

Year <u>2005-2006</u>	Paper <u>PS1 - 963</u>	Grade Level <u>9</u>	Score <u>4</u>
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Ideas	Well developed ideas with specific, relevant details showing above grade level proficiency characteristics.
Organization	Information is deliberately organized to lead the reader through the experiences. Strong transitional sentences connect ideas in a logical sequence.
Voice and Word Choice	Voice is confident and shows awareness of audience. Examples of alliteration and good word choice: “...took the reins...,” “...frolicking on the parks play sets...”
Sentence Fluency	Good use of introductory phrases. Variety of phrases adds to the above proficient evaluation.
Conventions	Overuse of commas does not interfere with readability or understanding.
Comments	

Year <u>2005-2006</u>	Paper <u>PS1 951</u>	Grade Level <u>9</u>	Score <u>3</u>
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Ideas	<p>The main idea about teaching children with Downs Syndrome to play basketball as a group activity is developed.</p> <p>Supporting details: drills, arguing over things, compromise, and figuring things out.</p>
Organization	<p>Definite organization with introduction, body, conclusion.</p> <p>Both positive and negative aspects discussed: “When we stayed focused and worked together we accomplished our goals.” “My friend and I were almost constantly arguing...”</p>
Voice and Word Choice	<p>Word choice is appropriate for ninth grade but not advanced.</p> <p>Effective voice but bland word choice.</p>
Sentence Fluency	<p>Varied sentence construction, ideas flow from paragraph to paragraph.</p> <p>Complex sentences are used.</p>
Conventions	<p>Very few surface errors.</p>
Comments	<p>Vocabulary is bland, no risks taken—a proficient paper at the ninth grade level.</p>

Year <u>2005-2006</u>	Paper <u>PS1 911</u>	Grade Level <u>9</u>	Score <u>2</u>
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Ideas	<p>Basic, needs development with examples that address the prompt.</p> <p>Details lack relevance – treatise on working with someone versus working alone.</p>
Organization	<p>Reasonably logical.</p> <p>No evident conclusion. Conclusion needs to be developed.</p> <p>Disconnect between introduction and the rest of the paper.</p> <p>Doesn't maintain discussion of prompt – loses focus.</p>
Voice and Word Choice	<p>Good voice! Simplistic word choice with a few good spots: “obligated,” “suspended.”</p> <p>Reasonable audience awareness.</p>
Sentence Fluency	<p>Variety of sentences, not always punctuated correctly.</p> <p>No apostrophes.</p> <p>Split compound words inhibit readability.</p> <p>Veers into narrative sentences periodically.</p>
Conventions	<p>Splits compound words.</p> <p>No apostrophes or appropriate comma use.</p> <p>Spelling mistakes: “stalking,” “helpfull,” “suppost.”</p>
Comments	<p>Entertaining voice is inhibited by developing skills and a lack of focus.</p> <p>Not proficient at grade level.</p>

Year <u>2005-2006</u>	Paper <u>PS1 970</u>	Grade Level <u>9</u>	Score <u>1</u>
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Ideas	Starts on topic, but turns to the reasons he quit a job.
Organization	Lacks organizational control. Each paragraph becomes less well developed.
Voice and Word Choice	Voice is evident. Word choice is inappropriate: "but head."
Sentence Fluency	Simple sentences. No transitions between sentences or paragraphs.
Conventions	Spelling detracts from readability: "preaty," "yealed."
Comments	Begins on topic but quickly becomes a narrative.