Office of Superintendent of Public Instruction

Grade 10 Anchor Set Annotations, Spring 2005 WASL in Writing

“Presentation Guide”
For Principals

Introduction
The following guide is designed for principals to use with staff, to introduce the use of the Grade 10 Anchor Set Annotations, Spring 2005 WASL in Writing document. The document has two applications:
- Teachers in grades 8–10 will be able to use the document as a tool for identifying quality student writing, improving writing instruction, and improving student achievement in writing.
- The materials in the document may also be used to teach students to assess and improve the quality of their own writing and to set goals.

Purpose
The purpose of this publication is to encourage all principals to conduct a staff presentation introducing the Grade 10 Anchor Set Annotations, Spring 2005 Writing WASL document.

A staff presentation will lay the foundation for grade-level teams, cross-grade level teams, or individual teachers to delve further into the Annotations document for the purpose of enhancing writing instruction.

Presentation Overview
Arrange participants in groups of 3–5 people per group. The presentation should take approximately one hour.

1) General Information for Staff (2 minutes)
2) Scoring Activity (15 minutes)
3) Instructional Implications Discussion (15 minutes)
4) Debriefing the Activity: Group Discussion (14 minutes)
5) Next Steps/Conclusion (14 minutes)

Note: A detailed outline of the “Presentation Guide” and the materials needed for the presentation are attached. The two materials sections, the student responses and scoring guide, of this packet will need to be copied for participants.
Materials/Arrangements Needed for Presentation:
One copy for each participant
- Student Responses: A Sample Selection
- Content, Organization, and Style Scoring Guide
- Grade 10 Anchor Set Annotations, Spring 2005 WASL in Writing

Presentation Steps:
1) General Information for Staff
This document contains student responses from the Grade 10 Anchor Set Annotations, Spring 2005 WASL in Writing document. The purpose of the document is to give examples of student writing at the levels described in the scoring guide. The materials should be useful for all teachers in grades 8-10.

(Hold up a copy of the Grade 10 Anchor Set Annotations, Spring 2005 WASL in Writing, but do not pass it around at this time.)

Remember, on the 10th Grade WASL in Writing, students respond to two prompts, one expository prompt and one persuasive prompt. We will work in groups today on an activity using the persuasive prompt and the Content, Organization, and Style Scoring Guide.

2) Scoring Activity
(Distribute Student Responses: A Sample Selection. Do not distribute the Content, Organization, and Style Scoring Guide at this time.)

♦ In this packet are six student responses written to the following persuasive prompt: You have been asked to be on a committee to review your high school’s rules. Choose a rule that needs to be revised, added, or eliminated. Write a multiple-paragraph letter to your principal persuading him or her to adopt your recommendation.

♦ Read the six student responses. Put them in three piles—high, middle, low.

♦ Discuss rankings in your group and come to a consensus as a group.

♦ Discuss the rankings in the whole/large group.

♦ Distribute the Content, Organization, and Style Scoring Guide.

♦ Using the scoring guide, assign scores for each paper first in the small group, then the large group. Use the scoring guide to defend the scores.

♦ Discuss if/why the scores were different from the original rank order.
3) Discuss the Instructional Implications for students to improve the quality of responses in content and/or organization and/or style. Discuss as a group how you would teach to that instructional priority.
   ♦ (Ask groups to share the instructional priorities they identified and explain how they would teach to those priorities.)

4) Debriefing the Activity: Group Discussion
   ♦ What new insights did you gain about the WASL and how it is scored?

   ♦ How could students use these same sample papers?
     ▪ Individually draft a response to the prompt.
     ▪ Work in groups to sort the six sample responses into two categories: strong and weak.
     ▪ Generate two lists of descriptions: one for the weak papers and one for the strong papers.
     ▪ Use the scoring guide to evaluate two or three of the six sample responses.
     ▪ Evaluate the same response individually, then discuss as a small group, and finally debrief group ideas with the whole class.
     ▪ Practice revising to improve content, organization, and style as a whole class, using a copy of one of the sample responses on an overhead transparency along with the scoring guide.
     ▪ Revise individual draft response to the prompt, using the scoring guide to improve the draft for content, organization, and style.
     ▪ Repeat the process above to edit for conventions, using the *Conventions Scoring Guide* with the sample responses and then individual drafts.

5) Next Steps/Conclusion
   ♦ This is an introduction to the materials contained in *Grade 10 Anchor Set Annotations, Spring 2005 WASL in Writing* document.

   ♦ There are many more student samples for both the persuasive prompt and the expository prompt contained in the *Annotations* document, complete with scores and annotations for content, organization, and style, as well as for conventions.

   ♦ What are some of the ways we might delve further into the *Annotations* document? For example, we could learn more about how conventions are scored; staff and students could work together to develop a “student friendly” version of the scoring guides, or we could decide to meet in grade-level or cross-grade level groups, including special education and Title I specialists, to further study the *Annotations* document.

Suggestions for Additional Writing Resources for Staff
➢ *Writing Process: Persuasive Writing* CBE in the Middle Years Tool Kit
➢ *Technical Informational Writing in the Content Areas* CBE in the Transition Years Tool Kit
➢ *Grade Level Expectations for Writing (Final document in booklet form available in January, 2006)*
Office of Superintendent of Public Instruction

Grade 10 Anchor Set Annotations
Spring 2005, Writing

Student Responses
A Sample Selection

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Directions: Before you begin your final draft, read the checklist on page 14 again. Then make revisions and edits to your first draft according to the checklist. When you have made your revisions and edits, write your final draft on this page and the next four pages as you need them. Reminder: Use a No. 2 pencil only. Do not use a mechanical pencil or pen.

After you have finished writing your final draft in this booklet, read the checklist one more time to make sure you have done your best writing. If you need to make any final revisions or edits, make them on your final draft. Remember, you may use a commercially published thesaurus and dictionary in print form only. No electronic tools may be used. Your final draft will be scored.

A High School Rule

You have been asked to be on a committee to review your high school's rules. Choose one rule that needs to be revised, added, or eliminated. Write a multiple-paragraph letter to your principal persuading him or her to adopt your recommendation.

Dear Mr. C,

My name is H. A., and I am a student here at R. I have recently been asked to be on a committee to review the high school rules. I have read the rules and I have found one rule that is not on the list of rules and needs
One day, I was walking on the campus after school and I realized how much garbage was on the ground outside and inside the building. I realized then that we don't have a rule about trash at our school, and I think that one needs to be added. The rule should say that any student who is caught throwing trash on the ground will be punished. I think that the punishment should be that the student will have to pick up trash on or around the campus for a certain number of days. The violating student could be given other jobs as well.
rule that needs to be added to the list of school rules. Along with the rule, I have stated a punishment for the student that violates this rule. I hope you realize how much this rule needs to be added, and I hope you add it. Thank you for your time.

Yours truly.
Persuasive Writing Task B

Final Draft

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Dear Mr. C—,

The committee and I have some concerns of a particular rule at our Highschool. This rule states that club sports, such as lacrosse or ultimate frisbee, are not able to receive athletic credit for the club sport they participate in.
Although I myself do not participate in a club sport, I find this an outrage. The point of these athletic credits required for graduation is so that the students can be active and stay healthy. It is also to encourage more students to participate in sports. These students on the frisbee and lacrosse teams exercise more than enough everyday. They have practice everyday. They have games. And yet, they do not receive the credit they deserve. As you know, one exception has already been made to this rule. The exception is crew. Participants in crew do deserve this credit, as do the other club sport players. Participants in crew are now free to
take the classes that really matter, instead of substituting those classes with classes such as yoga or walking, just for the athletic credit. Many students consider these "classes" as a waste of time. Still, the club sport participants are forced to take these classes for the credit they should already receive.

What is the difference between a club and a school sport? I am a player on the JV tennis team, and I must admit that we do not exercise nearly as much as those on the lacrosse, frisbee, or other club teams. However, we still receive athletic credit. The fact is that there is absolutely no reason why the
You may continue your final draft on this page.

School should prevent these athletes to receive athletic credit. There are only advantages to granting these club sport participants the credit. It's time for the school to take action. Just one meeting can change these athlete's high school lives. They would be able to take the classes they want and still exercise and participate in the sport they love. If crew deserves the credit, so do other sports. Please consider this proposition and give these athletes what they deserve.

Sincerely,
Directions: Before you begin your final draft, read the checklist on page 12 again. Then make revisions and edits to your first draft according to the checklist. When you have made your revisions and edits, write your final draft on this page and the next four pages as you need them. Reminder: Use a No. 2 pencil only. Do not use a mechanical pencil or pen.

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You have been asked to be on a committee to review your high school’s rules. Choose a rule that needs to be revised, added, or eliminated. Write a multiple-paragraph letter to your principal persuading him or her to adopt your recommendation.

Detention overloading has began to run rampant at W—- High School. Numerous hours of detention are being administered for even the smallest in fracture. Day to day penalties worsen with the ever changing mood of the staff. I feel that I
You may continue your final draft on this page.

need to take action against these overwhelming injustices, and set the penalties straight. The student handbook contains a set of unfair guidelines on infractions, and the penalties for those infractions. At W—— two hours a detention is assigned for missing a 56-minute class period. It is ludicrous to say that you have to serve more than double the time you missed, plus do the work that you were absent for. If you don't have the time to serve the detention, like many young people my age, you are forced to serve double the time.
after three days, I know the school is trying to prove a point and teach us not to break the rules, but detention sentences have gotten out of hand.

I have produced a legitimate solution to the problem at hand. When it comes to attendance, assign students with detention for the exact amount of class time that they missed.

This way the student is held completely responsible for their time missed, and there would never be miscommunications on the amount of time needing to be served. It is not fair to assign 30 minutes of detention for
You may continue your final draft on this page.

being three seconds late to a
class, just as Wi— does. This is
not only teaching students incorrect
morals, but also taking away our
precious free time which we
encounter so little.

Overall the detention
guidelines need to be heavily
revised, and conformed more
to the needs of the students.
Times are rapidly changing, and
the amount a free time a
young person has is shrinking.
Penalties also need to be
administered, but not in the overly harsh form they
are now.
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Dear Mr. C,
I think that one of the school rules that should be revised is the rule about cd players in the school. It could be changed to that they can only listen to them when the teacher is done talking, it can’t be too loud, and they can only have it on one ear.

Some people listen to music while they work because it helps them concentrate.
Listening to CD players during school isn't bad. It is only bad when the students listen to it while the teacher is talking. Still it is something that I think you should try.

Cardially,

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One of our high school rule is that if you have 10 or more absences you fail the class. Not every teacher likes that rule so they don’t go by it. I personally believe that this rule should be eliminated because a lot of students
You may continue your final draft on this page.

have to retake classes because of their absences. What if you had some kind infection and you couldn't attend school and you missed more than 10 days, that person fails that class? I think that is why we have lots of students that are second time senior.

In our school we used to have a 15 day rule for each trimester but this year they made 10 day rule for each semester. I think this year there are going to be more of second time seniors.
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Dear Principal,

There is one rule at this school that needs to be changed or at least considered, that is, listening to headphones in class. Teachers somehow think they disrupt learning or are bad or something, but actually, they are beneficial. Teachers and adults didn't grow up with portable music so I don't think
They really understand. Here are some reasons why this rule should be eliminated.

For one, they actually help you focus on your work and block out distractions. People can't hear obnoxious talking and blathering from other students when they are listening to their own music so it is a way to help stay on task. Students will be able to get in a zone and really be able to work hard and efficiently.

Also, music helps create a more relaxed environment. Wouldn't you rather be listening to music than having to hear some random gossip? There would be less talking and the people not listening to headphones would have less people to talk to.

I'm not saying that students should be able to block out their teachers when
They are giving a lesson, but when people are working individually after all the important information has been given, listening to music can be a really helpful learning tool.

Overall, I think being able to listen to headphones in class will help this school. It can make learning easier and will create a better, more relaxed environment. As a result, grades will go up and it will definitely make school more enjoyable. I hope you consider changing your policy.

Sincerely,
Grade 10 Anchor Set Annotations
Spring 2005, Writing

Scoring Guide
Content, Organization, and Style
## Content, Organization, and Style Scoring Guide

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
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</table>
| 4      | - maintains consistent focus on the topic and has ample supporting details  
        - has a logical organizational pattern and conveys a sense of wholeness and completeness  
        - provides transitions which clearly serve to connect ideas  
        - uses language effectively by exhibiting word choices that are engaging and appropriate for intended audience and purpose  
        - includes sentences, or phrases where appropriate, of varied length and structure  
        - allows the reader to sense the person behind the words |
| 3      | - maintains adequate focus on the topic and has adequate supporting details  
        - has a logical organizational pattern and conveys a sense of wholeness and completeness, although some lapses occur  
        - provides adequate transitions in an attempt to connect ideas  
        - uses effective language and appropriate word choices for intended audience and purpose  
        - includes sentences, or phrases where appropriate, that are somewhat varied in length and structure  
        - provides the reader with some sense of the person behind the words |
| 2      | - demonstrates an inconsistent focus and includes some supporting details, but may include extraneous or loosely related material  
        - shows an attempt at an organizational pattern, but exhibits little sense of wholeness and completeness  
        - provides transitions which are weak or inconsistent  
        - has a limited and predictable vocabulary which may not be appropriate for the intended audience and purpose  
        - shows limited variety in sentence length and structure  
        - attempts somewhat to give the reader a sense of the person behind the words |
| 1      | - demonstrates little or no focus and few supporting details which may be inconsistent or interfere with the meaning of the text  
        - has little evidence of an organizational pattern or any sense of wholeness and completeness  
        - provides transitions which are poorly utilized, or fails to provide transitions  
        - has a limited or inappropriate vocabulary for the intended audience and purpose  
        - has little or no variety in sentence length and structure  
        - provides the reader with little or no sense of the person behind the words |
| 0      | - response is "I don’t know"; response is a question mark (?); response is one word; response is only the title of the prompt; or the prompt is simply recopied |
## Conventions Scoring Guide

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
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| **2**  | • consistently follows the rules of standard English for usage  
       | • consistently follows the rules of standard English for spelling of commonly used words  
       | • consistently follows the rules of standard English for capitalization and punctuation  
       | • consistently exhibits the use of complete sentences except where purposeful phrases or clauses are used for effect  
       | • indicates paragraphs consistently  |
| **1**  | • generally follows the rules of standard English for usage  
       | • generally follows the rules of standard English for spelling of commonly used words  
       | • generally follows the rules of standard English for capitalization and punctuation  
       | • generally exhibits the use of complete sentences except where purposeful phrases are used for effect  
       | • indicates paragraphs for the most part  |
| **0**  | • mostly does not follow the rules of standard English for usage  
       | • mostly does not follow the rules of standard English for spelling of commonly used words  
       | • mostly does not follow the rules of standard English for capitalization and punctuation  
       | • exhibits errors in sentence structure that impede communication  
       | • mostly does not indicate paragraphs  
       | • response is “I don’t know”; response is a question mark (?) ; response is one word; response is only the title of the prompt; or the prompt is simply recopied |