Helena High English Teaching Guide

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Literary Terms by Grade Level and Quarter

English I
First Quarter: metaphor, simile, personification, repetition, hyperbole, figurative versus literal
Second Quarter: hero’s journey; epithet, foreshadowing, Homeric simile, stanza, alliteration, consonance, assonance
Third Quarter: protagonist/antagonist, static/dynamic characters, complex/stock characters, foil, iambic pentameter, irony (situational, verbal, narrative), aside, oxymoron
Fourth Quarter: theme, point of view (first person, second person, third person limited third person omniscient), speaker

English II
First Quarter: elements of plot (exposition, rising action, climax, falling action, resolution), symbolism, flashback, en media res, identification of an author’s tone
Second Quarter: connotation/denotation, dialogue, monologue, soliloquy, suspense
Third Quarter: imagery, analogy, allusion, enjambment, extended metaphor
Fourth Quarter: motif, identify an author’s use of juxtaposition, rhetorical question

English III
First Quarter: Colonialism, Enlightenment, logos, pathos, ethos, aphorism, allegory, parallelism, antithesis
Second Quarter: Romanticism, Transcendentalism, free verse, blank verse, slant rhyme, Identify the rhetorical purpose of juxtaposition
Third Quarter: Realism, Regionalism, Naturalism, elements of satire, parody, dialects, local color, idiom
Fourth Quarter: Modernism, Post-Modernism, elements of tragedy (catharsis, hubris, tragic hero), syntax

English IV
First Quarter: Tone (WILDS), anaphora, epistrophe, apostrophe, Italian & English sonnets, paradox, archetype, deus ex machina, canon, stream of consciousness
Second Quarter: Critical Lenses (Feminist, Freudian, Post-Colonial, Marxist, Archetypal)
Third and Fourth Quarter: metaphor, protagonist/antagonist, irony, foil, theme, elements of plot, symbolism, allusion, connotation, juxtaposition, allegory, logos/pathos/ethos, elements of satire, parody, catharsis, tone: WILDS, theories of literary criticism
Grammar Concepts by Grade Level

English I
- comma
- apostrophe
- quotation mark
- sentence errors (run-ons (fused sentences) & fragments)
- parts of speech
- commonly confused words (Bengal Blunders)
- basic sentence parts
- independent /dependent clauses
- phrases

English II
- Review of English I
- colon
- semicolon
- pronoun usage
- pronoun-antecedent agreement
- subject-verb agreement
- sentence errors (run-ons (comma splices))

English III
- Review of English I and II
- ACT skills review
- dash
- hyphen
- ellipsis
- comparative and superlative modifiers
- active/passive voice
- misplaced modifiers and dangling modifiers
- proper construction of idiomatic expressions
- parallel sentence structure
- shifts in verb tense or voice

English IV
- Review of English I, II, and III
- parenthesis
- bracket
- manipulating grammatical rules for effect
District Inventory of English Skills

General Information

- The assessment will be a 40-minute test with two sections: one covering grammar and usage, the other addressing literary reading skill. Each will receive its own score.
- The District Inventory of English Skills will be administered on the days of the Fall and Spring Writing Assessments.
- Teachers may either give the assessment on the day they are scoring the writing assessment or one of the other two days.
- We will follow the District Writing Assessment growth model and give the same test to all four grade levels at the same time.
- Each administration of the test should be a completely different assessment. Once four years have passed, we can cycle back to the beginning.
- The assessment will be Scantron-scored by literacy coaches and admin at the same time as District Writing Assessment.
- We can combine results with District Writing Assessment for reporting to parents, students, and teachers.
- We can provide item analysis of questions after the completion of the test.
- The results can be used to identify students who have the necessary skills for Dual Credit/Honors/AP courses who are not currently served by those programs.

Test Development

- We propose that the Literacy Coaches write a sample test early in the Fall ’16 semester for review by the Summer Committee before beginning the process of writing eight assessments.
- Having the Literary Coaches write the assessment will best ensure fair administration of the test.
- After review, Literacy Coaches will begin the process of writing a cycle of 8 tests that can be used for this continuing assessment.
- Item analysis of questions will be used for ongoing revision and improvement of the assessments.
Grammar Assessment

- 30 items from two passages
- Future assessments should follow the ACT structure and format, but
  - Literacy coaches should remove and replace questions regarding sentence placement, relevancy, paragraph structure, word choice, and evaluation.
  - Literacy coaches should ensure that we do not use a sample test that is used for teaching at any grade level.

Setting the Benchmark for the Grammar Assessment

The ACT College Ready Benchmark for the English test is an 18. Using the 2013-14 practice test booklet we used to create our test, a raw score of 40-41 out of 75 questions (54%) would achieve the benchmark score. For a 30 item test, that translates to 16.2 correct questions to reach the benchmark.

Given that we are removing some of the more challenging questions that ask students to reorder paragraphs and make stylistic choices, it seems reasonable to set our benchmark number higher. We’d also like to differentiate our reporting per grade level to reflect different levels of mastery at each grade level.

Potential benchmarks:
- Senior/Junior: 20/30 (66.6%)
- Sophomore: 18/30 (60%)
- Freshperson: 16/30 (53.4%)

Literary Skills

- 20 items from two-three passages
- The passages will assess knowledge of literary and rhetorical devices, understanding of tone and purpose, and interpretation of written text.
- The passages should come from a variety of sources, from informational text to poetry.
- The assessment will include literary and rhetorical skills from all levels of our English Focus Statement.

Potential benchmarks: (Work in Progress)
- Senior/Junior: 20/30 (66.6%)
- Sophomore: 18/30 (60%)
- Freshperson: 16/30 (53.4%)
THE MODES WRITING ASSESSMENTS

The Assessment Window
• The Fall 2016 assessment window will be between January 4 and January 13, using a prompt developed by each grade level PLC.
• Scoring will take place between January 9 and January 19, with second reads completed and turned in by the end of the day on January 19.
• Scores will be run and data collected on January 20 and January 23 by the BLC.
• The dates of the spring assessment are TBD.

Pre-Assessment Work
• PLCs will complete collaborative prompts from the Spring ’16 semester.
• PLCs will spend time developing model papers, discussing the rubric and scoring, and finding model papers for instruction.
• PLCs will develop their individual schedules for assessment.
• AP teachers will work on developing a crosstown collaborative assessment that meets the needs of their curriculum.

The Assessment
• The assessments will be handwritten, administered on the same day at each grade level, to be determined by grade level PLCs.
• The assessments will be 40 minutes long to allow for instructions, data collection, and other paperwork.
• Students will fill out two scoring sheets for the essay, one for each reader.
• The scoring sheets will use codes for teachers to protect the integrity of the scoring.

The Scoring and Rubric
• Scoring
  o Each essay will be scored twice, once by the classroom teacher of the student and once by another teacher from the same grade level.
  o Scoring will be done on two separate forms to ensure a blind score.
• Rubrics
  o There will be a rubric provided for each essay form, modelled on the ACT argumentative writing rubric.
Collection and Distribution

- Once the essays are written, classroom teachers should bring their essays to the collection point. They will be collected in piles for each teacher.
  - English I (Sykes)
  - English II (Salisbury)
  - English III (Jones)
  - English IV (Schwartz)

- First Read
  - Teachers will collect a number of essays equivalent to the number of essays her students generated to score.
  - The due date for this first read and scoring will be set by the grade level PLCs.
  - First read teachers should not make comments on the student paper.
  - Once completed, the first reader will return the essays to the collection point, sorted by teacher code, separating her completed scoresheet from each essay.

- Second Read
  - The second read will be done by the student’s classroom teacher.
  - The classroom teacher can make comments on the essay for potential revision and teaching, but should read and score first.
  - Upon completion, the classroom teacher should return the scoresheet to the collection point.

Post Assessment

- The BLC will use Records Day and the first Monday of Semester 2 to scan and collect data for discussion.
- Grade levels can perform data analysis and complete TACA forms to facilitate future instruction.
THE PROCESS ANALYSIS ESSAY: English I (Fall)

A process essay explains how to do something or how something occurs. It presents a sequence of steps and shows how those steps lead to a particular result. Depending on its purpose, a process essay can be either a set of instructions or a process explanation (Kirsner and Mandell 263). A process instruction essay gives the steps in a procedure the reader may want to perform, whereas a process explanation essay tells how something works in a way that indicates the reader will not perform the procedure (Clouse 267-68).

In process events must be presented in a fixed order. Clarity is extremely important. Writers must indicate (Kirsner and Mandell 263):
1. The Exact order of the steps
2. Their relationship to one another
3. Their relationship to the process as a whole

INSTRUCTION ESSAY
The purpose of instructions is to enable readers to perform a process. Instructions use (Kirsner and Mandell 264):
- Present Tense
- Imperative Mood (speaks directly to readers . . . starts with a verb).

Three moods in English:
- Indicative: used to make factual statements / ask questions
- Imperative: used to give orders or give directions
- Subjunctive: used to express ideas contrary to fact; used to express a request, demand, proposal

PROCESS EXPLANATION ESSAY
Process explanation essays allow reads to understand how a process is carried out, not how to perform it. Process explanation uses (Kirsner and Mandell 264):
- First or Third Person (no second person)
- Past or Present Tense (indicative mood, not imperative)

PREWRITING
- Select a topic: Think of complex procedures and processes that meet the requirements of your assignment. Choose a topic that interests you.
- Gather details: Make certain that you understand the process fully. Consult experts, books, magazines, and Web sites. Identify steps or stages in the process.
- Focus your analysis: Write a thesis statement that explains the importance of or shares your interest in the process.
There are two purposes for process essays:
  - To persuade (takes a strong stand)—process analysis
  - To present information (communicates nothing debatable, but should identify the process and why it is performed)

Organize your analysis: Make a list or an outline that provides the starting conditions or materials necessary to the process. Follow with the steps or stages in chronological (time) order.

To assess your audience, ask yourself whether your reader appreciates the importance of the process, understands any part of the process, or would find any of the steps difficult to perform or understand. In addition, consider why your reader might be interested in the process.

**WRITING**

- Structuring a process essay
  - Introduction
    - Identifies process
    - Indicates under what circumstances it is performed
    - Offers information about materials and preliminary preparations
    - Offers overview of the process
    - Lists major stages
    - Delivers thesis
  - Body Paragraphs
    - Each body paragraph typically treats one major stage of the process
    - May be grouped in several steps (depends on complexity)
    - Steps presented in chronological order and only interrupted for essential definitions, explanations, cautions (use of parenthesis!)
  - Conclusion
    - Short process essay doesn’t need conclusion
    - If present, conclusion offers a brief review of major stages
    - If present, conclusion reinforces thesis by summarizing the results of the process or explaining its significance
TRANSITIONS

- Again
- Also
- And
- Besides
- First
- Second
- Third
- Last
- Next
- Immediately
- In the mean time
- Afterward
- As soon as
- Before
- Simultaneously
- Then
- Meanwhile
- Eventually
- Now
- At the same time
- Finally

SAMPLE PROMPTS FOR PROCESS ANALYSIS

- Literary
  - In a well-developed essay of 4-5 paragraphs, show the process by which the International Fleet transforms children into warriors capable of xenocide (Pogreba).
  - Write a set of instructions explaining in objective terms how the lottery Shirley Jackson describes should be conducted. Imagine you are setting these steps down in writing for generations of your fellow townspeople to follow (Kirschner and Mandell 319).

- Non-Literary
  - Write a five paragraph essay in which you demonstrate the steps necessary to do something that you have expertise in. You should assume that your audience knows little about the subject (Pogreba).
  - To entertain your reader, write a humorous explanation of a process: how to flunk a test, how to make a bad impression on a date, how to irritate a teacher, how to make a bad impression on a job interview, or how to be a slob. Use verbal irony, if appropriate (Clouse 318).

- Crossing the Curriculum
  - **World Cultures**: In a well-developed essay, explain how colonial powers divided Africa (Pogreba).
  - **Physical Education**: Give readers instructions for the process of participating in a potentially dangerous but worthwhile physical activity-- for example, skydiving, rock climbing, or whitewater rafting. Be sure to include all necessary cautions (Kirschner and Mandell 319).
THE CAUSE AND EFFECT ESSAY: English I (Spring)

Cause and effect is an essay mode that analyzes why something happens. Cause and effect essays examine causes, describe effects, or do both. Cause and effect links situations and events together in time, with causes preceding effects. Furthermore, cause and effect analysis explains why something happened or is happening and predicts what will happen (Kirszner & Mandell 321). Cause and effect analysis can entertain, inform, persuade, or express feelings and relate experiences. While an essay is often developed solely with cause and effect analysis, the pattern can also form part of an essay developed with another pattern (Clouse 382).

CRITICAL THINKING RULES FOR CAUSE EFFECT ANALYSIS

- **Rule 1**: Don’t jump to conclusions
  - Do focused writing on your topic; brainstorm. Instead of settling for the first explanation that pops into your mind, test it. Could it be wrong? Could it be only one explanation among others?

- **Rule 2**: Don’t oversimplify
  - Most important social problems and historical events have many origins. Consider indirect causes as well as direct causes. Remember that something occurring after something else is not necessarily caused by it. Don’t treat a controversial opinion as a well-established fact.

- **Rule 3**: Avoid making scapegoats
  - When discussing the causes of a problem, try not to blame everything on the same old convenient villains. Television, for instance, is blamed for everything from poor school performance to violence in the streets and sex crimes. How do we know that it really is the cause, not just one of many causes? Is it the most important one?

- **Rule 4**: Do your homework
  - If you write an analytical paper for a specialized course such as sociology or history, back up your statements with facts from the assigned readings or research. The instructor is interested less in your personal opinion than in your conclusions based on an analysis of what you read (Eggers 84).
PREWRITING
○ Select a topic: Search for a cause-effect relationship in the material you are studying currently, perhaps the cause of a social movement or the effect of a specific diet regimen. Review textbooks, magazines, and Web sites for possible topics.
○ Gather details: Create a cause-effect chart to collect information about your topic. Write down more details than you’ll see.
○ Find a focus: Review your chart and determine which cause(s) and effect(s) you will cover. Then develop a thesis statement that names your topic and gives your essay its focus.
○ Plan your analysis: Create an outline. Provide details in the order that best fits your topic—beginning with cause(s) and leading to effect(s), or beginning with effect(s) and returning to cause(s).

ORGANIZING
○ After sorting out the cause and effect relationships that will be written about, you have three options (Kirszner and Mandell 327-28).
  ▪ Discuss causes
  ▪ Discuss effects
  ▪ Discuss causes and effects
○ Thesis statement must identify the relationships among the specific causes and effects you will discuss.
  ▪ The issues you plan to consider
  ▪ The position you will take
  ▪ Whether your emphasis is on causes, effects, or both
○ Arranging Causes and Effects
  ▪ Chronological order
  ▪ Main cause first and then the contributory causes (vice versa)
  ▪ Negative causes first and then positive causes (vice versa)
  ▪ Discussing events that were not causes and then explaining what the real causes were
  ▪ Most obvious causes or effects and move on to subtler factors, then analysis and conclusion

TRANSITIONS
● as a result
● because
● consequently
● since
● therefore
● thus
● also
● in addition
● additionally
● furthermore
● another
SAMPLE PROMPTS FOR CAUSE AND EFFECT

- Literary
  - One of the most important themes explored by Shakespeare in *Romeo and Juliet* is the idea of personal responsibility. Examine how one character’s actions are responsible for an outcome that he/she did not intend (Pogreba).
  - Throughout *The Odyssey*, Odysseus is consistently delayed on his return journey to Ithaca. Write an essay in which you examine the main causes and the contributory causes for Odysseus’s delay and their respective outcomes.

- Non-Literary
  - There is growing concern about the relevance of cheating in schools from copying homework to plagiarizing papers. Identifying at least three main issues, write a paper that examines the causes of student cheating (Pogreba).
  - Explain the effects on people or society of some aspect of the Internet, such as chat rooms, online shopping, access to information, online gambling, or online games (Clouse 440).

- Crossing the Curriculum
  - Earth Science: Write a paper discussing the impact of invasive species on a local eco-system (Pogreba).
  - Social Studies: What was the cause of the increasing interest in Civil Rights in the 1960s? (adapted from Lynne).
THE COMPARE/CONTRAST ESSAY: English II (Fall)

A comparison essay is one that shows how two or more things are similar, while a contrast essay shows how they are different. In most writing situations, however, the two related processes of comparison and contrast are used together. Comparison contrast can help a writer inform a reader about the nature of something that is not well understood. They can also help by providing new insight into something already familiar. Compare and contrast can also work to persuade a reader to think or act a particular way by showing that one subject is superior to the other (Clouse 324).

PREWRITING

• Select two topics: Consider topics connected to your course work. Make sure they have enough similarities and differences to make interesting comparisons.
• Establish a basis for comparison: Make sure that your two topics have enough in common to justify a comparison; a comparison should lead you beyond the obvious. (When two subjects are very similar, the contrast may be worth writing about. And when two subjects are not very much alike, you may find that similarities are worth considering.)
• Gather details: Consider creating a Venn diagram, writing down the similarities between the two topics in the center space and the differences in the outside spaces.
• Gather details: List every similarity you can think of for your topic or every difference (whichever is appropriate for your focus). Study the list and eliminate ideas not suited to your purpose.
• Select points for discussion: Determine your emphasis (similarities, differences, or both) and the major focus of your paper. When you compare and contrast, make sure you treat the same elements for each subject you discuss.
• Developing a thesis statement: Indicate to readers what to expect in your essay, identifying not only the subjects to be compared and contrasted but also the point you will make about them. Your thesis statement should also indicate whether you will concentrate on similarities or differences or both. In addition, it may list the points of comparison and contrast in the order in which they will be discussed in the essay.

WRITING

• Write your draft: In your first paragraph, introduce your topics and provide a thesis statement that expresses the focus of your comparison. In the middle paragraphs, compare and contrast the two topics. Conclude your essay by revisiting the thesis and by reflecting on the topics.
• Subject-by-Subject Comparison:
  o In a subject-by-subject comparison (also called “chunking” comparison (Axelrod and Cooper 462) or “block” comparison (Clouse 329)), you essentially write a separate essay about each subject. This is useful when your purpose is to emphasize overall similarities and differences in a short, uncomplicated essay.
You should discuss the same points for each subject. You should arrange these points in some logical order, usually in the order of increasing significance.

- **Point-by-Point Comparison:**
  - In a point-by-point comparison (also called “sequencing” comparison (Axelrod and Cooper 462) and “alternating” comparison (Clouse 329)), you make a point about one subject and then follow it with a comparable point about the other. This alternating pattern continues throughout the body of your essay until all of your points have been made.
  - Point-by-point comparisons are useful for longer, more complicated essays in which you discuss many different points.
  - In a point-by-point essay, readers can follow comparisons and contrasts more easily and to not have to wait several paragraphs to find out similarities or differences between two subjects.
  - Point-by-point essays should focus on varied sentence structure so as not to become redundant.

**TRANSITIONS**

Transitions: Transitions are especially important in comparison contrast essays because you must supply readers with clear signals that identify individual similarities and differences. Without these cues, readers may lose track of the significance of the points you are making. Consider the following for your essay:

<table>
<thead>
<tr>
<th>Comparison</th>
<th>Contrast</th>
</tr>
</thead>
<tbody>
<tr>
<td>in comparison</td>
<td>although</td>
</tr>
<tr>
<td>in the same way</td>
<td>but</td>
</tr>
<tr>
<td>in similar fashion</td>
<td>conversely</td>
</tr>
<tr>
<td>in like manner</td>
<td>despite</td>
</tr>
<tr>
<td>just as . . . so too</td>
<td>even though</td>
</tr>
<tr>
<td>like</td>
<td>however</td>
</tr>
<tr>
<td>likewise</td>
<td>in contrast</td>
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<tr>
<td>similarly</td>
<td>instead</td>
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<td>also</td>
<td>nevertheless</td>
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<td>both</td>
<td>nonetheless</td>
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<td></td>
<td>on the contrary</td>
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<td>still</td>
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<td></td>
<td>unlike</td>
</tr>
<tr>
<td></td>
<td>whereas</td>
</tr>
<tr>
<td></td>
<td>yet</td>
</tr>
</tbody>
</table>
SAMPLE PROMPTS FOR COMPARISON CONTRAST

Literary
- Compose a thesis-driven compare/contrast essay using either the block method or the point by point method of organizing your ideas. Who is the most ambitious character in *Julius Caesar*? Define ambition and then compare/contrast the ambition of at least two of the main characters. Examine the characters’ actions, thoughts, and speech and what other characters say and think about that character. Your paper should focus on the compelling differences & similarities between the characters arguing one is the most ambitious.
- Compare and contrast two characters from *To Kill a Mockingbird*. (Your options include the following pairs: Boo Radley and Tom Robinson, Miss Maudie and Mrs. Dubose, The Ewells and the Cunninghams, Scout and Atticus, and Calpurnia and Aunt Alexandra.) Think carefully when selecting your points for comparison: you should have points that show similarities and points that show differences (adapted from Watts).

Non-Literary
- Compare and contrast engines that run using gasoline and diesel. Discuss various applications and determine the most effective for each (Pogreba).
- Write an essay in which you consider how something-- for example, a sport or other activity-- is like a religion. Give your essay a title that makes your comparison clear-- for example, “The Rory Gilmore Way: Reading as Religion.” Your essay can be humorous or serious (adapted from Kirszner and Mandell 402).

Crossing the Curriculum
- **Physical Education**: Compare and contrast the effectiveness of two different exercise strategies (Pogreba).
- **Social Studies/Current Events**: Find a description of the same news event in two different magazines or newspapers. Write a comparison and contrast essay discussing the similarities and differences between the two stories (Kirszner and Mandell 432).
- **Biology**: Compare and contrast the digestive systems of an acoelomate and a coelomate organism (AP Biology 2002 Scoring Guidelines Form B).
THE EXEMPLIFICATION ESSAY: English II (Spring)

Examples provide the evidence that enables readers to understand your meaning and accept your viewpoint (Lannon 184). An exemplification essay is one that uses one or more particular cases, or examples, to illustrate or explain a general point or an abstract concept. Sweeping generalizations and vague statements are not nearly as effective as specific observations, anecdotes, details, and opinions. Exemplification is used in every kind of writing situation to explain and clarify, to add interest, and to persuade (Kirschner and Mandell 211-12). Because examples are so important for clarification, adding interest, and persuasion, writers rely on them all the time, even when they use other patterns of development (Clouse 210).

PREWRITING

• Shaping a thesis: The fill-in-the-blank sentences provide generalizations that can be shaped into more sophisticated thesis statements to clarify with examples.
• Generating ideas: To generate examples for supporting details, you can ask yourself these questions:
  ✓ What have I experienced that illustrates my generalization?
  ✓ What have I observed that illustrates my generalization?
  ✓ What have I read that illustrates my generalization?
  ✓ What have I learned in school that illustrates my generalization?
  ✓ What stories can I tell to illustrate my generalization?
  ✓ What can I describe to illustrate my generalization?
• Provide enough details: the number you use depends on the complexity of your thesis statement.
• Choose a fair range of examples: Choose a cross section of examples to represent the full range of your topic, including personal experience, observation, general knowledge, class lectures, reading, personal research and more.
• Developing a thesis statement: The thesis statement makes the point that the rest of the essay will support with examples. This statement usually identifies your topic as well as the main point you want to make about it. (The examples you gather during the prewriting phase of the writing process can help you develop your thesis.)
WRITING

- Introduction: Introductions for an exemplification essay should generate interest and become more specific as they move toward the thesis statement.
- Body paragraphs:
  - Organization: Exemplification essays can present an organizational problem. If you do not select your examples carefully and arrange them effectively, your paper can become a thesis statement followed by a list or by ten or fifteen brief, choppy paragraphs. One way to avoid this problem is to develop your best examples fully in separate paragraphs and to discard the others. Other organizational strategies include:
    - Chronologically: Within each paragraph, you can organize examples chronologically. You can also do this among paragraphs.
    - In order of increasing complexity: Within or among paragraphs, you can begin with the simplest and move to the most difficult or complex.
    - In order of importance: Within or among paragraphs, you can begin with examples that are less significant and move toward those that are more significant.
  - Explain how the example fits the point: Close each body paragraph by refocusing on the larger meaning of your examples.
  - Conclusion: The conclusion should reinforce the essay’s main idea, and perhaps restate the thesis. The conclusion technique of coming full circle is also helpful in exemplification essays.

TRANSITIONS

In an exemplification essay, transitions to introduce new examples are critical to the readers’ understanding. Appropriate transitions include:

- also
- besides
- finally
- furthermore
- in addition
- last
- moreover
- next
- another
- for instance
- in fact
- namely
- specifically
SAMPLE PROMPTS FOR EXEMPLIFICATION

Literary
- Almost every culture used its mythology to explain the origin of the world. While the stories differed in detail, they contain powerful shared ideas. Discuss one of these shared ideas (themes) using three examples (Pogreba).
- Throughout Fahrenheit 451, the motif of censorship is prevalent and wide-reaching. Use three examples of censorship from the novel, discuss the impact that censorship and lack of free thought have on Montag’s society.
- One of the strongest human drives seems to be the desire for power. Write an essay in which you discuss how a character in Lord of the Flies either struggles to free himself from the power of others, or seeks to gain power over others. Be sure to demonstrate how the author uses this power struggle to enhance the meaning of the work (Helena High Honors English Guide).

Non-Literary
- When people think about you, what are the dominant impressions they have? Write an essay in which you illustrate you, focusing on two to three dominant characteristics of yourself (Pogreba).
- Use examples to persuade your reader that the American family is (or is not) changing for the better (Clouse 264).

Crossing the Curriculum
- World Cultures: Write a thesis-based essay that demonstrates three different styles of leadership in African societies (Pogreba).
- Computer Science: Use examples to illustrate the benefits or drawbacks of computers or some other form of technology (Clouse 264).
THE CLASSIFICATION/DIVISION ESSAY: English III (Fall)

Division is the process of breaking a whole into parts; classification is the process of sorting individual items into categories. Even though the interrelated processes of classification and division invariably occur together, they are two separate operations (Kirszner and Mandell 435-36). Division deals with one thing only. It separates that thing into parts, pieces, sections, or categories--for closer examination. Classification deals with an assortment of things that share certain similarities. It groups these things systematically (Lannon 194). Through classification and division, we can make sense of seemingly random ideas by putting scattered bits of information into useful, coherent order. By breaking a large group into smaller categories and assigning individual items to larger categories, we can identify relationships between a whole and its parts and relationships among the parts themselves. When you classify, you sort individual examples into a variety of different categories (Kirszner and Mandell 435). Writers often classify or divide in order to inform (Clouse 444).

PREWRITING

• Select a topic: Review your coursework for topics that have subcategories--types of representative governments, types of bodily defenses against disease, kinds of carbohydrates, types of reed instruments, and so on. Select a topic that fits the assignment and has several categories (three to six) to explore in a meaningful essay.
• Determine an ordering principle:
  o An ordering principle, or a principle of classification, is the special significance that you are looking for in the items, the way in which you perceive the universe of your subject.
  o Every group of people, things, or ideas can be classified in many ways. Determining and choosing the way(s) something can be classified becomes your principle of classification.
  o When you decide the single principle you will use to group or divide the items under consideration, keep your purpose in mind and choose a principle compatible with that purpose.
• Select and arrange categories:
  o Select your categories by dividing a whole class into parts (or grouping individual categories in a broader class) and grouping a number of different items together within in each part.
  o Arrange your categories in a logical order so that readers can see how the categories are related and what their relative importance is.
  o Make each category in a classification separate from the others (choose distinct categories).
  o Give equal attention to each segment of the classification or division.
• Gather details:
  o Your supporting details can include a wide range of patterns of development meant to explain the characteristics of each category or part. Of course, you will not use all these patterns in a single essay, but they are all available for your consideration as ways to achieve your writing purpose.
  o Develop a thesis:
    o Your thesis statement should identify your subject, introduce the categories you will discuss, and perhaps show readers the relationships of your categories to one another and perhaps to the subject as a whole.
    o In addition, your thesis statement should tell your readers why your categories are significant or should establish their relative value.

WRITING
• Write your first draft: Create an opening that introduces the topic and presents your thesis, previewing how you will classify the topic. Continue by discussing the categories and supporting your thesis with details you've gathered. Sum up your essay in a way that leaves the reader with a new understanding of the topic.
• Introduction: Your introduction should orient readers by identifying your topic, the principle for classifying your material, and the individual categories you plan to discuss; your thesis should also be introduced.
• Body paragraphs: Your body paragraphs should be dedicated to discussing your categories one by one, in the same order in which you mentioned them in your introduction.
• Conclusion: Your conclusion should restate your thesis, summing up the points you have made and perhaps considering the implications.

TRANSITIONS
• Topic sentences should introduce the individual groupings.
• To move smoothly from one grouping to another, include transitions:
  ● first
  ● second
  ● third
  ● final
  ● another
  ● a more (important, significant, common, etc.)
  ● the most (important, common, etc.)
SAMPLE PROMPTS FOR CLASSIFICATION/DIVISION

Literary

- American transcendentalism has been called a “goulash of world religions and philosophies.” Identify three major philosophical viewpoints of transcendentalism, examining their relationship to the whole (Pogreba).
- **Sports Literature**: Many consider violence in sports to be a serious problem. Write an essay expressing your views on this problem. Using a classification and division structure, categorize information according to sources of violence (such as the players, the nature of the game, and the fans) (Kirszner and Mandell 487).
- **M.A.S.H. Literature**: To help explain their appeal, classify horror movies or break them down into the various parts (Clouse 488).

Non-Literary

- Write a paper examining different career options that you have considered. Classify and divide them in terms of their financial potential, educational requirements, and personal fulfillment (Pogreba).
- The internet is a wealth of information, filled with various search engines. Write a classification essay focusing on at least three search engines of your choice.

Crossing the Curriculum

- **U.S. History**: Modern American presidents have been characterized as micromanaging, delegating, and absent leaders. Write a paper discussing how at least three Presidents fit these classifications (Pogreba).
- **Chemistry**: Explain how are chemical reactions balanced and how they are classified (TELPAS Prompts for High School).
THE ARGUMENT ESSAY: English III (Spring)

Both argument and persuasion aim to convince a reader to adopt a particular view or take a particular action (Clouse). Argumentative writing responds to conflicting beliefs or perspectives about philosophical, policy, or value disputes. Schwegler argues that argumentative writing serves three purposes: “to agree with a value judgment…to propose a specific action… and to advance an opinion different from that held by the audience.” These purposes can be combined to develop a thoughtful, nuanced piece of writing that engages both those who agree with a point of view and those who oppose it.

A special area of concern for argumentative writing at the English III level is the ACT writing assessment.

KEY TERMS FOR ARGUMENTATIVE WRITING
(Adapted from Southern Nevada Regional Professional Development Program and HHS Writing Guide)

- **Claim** – A basic belief about a particular topic, issue, event, or idea
- **Support** – Specific facts or specific evidence used to support why a claim is true
- **Counterclaim** – A solid and reasonable argument that opposes or disagrees with a claim
  - **Rebuttal/Naysayer** – A response to a counterclaim. The object of the rebuttal is to take into account the ideas presented in the counterclaim and explain why they aren’t persuasive enough, valid enough, or important enough to outweigh the claim.
- **Refute/Refutation** – Argument against a position or proof it is wrong
- **Qualifier** – An acknowledgement that the other side of a debate has a reasonable point the writer can agree with
  - **Concession** – An argument a writer yields to the side he generally opposes in an essay
  - **Caveat** – An argument that acknowledges a potential concern or problem with the author’s central position that must be addressed in the paper
- **Logos** – Analysis or evidence that primarily relies on logic and fact
- **Pathos** – Analysis or evidence that primarily relies on emotion
- **Ethos** – Analysis or evidence that primarily relies on credibility

PREWRITING

- Students should begin by evaluating the multiple perspectives for an issue, either provided from the prompt or their own background and knowledge. It is often helpful to divide these into sides (pro-con).
- Students should gather relevant evidence and analysis from outside sources, paying particular attention to the sources those materials came from and making sure to consider perspectives from multiple points of view.
- Students should select their point of view and decide how to best approach the topic, from a straight refutation/acceptance of the prompt to a more nuanced approach.
- Students should develop a thesis that considers the nuances of the issue.
WRITING

- Introduction
  - Introductions should not be generalized statements about human nature or society, fill the page with no discernible purpose, offer weak questions or quotations, offer truisms, or be obviously false.
  - The most effective introductions lead with powerful adjective and verbs.
  - Potential strategies for effective introductions include:
    - shocking the audience with a statistic
    - telling a story or establishing a scenario
    - creating an analogy that offers an effective comparison
    - raising a challenging question that does not have an easy answer
    - personalizing with an effective anecdote about the writer and her experience
  - The introduction typically ends with the writer’s thesis statement. The Temple University Writing Center suggests a thesis should have five characteristics:
    1. **Substantial** - Your thesis should be a claim for which it is easy to answer every reader's question: "So what?"
    2. **Supportable** - A thesis must be a claim that you can prove with the evidence at hand (e.g., evidence from your texts or from your research). Your claim should not be outlandish, nor should it be mere personal opinion or preference (e.g., "Frederick Douglass is my favorite historical figure.")
    3. **Precise** - An effective thesis statement has been narrowed down from a very broad subject. Make sure the scope of your thesis is broad enough to generate a full essay and narrow enough to allow focused analysis. Your claim should not be something on which whole books could be written.
    4. **Arguable** - A thesis statement should not be a statement of fact or an assertion with which every reader is likely to immediately agree. (Otherwise, why try to convince your readers with an argument?)
    5. **Relevant** - If you are responding to an assignment, the thesis should answer the question your teacher has posed. In order to stay focused, pay attention to the task words in the assignment: summarize, argue, compare/contrast, etc.
• Three Argumentative Strategies
  o Concession
    ▪ A concession essay typically opens with a body paragraph or paragraphs conceding that the other side of a dispute has legitimate claims before broadly arguing the other side.
    ▪ A typical thesis for a concession essay might look like this: While modern media discourse is often base and even occasionally pointless, such democratic discussion is essential for good governance and to undermine corporate dominance of the debate.
  o Caveat
    ▪ A caveat essay typically opens with the dominant perspective of the writer before ending with a body paragraph or paragraphs that raise concern(s) that nonetheless must be addressed.
    ▪ A typical thesis for a caveat essay might look like this: The democratic discussion generated by new media is essential for good governance and to undermine corporate dominance of the debate, but the government must evaluate regulation to ensure accuracy and fairness in these new outlets.
  o Boomer
    ▪ A boomer essay typically opens with the dominant perspective of the writer before ending with a body paragraph or paragraphs that attack a potential counter-argument the other side might present.
    ▪ A typical thesis for a boomer essay might look like this: The democratic discussion generated by new media is not only essential for good governance and to undermine corporate dominance of the debate, but critics who suggest it debases the national debate present a distorted view of its role.
• Conclusion
  o An effective conclusion for an argumentative essay typically does three things: it provides a bookend for the introduction that does not merely repeat it, it offers a new statement of the thesis, it challenges the reader to change his actions or her beliefs in a call to action
SAMPLE PROMPTS FOR ARGUMENTATION

Literary
- Both Steinbeck’s *The Grapes of Wrath* and Twain’s *The Adventures of Huckleberry Finn* argue that society has a corrupting influence on people, making them capable of evil actions that they would not perhaps be capable of absent the influence of “the mob.” In a well-developed paper, support, refute, or qualify this claim that society drives us to immoral action.

Non-Literary
- Your state legislature is considering a bill that would require a person to earn a high school diploma before he or she could receive a driver’s license. What is your position on this issue? Write a letter to convince your state legislature to accept your point of view.
- Each year, a growing number of high school graduates are choosing to take a year off before going to college. The idea of this kind of “gap year” has been the source of some debate. Proponents say that a gap year gives students time to mature, time to decide what they want to get out of their education. It also gives them the opportunity to travel or to save some money for college. Detractors of a gap year point out that some students have trouble getting back into the academic routine when the year was over. In addition, students who take a year off are a year behind their classmates when they return. Research the pros and cons of the gap year. Then, write an essay in which you argue for or against taking a year off before college. Be sure to document your sources and to include a works cited page. (Kirszen and Mandell)

Crossing the Curriculum
- **US History:** From the perspective of Jeanette Rankin, write a letter arguing that American involvement in World War I would be a terrible idea.
THE ANALYSIS ESSAY: English IV (Fall)

RHETORICAL ANALYSIS
Rhetoric is the study of how writers and speakers use words to influence an audience. A rhetorical analysis is an essay that breaks a work of nonfiction into parts and then explains how the parts work together to create a certain effect—whether to persuade, entertain or inform. On the other hand, literary analysis looks critically at a work of fiction in order to understand how the parts contribute to the whole. When analyzing a novel or short story, you’ll need to consider elements such as the context, setting, characters, plot, literary devices, and themes. Remember that a literary analysis isn’t merely a summary or review, but rather an interpretation of the work and an argument about it based on the text.

PREWRITING
• Select a text: You may be given a list of titles (or authors) to consider. If so, choose a work that matches up well with your own beliefs and thoughts or a work that challenges your principles or experiences.
• Critical Questions to Ask
  ✓ What is the subject?
  ✓ What is the thesis?
  ✓ Who is the intended audience?
  ✓ What is the tone of the text?
  ✓ What is the writer's purpose?
  ✓ What methods does the writer use to develop his/her ideas?
  ✓ What pattern does the author use for the arrangement of ideas?
  ✓ Does the writer use adequate transitions to make the text unified and coherent?
  ✓ Are there any patterns in the sentence structure that make the writer's purpose clear to you?
  ✓ Is there any dialog and/or quotations used in the text?
  ✓ In what way does the writer use diction?
  ✓ Is there anything unusual in the writer's use of punctuation?
  ✓ Are there any repetitions of important terms throughout the text?
  ✓ Does the writer present any particularly vivid images that stand out?
  ✓ Are there any tropes—similes, metaphors, personification, hyperbole, comparisons, contrasts, etc. that are employed by the writer?
Are there any other devices such as humor, wordplay, irony, sarcasm, understatement, or parody that are used in the text?

Is there any information about the background of the writer?

Close reading strategies to implement:
- SOAPS Model
- Rhetorical strategies

Gather details: During your information gathering, generate personal responses, review class notes, refer to secondary sources, and so on.
  - Organize details: Body paragraphs can be ordered in a variety of ways:
    - Discuss each chosen technique and end with a discussion of the overall effectiveness.
    - Review the essay in terms of least effective technique to most effective technique.
    - Discuss the techniques in chronological order, as they occur sequentially within the essay.

Develop a thesis: After brainstorming and doing the actual analysis, you are ready to write a thesis. Remember to choose the three (or four) techniques for which you can make the strongest case. Rhetoricians employ many techniques; focus on the ones that are the most prevalent or interesting and that you can describe persuasively.

WRITING
- Draft your analysis: Shape your first draft according to your plan. Develop each key idea, working in direct references to the text and to secondary sources when appropriate.
- Introduction: An introduction should lead cleanly into your argument. . . . Your introduction should provide background that will make the reader see your argument’s relevance.
  - Consider incorporating information yielded from a SOAPS analysis

Body paragraphs: Your body paragraphs should include a detailed explanation of strategies used by the writer and commentary on the effectiveness of the strategies. Remember to include the following in each body paragraph:
  - A topic sentence-- the criteria for an argumentative topic sentence include:
    - identifies the SINGLE topic of that paragraph
    - is derived from the thesis statement
    - contains appropriate transitional language
    - is argumentative
• is comprised of writer’s opinion
  o Evidence from the text/a variety of examples that illustrate the
technique being used-- this can include:
    ● direct quotations (either blended or introduced)
    ● paraphrases
  o Explanation/analysis of the evidence-- this should include:
    ● an explanation of how the chosen examples illustrate the
technique being discussed
  o Closing/linking statement-- this includes:
    ● language that gives closure to your paragraph and connects
back to your topic sentence and thesis statement.
• Transitional words and phrases: Transitional words and phrases should be used
not only in topic sentences, but throughout paragraphs to add cohesion (see
examples in Resources)
• Conclusion: Your conclusion should briefly restate your main argument. It
should then apply your argument on a higher level. Why does your argument
matter? What does it mean in the real world?

LITERARY ANALYSIS
Literary analysis looks critically at a work of fiction in order to understand how the
parts contribute to the whole. When analyzing a novel or short story, you’ll need to
consider elements such as the context, setting, characters, plot, literary devices, and
themes. A literary analysis isn’t merely a summary or review, but rather an
interpretation of the work and an argument about it based on the text. Depending on
your assignment, you might argue about the work’s meaning or why it causes certain
reader reactions (The University Writing Center, Texas A&M University).

PREWRITING
• Select a text: You may be given a list of titles (or authors) to consider. If so,
choose a work that matches up well with your own beliefs and thoughts, or a
literary work that challenges your principles or experience.
• Remember, a literary analysis is NOT:
  o A summary of the plot (“The Once and Future King tells the story of the
legendary King Arthur.”)
  o An announcement a general theme (“The Once and Future King gives
important ideas about leadership.”)
  o A review of the book (“The Once and Future King is a literary classic that
everyone should read.”)
• Read (or reread the selection): Read carefully to ensure a good working knowledge of the literary work. Note any “telling” thoughts or passages in the text (annotate!).
  o Setting: When and where a story takes place can be profoundly significant. Consider where the author’s story is placed and why the author made that decision.
  o Plot: Storylines usually follow patterns. Identifying essential plot points will help you to analyze, interpret, and explain the story.
  o Characters: Characters are the driving force behind stories, both major characters and minor ones, and authors use them to broadcast their most important messages. You won’t be able to analyze every character, but pick out several important ones to consider.
  o Literary Devices: Various literary devices help convey meaning or create a mood. Look for these in a story to identify key points and their contribution to the author’s overall meaning.
  o Themes: Themes are big ideas that authors comment on throughout a work using tools such as context, setting, and characters.

• Gather details: During your information gathering, generate personal responses, review class notes, refer to secondary sources, and so on.

• Identify your audience: How much will you need to explain (summarize) to your audience about the work? Will they know the work? What will they need to know to understand your response?

• Establish a thesis: Choose a suitable thesis for your essay, a sentence (or two) that states your main point and exhibits your critical understanding of the text.
  o Once your analysis is complete, develop a thesis that makes an arguable claim about the text. It should connect one of the themes you’ve identified with specific proof from the text (i.e. setting, context, plot, characters, symbolism, allusions, etc.). Sometimes, you will also use the support of other analysts or literary experts.
  o For a literary analysis your major thesis must:
    ▪ Relate to the theme of the work
    ▪ Suggest how this theme is revealed by the author. A good thesis may also suggest the organization of the paper.
WRITING

• Introduction: It begins creatively in order to catch your reader’s interest, provides essential background about the literary work, and prepares the reader for your major thesis. The introduction must include the author and title of the work as well as an explanation of the theme to be discussed. Other essential background may include setting, an introduction of main characters, etc. Because the major thesis sometimes sounds tacked on, make special attempts to link it to the sentence that precedes it by building on a key word or idea.

• Body paragraphs: Your body paragraphs should illustrate how an individual aspect of the text supports the respective theme. Remember to include the following in each body paragraph:
  o A topic sentence-- the criteria for an argumentative topic sentence
  o Lead-in to textual evidence #1 (essentially a transitional statement meant for fluency and cohesion)
  o Evidence from the text--examples that illustrates the theme.
  o Explanation/analysis of the evidence-- this should include:
    ● an explanation of how the chosen examples illustrate the technique being discussed
    ● direct quotations (likely blended)
    ● blocked quotations (quotations that exceed four typed lines)
  o Closing/linking statement
  o Transitional words and phrases: Transitional words and phrases should be used not only in topic sentences, but throughout paragraphs to add cohesion (see examples in Resources).
  o Conclusion: This paragraph should begin by echoing your major thesis without repeating the words exactly. Then, the conclusion should broaden from the thesis statements to answer the “so what?” question your reader may have after reading your essay.
  o Check for conventions: Have I used correct punctuation, capitalization, spelling, and grammar?
SAMPLE PROMPTS FOR ANALYSIS

LITERARY

- According to critic Northrop Frye, “Tragic heroes are so much the highest points in their human landscape that they seem the inevitable conductors of the power about them, great trees more likely to be struck by lightning than a clump of grass. Conductors may of course be instruments as well as victims of the divine lightning.” Using Things Fall Apart, discuss how a tragic figure functions as an instrument of the suffering of others. Then write an essay in which you explain how the suffering brought upon others by that figure contributes to the tragic vision of the work as a whole (AP Literature and Composition).

- Macbeth presents many themes for analysis. Choose one of the following themes - Guilt and Conscience, Ambition, Appearance vs. Reality, Good vs. Evil and Fate and Free Will - and discuss how it developed throughout the play (Kenwood Academy).

- Satire Literature: With the rise of websites like The Onion and shows like The Colbert Report and The Daily Show, the “fake news” phenomenon is becoming an increasingly important cultural trend. Discuss the use of irony, genre, and/or persona in any or all of these fake news outlets (Gill).

NON-LITERARY

- President Bush has argued that if “we do not fight the terrorists over there, we will need to fight them over here.” In a well-developed paper, analyze the efficacy of this argument (Pogreba).

- With the rise of websites like The Onion and shows like The Colbert Report and The Daily Show, the “fake news” phenomenon is becoming an increasingly important cultural trend. Discuss the use of irony, genre, and/or persona in any or all of these fake new outlets.

CROSSING THE CURRICULUM

- U.S. Government: In his Federalist Paper #10, James Madison argued that the proposed Constitution would have the benefit of limiting the impact of factions on the nation. Analyze Madison’s argument in the context of modern American political life, focusing in particular on political action committees, interest groups, and campaign finance (Pogreba).
THE DEFINITION ESSAY: English IV (Spring)

To define is to identify or determine the essential qualities of something--its meaning (Biddle 69). A definition tells what a term means and how it differs from other terms in its class (Kirszen and Mandell 489). There are many kinds of definitions and many forms that they can take (Axelrod and Cooper 440).

DIFFERENT ELEMENTS OF THE DEFINITION ESSAY

Formal definition: brief, succinct definitions that include the term being defined, the class that it is a part of, and the qualities that differentiate it from other terms in the same class.

<table>
<thead>
<tr>
<th>Term: Naturalism</th>
<th>Term: Mitosis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class: a literary theory</td>
<td>Class: a process</td>
</tr>
<tr>
<td>Differentiation: whose original adherents believed that writers should treat life with scientific objectivity</td>
<td>Differentiation: of nuclear division of cells, consisting of prophase, metaphase, anaphase, and telophase</td>
</tr>
</tbody>
</table>

Denotative definition: that which explains a term that is specialized or unfamiliar to your readers or which conveys your exact definition of a word that has more than one meaning.

Stipulative definition: that which states a particular, special way a term is being used. Writers who want to use a term in a way a reader might not expect can use a stipulative definition.

Connotative definition: that which explains terms that hold personal meanings for the writer. Connotative definition is especially useful when we want people to accept a particular definition of a term that carries multiple, conflicting meanings, and especially when the meaning we advocate is unconventional or controversial.

Extended definition: a definition which requires a paragraph, essay, or even book-length explanation. Extended definitions explain the significance, associations, private meanings, and personal experiences associated with the word. Extended definitions can include formal, denotative, connotative, or stipulative definitions; however, they do not follow a set pattern of development.
CRITICAL THINKING RULES FOR EXTENDED DEFINITION ESSAYS

- **Rule 1**: Decide on the level of detail: definitions vary greatly in length and detail, from a few words in parentheses to complete essay.
- **Rule 2**: Classify the term precisely
- **Rule 3**: Differentiate the term accurately
- **Rule 4**: Avoid the logical fallacy of Circular reasoning. Circular reasoning is a diversion tactic that seeks to prove a point with a reworded version of the same point.

PREWRITING

- **Select a topic**: Choose a term or concept that meets the requirements of your assignment. Make certain your topic is thought provoking.
- **Generating ideas**: List all the characteristics of what you are defining. Then circle the ones you want to treat.
- **Gather details**: Create a definition diagram, supplying various types of definitions for your term. Consult the dictionary and thesaurus as well as websites and magazine articles to broaden your understanding of the term.
- **Plan your analysis**: Decide on the main focus or thesis for your essay and develop a plan, determining where you want your essay to begin and how you want it to progress.
- **Develop a thesis statement**: The thesis of a definition essay should do more than simply identify the term to be defined-- and more that just define it. The thesis statement needs to make clear to readers the larger purpose for which you are defining the term and the value you see in defining it.
- **Decide on a pattern of development**: You can organize a definition essay according to one or more of the patterns of development (i.e. modes):
  - Cause and effect
  - Process analysis
  - Comparison and contrast
  - Exemplification
  - Classification and division
WRITING

• Write your first draft: Identify your term and indicate its significance. Then flesh out the basic definition with a variety of details and ideas. Finally, connect your ideas, synthesizing a new view of the term for your reader.

• Introduction: The introduction identifies the term to be defined, perhaps presents a brief formal definition, and goes on to state the essay’s thesis.

• Body paragraphs: The structure of body paragraphs will vary depending on the pattern of development you choose. You can, however, expand the body of your definition by using any of the following strategies:
  o Synonyms (similar words)
  o Negation (telling what is it not)
  o Enumeration (listing characteristics)
  o Analogies (comparisons identifying similarities between the term and something dissimilar)
  o Origin and Development (word’s derivation, original meaning, and usages)—more for terms / phenomena
  o Visuals (helpful when defining something that is unfamiliar to your audience)

• Conclusion: The conclusion reminds readers why you have chosen to define the term, and perhaps restates the thesis.
SAMPLE PROMPTS FOR DEFINITION

LITERARY

• When Henry David Thoreau argued for civil disobedience in the face of government oppression, his criticism was clear: opposition to slavery and the Mexican-American War. Civil disobedience is less clearly understood today. In a well-developed paper define what the term civil disobedience means by demonstrating both what it is and what it is not (Pogreba).

• Define an archetypal Christ (or martyr) figure as it occurs in literature and compare this figure to Hamlet.

• Using Elie Wiesel’s essay “To Be a Jew,” as inspiration, write an extended definition essay with the title “To Be a(n) _____.,” (Fill in the blank with a noun that indicates your religious affiliation or form of spirituality; conversely, write an essay with the title “To Be an Atheist/Agnostic.”) Like Wiesel, use definition to inform readers of the chief characteristics of a person with the affiliation.

• Holocaust and Crime Literature: Using Elie Wiesel’s essay “To Be a Jew,” as inspiration, write an extended definition essay with the title “To Be a _____.,” (Fill in the blank with a noun that indicates your religious affiliation or form of spirituality.) Like Wiesel, use definition to inform readers of the chief characteristics of a person with the affiliation. As an alternative, write an essay with the title “To Be an Atheist” or “To Be an Agnostic” (Clouse 536).

NON-LITERARY

• Perseverance is a steady effort to maintain a course of action, purpose, or belief, often in spite of difficulty. Write an essay about the meaning of perseverance as it applies to personal success. You may use outside resources as well as your own experiences, observations, and/or readings (Pogreba).

• Define power in a way that expresses an opinion (Clouse 539).

CROSSING THE CURRICULUM

• Government: Write a paper defining the essential characteristics of a 21st century neoconservative (Pogreba).

• Health Careers: Do some research on webmd.com or kidshealth.org to learn about a medical condition (for example: angina, migraine, Down syndrome, attention deficit disorder, schizophrenia, autism, or Alzheimer’s disease). Then, write an extended definition essay explaining the condition to an audience of high school students. Be sure to quote and cite any information from your sources (Kirszner and Mandell 522).
ENGLISH I REQUIRED UNITS

Quarter 1: Collections Unit 2
- Anchor Text: "I Have a Dream" by MLK
- Anchor Text: from "Nobody Turn Me Around" by Charles Euchner
- Close Reader: “Eulogy for Dr. Martin Luther King, Jr.” by Robert F. Kennedy

Quarter 2: Collections Unit 6
- Anchor Text: The Odyssey by Homer
- Close Reader: “The Cyclops” from The Odyssey by Homer

Quarter 3: Collections Unit 4
- Anchor Text: Romeo and Juliet by William Shakespeare
- Close Reader: R & J Act 2 Scene 2

Quarter 4: Collections Unit 3
- Anchor Text: “When Mr. Pirzada Came to Dine” by Jhumpa Lahiri
- Anchor Text: “Monkey See, Monkey Do, Monkey Connect” by Frans de Waal
- Close Reader: “And of Clay Are We Created” by Isabel Allende (short story)

ENGLISH I BOOKS AND PLAYS

The Lakota Way
The Pearl
Animal Farm
Ender’s Game
The Red Pony
Speak
Red Scarf Girl
Red Pony
Anthem

Poisonwood Bible
Fallen Angels
Picture Bride
The Friends
The Wave
Romeo and Juliet
Trifles
A Midsummer’s Night Dream
ENGLISH II REQUIRED UNITS

Quarter 1: Collections Unit 1
- Anchor Text: "What, of This Goldfish, Would You Wish?" by Etgar Keret
- Anchor Text: "The Lottery" by Shirley Jackson
- Close Reader: "The Wife's Story" by Ursula K. LeGuin

Quarter 2: Collections Unit 2
- Anchor Text: "Called Out" by Barbara Kingsolver
- Anchor Text: from Hope for Animals and Their World by Jane Goodall
- Close Reader: “In Defense of Everglade Pythons” by Andrew C. Revkin

Quarter 3: Collections Unit 4
- Anchor text: "We grow accustomed to the Dark" & "Before I got my eye put out" by Emily Dickinson
- Anchor text: "Coming to our Senses" Neil Degrasse Tyson
- Close reader: "The Trouble with Poetry" & "Today" by Billy Collins

Quarter 4: Collections Unit 6
- Anchor Text: "Letter from Birmingham Jail" by Martin Luther King, Jr.
- Close Reader: Speech by Josephine Baker at the March on Washington
- To Kill a Mockingbird should be completed in conjunction with “Letter from a Birmingham Jail,” but may be started third quarter.

ENGLISH II BOOKS AND PLAYS

To Kill a Mockingbird  The Sunflower
Fools Crow  The Phantom of the Opera
Waterlily  The Joy Luck Club
The Absolutely True Diary of a Part Time Indian  A Christmas Carol
Fahrenheit 451  Shipbreaker
Wizard of Earthsea  Travels with Charley
A Tale of Two Cities  A Lesson Before Dying
I Heard the Owl Call My Name  Julius Caesar
Lord of the Flies  Twelve Angry Men
The Hobbit  Twelfth Night
When Rain Clouds Gather  The Taming of the Shrew
The Awakening  Macbeth
Antony and Cleopatra
ENGLISH III REQUIRED UNITS

Quarter 1: Collections Unit 1
- Close Reader: “On the State of Virginia” by John Smith

Quarter 2: Collections Unit 2
- Anchor Text: The Declaration of Independence by Thomas Jefferson
- Anchor Text: US Constitution: Preamble and Bill of Rights
- Close Read: Public Document from U.S. Constitution

Quarter 3: Collections Unit 3/4
- Anchor Text: "Song of Myself" by Walt Whitman
- Anchor Text: "Against Nature" by Joyce Carol Oates
- Anchor Text: "Second Inaugural Address" by Abraham Lincoln
- Close Read: "Nature" by Ralph Waldo Emerson
- Close Read: "Emancipation Proclamation" by Abraham Lincoln

Quarter 4:
- The Great Gatsby by F. Scott Fitzgerald

ENGLISH III BOOKS AND PLAYS

The Light in the Forest
The Adventures of Huckleberry Finn
The Scarlet Letter
The Grapes of Wrath
The House on Mango Street
Moby Dick
Of Mice and Men
The Old Man and the Sea
The Great Gatsby
The Red Badge of Courage
My Antonia
Left Hand of Darkness
The Way to Rainy Mountain
Their Eyes Were Watching God
The Things They Carried

A Separate Peace
The Lone Ranger and Tonto Fistfight in Heaven
A Yellow Raft in Blue Water
Moccasin Thunder
Into the Wild
Narrative of the Life of Frederick Douglass
The Color Purple
Love Medicine
Uncle Tom’s Cabin
The Grass Dancer
Black Voices: An Anthology
The Crucible
The Night Thoreau Spent in Jail
Our Town
Death of a Salesman
A Raisin in the Sun
### ENGLISH IV BOOKS AND PLAYS

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<td>Wuthering Heights</td>
<td>Slaughterhouse 5</td>
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</table>

**All English IV classes must teach one play by Shakespeare**
DIRECTIONS: In the five passages that follow, certain words and phrases are underlined and numbered. In the right-hand column, you will find alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is best, choose “NO CHANGE.” In some cases, you will find in the right-hand column a question about the underlined part. You are to choose the best answer to the question.

You will also find questions about a section of the passage, or about the passage as a whole. These questions do not refer to an underlined portion of the passage, but rather are identified by a number or numbers in a box. For each question, choose the alternative you consider best and fill in the corresponding oval on your answer document. Read each passage through once before you begin to answer the questions that accompany it. For many of the questions, you must read several sentences beyond the question to determine the answer. Be sure that you have read far enough ahead each time you choose an alternative.
After All These Years

[1]
I met Joan, the person who would be my best friend for the next twenty years, the first morning I played outside my family’s new California home. I was five years old. We became dear childhood friends, and we remained close, **even though** we attended different high schools and colleges.

[2]
Joan enjoyed jogging and painting **cityscapes**. I loved hiking trips and writing. We shared an appreciation of the outdoors and a passion for our creative work. **More importantly though** we enjoyed being together. **Through our history of shared experiences, we formed a rare understanding of each other.**

[3]
Last February, I had to travel **to Fairbanks, Alaska** for my work. Through my parents, **whom were still in touch with Joan’s parents, I learned that Joan was currently living in Fairbanks.**

1. A. **NO CHANGE**
   B. close, yet **even**
   C. close; **even**
   D. close. **Even**

2. Which of the following alternatives to the underlined portion would NOT be acceptable?
   A. cityscapes, while I
   B. cityscapes; I
   C. cityscapes, I, on the other **hand,**
   D. cityscapes I

3. A. **NO CHANGE**
   B. important **though**
   C. importantly, **though,**
   D. important, **though**

4. A. **NO CHANGE**
   B. to Fairbanks Alaska
   C. to Fairbanks, Alaska
   D. to Fairbanks, Alaska;

5. A. **NO CHANGE**
   B. who
   C. whose
   D. which

6. F. **NO CHANGE**
   G. we
   H. they
   J. he
They were excited that their daughter would reunite with an old friend. Though we had rarely spoken to each other in fifteen years, when I called Joan to suggest a meeting, her voice sounded wonderfully familiar.

I parked my rental car in downtown Fairbanks. To keep the battery from freezing, the engine was plugged into an electrical outlet in the parking lot. It was twenty below zero that afternoon, and the sky shone with a pale gray light. I called Joan from a payphone. She in a parka soon met me on a street corner that was close to her art studio.

As we walked upstairs to her studio, we slipped into our familiar habits, talking about the people in our lives and our work. We talked just as easily as we had in the past, when we would sit in the field behind Joans’ house atop the rabbit hutch and discuss our friends and our hopes for the future.
When I saw Joan’s new paintings, I immediately remembered her distinct way of emphasizing shadows and light. I remembered everything about her, how she would get so absorbed in her work that she’d forget to eat, how she disliked talking in the morning, how she was firm in her decisions. The years of separation had not affected the heart of our connection, our friendship.

13. Which of the following alternatives to the underlined portion would NOT be acceptable?
   A. NO CHANGE
   B. her: how
   C. her; how
   D. her how

14. Which of the following alternatives to the underlined portion would NOT be acceptable?
   A. with
   B. regarding
   C. along
   D. about

15. A. NO CHANGE
    B. had not effected
    C. didn’t effect
    D. don’t affect

16. A. NO CHANGE
    B. connection, our
    C. connection—our
    D. connection . . . our
Three Stars, Many Stories

[1] Many thousands of years ago, people around the world began attaching different stories to the stars in the night sky. The Sun sets gradually the images of a winged horse, a drinking gourd, a heartbroken hero appear in lights overhead. In some cases, a pattern of stars may represent a simple object that has meaning in a day-to-day life. In other cases, the pattern, or constellation, may be a figure (a bear, a ram, a crab) with a different kind of meaning.

[2] I read about the night sky's three most bright stars in the article Constellations Over Japan that have acquired significance for many viewers around the globe.

[3] In some agricultural parts of Japan, for instance, these three stars are commonly referred to as Karasuki and represent a three-pronged plow. It's awesome that in other parts of Japan, the same three stars appear in a constellation representing the floor-length sleeve of a woman's kimono. In
still other parts of Japan, this shining trio appears in the center of an hourglass-shaped drum, a tsuzumi.

On the other side of the world, the same three stars has traditionally represented three zebras to the Namaqua people of South Africa. In the mythology of the Tswana people of South Africa, these same stars represent three pigs.

Orion is the name many Westerners use for constellation that contains three stars. In Greek mythology, Orion is a mighty hunter. In the night sky, he carries a bow and arrow and accompanies his loyal dogs, Canis Major and Canis Minor. The three stars form the brilliant belt around the hunter's waist. In the sky with Orion are the animals he used to hunt on Earth—from a small rabbit to a huge bull. The scorpion that, according to myth, killed Orion inhabits the sky as well, but at such a distance because it can never sting the hunter again.

Even in an age of big-screen televisions, their is still no show on Earth as big as the night sky. Stars up there play different roles around the world, their dazzling careers span thousands of years.

24. A. NO CHANGE  
B. hour-glass-shaped  
C. hourglass-shaped  
D. hourglass shaped

25. A. NO CHANGE  
B. have  
C. could of  
D. has been

26. A. NO CHANGE  
B. mythology of the Tswana people, of South Africa  
C. mythology, of the Tswana people, of South Africa  
D. mythology of the Tswana people of South Africa

27. A. NO CHANGE  
B. he, carrying a bow and arrow, and accompanies his loyal dogs  
C. to carry a bow and arrow, and he accompanies his loyal dogs  
D. he carries a bow and arrow, and is to be accompanied by his loyal dogs

28. A. NO CHANGE  
B. so when  
C. this means  
D. that

29. A. NO CHANGE  
B. they're  
C. there  
D. but there

30. A. NO CHANGE  
B. world, and their  
C. world, with  
D. world,
DIRECTIONS: There are two passages in this test. Each passage is followed by a series of questions. After reading the passage, choose the best answer to each question and fill it in on the corresponding oval on your scantron. Refer to the passages as often as necessary.

Passage 1

LITERARY NON-FICTION: This passage is excerpted from Teaching a Stone to Talk by Annie Dillard (©1982 by Annie Dillard)

[1] Weasel! I'd never seen one wild before. He was ten inches long, thin as a curve, a muscled ribbon, brown as fruitwood, soft-furred, alert. His face was fierce, small and pointed as a lizard's; he would have made a good arrowhead. There was just a dot of chin, maybe two brown hairs' worth, and then the pure white fur began that spread down his underside. He had two black eyes I didn't see, any more than you see a window.

[2] The weasel was stunned into stillness as he was emerging from beneath an enormous shaggy wild rose bush four feet away. I was stunned into stillness twisted backward on the tree trunk. Our eyes locked, and someone threw away the key.

[3] Our look was as if two lovers, or deadly enemies, met unexpectedly on an overgrown path when each had been thinking of something else: a clearing blow to the gut. It was also a bright blow to the brain, or a sudden beating of brains, with all the charge and intimate grate of rubbed balloons. It emptied our lungs. It felled the forest, moved the fields, and drained the pond; the world dismantled and tumbled into that black hole of eyes. If you and I looked at each other that way, our skulls would split and drop to our shoulders. But we don't. We keep our skulls. So.

[4] He disappeared. This was only last week, and already I don't remember what shattered the enchantment. I think I blinked, I think I retrieved my brain from the weasel's brain, and tried to memorize what I was seeing, and the weasel felt the yank of separation, the careening splash-down into real life and the urgent current of instinct. He vanished under the wild rose. I waited motionless, my mind suddenly full of data and my spirit with pleadings, but he didn't return.

[5] Please do not tell me about "approach-avoidance conflicts." I tell you I've been in that weasel's brain for sixty seconds, and he was in mine. Brains are private places, muttering through unique and secret tapes—but the weasel and I both plugged into another tape simultaneously, for a sweet and shocking time. Can I help it if it was a blank?

1. In paragraph one, which of the following is an example of a simile?
   A. “just a dot of chin”
   B. “Weasel!”
   C. “a muscled ribbon”
   D. “pointed as a lizard’s”

2. In paragraph two, what is the device used in the following lines, “The weasel was stunned into stillness…I was stunned into stillness…”
   A. Aphorism
   B. Parallelism
   C. Personification
   D. Suspense

3. The purpose of the juxtaposition of “two lovers, or deadly enemies” in paragraph three is:
   A. to convey the threatening nature of the weasel.
   B. to foreshadow conflict between the speaker and the weasel.
   C. to convey the significance of the encounter.
   D. to show the speaker's love for the weasel.

4. Which of the phrases in paragraph three best conveys the speaker’s mixed feelings about the encounter?
   A. “intimate grate of rubbed balloons”
   B. “clearing blow to the gut”
   C. “sudden beating of brains”
   D. “the skulls would split”

5. What is the dominant device used throughout paragraph three?
   A. Hyperbole
   B. Catharsis
   C. Irony
   D. Understatement

6. What is the literary device used in the following line, “a bright blow to the brain”?
   A. Assonance
   B. Consonance
   C. Repetition
   D. Alliteration

7. The connotation of “yank” in paragraph four is:
   A. sudden and forceful.
   B. violent and angry.
   C. slow and gentle.
   D. anxious and frightening.
8. What motif does the speaker use throughout the passage?

A. Lizards  
B. Eyes  
C. Arrowhead  
D. Desire

9. Why does the speaker directly address the reader?

A. To persuade the reader to seek out weasels.  
B. To create a shared experience with the reader and weasel.  
C. To express anger towards the reader’s inaction.  
D. To attempt to understand the reader’s beliefs.

10. What are the dominant tones of the piece?

A. Fear and frustration  
B. Critical and disappointed  
C. Awe and regret  
D. Sarcastic and belittling
Passage 2

POETRY: “Caged Bird” by Maya Angelou appears in Shaker, Why Don’t You Sing? (©1983 by Maya Angelou)

[1] A free bird leaps on the back of the wind and floats downstream till the current ends and dips his wing in the orange sun rays and dares to claim the sky.

[2] But a bird that stalks down his narrow cage can seldom see through his bars of rage his wings are clipped and his feet are tied so he opens his throat to sing.

[3] The caged bird sings with a fearful trill of things unknown but longed for still and his tune is heard on the distant hill for the caged bird sings of freedom.

[4] The free bird thinks of another breeze and the trade winds soft through the sighing trees and the fat worms waiting on a dawn bright lawn and he names the sky his own

[5] But a caged bird stands on the grave of dreams his shadow shouts on a nightmare scream his wings are clipped and his feet are tied so he opens his throat to sing.

[6] The caged bird sings with a fearful trill of things unknown but longed for still and his tune is heard on the distant hill for the caged bird sings of freedom.

11. Lines 11-13 are examples of:

A. Rhyme
B. Anaphora
C. Epistrophe
D. Simile

12. Stanza 3 follows which rhyme scheme?

A. ABCBDBDC
B. ABCBDBDE
C. ABCBDBEF
D. ABABCBCB

13. In line 24, the phrase "sighing trees" is best described as:

A. Personification
B. Alliteration
C. Metaphor
D. Hyperbole

14. In line 25, the phrase “on a dawn bright lawn” is best described as:

A. Consonance
B. Repetition
C. Alliteration
D. Assonance

15. The phrases "dares to claim the sky" in line 7 and "names the sky his own" in line 26 suggest that the free bird:

A. feels like the sky is owed to it.
B. feels like it is the sole owner of the sky.
C. feels like it belongs in the sky.
D. feels like the caged bird is inferior.

16. The tone created by the phrase "grave of dreams" in line 27 could be described as:

A. Mysterious
B. Suspenseful
C. Sorrowful
D. Threatening
17. Why can the lines "The caged bird sings/ with a fearful trill/ of things unknown/ but longed for still" (31-34) be considered an example of paradox?

A. A bird does not experience human emotions.
B. The idea of both fearing and longing for something seems self-contradictory.
C. The juxtaposition of concrete "things" and abstract "unknown" is unbalanced.
D. The description of a trill as "fearful" is humorous.

18. Stanzas three and six are repeated in the poem. This repetition helps the author:

A. convey the idea that the bird will remain in captivity.
B. convey her belief that the bird’s knowledge makes it fearful.
C. establish that the bird's song is very loud.
D. establish the emphasis on the bird’s desire to be free.

19. Throughout the poem Angelou uses the cage to symbolize:

A. Feeling sad
B. Stress
C. Graciousness
D. Oppression

20. "Caged Bird" can be described as an extended metaphor. To what does the author most likely compare the caged bird?

A. Birds that are not caged
B. People who are enslaved
C. Animals that cannot fly
D. The breeze and trade winds
Spring 2016 District Writing Assessment: Homelessness in America

Across our country, cities and towns are plagued by the problem of homelessness. Individuals stand at street corners, holding out signs requesting help. In metropolitan areas the sight of those sleeping on park benches is common. Homelessness is a complex problem, stemming from job loss, addictions, difficulties with relationships, and many other causes. What, if anything, do you think should be done about the problem of homelessness?

Read and carefully consider these perspectives. Each suggests a particular way of thinking about free trade and tariffs.

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<thead>
<tr>
<th>Perspective 1</th>
<th>Perspective 2</th>
<th>Perspective 3</th>
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<tbody>
<tr>
<td>It is up to individuals to gain adequate skills and abilities to become employed and so rise above the problem of homelessness. There are other issues society has to consider before funding assistance to those who find themselves homeless.</td>
<td>Both private charities and government-financed organizations provide help to enable those who are homeless to seek jobs, training, and temporary shelter. These supports are adequate; those who are homeless should utilize them to their benefit.</td>
<td>Society will profit if those who are homeless have their needs met through adequate financial and social supports. Rather than being a drain on society, these individuals can help American flourish, adding to the workforce and improving the economy.</td>
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</tbody>
</table>

Essay Task

Write a unified, coherent essay in which you evaluate multiple perspectives on homelessness in America. In your essay, be sure to:

- analyze and evaluate the perspectives given
- state and develop your own perspective on the issue
- explain the relationship between your perspective and those given

Your perspective may be in full agreement with any of the others, in partial agreement, or wholly different. Whatever the case, support your ideas with logical reasoning and detailed, persuasive examples.
<table>
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<tr>
<th>Score 6: Responses at this score demonstrate effective skill in writing a process analysis essay.</th>
<th>Ideas and Analysis</th>
<th>Development and Support</th>
<th>Organization</th>
<th>Language Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>The writer skillfully and thoroughly identifies and explains a process, effectively achieving the writer's purpose. The essay clearly and originally provides specific context for and illustrates the complexities of the process.</td>
<td>Development of ideas and support for steps deepen insight and broaden context. An integrated line of skillful explanation effectively conveys the significance of the analysis. Definitions, warnings, or reasons meaningfully enrich ideas and analysis.</td>
<td>The essay exhibits a skillful organizational strategy. The essay is unified by a controlling idea of purpose, and a chronological progression of ideas increases the effectiveness. Transitions between and within paragraphs strengthen the relationships among the steps of the process.</td>
<td>The use of language enhances the essay's purpose. Word choice is skillful and precise. Sentence structures are consistently varied and clear. Mood and person are consistent and appropriate. Stylistic and register choices, including voice and tone, are strategic and effective. While a few minor errors in grammar, usage and mechanics may be present, they do not impede understanding.</td>
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<tr>
<th>Score 5: Responses at this scorepoint demonstrate well-developed skill in writing a process analysis essay.</th>
<th>Ideas and Analysis</th>
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<tr>
<td>The writer thoroughly identifies and explains a process, achieving the writer's purpose. The essay clearly provides context for and illustrates the complexities of the process.</td>
<td>Development of ideas and support for steps deepen understanding. A mostly integrated line of purposeful reasoning and illustration capably conveys the significance of the analysis. Definitions, warnings, or reasons enrich ideas and analysis.</td>
<td>The essay exhibits a productive organizational strategy. The essay is mostly unified by a controlling idea or purpose, and a chronological sequencing of ideas contributes to the effectiveness of the analysis. Transitions between and within paragraphs consistently clarify the relationships among the steps of the process.</td>
<td>The use of language works in service of the essay's purpose. Word choice is precise. Sentence structures are clear and varied often. Mood and person are usually consistent and appropriate. Stylistic and register choices, including voice and tone are purposeful and productive. While minor errors in grammar, usage and mechanics may be present, they do not impede understanding.</td>
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<tr>
<th>Score 4: Responses at this scorepoint demonstrate adequate skill in writing a process analysis essay.</th>
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<th>Development and Support</th>
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<tr>
<td>The writer identifies and explains a process, mostly achieving the writer's purpose. The essay provides context for and illustrates the complexities of the process.</td>
<td>Development of ideas and support for steps clarify meaning and purpose. Lines of clear reasoning and illustration adequately convey the significance of the analysis. Definitions, warnings, or reasons extend ideas and analysis.</td>
<td>The essay exhibits a clear organizational strategy. The overall shape of the essay reflects an emergent controlling idea or purpose. Ideas are chronologically grouped and sequenced. Transitions between and with paragraphs clarify the relationships among the steps of the process.</td>
<td>The use of language conveys the essay's purpose with clarity. Word choice is adequate and sometimes precise. Sentence structures are clear and demonstrate some variety. Mood and person are often consistent and appropriate. Stylistic and register choices, including voice and tone are appropriate. While errors in grammar, usage and mechanics are present, they rarely impede understanding.</td>
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<tr>
<td>Score 3: Responses at this scorepoint demonstrate some developing skill in writing a process analysis essay.</td>
<td>The writer identifies and explains a process. The essay provides limited context for and attempts to address the complexities of the process.</td>
<td>Development and ideas and support for steps are mostly relevant but are overly general or simplistic. Reasoning and illustration largely clarify the analysis but may be somewhat repetitious or imprecise. Definitions, warnings, or reasons are present.</td>
<td>The essay exhibits a basic organizational strategy. The essay largely coheres, with most ideas chronologically grouped. Transitions between and within paragraphs sometimes clarify the relationships among the steps of the process.</td>
<td>The use of language is basic and only somewhat clear. Word choice is general and occasionally imprecise. Sentence structures are usually clear but show little variety. Mood and person are not always consistent and/or appropriate. Stylistic and register choices, including voice and tone, are not always appropriate for the rhetorical purpose. Distracting errors in grammar, usage, and mechanics may present, but they generally do not impede understanding.</td>
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<td>Score 2: Responses at this scorepoint demonstrate some developing skill in writing an argumentative essay.</td>
<td>The writer weakly identifies and explains a process. The essay fails to provide adequate context and/or address the complexities of the process.</td>
<td>Development and ideas and support for steps are weak, confused, or disjointed. Reasoning and illustration are inadequate or illogical and fail to fully clarify the analysis. Definitions, warnings, or reasons are largely absent.</td>
<td>The essay exhibits a rudimentary organizational structure. Grouping of ideas is chronologically inconsistent and often unclear. Transitions between and within paragraphs are misleading or poorly formed.</td>
<td>The use of language is inconsistent and often unclear. Word choice is rudimentary frequently imprecise. Sentence structures are sometimes unclear. Mood and person are sometimes inappropriate and inconsistent. Stylistic and register choices, including voice and tone, are inconsistent and are not always appropriate for the rhetorical purpose. Distracting errors in grammar, usage, and mechanics are present, and they sometimes impede understanding.</td>
</tr>
<tr>
<td>Score 1: Responses at this scorepoint demonstrate some developing skill in writing an argumentative essay.</td>
<td>The writer does not identify or explain a process. The essay fails to provide context and/or address the complexities of the process.</td>
<td>Ideas lack development and support. Reasoning and illustration are unclear, incoherent, or largely absent.</td>
<td>The response does not exhibit an organizational structure. There is little or no chronological grouping of ideas. When present, transitional expressions fail to connect steps of the process.</td>
<td>The use of language fails to demonstrate skill in responding to the task. Word choice is imprecise and often difficult to comprehend. Sentence structures are often unclear. Mood and person are often inconsistent and inappropriate. Stylistic and register choices are difficult to identify. Errors in grammar, usage, and mechanics are pervasive and often impede understanding.</td>
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# CAUSE/EFFECT RUBRIC

<table>
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<th>Score 6: Responses at this scorepoint demonstrate effective skill in writing a cause/effect essay.</th>
<th>Ideas and Analysis</th>
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<td>The writer identifies and explains a cause-effect relationship in a productive, original, and thoughtful way. The thesis reflects nuance and precision in thought and purpose. The essay provides insightful context for analysis of the relationship between cause(s) and effect(s), addressing implications and complexities.</td>
<td>The writer uses a level of detail that meaningfully supports the scope of the essay and effectively develops and clarifies the relationship between cause(s) and effect(s). An integrated line of skillful reasoning and illustration effectively conveys the significance of the relationship between cause(s) and effect(s).</td>
<td>The essay exhibits a skillful organizational strategy. The essay is unified by an examination of causes, effects, or both, and a logical progression of ideas increases the effectiveness of the writer’s purpose. Transitions between and within paragraphs strengthen the relationships among ideas.</td>
<td>The use of language enhances the essay’s purpose. Word choice is skillful and precise. Sentence structures are consistently varied and clear. Stylistic and register choices, including voice and tone, are present, they do not impede understanding. While a few minor errors in grammar, usage, and mechanics may be present, they do not impede understanding.</td>
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<td>The writer identifies and explains a cause-effect relationship in a productive and thoughtful way. The thesis reflects precision in thought and purpose. The essay establishes and employs a thoughtful context for analysis of cause(s) and effect(s), addressing implications and complexities.</td>
<td>The writer uses a level of detail that purposefully supports the scope of the essay and develops and clarifies the relationship between cause(s) and effect(s). A mostly integrated line of purposeful reasoning and illustration conveys the significance of the relationship between cause(s) and effect(s).</td>
<td>The essay exhibits a productive organizational strategy. The essay is mostly unified by an examination of causes, effects, or both, and a logical sequencing of ideas contributes to the effectiveness of the writer’s purpose. Transitions between and within paragraphs consistently clarify the relationships among ideas.</td>
<td>The use of language works in service of the essay’s purpose. Word choice is precise. Sentence structures are clear and varied often. Stylistic and register choices, including voice and tone, are purposeful and productive. While minor errors in grammar, usage, and mechanics may be present, they do not impede understanding.</td>
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<tr>
<th>Score 4: Responses at this scorepoint demonstrate adequate skill in writing a cause/effect essay.</th>
<th>Ideas and Analysis</th>
<th>Development and Support</th>
<th>Organization</th>
<th>Language Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>The writer identifies and explains a cause-effect relationship in a thoughtful way. The thesis provides context for and suggests the purpose of analyzing the relationship between the cause(s) and effect(s).</td>
<td>The writer uses a level of detail that mostly supports the scope of the essay and generally develops and clarifies the relationship between cause(s) and effect(s). Lines of clear reasoning and illustration convey the significance of the relationship between cause(s) and effect(s).</td>
<td>The essay exhibits a clear organizational strategy. The overall shape of the essay reflects an examination of causes, effects, or both. Ideas are logically grouped and sequenced. Transitions between and within paragraphs clarify the relationships among ideas.</td>
<td>The use of language conveys the essay’s purpose with clarity. Word choice is adequate and sometimes precise. Sentence structures are clear and demonstrate some variety. Stylistic and register choices, including voice and tone are appropriate. While errors in grammar, usage and mechanics are present, they rarely impede understanding.</td>
<td></td>
</tr>
<tr>
<td>Score 3: Responses at this scorepoint demonstrate some developing skill in writing a cause/effect essay.</td>
<td>The writer identifies and explains a cause-effect relationship. The thesis provides some context for and moves toward a suggestion of the purpose of analyzing the relationship between the cause(s) and effect(s).</td>
<td>The writer uses relevant details that generally develop relationship between cause(s) and effect(s). Lines of explanation and illustration attempt to convey the significance of the relationship between cause(s) and effect(s).</td>
<td>The essay exhibits a basic organizational structure. The essay reflects an examination of causes, effects, or both. The essay largely coheres, with most ideas logically grouped. Transitions between and within paragraphs sometimes clarify the relationships among ideas.</td>
<td>The use of language is basic and only somewhat clear. Word choice is general and occasionally imprecise. Sentence structures are usually clear but show little variety. Stylistic and register choices, including voice and tone, are not always appropriate for the rhetorical purpose. Distracting errors in grammar, usage and mechanics may present, but they generally do not impede understanding.</td>
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<tr>
<td>Score 2: Responses at this scorepoint demonstrate weak or inconsistent skill in writing a cause/effect essay.</td>
<td>The writer weakly identifies and explains a cause-effect relationship. The thesis, if evident, provides little context for and fails to suggest a purpose for the analysis.</td>
<td>The writer uses details that may be irrelevant, confused, or disjointed and fail to adequately develop the relationship between cause(s) and effect(s). Explanation and illustration are illogical or incomplete and do not engage with the relationship between cause and effect.</td>
<td>The essay exhibits a rudimentary organizational structure. The essay weakly reflects an examination of causes, effects, or both. Grouping of ideas is inconsistent and often unclear. Transitions between and within paragraphs are misleading or poorly formed.</td>
<td>The use of language is inconsistent and often unclear. Word choice is rudimentary frequently imprecise. Sentence structures are sometimes unclear. Stylistic and register choices, including voice and tone, are inconsistent and are not always appropriate for the rhetorical purpose. Distracting errors in grammar, usage, and mechanics are present, and they sometimes impede understanding.</td>
</tr>
<tr>
<td>Score 1: Responses at this scorepoint demonstrate little or no skill in writing a cause/effect essay.</td>
<td>The writer does not identify or explain a cause-effect relationship. Attempts at analysis are unclear or irrelevant. The thesis, if evident, provides little context for and fails to suggest a purpose for the analysis.</td>
<td>The writer does not use details to develop the relationship between cause(s) and effect(s). Reasoning and illustration are unclear, incoherent, or largely absent.</td>
<td>The essay does not exhibit an organizational structure. The essay does not reflect an examination of causes, effects, or both. There is little grouping of ideas. When present, transitional devices fail to connect ideas.</td>
<td>The use of language fails to demonstrate skill in responding to the task. Word choice is imprecise and often difficult to comprehend. Sentence structures are often unclear. Stylistic and register choices are difficult to identify. Errors in grammar, usage, and mechanics are pervasive and often impede understanding.</td>
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### COMPARE AND CONTRAST RUBRIC

<table>
<thead>
<tr>
<th>Score 6: Responses at this scorepoint demonstrate effective skill in writing a compare/contrast essay.</th>
<th>Ideas and Analysis</th>
<th>Development and Support</th>
<th>Organization</th>
<th>Language Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>The writer identifies compelling similarities and/or differences among various topics, effectively establishing an overall purpose for the examination. The essay’s thesis reflects nuance and precision in thought and purpose. The essay provides specific or insightful context for analysis.</td>
<td>Development of ideas and support for analysis deepen insight and broaden context for the essay's purpose. Specific evidence effectively enriches and conveys the significance of the chosen similarities and/or differences and clarifies the overall purpose.</td>
<td>The essay exhibits a skillful organizational strategy. The essay is unified by a controlling idea or purpose, and the ordering of ideas is logical and deliberate, increasing the essay’s effectiveness. Transitions between and within paragraphs clarify the significance of the specific points of comparison/contrast.</td>
<td>The use of language enhances the essay's purpose. Word choice is skillful and precise. Sentence structures are varied and clear throughout. Stylistic and register choices, including voice and tone, are strategic and effective. While a few minor errors in grammar, usage and mechanics may be present, they do not impede understanding.</td>
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<tr>
<th>Score 5: Responses at this scorepoint demonstrate well-developed skill in writing a compare/contrast essay.</th>
<th>Ideas and Analysis</th>
<th>Development and Support</th>
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<th>Language Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>The writer identifies intriguing similarities and/or differences among various topics, productively establishing an overall purpose for the examination. The essay’s thesis reflects precision in thought and purpose. The essay establishes a thoughtful context for analysis.</td>
<td>Development of ideas and support for analysis strengthen understanding of the essay’s purpose. Evidence sufficiently conveys the significance of analyzing the selected similarities and/or differences and reinforces the overall purpose.</td>
<td>The essay exhibits a productive organizational strategy. The essay is mostly unified by a controlling idea or purpose, and the intentional ordering of ideas contributes to the effectiveness of the analysis. Transitions between and within paragraphs consistently clarify the importance of the points of comparison/contrast.</td>
<td>The use of language works in service of the essay's purpose. Word choice is precise. Sentence structures are clear and varied often. Stylistic and register choices, including voice and tone are purposeful and productive. While minor errors in grammar, usage and mechanics may be present, they do not impede understanding.</td>
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<tr>
<th>Score 4: Responses at this scorepoint demonstrate adequate skill in writing a compare/contrast essay.</th>
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<th>Organization</th>
<th>Language Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>The writer identifies significant similarities and/or differences among various topics, establishing a relevant purpose for the examination. The essay’s thesis reflects clarity in thought and purpose. The essay establishes an effective context for analysis.</td>
<td>Development of ideas and support for analysis clarifies meaning of the essay’s purpose. Evidence adequately conveys the significance of analyzing the selected similarities and/or differences and enhances the overall purpose.</td>
<td>The essay exhibits a clear organizational strategy. The overall shape of the response reflects an emergent controlling idea or purpose of the examination. Ideas are logically grouped and sequenced. Transitions between and within paragraphs clarify the relationship of the points of comparison/contrast.</td>
<td>The use of language works in service of the essay's purpose. Word choice is adequate and sometimes precise. Sentence structures are clear and demonstrate some variety. Stylistic and register choices, including voice and tone are appropriate. While errors in grammar, usage and mechanics are present, they rarely impede understanding.</td>
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<tr>
<td>Score 3: Responses at this scorepoint demonstrate some developing skill in writing a compare/contrast essay.</td>
<td>The writer identifies valid similarities and/or differences among various topics, establishing an overall purpose for the examination. The essay's thesis reflects precision in thought and purpose. The essay establishes a context for analysis.</td>
<td>Development of ideas and support aid understanding of the essay's purpose but are overly general or simplistic. Evidence largely clarifies the significance of analyzing the selected similarities and/or differences but may be somewhat repetitious or imprecise.</td>
<td>The essay exhibits a basic organizational strategy. The essay mostly coheres, with most ideas logically grouped. Transitions between and within paragraphs sometimes clarify the importance of the points of comparison/contrast.</td>
<td>The use of language is basic and only somewhat clear. Word choice is general and occasionally imprecise. Sentence structures are usually clear but show little variety. Stylistic and register choices, including voice and tone, are not always appropriate for the rhetorical purpose. Distracting errors in grammar, usage, and mechanics may be present, but they generally do not impede understanding.</td>
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<tr>
<td>Score 2: Responses at this scorepoint demonstrate weak or inconsistent skill in writing a compare/contrast essay.</td>
<td>The writer identifies similarities and/or differences among various topics. The essay's thesis, if evident, reflects little clarity in thought and purpose. Analysis is incomplete, generally irrelevant, or consists primarily of restatement. The essay weakly establishes context for analysis, if at all.</td>
<td>Development of ideas and support for analysis are weak, confused, or disjointed. Evidence is inadequate, illogical, or circular, and fails to fully clarify the overall purpose.</td>
<td>The essay exhibits a rudimentary organizational structure. Grouping of ideas is inconsistent and often unclear. Transitions between and within paragraphs are misleading or poorly formed.</td>
<td>The use of language is inconsistent and often unclear. Word choice is rudimentary and frequently imprecise. Sentence structures are sometimes unclear. Stylistic and register choices, including voice and tone, are inconsistent and are not always appropriate for the rhetorical purpose. Distracting errors in grammar, usage, and mechanics are present, and they sometimes impede understanding.</td>
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<tr>
<td>Score 1: Responses at this scorepoint demonstrate little or no skill in writing a compare/contrast essay.</td>
<td>The writer fails to identify similarities and/or differences among various topics. Purpose and intentions are difficult to discern. Analysis is unclear and/or irrelevant.</td>
<td>Ideas lack development and claims lack support. Reasoning and support are unclear, incoherent, or mostly absent.</td>
<td>The essay does not exhibit an organizational structure. There is minimal grouping of ideas. Transitions are largely absent or fail to connect ideas.</td>
<td>The use of language fails to demonstrate skill in responding to the task. Word choice is imprecise and often difficult to comprehend. Sentence structures are unclear. Stylistic and register choices are difficult to identify. Errors in grammar, usage, and mechanics are pervasive and often impede understanding.</td>
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## EXEMPLIFICATION RUBRIC

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<tr>
<th>Score 6: Responses at this scorepoint demonstrate effective skill in writing an exemplification essay.</th>
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<th>Development and Support</th>
<th>Organization</th>
<th>Language Use</th>
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</thead>
<tbody>
<tr>
<td>The writer uses captivating examples to effectively and thoroughly explain a general point or an abstract concept. The essay’s thesis reflects nuance and precision in thought and purpose. The essay establishes and employs an insightful and meaningful context for analysis, skillfully examining implications and complexities.</td>
<td>Development of ideas and substantial support for claims deepen insight and broaden context. Specific examples skillfully enhance and convey the overall purpose. Qualifications and complications of examples enrich and bolster ideas and analysis.</td>
<td>The essay exhibits a skillful organizational strategy. The essay is unified by a controlling idea or purpose, and a logical ordering of support increases the essay’s effectiveness. Transitions between and within paragraphs clarify and strengthen the relationships among ideas.</td>
<td>The use of language enhances the essay’s purpose. Word choice is skillful and precise. Sentence structures are varied and clear throughout. Stylistic and register choices, including voice and tone, are strategic and effective. While a few minor errors in grammar, usage and mechanics may be present, they do not impede understanding.</td>
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<tr>
<th>Score 5: Responses at this scorepoint demonstrate well-developed skill in writing an exemplification essay.</th>
<th>Ideas and Analysis</th>
<th>Development and Support</th>
<th>Organization</th>
<th>Language Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>The writer uses convincing examples to successfully explain a general point or an abstract concept. The essay’s thesis reflects precision in thought and purpose. The essay establishes and employs a thoughtful context for analysis, competently examining implications and complexities.</td>
<td>Development of ideas and significant support for claims deepen understanding. Specific examples deliberately clarify the overall purpose. Qualifications and complications of examples strengthen ideas and analysis.</td>
<td>The essay exhibits a productive organizational strategy. The essay is mostly unified by a controlling idea or purpose, and the intentional ordering of support contributes to the effectiveness of the analysis. Transitions between and within paragraphs consistently clarify the relationships among ideas.</td>
<td>The use of language works in service of the essay's purpose. Word choice is precise. Sentence structures are clear and varied often. Stylistic and register choices, including voice and tone are purposeful and productive. While minor errors in grammar, usage and mechanics may be present, they do not impede understanding.</td>
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<tr>
<th>Score 4: Responses at this scorepoint demonstrate adequate skill in writing an exemplification essay.</th>
<th>Ideas and Analysis</th>
<th>Development and Support</th>
<th>Organization</th>
<th>Language Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>The writer uses relevant examples to satisfactorily explain a general point or an abstract concept. The essay’s thesis reflects clarity in thought and purpose. The essay establishes and employs a relevant context for analysis, recognizing implications and complexities.</td>
<td>Development of ideas and support for claims clarify meaning and purpose. Examples adequately convey the significance of the claim. Qualifications and complications of examples extend ideas and analysis.</td>
<td>The essay exhibits a clear organizational strategy. The overall shape of the response reflects an emergent controlling idea or purpose of the examination. Ideas are logically grouped and sequenced. Transitions between and within paragraphs clarify the relationships among ideas.</td>
<td>The use of language works in service of the essay's purpose. Word choice is adequate and sometimes precise. Sentence structures are clear and demonstrate some variety. Stylistic and register choices, including voice and tone are appropriate. While errors in grammar, usage and mechanics are present, they rarely impede understanding.</td>
<td></td>
</tr>
<tr>
<td>Score 3: Responses at this scorepoint demonstrate some developing skill in writing an exemplification essay.</td>
<td>The writer uses examples to explain a general point or an abstract concept. The essay’s thesis reflects clarity in thought and purpose. The essay establishes and employs a limited context for analysis, recognizing implications and complexities.</td>
<td>Development of ideas and support for claims are mostly relevant but are overly general or simplistic. Examples largely clarify the central claim but may be somewhat repetitious or imprecise.</td>
<td>The essay exhibits a basic organizational strategy. The essay generally coheres, with most ideas logically grouped. Transitions between and within paragraphs sometimes clarify the relationships among ideas.</td>
<td>The use of language is basic and only somewhat clear. Word choice is general and occasionally imprecise. Sentence structures are usually clear but show little variety. Stylistic and register choices, including voice and tone, are not always appropriate for the rhetorical purpose. Distracting errors in grammar, usage, and mechanics may be present, but they generally do not impede understanding.</td>
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<tr>
<td>Score 2: Responses at this scorepoint demonstrate weak or inconsistent skill in writing an exemplification essay.</td>
<td>The writer weakly uses examples to explain a general point or an abstract concept. The essay’s thesis, if evident, reflects little clarity in thought and purpose. Attempts at analysis are incomplete, largely irrelevant, or consist primarily of restatement.</td>
<td>Development of ideas and support for analysis are weak, confused, or disjointed. Examples are inadequate, illogical, or circular, and fail to fully clarify the overall purpose.</td>
<td>The essay exhibits a rudimentary organizational structure. Grouping of ideas is inconsistent and often unclear. Transitions between and within paragraphs are misleading or poorly formed.</td>
<td>The use of language is inconsistent and often unclear. Word choice is rudimentary and frequently imprecise. Sentence structures are sometimes unclear. Stylistic and register choices, including voice and tone, are inconsistent and are not always appropriate for the rhetorical purpose. Distracting errors in grammar, usage, and mechanics are present, and they sometimes impede understanding.</td>
</tr>
<tr>
<td>Score 1: Responses at this scorepoint demonstrate little or no skill in writing an exemplification essay.</td>
<td>The writer does not use examples to explain a general point or an abstract concept. The writer’s intentions are difficult to discern. Attempts at analysis are unclear or irrelevant.</td>
<td>Ideas lack development and claims lack support. Examples are unclear, incoherent, or mostly absent.</td>
<td>The essay does not exhibit an organizational structure. There is minimal grouping of ideas. Transitions are largely absent or fail to connect ideas.</td>
<td>The use of language fails to demonstrate skill in responding to the task. Word choice is imprecise and often difficult to comprehend. Sentence structures are unclear. Stylistic and register choices are difficult to identify. Errors in grammar, usage, and mechanics are pervasive and often impede understanding.</td>
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<td>Score 6: Responses at this scorepoint demonstrate effective skill in writing a classification/division essay.</td>
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<tr>
<td><strong>Ideas and Analysis</strong></td>
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<tr>
<td>The writer generates a compelling classification/division of the topic, effectively establishing a meaningful purpose for the essay. The essay’s thesis reflects nuance and precision in thought and purpose. The essay establishes and employs an insightful context for analysis of the classification/division elements and categories.</td>
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<tr>
<td><strong>Development and Support</strong></td>
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<tr>
<td>Development of ideas and support for classification/division deepen insight and broaden context for the essay’s purpose. Specific evidence effectively enriches and conveys the significance of the classification/division elements and categories and clarifies the essay’s purpose.</td>
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<tr>
<td><strong>Organization</strong></td>
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<tr>
<td>The essay exhibits a skillful organizational strategy. The essay is unified by a controlling idea or purpose, and the ordering of ideas is logical and deliberate, increasing the essay’s effectiveness. Transitions between and within paragraphs strengthen the relationship among classification/division categories.</td>
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<tr>
<td><strong>Language Use</strong></td>
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<tr>
<td>The use of language enhances the essay’s purpose. Word choice is skillful and precise. Sentence structures are varied and clear throughout. Stylistic and register choices, including voice and tone, are strategic and effective. While a few minor errors in grammar, usage and mechanics may be present, they do not impede understanding.</td>
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<tr>
<th>Score 5: Responses at this scorepoint demonstrate well-developed skill in writing a classification/division essay.</th>
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<tbody>
<tr>
<td><strong>Ideas and Analysis</strong></td>
</tr>
<tr>
<td>The writer generates an intriguing classification/division of the topic, productively establishing a relevant purpose for the essay. The essay’s thesis reflects precision in thought and purpose. The essay establishes a thoughtful context for analysis of the classification/division elements and categories.</td>
</tr>
<tr>
<td><strong>Development and Support</strong></td>
</tr>
<tr>
<td>Development of ideas and support for classification/division strengthen understanding of the essay’s purpose. Evidence sufficiently conveys the significance of the classification/division elements and categories and enhances the essay’s purpose.</td>
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<tr>
<td><strong>Organization</strong></td>
</tr>
<tr>
<td>The essay exhibits a productive organizational strategy. The essay is mostly unified by a controlling idea or purpose, and the intentional ordering of ideas contributes to the effectiveness of the essay. Transitions between and within paragraphs consistently clarify the relationship among classification/division categories.</td>
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<tr>
<td><strong>Language Use</strong></td>
</tr>
<tr>
<td>The use of language works in service of the essay’s purpose. Word choice is precise. Sentence structures are clear and varied often. Stylistic and register choices, including voice and tone are purposeful and productive. While minor errors in grammar, usage and mechanics may be present, they do not impede understanding.</td>
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<th>Score 4: Responses at this scorepoint demonstrate adequate skill in writing a classification/division essay.</th>
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<tbody>
<tr>
<td><strong>Ideas and Analysis</strong></td>
</tr>
<tr>
<td>The writer generates a relevant classification/division of the topic, establishing a overall purpose for the essay. The essay’s thesis reflects clarity in thought and purpose. The essay establishes an effective context for analysis of the classification/division elements and categories division/elements of classification.</td>
</tr>
<tr>
<td><strong>Development and Support</strong></td>
</tr>
<tr>
<td>Development of ideas and support for classification/division clarifies meaning of the essay’s purpose. Evidence adequately conveys the significance of the classification/division elements and categories and reinforces the essay’s purpose.</td>
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<tr>
<td><strong>Organization</strong></td>
</tr>
<tr>
<td>The essay exhibits a clear organizational strategy. The overall shape of the response reflects an emergent controlling idea or purpose of the examination. Ideas are logically grouped and sequenced. Transitions between and within paragraphs clarify the relationship among classification/division categories.</td>
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<td><strong>Language Use</strong></td>
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<tr>
<td>The use of language works in service of the essay’s purpose. Word choice is adequate and sometimes precise. Sentence structures are clear and demonstrate some variety. Stylistic and register choices, including voice and tone are appropriate. While errors in grammar, usage and mechanics are present, they rarely impede understanding.</td>
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<tr>
<td>Score 3: Responses at this scorepoint demonstrate some developing skill in writing a classification / division essay.</td>
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<tr>
<td>Score 2: Responses at this scorepoint demonstrate weak or inconsistent skill in writing a classification / division essay.</td>
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<tr>
<td>Score 1: Responses at this scorepoint demonstrate little or no skill in writing a classification / division essay.</td>
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### ARGUMENT RUBRIC

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<tr>
<th>Score 6: Responses at this scorepoint demonstrate effective skill in writing an argument essay.</th>
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<th>Language Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>The writer generates an argument that critically engages with multiple perspectives on the given issue. The argument’s thesis reflects nuance and precision in thought and purpose. The argument establishes and employs an insightful context for analysis of the issue and its perspectives. The analysis examines implications, tensions and complexities, and/or underlying values and assumptions.</td>
<td>Development of ideas and support for claims deepen insight and broaden context. An integrated line of skillful reasoning and illustration effectively conveys the significance of the argument. Qualifications and complications enrich and bolster ideas and analysis.</td>
<td>The essay exhibits a skillful organizational strategy. The response is unified by a controlling idea or purpose, and a logical progression of ideas increases the effectiveness of the writer’s argument. Transitions between and within paragraphs clarify and strengthen the relationships among ideas.</td>
<td>The use of language enhances the argument. Word choice is skillful and precise. Sentence structures are varied and clear. Stylistic and register choices, including voice and tone, are strategic and effective. While a few minor errors in grammar, usage and mechanics may be present, they do not impede understanding.</td>
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<tr>
<th>Score 5: Responses at this scorepoint demonstrate well-developed skill in writing an argument essay.</th>
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<tr>
<td>The writer generates an argument that productively engages with multiple perspectives on the given issue. The argument’s thesis reflects precision in purpose. The argument establishes and employs a thoughtful context for analysis of the issue and its perspectives. The analysis addresses implications, tensions and complexities, and/or underlying values and assumptions.</td>
<td>Development of ideas and support for claims deepen understanding. A mostly integrated line of purposeful reasoning and illustration capably conveys the significance of the argument. Qualifications and complications enrich ideas and analysis.</td>
<td>The essay exhibits a productive organizational strategy. The response is mostly unified by a controlling idea or purpose, and a logical sequencing of ideas contributes to the effectiveness of the argument. Transitions between and within paragraphs consistently clarify the relationships among ideas.</td>
<td>The use of language works in service of the argument. Word choice is precise. Sentence structures are clear and varied often. Stylistic and register choices, including voice and tone, are purposeful and productive. While minor errors in grammar, usage and mechanics may be present, they do not impede understanding.</td>
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<td>Score 4: Responses at this scorepoint demonstrate adequate skill in writing an argument essay.</td>
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<td>The writer generates an argument that engages with multiple perspectives on the given issue. The argument's thesis reflects clarity in thought and purpose. The argument establishes and employs a relevant context for analysis of the issue and its perspectives. The analysis recognizes implications, tensions and complexities, and/or underlying values and assumptions.</td>
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<tr>
<td>Development of ideas and support for claims clarify meaning and purpose. Lines of clear reasoning and illustration adequately convey the significance of the argument. Qualifications and complications extend ideas and analysis.</td>
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<td>The essay exhibits a clear organizational strategy. The overall shape of the response reflects an emergent controlling idea or purpose of the examination. Ideas are logically grouped and sequenced. Transitions between and within paragraphs clarify the relationships among ideas.</td>
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<td>The use of language conveys the argument with clarity. Word choice is adequate and sometimes precise. Sentence structures are clear and demonstrate some variety. Stylistic and register choices, including voice and tone, are appropriate. While errors in grammar, usage and mechanics are present, they rarely impede understanding.</td>
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<tr>
<th>Score 3: Responses at this scorepoint demonstrate some developing skill in writing an argument essay.</th>
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<tbody>
<tr>
<td>The writer generates an argument that responds to multiple perspectives on the given issue. The argument's thesis reflects some clarity in thought and purpose. The argument establishes a limited or tangential context for analysis. Analysis is simplistic or somewhat unclear.</td>
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<tr>
<td>Development of ideas and support for claims are mostly relevant but are overly general or simplistic. Reasoning and illustration largely clarify the argument but may be somewhat repetitious or imprecise.</td>
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<tr>
<td>The essay exhibits a basic organizational structure. The response largely coheres, with most ideas logically grouped. Transitions between and within paragraphs sometimes clarify the relationships among ideas.</td>
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<tr>
<td>The use of language is basic and only somewhat clear. Word choice is general and occasionally imprecise. Sentence structures are usually clear but show little variety. Stylistic and register choices, including voice and tone, are not always appropriate for the rhetorical purpose. Distracting errors in grammar, usage, and mechanics may be present, but they generally do not impede understanding.</td>
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<tr>
<td>Score 2: Responses at this scorepoint demonstrate weak or inconsistent skill in writing an argument essay.</td>
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<tr>
<td>Score 1: Responses at this scorepoint demonstrate little or no skill in writing an argument essay.</td>
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<tr>
<td>Score 6: Responses at this scorepoint demonstrate effective skill in writing an analysis essay.</td>
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<tr>
<td>The writer skillfully generates a compelling analysis regarding a topic, creating an overall claim. The thesis reflects nuance and precision in thought and purpose. The essay establishes and employs an insightful and meaningful context for analysis, skillfully examining implications, tensions and complexities, and/or underlying values and assumptions.</td>
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<thead>
<tr>
<th>Score 5: Responses at this scorepoint demonstrate well-developed skill in writing an analysis essay.</th>
<th>Ideas and Analysis</th>
<th>Development and Support</th>
<th>Organization</th>
<th>Language Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>The writer adeptly generates a productive and thoughtful analysis regarding a topic, creating an overall claim. The thesis reflects precision in purpose. The essay establishes and employs a constructive context for analysis, addressing implications, tensions and complexities, and/or underlying values and assumptions.</td>
<td>Development of ideas and significant support for claims deepen understanding. A mostly integrated line of purposeful reasoning and illustration capably conveys the significance of the claim. Qualifications and complications of evidence enrich ideas and analysis.</td>
<td>The essay exhibits a productive organizational strategy. The essay is mostly unified by a controlling idea or purpose, and the intentional grouping of support contributes to the effectiveness of the analysis. Transitions between and within paragraphs consistently clarify the relationships among ideas.</td>
<td>The use of language works in service of the essay's purpose. Word choice is precise. Sentence structures are clear and varied often. Stylistic and register choices, including voice and tone are purposeful and productive. While minor errors in grammar, usage, and mechanics may be present, they do not impede understanding.</td>
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<tr>
<td>Score 4: Responses at this scorepoint demonstrate adequate skill in writing an analysis essay.</td>
<td>The writer competently generates an analysis regarding a topic, creating an overall claim. The thesis reflects clarity in thought and purpose. The essay establishes and employs a relevant context for analysis, recognizing implications, tensions and complexities, and/or underlying values and assumptions.</td>
<td>Development of ideas and support for claims clarify meaning and purpose. Lines of clear reasoning and illustration adequately convey the significance of the claim. Qualifications and complications of evidence extend ideas and analysis.</td>
<td>The essay exhibits a clear organizational strategy. The overall shape of the response reflects an emergent controlling idea or purpose of the examination. Ideas are logically grouped and sequenced. Transitions between and within paragraphs clarify the relationships among ideas.</td>
<td>The use of language conveys the essay's purpose with clarity. Word choice is adequate and sometimes precise. Sentence structures are clear and demonstrate some variety. Stylistic and register choices, including voice and tone are appropriate. While errors in grammar, usage, and mechanics are present, they rarely impede understanding.</td>
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<tr>
<td>Score 3: Responses at this scorepoint demonstrate some developing skill in writing an analysis essay.</td>
<td>The writer generates an analysis regarding a topic, creating an overall claim. The thesis reflects some clarity in thought and purpose. The essay establishes a limited or tangential context for analysis. Analysis is simplistic or somewhat unclear.</td>
<td>Development of ideas and support for claims are mostly relevant but are overly general or simplistic. Reasoning and evidence largely clarify the central claim but may be somewhat repetitious or imprecise.</td>
<td>The essay exhibits a basic organizational strategy. The essay generally coheres, with most ideas logically grouped. Transitions between and within paragraphs sometimes clarify the relationships among ideas.</td>
<td>The use of language is basic and only somewhat clear. Word choice is general and occasionally imprecise. Sentence structures are usually clear but show little variety. Stylistic and register choices, including voice and tone, are not always appropriate for the rhetorical purpose. Distracting errors in grammar, usage, and mechanics may be present, but they generally do not impede understanding.</td>
</tr>
<tr>
<td>Score 2: Responses at this scorepoint demonstrate weak or inconsistent skill in writing an analysis essay.</td>
<td>The writer weakly generates an analysis regarding a topic. The thesis, if evident, reflects little clarity in thought and purpose. Attempts at analysis are incomplete, largely irrelevant, or consist primarily of restatement.</td>
<td>Development of ideas and support for analysis are weak, confused, or disjointed. Reasoning and evidence are inadequate, illogical, or circular, and fail to fully clarify the overall purpose.</td>
<td>The essay exhibits a rudimentary organizational structure. Grouping of ideas is inconsistent and often unclear. Transitions between and within paragraphs are misleading or poorly formed.</td>
<td>The use of language is inconsistent and often unclear. Word choice is rudimentary and frequently imprecise. Sentence structures are sometimes unclear. Stylistic and register choices, including voice and tone, are inconsistent and not always appropriate for the rhetorical purpose. Distracting errors in grammar, usage, and mechanics are present, and they sometimes impede understanding.</td>
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<tr>
<td>Score 1: Responses at this scorepoint demonstrate little or no skill in writing an analysis essay.</td>
<td>The writer does not generate an analysis that responds to the task. The writer’s intentions are difficult to discern. Attempts at analysis are unclear or irrelevant.</td>
<td>Ideas lack development and claims lack support. Reasoning and support are unclear, incoherent, or mostly absent.</td>
<td>The essay does not exhibit an organizational structure. There is minimal grouping of ideas. Transitions are largely absent or fail to connect ideas.</td>
<td>The use of language fails to demonstrate skill in responding to the task. Word choice is imprecise and often difficult to comprehend. Sentence structures are unclear. Stylistic and register choices are difficult to identify. Errors in grammar, usage, and mechanics are pervasive and often impede understanding.</td>
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## DEFINITION RUBRIC

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<tr>
<th>Score 6: Responses at this scorepoint demonstrate effective skill in writing a definition essay.</th>
<th>Ideas and Analysis</th>
<th>Development and Support</th>
<th>Organization</th>
<th>Language Use</th>
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<tbody>
<tr>
<td>The writer generates a compelling definition, effectively establishing a meaningful purpose for the essay. The essay’s thesis reflects nuance and precision in thought and purpose. The essay establishes and employs an insightful context for analysis of the issue/term and examines implications, complexities and tensions, and/or underlying values and assumptions.</td>
<td>Development of ideas and support for the definition deepen insight and broaden context for the essay’s purpose. An integrated line of skillful, varied illustration effectively conveys the significance of the definition.</td>
<td>The essay exhibits a skillful organizational strategy. The essay is unified by a controlling idea or purpose, and the ordering of ideas is logical and deliberate, increasing the essay’s effectiveness. Nuanced transitions between and within paragraphs strengthen the relationships among ideas.</td>
<td>The use of language enhances the essay’s purpose. Word choice is skillful and precise. Sentence structures are deliberate and meaningful. Stylistic and register choices, including voice and tone, are strategic and effective. While a few minor errors in grammar, usage and mechanics may be present, they do not impede understanding.</td>
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<tr>
<th>Score 5: Responses at this scorepoint demonstrate well-developed skill in writing a definition essay.</th>
<th>Ideas and Analysis</th>
<th>Development and Support</th>
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</thead>
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<tr>
<td>The writer generates a productive definition, establishing a relevant purpose for the essay. The essay’s thesis reflects precision in thought and purpose. The essay establishes and employs a thoughtful context for analysis of the issue/term and addresses implications, complexities and tensions, and/or underlying values or assumptions.</td>
<td>Development of ideas and support for the definition strengthen understanding of the essay’s purpose. A mostly integrated line of purposeful, varied illustration capably conveys the significance of the definition.</td>
<td>The essay exhibits a productive organizational strategy. The essay is mostly unified by a controlling idea or purpose, and the intentional ordering of ideas contributes to the effectiveness of the definition. Meaningful transitions between and within paragraphs consistently clarify the relationships among ideas.</td>
<td>The use of language works in service of the essay’s purpose. Word choice is precise. Sentence structures are deliberate. Stylistic and register choices, including voice and tone, are purposeful and productive. While minor errors in grammar, usage and mechanics may be present, they do not impede understanding.</td>
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<tr>
<th>Score 4: Responses at this scorepoint demonstrate adequate skill in writing a definition essay.</th>
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<th>Development and Support</th>
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<th>Language Use</th>
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</thead>
<tbody>
<tr>
<td>The writer generates a clear definition, establishing an overall purpose for the essay. The essay’s thesis reflects clarity in thought and purpose. The essay establishes a relevant context for analysis of the issue/terms and recognizes implications, complexities and tensions, and/or underlying values and assumptions.</td>
<td>Development of ideas and support for the definition clarify the meaning of the essay’s purpose. Lines of clear, somewhat varied illustration adequately convey the significance of the definition.</td>
<td>The essay exhibits a clear organizational strategy. The overall shape of the essay reflects an emergent controlling idea or purpose. Ideas are logically grouped and sequenced. Transitions between and within paragraphs clarify the relationship among ideas.</td>
<td>The use of language works in service of the essay’s purpose. Word choice is adequate and sometimes precise. Sentence structures are clear. Stylistic and register choices, including voice and tone are appropriate. While errors in grammar, usage and mechanics are present, they rarely impede understanding.</td>
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<tr>
<td>Score 3: Responses at this scorepoint demonstrate some developing skill in writing a definition essay.</td>
<td>The writer generates a definition, establishing a purpose for the essay. The essay’s thesis reflects some clarity in thought and purpose. The essay establishes a limited or tangential context for analysis of the issue/term, and analysis is simplistic or somewhat unclear.</td>
<td>Development of ideas and support aid understanding of the essay’s purpose but are overly general or simplistic. Illustration largely clarifies the definition but may be somewhat repetitious or imprecise.</td>
<td>The essay exhibits a basic organizational strategy. The essay mostly coheres, with most ideas logically grouped. Transitions between and within paragraphs sometimes clarify the relationship among ideas.</td>
<td>The use of language is basic and only somewhat clear. Word choice is general and occasionally imprecise. Sentence structures are usually clear. Stylistic and register choices, including voice and tone, are not always appropriate for the rhetorical purpose. Distracting errors in grammar, usage, and mechanics may be present, but they generally do not impede understanding.</td>
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<td>Score 2: Responses at this scorepoint demonstrate weak or inconsistent skill in writing a definition essay.</td>
<td>The writer generates a weak definition, establishing a vaguely discernable purpose for the essay. The essay’s thesis, if evident, reflects little clarity in thought and purpose. The essay weakly establishes context for analysis, if at all. Analysis is incomplete, generally irrelevant, or consists primarily of restatement.</td>
<td>Development of ideas and support for definition are weak, confused, or disjointed. Illustration is inadequate, illogical, or circular, and fails to fully clarify the overall purpose.</td>
<td>The essay exhibits a rudimentary organizational structure. Grouping of ideas is inconsistent and often unclear. Transitions between and within paragraphs are misleading or poorly formed.</td>
<td>The use of language is inconsistent and often unclear. Word choice is rudimentary and frequently imprecise. Sentence structures are sometimes unclear. Stylistic and register choices, including voice and tone, are inconsistent and are not always appropriate for the rhetorical purpose. Distracting errors in grammar, usage, and mechanics are present, and they sometimes impede understanding.</td>
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<td>Score 1: Responses at this scorepoint demonstrate little or no skill in writing a definition essay.</td>
<td>The writer does not generate a definition or establish a purpose for the essay. The writer’s intentions are difficult to discern. Analysis is unclear and/or irrelevant.</td>
<td>Ideas lack development and support. Illustration is unclear, incoherent, or mostly absent.</td>
<td>The essay does not exhibit an organizational structure. There is minimal grouping of ideas. Transitions are largely absent or fail to connect ideas.</td>
<td>The use of language fails to demonstrate skill in responding to the task. Word choice is imprecise and often difficult to comprehend. Sentence structures are unclear. Stylistic and register choices are difficult to identify. Errors in grammar, usage, and mechanics are pervasive and often impede understanding.</td>
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