Rationale TRAINING Portfolio # 2

Title: ***Super-Human***
Grade: 12
Year released: 2007

Reflective Piece Title: "Letter to the Reviewer"

__2__ Content (2, 2, 2)

The writing attempts to establish a narrowed purpose, but even within the first paragraph, there are lapses (from accomplishing a task to idea development to a fairy-land place). There is an attempt to meet the needs of the reader. The writing demonstrates some voice. Support is unelaborated and somewhat repetitious. The writing fails to make the necessary literacy connections when discussing growth as a writer. The writing applies some characteristics of the reflective genre.

__2__ Structure (2, 2, 3)

Organization is somewhat logical, but lapses within the paragraphs and between paragraphs. There is some difficulty in finding a connection between the first and second paragraph, for example. The writing demonstrates some effective transitional elements (e.g., "the most important piece" and "now I realize my . . ."). The writer attempts some complex sentence structure, but lacks firm control.

__3__ Conventions (3, 3, 3)

The writing demonstrates control of grammar and usage. Acceptable and effective word choice is evident throughout the piece (e.g., incomprehensible, enhanced). The writing demonstrates control over conventions.

Instructional Implications:

"Letter to the Reviewer" is not a good example of reflective writing about literacy connections necessary for the new portfolio configuration.

HS Training Portfolio—"Super-Human" 2007

Personal OR Literary Piece Title: "Super-Human"

__3__ Content (3, 3, 3)

The writing establishes and maintains purpose with awareness of audience's needs through appropriate tone. Ideas are developed through specific details.

__2__ Structure (2, 2, 3)

The structure of the writing is logical with lapses in coherence of the narrative structure. The writer attempts to use flashbacks, although the transitions are not, overall, effective. Readers are left wondering if the narrator is running with the "super-human" athlete, against this athlete, or watching the athlete from the sidelines. The writing demonstrates control and variety in sentence structure.

__3__ Conventions (2, 3, 3)

The writing demonstrates some control of grammar and usage with errors in 2nd and 3rd person. Word choice is acceptable for purpose. Control of conventions is evident relative to length and complexity of the piece.

Instructional Implications:

This piece is a good example to use to teach students the importance of consistent point of view. Students might evaluate the effectiveness of this writer's use of flashbacks within this piece to determine the effectiveness of flashbacks they may be using.

Transactive Piece Title: "New or Old: Which Vehicle Will You Decide On"

__2__ Content (2, 2, 2)

The writing attempts to establish a narrowed purpose, but lapses in focus. The audience is identified in the lead, but awareness of that audience's needs is not demonstrated. Some idea development is demonstrated, but the support is unelaborated or irrelevant for the purpose/audience. The table contains pertinent content but fails to adequately integrate it into the piece as effective idea development.

__2__ Structure (2, 2, 3)

The writing demonstrates logical coherence with lapses both in overall structure and within the paragraphs. Some transitions are effective. The table is oddly positioned in relation to what is written in the sixth paragraph, "On the chart to the left. . ." Transitions between paragraphs are less effective. While transitions between paragraphs (e.g., "however," "in the end"), the transitions between paragraphs are less effective. The writer demonstrates complex sentence structures which add variety.

__3__ Conventions (3, 2, 3)

The writing demonstrates control of grammar and usage. Word choice is imprecise (really, a lot, good, bad). The writing demonstrates control of correctness.

Instructional Implications:

This sample could allow students and teachers to discuss the appropriate use of effective charts and integration of information within text to promote depth of idea development.

HS Training Portfolio—"Super-Human" 2007

Transactive Piece Title: "Letter to the Secretary of Education"
(with Analytical or Technical Focus—12th only)

__2__ Content (2, 2, 2)

The writing attempts to establish and maintain a narrowed purpose with some lapses in focus. Some awareness of meeting audience's needs is evident, though idea development is not linked to those needs. Details are included, but are not consistently linked to purpose and audience. The piece fails to end with a clear call to action.

__3__ Structure (2, 3, 3)

The writing demonstrates logical organization with lapses in coherence in the last sentence of the first paragraph. The transitions are logical throughout. The writing demonstrates control and variety in sentence structure.

__3__ Conventions (3, 3, 3)

The writing demonstrates control of grammar and usage, acceptable word choice (e.g., "interpreters and translators") and control of correctness. There is an effective use of signal phrases within the piece indicating the sources for the research used.

Instructional Implications:

Teachers may use this piece to help students work on idea development to meet the needs of the target audience. Teachers might integrate the ideas present in this sample with a graphic organizer to help students understand where the writing is successful and where it falls short.

Training Portfolio #2 Grade 12 2007

2006 PORTFOLIO SCORING STUDY*

KENTUCKY WRITING PORTFOLIO
Table of Contents
Grade 12

Student Signature Sheet Included and Signed (Y) N (Circle One)

Fill In Number Selected	Category/Descriptor	Content area At least one piece must come from a content area other than English/language arts	Page
1	***Reflective Writing***		
	Title: Letter to the Reviewer	English/language arts	1
1	***Personal Expressive OR Literary Writing*** (Include 1) *Personal Narrative, Memoir, Personal Essay Story, Poem, Script, Play*		
	Title: Super-Human	English/language arts	3
1	***Transactive Writing*** *Various Real-World Forms*		
	Title: New or Old: Which Vehicle Will You Decide On	Advanced Topics	9
1	***Transactive Writing with an analytical or technical focus*** *Various Real-World Forms*		
	Title: Letter to the Secretary of Education	Spanish	11
4	**Total (must equal 4)**		

**Portfolio table of contents page reconfigured for 2006 scoring study*

STUDENT SIGNATURE SHEET
(Required in Each Portfolio)

Please read the Note to Students and Teachers below before signing the following statements.

Required Verification Signature
The pieces in this portfolio are my own original work. I am the author of all the pieces in my portfolio. I may have talked about my work (conferenced) with my teacher, family, and friends, but I have made the changes and corrections myself. I did my own writing, typing, and/or word processing (unless otherwise noted by teacher in box labeled "IEP/504 Plan Adaptations").

Student Signature _____

IEP/504 Plan Adaptations (requires teacher signature):

Teacher Signature

_____

Optional Permission
I agree to allow my portfolio to be photocopied for use by others outside my school as an example of student work. I understand that my name, the names of my school and town, and any other identifying information I may have used in my writing will be removed before my portfolio is copied.

Student Signature (optional) _____

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Revised 9/97

Dear Reviewer:

The day I walked into my first high school English class, I knew I was going to be made to write a portfolio, which seemed impossible at the time. The word portfolio sounds so incomprehensible and vast; I thought I would never be able to accomplish the task. This led me to look at my writing abilities, and I began to see that my major problem was that my idea development wasn't focused on one major story or event; I kept floating back and forth somewhere into fairytale land. I felt like I didn't completely understand what I was supposed to do, which only made my readers become lost in my hazy fairytale place.

I've always enjoyed writing about personal experiences and I'm pretty skilled at narration, but as I was introduced to senior level portfolios, I noticed that my writing has always lacked one major skill: the use of strong sensory detail. I believe this writing concept is very important to producing an enhanced level of writing. My senior English teacher constantly reinforces this idea and usually says, "Use sensory details and similes to create imagery," which I now believe does help clarify my story in an absolutely superior way. This, of course, drug my friends and fellow writers and me to work hard and produce pieces full of details and description.

The most important piece I wrote this year would have to be my short story based on an event that really happened to me, the wreck I had. The piece is called "Close One," and it is based on a wreck that changed my perspective on life. Throughout our lives many so called "accidents" happen, such as wrecking your first vehicle, but I've come to realize that many of these so called accidents actually happen for a reason. I tried to have my character learn this lesson, understanding that everything in life happens for a reason. You may feel like your luck will never run out when you're speeding past a stop sign on those icy roads, but one day you may wish you would have slowed down and looked both ways before pulling out. My character sees that your life flashes by at light speed, and things happen before you know it.

The piece that tells the most about who I really am would have to be my personal piece, written about watching a miraculous runner who broke the state record in the 800 meter run. This piece is called "Super-Human," and it's about a runner that changed my life from my just watching his high-speed agility and talent. It also discusses my most enjoyable and complete passion I have with running, but it does it by looking at a very memorable day. What I thought was possible got shattered at the State Championships when I saw "B___ C___," the fastest runner in the state. I was not only touched by his rapid speed, but I was also amazed by the way he performed under difficult circumstances and then walked off the track like it was nothing. Running is something unique about my character that many people don't understand; it's a way to clear my mind from the stress I had at school and it relaxes my body and soul. My mother always said, "It's the little things in life that really means the most to people." Running is like that for me.

Now that I realize my earlier mistakes in idea development, lack of sensory detail, and the use of similes, I believe I can write a well-developed piece that will score higher on the guide. This dream would have never even come true unless I had experienced all

of these things in my life for a reason. I've tried hard to create works of art by using my experiences and hard work.

I hope you can look back at my work and that it helps you to see who I am and what I believe. I hope you understand many things about me from this, but most of all that I believe that we are all here for one reason, and that's to serve the one and only Jesus Christ.

Sincerely,
A Typical Senior

Super-Human

There are few times in your life when you witness something miraculous. When I say "miraculous", I mean something that no ordinary man can accomplish—something that's not only super-human but that effects people, sometimes changing their personal horizons to a whole new level in a glorious instant. The miraculous moment I witnessed made me want to try harder in life and even made me see that achieving the impossible can be difficult, but possible.

Seeing a man run like no other human being has ever before seemed like a dream to me at first. Watching a man whose legs stretched out like a gazelle's, with a stride like a cheetah was unbelievable to watch.

The Saturday morning I saw B____' C____ was one of those mornings when it was absolutely perfect to run. The clouds were covering the sun and the weather was nice and cool. "State" is the biggest and most important meet in track, and you actually have to qualify in order to be eligible to run. Just qualifying for State in an event can be the most challenging experience in the world. You either have to be born quick or born crazy.

The 800-meter run is no longer going to be called a "run;" it's going to be called a "dash" soon because it's becoming a high-speed race. Finishing the 800-meter dash takes two laps around the track. It can be grueling at times, and you may feel like the acid and food in your stomach are starting to come up as you round the last turn. This can really make you want to quit. It doesn't stop there, either: the muscles in your legs start to burn and, as you breathe, the cold air fills up the bronchial tree and moves to the blood through the capillaries which make your lungs feel like their going to catch on fire. Your arms

may begin to feel heavy and, as you run, every step is in a strained motion with your heartbeat.

This race is one of the hardest races to run in Track. Most people say "I hate the 800" because it can be grueling and painful. Sprinting as hard as you can go, for two laps around a track, drags you down physically, and your body can't take that much pain and agony unless you are mentally capable of doing it. When you talk to runners, they will tell you over and over "It's all in my head" because running mostly is; running is 80% mental and 20% physical, and a race like the 800-meters demands that you be in top shape in both ways. Understanding the difficulty of the 800 race is crucial to understanding what made B___ C___ seem like something more than human to me that day at the State Track Meet.

"Did you hear that B___ C___ hasn't been running for two weeks because he was sick?" I remember being asked that morning by M___ a runner I knew from C___ County.

"No!" I said shockingly, "do you think he'll do any good today?"

"B C ?" M___ replied. "Of Course! He's practically referred to as the most extreme and powerful runner of all time."

As I walked toward the fence row that stretched out around the whole track I saw various different events that were going on inside the gates of the State Track Meet: the shot-put, high jump, long jump, pole volt and many runners that were running on the blue track of the University of Kentucky campus. Many people kept pushing and shoving on the fencerow to see the next race. The crowd was going wild in the stands, and on the

fencerow it was like a zoo: people were running everywhere. I noticed that everyone around me was talking about B____, it's like he was the talk of the town or something.

"Did you hear about B____, and his sickness?" whispered a woman from the stands.

"I heard he couldn't get out of bed for two weeks," said another guy from the stands.

Then, as we all waited, the call sounded from the press box. "Third and final call for the 800-meter run." You could see all the runners moving toward the official to get ready for the race of their lives, the race that could make one of them a State Champion.

If you know anything about running, you know that two weeks in bed can put a man out of running shape for good. Knowing that B____ had been sick, I assumed that he wouldn't be able to win the race because of the struggle he would have to face. You see, when a runner is sick, it affects the whole body. As you run, your body aches in pain and wants to stop, to rest. An ill runner faces fatigue, headaches, leg cramps, dizziness, a sluggish feeling, and even chest pains. As crucial as this, all of these things can mess with your mind and make you feel pathetic as a runner because of the slower times. Every time you improve your personal record you want that record to continue to improve every time you run a race. When that time begins to get worse after all the training you've done, it may make the runner feel upset or even mad. I knew all this as I watched the runners line up carefully that day.

The official raised his hand and everyone focused on the barrel of the starting pistol. I remember seeing the fire in B____'s eyes when he made one last glance at the crowd. He was so pumped to run this race. I believe it was because he hadn't been able

to run in so long. Runners usually build up motivation like no other. When it's released, sometimes it bursts out like a flaming rocket.

At the sound of the gun, B___ took an explosive leap in front of the pack to get a good head start. As he came around the first curve and passed the first lap, the clock was at 54 seconds. Immediately, B___ erased any doubt about his ability to win. The stride and style was what kept him in the lead, and he looked as though he was a professional; he knew what he was doing. The rapid speed and pace that B___ at which he was moving had to have been impossible to stop. Before the end of the first lap, no one was even in sight of Bobby, his motivation had kicked in and he wasn't letting up.

I remember standing with the crowd, watching as his magnificent speed as he blew by me. His curly brown hair kept bouncing back and forth as he took each step to victory, and he ate up the track.

As I watched him run the 800, I began to think of the way I always felt when I ran the 800-meter run. I always felt like my lungs were going to bust out of my chest and my legs felt like they were going to fall off. The burning feeling in my lungs and the tightness in my legs were just about too much. The whole time as I ran, I kept saying, "It's almost over." That's the way it was for me, but I was seeing something different as I watched him. I ran thinking, "Just one more lap," and I knew that was the way the rest of the field was running. It's like I could feel the way the runners were feeling.

"Go B___!" shouted someone in the crowed, "GO!" As he was coming around the last turn and into the straight stretch you could see his mighty legs pounding against the blue rubber UK track. Blazing down the straight, B___ wasn't even in sight of the other runners; he began to give it all he had at the 200-meter mark. Everyone at the meet

was standing up and cheering and the clock was counting down with B___ at 100 meters to go. I remember that the sound of his breathing shocked me. He had seemed so powerful and perfect, but I could hear him as he wheezed by me. However, he was still moving so quickly I could almost feel and even hear the air whizzing like a car going down the road.

Everyone was in shock and amazement because many of the coaches kept saying "He's going to break the old record by at least 6 seconds." Many of the other runners stopped what they were doing, just to watch and see not only a great and talented runner but also an inspirational figure.

The crowd kept looking back and forth from B___ and the clock as he ran passed the finish, and suddenly the crowd stood in complete silence until one person began clamping and everyone joined in. I heard the faint "B____ from a far distance that kept getting closer and closer until it reached to the point where everyone was chanting his name over and over until the last runner had finished. I was astounded.

He finished with a time of 1:52, a record that's stood for 12 years. This made the crowds mouth drop as they saw the time. It was like a miracle had happened before us and I got the chance to witness the greatness and mighty speed of a real runner that was going to get a full scholarship to a college in Wisconsin. Many of the people who had cheered for B____ looked up to him because of his talent and drive. Some even looked at him as a hero because he never gave up on the one thing that he loved.

After the race, I remember that B___ took off running toward the sidewalk to cool down from his run. As I watched him take off, it made me realize that to reach a destiny such as running faster, shooting better, jumping higher, or even becoming a rock

star, you have to practice and try your heart out. It was the talent and the drive that made him great. Laying down your heart on the track is what wins the race. It doesn't matter how much talent you have: without heart, you can't win.

An encounter with greatness sometimes changes one's horizons toward something they haven't planned on happening. The sight of greatness showed me that speed and quickness isn't everything, it's also what's in your heart. Witnessing unimaginable super-human speed from a normal looking person shocked me and astounded the thousands of people there. This shocking feat made the things we all thought would be impossible to accomplish seem possible.

New or Old:
Which Vehicle Will You Decide On?

Finally... Sixteen!

It's the moment that many teenagers have been anxiously awaiting. "Freedom!" That's usually the first thing that many teenagers think of after reaching their sixteenth birthday; after that, it's a car. Many teens dream of having a new BMW waiting for them out in the front yard, but in reality, that's not usually the case.

Vehicles	Car Value $	Pay Off time	Interest Rate	Payment
Used Ford Ranger	5000	4 years	6%	117.43
Used Mini Van	8000	4 years	6%	187.88
Ford Mustang	15000	4 years	6%	352.28
Toyota Tundra	20000	5 years	6%	386.66
Corvette	40000	5 years	6%	773.31
BMW	50000.	5 years	6%	966.64

Reaching the age where your dreams of freedom actually come true can be the ultimate in life for a young teenager. For many teenagers, the chance to consider buying a car is the first step into a world where they will eventually make their own rules and decide things for themselves. It's the first chance many have to make their own choices in the world that leads to the path of growing up.

Everyone will experience mistakes in their lives because that's what molds a person's character, but you don't have to make a mistake with that very first decision you have a chance to make. Deciding what type of car to work towards is one of the biggest decisions most teens will have ever made, and it's important to be sure you completely understand the real costs and information that goes along with it.

When deciding which vehicle you would like to have, consider factors like the following questions. How many miles to the gallon does it get? How much is the initial price of the car, and can we afford it? How much will it cost to maintain the car over time? Has it been wrecked? Who's owned it? What type of engine does it have? When you've considered all these questions, you need to decide if this is the car you want or what.

The real cost of owning a car is much higher than just what the sticker on the window says. You have to add in things like interest rates and payments in order to even figure out the real price. Also, there are other kinds of costs that will come up while you own the car.

On the chart to the left, you can see that the more the initial cost, the longer the pay off time. Also, notice that the more total cost the more it raises every category due to the interest that will add up over time.

So, you have to be able to pay $773.31 each month if you decide you want the attractive Corvette. The Corvette may be quick and really cool, but you have to get something you can afford and something that will be safe to drive in. You always want a car that you feel safe in, and it's not a bad idea to get

one that even your grandma will feel safe in.

Deciding on an expensive sports car has other costs that will come up later on, also. For example, it will cost a lot more to get something fixed on that Corvette than it will on a cheaper car. The insurance for a car like that will also be a whole lot higher than it would on a safer type of car or vehicle.

The used Ford Ranger may be the cheapest vehicle on the list, but it may not be the longest lasting. So you have to consider all factors. If you are going to be paying for a car for many years, you want to choose one that will last you at least that long. Do you want to pay the lowest price but end up with something that will fall apart as quick as Dollar Store jeans? Or, do you want to make the right choice and get something that's going to last as long as the Energizer Bunny.

Buying a car is a tremendous decision that young teenagers will have to make. The best thing you can do is be sure that you understand how much each vehicle really costs and what the good and bad aspects of it are. If you gather up all the information, then you just have to make your best decision. Most of us will see expensive cars that we think we just have to have, but our parents won't agree. Then there will be a run down, cheap old car that has over 200,000 miles on it, which your parents may love. However, the best kind of car is probably one that is in the middle somewhere.

So, be sure to understand the numbers and watch out for what you buy and whom you buy it from. Also, remember that you can't always expect to get the best, and that sometimes the most expensive car isn't the right choice anyway. In the end, make the best decision you can and just be thankful for what you do have in life.

Sources

www.autoquestions.org
www.automobileuniverse.com
www.interestrates.com

11

_____ County High School
_____, KY _____

Rod Paige
Secretary Of Education
U.S. Dept. Of Education
400 Maryland Avenue, SW
Washington, DC 20202

3-14-06

Mr. Secretary:

I am a motivated and willing student at _____ County High School hoping to inform you about the real importance of foreign languages being required for our nation's high school graduates. Our country's educational system today is lacking in the area of foreign languages when compared to the standards used in other parts of the world, and I think that needs to change. Just think about the fact that most countries in Europe require students to know at least two different languages before graduating.

The need for the U.S. to require the learning of foreign languages has been the topic discussion in my Spanish 2 class, and that has only helped me see how far behind we are. In this discussion we found that many businesses all over the U.S. are constantly looking for an interpreter for Spanish. As you should know, Spanish is the second most spoken language in the United States, now first in many urban areas, and the need for our high school graduates to understand that language is greater than ever.

I believe that requiring Spanish will not only enlighten the United States citizens, it would better accommodate the needs of our foreign neighbors and our Spanish speaking citizens.
Understanding the Hispanic culture and traditions might really help us as we deal with the world around and within our country. It's a fact that many of the working people in America now do not speak English, and these foreign speaking immigrants are going to continually come to the United States in search of freedom and a better way of life. It's time for our educational system to help us deal with that. We need to have educated men and women that can speak more than one language to better assist those who will come to this country. They will become a part of our nation, and we will only benefit if we start to understand how to live with them.

Also, many businesses that deal with the public around the globe require you to speak two or more languages, so it seems right that our schools should help us get ready for those requirements. There are good jobs out there that require a person to speak Spanish. In fact, it is estimated there are 12,000 to 15,000 interpreters and translators in the United States, many of them earning $30,000 to $60,000 annually, according to www.bostonworks.boston.com. And the ability to speak Spanish would also help people who want to work as mechanics, physicians, waiting tables, and even as police officers. All types of jobs will be open to someone who has studied Spanish, and our schools should help us be ready for that.

Being able to speak a different language will not only help our country and it's businesses, it will also help out our world around us. Requiring a student to take more classwork in a foreign language will help us become more intelligent and more aware of what's going on in the world. We need to be able to communicate and understand our neighbors.

Thanks for your time and attention. I hope that this letter helps you become more aware of the choices that you have to take in order to update our school requirements.

Sincerely,

D_____B_____

Training Portfolio #2 Grade 12 2007

2006 PORTFOLIO SCORING STUDY*

KENTUCKY WRITING PORTFOLIO
Table of Contents
Grade 12

• annotated

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IEP/504 Plan Adaptations (requires teacher signature):

Teacher Signature

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Revised 9/97

Dear Reviewer:

effective word choice

The day I walked into my first high school English class, I knew I was going to be made to write a portfolio, which seemed impossible at the time. The word portfolio sounds so incomprehensible and vast; I thought I would never be able to accomplish the task. This led me to look at my writing abilities, and I began to see that my major problem was that my idea development wasn't focused on one major story or event; I kept floating back and forth somewhere into fairytale land. I felt like I didn't completely understand what I was supposed to do, which only made my readers become lost in my hazy fairytale place.

attempts a narrowed purpose

I've always enjoyed writing about personal experiences and I'm pretty skilled at narration, but as I was introduced to senior level portfolios, I noticed that my writing has always lacked one major skill: the use of strong sensory detail. I believe this writing concept is very important to producing an enhanced level of writing. My senior English teacher constantly reinforces this idea and usually says, "Use sensory details and similes to create imagery," which I now believe does help clarify my story in an absolutely superior way. This, of course, drug my friends and fellow writers and me to work hard and produce pieces full of details and description.

some lapses within paragraphs

transitional element

The most important piece I wrote this year would have to be my short story based on an event that really happened to me, the wreck I had. The piece is called "Close One," and it is based on a wreck that changed my perspective on life. Throughout our lives many so called "accidents" happen, such as wrecking your first vehicle, but I've come to realize that many of these so called accidents actually happen for a reason. I tried to have my character learn this lesson, understanding that everything in life happens for a reason. You may feel like your luck will never run out when you're speeding past a stop sign on those icy roads, but one day you may wish you would have slowed down and looked both ways before pulling out. My character sees that your life flashes by at light speed, and things happen before you know it.

general description of piece

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general description of piece

transitional element

Now that I realize my earlier mistakes in idea development, lack of sensory detail, and the use of similes, I believe I can write a well-developed piece that will score higher on the guide. This dream would have never even come true unless I had experienced all

some attempt at reflection, but writing demonstrates general descriptions about pieces; lacks literacy connections

of these things in my life for a reason. I've tried hard to create works of art by using my experiences and hard work.

2

I hope you can look back at my work and that it helps you to see who I am and what I believe. I hope you understand many things about me from this, but most of all that I believe that we are all here for one reason, and that's to serve the one and only Jesus Christ.

Sincerely,
A Typical Senior

Some logical organization, but lapses in coherence.

- control of grammar/usage
- control of correctness

Super-Human

There are few times in your life when you witness something miraculous. When I say "miraculous", I mean something that no ordinary man can accomplish—something that's not only super-human but that effects people, sometimes changing their personal horizons to a whole new level in a glorious instant. The miraculous moment I witnessed made me want to try harder in life and even made me see that achieving the impossible can be difficult, but possible.

establishes purpose

Seeing a man run like no other human being has ever before seemed like a dream to me at first. Watching a man whose legs stretched out like a gazelle's, with a stride like a cheetah was unbelievable to watch.

The Saturday morning I saw B___ C___ was one of those mornings when it was absolutely perfect to run. The clouds were covering the sun and the weather was nice and cool. "State" is the biggest and most important meet in track, and you actually have to qualify in order to be eligible to run. Just qualifying for State in an event can be the most challenging experience in the world. You either have to be born quick or born crazy.

The 800-meter run is no longer going to be called a "run;" it's going to be called a "dash" soon because it's becoming a high-speed race. Finishing the 800-meter dash takes two laps around the track. It can be grueling at times, and you may feel like the acid and food in your stomach are starting to come up as you round the last turn. This can really make you want to quit. It doesn't stop there, either: the muscles in your legs start to burn and, as you breathe, the cold air fills up the bronchial tree and moves to the blood through the capillaries which make your lungs feel like their going to catch on fire. Your arms

awareness of audience's needs throughout

may begin to feel heavy and, as you run, every step is in a strained motion with your heartbeat.

This race is one of the hardest races to run in Track. Most people say "I hate the 800" because it can be grueling and painful. Sprinting as hard as you can go, for two laps around a track, drags you down physically, and your body can't take that much pain and agony unless you are mentally capable of doing it. When you talk to runners, they will tell you over and over "It's all in my head" because running mostly is; running is 80% mental and 20% physical, and a race like the 800-meters demands that you be in top shape in both ways. Understanding the difficulty of the 800 race is crucial to understanding what made B___ C___ seem like something more than human to me that day at the State Track Meet.

some lapses in coherence, but mostly logical organizatio

"Did you hear that B___ C___ hasn't been running for two weeks because he was sick?" I remember being asked that morning by M___ a runner I knew from C___ County.

"No!" I said shockingly, "do you think he'll do any good today?"

"B . C .?" M___replied. "Of Course! He's practically referred to as the most extreme and powerful runner of all time."

attempts to use flashback

As I walked toward the fence row that stretched out around the whole track I saw various different events that were going on inside the gates of the State Track Meet: the shot-put, high jump, long jump, pole volt and many runners that were running on the blue track of the University of Kentucky campus. Many people kept pushing and shoving on the fencerow to see the next race. The crowd was going wild in the stands, and on the

fencerow it was like a zoo: people were running everywhere. I noticed that everyone around me was talking about B___ it's like he was the talk of the town or something. usage

"Did you hear about B___, and his sickness?" whispered a woman from the stands.

"I heard he couldn't get out of bed for two weeks," said another guy from the stands.

Then, as we all waited, the call sounded from the press box. "Third and final call for the 800-meter run." You could see all the runners moving toward the official to get ready for the race of their lives, the race that could make one of them a State Champion. If you know anything about running, you know that two weeks in bed can put a man out of running shape for good. Knowing that B___ had been sick, I assumed that he wouldn't be able to win the race because of the struggle he would have to face. You see, when a runner is sick, it affects the whole body. As you run, your body aches in pain and wants to stop, to rest. An ill runner faces fatigue, headaches, leg cramps, dizziness, a sluggish feeling, and even chest pains. As crucial as this, all of these things can mess with your mind and make you feel pathetic as a runner because of the slower times. Every time you improve your personal record you want that record to continue to improve every time you run a race. When that time begins to get worse after all the training you've done, it may make the runner feel upset or even mad. I knew all this as I watched the runners line up carefully that day.

transitions between flashback and narrative are not always successful

The official raised his hand and everyone focused on the barrel of the starting pistol. I remember seeing the fire in B___'s eyes when he made one last glance at the crowd. He was so pumped to run this race. I believe it was because he hadn't been able

shifts in person - 3rd to 2nd

awkward

to run in so long. Runners usually build up motivation like no other. When it's released, sometimes it bursts out like a flaming rocket.

At the sound of the gun, B___ took an explosive leap in front of the pack to get a good head start. As he came around the first curve and passed the first lap, the clock was at 54 seconds. Immediately, B___ erased any doubt about his ability to win. The stride and style was what kept him in the lead, and he looked as though he was a professional; he knew what he was doing. The rapid speed and pace that B___ at which he was moving had to have been impossible to stop. Before the end of the first lap, no one was even in sight of Bobby, his motivation had kicked in and he wasn't letting up.

transitions to show time shifts are not always clear

I remember standing with the crowd, watching as his magnificent speed as he blew by me. His curly brown hair kept bouncing back and forth as he took each step to victory, and he ate up the track.

As I watched him run the 800, I began to think of the way I always felt when I ran the 800-meter run. I always felt like my lungs were going to bust out of my chest and my legs felt like they were going to fall off. The burning feeling in my lungs and the tightness in my legs were just about too much. The whole time as I ran, I kept saying, "It's almost over." That's the way it was for me, but I was seeing something different as I watched him. I ran thinking, "Just one more lap," and I knew that was the way the rest of the field was running. It's like I could feel the way the runners were feeling.

"Go B___!" shouted someone in the crowed, "GO!" As he was coming around the last turn and into the straight stretch you could see his mighty legs pounding against the blue rubber UK track. Blazing down the straight, B___ wasn't even in sight of the other runners; he began to give it all he had at the 200-meter mark. Everyone at the meet

repetitious

was standing up and cheering and the clock was counting down with B___ at 100 meters to go. I remember that the sound of his breathing shocked me. He had seemed so powerful and perfect, but I could hear him as he wheezed by me. However, he was still moving so quickly I could almost feel and even hear the air whizzing like a car going down the road.

Everyone was in shock and amazement because many of the coaches kept saying "He's going to break the old record by at least 6 seconds." Many of the other runners stopped what they were doing, just to watch and see not only a great and talented runner but also an inspirational figure.

The crowd kept looking back and forth from B___ and the clock as he ran passed the finish, and suddenly the crowd stood in complete silence until one person began clamping and everyone joined in. I heard the faint "B____ from a far distance that kept getting closer and closer until it reached to the point where everyone was chanting his name over and over until the last runner had finished. I was astounded.

He finished with a time of 1:52, a record that's stood for 12 years. This made the crowds mouth drop as they saw the time. It was like a miracle had happened before us and I got the chance to witness the greatness and mighty speed of a real runner that was going to get a full scholarship to a college in Wisconsin. Many of the people who had cheered for B____ looked up to him because of his talent and drive. Some even looked at him as a hero because he never gave up on the one thing that he loved.

appropriate word choice throughout

After the race, I remember that B___ took off running toward the sidewalk to cool down from his run. As I watched him take off, it made me realize that to reach a destiny such as running faster, shooting better, jumping higher, or even becoming a rock

star, you have to practice and try your heart out. It was the talent and the drive that made him great. Laying down your heart on the track is what wins the race. It doesn't matter how much talent you have: without heart, you can't win.

An encounter with greatness sometimes changes one's horizons toward something they haven't planned on happening. The sight of greatness showed me that speed and quickness isn't everything, it's also what's in your heart. Witnessing unimaginable super-human speed from a normal looking person shocked me and astounded the thousands of people there. This shocking feat made the things we all thought would be impossible to accomplish seem possible.

- maintains established purpose throughout - shows some logical organization - intro, body, conclusion
- writing demonstrates control over grammar/usage and correctness

New or Old:
Which Vehicle Will You Decide On?

attempts to engage reader

Finally... Sixteen!

It's the moment that many teenagers have been anxiously awaiting. "Freedom!" That's usually the first thing that many teenagers think of after reaching their sixteenth birthday; after that, it's a car. Many teens dream of having a new BMW waiting for them out in the front yard, but in reality, that's not usually the case.

Vehicles	Car Value $	Pay Off time	Interest Rate	Payment
Used Ford Ranger	5000	4 years	6%	117.43
Used Mini Van	8000	4 years	6%	187.88
Ford Mustang	15000	4 years	6%	352.28
Toyota Tundra	20000	5 years	6%	386.66
Corvette	40000	5 years	6%	773.31
BMW	50000	5 years	6%	966.64

chart seems out of place, needs documentation in text

Reaching the age where your dreams of freedom actually come true can be the ultimate in life for a young teenager. For many teenagers, the chance to consider buying a car is the first step into a world where they will eventually make their own rules and decide things for themselves. It's the first chance many have to make their own choices in the world that leads to the path of growing up.

2nd to 3rd person

Everyone will experience mistakes in their lives because that's what molds a person's character, but you don't have to make a mistake with that very first decision you have a chance to make. Deciding what type of car to work towards is one of the biggest decisions most teens will have ever made, and it's important to be sure you completely understand the real costs and information that goes along with it.

When deciding which vehicle you would like to have, consider factors like the following questions. How many miles to the gallon does it get? How much is the initial price of the car, and can we afford it? How much will it cost to maintain the car over time? Has it been wrecked? Who's owned it? What type of engine does it have? When you've considered all these questions, you need to decide if this is the car you want or what.

use of organizational tool such as subheading might help organize

The real cost of owning a car is much higher than just what the sticker on the window says. You have to add in things like interest rates and payments in order to even figure out the real price. Also, there are other kinds of costs that will come up while you own the car.

lapses in focus

On the chart to the left, you can see that the more the initial cost, the longer the pay off time. Also, notice that the more total cost the more it raises every category due to the interest that will add up over time.

So, you have to be able to pay $773.31 each month if you decide you want the attractive Corvette. The Corvette may be quick and really cool, but you have to get something you can afford and something that will be safe to drive in. You always want a car that you feel safe in, and it's not a bad idea to get

imprecise word choice

attempts to narrow purpose but purpose is not completely clear

organization is logical, but lapses in coherence

one that even your grandma will feel safe in.

Deciding on an expensive sports car has other costs that will come up later on, also. For example, it will cost a lot more to get something fixed on that Corvette than it will on a cheaper car. The insurance for a car like that will also be a whole lot higher than it would on a safer type of car or vehicle.

The used Ford Ranger may be the cheapest vehicle on the list, but it may not be the longest lasting. So you have to consider all factors. If you are going to be paying for a car for many years, you want to choose one that will last you at least that long. Do you want to pay the lowest price but end up with something that will fall apart as quick as Dollar Store jeans? Or, do you want to make the right choice and get something that's going to last as long as the Energizer Bunny.

Buying a car is a tremendous decision that young teenagers will have to make. The best thing you can do is be sure that you understand how much each vehicle really costs and what the good and bad aspects of it are. If you gather up all the information, then you just have to make your best decision. Most of us will see expensive cars that we think we just have to have, but our parents won't agree. Then there will be a run down, cheap old car that has over 200,000 miles on it, which your parents may love. However, the best kind of car is probably one that is in the middle somewhere.

So, be sure to understand the numbers and watch out for what you buy and whom you buy it from. Also, remember that you can't always expect to get the best, and that sometimes the most expensive car isn't the right choice anyway. In the end, make the best decision you can and just be thankful for what you do have in life.

Sources

www.autoquestions.org
www.automobileuniverse.com
www.interestrates.com

- more appropriate documentation is needed though student does show the "attempt"

- control of grammar/usage for the most part
- control of correctness

imprecise word choice throughout

Some transitional elements throughout with varying degrees of effectiveness

11

_____ County High School
_____ , KY _____

Rod Paige
Secretary Of Education
U.S. Dept. Of Education
400 Maryland Avenue, SW
Washington, DC 20202

3-14-06

Mr. Secretary:

attempts to establish a narrowed purpose

I am a motivated and willing student at _____ County High School hoping to inform you about the real importance of foreign languages being required for our nation's high school graduates. Our country's educational system today is lacking in the area of foreign languages when compared to the standards used in other parts of the world, and I think that needs to change. Just think about the fact that most countries in Europe require students to know at least two different languages before graduating. ? lapses

The need for the U.S. to require the learning of foreign languages has been the topic discussion in my Spanish 2 class, and that has only helped me see how far behind we are. In this discussion we found that many businesses all over the U.S. are constantly looking for an interpreter for Spanish. As you should know, Spanish is the second most spoken language in the United States, now first in many urban areas, and the need for our high school graduates to understand that language is greater than ever.

some awaress of audience's needs

I believe that requiring Spanish will not only enlighten the United States citizens, it would better accommodate the needs of our foreign neighbors and our Spanish speaking citizens. Understanding the Hispanic culture and traditions might really help us as we deal with the world around and within our country. It's a fact that many of the working people in America now do not speak English, and these foreign speaking immigrants are going to continually come to the United States in search of freedom and a better way of life. It's time for our educational system to help us deal with that. We need to have educated men and women that can speak more than one language to better assist those who will come to this country. They will become a part of our nation, and we will only benefit if we start to understand how to live with them.

Also, many businesses that deal with the public around the globe require you to speak two or more languages, so it seems right that our schools should help us get ready for those requirements. There are good jobs out there that require a person to speak Spanish. In fact, it is estimated there are 12,000 to 15,000 interpreters and translators in the United States, many of them earning $30,000 to $60,000 annually, according to www.bostonworks.boston.com. And the ability to speak Spanish would also help people who want to work as mechanics, physicians, waiting tables, and even as police officers. All types of jobs will be open to someone who has studied Spanish, and our schools should help us be ready for that.

use of "require" is repetitious

Being able to speak a different language will not only help our country and it's businesses, it will also help out our world around us. Requiring a student to take more classwork in a foreign language will help us become more intelligent and more aware of what's going on in the world. We need to be able to communicate and understand our neighbors.

Thanks for your time and attention. I hope that this letter helps you become more aware of the choices that you have to take in order to update our school requirements.

applies some characteristics of the letter genre (both in form and in conversational tone)

Sincerely,

D_____B_____

idea development does not necessarily meet audiences needs

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