposes only. They should continue blocking inappropriate sites.
Another reason why I think it is important for schools to allow internet access is because for many students, at school is the only time they would get the opportunity to use it. Many homes don't even own computers. In a situation where a student could not make it to a public library to use the books or computers there, it's fair that the schools provide them with the same resources that are available to students who are able to get online in their homes. I think that if our school were to cut off internet access, a significant amount of students would start not turning in, or doing very poorly on research assignments.

In conclusion, I would have to disagree with state legislators who don't think internet access should be allowed in school libraries because it's quick and easy, and also because it provides fair and equal resources to all students.
• This response is focused on the topic, taking a qualified position in favor of Internet access (*I believe that state legislators should continue to provide monitored access*).

• An organizational pattern is apparent, with an introduction, two body paragraphs, and a brief conclusion that reviews the ideas discussed. The ideas progress logically.

• Support is consistently developed but does include both specific and general details (*But I do think that internet access in schools should be limited to research purposes only. They should continue blocking inappropriate sites*); overall, word choice is adequate.

• Sentence structure is sometimes varied, and although a few errors are present, conventions are generally followed.
It has come to the attention of students that some state legislators believe that school libraries should not provide internet access. State legislators, however, providing internet access for students is a wonderful thing. The internet is a primary research tool, and safety systems are set up on it. It is a valuable research tool that should not be removed from school libraries.

First of all, the internet is constantly used by students as a research tool. The internet is filled with online encyclopedias, informational websites, and current event sites. Students use these sites for projects and essays, and research papers. Many students don’t have internet access at home, so they must use the resources provided for them at school. The internet contains more information than the library could ever obtain with books.

Furthermore, state legislators, if you are concerned about the sites that some students may visit, you have nothing to fear. Many schools provide safety precautions to keep internet usage safe and clean. Internet blocking is used to prevent students from visiting inappropriate websites for school time, such as MySpace, Facebook, instant messaging, and emailing, and sites with games, such as xtreme-games.com and fun-games.com. Blocking also prevents the visiting of sites that contain explicit images, content, and other things. Computer monitoring is used to track which students went to what sites they by they were there, and what computer they were on. Internet usage has been made safe for students by the school systems.
To continue my point, the Internet is invaluable to students’ education. It provides students with homework help and online tutoring, that many students cannot receive at home because they do not own computers. It is also used for further education, for instance, when teachers provide students with educational sites to visit, or if students want to expand their knowledge on a certain subject. School libraries should provide the best that they can for students, and removing the Internet from school libraries would greatly degrade them.

To summarize what I am writing to you, state legislator, Internet access in school libraries is a valuable resource that must not be removed. It provides students with unlimited information on all subjects, and is a great educational tool. Schools also monitor Internet usage to make sure that students are safe. So, I ask you, state legislator, to rethink your opinion on school libraries containing Internet access. Fighting the right of school to provide Internet access to students would be a huge mistake.
Calibration Paper 13 (page 3 of 3)

Score Point 5

- The writing in this response is focused on the topic, narrowing its position in favor of Internet access. The writer directly addresses the state legislators at different points throughout the response, thereby showing focus and intention to persuade.

- Ideas progress logically from the introduction through the body and the conclusion, aided by the use of transitional devices (First of all, Furthermore, To continue my point, To summarize).

- Development of ideas is consistently supported with ample examples (the internet is constantly used by students as a research tool. The internet is filled with online encyclopedias, informational websites, and current event sites. Students use these sites for projects and essays). Variation in sentence structure and clear, precise word choice provide a natural, reasonable tone.

- Although a few errors occur, the response generally follows the conventions of mechanics, usage, punctuation, and spelling.
“Yes I finished,” exclaimed [Rick]. “Shhh,” the librarian replied. “We are in a library.” “Sorry, but thanks to the internet I just finished a huge science project.” Many legislators believe that schools should no longer provide internet access for students in the libraries. There are lots of reasons why students should be able to use the internet. The reasons include: It is a valuable asset to students, it allows students to become more familiar with computers in our society that is run largely on computer. The final reason for students being able to use the internet in schools is that there is no reason to stop them. The internet can do amazing things for students.

The internet is extremely fast for research especially compared to books. Using the internet a student can go through and quickly pick out the webpage that they want and use it. In a book the student must go through the pages and read a lot more to get the same information as they would by quickly opening a website and picking out the necessary information. Not only is the internet great for working, some schools have their own webpage to show grades. This is very valuable to a student because they can make sure the teacher has all the correct grades in. Some might say that they should not be looking at grades in the library but sometimes it is important to know the grades before the student goes home. The internet is extremely important to have in libraries because it can help in these ways. Society is relying on computers more and more as time goes by. There is no better way to familiarize with a computer than practice. If a student does not have access to the internet at school that is that much more time they
In the future, more computer jobs will be necessary and allowing students to use the internet at school is a small price to pay to ensure that those jobs will be given to people that know what they are doing. In the end, people are going to need to be familiar with computers for their jobs. Internet access in school libraries will only help this situation out.

The biggest reason to allow internet access in school libraries is that there is no legitimate reason not to allow it. Critics may say that students get on a look at things that they should not be looking at. How is that possible when the librarians can monitor everything they are looking at? If not by computer the workers can walk by and see what's on the screen. Other critics may say that they should be getting information through literature instead of using the internet. Teachers can still make their students look for hard sources such as books and magazines.

In the end there's not any really respectable reasons on why internet should not be provided in school libraries.

All in all internet in school libraries a positive impact and not any negative. It is a great tool for students to take advantage of. It also lets students use computers and get used to them. Really there is not a good reason to stop libraries from giving students internet access. The internet is great and legislators are just looking at what they think could be bad instead of all the positive.
Calibration Paper 14 (page 3 of 3)  

- The writing in this response is focused on the topic, narrowing its position in favor of Internet access.

- Organizationally, the response presents a logical progression of ideas. This progression helps the reader understand the writer’s unifying point that the Internet is valuable to students, and society will demand familiarity with computers. The sound introduction and conclusion contribute to a sense of completeness.

- Support is consistently developed through ample use of specific details and examples (Using the internet a student can go through and quickly pick out the webpage that they want and use it. In a book the student must go through the pages and read a lot more to get the same information). A mature command of language is demonstrated (Other critics may say that they should be getting information through literature . . . In the end theres not any really respectable reasons).

- Variation in sentence structure provides smooth, natural phrasing, allowing for emphasis of critical points. The response generally follows the conventions of mechanics, usage, punctuation, and spelling.
A project is due tomorrow. [Judy] and [David] still need more research. They struggle to get done in school and with limited resources in their LRC (learning resource center), they cannot make the deadline. [Judy] is on the brink of failing the class. If only she had an interface in which information could be instantly retrieved, such as internet access. Some state legislators believe that school libraries should not provide internet access for students, they are incorrect in that this way.

The Internet is a gateway of information for young minds. There will be students who attempt to misuse the internet but this problem can be dealt with. Combined with other computer programs, the internet can be a powerful learning interface.

The Internet is a gateway of information. Millions of sources of information can be displayed in different ways. Websites, message boards, email all can hold a student’s learn. For instance, a student is doing a research report on dinosaurs. He can get accredited information from a website, then see how people react to the information. Afterwards he/she can share the information with others or even fellow researchers through email.

There are always those couple of students who ruin it for everyone. This is most likely the reason legislators believe the way they do. Students try to test the teachers by going to inappropriate websites and doing non-productive activities on the computer. The firewalls of today are a lot stronger than that of
Five years ago, administration can now keep control over what material is being accessed through the internet.

Combined with other programs Word, PowerPoint, Excel, the Internet has become a powerful learning interface. Business quality presentations along with Internet research gives a student an advantage in any class. Research reports are easier to write now with Word, students can organize thoughts and see them clearly. Business and Economics class thrive off of spreadsheets and will “Wall Street Online” the class can be taught easier.

Some legislators believe that school libraries should not provide Internet access for students, they are incorrect to think this way. The Internet is a gateway of information for young minds. There will be students who attempt to misuse the Internet but this problem can be dealt with. Finally, with other computer programs the Internet can be a powerful learning interface. Now that [David] and [Judy’s] project was completed in time thanks to the power of the Internet [Judy’s] future is beginning to look a little brighter.
Calibration Paper 15 (page 3 of 3)

- The writing in this response is focused on the topic, narrowing its position in favor of Internet access.

- An organizational pattern is evident, strengthened by the use of transitional devices both between and within paragraphs. The organizational structure is also supported by a strong introduction and conclusion, which contribute to its sense of completeness.

- The main ideas are developed with ample details (Combined with other programs word, Power Point, Excel... the internet has become a powerful learning interface. Business quality presentations along with internet research give a student an advantage in any class), and specific examples provide further development (The firewalls of today are a lot stronger than that of five years ago). Some of the student’s relevant, concise support helps the reader construct a mental image (a student is doing a research report on dinosaurs He can get accredited information from a web site, then see how people react to the information). A mature command of language is demonstrated throughout the text.

- The response generally follows the conventions of mechanics, usage, punctuation, and spelling.
Facebook, internet checkers, myspace, postsecret, and clothing stores are just a portion of the websites that students in my school visit in the library while on the computer. Students usually are never researching something educational on the internet like they’re suppose to. So why give students the opportunity to have the internet when they’re just taking advantage of it? We shouldn’t. I feel that some legislators should stop providing internet access in libraries because students don’t use it for the right reasons and because the library has plenty of books to do research with.

As a student here at [Arlington] High School I go to the library instead of lunch everyday. So I can do my homework. While I am in the library, I witness about 25 out of 25 kids on uneducational websites. For example, www.myspace.com. That is the most popular site, I see many students posting comments to their friends which is ridiculous. Even with blocks on the websites students find their way around them. Students are taking advantage of the library, we are given to have internet access. Students shouldn’t be in the library to bury on to youtube.com to watch videos and distract the rest of the library then is actually attempting to complete their assignments. I feel as a student that if internet was taken away from computer in the library, students would come to the library for educational purposes only, and this would benefit us students who are distracted by the students who are making noise and not using the internet for the correct reasons. Why provide internet in libraries for educational purposes if it’s not being used that way?
Another reason I feel that state legislators should remove internet access from students is because, we can use the books in the library to do the research we need, that is what they are there for. We shouldn't have to be dependent on the internet because, years ago, schools didn't have the Internet and those students still got their work finished with books.

Removing the internet can make sure students don't use the internet for the wrong reasons and it will teach students how to do school research and use their brains, rather than cut and paste someone else's work from the internet. The world has started to rely on the Internet for everything and cutting internet access will actually teach students to do things on their own. If the Internet is used at home or at a real public library, libraries should only provide books. In the end, it will benefit students more than they think.

In conclusion, I strongly feel that students should no longer get away with not using the Internet correctly in libraries. I care so much because I am one of the students who actually do their work and I'm distracted by the ones who are abusing their Internet privileges. State legislators, you need to remove Internet access from the libraries, you may not realize it but I do. I see it everyday, kids using the Internet for uneducational purposes. Please, state legislators remove the Internet access because students don't use it for the right reasons and because the library has plenty of books, students can use if really needed. I promise, you if you take my advice and information and remove the Internet, you won't be sorry.
This purposeful response is focused on the task and reflects insight into the writing situation. The writer argues that students should not be given Internet access in libraries.

A logical progression of ideas is employed in the organizational pattern. The student sets up the objection to Internet in libraries in the effective introduction, and carries that argument throughout the response, finishing with a persuasive conclusion.

Development of support is substantial throughout, providing specific, concrete details (Students shouldn’t be in the library to hurry on to youtube.com to watch videos an distract the rest of the library that is actually attempting to complete their assignments) and demonstrating a commitment to and involvement with the subject (Removing the internet can make sure students don’t use the internet for the wrong reasons and it will teach students how to do actual research and use their brain, rather than cut and paste someone elses work).

Sentence structure is varied, adding compositional facility to the response. Few errors occur in conventions.
The library is first and foremost a resource center. Why, then, would the resource center deny what is probably the biggest and most helpful resource in existence? The internet is held as one of the greatest inventions of mankind because of how quickly information can be shared. The days of looking through books as the sole resource for information are gone, and it would be foolish to deny that by not allowing internet access in libraries.

First off, the internet is now not only popular, but is becoming a necessity. Millions of people rely on the web to conduct business, do assignments from school, communicate with others that are unreachable by any other means, etc. A computer is a link to almost all of the information the world has to offer.

The internet is also a great organizational tool. Many libraries have kiosks where people can look for what books they want to borrow. The Dewey decimal system has never been so convenient.

Now, while the internet does all of these wonderful things, it can be dangerous. There are dark corners of the world, and these dark corners are projected on the internet as well. Pornography, harassment, and other things like that are indeed rampant on the web,
but what are being nicknamed “net nannies” have already been invented. Putting these programs on all of the public library computers is a necessity to preserving the integrity of the library, as it blocks out inappropriate sites. This program puts worries of the library being used for something less than decent to rest.

Another reason the library would not welcome the internet is because of the simple fact that it replaces most information books. They are worried that if the internet and the books were put side by side, then the internet would win the comparison, and people would stop reading. People are now going to stop using books. The portability of books plus the simple love for having a physical copy of something means books will always be around.

In conclusion, the internet is a great tool, but not putting it in libraries will simply restrict their growth rather than protect the popularity of books. Books are what people have used for thousands of years, and the internet isn’t going to stop that. Non-fiction and fiction novels will always thrive in books—it is the information books that will suffer. But why shouldn’t we accept a better and faster way to get the same information?
The writing in this response is focused and purposeful in its argument that it would be foolish to deny students Internet access in libraries.

The organizational pattern provides for a logical progression of ideas, enhanced by the use of effective transitions between and within paragraphs. Shorter body paragraphs do not detract from the completeness of the piece taken as a whole. Each paragraph addresses and progresses the theme of the Internet as the most helpful resource.

An involvement with the subject is evident through the development of ideas, consisting of relevant, concrete examples. Relevant, concrete examples are illustrated by statements such as “They are worried that if the internet and the books were put side by side, then the internet would win the comparison, and people would stop reading. . . . The portability of books plus the simple love for having a physical copy of something means books will always be around.” A mature command of language with freshness of expression is exhibited as the writer clarifies meaning through pointed examples. Relevant, concrete examples are illustrated by statements such as “The dewey decimal system has never been so convenient.”

Sentence structure is varied, and few conventions errors are present.
Living in the 21st century, nowadays we see technology all around us. Americans have access to the internet almost everywhere, at home, on cell phones, and even at school. I believe that internet access for students in school libraries is very crucial to that student's success. For some students, that is the only access they have to the internet! The web also provides many more learning opportunities having the internet at school also prepares us students for the business world.

Computers and the price for internet can sometimes be too costly for an American family. And many times, teachers assign research projects that students need to complete. Internet access in the school library is sometimes the only option for numerous pupils. If that only option is taken away, that innocent student will be penalized for not being able to fulfill a school project, and that same process will repeat itself.

Being that the worldwide web is the most widely used form of communication and research, it provides many more practical opportunities to students. Having that privilege at school makes the job of teachers and students so much easier! For students, they have the luxury of doing research at school.
or maybe typing up a term paper. Teachers can also navigate their pupils to certain sites that can teach their students lessons interactively or that can help to better explain a lesson. That way, it’s a win-win situation!

In high school, we are getting prepared for that “real-world” that is coming to us sooner than we think, and in that business and technology-filled society that we are about to embark on, we will have to know many skills on how to best utilize a computer and the internet. Can you even imagine what kind of struggles would come our way if state legislators choose to terminate school internet access? Us students spend most of our time in school, around adults that are here to teach us life skills. I believe that we can learn the most in preparation for the business world in school!

In conclusion, the best solution is to continue the allowance of school libraries providing internet access for students, for many that provides the only access they have. And it not only provides gateways for better learning experiences, but also readies us for the big journey that’s ahead of us once we leave the comfort of high school.
The writing in this response is purposefully focused on the topic of Internet access being crucial to student success, demonstrating a consistent awareness that is maintained throughout the response.

An organizational pattern is evident and establishes a logical progression of ideas. Each unique topic sentence serves as a transitional device (Being that the world-wide web is the most widely used form of communication and research, it provides many more practical opportunities to students).

Development of support is substantial, specific, relevant, and concrete. Ideas are consistently elaborated, reflecting insight into the writing situation (Internet access in the school library is sometimes the only option for numerous pupils. If that only option is taken away, that innocent student will be penalized for not being able to fulfill a school project, and that same process will repeat itself). A mature command of language is evident, and the writer demonstrates sophistication in word choice. This use of language helps the writer to form powerful mental images (Can you even imagine what kind of struggles would come our way if state legislators choose to terminate school internet access?).

Sentence structure is varied, and conventions are generally followed. This response demonstrates a compositional facility and rhythm that create interest for the reader.