**High School Text-based Informational Prompts**

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In the aftermath of several widely reported incidents of school violence across the nation, many parents, teachers, and students are examining the problem of school bullying. To avoid potential tragedies, your school board is considering implementing a policy to address the incidence of bullying.

# Bullying

Write a letter to your local school board in which you discuss the need for a policy to prevent bullying in your school and suggest what steps this policy should take to prevent bullying from occurring.

**Score Point 6 - very effectively communicates the writer's message.**

## Model Essay

Dear Ladies and Gentlemen of the School Board:

I am writing to you with much concern involving the rise of bullying in the schools and the effect it is having on our children today. I think we can all agree that bullying is a major problem worldwide, but I do not think that you understand just how serious the matter really is. Studies have shown 15-25% of the students being bullied and 15-20% of the students being bullies themselves. Now 25% may not seem like a significant amount, but if you ponder over the numbers, it becomes about three million students in the Untied States currently. Not only do I believe bullying is present in our school district but in my opinion, the youth seems to be concerned about it as well. In a recent poll of 8-17 year-old-girls, given by the Girls Scouts of the USA, bullying topped the girls' list of concerns regarding their safety. When asked what worried them the most, the commonest response was being socially ostracized, teased, or made fun of.

Let us remember that bullying has serious effects on the mental health, academic work, and physical health of children who are targeted. Children who are bullied are more likely to have lower self-esteem, higher rates of depression, loneliness, anxiety, and suicidal thoughts. Thus, the students are more likely to avoid school and have higher absence rates, something that is not encouraged at any school. Likewise, recent research on the health-related effects of bullying indicates that victims of constant bullying are more likely to experience headaches, sleeping problems, and stomach problems. Most importantly, the emotional scars are long-lasting as research suggests that adults who were bullied as children are more likely to be depressed and have low self-esteem as adults. If we are trying to raise confident, successful leaders, there is absolutely no room for these problems.

In the case of the attackers, research has shown that bullies are more likely to be engaged in other antisocial, violent, or troublesome behavior as well. Findings indicate that these children are more likely to: get into fights, be injured in a fight, steal, vandalize property, drink alcohol, smoke, be truant, drop out of school, report poorer academic achievement, and carry a weapon. In fact, nearly sixty percent of boys who were classified as bullies in grades six through nine were convicted of at least one crime by the age of 24 and forty percent of them had three or more convictions by 24.

In accordance, the bullies and their victims are not the only ones who are affected. Bullying can negatively affect children who observe it going around them as well. Children who are bystanders to bullying often feel fearful, guilty, and distracted from school work.

In general, bullying contributes to a negative social climate at school and is just plain immoral. Children should be able to attend school without the fear of being harassed, assaulted, belittled, or excluded. School is a place for growth and development; how can our children mature if they are constantly surrounded by a violent, negative atmosphere.

These concerns lead me to my next point. Research has concluded that those who are bullied are five times more likely to be depressed and far more likely to be suicidal. Bullying prevention programs are relatively inexpensive as it costs only $4,000 to train someone to administer an anti-bullying program in a large school district, but $100,000 to put a child with emotional problems in special education for 12 years. A study by Vanderbilt University estimated that each high-risk juvenile prevented from adopting a life of crime could save the country between $1.7 and $2.3 million. I am sure that you now realize just how important the matter is and how easy it is to provide support to the students.

Now, I would like to suggest a plan of action.

For the school overall, the community and entire school should be on board for instituting this plan of anti- bullying, without such support, nothing could possibly be done. To start off, a bullying survey should be administered to the students in order to address the extent of the problem. Then, a conference day should be set up to educate teachers and the community about bullying behaviors, response strategies, and available resources. During school hours, increased supervision in the hallways, bathrooms, on the playground, or where most bullying behavior occurs should be followed. As such continues, ongoing meetings between parents, students, and the staff should be held to discuss the progress of the anti-bullying program and any other problems.

In the classroom, the general curriculum should promote kindness, communication, cooperation, and friendship, including lessons involving conflict resolution and compassion. There also should be class rules against bullying. Rules should be brief and clear such as "we will not bully others," or " we will try to help those who are bullied," and others of that sort. If the rules are broken, immediate consequences should be administered as well as rewards for good behavior.

If a scene of aggressive behavior does occur, the victim and the bully should be immediately separated. Do not ask about the situation right on the spot; rather wait until the two have calmed down. Use this situation to educate bystanders about what they could have done and what they could do in such a situation. Make sure the victim is not dramatically hurt or angered. Also, never talk to the bully and the victim together, separate conversations provide a positive, encouraging atmosphere for both to express their version of the story. Do not require the students to meet and "work things out." Unlike conflicts, bullying involves a power struggle which means this strategy will not work. Trying to find a way to "work things out" can retraumatize the student who was bullied and does not generally improve relationships between the parties. Instead, encourage the student who bullied to make amends in a way that is meaningful to the child who was bullied.

In any case, the key components of the bullying intervention programs are increased adult supervision in all areas of the school, increased consequences for bullying behavior, and a clear message that bullying will not be tolerated. I do hope that the board will recognize the concerns presented and perhaps institute a well- needed anti-bullying policy. Be gentle with our young, it is at this age that they become adults.

Sincerely, Mary Smith

# Commentary and Analysis

## Focus & Purpose

In this thoughtful essay, the author successfully maintains an insightful controlling idea. (“I am writing to you with much concern involving the rise of bullying in the schools and the effect it is having on our children today. I think we can all agree that bullying is a major problem worldwide, but I do not think that you understand just how serious the matter really is.”) By remaining focused on this controlling idea, which is expanded and further developed as the essay progresses, the student displays a thorough understanding of the purpose and the audience. The essay certainly completes all parts of the task very effectively.

## Content & Development

This author clearly describes the issues students face when they are bullied. He/she develops ideas fully and artfully, allows the reader to understand how the students feel, and suggests how they can be helped. By using appropriate details to support ideas (“Research has concluded that those who are bullied are five times more likely to be depressed and far more likely to be suicidal. Bullying prevention programs are relatively inexpensive as it costs only $4,000 to train someone to administer an anti-bullying program in a large school district, but $100,000 to put a child with emotional problems in special education for 12 years. A study by Vanderbilt University estimated that each high-risk juvenile prevented from adopting a life of crime could save the country between $1.7 and $2.3 million. I am sure that you now realize just how

important the matter is and how easy it is to provide support to the students.”), the author invites the local school board to make an effective change in order to better serve the students.

## Organization

This response demonstrates an entirely unified organizational structure. The introduction begins by

grabbing the reader’s attention with statistics (“Studies have shown 15-25% of the students being bullied and 15-20% of the students being bullies themselves. Now 25% may not seem like a significant amount, but if you ponder over the numbers, it becomes about three million students in the Untied States currently.

Not only do I believe bullying is present in our school district but in my opinion, the youth seems to be

concerned about it as well.”) and proceeds to establish the foundation behind this author’s reasoning to stop bullying and institute a bullying intervention program. The body paragraphs focus on the negative effects of bullying and suggest a plan of action. In the conclusion, the author makes a final attempt to inform the reader by restating the main points of the intervention plan and reiterating the problems students are facing. (“In any case, the key components of the bullying intervention programs are increased adult supervision in all areas of the school, increased consequences for bullying behavior, and a clear message that bullying will not be tolerated. I do hope that the board will recognize the concerns presented and perhaps institute a well- needed anti-bullying policy. Be gentle with our young, it is at this age that they become adults.”)

## Language Use & Style

The author uses language effectively throughout this essay. The author uses precise language, artful word choice, and a defined voice. (“Bullying prevention programs are relatively inexpensive as it costs only

$4,000 to train someone to administer an anti-bullying program in a large school district, but $100,000 to put a child with emotional problems in special education for 12 years. A study by Vanderbilt University estimated that each high-risk juvenile prevented from adopting a life of crime could save the country between $1.7 and $2.3 million. I am sure that you now realize just how important the matter is and how easy it is to provide support to the students.”) This response is constructed of well-structured and varied sentences and demonstrates a clear awareness of audience. (“For the school overall, the community and entire school should be on board for instituting this plan of anti-bullying, without such support, nothing could possibly be done. To start off, a bullying survey should be administered to the students in order to address the extent of the problem. Then, a conference day should be set up to educate teachers and the

community about bullying behaviors, response strategies, and available resources.”)

## Mechanics & Conventions

This author has mastered the conventions of standard, written English. This essay contains few or no errors in grammar, mechanics, punctuation and spelling.

**Score Point 5 - strongly communicates the writer's message.**

## Model Essay

With the emergence of a bully, a school that people once thought was safe has just turned into a threatening environment. Young children are harmed by aggressive actions that may soon result in violent gestures. In addition, not only are the children affected by their surrounding, but the bully experiences harmful effects as well. The prevention of bullying must be enforced in order to provide a safe environment for students to learn.

Today, schools are not as safe as they used to be. Bullies wander on campus, thinking of ways to look "strong" and "powerful." In order to show who is in control, bullies decide to hurt younger or "underclass" students. In some instances, the bully can get violent to the point where the victim may be crippled for life. In fact, violence can eventually lead to death. An example is the 1999 Columbine High School Shooting Incident. Two teenagers who were miserable with life chose to kill at least 500 people before committing suicide. After their idea to bomb the cafeteria failed, the two teenagers began a gundown in which twelve students and teachers died and twenty-four were wounded. The planned scheme by the two teenagers provided an enormous threat to the students at Columbine High School. This may be a more dangerous form of bullying, but in the end, the actions of the teenagers caused many deaths and injuries throughout the school.

Bullying can harm thousands of students, but the bully can harm himself as well. Researchers have discovered that the children who are bullies are far more likely to get into fights or carry a weapon to school. By continuing to act as bullies, these children have a greater chance of growing up to be convicted of a crime and lead a life of mischief. Also, bullies can result in being rejected by the people around them, as well as ruin relationships with friends and family. Similarly, victims of bullying can experience health effects. Students who are bullied may be diagnosed with depression or low self-esteem. Bullying can take the fun out of these students because they tend to worry about the most trivial issues. Whether it's walking to their lockers or taking the bus home, the students can be overcome with fear, preventing them from enjoying their time at school.

One out of four people are bullied, and one out of five people admit bullying someone at least once in their life. Bullying is widespread and contributes to the threatening environment of schools today. By installing security cameras, as well as hiring more security, can improve the status of bullying in schools. Teachers and faculty should be more alert for the behavior of students that may lead to violence. Students will be able to learn in a safer environment if bullying is controlled and prevented.

# Commentary and Analysis

## Focus & Purpose

This author establishes a clear thesis that demonstrates an understanding of the purpose of the task. (“With the emergence of a bully, a school that people once thought was safe has just turned into a threatening environment. Young children are harmed by aggressive actions that may soon result in violent gestures. In addition, not only are the children affected by their surrounding, but the bully experiences harmful effects as well. The prevention of bullying must be enforced in order to provide a safe environment for students to learn.”) The author remains focused on delivering the controlling idea to the intended audience throughout the course of the essay. The author successfully completes the task by writing an in-depth discussion of the problems that bullies can cause. However, this author fails to fully explain a tactic to help alleviate the problem. (“By installing security cameras, as well as hiring more security, can improve the status of bullying in schools. Teachers and faculty should be more alert for the behavior of students that may lead to violence. Students will be able to learn in a safer environment if bullying is controlled and prevented.”)

## Content & Development

This essay develops ideas using specific and relevant details and examples. The first body paragraph details the devastating events that can result from bullying with a real life example. (“Today, schools are not as safe as they used to be. Bullies wander on campus, thinking of ways to look "strong" and "powerful." In order to show who is in control, bullies decide to hurt younger or "underclass" students. In some instances, the bully can get violent to the point where the victim may be crippled for life. In fact, violence can

eventually lead to death. An example is the 1999 Columbine High School Shooting Incident.”) The second body paragraph describes the effect that bullying has on the bully. (“Bullying can harm thousands of students, but the bully can harm himself as well. Researchers have discovered that the children who are bullies are far more likely to get into fights or carry a weapon to school. By continuing to act as bullies, these children have a greater chance of growing up to be convicted of a crime and lead a life of mischief.

Also, bullies can result in being rejected by the people around them, as well as ruin relationships with

friends and family.”) This body paragraph also briefly discusses the effect of bullying on other students, but this idea should be further developed in a separate body paragraph.

## Organization

This author constructs an essay with a mostly unified organizational structure. The introductory paragraph engages the reader with an interesting opening statement (“With the emergence of a bully, a school that

people once thought was safe has just turned into a threatening environment.”), and then the author clearly establishes a thesis. The two body paragraphs begin with topic sentences (“Today, schools are not as safe as they used to be. Bullies wander on campus, thinking of ways to look "strong" and "powerful."”), but the author should develop a third paragraph to further elaborate upon the problem. The concluding paragraph offers suggestions to combat bullies. (“By installing security cameras, as well as hiring more security, can improve the status of bullying in schools. Teachers and faculty should be more alert for the behavior of students that may lead to violence. Students will be able to learn in a safer environment if bullying is

controlled and prevented.”)

## Language Use & Style

In this response, the language use and style are appropriate and effective. The author demonstrates good word choice as well as some sentence variety. (“Similarly, victims of bullying can experience health effects. Students who are bullied may be diagnosed with depression or low self-esteem. Bullying can take the fun out of these students because they tend to worry about the most trivial issues. Whether it's walking to their lockers or taking the bus home, the students can be overcome with fear, preventing them from

enjoying their time at school.”) This essay shows some evidence of voice as well as a clear sense of the audience, especially when relating the devastating story of Columbine High School. (“An example is the

1999 Columbine High School Shooting Incident. Two teenagers who were miserable with life chose to kill at least 500 people before committing suicide. After their idea to bomb the cafeteria failed, the two teenagers began a gundown in which twelve students and teachers died and twenty-four were wounded.

The planned scheme by the two teenagers provided an enormous threat to the students at Columbine High School. This may be a more dangerous form of bullying, but in the end, the actions of the teenagers caused many deaths and injuries throughout the school.”)

## Mechanics & Conventions

A few errors in grammar, (“By installing security cameras, as well as hiring more security, can improve the status of bullying in schools.”) mechanics, punctuation and spelling are evident in this detailed essay, but they do not interfere with the intended message.

**Score Point 4 - adequately communicates the writer's message.**

## Model Essay

P.U.S.D. School Board,

I would like to know if you are aware of some of the problems at our schools. I've overviewed some of the conflicts, and the biggest one still remains to be bullies.

Some of the students send complaints to higher rankings than the teachers, like the principals or deans. But no matter how many people complain about this same exact problem, it never seems to get resolved. So I decided to be the one to state a complaint to you, the school board.

Students feel that they are being harassed and tortured just for the amusement or entertainment of other class mates. I believe that if someone is not feeling confer table around a certain person, something should be done to change that. Something has to be done!

It is a fact that most people who are being bullied, end up with low self esteem. The judgement of other people can change one's life.

Last year at my school, a girl was being bullied by another student. Do you know how she solved it? The girl was expelled for bringing a knife to school. She brought it to stab and kill her bully. Defending yourself might get you in trouble. So how could we all be safe, and not be bullied at the same time?

Do you remember Colinbin? A few years ago, in Colorado a small group of people decided that they were tired of all the conflicts at their school. So to deal with their problems, they went into the school, and killed many students, just to get rid of all their memories. Now they are behind bars, probably wondering what they would be doing if their problem with bullies was ever solved.

Some students tell their teachers about their problems with bullies. Trusting the teachers to go forward with this extremely taught to deal with equation in life. The teachers never go forward with it. Some teachers tell the principals or other staff members, but the other people don't forward these things to you.

Now I explained to you some reasons to why you should do something about bullies. Something needs to be done. We need your help.

Sincerely, Student

# Commentary and Analysis

## Focus & Purpose

This essay adequately completes the task. The author establishes a controlling idea (“Some of the students send complaints to higher rankings than the teachers, like the principals or deans. But no matter how many people complain about this same exact problem, it never seems to get resolved. So I decided to be the one to state a complaint to you, the school board. Students feel that they are being harassed and tortured just for the amusement or entertainment of other class mates. I believe that if someone is not feeling confer table

around a certain person, something should be done to change that. Something has to be done!”) and maintains it throughout this essay. However, this essay lacks detail. Therefore, the essay completes many, but not all, parts of the task.

## Content & Development

The author uses some specific and accurate details to support his/her ideas. The first body paragraph describes the problems students are facing. (“Students feel that they are being harassed and tortured just for

the amusement or entertainment of other class mates. I believe that if someone is not feeling confer table around a certain person, something should be done to change that. Something has to be done! It is a fact that most people who are being bullied, end up with low self esteem. The judgement of other people can change one's life.”) The following body paragraph describes the first-hand experience of a student at this author’s school. (“Last year at my school, a girl was being bullied by another student. Do you know how

she solved it? The girl was expelled for bringing a knife to school. She brought it to stab and kill her bully.

Defending yourself might get you in trouble. So how could we all be safe, and not be bullied at the same time?”) The essay could have been improved, however, with the further development of these ideas.

Overall, the response does contain adequate content and development.

## Organization

Although there are some problems in this essay’s structure, it generally demonstrates a unified organization. The introduction tells the school board why the author is writing to them. The four short body paragraphs describe how bullies affect students by using some relevant examples. (“Do you remember Colinbin? A few years ago, in Colorado a small group of people decided that they were tired of all the conflicts at their school. So to deal with their problems, they went into the school, and killed many students, just to get rid of all their memories. Now they are behind bars, probably wondering what they would be doing if their problem with bullies was ever solved.”) However, the essay lacks an accurate conclusion which would give the board some suggestions on how to handle bullies in their school.

## Language Use & Style

This student demonstrates appropriate language use, accurate word choice, and a strong sense of voice. (“Students feel that they are being harassed and tortured just for the amusement or entertainment of other class mates. I believe that if someone is not feeling confer table around a certain person, something should be done to change that. Something has to be done!”) This student has a general awareness of audience, but the essay lacks specific details that would enhance audience connection. This essay could be improved by adding an accurate conclusion which addresses the board specifically.

## Mechanics & Conventions

The author has an effective grasp of the conventions of standard, written English. Few errors in grammar, (“The judgement of other people can change one's life.”) mechanics, punctuation, and spelling (“confer

table”) are evident in this essay.

**Score Point 3 - partially communicates the writer's message.**

## Model Essay

Dear Board of Trustees,

When most people think of bullying, they think of a person that beats up the weak nerd and takes their lunch money. Some of that is true but it is also different at times. When people are being picked on, that person is sometimes made fun of or they might be picked on by groups of people. Even in our school I have seen many people that are picked on by a bully. Although a bully might not be a huge person, they can still have the same affect on people.

In the dictionary bully means a cruel brutal fellow. That is what the dictionary says what a bully is, and I think that a bully is someone that does the things that people don't catch on in time, they start out by making fun of another student but then it goes farther than that. Teachers in our school, I don't think that they really know what a bully is but when they see a bully it is when two people are on the ground fighting.

So the next time these studies of bullies come out that say that they know who a bully is and how they act and what they think bully come in all different shapes and sizes and they think different ways; the studies are not always correct. This is why I think that there is never a way that a bully can be found out by machines and professionals that get paid to come up with these theories of different things. There is always going to be a bully and there is always going to be someone that is going to make fun of another. Even in adult life there are people that make fun of other people and nobody is going to stop them.

# Commentary and Analysis

## Focus & Purpose

The author of this essay attempts to establish a focused controlling idea and maintain it. (“When most people think of bullying, they think of a person that beats up the weak nerd and takes their lunch money. Some of that is true but it is also different at times. When people are being picked on, that person is sometimes made fun of or they might be picked on by groups of people. Even in our school I have seen many people that are picked on by a bully. Although a bully might not be a huge person, they can still have the same affect on people.”) However, this essay is not completely developed; therefore, it fails to complete all parts of the task. This response demonstrates only limited focus and meaning.

## Content & Development

Although the author does attempt to include some details to support his/her position, the ideas are insufficiently developed. The response establishes a controlling idea but fails to support it with concrete details (“So the next time these studies of bullies come out that say that they know who a bully is and how they act and what they think bully come in all different shapes and sizes and they think different ways; the

studies are not always correct. This is why I think that there is never a way that a bully can be found out by machines and professionals that get paid to come up with these theories of different things.”) The author describes his/her opinion of what a bully is but fails to describe how to alleviate the problem. In fact, the author is negative; he/she believes that there will always be bullies and there is no way to alleviate the problem. (“There is always going to be a bully and there is always going to be someone that is going to make fun of another. Even in adult life there are people that make fun of other people and nobody is going to stop them.”)

## Organization

This response attempts to have a clearly, unified structure, but it lacks a coherent flow of ideas. The author starts out by describing what a bully is in the introduction and continues this discussion into the first body paragraph. (“In the dictionary bully means a cruel brutal fellow. That is what the dictionary says what a bully is, and I think that a bully is someone that does the things that people don't catch on in time, they start out by making fun of another student but then it goes farther than that.”) There are no other body paragraphs with supporting details, only a conclusion which fails to provide a solution.

## Language Use & Style

Although this essay lacks sufficient detail, the author uses adequate language and word choice. (“So the next time these studies of bullies come out that say that they know who a bully is and how they act and what they think bully come in all different shapes and sizes and they think different ways; the studies are not always correct. This is why I think that there is never a way that a bully can be found out by machines and professionals that get paid to come up with these theories of different things.”) The author fails to directly address the audience, the school board, by offering them suggestions on how to curb bullying.

## Mechanics & Conventions

This author demonstrates a limited understanding of the conventions of standard, written English. Few noticeable errors in grammar (“So the next time these studies of bullies come out that say that they know who a bully is and how they act and what they think bully come in all different shapes and sizes and they

think different ways; the studies are not always correct”), mechanics, punctuation, and spelling are present in this essay. These errors may interfere with the communication of the message.

**Score Point 2 - limited in communication of the writer's message.**

## Model Essay

Dear members of the Board of Trustees;

there is a problem in our school.The problem is bullies. Bullies are in our every day life; every where you go there will be a bully.No matter what your age is there will always be someone who picks on you, a "bully". there are lots of ways to stop bullies. one way to stop bullies is to ignore them. Studies show that bullies bully you because they want to get a rise out of you. Another way to stop bullies is to stand up to them. When you stand up to bullies they feel intimidated by the fact that some one is standing up to them. If you are having trouble standing up to bullies seek out an adult. if you tell an adult they can help you stand up to the bully or tell the bully to stop bullying you. If you think that the bully will bully you more if you get an adult get a group of friends to come with you. Studies show that bullies are less likely to bully you if you walk around in groups. They also show that a group of people is very intimidating to bullies.

# Commentary and Analysis

## Focus & Purpose

This response suggests a controlling idea (“there is a problem in our school.The problem is bullies. Bullies are in our every day life; every where you go there will be a bully.No matter what your age is there will

always be someone who picks on you”), but it is unclear and underdeveloped. The author does not maintain or support the idea with meaningful details. Few of the questions in the writing prompt are addressed, such as how to stop bullies; therefore, this essay completes few parts of the task. This essay demonstrates only a minimal understanding of the purpose of the assignment.

## Content & Development

In this brief response, the author incompletely and inadequately develops ideas. The author discusses what a bully is and how to stop the problem, but he/she fails to develop this notion further. The author only provides a short supporting paragraph without relevant examples. (“Studies show that bullies bully you because they want to get a rise out of you. Another way to stop bullies is to stand up to them. When you stand up to bullies they feel intimidated by the fact that some one is standing up to them. If you are having trouble standing up to bullies seek out an adult. if you tell an adult they can help you stand up to the bully or tell the bully to stop bullying you.”) The content and development of this response are quite minimal.

## Organization

There is little evidence of a unified structure in this response. The author makes an attempt to introduce the controlling idea in the first few sentences, but he/she does not provide the reader with a conclusion. This single paragraph acts as both the introduction as well as body paragraphs. This response could be improved by separating different ideas into body paragraphs and then further elaborating with examples. (“one way to stop bullies is to ignore them. Studies show that bullies bully you because they want to get a rise out of you.

Another way to stop bullies is to stand up to them. When you stand up to bullies they feel intimidated by the fact that some one is standing up to them.”)

## Language Use & Style

The essay uses limited word choice and simple sentence structure. (“there are lots of ways to stop bullies. one way to stop bullies is to ignore them. Studies show that bullies bully you because they want to get a rise out of you. Another way to stop bullies is to stand up to them.”) The author has a clear sense of voice,

but he/she fails to address the proper audience, the school board. It seems as if the author is writing to his/her fellow students.

## Mechanics & Conventions

In such a simple response, it is hard to determine whether this student has a clear control over the

conventions of standard, written English. Mistakes in spelling, punctuation, and grammar (“If you think

that the bully will bully you more if you get an adult get a group of friends to come with you.”) are evident.

**Score Point 1 - inadequately communicates the writer's message.**

## Model Essay

Dear Members of the Board of Trustees,

I am Julio Flores and I am a student of the Tulelake High School. I want to talk to you about bullying in our school. Our school has a lot of bullies. Some students here in this school that I've seen have been bullied.

# Commentary and Analysis

## Focus & Purpose

Although the author makes an attempt at establishing a thesis (“I am Julio Flores and I am a student of the Tulelake High School. I want to talk to you about bullying in our school.”), he/she fails to create any relevant meaning or focus. The author demonstrates no understanding of the purpose of the assignment; therefore, he/she completes no parts of the task.

## Content & Development

This essay fails to develop support for its thesis. One simple reason is given for support. (“Our school has a lot of bullies. Some students here in this school that I've seen have been bullied.”) This response does not inform the reader or provide sufficient information.

## Organization

No reasonable organizational structure can be detected in this short, two-line response. The structure of the response is more similar to that of a paragraph than of an essay. It is missing an introduction, body, conclusion, and transitional devices.

## Language Use & Style

The author’s language use is simple and to the point. (“I want to talk to you about bullying in our school. Our school has a lot of bullies.”) Sentence structure and word choice are of poor quality and simplistic. This response demonstrates minimal awareness of audience and voice.

## Mechanics & Conventions

The author shows a mediocre ability to control mechanics and conventions. Although the errors are few, this response is too short to accurately determine the student’s ability to communicate in standard, written English.

# Effects of Emotion on Behavior

Your psychology class is studying emotions and their effects on behavior. You have been assigned to prepare a report on how to deal with an angry child.

Read the text that follows and use relevant information from it to write a report about the problems of dealing with angry children. In your report suggest some effective techniques for responding to the behavior of an angry child.

**Score Point 6 - very effectively communicates the writer’s message.**

## Model Essay

Emotions are feelings that are meant to be expressed at every age, and something can be learned through one’s own experiences because they display various emotions in different situations. Anger is a major emotion that everyone experiences during their life at many different times. The most difficult part of a parent’s job is having to deal with anger in their children. Richards states, “The first step toward better management of children’s anger is to teach children that it is ok to get angry. The task then becomes how

to manage anger and channel it toward productive or acceptable outlets” (Richards). Parents have to realize that their children need their encouragement and guidance to teach them how to deal with their anger in an efficient manner. Richard adds, “Many of us [parents] were taught as children that we were not allowed to be angry, that being angry was bad, or that it was our fault if we were angry. These kinds of mistaken

beliefs from our own childhood make it more difficult to handle anger in children” (Richards). The good news is that there are three important guidelines that can be followed to ensure that parents are rightly dealing with anger in children in an effective manner. The most effective ways to help children deal with their anger are to promote good behavior, adjust the climate of living for the child from time to time, and set limits, which all contain ideas that are best when responding to an angry child.

There are many actions one can take to promote good behavior in children, and these actions play a huge role in helping to deal with a child’s anger. First, an effective approach for promoting good behavior is to comment on a child’s behavior when it is good. Brophy explains, “An observing and sensitive parent will find countless opportunities during the day to make comments that reinforce good behavior” (Brophy). If children have encouragement to look forward to as a result of their behavior, then they will most likely want to handle their anger in a smarter way because they have the confidence to make smart decisions rather than decisions that they would regret later, and encouragement is one of the best ways to help a child manage his own anger. Second, it is very effective to deliberately ignore inappropriate behavior that can

actually be tolerated to an extent. Brophy exclaims, “The [ignoring] has to be planned and consistent. Even though this behavior may be tolerated, the child must recognize that it is inappropriate” (Brophy). If an adult constantly ignores this type of behavior in children, the children will come to see that they should if they want to be acknowledged, then they are going to have to learn to take their anger and learn from it rather than respond negatively to it. Finally, if a child is angry and needs a way to cool off, adults can provide physical outlets and exercise, both at home and at school. Richards reveals, “Kids need physical activity to let off steam too. Keep in mind that you [adults] can allow this without your safety or the

child’s. Let them stomp and kick a trash can in their room, but not in the living room” (Richards). This is probably the best way that a child can take his anger out on something without hurting anyone or causing destruction. By promoting good behavior in children, children make better judgments when it comes to managing their anger and dealing with decisions in tough situations.

Another way to ensure that children deal with anger in a positive way is to adjust the environment, in which they live. For example, sometimes the anger in children is due to the influence around them or a situation that they are in, and if adults manipulate those surroundings, it can help the children to not get so angry.

Brophy relates, “Aggressive behavior can be encouraged by placing children in tough, tempting situations. We [adults] should try to plan the surroundings so that certain things are less apt to happen” (Brophy). If children lose that aggressive behavior, which is when the emotion of anger gets worse and more dangerous, they will be less threatened by their own anger and will be able to overcome it. Also, if adults start to move closer to children, it will eventually help the children to control their impulses. “Young children are often

calmed by having an adult come close by and express interest in the child’s activities. Children naturally try to involve adults in what they are doing, and the adult is often annoyed at being bothered” (Johnson). By adults getting more involved in a child’s life, the child’s need for attention will be fulfilled, and the child will start to manage his anger in a positive, non-seeking attention way. Lastly, the most important

thing that an adult can do for a child is to serve as a positive role model. Boniface states, “You [adult] have to live and do as you preach, because children often do what they see” (Boniface). If a child sees an adult express his anger in a negative way, the child is most likely going to believe that it is how he should react if faced with the same type of a situation, and it is important that adults show children the right way to respond to their anger so that the children will do so also. Adjusting the climate in which a child lives and eliminating negative influences help to make dealing with angry children easier.

The most important way to deal with anger in children is to set limits that will cause children to want to use their anger in a positive way. For instance, there are many times in a child’s life where he tends to get so outraged that they lose control of themselves in a negative way and have to be restrained. Brophy

acknowledges, “Occasionally a child may lose control so completely that he has to be physically restrained or removed from the scene to prevent him from hurting himself or others” (Brophy). This is one way that adults tend to deal with an angry child because it keeps the child and the people around that child safe.

Next, it is imperative for an adult to realize that when he punishes a child for having an issue where the

child showed a negative use of anger, he should do so cautiously. “There is a fine line between punishment that is hostile toward a child and punishment that is educational” (Johnson). It is best for angry children to be punished in a manner where they are not treated badly, but instead learn what they should do the next time when in a similar situation. Lastly, an adult should teach a child how to better reinforce their actions resulting in anger. Johnson supports this claim by stating, “Teach children to put their angry feelings into words, rather than fists” (Johnson). By keeping this limit in place, children will grow out of their “let’s fight” attitude and into a new “I don’t like the way you are treating me” attitude. By setting limits, the act of dealing with anger in children becomes much easier.

As stated earlier, three very important strategies for dealing with angry children are promoting good behavior, adjusting the climate of living, and setting limits. It is normal for children to experience the emotion of anger and use it to learn from in their lives. Anger in a child can be triggered by many things including, embarrassment, loneliness, isolation, anxiety, and hurt. When realizing how anger is a normal emotion, it is important to take into account aggression. Aggression is anger gone mad to the extent where there is often an attempt to hurt a person or destroy something. Davis concludes, “Handling angry children means understanding why they are angry and responding appropriately, setting your own anger aside as much as possible. Bad discipline involves punishment which is unduly harsh and unpredictably meted out like sarcasm and ridicule” (Davis). All in all, the nature of life must take its course and adults must allow children to feel all of their emotions and then teach them effective ways to manage those emotions and use their experiences as an example for the next time they are stuck in the same situation.

## Commentary and Analysis

## Focus & Purpose

essay has very effective focus and meaning. It establishes a clearly stated topic and purpose, and shows a deep understanding of the text and purpose of the assignment. It further makes insightful connections between the text and task through a strong thesis statement.

The essay clearly communicates the writer’s understanding of the essay question and the selection. (“First, an effective approach for promoting good behavior is to comment on a child’s behavior when it is good.

Brophy explains, ‘An observing and sensitive parent will find countless opportunities during the day to make comments that reinforce good behavior’ (Brophy). If children have encouragement to look forward

to as a result of their behavior, then they will most likely want to handle their anger in a smarter way because they have the confidence to make smart decisions rather than decisions that they would regret later, and encouragement is one of the best ways to help a child manage his own anger.”)

This essay keeps the same focus throughout the writing. For example, in the fourth paragraph, the writer develops an idea about when physical restraint may become necessary to handle an angry child. (“The most important way to deal with anger in children is to set limits that will cause children to want to use

their anger in a positive way. For instance, there are many times in a child’s life where he tends to get so outraged that they lose control of themselves in a negative way and have to be restrained. Brophy

acknowledges, ‘Occasionally a child may lose control so completely that he has to be physically restrained or removed from the scene to prevent him from hurting himself or others’ (Brophy).”)

This essay includes important details that highlight specific information about the text. (“For example, sometimes the anger in children is due to the influence around them or a situation that they are in, and if adults manipulate those surroundings, it can help the children to not get so angry. Brophy relates, ‘Aggressive behavior can be encouraged by placing children in tough, tempting situations. We [adults]

should try to plan the surroundings so that certain things are less apt to happen’ (Brophy). If children lose that aggressive behavior, which is when the emotion of anger gets worse and more dangerous, they will be less threatened by their own anger and will be able to overcome it.”)

All of the details used in the essay relate to the central/controlling idea very effectively. (“Second, it is very effective to deliberately ignore inappropriate behavior that can actually be tolerated to an extent. Brophy exclaims, ‘The [ignoring] has to be planned and consistent. Even though this behavior may be tolerated, the child must recognize that it is inappropriate’ (Brophy). If an adult constantly ignores this type of behavior in children, the children will come to see that they should if they want to be acknowledged, then they are going to have to learn to take their anger and learn from it rather than respond negatively to

it.”)

## Content & Development

The essay contains very effective content and development. The writer develops ideas fully and artfully, while using a wide variety of methods to reference and cite texts that provide specific, accurate, and relevant details to argue or support the thesis statement. Readings, prior knowledge, observations and text also help clarify/support the thesis statement and main idea(s). Additionally, all sources used for quotes and facts are credible and cited correctly.

Including supporting ideas with a summary and/or paraphrase of the text, such as the following, help avoid plagiarism: “‘There is a fine line between punishment that is hostile toward a child and punishment that is educational’ (Johnson). It is best for angry children to be punished in a manner where they are not treated badly, but instead learn what they should do the next time when in a similar situation. Lastly, an adult should teach a child how to better reinforce their actions resulting in anger. Johnson supports this claim by stating, ‘Teach children to put their angry feelings into words, rather than fists’ (Johnson). By keeping this limit in place, children will grow out of their ‘let’s fight’ attitude and into a new ‘I don’t like the way you are treating me’ attitude.”

The following summary and paraphrase is used effectively and cited properly: “Brophy explains, ‘An observing and sensitive parent will find countless opportunities during the day to make comments that

reinforce good behavior’ (Brophy). If children have encouragement to look forward to as a result of their behavior, then they will most likely want to handle their anger in a smarter way because they have the confidence to make smart decisions rather than decisions that they would regret later, and encouragement is one of the best ways to help a child manage his own anger.”

The direct quotation, “You [the adult] have to live and do as you preach, because children often do what

they see,” is broken down with an analysis that ties into the controlling point/thesis statement of the essay. (“If a child sees an adult express his anger in a negative way, the child is most likely going to believe that it

is how he should react if faced with the same type of a situation, and it is important that adults show children the right way to respond to their anger so that the children will do so also.”)

## Organization

The essay models very effective organization. It demonstrates a cohesive and unified structure with an engaging introduction, logical and effective sequencing of main ideas and details, a conclusion with a strong closure, and an effective use of transitional devices throughout it.

The following quotation from the introduction supports the call to action stated in the conclusion: “Many of us [parents] were taught as children that we were not allowed to be angry, that being angry was bad, or that it was our fault if we were angry. These kinds of mistaken beliefs from our own childhood make it more difficult to handle anger in children (Richards).”

Transitions between paragraphs or between sentences are used very effectively. (“By promoting good behavior in children, children make better judgments when it comes to managing their anger and dealing

with decisions in tough situations…Another way to ensure that children deal with anger in a positive way is to adjust the environment, in which they live. For example, sometimes the anger in children is due to the influence around them or a situation that they are in, and if adults manipulate those surroundings, it can

help the children to not get so angry.”)

The conclusion allows the reader to reflect on the thesis/controlling point and restates the main points effectively. (“As stated earlier, three very important strategies for dealing with angry children are promoting good behavior, adjusting the climate of living, and setting limits. It is normal for children to experience the emotion of anger and use it to learn from in their lives. Anger in a child can be triggered by many things including, embarrassment, loneliness, isolation, anxiety, and hurt. When realizing how anger is a normal emotion, it is important to take into account aggression. Aggression is anger gone mad to the extent where there is often an attempt to hurt a person or destroy something. Davis concludes, ‘Handling angry children means understanding why they are angry and responding appropriately, setting your own anger aside as much as possible. Bad discipline involves punishment which is unduly harsh and unpredictably meted out like sarcasm and ridicule’ (Davis). All in all, the nature of life must take its course and adults must allow children to feel all of their emotions and then teach them effective ways to manage those emotions and use their experiences as an example for the next time they are stuck in the same

situation.”)

## Language Use & Style

This essay has very effective language use and style. It demonstrates precise language use, artful word choices, a defined voice, and a clear sense of audience while using well-structured and varied sentences.

The language and tone are consistent. An excellent example of this is found in the conclusion. (“It is normal for children to experience the emotion of anger and use it to learn from in their lives. Anger in a child can be triggered by many things including, embarrassment, loneliness, isolation, anxiety, and hurt. When realizing how anger is a normal emotion, it is important to take into account aggression.”)

Coherent style and tone ensure readers thoroughly understand how the main and supporting points of each body paragraph are related and how they strengthen the controlling point/thesis statement of the essay. (“If a child sees an adult express his anger in a negative way, the child is most likely going to believe that it is how he should react if faced with the same type of a situation, and it is important that adults show children the right way to respond to their anger so that the children will do so also. Adjusting the climate in which a child lives and eliminating negative influences help to make dealing with angry children easier…The most important way to deal with anger in children is to set limits that will cause children to want to use their anger in a positive way. For instance, there are many times in a child’s life where he tends to get so outraged that they lose control of themselves in a negative way and have to be restrained.”)

Compound-complex sentences are used effectively. (“If children have encouragement to look forward to as a result of their behavior, then they will most likely want to handle their anger in a smarter way because they have the confidence to make smart decisions rather than decisions that they would regret later, and encouragement is one of the best ways to help a child manage his own anger.”)

## Mechanics & Conventions

The essay has very effective control of conventions and mechanics. It has few or no errors in grammar, mechanics, punctuation, and spelling. Each sentence has a subject and a verb, begins with a capital letter, ends with a punctuation mark, and is either indented when a new paragraph begins or a line break is used to separate and distinguish between paragraphs. (“Parents have to realize that their children need their encouragement and guidance to teach them how to deal with their anger in an efficient manner. Richard

adds, ‘Many of us [parents] were taught as children that we were not allowed to be angry, that being angry was bad, or that it was our fault if we were angry. These kinds of mistaken beliefs from our own childhood make it more difficult to handle anger in children’ (Richards).”)

**Score Point 5 - strongly communicates the writer’s message.**

## Model Essay

“I hate you!” Crash! Boom! Punch! For centuries, parents have had to deal with their angry children. Ours is no exception. Anger is an emotion that our culture looks at as negative. In reality, it is just a way to express how we feel. It’s the way that our emotions influence our behavior that is the negative part.

There are many successful techniques for responding to the behavior of an angry child. Parents must respond to their children’s behavior in such a way that will make them understand how to manage fury.

There have been many proven strategies that help parents respond to children effectively. Parents and

teachers must try to express interest in a child’s activities, teach children to express angry feelings orally, and show other methods to use rage.

Children want adults to be constantly alert with what they are doing. According to the passage, Plain Talk about Dealing with the Angry Child, some “Children naturally try to involve adults in what they are doing, and the adult is often [infuriated] at being bothered.” The anger that a child feels is sometimes related to apprehension about situations that the child has no control over. Parents, teachers, and counselors are

recommended to express interest in children’s assignments. The passage also says that, “A child about to use a toy or tool in a destructive way is sometimes easily stopped by an adult who expresses interest in having it shown to him.” When parents are upset with their own child, they tend to lose guidance over them. Parents should encourage their children to find their strengths and as well as their weaknesses.

Encouragement through words is the key ingredient to responding to an angry child. Now, sometimes, words are what can help them the most.

Parents should also teach their children to express themselves vocally. Children ought to know how to talk about their feelings rather than to express their feelings physically will make a great difference in their life. The passage, Plain Talk about Dealing with the Angry Child, says, “Teach children to put their angry feelings into words, rather than fists or other actions. Talking helps a child have control and thus reduces

acting out behavior.” Parents should, above all, stay calm when a child is angry. If you are calm, your child will be able to talk about her feelings more comfortably. Parents should additionally be good role models for children and encourage them to say what they feel. For example, they can show a child that, “I do not like you very much,” means the same thing as, “I hate you!” If parents demonstrated other ways to say and express their anger, they could also deal with anger more effectively. However, parents should also provide physical outlets.

Sometimes, children have difficulties expressing their emotions orally. For them, there are also physical openings and exercises. The passage states that parents should, “Provide physical outlets and other alternatives. It is important for children to have the opportunities for physical exercise and movement, both

at home and at school.” In Richard Niolon’s book, Dealing With Anger and Children, he explains that, “Kids need physical activity to let off steam too. Keep in mind that you can allow this without risking your safety or the child’s.” Letting a child kick any trash can or hit a pillow allows them to take out their anger on that object, not a person. It also teaches them self-control and helps keep their physical urges to a minimum. As children exercise, they tend to feel less angry as time passes by. After they have had a chance to work off the rage, Candy Arrington, author of The Angry Child, says to “Tell him you are proud of him for managing his anger.”

To summarize, it is normal for children to face rage at any age. Parents, however, must learn to deal with this situation at the start of a child’s life. Teaching children to express angry feelings verbally, showing

different ways to use fury, and expressing interest in children’s activities are just some of the many ways to deal with angry children. These are the most capable ways to respond to an angry child. Every adult has had to deal with an angry child and using these proven and well-observed techniques will help make dealing with children a lot easier.

# Commentary and Analysis

## Focus & Purpose

This essay demonstrates good focus and meaning. It shows a complete [thorough] understanding of the text and the purpose of the task, and makes clear connections between the text and task through a controlling or central idea.

Specific information from the text, “Plain Talk about Dealing with the Angry Child,” and task, “write a report about the problems of dealing with angry children,” are used to effectively keep the focus of the thesis statement. (“The passage also says that, ‘A child about to use a toy or tool in a destructive way is

sometimes easily stopped by an adult who expresses interest in having it shown to him.’ When parents are upset with their own child, they tend to lose guidance over them. Parents should encourage their children to find their strengths and as well as their weaknesses. Encouragement through words is the key ingredient to responding to an angry child.”)

Details from the text/ specific information from the passage “Plain Talk about Dealing with the Angry Child” indicate what the essay focuses on. (“Parents must respond to their children’s behavior in such a way that will make them understand how to manage fury. There have been many proven strategies that help parents respond to children effectively. Parents and teachers must try to express interest in a child’s activities, teach children to express angry feelings orally, and show other methods to use rage.”)

The essay keeps the same focus throughout the writing. For example, the fourth paragraph begins by stating: “Sometimes, children have difficulties expressing their emotions orally. For them, there are also physical openings and exercises.”

## Content & Development

The essay has good content and development. The writer develops ideas fully and clearly by providing specific, accurate, and relevant details from the text. All sources used for quotes and facts are credible and most are correctly cited.

Supporting ideas with a summary and/or paraphrase of the text “Plain Talk about Dealing with the Angry Child” avoids plagiarism. (“In Richard Niolon’s book, Dealing With Anger and Children, he explains that, ‘Kids need physical activity to let off steam too. Keep in mind that you can allow this without risking your safety or the child’s.’ Letting a child kick any trash can or hit a pillow allows them to take out their anger on that object, not a person. It also teaches them self-control and helps keep their physical urges to a minimum. As children exercise, they tend to feel less angry as time passes by.”)

The essay includes good, specific details from the text that relate to the article’s goal of guiding guardians when dealing with angry children. (“Children ought to know how to talk about their feelings rather than to

express their feelings physically will make a great difference in their life. The passage, Plain Talk about Dealing with the Angry Child, says, ‘Teach children to put their angry feelings into words, rather than fists or other actions. Talking helps a child have control and thus reduces acting out behavior.’ Parents should, above all, stay calm when a child is angry. If you are calm, your child will be able to talk about her

feelings more comfortably.”)

The essay comments on direct quotations from “Plain Talk about Dealing with the Angry Child” with an analysis that ties into the controlling point/thesis statement of the essay. (“Children want adults to be constantly alert with what they are doing. According to the passage, Plain Talk about Dealing with the Angry Child, some ‘Children naturally try to involve adults in what they are doing, and the adult is often [infuriated] at being bothered.’ The anger that a child feels is sometimes related to apprehension about situations that the child has no control over. Parents, teachers, and counselors are recommended to express interest in children’s assignments. The passage also says that, ‘A child about to use a toy or tool in a

destructive way is sometimes easily stopped by an adult who expresses interest in having it shown to him.’ When parents are upset with their own child, they tend to lose guidance over them. Parents should encourage their children to find their strengths and as well as their weaknesses.”)

## Organization

Good organization is evident in this essay. It demonstrates a mostly unified structure with a good introduction, a good conclusion, consistent use of paragraphing, and consistent use of transitional devices.

The introduction includes a relevant anecdote about the topic of dealing with angry children. It also has an engaging exclamation at the beginning which successfully draws the reader’s attention. (“‘I hate you!’ Crash! Boom! Punch! For centuries, parents have had to deal with their angry children. Ours is no exception. Anger is an emotion that our culture looks at as negative. In reality, it is just a way to express how we feel. It’s the way that our emotions influence our behavior that is the negative part. There are many successful techniques for responding to the behavior of an angry child. Parents must respond to their children’s behavior in such a way that will make them understand how to manage fury.”)

Transitions between paragraphs or between sentences are used well. (“If parents demonstrated other ways to say and express their anger, they could also deal with anger more effectively. However, parents should also provide physical outlets…Sometimes, children have difficulties expressing their emotions orally. For them, there are also physical openings and exercises.’”)

The conclusion allows the reader to reflect on the thesis/controlling point, “Parents and teachers must try to express interest in a child’s activities, teach children to express angry feelings orally, and show other

methods to use rage,” and restates the main points effectively. (“To summarize, it is normal for children to face rage at any age. Parents, however, must learn to deal with this situation at the start of a child’s life.

Teaching children to express angry feelings verbally, showing different ways to use fury, and expressing interest in children’s activities are just some of the many ways to deal with angry children. These are the

most capable ways to respond to an angry child. Every adult has had to deal with an angry child and using these proven and well-observed techniques will help make dealing with children a lot easier.”)

## Language Use & Style

This essay contains good language use and style. It demonstrates appropriate language and word choice, some evidence of voice, a clear sense of audience, and uses well-structured sentences with some variety.

The language and tone are consistent throughout the essay. (“Parents should also teach their children to express themselves vocally. Children ought to know how to talk about their feelings rather than to express their feelings physically will make a great difference in their life…Sometimes, children have difficulties

expressing their emotions orally. For them, there are also physical openings and exercises.”)

Coherent style and tone ensure readers thoroughly understand how the main and supporting points of the body paragraphs are related, and how they strengthen the controlling point/thesis statement of the essay. (“When parents are upset with their own child, they tend to lose guidance over them. Parents should encourage their children to find their strengths and as well as their weaknesses. Encouragement through words is the key ingredient to responding to an angry child. Now, sometimes, words are what can help

them the most…Parents should also teach their children to express themselves vocally. Children ought to know how to talk about their feelings rather than to express their feelings physically will make a great

difference in their life.”)

The following complex sentence structure is used effectively: “Letting a child kick any trash can or hit a pillow allows them to take out their anger on that object, not a person.”

## Mechanics & Conventions

This essay shows good control of conventions and mechanics. It has few errors in grammar, mechanics, punctuation, and spelling that do not interfere with the message. For essays at this level, most sentences have a subject and a verb, end with a punctuation mark, and are either indented when a new paragraph begins or have a line break to separate and distinguish between paragraphs. Most sentences also begin with a capital letter. (“Parents should encourage their children to find their strengths and as well as their weaknesses. Encouragement through words is the key ingredient to responding to an angry child. Now, sometimes, words are what can help them the most.”)

**Score Point 4 - adequately communicates the writer’s message.**

## Model Essay

I am sure we have all tried to deal with an angry child. It is hard to do and we usually end up getting angry ourselves. After that, it is nearly impossible. Two angry people do not always come to agreement; however, it would not be as hard if we used the right techniques. There are better ways of dealing with an angry child than yelling at them or hitting them. This might be difficult at first because most people were not dealt with like this as they were children. They were told that expressing anger was bad, and this is not true. It is important to express your emotions properly.

To let a child express their emotions without causing distress for others, you must find an outlet. Find a way for them to express their feelings while doing something constructive. Before you can find an appropriate outlet, you need to know why they feel the way they do. Anger can mean many things. It could be a way to deal with their other emotions such as depression, low self-esteem, or other painful feelings. Children usually express sadness with anger. The adults must not get mad at the kid for expressing these feelings. On the contrary, they must realize this is very important. They need to help them deal with these emotions. This could be difficult, but if it is hard for the adult to deal with then imagine how the kid feels.

Punishment is not the answer, either. Instead there are other ways to handle a kid’s anger. Instead of making them feel bad for doing bad things, make them feel good for doing good things. When they act properly, make sure they know about it. This praise will make them want to do nice things more often. Try to ignore the bad behavior. This could be a way to get attention, and if you give in and yell at them, then they won. Instead, talk to them about it and let them know that it is not ok to do that. Make sure you are close to them when you do this. Children feel better when an adult is close by. Provide outlets, such as physical activity, for them. This will let them get out their frustrations. Also take an interest in what they like to do because kids like to impress adults. Encourage them to see what they are good at and do not

point out their mistakes. Also be sure to set boundaries. Let them know what is ok and what is not. If they stay in these boundaries then use some rewards. This will encourage them to stay within these boundaries.

Make sure that you are using good discipline. Make sure there is clarity, firmness, and caring. Be nice about doing this. If you just yell at them they are not going to listen. Do not punish the bad, just praise the good. Also help the child respect others as well as themselves. See the kid as an equal. You went through this as well and just think of how you would want to be treated. This may take some time but it is important to stick to it. You want them to behave, but you do not want them to think that everything they do is wrong. If they do not let out their emotions it will bottle up and lead to other problems. So talk to your kids and explain to them about how to deal with these issues and tell them how you feel when they are disruptive. Just remember that kids are people too.

# Commentary and Analysis

## Focus & Purpose

The essay exhibits adequate focus and meaning. It establishes a basic analysis of the text and makes implied connections between the text and task through a controlling or central idea.

The essay points out some specific information from the passage, “Plain Talk about Dealing with the Angry Child,” and task, “write a report about the problems of dealing with angry children,” that connects to what the essay will focus on. (“I am sure we have all tried to deal with an angry child. It is hard to do and we usually end up getting angry ourselves. After that, it is nearly impossible. Two angry people do not always come to agreement; however, it would not be as hard if we used the right techniques. There are better ways of dealing with an angry child than yelling at them or hitting them. This might be difficult at first because most people were not dealt with like this as they were children. They were told that expressing anger was bad, and this is not true. It is important to express your emotions properly.”)

The essay’s response adequately focuses on the question asked in the writing prompt. (“There are better ways of dealing with an angry child than yelling at them or hitting them. This might be difficult at first because most people were not dealt with like this as they were children. They were told that expressing anger was bad, and this is not true. It is important to express your emotions properly.”)

The essay generally keeps the same focus throughout the writing. For example, the focus is maintained in the final paragraph. (“Punishment is not the answer, either. Instead there are other ways to handle a kid’s anger. Instead of making them feel bad for doing bad things, make them feel good for doing good things. When they act properly, make sure they know about it. This praise will make them want to do nice things more often.”)

The essay understands the intended audience adequately. The writing style is also adequately appropriate for the audience, and there is little use of slang or contractions. (“Find a way for them to express their feelings while doing something constructive. Before you can find an appropriate outlet, you need to know why they feel the way they do. Anger can mean many things. It could be a way to deal with their other emotions such as depression, low self-esteem, or other painful feelings. Children usually express sadness with anger. The adults must not get mad at the kid for expressing these feelings.”)

## Content & Development

The essay contains adequate content and development. The writer develops ideas adequately by providing ample specific, accurate, and relevant details from the text. At this score level, most sources used for quotes and facts are also both credible and cited correctly.

The following quotation shows the author’s ability to support the main idea regarding why punishing a

child is not the solution for control and correction: “Instead of making them feel bad for doing bad things, make them feel good for doing good things. When they act properly, make sure they know about it. This praise will make them want to do nice things more often. Try to ignore the bad behavior. This could be a way to get attention, and if you give in and yell at them, then they won.”

The essay’s point, which follows, is valid: “There are better ways of dealing with an angry child than yelling at them or hitting them. This might be difficult at first because most people were not dealt with like

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this as they were children. They were told that expressing anger was bad, and this is not true.” Yet, it needs to be better supported by at least one direct quotation from the selection “Plain Talk about Dealing with the Angry Child.”

The essay generally uses details that relate to the theme of the story or article. (“Try to ignore the bad behavior. This could be a way to get attention, and if you give in and yell at them, then they won. Instead, talk to them about it and let them know that it is not ok to do that. Make sure you are close to them when you do this. Children feel better when an adult is close by. Provide outlets, such as physical activity, for

them.”)

## Organization

This essay contains adequate organization. It demonstrates a generally unified structure with a noticeable introduction and conclusion, but inconsistent use of both paragraphing and transitional devices.

The supporting paragraphs adequately use transitional devices that lead the reader from one source and/or analysis to the other. (“On the contrary, they must realize this is very important. They need to help them deal with these emotions. This could be difficult, but if it is hard for the adult to deal with then imagine how the kid feels…Punishment is not the answer, either. Instead there are other ways to handle a kid’s anger.”)

The conclusion allows the reader to reflect on the thesis/controlling point and restates the main points adequately. (“Make sure that you are using good discipline. Make sure there is clarity, firmness, and caring. Be nice about doing this. If you just yell at them they are not going to listen. Do not punish the bad, just praise the good. Also help the child respect others as well as themselves.”)

The conclusion adequately challenges the reader to see a new perspective on the issue. (“Make sure that you are using good discipline. Make sure there is clarity, firmness, and caring. Be nice about doing this. If you just yell at them they are not going to listen. Do not punish the bad, just praise the good. Also help the child respect others as well as themselves. See the kid as an equal. You went through this as well and just think of how you would want to be treated. This may take some time but it is important to stick to it. You want them to behave, but you do not want them to think that everything they do is wrong. If they do not let out their emotions it will bottle up and lead to other problems. So talk to your kids and explain to them about how to deal with these issues and tell them how you feel when they are disruptive. Just remember that kids are people too.”)

## Language Use & Style

The essay has adequate language use, voice and style. It demonstrates appropriate language and word choice, some awareness of audience and control of voice, and generally uses correct sentence structure with some variety.

Sentence lengths are adequately varied. (“To let a child express their emotions without causing distress for others, you must find an outlet. Find a way for them to express their feelings while doing something constructive. Before you can find an appropriate outlet, you need to know why they feel the way they do. Anger can mean many things.”)

Exact and specific words from the research and the prompt task are used adequately. (“Before you can find an appropriate outlet, you need to know why they feel the way they do. Anger can mean many things. It could be a way to deal with their other emotions such as depression, low self-esteem, or other painful

feelings. Children usually express sadness with anger.”)

Word choices and sentence structures are sometimes poor. (“See the kid as an equal.”)

## Mechanics & Conventions

The essay has adequate control of conventions and mechanics. It has some errors in grammar, mechanics, punctuation and spelling that do not significantly interfere with the communication of the message. For example, in essays at this level, many sentences have a subject and a verb, begin with a capital letter, end with a punctuation mark, and are either indented when a new paragraph begins or contain a line break to separate and distinguish between paragraphs. (“You want them to behave, but you do not want them to think that everything they do is wrong. If they do not let out their emotions it will bottle up and lead to other problems. So talk to your kids and explain to them about how to deal with these issues and tell them how you feel when they are disruptive.”)

**Score Point 3 - partially communicates the writer’s message.**

## Model Essay

When dealing with kids it is important to allow the kids to show their feelings, even if the feelings are not what we want to see. Teachers and adults need to teach kids ways to show their feelings without making the kid feel like he can’t show his feelings or he can’t hurt another person or property when showing his feelings. There are different things that can trigger bad feelings. Some of them are anxiety with what is

going on, maybe an assignment or another kid, feelings of being alone, like when other kids are playing and not including him, a feeling of failure, like flunking a test, or low self esteem, which means the kid does not have good feelings about himself to begin with.

Anger and aggression are two different things. Anger is a feeling, like not being happy about flunking a test. Aggression is when somebody wants to hurt somebody else or damage property. It is okay to let a kid show his anger that he is feeling but if it is aggression it needs to be stopped so nobody gets hurt. It is okay to know what anger is and what aggression is so nobody gets hurt.

Adults and teachers need to teach kids how to show their anger without it getting to be aggression and not punish a kid for showing his anger but teach them ways to show it so it is controlled. There are many ways to teach a kid good behavior. An adult or teacher could let the child know when he is being good and tell them good job for being good. Giving a kid praise for doing good things teaches a kid to want to do good things even more. If it is possible it is good to ignore bad behavior then maybe the kid will realize that he

isn’t pushing any buttons and quit the bad behavior. Keeping kids active can help them stay happy by just the activity letting off steam by playing. It is a good idea not to put kids in situations that could cause them to start bad behavior, such as having a big activity with a lot of talking and then expecting the kids to be quiet for a program.

Kids need to learn repsect, to show respect. Teachers and adults can model good behavior so kids can learn by their example. If teachers and adults show interest in the kids and what they are doing this could stop a bad behavior from starting and by showing interest and respect the kids should learn it too.

# Commentary and Analysis

## Focus & Purpose

This essay demonstrates limited focus and meaning. It shows a vague or incomplete understanding of the text and the purpose of the task, and implies a few connections between text and task through a controlling or central idea.

The essay should improve the focus of the controlling idea/thesis statement, “When dealing with kids it is important to allow the kids to show their feelings, even if the feelings are not what we want to see,” by

referencing the task information more effectively. (“Anger and aggression are two different things. Anger is a feeling, like not being happy about flunking a test. Aggression is when somebody wants to hurt somebody else or damage property.”)

The essay should align the controlling idea/thesis statement to the prompt task by focusing on the necessity of letting children express their feelings. (“There are many ways to teach a kid good behavior. An adult or teacher could let the child know when he is being good and tell them good job for being good.”)

y is stated. (“There are different things that can trigger bad feelings. Some of them are anxiety with what is going on, maybe an assignment or another kid, feelings of being alone, like when other kids are playing and not including him, a feeling of failure, like flunking a test, or low self esteem, which means the kid does not have good feelings about himself to begin with.”)

## Content & Development

The essay has limited content and development. The writer develops ideas briefly and inconsistently, providing only some specific, accurate, and relevant details from the text.

The essay uses a limited number of details to describe what is important about the article. (“Some of them are anxiety with what is going on, maybe an assignment or another kid, feelings of being alone, like when other kids are playing and not including him, a feeling of failure, like flunking a test, or low self esteem, which means the kid does not have good feelings about himself to begin with…Anger and aggression are two different things. Anger is a feeling, like not being happy about flunking a test. Aggression is when somebody wants to hurt somebody else or damage property…There are many ways to teach a kid good behavior. An adult or teacher could let the child know when he is being good and tell them good job for being good.”)

The essay has a limited use of details to illustrate the main ideas. (“Anger and aggression are two different things. Anger is a feeling, like not being happy about flunking a test. Aggression is when somebody wants to hurt somebody else or damage property. It is okay to let a kid show his anger that he is feeling but if it is aggression it needs to be stopped so nobody gets hurt. It is okay to know what anger is and what

aggression is so nobody gets hurt.”)

The explanations and details used to explain the main ideas in the body paragraphs are limited. (“Adults and teachers need to teach kids how to show their anger without it getting to be aggression and not punish a kid for showing his anger but teach them ways to show it so it is controlled. There are many ways to teach a kid good behavior. An adult or teacher could let the child know when he is being good and tell them good job for being good. Giving a kid praise for doing good things teaches a kid to want to do good things even more. If it is possible it is good to ignore bad behavior then maybe the kid will realize that he isn’t pushing any buttons and quit the bad behavior.”)

## Organization

This essay contains limited organization. It demonstrates evidence of structure, but with an uncertain introduction and conclusion. Further, it lacks paragraphing and lacks some transitional devices.

The introduction does not grab the reader’s attention. However, it does include some background information about the topic. (“When dealing with kids it is important to allow the kids to show their feelings, even if the feelings are not what we want to see. Teachers and adults need to teach kids ways to show their feelings without making the kid feel like he can’t show his feelings or he can’t hurt another person or property when showing his feelings.”)

Transitions should better connect the supporting sentences to the main idea, as seen here: “Anger and aggression are two different things. Anger is a feeling, like not being happy about flunking a test.

Aggression is when somebody wants to hurt somebody else or damage property.”

The conclusion does not include the controlling idea/thesis statement or the main points in the essay.

(“Kids need to learn repsect, to show respect. Teachers and adults can model good behavior so kids can

learn by their example. If teachers and adults show interest in the kids and what they are doing this could stop a bad behavior from starting and by showing interest and respect the kids should learn it too.”)

## Language Use & Style

This essay unfortunately has limited language use and style. It demonstrates simple language use, some awareness of audience and control of voice, and relies on simple sentences with insufficient sentence variety and word choice.

The lengths of the sentences are short. (“Kids need to learn repsect, to show respect.”)

The essay uses the same group of words to begin two sentences in the second paragraph. (“It is okay to let a kid show his anger that he is feeling but if it is aggression it needs to be stopped so nobody gets hurt. It is okay to know what anger is and what aggression is so nobody gets hurt.”)

The essay should use more varied and appropriate transitions. Doing so would help connect ideas between paragraphs and sentences more effectively. (“It is okay to know what anger is and what aggression is so nobody gets hurt…Adults and teachers need to teach kids how to show their anger without it getting to be aggression and not punish a kid for showing his anger but teach them ways to show it so it is controlled.

There are many ways to teach a kid good behavior.”)

The sentences are too informal at times and do not effectively communicate the writer’s purpose to the intended audience. (“Anger and aggression are two different things. Anger is a feeling, like not being happy about flunking a test.”)

## Mechanics & Conventions

The essay has limited control of conventions and mechanics. It has several noticeable errors in grammar, mechanics, punctuation, and spelling that may interfere with the communication of the message. Each sentence should have a subject and a verb, begin with a capital letter, and end with a punctuation mark. Also, in essays at this level, sentences may not be consistently indented when a new paragraph begins, or line breaks may not be consistently used to separate and distinguish between paragraphs. (“Kids need to learn repsect, to show respect. Teachers and adults can model good behavior so kids can learn by their example. If teachers and adults show interest in the kids and what they are doing this could stop a bad behavior from starting and by showing interest and respect the kids should learn it too.”)

The writer should click on MY Editor for more ways to improve his/her writing.

**Score Point 2 - limited in communication of the writer’s message.**

## Model Essay

Dealing with an angry child can be very difficult sometimes. They can turn violent and out of control. Some children can become calm quickly, but with other children it might take a while. Controlling an angry child can be frustrating and irritating. You just have to be patient.

The first step you should take with controlling an angry child, is to let them have their space. More than likely, children will get angry and all they really want is a response from the adult, so you just need to give the child their space. Try and let them cool off on their own. After about twenty or thirty minutes you should try and talk to the child. If he or she is already calm, then ask them what happened and what you did to make them angry.

# Commentary and Analysis

## Focus & Purpose

This essay has minimal focus and meaning. It models an unclear understanding of the text and the purpose of the task, and makes unclear or unwarranted connections between the text and task through a controlling or central idea.

The essay does not have a clearly defined thesis statement. While it is attempted, it is drawn out and lacks focus, as seen here: “Dealing with an angry child can be very difficult sometimes. They can turn violent and out of control. Some children can become calm quickly, but with other children it might take a while. Controlling an angry child can be frustrating and irritating. You just have to be patient.”

The main idea needs to be defined more effectively so the reader is able to understand what the purpose of the essay is. (“The first step you should take with controlling an angry child, is to let them have their space. More than likely, children will get angry and all they really want is a response from the adult, so you just need to give the child their space.”)

The writer should review the prompt carefully and identify what informational topics or aspects he/she must focus on, such as how to effectively calm down an angry child. This is attempted but is far too brief. (“Try and let them cool off on their own. After about twenty or thirty minutes you should try and talk to the child. If he or she is already calm, then ask them what happened and what you did to make them

angry.”)

## Content & Development

This essay has minimal content and development. It develops ideas incompletely and inadequately while providing few details from the text, some of which are not specific, accurate, and relevant. At this scoring level, many sources used for quotes and facts are also less than credible (suspect) and/or not cited correctly.

You just have to be patient.”)

Supporting ideas should contain the examples, direct quotations, citations, paraphrases, and/or summaries from the informational selection. Such information, for example, could be used here: “After about twenty or thirty minutes you should try and talk to the child. If he or she is already calm, then ask them what

happened and what you did to make them angry.”

There are minimal supporting sentences for each paragraph. (“The first step you should take with controlling an angry child, is to let them have their space. More than likely, children will get angry and all they really want is a response from the adult, so you just need to give the child their space. Try and let them cool off on their own. After about twenty or thirty minutes you should try and talk to the child. If he or she is already calm, then ask them what happened and what you did to make them angry.”)

## Organization

This essay utilizes minimal organization. It demonstrates little evidence of structure with a poor introduction, a poor conclusion, and little evidence of paragraphing and transitional devices.

The essay demonstrates little evidence of a good introduction. It does little to grab the readers’ attention, and includes little background information about the topic. (“Dealing with an angry child can be very difficult sometimes. They can turn violent and out of control. Some children can become calm quickly, but with other children it might take a while. Controlling an angry child can be frustrating and irritating. You just have to be patient.”)

There is no clear controlling idea/thesis statement to finish the introductory paragraph. (“You just have to be patient.”)

Transitions only minimally connect the paragraphs. (“Controlling an angry child can be frustrating and irritating. You just have to be patient.”)

## Language Use & Style

The essay has minimal language use and style. It demonstrates poor language and word choice, little awareness of audience, and makes basic errors in sentence structure and usage.

Sentence lengths are short. (“You just have to be patient.”)

The essay should use more varied and appropriate transitions. (“The first step you should take with controlling an angry child, is to let them have their space. More than likely, children will get angry and all they really want is a response from the adult, so you just need to give the child their space. Try and let them cool off on their own. After about twenty or thirty minutes you should try and talk to the child. If he or she is already calm, then ask them what happened and what you did to make them angry.”)

The sentences, and essay as a whole, are too informal and do not effectively communicate the purpose to the intended audience. (“Dealing with an angry child can be very difficult sometimes. They can turn

violent and out of control. Some children can become calm quickly, but with other children it might take a while. Controlling an angry child can be frustrating and irritating. You just have to be patient.”)

## Mechanics & Conventions

The essay showsWhile few errors exist in this essay, the nature and number of errors relative to the depth of content indicate minimal control of conventions and mechanics. In typical writing at this level, there are patterns of errors in grammar, mechanics, punctuation, and spelling that substantially interfere with the communication of the message. Additionally, each sentence does not always begin with a capital letter, end with a punctuation mark, or consistently contain a subject and a verb. Further, indentations or line

breaks are not always used when a new paragraph begins. (“The first step you should take with controlling an angry child, is to let them have their space. More than likely, children will get angry and all they really want is a response from the adult, so you just need to give the child their space. Try and let them cool off on their own. After about twenty or thirty minutes you should try and talk to the child. If he or she is

already calm, then ask them what happened and what you did to make them angry.”) The writer should click on MY Editor for more ways to improve his/her writing.

**Score Point 1 - inadequately communicates the writer’s message.**

## Model Essay

I would deal with angry child by seeing if anything is wrong. Asking him if he wants to talk about anything. It mostly depends what he is emotoins and what he does when he or she is angry. If the child is to much for you. I would give the child to someone who has more experience.

# Commentary and Analysis

## Focus & Purpose

This essay contains inadequate or no focus and meaning. It shows little understanding of the text or the purpose of the task, and makes no connections between the text and task through a controlling or central idea.

The main idea needs to be defined more effectively so the readers understand what the purpose of the essay is. (“I would deal with angry child by seeing if anything is wrong. Asking him if he wants to talk about

anything.”)

The writer should review the prompt carefully and identify what informational topics or aspects he/she must focus on, such as how to effectively manage an angry child. (“I would deal with angry child by seeing if anything is wrong. Asking him if he wants to talk about anything. It mostly depends what he is emotoins and what he does when he or she is angry.”)

The essay does not have a clearly defined thesis statement. (“I would deal with angry child by seeing if anything is wrong. Asking him if he wants to talk about anything. It mostly depends what he is emotoins and what he does when he or she is angry. If the child is to much for you. I would give the child to

someone who has more experience.”)

## Content & Development

The essay has inadequate or no content and development. It shows minimal or no development of ideas, while providing virtually no details from the text.

The point of the essay is not valid or complete. (“I would deal with angry child by seeing if anything is wrong. Asking him if he wants to talk about anything. It mostly depends what he is emotoins and what he does when he or she is angry. If the child is to much for you. I would give the child to someone who has more experience.”)

The essay’s ideas are not supported by a direct quotation from the selection. (“I would deal with angry child by seeing if anything is wrong. Asking him if he wants to talk about anything. It mostly depends what he is emotoins and what he does when he or she is angry.”)

Supporting ideas should contain the examples, direct quotations, citations, paraphrases, and/or summaries from the informational selection. They are needed here: “It mostly depends what he is emotoins and what he does when he or she is angry. If the child is to much for you. I would give the child to someone who has more experience.”

There are few or no supporting sentences for the paragraph that makes up the entire essay. (“Asking him if he wants to talk about anything. It mostly depends what he is emotoins and what he does when he or she is angry. If the child is to much for you. I would give the child to someone who has more experience.”)

## Organization

There is inadequate or no organization associated with this essay. It demonstrates no evidence of a unified structure with no introduction or conclusion. There is also no evidence of paragraphing or transitional devices.

The essay does not grab the readers’ attention in the introduction. (“I would deal with angry child by seeing if anything is wrong. Asking him if he wants to talk about anything.”)

The introduction is inadequate and does not include a clear sentence that explains what the essay is about. (“I would deal with angry child by seeing if anything is wrong. Asking him if he wants to talk about

anything.”)

Transitional devices are not used to help connect the supporting sentences to the main idea. (“I would deal with angry child by seeing if anything is wrong. Asking him if he wants to talk about anything. It mostly depends what he is emotoins and what he does when he or she is angry.”)

The conclusion, or in this case, concluding sentence, does not include the controlling idea/thesis statement or the main points in the essay. (“If the child is to much for you. I would give the child to someone who has more experience.”)

## Language Use & Style

The essay contains inadequate language use and style. It demonstrates unclear or incoherent language use and word choice, no awareness of audience, and major errors in sentence structure and usage.

Sentence are short or are actually sentence fragments. (“If the child is to much for you.”)

Transitions are needed. (“I would deal with angry child by seeing if anything is wrong. Asking him if he wants to talk about anything. It mostly depends what he is emotoins and what he does when he or she is angry. If the child is to much for you. I would give the child to someone who has more experience.”)

The sentences are too informal and do not effectively communicate the writer’s purpose to the intended

audience. (“I would deal with angry child by seeing if anything is wrong. Asking him if he wants to talk about anything. It mostly depends what he is emotoins and what he does when he or she is angry. If the child is to much for you. I would give the child to someone who has more experience.”)

## Mechanics & Conventions

This essay clearly has inadequate or no control of conventions and mechanics. It has major errors in grammar, mechanics, punctuation, and spelling that significantly interfere with the communication of the message. For example, essays at this level typically have sentences that lack a subject and a verb, end with a punctuation mark, or begin with a capital letter. Often, indentations or line breaks are also missing when beginning new paragraphs. (“Asking him if he wants to talk about anything. It mostly depends what he is emotoins and what he does when he or she is angry. If the child is to much for you. I would give the child to someone who has more experience.”)

# Effects of Television Viewing on Young People

An English class in your middle school is conducting research into the effects of young people’s television viewing on their academic work and their personal behavior. You have been invited to speak to students in eighth grade about these effects. Read the text that follows and use relevant information from it to write the speech you will give to middle school students. Discuss the extent of television viewing by young people and the possible effects on their schoolwork and behavior.

**Score Point 6 - very effectively communicates the writer's message.**

## Model Essay

Television has entered the home and influenced virtually every one of you that sits before me today. The incredibly powerful invention of television has affected your "social lives, ways of learning and entertaining yourselves, family relations, and lifestyles" whether you know it or not. Even if you don''t watch television it has impacted your life by some sort of contact by a friend or family member who does. "Many small children spend more time watching television than doing any other activity except sleeping." "They will watch increasing amounts of TV each year until they finish the elementary grades." So congratulations. You are the young people that I am talking about. By the time you move on from eighth grade and graduate from high school you will have watched and estimated "48,000 commercials and seen 13,000 violent deaths" and "will have spent more time watching TV than you have in the classroom." An activity that consumes so much of your time has surely had an affect on your reading levels, schoolwork, and personal behavior.

The effects of TV on reading levels and schoolwork is profound. "Television has varied affects on

children’s reading abilities and schoolwork." "The effects depend on the control of the programs they watch, the amount of time they spend watching and the maturity of the child." Some forms of television can be very educational and positive for young children to watch. "Reading Rainbow, for example, reinforces the joy of reading and motivates children to read on their own." However not all television is all that positive. "Because children watch TV primarily for entertainment, they do not expend much mental effort while watching." Children do not simply interact with the ideas they see on TV because they are so absorbed in the entertainment aspect of it. "Children who give up many enriching activities besides reading for TV." "They become less actively engaged in exploring their neighborhoods, socializing with friends and engaging in sports and games.

The statistics that link television and reading and school performance are astounding. Some sixth graders were asked whether they learned more from a story on TV or in a book and they said they learned more from TV. However, "when half saw the story depcited on TV and the other half read the book, the children who read the book demonstrated a better understanding of the material." Three Canadian towns were also compared. One had a TV with commercial and public television, the other only commercial TV and the last with no TV. "The findings showed that the children in the town with no television were the best readers, whereas those with only commercial television were the poorest readers." "Children who lived in the town with one public and one commercial channel were in between, and when the town that had no TV began receiving it, reading scores fell."

Violence viewed on television can easily affect a child’s personal behavior. Violence on television "is shown as a way to serve a good cause, solve a problem, become famous, popular, or powerful, or as an unthinking activity." The straightforward answer to "does watching violence on TV cause children to be more violent?" is yes. "Young children naturally imitate the actions of the strong and powerful characters they see on TV. Such behavior can lead to aggressive play with others, especially among children who are to young to understand what they are watching is not really happening." Watching violence on television

just clearly affects children’s attitudes and behavior. "When violence appears normal to them,

desensitization-the absence of normal emotional response-ocurs." This may then be followed by a loosening of the moral and social restraints that control a child’s behavior.

The studies performed on television violence and child behavior also reinforces the idea that such a relationship exists. "Youngsters who had watched many violent shows when they were eight were rates as more aggressive by friends and neighbors ten years later, when they were eighteen." Studies also show that, regardless of income, "three-and four-year olds who watch a large number of action shows are more apt to be disruptive in nursery school."

So there you have it. Now that you are all in eighth grade and have been living your life as one of my statistics you can analyze for yourself the effects television has on reading ability, schoolwork, and personal behavior. I’m sure you will clearly see what everyone else has. Children who watch a lot of

television are more likely do be poor readers and achievers in school. They are also more than likely to possess a higher than average aggressive behavior.

Thank you for coming out and listening to me today. Good luck with the rest of your eighth grade year.

# Commentary and Analysis

## Focus & Purpose

The author conveys a deep understanding of the text and task by addressing the intended audience throughout and focusing on the effects of TV on intellectual and emotional behavior. It also offers a sophisticated and strong conclusion (“I’m sure you’ll clearly see what everyone else has”).

## Content & Development

This essay develops ideas fully and artfully, providing a complete set of supporting details for both the academic and behavioral effects of TV viewing. Virtually every detail of the article is employed and articulated without simply being quoted by the writer. (“Violence viewed on television can easily affect a child’s personal behavior. Violence on television "is shown as a way to serve a good cause, solve a problem, become famous, popular, or powerful, or as an unthinking activity." The straightforward answer to "does watching violence on TV cause children to be more violent?" is yes.”)

## Organization

This essay exhibits a logical and cohesive structure. A thorough introduction is followed by a detailed treatment of the academic and then behavioral effects of TV viewing. The conclusion suggests the significance of this exercise for the audience (“Now that you are all in eighth grade and have been living your life as one of my statistics you can analyze for yourself the effects television has on reading ability, schoolwork, and personal behavior”).

## Language Use & Style

The writer maintains precise language use, artful word choice (“astounding,” “profound,” and

“straightforward ”), a defined voice, and a clear sense of audience; the sentences are mostly well structured and varied, including several effective colloquial addresses (“So there you have it” and “So

congratulations. You are the young people that I am talking about”).

## Mechanics & Conventions

This essay demonstrates very effective control of the conventions and mechanics of writing. Few errors in grammar, mechanics, punctuation, and spelling are evident. (“I’m sure you will clearly see what everyone else has. Children who watch a lot of television are more likely do be poor readers and achievers in school. They are also more than likely to possess a higher than average aggressive behavior.”)

**Score Point 5 - strongly communicates the writer's message.**

## Model Essay

Like myself I bet you haven’t ever really thought about the effect television has on you. Well we spend so much time watching it, shouldn’t there be effects on us? There are, and recently I have learned more about them. Did you know, "Many small children spend more time watching TV than doing any other activity

except sleeping", this heavy watching can have positive or negative effects on children’s schoolwork. It may depend on the type of program watched, the program’s production techniques, and how much time young people spend watching, also how old the youngster is.

Since the effects of watching are so varied, so are the behaviors. It appears that heavy watching by children causes their English skills to be poor. They will "speak less fluently, write choppier, shorter sentences, and have smaller vocabularies, and make fewer inferences than children who watch less". This I contribute to the children having less social interaction. After all they can’t go outside and play with their frieds or join a team sport because they are glued to the television set inside.

Don''t get me wrong, I enjoy watching televion myself, but not too much. And I even remember watching "Reading Rainbow" in fourth grade during school, maybe it was in English class. That program is used in a positve manner to educate young people. "Reading Rainbow" has no foul or bad language or terrible violence in it, which is good, but alot of young people watch TV with more violent content in it. The children will often imitate what they see on TV possibly leading to "aggressive play with others". This aggressive play could also be followed by desensitization and disinhibition. I hate to dwell on the negative effects that television viewing has on behavior, but it also can negatively affect schoolwork.

When three Canadian towns were compared, one town having no TV, one town having only commercial TV, and the third having commercial and public TV. The findings showed the children in the town with no TV were the best readers, and the children in the town with commercial TV were the worst readers. And not surprisingly the children in the town with one commercial and one public channel were in the middle. I also don''t think you know that by the time you graduate from high school you will have watched "48,000 commercials and seen 13,000 violent deaths. They will have spent more time watching TV than they have in the classroom." Your teachers may have noticed this too. It is said of heavy watchers by teachers that they have shorter attention spans, are more restless, and wander aimlessly as compared to the lighter TV watchers. Also, "they are less interested in figuring out relationships between ideas and tend to focus on action-filled events".

However bad these facts or observations seem to be. I think we should focus on our own television viewing. And in turn how that is effecting us and our behavior and schoolwork.

# Commentary and Analysis

## Focus & Purpose

This response shows a complete understanding of the task (writing a speech) and makes clear connections between the text and the intended audience through a controlling idea (“Well we spend so much time watching it, shouldn’t there be effects on us? There are, and recently I have learned more about them”).

## Content & Development

The writer develops ideas fully and clearly, citing specific, accurate, and relevant details from the text in support of the author’s central thesis. Further development of the conclusion would improve the quality of this response. (“Since the effects of watching are so varied, so are the behaviors. It appears that heavy watching by children causes their English skills to be poor. They will "speak less fluently, write choppier, shorter sentences, and have smaller vocabularies, and make fewer inferences than children who watch less".”)

## Organization

This response demonstrates a mostly unified structure with a clear introduction and conclusion, as well as some use of transitional devices between the paragraphs. Moreover, the body paragraphs tend to be developed around distinct supporting ideas.

## Language Use & Style

Generally, this response shows appropriate word choice for the audience and a clear sense of voice. The structure of several fragmentary sentences, especially in the conclusion could be improved (“However bad

these facts or observations seem to be. I think we should focus on our own television viewing. And in turn how that is effecting us and our behavior and schoolwork”).

## Mechanics & Conventions

This response mostly shows good control of the conventions and mechanics of writing, containing few distracting errors in grammar, mechanics, punctuation (“don''t”), and spelling (“televion ”) other than typographical ones.

**Score Point 4 - adequately communicates the writer's message.**

## Model Essay

Television has a great impact on every childs life. Although television can be educating, most of the time it is entertaining and misleading. Most kids watch television to be entertained, not to be educated. Nearly 40 to 50 million people watch television at anytime at night, most of them are probably students, who are most likely putting off their homework. Children may not speak as fluent if they watch massive amounts of

television. Since television is viewed for entertainment, the brain doesn’t make an effort to think. If the show is entertaining, there is no necessity for thinking. “Sixth graders who were asked whether they learned more from a story on TV or in a book said they learned more from TV.” But studies show that this isn’t true. Children think that they learn better from the TV, but it’s only entertaining for them to watch.

Although a book may take a significant amount of time to read, it is definatly worth it. It’s been proven that heavy television viewers become lazy, bored in the classroom, and always wanting to be entertained.

Violence on television has the greatest effect on many students, and results in their attitudes, and behavior. Violence can be a misunderstanding because it can be viewed in order to solve a problem, and on TV, the criminals almost never get caught. Watching violent television shows can easily make a child want to do what they have watched by their role models. Violent television shows consist of killing, getting into fights, and picking on somebody else. This can be easily done at school, and interfering with their schoolwork. Considering that in the average American home, the television is on for approximately seven hours, violence can be seen in sufficient amounts.

There isn’t one television show that doesn’t show a type of uproar, except for educating shows that are meant for small chidren. But children grow out of that stage, and start watching programs that are meant for older people. Since the children are young and less experienced, they think that it is okay to do what is seen on their television sets. This is all misleading however, because what they are watching isn’t realistic.

Many parents aren’t aware of the effects on their children watching heavy amounts of television. We should focus on the academicsof the students, and not be so concerned with entertainment on television.

# Commentary and Analysis

## Focus & Purpose

Generally, this response shows an adequate understanding of the text and the purpose of the task through a controlling idea (“Television has a great impact on every childs life. Although television can be educating, most of the time it is entertaining and misleading”).

## Content & Development

This response develops ideas adequately, providing specific details to support the argument about the extent of TV viewing and its effects on learning and violent behavior.

## Organization

The writer demonstrates a generally unified structure with a noticeable introduction and weak conclusion. The supporting details, however, could be ordered in a more logical manner: notice that, while the second paragraph is limited to a discussion of violence on TV, the first paragraph mixes the academic impact of TV together with the introduction.

## Language Use & Style

This response generally demonstrates appropriate language use with an adequate awareness of the audience and control of voice. While mostly correct, some poorly structured sentences remain (“Violence can be a misunderstanding” and “Children may not speak as fluent”).

## Mechanics & Conventions

Some errors in grammar, mechanics, punctuation (“childs”), and spelling (“definatly ”) that do not significantly interfere with the communication of the message are present in this essay.

**Score Point 3 - partially communicates the writer's message.**

## Model Essay

Television affects many American lives. There are more people who spend time watching t.v. then spend time in the classroom. Many people tend to put their favorite t.v. shows before important things like homework. Now people have other things that go along with TV. like, video games. These things take as much or even more time then regular t.v. shows.

Reality t.v. shows are now catching others attention. These things are taking over television's regular programming. TV. ratings have sky rocketed, which means more people are watching TV. then ever before. Shows like American Idol, and Survivor are taking over peoples lives. No one has anytime left for school work.

People are paying more attention to television then more important things like homework which has to be done. People tend to push back their work until shows like "friends" or "American Idol" is over. This can be a problem if you do it on a consistent basis. No one really pays much attention to there future, because most americans are now slacking off because of t.v.

T.v. is not always negative. T.v. can give people information on current events that are happening in the world. You can watch and see what is going on across the globe on cnn. You can also catch on with the war watching fox news or anything else affiliated with the news.

That is how television is affecting young people. T.v. can bring positive or negative things in life. T.v. is not bad for you if you do not abuse it. T.v. is here to stay, and will always continue to affect you men and women’s' lives.

# Commentary and Analysis

## Focus & Purpose

Overall, the writer establishes a controlling idea but only partially communicates a complete message to the audience (“T.v. can bring positive or negative things in life. T.v. is not bad for you if you do not abuse it.

T.v. is here to stay, and will always continue to affect you men and women’s' lives”).

## Content & Development

The writer develops supporting ideas briefly and inconsistently in this essay. Notice the specific evidence of the popularity of TV that is presented in the second paragraph in contrast to the lack of evidence to support TV’s informative value in the third paragraph

## Organization

The author’s attempt to structure this essay is clear. A weak introduction and conclusion are presented, and the body paragraphs are logically organized in support of the author’s contention.

## Language Use & Style

This essay demonstrates simple language use and occasional inappropriate word choice (“then spend time in the classroom”). The sentences tend to be simple, with insufficient variety.

## Mechanics & Conventions

This writer shows a limited control of the conventions and mechanics of writing. Noticeable errors in grammar (“americans”), mechanics, punctuation (“that go along with TV. like, video games”), and spelling interfere with the communication of the message.

**Score Point 2 - limited in communication of the writer's message.**

## Model Essay

Many children today watch television. Most of them watch to much television. Watching television can be educational, but mast kids don't want to educational programs, they want to watch funny cartoons.

Watching TV isn't only bad for young kids developing eyes, it also makes them want to watch even more tv. They stop doing school work because watching tv is more fun. We are breeding "typical Americans". kids stop being active, and books aren't fun to read anymore. Children don't want to watch anything educational, realistically what kid would pick that over Sponge BoB? We have to limit how much television our kids watch, and what they watch.

# Commentary and Analysis

## Focus & Purpose

Overall, this essay suggests a controlling idea (“Most of them watch to much television”) but demonstrates only a minimal ability to develop and communicate this idea effectively. Hence, the response fails to complete the task.

## Content & Development

The writer introduces several interesting ideas (“kids stop being active” and “They stop doing school work”) but fails to develop them adequately.

## Organization

This response demonstrates little evidence of a unified structure. No clear introduction or conclusion has been developed, and there is little evidence of transitional devices. The author has not applied a specific structure to the ideas that are introduced, and thus, they appear haphazard.

## Language Use & Style

Simple language use, basic errors in sentence structure (“mast kids don't want to educational programs”), and unclear word choice (“Most of them watch to much television”) detract from the writer’s ability to fully communicate a message to the reader.

## Mechanics & Conventions

Significant errors in grammar, mechanics, punctuation (“kids”), and spelling (“mast”) substantially interfere with the communication of the writer’s message.

**Score Point 1 - inadequately communicates the writer's message.**

## Model Essay

Television is bad for your schoolwork and behavior. Well a little bit on your schoolwork because you can think about it while your doing my work. It effect your behavior because for example The Simpsons the movie Baby Boy when thet tried to steal his bike then they got him back at the park.Then he sock all of them in the mouth.

# Commentary and Analysis

## Focus & Purpose

This author has failed to establish and support the controlling idea and demonstrates no understanding of the purpose and audience of the assignment.

## Content & Development

The writer fails to develop any supporting ideas in support of the claim, “Television is bad for your schoolwork and behavior.”

## Organization

No evidence of a unified structure can be discerned in this response. The essay lacks an identifiable introduction and conclusion and makes no attempt to use transitional devices between ideas.

## Language Use & Style

Unclear language use (“Then he sock all of them in the mouth.”) and major errors in sentence structure

characterize this response (“It effect your behavior because for example The Simpsons the movie Baby Boy when thet tried to steal his bike then they got him back at the park”).

## Mechanics & Conventions

Major errors in grammar (“It effect your behavior”), mechanics, punctuation, and spelling (“thet tried to steal”) significantly interfere with the communication of the writer’s message.

# The Challenges and Uses of Native American Languages

The Cherokee and Navajo languages possess unique qualities that present difficulties and opportunities for native and foreign speakers alike. The following passages describe the creation of the Cherokee alphabet and the use of the Navajo language as an unbreakable code during World War II.

In a detailed essay, discuss the similarities of the challenges faced when working with the Navajo and Cherokee languages and the way that these languages were put to use. Support your discussion with facts and details from the text.

## Passage One:

### Laboring over the Birth of a Written Language

To most people, written language seems practically a product of nature. After all, most languages were developed thousands of years ago. Many Native American languages, however, are an exception to such ancient development. It wasn't until 200 years ago that a Cherokee named Sequoya developed the first Native American alphabet. As exhibited by his more than a decade-long effort, written language is hardly a simple gift of nature.

Prior to Sequoya's work, written language was rare among North American natives. Those groups that had introduced writing included the Maya, Aztec, Delaware, and Chippewa. Their writing systems, however, employed drawings or pictures to represent words. This type of writing is known as hieroglyphics, but is not really considered an alphabet.

Sequoya knew nothing of these other Native American forms of writing. His introduction to written language came from the Europeans who had settled in America. The Cherokee language, however, was very different from English and posed its distinct challenges.

One of the two most common Native American languages, Cherokee is part of the Iroquois language family. This family of languages consists of northern and southern branches. The southern or Cherokee branch developed about 3,000 years ago. At that time a portion of the Iroquois moved from the Great Lakes area into the region that now makes up Tennessee, Georgia, and North Carolina.

A very efficient language, Cherokee uses fewer separate words than many other languages. While an English verb may consist of just one word, Cherokee verbs are often phrases. These verb phrases also do the job of English adverbs, which is to describe when and how something happened. Cherokee nouns may also be phrase-like. The Cherokee word for horse, for instance, is so qui li. The literal meaning actually describes a horse; he carries heavy things.

In his first attempts to represent these words and phrases in writing, Sequoya also tried using pictures. He planned to develop a picture for each word. After coming up with hundreds of drawings, however, he ruled this system too cumbersome.

His next attempt more closely followed the English approach to an alphabet. In this approach, symbols represent sounds rather than full words. Instead of a symbol for each sound, however, Sequoya developed a sign for each syllable of his language. This alphabet form is known as a syllabary.

Developing his 86-symbol syllabary took nearly 11 years of Sequoya's life. To his great satisfaction, however, it took less than half that time for his people to become literate in it.

Today, while most Cherokee are also fluent in English, many still learn and speak Cherokee. In fact, as a result of renewed interest in cultural traditions, Cherokee is one of the few Native American languages to experience growing usage.

### Giving New Voice to the Cherokee

"No more!" an angry wife shouted at her husband. "Day and night, you scribble on bark sheets. You say one day these scribbles will mean something to our people. But your bark scribbles are everywhere, and no one around here understands them. Bark is meant for burning not scribbling!"

With that, the wife scooped up all the scattered bark sheets and threw them into the fire. Yet, she was sadly mistaken in thinking that her anger would make her husband stop his folly. For her husband, who was called Sequoya, knew his scrawling was far from foolish. His travail, Sequoya maintained, would preserve his precious Cherokee language.

For many reasons, Sequoya was never a typical member of the Cherokee tribe. One reason was that he was the product of two cultures. While his mother was Cherokee, his father was an English trader named Nathaniel Gist. Sequoya even had an English name, George Guess. Not long after Sequoya was born somewhere between 1760 and 1775, his father returned to his people. Still, although Sequoya remained with the Cherokee, he maintained a strong interest in his father's culture.

This interest grew even stronger when Sequoya learned that the United States was at war with England. He decided to join his father's people in fighting for America. While he was in the army, Sequoya saw soldiers staring at marks on thin white sheets. He soon learned that these marked white sheets formed messages to the soldiers. The soldiers called them letters, but to Sequoya, the white sheets looked like leaves. And since they spoke to the soldiers, he called them talking leaves.

The idea of written language fascinated Sequoya. How wonderful it would be, he thought, if the Cherokee language could be written down. Then his people could send important messages. Writing down their stories would also keep them more accurate than passing them along by word of mouth. Sequoya could see that Cherokee ways were fading under the influence of his father's people. A written language, however, might ensure that Cherokee stories and traditions were never completely forgotten.

That's why Sequoya kept at his scribbling. He was working to develop a Cherokee alphabet. Along with his wife, many others condemned his efforts. Still he didn't give up, and after many years of work, he succeeded. Once his symbols were perfected in 1821, he began teaching people how to read them. His young daughter, Ah-yoka, was one of the first to learn to read Cherokee. Seeing Ah-yoka read made those who were skeptical of Sequoya's symbols stop doubting.

Before long, many Cherokee could read and write. By 1828, they had even started their own newspaper, The Cherokee Phoenix. The Cherokee printed this newspaper as well as many books and magazines on their own press.

All of these publications, as well as seeing Cherokee children learn their own language in school, was a great reward to Sequoya. Yet he was to receive even greater rewards. One of these was a gift from the president of the United States. The president's gift to Sequoya of $500 a year for the rest of his life was the first ever American literary prize.

Sequoya's favorite reward, however, came from his own people. It was a beautiful silver medal with his picture etched in the middle of it. From the moment he was awarded with this symbol of gratitude, Sequoya was never seen without it.

## Passage 2:

### Fighting Words

Months before December 7, 1941, when the Japanese attacked Pearl Harbor, the Navajo tribe of Native Americans formally resolved to defend America. All Americans were soon to owe a debt of gratitude for this commitment. A special force of Navajo soldiers proved to be key contributors to the Japanese defeat.

This select Navajo group brought the war effort a surprisingly powerful weapon: their native language. As an unwritten, extremely complex language, Navajo proved an excellent basis for encoding top-secret military messages.

The idea for developing Navajo codes originated with Philip Johnston, the son of missionaries to the Navajo tribe. As a child, Johnston had lived on a Navajo reservation with his parents and regularly played with Navajo children. Through this experience, he became one of the few non-Navajos to gain fluency in their language.

Later, while serving in World War I, Johnston learned of a few Choctaw soldiers sending military codes in their native language. Most military terms such as tank and machine gun did not exist in this language. So Choctaw words or phrases were substituted for these terms. Coded messages were then sent orally between Choctaw soldiers via field telephones. Through this practice, these Choctaw soldiers earned the name— code talkers. Even though enemies intercepted some code talker messages, they never managed to decipher them.

As World War II began, Johnston recalled the Choctaw's success in World War I. He knew such codes would be needed again and that the exceptionally complicated Navajo language offered even greater benefits than Choctaw. So, early in 1942, Johnston approached marine Major General Clayton B. Vogel with his idea for employing Navajo soldiers as code talkers.

Shortly thereafter, Johnston and several Navajo tribe members gave Vogel a demonstration. Marine officers composed a mock combat message in English. One tribe member then translated it into Navajo and orally transmitted it to a fellow tribesman in another location. When the second tribesman translated it back to separate marine officers in perfect English, the message matched word for word. This whole transmission process took less than 30 seconds. Decoding machines of that time took nearly 30 minutes to perform the same job.

Following this demonstration, the marines quickly recruited Navajo soldiers for training as code talkers. Twenty-nine original recruits created the code. They developed a dictionary of Navajo words that could be substituted for military terms. Like Choctaw, the Navajo language had no existing words for military equipment and maneuvers. During training, all Navajo code talkers were required to memorize a dictionary of 211 primary and alternate code words.

Throughout the war, the Marines deployed some 400 Navajo code talkers. Everywhere they went, these code talkers were highly praised for their skill and accuracy. Their value was especially apparent during a famous battle for the South Pacific island of Iwo Jima. Despite heavy artillery fire, six code talkers slogged through quicksand-like beaches and clambered up mountain slopes. Within 48 hours, they perfectly coded and decoded over 800 messages. "Were it not for the Navajos," Major Howard Connor, 5th Marine Division signal officer, later proclaimed, "the Marines would never have taken Iwo Jima." When the war ended in 1945, the Navajo code remained unbroken.

Recognizing its potential future value, the military kept the Navajo code talking program classified for many years. Finally in 1981, President Ronald Reagan awarded all surviving Navajo Code Talkers a

Certificate of Appreciation. In 1992, this special unit was honored once again with the dedication of a special exhibit. This display, including photographs, equipment, and the original code, stands as a constant reminder of the Navajo code talkers' unparalleled contribution to America.

### The Secret Behind the Perfect Code

In the World War II search for languages suitable for adapting into codes, none was more perfect than Navajo. Complex in structure as well as difficult in pronunciation, Navajo was spoken almost exclusively among tribe members. Occasionally, outsiders such as traders or missionaries attempted to learn the language. Yet, only an exceptional few grasped enough words for more than the most rudimentary communication.

The Navajo language's complexity lies in several factors. One is its heavy reliance on tone. The meaning of many Navajo words changes depending on the tone or pitch used in pronouncing them. Some words also require a sound produced by a breathing clutch known as a glottal stop. For those not born to the language, the glottal stop is very difficult to reproduce or even hear.

Mastering Navajo also requires a sharp ear because the language is almost impossible to produce in writing. With both pronunciation and spelling influencing connotation, an alphabet alone cannot fully convey Navajo word meanings. Even using accent marks and phonetic symbols is impractical, since the language would require too many symbols.

Further assuring unfamiliarity to outsiders is the Navajos' failure to include foreign words. Rather than adopt the English word for telephone, for instance, the Navajo created their own word for it. Although not an accurate representation of pronunciation, the Navajo word for telephone is roughly besh-hal-ne-ih.

Such complicated characteristics made Navajo an ideal basis for creating a code language. As complex as the regular Navajo language is, the code developed from it was even more intricate.

Navajo soldiers who became known as code talkers created a code dictionary of 211 actual Navajo words. When used to deliver a coded message, however, only the first letter of most code words had any meaning. This first letter represented the first letter of the English translation of the spoken Navajo word. For instance, all of the following Navajo words could represent the English letter A: wol-la-chee (ant), be-la- sana (apple) ortse-nill (axe).

The Navajo code also included about 450 words that represented a whole English word instead of just a letter. These words generally were substitutions for frequently used military terms. These terms created further confusion since none of them actually existed in the regular Navajo language.

The near perfection of the Navajo code was later proven by a Navajo soldier not involved in the code talker program. When captured by the Japanese, he was forced to listen to an intercepted code-talker transmission. When introduced to a fluent code talker after the war, the soldier declared, "I never figured out what you guys who got me into all that trouble were saying."

**Score Point 6 - very effectively communicates the writer's message.**

## Model Essay

Language is universal. It is a form of communication present in all cultures. Whether spoken or written, language is the key to civilization. Speaking a language is like a natural act, whereas writing a language "is hardly a simple gift of nature" (One). Throughout history, linguists have recorded and studied written languages in order to preserve the cultures of many nations. Unlike most languages, the Native American language, Cherokee, recently developed a written language a little over 200 years ago, whereas the Native

American language, Navajo, has yet to have had a written language developed. Both Native American languages, however, have overcome challenges that have positively influenced the American spirit.

Because Sequoya, a Cherokee, "developed the first Native American alphabet," (One) he was able to preserve "Cherokee stories and traditions" (One). The preservation of cultures is vital in order for an individual to fully understand their heritage as well as the heritage of others. Once the written language for Cherokee was effectively taught to others, the Cherokee were capable to print "their own newspaper, the Cherokee Phoenix as well as many books and magazines" (One). By successfully developing a written language for Cherokee, Sequoya was ensuring the longevity of his customs and his way of life. Figuring out how to implement a writing system for Cherokee, however, was Sequoya's challenge.

The Cherokee language has complexities that made it difficult to produce in writing. "Cherokee verbs are often phrases" (One) as are some Cherokee nouns. Because of its complexity, Sequoya attempted many different approaches to represent his language. He initially "tried using pictures" (One), but found that "too cumbersome" (One), which led him to his final solution, the implementation of syllabary. Syllabary allowed Sequoya to create "a sign for each syllable of his language" (One). Despite the challenge of forming an effective written language for Cherokee, Sequoya's determination and passion for his culture gave him the strength to attain his goal.

Unlike the Cherokee, the Navajo language does not have a written language. Because Navajo is "complex in structure as well as difficult in pronunciation" (Two), it is "almost impossible to produce in writing" (Two). Navajo heavily relies on tone, which is particularly complicated to fabricate in writing.

Implementing an alphabet like the Cherokee, would not "fully convey Navajo word meanings" (Two), nor would "accent marks and phonetic symbols since the language would require too many symbols" (Two). Although not being able to create a written language for Navajo seems negative, it actually proved to be beneficial in American history.

During World War II, the "unwritten, extremely complex language" (Two) of the Navajo proved to be a vital weapon used in defeating the Japanese. Because Navajo is an intricate language, it is primarily spoken "among tribe members" (Two). Since few people understand the Navajo language, Navajo soldiers were trained as code talkers. These code talkers "developed a dictionary of Navajo words that could be substituted for military terms" (Two). Code talkers transmitted messages to one another in Navajo. By doing so, the Japanese were unable to decode the secret messages, which led to their defeat on Iwo Jima. If Navajo were to have a written language, the United States would have encountered many more issues throughout the war. The mere fact that the Navajo do not have a written language, however, proved to be an essential asset for the United States.

Languages, whether written or solely spoken, facilitate our daily lives. Like the Cherokee, we too can preserve stories and cultural aspects of our society through written text. Written language has allowed our civilization to explore the histories of many other civilizations as well as our own. The Navajo, on the other hand, are unique since they have been able to preserve their culture without the use of a written language. Despite the challenges found in both Native American languages, both Cherokee and Navajo will always be recognized throughout history due to the many influences both tribes have had on the American people.

## Commentary and Analysis Focus & Purpose

The writer provides very effective focus and meaning in the essay by demonstrating a deep understanding of the text and the purpose of the task. He/she makes insightful connections between text and task through a clearly defined thesis statement/controlling idea. Additionally, the writer demonstrates a thorough understanding of the purpose and the audience, and he/she effectively completes all parts of the task. The writer leaves the readers with a clear picture of the challenges and uses of the Native American languages discussed in the text.

The essay’s introduction engages the readers from the very beginning. (“Language is universal. It is a form of communication present in all cultures. Whether spoken or written, language is the key to civilization.

Speaking a language is like a natural act, whereas writing a language ‘is hardly a simple gift of nature’ (One). Throughout history, linguists have recorded and studied written languages in order to preserve the cultures of many nations. Unlike most languages, the Native American language, Cherokee, recently developed a written language a little over 200 years ago, whereas the Native American language, Navajo, has yet to have had a written language developed. Both Native American languages, however, have overcome challenges that have positively influenced the American spirit.”)

All of the details used in the essay relate to the central/controlling idea very effectively. (“The Cherokee language has complexities that made it difficult to produce in writing. ‘Cherokee verbs are often phrases’ (One) as are some Cherokee nouns. Because of its complexity, Sequoya attempted many different

approaches to represent his language. He initially ‘tried using pictures’ (One), but found that ‘too

cumbersome’ (One), which led him to his final solution, the implementation of syllabary. Syllabary allowed Sequoya to create ‘a sign for each syllable of his language’ (One). Despite the challenge of

forming an effective written language for Cherokee, Sequoya's determination and passion for his culture gave him the strength to attain his goal.”)

The language of the thesis fits the examples very effectively. (“Code talkers transmitted messages to one another in Navajo. By doing so, the Japanese were unable to decode the secret messages, which led to their defeat on Iwo Jima. If Navajo were to have a written language, the United States would have encountered many more issues throughout the war. The mere fact that the Navajo do not have a written language, however, proved to be an essential asset for the United States.”)

## Content & Development

There is very effective content and development in the essay. The writer develops ideas fully and clearly by providing specific and relevant details from the text and by using a variety of methods to include credible information from the text (e.g., paraphrasing and direct quotes). Sources used for quotes and facts are cited correctly.

Relevant points explain and illustrate the challenges and uses of the Native American languages very

effectively. (“Unlike the Cherokee, the Navajo language does not have a written language. Because Navajo is ‘complex in structure as well as difficult in pronunciation’ (Two), it is ‘almost impossible to produce in writing’ (Two). Navajo heavily relies on tone, which is particularly complicated to fabricate in writing.

Implementing an alphabet like the Cherokee, would not ‘fully convey Navajo word meanings’ (Two), nor would ‘accent marks and phonetic symbols since the language would require too many symbols’ (Two). Although not being able to create a written language for Navajo seems negative, it actually proved to be beneficial in American history.”)

Details and direct quotes from the text effectively explain and illustrate the main ideas. (“During World War II, the ‘unwritten, extremely complex language’ (Two) of the Navajo proved to be a vital weapon used in defeating the Japanese. Because Navajo is an intricate language, it is primarily spoken ‘among tribe members’ (Two). Since few people understand the Navajo language, Navajo soldiers were trained as code

talkers. These code talkers ‘developed a dictionary of Navajo words that could be substituted for military terms’ (Two).”)

Specific information about the challenges and uses of the Native American languages is developed very effectively. (“Because of its complexity, Sequoya attempted many different approaches to represent his

language. He initially ‘tried using pictures’ (One), but found that ‘too cumbersome’ (One), which led him to his final solution, the implementation of syllabary. Syllabary allowed Sequoya to create ‘a sign for each syllable of his language’ (One). Despite the challenge of forming an effective written language for Cherokee, Sequoya's determination and passion for his culture gave him the strength to attain his goal.”)

## Organization

The organization in the essay is very effective. The essay demonstrates a cohesive and unified structure with an engaging introduction and a strong conclusion. There is effective use of paragraphing and subtle transitional devices as well.

The writer captures the readers’ attention in the introduction by incorporating references to linguistics and the development of languages. (“Language is universal. It is a form of communication present in all cultures. Whether spoken or written, language is the key to civilization. Speaking a language is like a

natural act, whereas writing a language ‘is hardly a simple gift of nature’ (One). Throughout history, linguists have recorded and studied written languages in order to preserve the cultures of many nations. Unlike most languages, the Native American language, Cherokee, recently developed a written language a little over 200 years ago, whereas the Native American language, Navajo, has yet to have had a written language developed. Both Native American languages, however, have overcome challenges that have positively influenced the American spirit.”)

Subtle transitional phrases are used to connect ideas between paragraphs and sentences. (“Code talkers transmitted messages to one another in Navajo. By doing so, the Japanese were unable to decode the secret messages, which led to their defeat on Iwo Jima. If Navajo were to have a written language, the United States would have encountered many more issues throughout the war. The mere fact that the Navajo do not have a written language, however, proved to be an essential asset for the United States.”)

The writer includes an ending that provides the readers with a sense of closure. (“Languages, whether written or solely spoken, facilitate our daily lives. Like the Cherokee, we too can preserve stories and cultural aspects of our society through written text. Written language has allowed our civilization to explore the histories of many other civilizations as well as our own. The Navajo, on the other hand, are unique since they have been able to preserve their culture without the use of a written language. Despite the challenges found in both Native American languages, both Cherokee and Navajo will always be recognized throughout history due to the many influences both tribes have had on the American people.”)

## Language Use & Style

The use of language and style is very effective. The writer demonstrates precise language and word choice, a defined voice, and a clear sense of audience. The use of well-structured and varied sentences adds to the effectiveness of the overall response.

The writer chooses descriptive words to illustrate the unique ways the Native American languages were

applied to wartime situations. (“During World War II, the ‘unwritten, extremely complex language’ (Two) of the Navajo proved to be a vital weapon used in defeating the Japanese. Because Navajo is an intricate

language, it is primarily spoken ‘among tribe members’ (Two). Since few people understand the Navajo language, Navajo soldiers were trained as code talkers. These code talkers ‘developed a dictionary of

Navajo words that could be substituted for military terms’ (Two). Code talkers transmitted messages to one another in Navajo. By doing so, the Japanese were unable to decode the secret messages, which led to their defeat on Iwo Jima.”)

The coherent style and tone of the essay ensures that the readers thoroughly understand how the main and supporting points of all body paragraphs are related and how they strengthen the controlling idea.

(“Because Sequoya, a Cherokee, ‘developed the first Native American alphabet,’ (One) he was able to preserve ‘Cherokee stories and traditions’ (One). The preservation of cultures is vital in order for an

individual to fully understand their heritage as well as the heritage of others. Once the written language for Cherokee was effectively taught to others, the Cherokee were capable to print ‘their own newspaper, the Cherokee Phoenix as well as many books and magazines’ (One).”)

The writer demonstrates a strong voice throughout the essay. (“Because of its complexity, Sequoya

attempted many different approaches to represent his language. He initially ‘tried using pictures’ (One), but

found that ‘too cumbersome’ (One), which led him to his final solution, the implementation of syllabary. Syllabary allowed Sequoya to create ‘a sign for each syllable of his language’ (One). Despite the challenge of forming an effective written language for Cherokee, Sequoya's determination and passion for his culture gave him the strength to attain his goal.”)

## Mechanics & Conventions

The writer exhibits very effective control of mechanics and conventions. There are few or no errors in grammar, mechanics, punctuation, or spelling. For example, each sentence begins with a capital letter, each sentence has a subject and a verb, each sentence ends with an appropriate punctuation mark, each paragraph is indicated by a line break, and words are spelled correctly. (“Languages, whether written or

solely spoken, facilitate our daily lives. Like the Cherokee, we too can preserve stories and cultural aspects of our society through written text. Written language has allowed our civilization to explore the histories of many other civilizations as well as our own. The Navajo, on the other hand, are unique since they have been able to preserve their culture without the use of a written language.”)

**Score Point 5 - strongly communicates the writer's message.**

## Model Essay

The Challenges and Uses of Native American Languages

Language is a precious concept that allows one to communicate their beliefs thoughts and share knowledge. Even more importantly it conveys the unique cultures of the world. Yet within those differences there are consistent similarities that unite humanity. OF these languages the Native American tribes, the Cherokee and the Navajo had distinct languages whose complexity lead to some difficulty.

The story of a half Cherokee and half European man named Sequoya depicted how the preservation of a language can be a difficult task. In Giving New voice to the Cherokee 'Sequoya "could see that Cherokee ways were fading under the influence of his father's people." With the Europeans conquering tactics, came the oppression of Native Americans. Their different spiritual beliefs, way of living and culture set them apart from the Europeans who used their power to take control of the Native Americans. As Sequoya explained the Europeans desired that the Native Americans assimilate to the western culture. Seeing this issue Sequoya acted and worked for the preservation of his language and essentially his culture through creating a written Cherokee language. Despite others believing him to be foolish in his efforts he persevered and "after many years of work, he succeeded" and went on to be the founder of written language. Due to his efforts the language took speed and is a partial reason for the language that Cherokee know and hold dear to their hearts to this day.

Like the Cherokee the Navajo people had a beautiful culture that was signified through their unique language. Through words they conveyed the beautiful stories of their past and present. The individualistic language gained attention during World War II after World War I displayed how language can be used as a military tactic when "coded messages were then sent orally between Choctaw soldiers via field telephones." Although Native Americans had faced trials from the United States in the past, they joined the war effort in order to protect their land, laying aside the conflicts that had plagued their history yet made them stronger as a people. The Navajo were recruited in World War II as their "exceptionally complicated Navajo language offered even greater benefits than Choctaw." The Navajo Code Talkers were an asset to the war and their effort depicted the power that words can have.

The Native American tribes of the Cherokee and the Navajo faced a tremendous obstacle throughout their history. Yet they achieved the preservation of the languages through dedication of individuals and through a respect and love for their culture. Their languages were so distinctive that even the Navajo do not have a written language due to the variances in the words as well as the tones and their meanings. Such complexity is to be admired as the depth and effort in mastering the ancient language is taken into consideration. As the

Navajo was never written into a language, the creator of the written Cherokee language also faced challenges in the complexity of his own language. Interestingly the "Cherokee verbs are often phrases" that posed a challenge in their copying to a word format. Plentiful are the challenges of the Native American languages but their beautiful unique character even better highlight their importance to the Native American people.

## Commentary and Analysis Focus & Purpose

The writer maintains good focus and meaning throughout the essay. He/she demonstrates an understanding of the text and the purpose of the task. Clear connections between text and task are made through a controlling idea. The writer succeeds in satisfying most parts of the prompt task.

The essay captures the readers’ attention in the introduction. (“Language is a precious concept that allows one to communicate their beliefs thoughts and share knowledge. Even more importantly it conveys the unique cultures of the world. Yet within those differences there are consistent similarities that unite humanity. OF these languages the Native American tribes, the Cherokee and the Navajo had distinct languages whose complexity lead to some difficulty.”)

Specific information from the text is used to effectively maintain the focus of the thesis statement. (“As Sequoya explained the Europeans desired that the Native Americans assimilate to the western culture. Seeing this issue Sequoya acted and worked for the preservation of his language and essentially his culture through creating a written Cherokee language. Despite others believing him to be foolish in his efforts he persevered and ‘after many years of work, he succeeded’ and went on to be the founder of written language. Due to his efforts the language took speed and is a partial reason for the language that Cherokee know and hold dear to their hearts to this day.”)

The language of the thesis fits the examples well. (“Although Native Americans had faced trials from the United States in the past, they joined the war effort in order to protect their land, laying aside the conflicts that had plagued their history yet made them stronger as a people. The Navajo were recruited in World War II as their ‘exceptionally complicated Navajo language offered even greater benefits than Choctaw.’ The Navajo Code Talkers were an asset to the war and their effort depicted the power that words can have.”)

## Content & Development

There is good content and development of ideas in the essay. The writer demonstrates a strong understanding of the purpose of the task and develops ideas by providing specific and relevant details from the text. He/she uses more than one method to include credible information from the text (e.g., paraphrasing and direct quotes). Most of the sources used for quotes and facts are cited correctly. The writer effectively completes most parts of the task and leaves the readers with an understanding of the challenges and uses of the Native American languages.

The content in the body paragraphs includes a variety of details that explain the main idea. (“Their different spiritual beliefs, way of living and culture set them apart from the Europeans who used their power to take control of the Native Americans. As Sequoya explained the Europeans desired that the Native Americans assimilate to the western culture. Seeing this issue Sequoya acted and worked for the preservation of his language and essentially his culture through creating a written Cherokee language. Despite others believing him to be foolish in his efforts he persevered and ‘after many years of work, he succeeded’ and went on to be the founder of written language. Due to his efforts the language took speed and is a partial reason for the language that Cherokee know and hold dear to their hearts to this day.”)

The details, including relevant information from the text, are connected to the main idea in the topic

sentence. (“Like the Cherokee the Navajo people had a beautiful culture that was signified through their unique language. Through words they conveyed the beautiful stories of their past and present. The individualistic language gained attention during World War II after World War I displayed how language

can be used as a military tactic when ‘coded messages were then sent orally between Choctaw soldiers via field telephones.’ Although Native Americans had faced trials from the United States in the past, they joined the war effort in order to protect their land, laying aside the conflicts that had plagued their history yet made them stronger as a people. The Navajo were recruited in World War II as their ‘exceptionally complicated Navajo language offered even greater benefits than Choctaw.’ The Navajo Code Talkers were an asset to the war and their effort depicted the power that words can have.”)

Details explain and illustrate each main idea well. (“The Native American tribes of the Cherokee and the Navajo faced a tremendous obstacle throughout their history. Yet they achieved the preservation of the languages through dedication of individuals and through a respect and love for their culture. Their languages were so distinctive that even the Navajo do not have a written language due to the variances in the words as well as the tones and their meanings. Such complexity is to be admired as the depth and effort in mastering the ancient language is taken into consideration.”)

## Organization

There is good organization of ideas throughout the essay. The writer demonstrates a mostly unified structure with a good introduction and conclusion. Additionally, consistent use of paragraphing and transitional devices is reflected.

The writer demonstrates an effective introduction. (“Language is a precious concept that allows one to communicate their beliefs thoughts and share knowledge. Even more importantly it conveys the unique cultures of the world. Yet within those differences there are consistent similarities that unite humanity. OF these languages the Native American tribes, the Cherokee and the Navajo had distinct languages whose complexity lead to some difficulty.”)

Subtle transitional phrases between paragraphs or between sentences are used well. (“With the Europeans conquering tactics, came the oppression of Native Americans. Their different spiritual beliefs, way of living and culture set them apart from the Europeans who used their power to take control of the Native Americans. As Sequoya explained the Europeans desired that the Native Americans assimilate to the western culture. Seeing this issue Sequoya acted and worked for the preservation of his language and essentially his culture through creating a written Cherokee language. Despite others believing him to be foolish in his efforts he persevered and ‘after many years of work, he succeeded’ and went on to be the founder of written language. Due to his efforts the language took speed and is a partial reason for the language that Cherokee know and hold dear to their hearts to this day.”)

The essay’s conclusion provides the readers with a sense of closure. (“The Native American tribes of the Cherokee and the Navajo faced a tremendous obstacle throughout their history. Yet they achieved the preservation of the languages through dedication of individuals and through a respect and love for their culture. Their languages were so distinctive that even the Navajo do not have a written language due to the variances in the words as well as the tones and their meanings. Such complexity is to be admired as the depth and effort in mastering the ancient language is taken into consideration. As the Navajo was never written into a language, the creator of the written Cherokee language also faced challenges in the complexity of his own language. Interestingly the ‘Cherokee verbs are often phrases’ that posed a challenge in their copying to a word format. Plentiful are the challenges of the Native American languages but their beautiful unique character even better highlight their importance to the Native American people.”)

## Language Use & Style

The writer integrates good language use and style throughout the essay. Appropriate language and word choice, good voice, and a clear sense of audience are demonstrated. The writer uses well-structured sentences with some variety.

The language and tone of the essay are consistent. (“The story of a half Cherokee and half European man named Sequoya depicted how the preservation of a language can be a difficult task. In Giving New voice to

the Cherokee 'Sequoya ‘could see that Cherokee ways were fading under the influence of his father's

people.’ With the Europeans conquering tactics, came the oppression of Native Americans. Their different spiritual beliefs, way of living and culture set them apart from the Europeans who used their power to take control of the Native Americans.”)

The writer creates some complex sentence structures filled with details and relevant direct quotes from the

text. (“The individualistic language gained attention during World War II after World War I displayed how language can be used as a military tactic when ‘coded messages were then sent orally between Choctaw

soldiers via field telephones.’ Although Native Americans had faced trials from the United States in the past, they joined the war effort in order to protect their land, laying aside the conflicts that had plagued their history yet made them stronger as a people.”)

The writer employs good word choice to describe his/her impressions of the complexity of the Native American languages. (“The Native American tribes of the Cherokee and the Navajo faced a tremendous obstacle throughout their history. Yet they achieved the preservation of the languages through dedication of individuals and through a respect and love for their culture. Their languages were so distinctive that even the Navajo do not have a written language due to the variances in the words as well as the tones and their meanings. Such complexity is to be admired as the depth and effort in mastering the ancient language is taken into consideration.”)

## Mechanics & Conventions

The writer exhibits good control of mechanics and conventions throughout the essay. There are few errors in grammar, mechanics, punctuation, or spelling that would interfere with the writer’s message.

The writer should ensure that all sentences have appropriate capitalization and punctuation, all sentences have subject-verb agreement, all new paragraphs are indicated with line breaks, and all words are used and spelled correctly. Notably, special attention to the use of commas in clauses would be beneficial.

(“Despite others believing him to be foolish in his efforts he persevered and ‘after many years of work, he succeeded’ and went on to be the founder of written language. Due to his efforts the language took speed and is a partial reason for the language that Cherokee know and hold dear to their hearts to this day.”)

**Score Point 4 - adequately communicates the writer's message.**

## Model Essay

The Navajo and Cherokee languages are similar and different in many ways. One way they are alike is they both were unwritten languages and the people who spoke that language had to find a way to write their language so it can be learned and used in may diffrent ways. The written language was a benefit because it allowed them to communicate and allowed them to pass there traditions and stories on for many years.

The similarities of the challenges the Navajo and Cherokee faced when working with there languages is that they were both hard to develop. They were hard to develop because they had never been written before and the people who spoke Navajo or Cherokee were so used to looking and learning from symbols. It was hard and time consuming to develop a language for both because they had always used symbols and couldn't think of an easy way to develop a language for them. Both the Navajo and Cherokee written languages were very important to be developed. The Cherokee written language was developed because it taught people of the Cherokee culture who weren't full Cherokees how to understand and learn there language. The Navajo written language was important because it helped develop a secret unbreakable code that was used during World War two.

The way the Navajo language was put to use was it was used as a powerful weapon during World War two. The way it was used is it helped send unbreakable military secret codes. The way they got there name was according to Passage 2: Fighting Words "Coded messages were sent orally between Choctaw soldiers via

field telephones. Through this practice, these Choctaw soldiers earned the name code talkers." This was a benefit for the Navajo Native Americans because they were able to contribute with World War two and they helped win the war. It also gave many jobs to the Navajo Native Americans . Also the Navajo code talkers helped win the famous battle of the South Pacific island Iwo Jima. The Navajo code talking program was in use for many years and was very successful because it helped the United States win many battles.

The way the Cherokee written language was put to use is it helped ensure that the Cherokee stories and traditions were never completely forgotten. It also taught people how to read and write the Cherokee Native American language. It helped many people who weren't Native American learn a new language. It also Cherokee Native Americans communicate with their loved ones when they were at war. They were able to write letters to their loved ones and let them know that they were fine. This was one of the biggest benefits of the written language because it allowed them to communicate with others.

Therefore the development of the written language of the Cherokee and the Navajo languages brought many benefits because i allowed them to communicate between each other also it allowd them to pass traditions and stories for many years. Another reason is because they helped win many battles and War World two wouldn't have ended if it weren't for the Navajos who helped as code talkers in the war.

## Commentary and Analysis Focus & Purpose

The writer maintains adequate focus and meaning in the essay. He/she demonstrates a basic understanding of the text and the purpose of the task and implies connections between text and task through a central/controlling idea. The writer provides descriptions and details that are relevant and completes many parts of the task.

The thesis states the supporting idea of the essay and the viewpoint of the writer adequately. (“The Navajo and Cherokee languages are similar and different in many ways. One way they are alike is they both were unwritten languages and the people who spoke that language had to find a way to write their language so it can be learned and used in may diffrent ways. The written language was a benefit because it allowed them to communicate and allowed them to pass there traditions and stories on for many years.”)

The writer understands the intended audience and is devoted to informing the readers about the challenges and uses of the Native American languages. (“The way the Cherokee written language was put to use is it helped ensure that the Cherokee stories and traditions were never completely forgotten. It also taught people how to read and write the Cherokee Native American language. It helped many people who weren't Native American learn a new language. It also Cherokee Native Americans communicate with their loved ones when they were at war. They were able to write letters to their loved ones and let them know that they were fine.”)

The writing style is adequately appropriate for the audience; there is little use of slang or contractions. (“The Cherokee written language was developed because it taught people of the Cherokee culture who weren't full Cherokees how to understand and learn there language. The Navajo written language was important because it helped develop a secret unbreakable code that was used during World War two.”)

## Content & Development

The development of ideas and content is adequate. The writer develops ideas adequately, providing specific and relevant details from the text. He/she uses a predictable pattern of methods to include credible information from the text (e.g., paraphrasing and/or direct quotes). Most of the sources used for quotes and facts are cited correctly.

The essay contains adequate details from the text to illustrate the main ideas. (“It was hard and time consuming to develop a language for both because they had always used symbols and couldn't think of an

easy way to develop a language for them. Both the Navajo and Cherokee written languages were very important to be developed. The Cherokee written language was developed because it taught people of the Cherokee culture who weren't full Cherokees how to understand and learn there language.”)

The explanations and details used to illustrate the main ideas in the body paragraphs are adequate. (“The similarities of the challenges the Navajo and Cherokee faced when working with there languages is that they were both hard to develop. They were hard to develop because they had never been written before and the people who spoke Navajo or Cherokee were so used to looking and learning from symbols. It was hard and time consuming to develop a language for both because they had always used symbols and couldn't think of an easy way to develop a language for them.”) Providing more quotes from the text would enhance the overall effectiveness of the essay.

The writer provides relevant anecdotal examples from the text. (“The way the Navajo language was put to use was it was used as a powerful weapon during World War two. The way it was used is it helped send unbreakable military secret codes. The way they got there name was according to Passage 2: Fighting Words ‘Coded messages were sent orally between Choctaw soldiers via field telephones. Through this

practice, these Choctaw soldiers earned the name code talkers.’ This was a benefit for the Navajo Native Americans because they were able to contribute with World War two and they helped win the war.”)

## Organization

There is adequate organization in the essay. The writer provides an opening to the response that keeps the readers reading. The essay generally flows smoothly from one idea to another with some subtle transitions to support sequential development.

The introduction adequately engages the readers’ attention. (“The Navajo and Cherokee languages are similar and different in many ways. One way they are alike is they both were unwritten languages and the people who spoke that language had to find a way to write their language so it can be learned and used in may diffrent ways. The written language was a benefit because it allowed them to communicate and allowed them to pass there traditions and stories on for many years.”)

Some subtle transitions are used to connect ideas. (“The way the Cherokee written language was put to use is it helped ensure that the Cherokee stories and traditions were never completely forgotten. It also taught people how to read and write the Cherokee Native American language. It helped many people who weren't Native American learn a new language. It also Cherokee Native Americans communicate with their loved ones when they were at war. They were able to write letters to their loved ones and let them know that they were fine.”) The writer should incorporate more transitions to connect his/her ideas in a more meaningful way.

The conclusion could be strengthened by summarizing the main ideas and by leaving the readers with a sense of closure. (“Therefore the development of the written language of the Cherokee and the Navajo

languages brought many benefits because i allowed them to communicate between each other also it allowd them to pass traditions and stories for many years. Another reason is because they helped win many battles and War World two wouldn't have ended if it weren't for the Navajos who helped as code talkers in the war.”)

## Language Use & Style

The use of language, voice, and style is adequate. The writer demonstrates appropriate language and word choice, an awareness of audience, and control of voice. The writer uses a generally correct sentence structure with some variety*.*

Sentence lengths are adequately varied. (“They were hard to develop because they had never been written before and the people who spoke Navajo or Cherokee were so used to looking and learning from symbols. It was hard and time consuming to develop a language for both because they had always used symbols and

couldn't think of an easy way to develop a language for them. Both the Navajo and Cherokee written languages were very important to be developed.”)

The writer’s voice is adequately maintained throughout the response. He/she provides language that adequately describes the challenges and uses of the Native American languages discussed in the text.

(“The way the Navajo language was put to use was it was used as a powerful weapon during World War two. The way it was used is it helped send unbreakable military secret codes. The way they got there name was according to Passage 2: Fighting Words ‘Coded messages were sent orally between Choctaw soldiers via field telephones. Through this practice, these Choctaw soldiers earned the name code talkers.’ This was a benefit for the Navajo Native Americans because they were able to contribute with World War two and they helped win the war.”)

The writer’s word selections are appropriate and consistently reflect the theme of the essay. (“The way the Cherokee written language was put to use is it helped ensure that the Cherokee stories and traditions were never completely forgotten. It also taught people how to read and write the Cherokee Native American language. It helped many people who weren't Native American learn a new language. It also Cherokee Native Americans communicate with their loved ones when they were at war. They were able to write letters to their loved ones and let them know that they were fine. This was one of the biggest benefits of the written language because it allowed them to communicate with others.”)

## Mechanics & Conventions

The writer exhibits adequate control of mechanics and conventions throughout most of the essay. There are some errors in grammar, mechanics, punctuation, or spelling, but they do not significantly interfere with the communication of the writer’s message.

The writer should ensure that sentences begin with capital letters, sentences have subject-verb agreement, sentences end with appropriate punctuation marks, paragraphs are indicated with line breaks, and words are spelled and used correctly. (“One way they are alike is they both were unwritten languages and the people who spoke that language had to find a way to write their language so it can be learned and used in may diffrent ways. The written language was a benefit because it allowed them to communicate and allowed them to pass there traditions and stories on for many years.”)

**Score Point 3 - partially communicates the writer's message.**

## Model Essay

Throughout the world, there are tones of languages that people actually use to communicate with each other. In America, there are also many languages that Native Americans used, and endeavors to develop new things more on these languages. For an example, there were two huge endeavors toward developing for their own tribe and nation: the Navajo language used as an unbreakable code in World War II, and the Cherokee language as newly created writable language. There are some similarities between challenges of developing new letters for Cherokee language and of use of the Navajo language during the World War II as secret code.

First of all, both challenges of creation of a written version of the Cherokee language and use of the Navajo language are ones of very unprecedented attempts throughout the American history. Both tries were very easy things to be ignored or forgettable so that most of people just disregard as trivial and annoying things. Nevertheless, Philip Johnston and Navajo code talkers, and Sequoya tried unprecedented attempts unlike other regular people, and the effects were also very greatful and influential to many other people living in United States right now. Although the Navajo and the Cherokee languages are horribly complex and unmatched to the English language, their endeavors finally made the perfect results. The Cherokee language, which Sequoya newly developed letters for this language, had no letters to write and read except the non-alpabet-like drawings and the pronounciations of the language were also nearly un-writable sounds.

However, Sequoya experienced "Alphabet" used in United States, and had an idea to create the letters for his language. Finally, he could success though a bunch of attempts. In the case of the Navajo language, the Navajo languge is not even possible to write the pronounciation down on the paper. However, Philip Johnston applied it as a secret code for World War II. It is not easy thoughts to realize or not even have an idea to do. Therefore, both of these languages have a very huge common factor of similarity: the unprecented and outside-box thoughts, and thousands of attempts without an abandonment.

In addition, Sequoya and Philip Johnston both devoted for their own tribe and nation. As the results of their acts, Sequoya enabled the people in tribe to meet the new opportunities to write and read so that they can understand each other without direct communication, and they can wirte and read the letters to each other, and Johnston led the United States to the victory in World War II. Both languages have one more similarities that show the sincerities of Sequoya and Johnton for their tribe and nation, and represent successes of them toward the public goodness.

In conclusion, there are the similarities of the challenges faced when working with the Navajo and Cherokee languages and the way that these languages were put to use. Both of them show the results of new thoughts and attempts with struggles for development for public goodness.

## Commentary and Analysis Focus & Purpose

The focus and meaning are limited in the essay. The writer demonstrates a vague or incomplete understanding of the text and the purpose of the task. He/she implies a few connections between text and task through the central/controlling idea. The essay contains details that may not give the readers a clear understanding of the writer’s message. Only some of the requirements of the prompt task are satisfied.

The writer states the controlling idea in a very limited way. He/she should improve the focus of the controlling idea/thesis statement by referencing the information from the text more effectively. (“There are some similarities between challenges of developing new letters for Cherokee language and of use of the Navajo language during the World War II as secret code.”)

The writer only focuses on some of the similarities between the two languages, while neglecting to elaborate on their specific challenges and uses. Due to this focus, the overall message is limited and does not meet all of the requirements of the prompt task. (“In the case of the Navajo language, the Navajo languge is not even possible to write the pronounciation down on the paper. However, Philip Johnston applied it as a secret code for World War II. It is not easy thoughts to realize or not even have an idea to do. Therefore, both of these languages have a very huge common factor of similarity: the unprecented and outside-box thoughts, and thousands of attempts without an abandonment.”)

The writer provides limited examples in the essay and should include more meaningful examples from the text to illustrate the uses and challenges of the Native American languages. (“In addition, Sequoya and Philip Johnston both devoted for their own tribe and nation. As the results of their acts, Sequoya enabled the people in tribe to meet the new opportunities to write and read so that they can understand each other without direct communication, and they can wirte and read the letters to each other, and Johnston led the United States to the victory in World War II. Both languages have one more similarities that show the sincerities of Sequoya and Johnton for their tribe and nation, and represent successes of them toward the public goodness.”)

## Content & Development

The essay contains limited content and development. The writer develops ideas briefly and inconsistently, providing some specific and relevant details from the text. He/she uses limited methods to include credible information from the text (e.g., paraphrasing and direct quotes). Sources used for quotes and facts need to be cited correctly.

The essay contains limited details to illustrate the main ideas. (“First of all, both challenges of creation of a written version of the Cherokee language and use of the Navajo language are ones of very unprecedented attempts throughout the American history. Both tries were very easy things to be ignored or forgettable so that most of people just disregard as trivial and annoying things. Nevertheless, Philip Johnston and Navajo code talkers, and Sequoya tried unprecedented attempts unlike other regular people, and the effects were also very greatful and influential to many other people living in United States right now.”)

The main ideas of the body paragraphs do not fully support the thesis. (“In addition, Sequoya and Philip Johnston both devoted for their own tribe and nation. As the results of their acts, Sequoya enabled the people in tribe to meet the new opportunities to write and read so that they can understand each other without direct communication, and they can wirte and read the letters to each other, and Johnston led the United States to the victory in World War II. Both languages have one more similarities that show the sincerities of Sequoya and Johnton for their tribe and nation, and represent successes of them toward the public goodness.”)

The explanations and details used to illustrate the main ideas in the body paragraphs are limited.

References to the text should show clear connections to support the writer’s ideas. (“The Cherokee language, which Sequoya newly developed letters for this language, had no letters to write and read except the non-alpabet-like drawings and the pronounciations of the language were also nearly un-writable sounds. However, Sequoya experienced ‘Alphabet’ used in United States, and had an idea to create the letters for his language. Finally, he could success though a bunch of attempts.”)

## Organization

There is limited organization of main ideas and supporting details in the essay. The essay demonstrates evidence of structure with an uncertain introduction and conclusion. There is limited use of paragraphing, although the essay does contain some transitional devices.

The essay demonstrates a limited introduction. (“Throughout the world, there are tones of languages that people actually use to communicate with each other. In America, there are also many languages that Native Americans used, and endeavors to develop new things more on these languages. For an example, there were two huge endeavors toward developing for their own tribe and nation: the Navajo language used as an unbreakable code in World War II, and the Cherokee language as newly created writable language. There are some similarities between challenges of developing new letters for Cherokee language and of use of the Navajo language during the World War II as secret code.”)

Some transitions are used to promote the flow of the writer’s ideas. (“First of all, both challenges of creation of a written version of the Cherokee language and use of the Navajo language are ones of very unprecedented attempts throughout the American history. Both tries were very easy things to be ignored or forgettable so that most of people just disregard as trivial and annoying things. Nevertheless, Philip Johnston and Navajo code talkers, and Sequoya tried unprecedented attempts unlike other regular people, and the effects were also very greatful and influential to many other people living in United States right now.”)

The writer’s conclusion is very brief and ineffective. A strong conclusion would summarize the main ideas and give the readers something to think about as the essay draws to a close. (“In conclusion, there are the similarities of the challenges faced when working with the Navajo and Cherokee languages and the way that these languages were put to use. Both of them show the results of new thoughts and attempts with struggles for development for public goodness.”)

## Language Use & Style

The writer employs limited language use, voice, and style in the essay. Simple language and word choice, along with some awareness of audience and control of voice, are evident. The writer relies on simple

sentences with insufficient variety. At times, word selections are repetitive and do not enhance the effectiveness of the writer’s message.

The writer attempts to create complex sentence structures; however, the phrasing is awkward and confusing to the readers. (“Throughout the world, there are tones of languages that people actually use to communicate with each other. In America, there are also many languages that Native Americans used, and endeavors to develop new things more on these languages. For an example, there were two huge endeavors toward developing for their own tribe and nation: the Navajo language used as an unbreakable code in World War II, and the Cherokee language as newly created writable language.”)

Sentence structure errors create syntax issues in portions of the essay. (“In addition, Sequoya and Philip Johnston both devoted for their own tribe and nation. As the results of their acts, Sequoya enabled the people in tribe to meet the new opportunities to write and read so that they can understand each other without direct communication, and they can wirte and read the letters to each other, and Johnston led the United States to the victory in World War II. Both languages have one more similarities that show the sincerities of Sequoya and Johnton for their tribe and nation, and represent successes of them toward the public goodness.”)

The sentences are too informal and the word choices are very basic. This combination does not effectively communicate the writer’s ideas to the intended audience. (“However, Sequoya experienced 'Alphabet’ used in United States, and had an idea to create the letters for his language. Finally, he could success though a bunch of attempts.”)

## Mechanics & Conventions

The control of mechanics and conventions is limited in the essay. There are several noticeable errors in grammar, mechanics, punctuation, or spelling that may interfere with the communication of the writer’s message.

The writer should ensure that each sentence begins with a capital letter, each sentence has a subject and a verb, each sentence ends with a punctuation mark, new paragraphs are indicated with line breaks, and the spelling and proper use of words within the context of sentences is checked. (“In the case of the Navajo language, the Navajo languge is not even possible to write the pronounciation down on the paper. However, Philip Johnston applied it as a secret code for World War II. It is not easy thoughts to realize or not even have an idea to do. Therefore, both of these languages have a very huge common factor of similarity: the unprecented and outside-box thoughts, and thousands of attempts without an abandonment.”)

The writer can click on MY Editor for more ways to improve his/her writing.

**Score Point 2 - limited in communication of the writer's message.**

## Model Essay

Over time there have been many languages that have evolved. However, there are some languages that many people were never able to understand no mayter how hard they tried. Cherokee and Navajo languages were both used for good puroses. These languages were also used as a learning experince for many people. There was also some challenges that occured when using these languages as well. Because the Navajo langaguge was harder to learn, the people that didnt know it used it as codes and other things.

Both these languages were similar when it came to the challenges because they were harder to learn. The cherokee language was developed only 200 years ago. It would take a lot of time and prctice to try to learn a language, that to them back then was very new. As well as with the Najavo it probably one of the most hardest languages to learn. No matter how long one practiced it they most of the time were never able to understand it.

Although these to languages had their share of challenges for the people that did know it, it beifited them in many ways. The Najavo langaue was starting to be used as codes. Right before the Japaneese attacked Pear Harbor the native Americans they came up with an idea to make codes so the japaneese would not understand what they were saying. Some of the Japannese tried to learn the language but they were never able to understand so the Native Americans used that against them.

## Commentary and Analysis Focus & Purpose

The writer provides minimal focus and meaning in the essay. He/she demonstrates an unclear understanding of the text and the purpose of the task. The writer makes illogical and/or unnecessary connections between text and task through the central/controlling idea. Additionally, the writer does not demonstrate an awareness of audience. As a result, very few parts of the task are completed.

The writer only minimally states a central/controlling idea. (“Cherokee and Navajo languages were both used for good puroses. These languages were also used as a learning experince for many people. There was also some challenges that occured when using these languages as well.”)

The writer does not sufficiently maintain focus on supporting ideas through text references to give the readers a true sense of the challenges and uses of the Native American languages being described. Details from the text are needed to enhance the writer’s message to the intended audience. (“Both these languages were similar when it came to the challenges because they were harder to learn. The cherokee language was developed only 200 years ago. It would take a lot of time and prctice to try to learn a language, that to them back then was very new. As well as with the Najavo it probably one of the most hardest languages to learn. No matter how long one practiced it they most of the time were never able to understand it.”)

The writer’s details are minimally developed. (“Although these to languages had their share of challenges for the people that did know it, it beifited them in many ways. The Najavo langaue was starting to be used as codes. Right before the Japaneese attacked Pear Harbor the native Americans they came up with an idea to make codes so the japaneese would not understand what they were saying.”)

## Content & Development

There is minimal content and development of ideas in the essay. The writer develops ideas incompletely and minimally, providing few details from the text, some of which are not specific or relevant. He/she uses minimal methods to include credible information from the text (e.g., paraphrasing and direct quotes).

There is minimal evidence that explains or supports the writer’s thesis statement. (“Both these languages were similar when it came to the challenges because they were harder to learn. The cherokee language was developed only 200 years ago. It would take a lot of time and prctice to try to learn a language, that to them back then was very new. As well as with the Najavo it probably one of the most hardest languages to learn. No matter how long one practiced it they most of the time were never able to understand it.”)

The writer does not include at least three main ideas as evidence. (“Although these to languages had their share of challenges for the people that did know it, it beifited them in many ways. The Najavo langaue was starting to be used as codes. Right before the Japaneese attacked Pear Harbor the native Americans they came up with an idea to make codes so the japaneese would not understand what they were saying. Some of the Japannese tried to learn the language but they were never able to understand so the Native Americans used that against them.”)

Details are needed to sufficiently explain and illustrate each main idea. Details could include examples, facts, brief narratives, or quotes that give the readers a clear picture of the specific challenges and uses of each language discussed in the text. (“Cherokee and Navajo languages were both used for good puroses. These languages were also used as a learning experince for many people. There was also some challenges

that occured when using these languages as well. Because the Navajo langaguge was harder to learn, the people that didnt know it used it as codes and other things.”)

## Organization

The essay’s organization is minimal as well. The writer provides an opening that minimally reveals the purpose of the prompt task. The response lacks effective transitional devices and paragraphing.

Furthermore, the essay demonstrates little evidence of a strong ending.

The writer does little to grab the readers’ attention in the introduction. (“Over time there have been many languages that have evolved. However, there are some languages that many people were never able to understand no mayter how hard they tried.”)

There is little evidence of transitional devices to help connect ideas. (“Both these languages were similar when it came to the challenges because they were harder to learn. The cherokee language was developed only 200 years ago. It would take a lot of time and prctice to try to learn a language, that to them back then was very new.”)

The writer does not include an effective conclusion that provides the readers with a sense of closure.

(“Right before the Japaneese attacked Pear Harbor the native Americans they came up with an idea to make codes so the japaneese would not understand what they were saying. Some of the Japannese tried to learn the language but they were never able to understand so the Native Americans used that against them.”)

## Language Use & Style

The use of language, voice, and style is minimal. The writer demonstrates simple language and word choice with little awareness of audience. The essay also displays basic errors in sentence structure, spelling, and usage.

The weak structure of many of the sentences impedes the effective communication of ideas. (“It would take a lot of time and prctice to try to learn a language, that to them back then was very new. As well as with the Najavo it probably one of the most hardest languages to learn.”)

Misspellings and incorrect word usage make it difficult to appreciate the writer’s intended message.

(“Although these to languages had their share of challenges for the people that did know it, it beifited them in many ways. The Najavo langaue was starting to be used as codes. Right before the Japaneese attacked Pear Harbor the native Americans they came up with an idea to make codes so the japaneese would not understand what they were saying.”)

The writer relies on simple word choices. Selecting a variety of words and ranges of sophistication would add to the effectiveness of the intended message. (“It would take a lot of time and prctice to try to learn a language, that to them back then was very new. As well as with the Najavo it probably one of the most hardest languages to learn.”)

## Mechanics & Conventions

The writer’s control of mechanics and conventions is minimal. There are patterns of errors in grammar, mechanics, punctuation, or spelling which interfere with the communication of the intended message.

The writer needs to be sure the essay exhibits appropriate capitalization and punctuation, correct spelling and usage of selected words, and paragraphing with line breaks to separate ideas into an organized essay.

(“These languages were also used as a learning experince for many people. There was also some challenges that occured when using these languages as well. Because the Navajo langaguge was harder to learn, the people that didnt know it used it as codes and other things.”)

**Score Point 1 - inadequately communicates the writer's message.**

## Model Essay

through the years of not having any other languages one was made to communicate. During the events that were happening during world war ii it wa very hard to communicate. At hs time America was being formed into a country that other foreign countries would look up to. America thought that it would be a good idea that they would evolve a new languae. These passages explain how different these languages sound and what they mean. It takes a lot of work to ceate a new language and to teach others how to learn it. They tried using a different learning aspect to teach and how they tries to achieve that was by trying to develope pictures for each word. There next attempt was to start an alphabet so the language would be easier to teach.

## Commentary and Analysis Focus & Purpose

There is inadequate focus and meaning in the essay. The writer demonstrates little understanding of the text or the purpose of the task and makes little or no connection between the text and task through a central/controlling idea. The writer lacks an awareness of audience as well. The essay does not satisfy any parts of the task.

The writer states a central/controlling idea, but he/she does not develop the idea adequately through

examples and descriptive details from the text. (“through the years of not having any other languages one was made to communicate. During the events that were happening during world war ii it wa very hard to communicate. At hs time America was being formed into a country that other foreign countries would look up to. America thought that it would be a good idea that they would evolve a new languae.”)

The writer does not illustrate an understanding of the audience because he/she does not include relevant details from the text to make his/her ideas clear and convincing. (“It takes a lot of work to ceate a new language and to teach others how to learn it. They tried using a different learning aspect to teach and how they tries to achieve that was by trying to develope pictures for each word. There next attempt was to start an alphabet so the language would be easier to teach.”)

The essay’s lack of specific details from the text renders the writer’s message ineffective and incomplete. (“These passages explain how different these languages sound and what they mean.”)

## Content & Development

There is inadequate content and development of ideas in the essay. The writer shows inadequate or no development of ideas, providing insufficient details from the text. He/she uses little or no paraphrasing and direct quotes to include credible information from the text. Additionally, sources used for quotes and facts are less than credible and/or not cited correctly.

Little or no evidence is used to explain the central/controlling idea of the essay. (“At hs time America was being formed into a country that other foreign countries would look up to. America thought that it would be a good idea that they would evolve a new languae. These passages explain how different these languages sound and what they mean.”)

In the one-paragraph response, there are no main ideas presented in body paragraphs. At least three main ideas should be included as evidence. (“It takes a lot of work to ceate a new language and to teach others how to learn it. They tried using a different learning aspect to teach and how they tries to achieve that was

by trying to develope pictures for each word. There next attempt was to start an alphabet so the language would be easier to teach.”)

Details from the text are not used to explain and illustrate the evidence. Details could include examples, facts, brief narratives, or explanations to bring the writer’s ideas to life. (“They tried using a different

learning aspect to teach and how they tries to achieve that was by trying to develope pictures for each word. There next attempt was to start an alphabet so the language would be easier to teach.”)

## Organization

The organization of ideas is inadequate as well. The essay demonstrates no evidence of a unified structure, introduction, or conclusion. Additionally, there is no evidence of paragraphing or transitional devices.

The essay does not grab the readers’ attention in the introduction. (“through the years of not having any other languages one was made to communicate. During the events that were happening during world war ii it wa very hard to communicate.”)

Transitional devices are not used to help connect ideas. (“At hs time America was being formed into a country that other foreign countries would look up to. America thought that it would be a good idea that they would evolve a new languae. These passages explain how different these languages sound and what they mean.”)

The writer does not include a strong conclusion. (“There next attempt was to start an alphabet so the language would be easier to teach.”)

## Language Use & Style

Language use and style are inadequate. The writer demonstrates unclear or incoherent language use and word choice, an inadequate awareness of audience, and major errors in sentence structure and usage.

Sentences are short. (“During the events that were happening during world war ii it wa very hard to communicate. At hs time America was being formed into a country that other foreign countries would look up to.”)

The sentences are too informal and do not effectively communicate the writer’s purpose to the intended audience. (“America thought that it would be a good idea that they would evolve a new languae. These

passages explain how different these languages sound and what they mean. It takes a lot of work to ceate a new language and to teach others how to learn it.”)

The writer relies on simple sentences and word choices. (“There next attempt was to start an alphabet so the language would be easier to teach.”)

## Mechanics & Conventions

The writer’s control of mechanics and conventions is inadequate. There are noticeable errors in grammar, mechanics, punctuation, or spelling that significantly interfere with the communication of the writer’s message.

The writer needs to be sure that the essay exhibits appropriate capitalization and punctuation, paragraphing with line breaks to separate ideas, and the correct spelling and usage of selected words. The essay is too short to evaluate many of these items effectively. (“It takes a lot of work to ceate a new language and to teach others how to learn it. They tried using a different learning aspect to teach and how they tries to achieve that was by trying to develope pictures for each word.”)

# The Poster Boys of World War II

At the height of World War II (WWII), the Boy Scouts of America were in every North American town and city, working for the federal government and the Office of War Information (OWI). This volunteer group proved that supporting the war effort, promoting a sense of nationalism, and serving your country could be done outside of a military uniform and battle lines.

After reading Robert Ellis's article "Getting the Message Out: The Poster Boys of World War II, Part 2," discuss the areas where the Boy Scouts of America positively impacted the war effort, and the challenges they encountered during their participation.

Determine a central idea and analyze its development over the course of the article. Use specific details and facts from the text to support your analysis.

**Score Point 6 - very effectively communicates the writer's message.**

## Model Essay

The Boy Scouts of America made a huge impact on the war effort. In the article "Getting the Message Out: The poster Boys of World War II, Part 2" by Robert Ellis he talks about how the Scouts went out everywhere in every North American town and city working for the federal government and the Office of War Information. The scouts tried to prove that one does not have to work in the army, abandon their family, or risk their life to help the war. The president and chief scout executive at OWI asked the scouts to help when they were founded in the United States in 1910 when World War II began. The boy scouts of America were known as a well- established organization. President Roosevelt was later telegraphed by the Scouts offering their full and whole hearted cooperation. The scouts began, and gave their all to shown their dedication. Delivering posters efficiently within a short amount of time was quite surprising and impressive. The delivery of posters actively spread their messages to civilians all across the country. They were one-hundred percent devoted to their assignment and not giving up. They were doing outstanding, positively impacting the war effort in a breathtaking way, but of course, at one point they came across many obstacles. The distribution system failed drastically at this point.

In addition, The Poster Boys of World War II were hardworking, and they positively impacted America with their ideas, leadership, and successes. The article states, "Even on their first assignment, they proved they could distribute the poster with great speed." (Paragraph 5). The Poster Boys showed nothing but hard work and commitment to what they believed in. "In 1942, there were 1,600,000 members, and almost every village, town, and city had a scout troop," (paragraph 4). The poster Boys had encouraged everyone to take a stand and made a colossal difference. They quickly started off doing jobs for some local officials. The boy scouts had a lot of assets that helped them with the war efforts. The government, along with countless amounts of people trusted the Scouts and the actions they took. Completing endless tasks for the government was a huge part of their gain in trust. With only twenty-four hours of notice, they were able to enlist the help of 544 of local council offices. These boys proved to the people of America that without a doubt, they were capable of almost everything and anything.

Furthermore, The Boys Scouts were a huge help to America and the war, but they did come across some obstacles. Difficulty over gas rationing was a problem that they encountered during their time of desperation, their lead to the Poster Boys' tuning point. Originally, the boy scouts wanted adults to work and distribute posters because of supplemental rations. When they went to the Gasoline Branch of Price Administration, they were denied and told that the OWI were to help them. "The boy scouts were not to be put off easily and claimed that the OWI offered them gasoline on five occasions in the past and they had not followed through on its promises." (Paragraph 11). Problems soon arose between the two programs because the Poster Boys were bothered by their rejection and obstacles that slowed down their success.

Eventually, one could not find one single poster anywhere meaning that there was something wrong with that distribution program.

Equally important, if OWI had shown a fraction of the organizational ability, efficiency, and eagerness to do the job that the boy scouts of America had shown from the day they undertook their assignment the problem would have been handled easier. The article states, "The Boy Scouts of America was the main workforce for OWI's poster distribution system." (Paragraph 1) Overall, through this program, the federal government kept 1,600,000 young people working to spread their messages to civilian all across the country. They were cautious enough to keep the posters from saying too much information. Thousands of young men were responsible for the delivery of OWI's posters and these boys proved that they could deliver posters in a short amount of time.

In a nutshell, the article, "Getting the Message Out: The Poster Boys of World War II," by Robert Ellis was very educational and informative. Sadly, the Poster Boys had to stop their unforgettable movement, but with this failure came a superior prize. The Boy Scouts of America was an organization that can never be replaced and can never be forgotten. Through this program, the scouts enthusiastically worked to spread their messages to civilians all across the country. Although they positively impacted the war effort in a standard way, they overcame many obstacles on the way. When the distribution system failed drastically the boys did not let that stop them. They continued to try to make a difference. The individual 1,600,000 scouts must be given much credit of distributing posters and carrying on the wonderful job the Poster Boys of America once carried in the palm of their hand.

## Commentary and Analysis Focus & Purpose

The writer provides very effective focus and meaning in the essay by demonstrating a deep understanding of the text and the purpose of the task. He/she makes insightful connections between text and task through a clearly defined controlling idea/thesis statement. Additionally, the writer demonstrates a thorough understanding of the purpose and audience, and he/she effectively completes all parts of the task. The writer leaves the readers with a clear picture of how the Boy Scouts of America positively impacted the war effort and the challenges they encountered during their participation.

The writer engages the readers in the introduction by very effectively illustrating the impact that the Boy Scouts of America had on the war effort. (“The Boy Scouts of America made a huge impact on the war

effort. In the article ‘Getting the Message Out: The poster Boys of World War II, Part 2’ by Robert Ellis he talks about how the Scouts went out everywhere in every North American town and city working for the federal government and the Office of War Information. The scouts tried to prove that one does not have to work in the army, abandon their family, or risk their life to help the war.”)

All of the details used in the essay relate to the central/controlling idea very effectively. (“In addition, The Poster Boys of World War II were hardworking, and they positively impacted America with their ideas,

leadership, and successes. The article states, ‘Even on their first assignment, they proved they could

distribute the poster with great speed.’ (Paragraph 5). The Poster Boys showed nothing but hard work and commitment to what they believed in. ‘In 1942, there were 1,600,000 members, and almost every village, town, and city had a scout troop,’ (paragraph 4). The poster Boys had encouraged everyone to take a stand and made a colossal difference.”)

The language of the thesis fits the examples very effectively. (“Furthermore, The Boys Scouts were a huge help to America and the war, but they did come across some obstacles. Difficulty over gas rationing was a problem that they encountered during their time of desperation, their lead to the Poster Boys' tuning point. Originally, the boy scouts wanted adults to work and distribute posters because of supplemental rations.

When they went to the Gasoline Branch of Price Administration, they were denied and told that the OWI were to help them.”)

## Content & Development

There is very effective content and development in the essay. The writer develops ideas fully and clearly by providing specific and relevant details from the text, using a variety of methods to include credible information from the text (e.g., paraphrasing and direct quotes). Sources used for quotes and facts are cited correctly.

Relevant points very effectively explain and illustrate how the Boy Scouts of America had a positive impact on the war effort. (“In addition, The Poster Boys of World War II were hardworking, and they positively impacted America with their ideas, leadership, and successes. The article states, ‘Even on their first assignment, they proved they could distribute the poster with great speed.’ (Paragraph 5). The Poster Boys showed nothing but hard work and commitment to what they believed in. ‘In 1942, there were 1,600,000 members, and almost every village, town, and city had a scout troop,’ (paragraph 4). The poster Boys had encouraged everyone to take a stand and made a colossal difference. They quickly started off

doing jobs for some local officials. The boy scouts had a lot of assets that helped them with the war efforts. The government, along with countless amounts of people trusted the Scouts and the actions they took.

Completing endless tasks for the government was a huge part of their gain in trust. With only twenty-four hours of notice, they were able to enlist the help of 544 of local council offices. These boys proved to the people of America that without a doubt, they were capable of almost everything and anything.”)

Details and direct quotes from the text explain and illustrate main ideas very effectively. (“The article states, ‘The Boy Scouts of America was the main workforce for OWI's poster distribution system.’ (Paragraph 1) Overall, through this program, the federal government kept 1,600,000 young people

working to spread their messages to civilian all across the country. They were cautious enough to keep the posters from saying too much information. Thousands of young men were responsible for the delivery of OWI's posters and these boys proved that they could deliver posters in a short amount of time.”)

Specific information about the challenges that the Boy Scouts of America faced is developed very

effectively. (“Furthermore, The Boys Scouts were a huge help to America and the war, but they did come across some obstacles. Difficulty over gas rationing was a problem that they encountered during their time of desperation, their lead to the Poster Boys' tuning point. Originally, the boy scouts wanted adults to work and distribute posters because of supplemental rations. When they went to the Gasoline Branch of Price Administration, they were denied and told that the OWI were to help them. ‘The boy scouts were not to be put off easily and claimed that the OWI offered them gasoline on five occasions in the past and they had not followed through on its promises.’ (Paragraph 11). Problems soon arose between the two programs because the Poster Boys were bothered by their rejection and obstacles that slowed down their success.”)

## Organization

The organization is very effective. The essay demonstrates a cohesive and unified structure with an engaging introduction and a strong conclusion. There is effective use of paragraphing and transitional devices throughout.

The writer effectively captures the readers’ attention in the introduction by incorporating extensive background information on the Boy Scouts of America and the role they played as Poster Boys during WWII. (“The Boy Scouts of America made a huge impact on the war effort. In the article ‘Getting the Message Out: The poster Boys of World War II, Part 2’ by Robert Ellis he talks about how the Scouts went out everywhere in every North American town and city working for the federal government and the Office of War Information. The scouts tried to prove that one does not have to work in the army, abandon their family, or risk their life to help the war. The president and chief scout executive at OWI asked the scouts to help when they were founded in the United States in 1910 when World War II began. The boy scouts of America were known as a well- established organization. President Roosevelt was later telegraphed by the Scouts offering their full and whole hearted cooperation. The scouts began, and gave their all to shown their dedication. Delivering posters efficiently within a short amount of time was quite surprising and impressive. The delivery of posters actively spread their messages to civilians all across the country. They were one-hundred percent devoted to their assignment and not giving up.

They were doing outstanding, positively impacting the war effort in a breathtaking way, but of course, at one point they came across many obstacles. The distribution system failed drastically at this point.”)

Transitions are used effectively to connect ideas between paragraphs. (“Furthermore, The Boys Scouts were a huge help to America and the war, but they did come across some obstacles. Difficulty over gas rationing was a problem that they encountered during their time of desperation, their lead to the Poster Boys' tuning point. Originally, the boy scouts wanted adults to work and distribute posters because of supplemental rations. When they went to the Gasoline Branch of Price Administration, they were denied

and told that the OWI were to help them. ‘The boy scouts were not to be put off easily and claimed that the OWI offered them gasoline on five occasions in the past and they had not followed through on its

promises.’ (Paragraph 11). Problems soon arose between the two programs because the Poster Boys were bothered by their rejection and obstacle that slowed down their success. Eventually, one could not find one single poster anywhere meaning that there was something wrong with that distribution program.”)

The writer includes an ending that provides the readers with a sense of closure. (“In a nutshell, the article, ‘Getting the Message Out: The Poster Boys of World War II,’ by Robert Ellis was very educational and informative. Sadly, the Poster Boys had to stop their unforgettable movement, but with this failure came a superior prize. The Boy Scouts of America was an organization that can never be replaced and can never be forgotten. Through this program, the scouts enthusiastically worked to spread their messages to civilians all across the country. Although they positively impacted the war effort in a standard way, they overcame many obstacles on the way. When the distribution system failed drastically the boys did not let that stop them. They continued to try to make a difference. The individual 1,600,000 scouts must be given much credit of distributing posters and carrying on the wonderful job the Poster Boys of America once carried in the palm of their hand.”)

## Language Use & Style

The use of language, voice, and style is very effective. The writer demonstrates precise language and word choice, a defined voice, and a clear sense of audience. The use of well-structured and varied sentences

adds to the effectiveness of the writer’s response.

The writer chooses descriptive words to effectively illustrate the positive impact the Boy Scouts of America had on the war effort. (“The government, along with countless amounts of people trusted the Scouts and the actions they took. Completing endless tasks for the government was a huge part of their gain in trust.

With only twenty-four hours of notice, they were able to enlist the help of 544 of local council offices. These boys proved to the people of America that without a doubt, they were capable of almost everything and anything.”)

The coherent style and tone of the essay ensures that the readers thoroughly understand how the main and supporting points of all body paragraphs are related and how they strengthen the controlling idea.

(“Furthermore, The Boys Scouts were a huge help to America and the war, but they did come across some obstacles. Difficulty over gas rationing was a problem that they encountered during their time of desperation, their lead to the Poster Boys' tuning point. Originally, the boy scouts wanted adults to work and distribute posters because of supplemental rations. When they went to the Gasoline Branch of Price Administration, they were denied and told that the OWI were to help them. ‘The boy scouts were not to be put off easily and claimed that the OWI offered them gasoline on five occasions in the past and they had not followed through on its promises.’ (Paragraph 11).”)

The writer demonstrates a strong voice throughout the response. (“Overall, through this program, the federal government kept 1,600,000 young people working to spread their messages to civilian all across the country. They were cautious enough to keep the posters from saying too much information. Thousands of young men were responsible for the delivery of OWI's posters and these boys proved that they could deliver posters in a short amount of time.”)

## Mechanics & Conventions

The writer exhibits very effective control of mechanics and conventions. There are few or no errors in grammar, mechanics, punctuation, or spelling. For example, each sentence begins with a capital letter, each sentence has a subject and a verb, each sentence ends with an appropriate punctuation mark, each paragraph is indicated by a line break, and words are spelled correctly. (“In the article ‘Getting the

Message Out: The poster Boys of World War II, Part 2’ by Robert Ellis he talks about how the Scouts went out everywhere in every North American town and city working for the federal government and the Office of War Information. The scouts tried to prove that one does not have to work in the army, abandon their family, or risk their life to help the war. The president and chief scout executive at OWI asked the scouts to help when they were founded in the United States in 1910 when World War II began.”)

**Score Point 5 - strongly communicates the writer's message.**

## Model Essay

The commitment of Americans to their country shocks me more and more every day. Who would have ever thought that Boys Scouts actually helped the U.S. government spread patriotism, I surely never did. They helped deliver news from the government to the people. Thanks to Robert Ellis's article, "Getting the Message Out: The Poster Boys of World War II, Part 2 During World War II," I was able to see how the Boy Scouts helped North America. Boy Scouts helped spread patriotism in North America during World War II.

On the October of 1942 the Boy Scouts delivered their first posters. Their success in delivering the posters with such quick speed proved that they could deliver the posters with such a short amount of notice. Due to the fact that they had approximately 2,300 communities with Scouts they became the official news delivery system. They distributed posters to local businesses and major stores every two weeks, this system was successful because each adult scout leaders would be responsible for making sure that the posters were distributed properly and "clean-cut children... could approach individual homes and businesses and be readily welcomed."(Paragraph 4). Not only did the Boy Scouts help by spreading patriotism but they also helped reduce discrimination.

In the beginning the African American scouts could only distribute posters with African American themes and to African American communities. After June 25, 1941, President Roosevelt signed the "Executive Order 8802 discrimination against government and defense workers because of race or color..."(paragraph

7) and government workers weren't discriminated anymore. Thanks to their unconditional commitment they were recognized "as America's main distributor of government information," on February 16, 1943 each scout was presented with a certificate. Although, the Boy Scouts could do many things and distributed patriotism all around America, they were just kids and there were places that they couldn't go. For instance, bars and taverns, but those were some of the places where the government need posters the most, so the OWI turned to other groups.

Not being able to go into bars and taverns wasn't the only challenge that they faced. Another challenge that the Boy Scouts faced was that the tension between OWI leaders and them increased. Due to the tension that Boy Scouts had with OWI leaders they were constantly criticizing each other. On January 19, 1944 DunLany was walking Fifth Avenue and he wrote "that he had found" NOT ONE SINGLE POSTER...[Any distribution system that fails completely to achieve even a token showing on the nation's number one thoroughfare must have something very wrong with it." in response, the executive vice president of R.H. Macy and Company William H. Howard said "You should spend little more time acquainting yourself with the procedures set up for the distribution of OWI posters before... implicat[ing] their distribution system has something very wrong... In your files you will discover that the Boy Scouts undertook to break a very embarrassing log jam for OWI who was finding it impossible to get its posters distributed to retail stores at all." OWI leaders and Boy Scouts spend more time criticizing than finding solutions to their problems. Finding things to criticize each other about took so much time that the problems they did find were never solved. The tension the Boy Scouts and OWI leaders were never truly

solved, but they did reduce. They were reduced because since the WW II was over the Office of War Information wasn't need they were disbanded by President Truman in 1945.

All things considered the Boy Scouts impacted America in more ways than any of us would have ever thought. Since 1942 all the way to 1945, the Boy Scouts swiftly and accurately spread patriotism throughout America. Since day one they showed ability, efficiency, and eagerness to help fight during WW II without stepping onto the battle field or even getting into a uniform.

## Commentary and Analysis Focus & Purpose

The writer maintains good focus and meaning throughout the essay. The writer demonstrates a complete understanding of the text and the purpose of the task. He/she makes clear connections between text and task through the controlling/central idea. The writer succeeds in satisfying most parts of the prompt task.

The writer captures the readers’ attention in the introduction. (“The commitment of Americans to their country shocks me more and more every day. Who would have ever thought that Boys Scouts actually helped the U.S. government spread patriotism, I surely never did. They helped deliver news from the government to the people. Thanks to Robert Ellis's article, ‘Getting the Message Out: The Poster Boys of World War II, Part 2 During World War II,’ I was able to see how the Boy Scouts helped North America. Boy Scouts helped spread patriotism in North America during World War II.”)

Specific information from the text is used to effectively maintain the focus of the thesis statement. (“In the beginning the African American scouts could only distribute posters with African American themes and to African American communities. After June 25, 1941, President Roosevelt signed the ‘Executive Order 8802 discrimination against government and defense workers because of race or color...’(paragraph 7) and government workers weren't discriminated anymore. Thanks to their unconditional commitment they were recognized ‘as America's main distributor of government information,’ on February 16, 1943 each scout was presented with a certificate. Although, the Boy Scouts could do many things and distributed patriotism all around America, they were just kids and there were places that they couldn't go. For instance, bars and taverns, but those were some of the places where the government need posters the most, so the OWI turned to other groups.”)

The language of the thesis fits the examples well. (“On the October of 1942 the Boy Scouts delivered their first posters. Their success in delivering the posters with such quick speed proved that they could deliver the posters with such a short amount of notice. Due to the fact that they had approximately 2,300 communities with Scouts they became the official news delivery system. They distributed posters to local businesses and major stores every two weeks, this system was successful because each adult scout leaders would be responsible for making sure that the posters were distributed properly and ‘clean-cut children...

could approach individual homes and businesses and be readily welcomed.’(Paragraph 4). Not only did the Boy Scouts help by spreading patriotism but they also helped reduce discrimination.”)

## Content & Development

There is good content and development of ideas in the essay. The writer demonstrates a thorough understanding of the purpose of the task and develops ideas fully, providing specific and relevant details from the text. He/she uses more than one method to include credible information from the text (e.g., paraphrasing and direct quotes). Most sources used for quotes and facts are cited correctly. The writer effectively completes all parts of the task and leaves the readers with a clear picture of how the Boy Scouts of America had a positive impact on the war effort.

The content in the body paragraphs includes a variety of details that explain the main idea. (“Not being able to go into bars and taverns wasn't the only challenge that they faced. Another challenge that the Boy Scouts faced was that the tension between OWI leaders and them increased. Due to the tension that Boy

Scouts had with OWI leaders they were constantly criticizing each other. On January 19, 1944 DunLany

was walking Fifth Avenue and he wrote ‘that he had found’ NOT ONE SINGLE POSTER...[Any distribution system that fails completely to achieve even a token showing on the nation's number one thoroughfare must have something very wrong with it.’ in response, the executive vice president of R.H. Macy and Company William H. Howard said ‘You should spend little more time acquainting yourself with the procedures set up for the distribution of OWI posters before... implicat[ing] their distribution system has something very wrong... In your files you will discover that the Boy Scouts undertook to break a very embarrassing log jam for OWI who was finding it impossible to get its posters distributed to retail stores at all.’ OWI leaders and Boy Scouts spend more time criticizing than finding solutions to their problems.

Finding things to criticize each other about took so much time that the problems they did find were never solved.”)

The details, which include relevant information from the text, are connected to the main idea in the topic sentence. (“In the beginning the African American scouts could only distribute posters with African American themes and to African American communities. After June 25, 1941, President Roosevelt signed the ‘Executive Order 8802 discrimination against government and defense workers because of race or

color...’(paragraph 7) and government workers weren't discriminated anymore. Thanks to their unconditional commitment they were recognized ‘as America's main distributor of government

information,’ on February 16, 1943 each scout was presented with a certificate. Although, the Boy Scouts could do many things and distributed patriotism all around America, they were just kids and there were places that they couldn't go.”)

Details explain and illustrate each main idea well. (“On the October of 1942 the Boy Scouts delivered their first posters. Their success in delivering the posters with such quick speed proved that they could deliver the posters with such a short amount of notice. Due to the fact that they had approximately 2,300 communities with Scouts they became the official news delivery system. They distributed posters to local businesses and major stores every two weeks, this system was successful because each adult scout leaders would be responsible for making sure that the posters were distributed properly and ‘clean-cut children...

could approach individual homes and businesses and be readily welcomed.’(Paragraph 4). Not only did the Boy Scouts help by spreading patriotism but they also helped reduce discrimination.”)

## Organization

There is good organization of ideas and events throughout the essay. The essay demonstrates a mostly unified structure with a good introduction and conclusion. Additionally, consistent use of paragraphing and transitional devices is reflected.

The essay demonstrates an effective introduction. (“The commitment of Americans to their country shocks me more and more every day. Who would have ever thought that Boys Scouts actually helped the U.S. government spread patriotism, I surely never did. They helped deliver news from the government to the

people. Thanks to Robert Ellis's article, ‘Getting the Message Out: The Poster Boys of World War II, Part 2 During World War II,’ I was able to see how the Boy Scouts helped North America. Boy Scouts helped spread patriotism in North America during World War II.”)

Transitions within paragraphs or between sentences are used well. (“In the beginning the African American scouts could only distribute posters with African American themes and to African American

communities. After June 25, 1941, President Roosevelt signed the ‘Executive Order 8802 discrimination

against government and defense workers because of race or color...’(paragraph 7) and government workers weren't discriminated anymore.”)

The essay’s conclusion provides the readers with a sense of closure. (“All things considered the Boy Scouts impacted America in more ways than any of us would have ever thought. Since 1942 all the way to 1945, the Boy Scouts swiftly and accurately spread patriotism throughout America. Since day one they showed ability, efficiency, and eagerness to help fight during WW II without stepping onto the battle field or even getting into a uniform.”)

## Language Use & Style

The writer integrates good language use, voice, and style throughout the essay. Appropriate language and word choice, good voice, and a clear sense of audience are demonstrated. The writer uses well-structured sentences with some variety.

The language and tone of the essay are consistent. (“In the beginning the African American scouts could only distribute posters with African American themes and to African American communities. After June 25, 1941, President Roosevelt signed the ‘Executive Order 8802 discrimination against government and defense workers because of race or color...’(paragraph 7) and government workers weren't discriminated anymore. Thanks to their unconditional commitment they were recognized ‘as America's main distributor of government information,’ on February 16, 1943 each scout was presented with a certificate.”)

The coherent style and tone of the essay ensures that the readers thoroughly understand how the main and supporting points of all body paragraphs are related and how they strengthen the controlling idea. (“Thanks to their unconditional commitment they were recognized ‘as America's main distributor of government

information,’ on February 16, 1943 each scout was presented with a certificate. Although, the Boy Scouts could do many things and distributed patriotism all around America, they were just kids and there were places that they couldn't go. For instance, bars and taverns, but those were some of the places where the government need posters the most, so the OWI turned to other groups.”)

The writer employs good word choice to describe how the Boy Scouts of America positively impacted the war effort. (“On the October of 1942 the Boy Scouts delivered their first posters. Their success in delivering the posters with such quick speed proved that they could deliver the posters with such a short amount of notice. Due to the fact that they had approximately 2,300 communities with Scouts they became the official news delivery system. They distributed posters to local businesses and major stores every two weeks, this system was successful because each adult scout leaders would be responsible for making sure

that the posters were distributed properly and ‘clean-cut children... could approach individual homes and businesses and be readily welcomed.’(Paragraph 4). Not only did the Boy Scouts help by spreading patriotism but they also helped reduce discrimination.”)

## Mechanics & Conventions

The writer exhibits good control of mechanics and conventions throughout the essay. There are few errors in grammar, mechanics, punctuation, or spelling that would interfere with the writer’s message.

The writer should ensure all sentences have appropriate capitalization and punctuation, all sentences have subject-verb agreement, all new paragraphs are indicated using line breaks, and all words are used and spelled correctly. (“In the beginning the African American scouts could only distribute posters with

African American themes and to African American communities. After June 25, 1941, President Roosevelt signed the ‘Executive Order 8802 discrimination against government and defense workers because of race or color...’(paragraph 7) and government workers weren't discriminated anymore. Thanks to their unconditional commitment they were recognized ‘as America's main distributor of government

information,’ on February 16, 1943 each scout was presented with a certificate.”)

**Score Point 4 - adequately communicates the writer's message.**

## Model Essay

All throughout history, we have heroes and those who have done their jobs so well that we automatically look up to them. What we never notice are the underdogs, which are mostly those people who put all their effort into something for someone else without caring too much about who may or may not remember them. In World War II you may have been introduced to people who shared their homes to strangers because of the impact of the war and we all remember the brave soldiers who fought that war

wholeheartedly. What we don't remember are the younger people, kids even, who helped in the smallest yet most effective ways during that war. Most people know these young men as the Boy Scouts, but those who remember the war remember the Poster Boys of World War II. These Poster Boys were hardworking and dedicated like hunters trying to feed their families. In the article "Getting the Message Out: The Poster Boys of World War II" by Robert Ellis, there are many ideas being formatted about the credibility of the Boy Scouts. Not too many people know there story, but it can be summed up into a few words: hard work goes a long way.

Normally, when you think of Boy Scouts, you think of troops and a bunch of boys walking through forests learning about different bears and earning badges, but in World War II, there was a whole nother proposition for them. They were on mission. The Boy Scouts had to become Poster Boys. They would need to spread the word about not spreading the word with posters that had a lot to do with snitches and those who could not keep their mouths shut. But they also had a lot to do with "advertisements" for war bonds and those who still wanted to sign up to fight in the war. The Poster Boys faced their challenges, such as not being abe to work as a team as the boys were still segregated or how the boys could not distributre their posters to bars and pubs and taverns due to the fact that they weren't of age, and that was a bigger problem in itself. If the boys couldn't deliver to the bars, they wouldn't be able share their messages with the people who were doing the most talking and causing the most damage. The obstacles were simple and not-too- serious setbacks. Although they overcame these obstacles when doing their task by simply continuing with their tasks.

Over and after all of the challenges and minor setbacks, the Poster Boys were able to have quite a few gold star moments. They were able to be recognized by the president himself as well as being able to deliver their posters in the shortest amounts of time. Their dedication and contribution to the war helped a lot with and gave back to the soldiers in the war a great deal. Even under the great amounts of stress and with the war and chaos going on, they managed to do their best with every poster they delivered.

Throughout the article there was a lot of mention of the OWI which was a big help when it came down to the poster distribution, and the Poster Boys were grateful for the support. But the main idea behing it all, had a lot to do with the fact that the Boy Scouts and the OWI had a lot to do with spreading the word about it all, but also had a lot to do with helping those who were not fighting, but those who stayed home waiting for their husbands, brothers, sons and nephews to return home. The Boy Scouts were comforting, he OWI was optimistic and with that the Poster Boys were famous yet humble and industrious as well as respectful.

## Commentary and Analysis Focus & Purpose

The writer maintains adequate focus and meaning in the essay. He/she demonstrates a basic understanding of the text and the purpose of the task, and implies connections between text and task through the controlling/central idea. The writer provides descriptions and details that are relevant and that complete many parts of the task.

The thesis states the supporting idea of the essay and the writer's viewpoint adequately. (“In the article ‘Getting the Message Out: The Poster Boys of World War II’ by Robert Ellis, there are many ideas being formatted about the credibility of the Boy Scouts. Not too many people know there story, but it can be summed up into a few words: hard work goes a long way.”)

The writing style is adequately appropriate for the audience; there is little use of slang or contractions. (“Normally, when you think of Boy Scouts, you think of troops and a bunch of boys walking through

forests learning about different bears and earning badges, but in World War II, there was a whole nother proposition for them. They were on mission. The Boy Scouts had to become Poster Boys. They would need to spread the word about not spreading the word with posters that had a lot to do with snitches and those who could not keep their mouths shut. But they also had a lot to do with ‘advertisements’ for war bonds and those who still wanted to sign up to fight in the war.”)

The writer understands the intended audience adequately. The writer is devoted to informing the readers about how the Boy Scouts of America had a positive impact on the war effort. (“Over and after all of the challenges and minor setbacks, the Poster Boys were able to have quite a few gold star moments. They were able to be recognized by the president himself as well as being able to deliver their posters in the shortest amounts of time. Their dedication and contribution to the war helped a lot with and gave back to the soldiers in the war a great deal. Even under the great amounts of stress and with the war and chaos going on, they managed to do their best with every poster they delivered.”)

## Content & Development

The development of ideas and content is adequate. The writer develops ideas adequately, providing specific and relevant details from the text. He/she uses a predictable pattern of methods to include credible information from the text (e.g., paraphrasing and/or direct quotes). Most sources used for quotes and facts are cited correctly.

The essay contains adequate details from the text to illustrate the main ideas. (“The Poster Boys faced their challenges, such as not being abe to work as a team as the boys were still segregated or how the boys could not distributre their posters to bars and pubs and taverns due to the fact that they weren't of age, and that was a bigger problem in itself. If the boys couldn't deliver to the bars, they wouldn't be able share their messages with the people who were doing the most talking and causing the most damage.”)

Providing more specific details would enhance the writer’s descriptions of the Boy Scouts of America and the Office of War Information. (“Throughout the article there was a lot of mention of the OWI which was a big help when it came down to the poster distribution, and the Poster Boys were grateful for the support. But the main idea behing it all, had a lot to do with the fact that the Boy Scouts and the OWI had a lot to do with spreading the word about it all, but also had a lot to do with helping those who were not fighting, but those who stayed home waiting for their husbands, brothers, sons and nephews to return home.”)

The writer provides relevant anecdotal examples from the text that showcase the challenges the Poster Boys faced during WWII. (“Over and after all of the challenges and minor setbacks, the Poster Boys were able to have quite a few gold star moments. They were able to be recognized by the president himself as well as being able to deliver their posters in the shortest amounts of time. Their dedication and contribution to the war helped a lot with and gave back to the soldiers in the war a great deal. Even under the great amounts of stress and with the war and chaos going on, they managed to do their best with every poster they delivered.”)

## Organization

There is adequate organization in the essay. The writer provides an interesting opening to the response that keeps the readers reading. The essay generally flows smoothly from one idea to another with subtle transitions to support sequential development.

The beginning of the essay demonstrates an adequate attempt to grab the readers’ attention. (“All throughout history, we have heroes and those who have done their jobs so well that we automatically look up to them. What we never notice are the underdogs, which are mostly those people who put all their effort into something for someone else without caring too much about who may or may not remember them. In World War II you may have been introduced to people who shared their homes to strangers because of the impact of the war and we all remember the brave soldiers who fought that war wholeheartedly. What we don't remember are the younger people, kids even, who helped in the smallest yet most effective ways during that war. Most people know these young men as the Boy Scouts, but those who remember the war remember the Poster Boys of World War II. These Poster Boys were hardworking and dedicated like hunters trying to feed their families. In the article ‘Getting the Message Out: The Poster Boys of World War II’ by Robert Ellis, there are many ideas being formatted about the credibility of the Boy Scouts. Not too many people know there story, but it can be summed up into a few words: hard work goes a long way.”)

Subtle transitions are used to connect ideas. (“The Poster Boys faced their challenges, such as not being abe to work as a team as the boys were still segregated or how the boys could not distributre their posters to bars and pubs and taverns due to the fact that they weren't of age, and that was a bigger problem in itself. If the boys couldn't deliver to the bars, they wouldn't be able share their messages with the people who were doing the most talking and causing the most damage. The obstacles were simple and not-too-serious setbacks. Although they overcame these obstacles when doing their task by simply continuing with their tasks.”) The writer should incorporate more transitions to connect his/her ideas in a more meaningful way.

The conclusion needs to summarize the main points of the response. (“Throughout the article there was a lot of mention of the OWI which was a big help when it came down to the poster distribution, and the Poster Boys were grateful for the support. But the main idea behing it all, had a lot to do with the fact that the Boy Scouts and the OWI had a lot to do with spreading the word about it all, but also had a lot to do with helping those who were not fighting, but those who stayed home waiting for their husbands, brothers, sons and nephews to return home. The Boy Scouts were comforting, he OWI was optimistic and with that the Poster Boys were famous yet humble and industrious as well as respectful.”)

## Language Use & Style

The use of language, voice, and style is adequate. The writer demonstrates appropriate language and word choice, an awareness of audience, and control of voice. The writer generally uses correct sentence structure with some variety*.*

Sentence lengths are adequately varied. (“Normally, when you think of Boy Scouts, you think of troops and a bunch of boys walking through forests learning about different bears and earning badges, but in World War II, there was a whole nother proposition for them. They were on mission. The Boy Scouts had to become Poster Boys. They would need to spread the word about not spreading the word with posters that had a lot to do with snitches and those who could not keep their mouths shut. But they also had a lot to do with ‘advertisements’ for war bonds and those who still wanted to sign up to fight in the war.”)

The writer’s voice is adequately maintained throughout the response. He/she provides language that adequately describes the Boy Scouts of America and how they impacted the war effort in a positive way. (“Over and after all of the challenges and minor setbacks, the Poster Boys were able to have quite a few gold star moments. They were able to be recognized by the president himself as well as being able to deliver their posters in the shortest amounts of time. Their dedication and contribution to the war helped a lot with and gave back to the soldiers in the war a great deal. Even under the great amounts of stress and with the war and chaos going on, they managed to do their best with every poster they delivered.”)

The writer’s word selections are appropriate, and they consistently reflect the theme of the essay. (“All throughout history, we have heroes and those who have done their jobs so well that we automatically look up to them. What we never notice are the underdogs, which are mostly those people who put all their effort into something for someone else without caring too much about who may or may not remember them. In World War II you may have been introduced to people who shared their homes to strangers because of the impact of the war and we all remember the brave soldiers who fought that war wholeheartedly. What we don't remember are the younger people, kids even, who helped in the smallest yet most effective ways during that war. Most people know these young men as the Boy Scouts, but those who remember the war remember the Poster Boys of World War II.”)

## Mechanics & Conventions

The writer exhibits adequate control of mechanics and conventions throughout most of the essay. There are some errors in grammar, mechanics, punctuation, or spelling, but they do not significantly interfere with the communication of the writer’s message.

The writer should ensure that sentences begin with capital letters, sentences have subject-verb agreement, sentences end with appropriate punctuation marks, paragraphs are indicated by line breaks, and words are spelled and used correctly. (“In the article ‘Getting the Message Out: The Poster Boys of World War II’ by Robert Ellis, there are many ideas being formatted about the credibility of the Boy Scouts. Not too many people know there story, but it can be summed up into a few words: hard work goes a long way.”)

**Score Point 3 - partially communicates the writer's message.**

## Model Essay

During the World War II (WWll) the Boy Scouts of America did alot of helping by working on things needed to be done for the Office of War Information (OWI). Such as delievering posters, Officail Dispatch Bearers, and what ever needed to be done. There was plenty on workers for the Boy Scout of America, as work went on their population grew. the president of the Boy Scout of America was Walter W Head and James E. West cheif scout executive, telegraghed president Roosevelt on Decemeber 8, 1941. They wanted to help offering the full and whole-heated co-operation of their organization.

The scouts first assignment was on October 1942. when they distributed a poster that was based on the theme of Columbus Day. Made by the OWI commemorated the 450th anneversity of Columbus's first voyage. The Boy Scout of America delievered all of the posters helping the OWI. The scouts did office work and whatever they needed to do. Made a big production during the WWII doing alot of work. So as they worked the population of the scouts grew larger.

The Boy Scouts of America got their jobs done extremely fast getting more work done. The scouts were able to the help of 544 of its local council officers. Scouts proved they can deliver the poster efficiently amount of time. So in every community of more than 2,500 people, the scouts would distribute posters to store located on the street level every two weeks. Most work is getting done.

Therefore the scouts became Official Dispatch Bearers. Each would receive a certificate commision fo them to carry to people of the community. Through the program 1,600,000 young working to spread messages to civilians all across the country. With all the workers everything got delivered and everything was done. Thanks to the Scouts work was being done and rapidly. Getting as much done as they can

In conclusion the scouts did alot of work. They helped during the WWII getting alot of work done. With their help alot of work was getting done. Along the way many of people joined the Scouts helping them. The OWI was greatful for having the scouts helping them.

## Commentary and Analysis Focus & Purpose

The focus and meaning are limited in the essay. The writer demonstrates a vague or incomplete understanding of the text and the purpose of the task. He/she implies a few connections between text and task through the controlling/central idea. The essay provides details that may not give the readers a clear understanding of the writer’s message. Only some of the prompt tasks are completed.

The writer states the controlling idea in a very limited way. The writer should improve the focus of the controlling idea/thesis statement by referencing the text more effectively. (“The scouts first assignment was on October 1942. when they distributed a poster that was based on the theme of Columbus Day. Made by the OWI commemorated the 450th anneversity of Columbus's first voyage. The Boy Scout of America delievered all of the posters helping the OWI. The scouts did office work and whatever they needed to do. Made a big production during the WWII doing alot of work. So as they worked the population of the scouts grew larger.”)

The writer’s focus is limited. The writer only focuses on the positive impact the Boy Scouts of America had on the war effort and neglects to discuss the challenges they faced. (“Therefore the scouts became Official Dispatch Bearers. Each would receive a certificate commision fo them to carry to people of the community. Through the program 1,600,000 young working to spread messages to civilians all across the country. With all the workers everything got delivered and everything was done. Thanks to the Scouts work was being done and rapidly. Getting as much done as they can”)

The writer provides limited examples in the essay and should include more meaningful examples from the text to illustrate the positive impact that the Boy Scouts of America had on the war effort. (“The Boy Scouts of America got their jobs done extremely fast getting more work done. The scouts were able to the help of 544 of its local council officers. Scouts proved they can deliver the poster efficiently amount of

time. So in every community of more than 2,500 people, the scouts would distribute posters to store located on the street level every two weeks. Most work is getting done.”)

## Content & Development

The essay contains limited content and development. The writer develops ideas briefly and inconsistently, providing some specific and relevant details from the text. He/she uses limited methods to include credible information from the text (e.g., paraphrasing and direct quotes). Some sources used for quotes and facts are cited correctly.

The essay contains limited details to illustrate the main ideas. (“The scouts first assignment was on October 1942. when they distributed a poster that was based on the theme of Columbus Day. Made by the OWI commemorated the 450th anneversity of Columbus's first voyage. The Boy Scout of America delievered all of the posters helping the OWI. The scouts did office work and whatever they needed to do. Made a big production during the WWII doing alot of work. So as they worked the population of the scouts grew larger.”)

The main ideas of the body paragraphs do not fully support the thesis. (“Therefore the scouts became Official Dispatch Bearers. Each would receive a certificate commision fo them to carry to people of the community. Through the program 1,600,000 young working to spread messages to civilians all across the country. With all the workers everything got delivered and everything was done. Thanks to the Scouts work was being done and rapidly. Getting as much done as they can”)

The explanations and details used to illustrate the main ideas in the body paragraphs are limited.

References to the text should clearly connect ideas to support the writer’s ideas. (“The Boy Scouts of America got their jobs done extremely fast getting more work done. The scouts were able to the help of 544 of its local council officers. Scouts proved they can deliver the poster efficiently amount of time. So in every community of more than 2,500 people, the scouts would distribute posters to store located on the street level every two weeks. Most work is getting done.”)

## Organization

There is limited organization of main ideas and supporting details in the essay. The essay demonstrates evidence of structure with an uncertain introduction and conclusion. There is limited use of paragraphing, and the essay lacks some transitional devices.

The essay demonstrates a limited introduction. (“During the World War II (WWll) the Boy Scouts of America did alot of helping by working on things needed to be done for the Office of War Information (OWI). Such as delievering posters, Officail Dispatch Bearers, and what ever needed to be done. There was plenty on workers for the Boy Scout of America, as work went on their population grew. the president of the Boy Scout of America was Walter W Head and James E. West cheif scout executive, telegraghed president Roosevelt on Decemeber 8, 1941. They wanted to help offering the full and whole-heated co- operation of their organization.”)

Strong transitions within paragraphs and between sentences are needed to enhance the flow of the writer’s ideas. (“Therefore the scouts became Official Dispatch Bearers. Each would receive a certificate

commision fo them to carry to people of the community. Through the program 1,600,000 young working to spread messages to civilians all across the country. With all the workers everything got delivered and everything was done.”)

The writer does not provide a strong conclusion in the essay. A strong conclusion would summarize the main ideas and give the readers something to think about as the essay draws to a close. (“In conclusion the scouts did alot of work. They helped during the WWII getting alot of work done. With their help alot of work was getting done. Along the way many of people joined the Scouts helping them. The OWI was greatful for having the scouts helping them.”)

## Language Use & Style

The writer demonstrates a limited use of language, voice, and style. The essay reveals simple language and word choice, some awareness of audience, and some control of voice. The writer relies on simple sentences with insufficient variety. At times, word selections are repetitive and do not enhance the effectiveness of the writer’s message.

Some sentence lengths are short. (“The scouts first assignment was on October 1942. when they distributed a poster that was based on the theme of Columbus Day. Made by the OWI commemorated the 450th anneversity of Columbus's first voyage. The Boy Scout of America delievered all of the posters helping the OWI. The scouts did office work and whatever they needed to do.”) The writer should elaborate on his/her ideas by using specific descriptions and details to make the response more interesting for the intended audience.

The writer relies on a simple sentence structure. In addition, exact words are missing, making the response difficult to follow. (“Therefore the scouts became Official Dispatch Bearers. Each would receive a certificate commision fo them to carry to people of the community. Through the program 1,600,000 young working to spread messages to civilians all across the country.”)

The sentences are too informal, and the word choices are very basic. This combination does not effectively communicate the writer’s ideas to the intended audience. (“There was plenty on workers for the Boy Scout of America, as work went on their population grew. the president of the Boy Scout of America was Walter W Head and James E. West cheif scout executive, telegraghed president Roosevelt on Decemeber 8, 1941. They wanted to help offering the full and whole-heated co-operation of their organization.”)

## Mechanics & Conventions

The control of mechanics and conventions is limited in the essay. There are several noticeable errors in grammar, mechanics, punctuation, or spelling that may interfere with the communication of the writer’s message.

The writer should make sure to begin each sentence with a capital letter, ensure that each sentence has a subject and a verb, end each sentence with a punctuation mark, ndicate new paragraphs with line breaks, check for the correct spelling of words, and ensure proper usage of words within the context of sentences. (“During the World War II (WWll) the Boy Scouts of America did alot of helping by working on things needed to be done for the Office of War Information (OWI). Such as delievering posters, Officail Dispatch Bearers, and what ever needed to be done. There was plenty on workers for the Boy Scout of America, as work went on their population grew. the president of the Boy Scout of America was Walter W Head and

James E. West cheif scout executive, telegraghed president Roosevelt on Decemeber 8, 1941. They wanted to help offering the full and whole-heated co-operation of their organization.”)

The writer should click on MY Editor for more ways to improve his/her writing.

**Score Point 2 - limited in communication of the writer's message.**

## Model Essay

After readong Robert Ellis's article "Getting the Message Out: The Poster Boys of World War II, Part 2, the Boys Scouts of America positively impacted the war effort when in the article it says "the Boy Scouts of America was able to enlist the help of 544 of its local council offices." With that short sentence I could already determine that the Boys Scout helped in a good way. They helped 544 local council offices. And therefore we already know that the Boys Scout did what they where asked to do, in a short period of time. That clearly explains to us that they are hard workings boys, and when they set there mind to something they get it done.

The Boy Scout, are a very helpful group of boys because they helped in a positive way and they did as there told. And most of all it was their first assighnment and they didnt disapoint. They proved that they could deliver posters in a well-organized matter. And they didnt need extra time because they did it at a great speed and got it done in time. They also put the posters in good places because like it says in the article "in every community of more than 2,500 people, the scouts would distribute posters to stores located on the street level every two weeks. Approximately 2,300 communities participated in the program." And what that tells me is that the boys put it in such good levels that they got a lot of supporters, and that more and more people wanna join the program.

## Commentary and Analysis Focus & Purpose

The writer provides minimal focus and meaning in the essay. He/she demonstrates an unclear understanding of the text and the purpose of the task. The writer also makes illogical and/or unnecessary connections between text and task through the controlling/central idea. Additionally, the writer does not demonstrate an awareness of audience. As a result, the writer completes few parts of the task.

The writer only minimally states a central/controlling idea. (“That clearly explains to us that they are hard workings boys, and when they set there mind to something they get it done.”) The writer misses the opportunity to elaborate on specific details about the Boy Scouts of America. Providing more details in a response creates a richly textured message that gives the readers a clear picture of how the Boy Scouts of America positively impacted the war effort.

The writer does not sufficiently maintain his/her focus on supporting ideas through text references to give the readers a true sense of the Boy Scouts of America. More details from the text are needed to enhance

the writer’s message to the intended audience. (“The Boy Scout, are a very helpful group of boys because they helped in a positive way and they did as there told. And most of all it was their first assighnment and they didnt disapoint. They proved that they could deliver posters in a well-organized matter. And they didnt need extra time because they did it at a great speed and got it done in time.”)

The writer’s details are minimally developed. (“They also put the posters in good places because like it says in the article ‘in every community of more than 2,500 people, the scouts would distribute posters to stores located on the street level every two weeks. Approximately 2,300 communities participated in the program.’ And what that tells me is that the boys put it in such good levels that they got a lot of supporters, and that more and more people wanna join the program.”)

## Content & Development

There is minimal content and development of ideas in the essay. The writer develops ideas incompletely and minimally. He/she provides few details from the text, some of which are not specific or relevant. The writer uses minimal methods to include credible information from the text (e.g., paraphrasing and direct quotes). Many sources used for quotes and facts are less than credible and/or not cited correctly.

There is minimal evidence that explains or supports the writer’s thesis statement. (“With that short sentence I could already determine that the Boys Scout helped in a good way. They helped 544 local council offices. And therefore we already know that the Boys Scout did what they where asked to do, in a short period of time. That clearly explains to us that they are hard workings boys, and when they set there mind to something they get it done.”)

In the two-paragraph essay, the writer does not include at least three main ideas as evidence. (“The Boy Scout, are a very helpful group of boys because they helped in a positive way and they did as there told. And most of all it was their first assighnment and they didnt disapoint. They proved that they could deliver posters in a well-organized matter. And they didnt need extra time because they did it at a great speed and got it done in time. They also put the posters in good places because like it says in the article ‘in every community of more than 2,500 people, the scouts would distribute posters to stores located on the street

level every two weeks. Approximately 2,300 communities participated in the program.’ And what that tells me is that the boys put it in such good levels that they got a lot of supporters, and that more and more

people wanna join the program.”)

Details are needed to sufficiently explain and illustrate each main idea. Details should include examples, facts, brief narratives, or quotes from the text that give the readers a clear picture of the positive impact the Boy Scouts of America made and the challenges they faced as Poster Boys. (“They also put the posters in good places because like it says in the article ‘in every community of more than 2,500 people, the scouts would distribute posters to stores located on the street level every two weeks. Approximately 2,300

communities participated in the program.’ And what that tells me is that the boys put it in such good levels that they got a lot of supporters, and that more and more people wanna join the program.”)

## Organization

The essay’s organization is minimal as well. The writer provides an opening that minimally reveals the purpose of the prompt task. The response lacks effective transitional devices and paragraphing.

Furthermore, the essay demonstrates little evidence of a strong ending.

The writer does little to grab the readers’ attention in the introduction. (“After readong Robert Ellis's

article ‘Getting the Message Out: The Poster Boys of World War II, Part 2, the Boys Scouts of America positively impacted the war effort when in the article it says ‘the Boy Scouts of America was able to enlist the help of 544 of its local council offices.’ With that short sentence I could already determine that the Boys Scout helped in a good way.”)

There is little evidence of transitional devices to help connect ideas. (“And therefore we already know that the Boys Scout did what they where asked to do, in a short period of time. That clearly explains to us that they are hard workings boys, and when they set there mind to something they get it done.”)

The writer does not include a strong conclusion. (“And what that tells me is that the boys put it in such good levels that they got a lot of supporters, and that more and more people wanna join the program.”)

## Language Use & Style

The use of language, voice, and style is minimal. The writer demonstrates simple language and word choice with little awareness of audience. The essay also displays basic errors in sentence structure, spelling, and usage.

The minimal structure of many of the sentences impedes the effective communication of ideas. (“They helped 544 local council offices.”)

There is repetition in the essay. (“They proved that they could deliver posters in a well-organized matter. And they didnt need extra time because they did it at a great speed and got it done in time.”)

The writer relies on simple sentences and word choices. (“Approximately 2,300 communities participated in the program.’ And what that tells me is that the boys put it in such good levels that they got a lot of supporters, and that more and more people wanna join the program.”)

## Mechanics & Conventions

The writer’s control of mechanics and conventions is minimal. There are patterns of errors in grammar, mechanics, punctuation, or spelling that interfere with the communication of the writer’s message.

The writer needs to be sure the essay exhibits appropriate capitalization and punctuation, correct spelling and usage of selected words, and paragraphing with line breaks to separate ideas into an organized essay. (“The Boy Scout, are a very helpful group of boys because they helped in a positive way and they did as there told. And most of all it was their first assighnment and they didnt disapoint. They proved that they could deliver posters in a well-organized matter. And they didnt need extra time because they did it at a great speed and got it done in time.”)

**Score Point 1 - inadequately communicates the writer's message.**

## Model Essay

the story is about american boy scouts that were giving posters to give to the shops, and so they can get the message out about the war. 160000 were members of the OWI'S theres was many help. in columbus day it was the 450 annyverssity of columbus first voyage. howard chandler cristy painted the posters, every community in every two weeks the scouts would go to stores in street levels. the scouts also wanted president roosevelt to notice them which says in "the boy scouts of america wanted to be officially and formallyreconized by president roosevelt as americans main distributur of goverment information".

## Commentary and Analysis Focus & Purpose

There is inadequate focus and meaning in the essay. The writer demonstrates little understanding of the text or the purpose of the task, and he/she makes little or no connection between text and task through a controlling/central idea. The writer lacks an awareness of audience as well. The writer does not discuss the positive impacts or the challenges the Poster Boys faced.

The writer states a central/controlling idea but does not develop the idea adequately through examples and descriptive details from the text. (“the story is about american boy scouts that were giving posters to give to the shops, and so they can get the message out about the war.”)

The writer does not illustrate an understanding of audience because he/she does not include relevant details from the text to make the ideas clear and convincing. (“160000 were members of the OWI'S theres was many help. in columbus day it was the 450 annyverssity of columbus first voyage. howard chandler cristy painted the posters, every community in every two weeks the scouts would go to stores in street levels.”)

The essay’s lack of specific details from the text renders the writer’s message ineffective and incomplete.

(“the scouts also wanted president roosevelt to notice them which says in ‘the boy scouts of america wanted to be officially and formallyreconized by president roosevelt as americans main distributur of goverment

information’.”)

## Content & Development

There is inadequate content and development of ideas in the essay. The writer shows inadequate or no development of ideas, providing virtually no details from the text. He/she uses little or no paraphrasing and direct quotes to include credible information from the text. Additionally, sources used for quotes and facts are less than credible and/or not cited correctly.

Little or no evidence is used to explain the positive impacts and challenges that the Boy Scouts of America encountered during WWII. (“160000 were members of the OWI'S theres was many help. in columbus day it was the 450 annyverssity of columbus first voyage. howard chandler cristy painted the posters, every community in every two weeks the scouts would go to stores in street levels.”)

In this one-paragraph response, there are no main ideas in the body paragraphs. At least three main ideas should be included as evidence. (“the story is about american boy scouts that were giving posters to give to the shops, and so they can get the message out about the war. 160000 were members of the OWI'S theres was many help. in columbus day it was the 450 annyverssity of columbus first voyage. howard chandler cristy painted the posters, every community in every two weeks the scouts would go to stores in street

levels. the scouts also wanted president roosevelt to notice them which says in ‘the boy scouts of america wanted to be officially and formallyreconized by president roosevelt as americans main distributur of goverment information’.”)

Details from the text are not used to explain and illustrate how the Boy Scouts of America positively impacted the war effort. Details could include examples, facts, brief narratives, or explanations to bring the writer’s ideas to life. (“the scouts also wanted president roosevelt to notice them which says in ‘the boy scouts of america wanted to be officially and formallyreconized by president roosevelt as americans main distributur of goverment information’.”)

## Organization

The organization of ideas in the essay is inadequate as well. The essay demonstrates no evidence of a unified structure, introduction, or conclusion. There is also no evidence of paragraphing or transitional devices.

The writer does not grab the readers’ attention in the introduction. (“the story is about american boy scouts that were giving posters to give to the shops, and so they can get the message out about the war.”)

Transitional devices are not used to help connect ideas. (“in columbus day it was the 450 annyverssity of columbus first voyage. howard chandler cristy painted the posters, every community in every two weeks the scouts would go to stores in street levels.”)

The writer does not include a strong conclusion. (“the scouts also wanted president roosevelt to notice

them which says in ‘the boy scouts of america wanted to be officially and formallyreconized by president roosevelt as americans main distributur of goverment information’.”)

## Language Use & Style

The use of language and style is inadequate. The writer demonstrates unclear or incoherent language use and word choice, no awareness of audience, and major errors in sentence structure and usage.

Sentence lengths are short. (“160000 were members of the OWI'S theres was many help.”)

Sentences are too informal and do not effectively communicate the writer’s purpose to the intended

audience. (“in columbus day it was the 450 annyverssity of columbus first voyage. howard chandler cristy painted the posters, every community in every two weeks the scouts would go to stores in street levels.”)

The writer relies on using simple sentences and word choices. (“the story is about american boy scouts that were giving posters to give to the shops, and so they can get the message out about the war.”)

## Mechanics & Conventions

The writer’s control of mechanics and conventions is inadequate. There are noticeable errors in grammar, mechanics, punctuation, or spelling that significantly interfere with the communication of the writer’s message.

The writer needs to be sure that the essay exhibits appropriate capitalization and punctuation, paragraphing with line breaks to separate ideas, and the correct spelling and usage of selected words. The essay is too short to evaluate many of these items effectively. (“the scouts also wanted president roosevelt to notice

them which says in ‘the boy scouts of america wanted to be officially and formallyreconized by president roosevelt as americans main distributur of goverment information’.”)