Gr. 12 Practice 2009

KENTUCKY WRITING PORTFOLIO
Table of Contents
Grade 12

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

Number of pieces	Category/Descriptor	Content area At least **one** piece must come from a content area other than English/ language arts	Page
1	***Reflective Writing*** (e.g., letter, personal essay)		
	Title: Pushing the Limits	English	1
1	***Personal Expressive OR Literary Writing*** personal narrative, memoir, personal essay, story, poem, script, play		
	Title: Baseball Dreams	English	3
1	***Transactive Writing*** various authentic genres (forms)		
	Title: Chicago Black Sox	U.S. History	7
1	***Transactive Writing with an analytical or technical focus*** various authentic genres (forms)		
	Title: Developing Darcy	English	9
4	**Total (must equal 4)**		

After the Table of Contents has been reviewed for accuracy and completeness *prior* to scoring, the person helping the student complete the portfolio should initial and date in the space provided to the left.

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 (through conferencing) with my teacher, family, and friends, but I have made any changes and corrections myself. I did my own writing, typing, and/or word processing (unless otherwise indicated by a teacher's signature in the box below labeled "IEP/504 Plan/Program Services Plan Adaptations").

_____ _____ : _____

Student Signature

IEP/504 Plan/Program Services Plan (LEP) 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)

Required Verification Signature: It is required that the work contained in each portfolio is the original work of the student. Every portfolio must include the statement, signed by the student, that the work in the portfolio is his/her original work. This sheet must be placed in the portfolio. If the verification statement is not signed, the portfolio will receive a performance rating of Incomplete.

Optional Permission: The use of actual student portfolios is critical in teacher training and is essential for quality control checks during statewide rescoring activities. Students are requested, but not required, to give permission for this purpose and should sign the optional student signature above if they agree.

Please note that portfolios are included in any statewide rescoring activities even if neither statement is signed.

purpose of writing is clear; more detail/ idea development would help "depth"

Pushing the Limits

title helps communicate something about purpose

I drew sharp, nervous breaths as I rubbed my sweaty palms together in anxious anticipation of finally receiving my score from my seventh grade writing portfolio. As I opened the packet, I fumbled with the pages and finally calmed down enough to locate the scorer's page. My heart sank as I saw the word "Apprentice" in large, red letters on the top of the page. As I examined the pieces to find the problem, I realized that my writing was very descriptive with acceptable content, but the pieces lacked insight and control of grammar usage to enhance the purpose. As a writer, I have begun to learn how to develop a focused piece, how to create vivid images through the use of rich, descriptive language, and how to vary sentence structure and depth to achieve writing proficiency.

shows some evidence of voice

intro tries to connect with audience/ reader

thesis statement provides focus on growth in writing

I soon discovered, upon entering high school, that my proficiency level as a reader directly correlated with my proficiency level as a writer. In middle school, I was captivated by the Hardy Boys mystery series, but these books were of the fifth grade reading level, and the use of literary and grammar elements reflected that level of thought. With my reading limited to books like these, my writing was also limited to poor character development and word choice. I had already read a few books from the Harry Potter series when I entered high school, but I began to reread these books for entertainment because of the intense, multi-layered settings in which Harry and other masterfully developed characters lived. I then began to notice that my writing was also becoming more developed; reflecting the mastery of literary elements possessed by Rowling in her novels.

connects reading to writing development

some attempts at insight into growth in writing

some idea development

sense of writer speaking to audience

examples of clear transitions

I also discovered that I was a visual learner. Even if a teacher told me about using rich language and varied sentence structures to increase the quality of my writing, I couldn't fully

organization is logical; maintains focus on purpose

understand the effect these things could have on my writing until I could study a model that exhibited proficient use of these elements. The seven books in the "Harry Potter" series are full of descriptive language. The following excerpt from Harry Potter and the Prisoner of Azkaban makes the characters seem to come to life in my mind: "A mass of filthy, matted hair hung to his elbows. If eyes hadn't been shining out of the deep, dark sockets, he might have been a corpse. The waxy skin was stretched so tightly over the bones of his face, it looked like a skull. His yellow teeth were bared in a grin. It was Sirius Black."

example of variety in sentence structure

authentic details/examples from Harry Potter and own text

This excerpt from my portfolio piece, "Baseball Dreams" illustrates how far my writing has come, (thanks to the many examples of imagery in the "Harry Potter" series.) "We walked through the archway leading to the seats where I got my first view of the field. The green grass of the outfield had been mowed in a way that made a giant star design appear. I looked up expecting to see a roof just like the concessions area of the building had, but the stadium area above the playing field was open and the summer sunset flooded into the opening, casting stunning orange light over every member of the audience." This illustrates the control of imagery I have gained through carefully reading books from Rowling's "Harry Potter" series.

I know that I have a long way to go to achieve the masterful level of writing that some of my favorite authors like Rowling have achieved, but with each word that I scribble on paper, I push the limits of my writing even further and come one step closer to achieving my goal of writing at such a level that readers can see every detail of the piece in their mind.

overall, writing shows control of grammar/usage and correctness; word choice is effective for audience and purpose

Writing is focused on recalling an event, but audience is not quite sure why.

Baseball Dreams

Writer connects and engages reader though some extra details

"Name all the teams in the National League Central," my dad drilled while we were eating Sunday dinner and playing our daily baseball trivia game.

"Cardinals, Astros, Cubs, Brewers, Reds, and Pirates," I replied with a smug look on my face.

some details seem extraneous but are more engaging like in "Let's Pretend" than in "Mystic Place"

"Good job," he told me with a proud and loving smile. "I thought I had you that time. I told everyone at church that my eight-year-old son knew just as much about baseball as I did; I guess I was right."

Background shows infatuation with baseball but reader wonders if all is necessary

Dad knew I had a natural talent for baseball: it allowed me to throw and catch a squishy NERF ball before I learned to walk. Talent soon turned to infatuation as I began playing T-Ball at the age of three. I became obsessed with baseball, and the following summer I moved up to little league baseball and played the game continuously every summer after that. The most important summer for the development of my love for baseball was the summer when I was eight years old. I went with my family to watch my favorite team, the St. Louis Cardinals, play for the first time in my life.

"The game starts at 7:15, but we need to be at the stadium at six o'clock for batting practice, so we will leave here at two o'clock tomorrow," my dad informed me the day before the game.

"Why are we going so early, Dad?"

"I want us to see batting practice because we have a good chance of getting autographs and catching homeruns if we get there early."

narrows to focus on that night at Busch Stadium

In St. Louis, we drove through crowded streets colored red by the shirts of thousands of Cardinals fans and I finally saw Busch Stadium; an enormous circular building with hundreds of arches surrounding the top of the structure and large concrete walkways that spiraled upwards from the ground level to the third and highest level of the stadium.

body paragraphs illustrate depth of idea development; extra details concern is an audience issue

I still vividly remember the feeling of intense excitement and awe that I felt when saw the stadium. When we made it to the gate, a woman dressed in Cardinals apparel from head to toe tore my ticket in half and allowed me to walk inside. As I stepped into the building, the smell of hot dogs and nachos filled the air; other workers, all dressed just like the woman at the gate, were walking around handing out free Cardinals hats because it was souvenir day at the stadium. I wore my red Cardinals hat proudly so everyone could see who I was cheering for.

"Dad, come on!" I tugged on his hand because I remembered him saying we might get autographs if we got close to the field.

use of dialogue helps development; provides transitions

We walked through the archway leading to the seats where I got my first view of the field. The green grass of the outfield had been mowed in a way that made a giant star design appear. I looked up expecting to see a roof just like the concessions area of the building had, but the stadium area above the playing field was open and the summer sunset flooded into the opening, casting stunning orange light over every member of the audience. Finally, we made it to the area behind the dugout, just as the players started coming out for batting practice.

¶ shows examples of variety of sentence structures (complex + compound)

"Look there," my dad commanded as he pointed to a man in a white jersey with the name "Mabry" spelled in red letters on the back, "do you know who that is?"

organization is logical – from intro to body to conclusion → organized chronologically from ¶ to ¶

"That's John Mabry!" I shouted.

"Where's John Mabry?" I heard as I looked up and saw the smiling face of my favorite Cardinal outfielder. He took my hat, signed it, and trotted onto the field for batting practice.

The game seemed to fly by like a speeding airplane, but I absorbed as much of the experience as I could. A sea of red could be seen doing the wave around the stadium every time the Cardinals did something impressive as the red clad supporters faithfully cheered for their team. Many workers could be seen walking around in the crowd, selling peanuts, cotton candy, and other items to fans who were too excited about the game to leave their seats. The game was tied one to one after nine innings and the game was forced into extra innings to decide a winner.

examples of writer's use of dialogue to further narrative

transition from one ¶ to next and one sentence to next is effective

"Dad, this is amazing! Can you believe the game is still tied and it's the tenth inning?" I exclaimed.

"This is a really good game, but the Astros have the bases loaded with only one out!"

Dialogue that doesn't further narrative and seems extraneous is an audience awareness concern

I nervously watched the next pitch as it was hit right up the middle of the infield. The Cardinals shortstop dove, caught the ball, and flipped it to the second baseman, who then tagged second for the force out and threw the ball to first base for the inning ending double play.

"Yes! Yes! Yes!" I shouted, shaking off my sleepy feelings and getting excited about the game again.

"Guess who bats first for the Cardinals this inning?" my dad asked with a smile that revealed he already knew the answer.

I looked up at the giant projector screen in center field for the answer to his question. I read "Now batting, John Mabry" in huge letters on the screen and my heart began to race excitedly.

Only one pitch was thrown in the bottom half of the tenth inning that night; John Mabry sent it screaming over the right field wall. My hero, who had been so nice to me and signed my hat, had won the game. The crowd erupted like a volcano of noisy cheers. I was so proud of my favorite player that I screamed louder than anyone else in support of the Cardinals.

correct use of apposition

"Dad," I blurted as we were leaving the stadium in a stampede of excited fans, "I want that to be me someday. I want to be a Cardinal."

That night at Busch Stadium I experienced something so amazing that I began to dream of someday playing Major League baseball. The intense passion that I developed for the game of baseball that summer has allowed me to be extremely close to my dad, given us many interesting conversations about the game, and encouraged me to push myself as hard as I can to be the best I can be at the game I love.

Narrative leads reader to "that night at Busch Stadium" though reader questions some details. Remains focused from beginning to end.

title suggests article will be topic-based

Chicago Black Sox

Baseball is known as America's greatest pastime, a great an honorable game, a game that is "clean" from the players all the way up to the owners and umpires. The Chicago "Black Sox" scandal of 1919 shows that even one of the greatest and most influential games in American history can be tainted by lies.

establishes purpose

The Chicago White Sox baseball team was one of the best teams in the American League during the 1919 season. Some of the best players of the era, such as "Shoeless" Joe Jackson and pitcher Eddie Cicotte, were on this team yet the Chicago White Sox players of 1919 were some of the lowest paid players in the league. Owner Charles Comiskey was greatly disliked by the players because he paid them low salaries and made promises to them that he would not keep. For example, he promised his team a big bonus if they won the pennant, and when they did, the bonus turned out to be nothing but a case of cheap champagne. Many people believe that the lies of Charles Comiskey and the cheap salaries led to unhappiness amongst the players that sparked one of the most infamous scandals in baseball history.

further narrowing of focus suggests that writer wants reader to understand not only what happened but why and how it matters to audience today

appropriate word choice

focus

The World Series

The World Series of baseball is a contest between the champion of the National League and the champion of the American league. Normally, a seven-game series is played between the two league champions to determine the best team in the nation. However in 1919 a special nine-game series would be played to increase revenue for the league due to increased interest of the post World War I era.

provides background if reader does not know

The Scandal Begins

A few weeks before the World Series, White Sox first baseman Chick Gandil approached gambler Joseph Sullivan with a plan to fix the World Series. He told Sullivan that for $100,000, he and several of his unhappy teammates would purposely lose the World Series. Sullivan was a small time gambler however, and couldn't raise $100,000 to pay the players; so many notorious gamblers of the era were called into help meet the demands of the players. Among them were former featherweight boxing champion Abe Attell, former White Sox pitcher "Sleepy Bill" Burns, new York Giants first baseman Hall Chase, and the man who provided most of the cash, Arnold Rothstein.

narrative of scandal helps develop ideas related to purpose

With the gamblers in on the fix, Gandil now needed to persuade his teammates to take part in the scandal. He first approached pitchers Eddie Cicotte and Claude "Lefty" Williams who had won 50 games between them that season. Williams immediately agreed, but Cicotte demanded $10,000 up front to participate in the fix. Gandil approached several other influential players on the team that he knew he would need to make sure the fix would go off cleanly. Among these players were "Shoeless" Joe Jackson, Buck Weaver, Fred McMullin, Charles Risberg, and Oscar Felsch.

word choice

The series was about to start and the gamblers and players were ready to pull off the greatest scandal in the history of baseball. At a conspiracy meeting before the first game of the series, the gamblers and players agreed that starting pitcher Eddie Cicotte would hit the first batter of the game to signal that the fix was on.

conversational, information-packed tone suggests writer has personal knowledge of Black Sox scandal

baseball-related word choice — appropriate and effective

organization is chronological
effective use of subheadings

Cicotte promptly hit the first batter he faced in Game 1 of the World Series, signaling the start of the series of events that would stain the game of baseball forever.

A Scandal Revealed

The Reds won five of the first eight games of the series to win the championship, shocking the nation. However the fix was not discovered until almost a year after the 1919 World Series.

A grand jury investigating a possible fix in a Cubs-Phillies game called in New York Giants pitcher Rube Benton to testify. He proceeded to tell the jury that he had seen a telegram before the 1919 World Series that "Sleepy Bill" Burns had sent to his teammate Hall Chase saying that the White Sox would lose on purpose.

With the fix discovered, the players involved in the scandal began showing up in court to confess and give their testimony. On October 22, 1920 the Chicago Grand Jury indicted the eight White Sox players as well as five gamblers.

Judge Friend ordered the jury to return a guilty verdict only if they believed that the players had intended to defraud the public, and not merely throw ballgames. With this charge, the jury returned not guilty verdicts for all eight players involved; each not guilty verdict met large cheers and applause from the crowd in the courtroom.

Regaining Order

The players were found not guilty, but baseball owners wanted to have a commissioner; someone who could uphold order in the League. Therefore, Judge Kenesaw Mountain Landis became the first commissioner of baseball. He released a statement to the press the day after the jury's verdict saying: "Regardless of the verdict of juries, no player who throws a ballgame or sits in conference with a bunch of crooked players and gamblers where the throwing of a game is discussed and does not promptly tell his club about it, will ever play professional baseball again." Landis carried out his promise when he banned all eight players involved from baseball for life.

At the time of the scandal, America was arriving home from war. Citizens were eager to see the best baseball players in the country play in the World Series. Records were set for attendance and large profits were made from the large crowds that the series drew. Unfortunately, eight players were not happy just simply playing the game they loved, they had to find a way to make as much money as possible. Their greedy actions took advantage of the postwar interest people had in baseball and allowed themselves and gamblers to exploit the public and earn a little extra cash.

subheadings contribute to chronological organization

Lingering Effects

The Chicago "Black Sox" scandal is one of the darkest events in baseball history. When the eight players on the White Sox team of 1919 decided to fix the World Series they threw away their careers and cast a shadow on the game of baseball that still lingers today.

The effects of their actions can still be seen in modern times. Another great player, Pete Rose, who bet on baseball during his career for the Cincinnati Reds. Rose was a future Hall of Fame player just like "Shoeless" Joe Jackson, but Rose was also banned from baseball after it was discovered that he bet on baseball games that his team was playing in. Although Rose never fixed a game or bet against his team he was banned because of the precedent set by Commissioner Landis to expel any player found to have bet on baseball from the game forever.

makes connections to today (baseball in modern times)

effective communication with audience – both those interested in baseball and those who don't know much about the game

sufficient background to meet needs of reader

"Chicago Black Sox" - a note about Correctness

The article demonstrates an overall control of grammar, usage, and correctness. However, there is a concern about citations/documentation.

The Conversational tone of writing suggests that the writer has a working knowledge and clear understanding of this episode in baseball history. However, the reader cannot be sure. If this is the case, a notation to that effect would have been helpful to a reader and appropriate for a transactive entry included within a writing portfolio.

This article is not plagiarized, however, so the concern becomes a correctness issue for purposes of portfolio scoring. "Correctness" on the Kentucky Writing Scoring Rubric includes capitalization, punctuation, abbreviation, spelling, and documentation. Because only documentation causes readers some concern in this piece, the correctness indicator score remains a three.

Appropriate documentation should be dealt with during writing instruction and portfolio development.

authenticity of purpose is a concern (writing for publication beyond simply writing to demonstrate learning); analyzing for the purpose of analyzing

Developing Darcy

Jane Austen, considered by many to be the first great female author, shows great skill in character development in her novel Pride and Prejudice. Austen first introduces the character Mr. Darcy by describing him as a "tall, handsome man" (11). He is also said to be very rich, "having ten thousand a year" (11). However a character flaw is immediately evident in his being "proud and above being pleased" (11). Austen continues to skillfully develop the character of Mr. Darcy using the characterization techniques of illustrating his speech, actions, and effect on other characters.

identifies text from which citations come

thesis statement

focuses on purpose of analyzing character of Darcy in Pride and Prejudice

Austen begins developing Mr. Darcy's character by cleverly illustrating his personality in his speech. Darcy's pride is very pronounced in his speech at the ball to Bingley. When Darcy is asked to dance he replies that he "detests it" (12) and states that "there is not a woman in the room whom it would not be a punishment to stand up with" (12). Darcy's pride becomes clear in those statements and Austen begins to portray him as a man who believes he is too rich and noble to be at such a common ball. Darcy also tells Bingley that Elizabeth is "tolerable, but not handsome enough to tempt him" (13). However, later in the story Austen shows her ability to create a dynamic and changing character when Darcy tells Miss Bingley of Elizabeth's "fine eyes" (34) and begins to show admiration for her that overcomes his initial prejudice against her:

topic sentences suggest idea development will be overly general

integrates text of source

reader asks why he/she is being given this information

Darcy's character is developed even further by Austen illustrating his personality through his actions. In the beginning of the novel, Darcy's actions are full of arrogance and pride. At the first ball, he did not speak to anyone except his own party and "spent the rest of

organization is logical (e.g. ... personality through speech, personality through actions, personality through effect on others)

contributes to idea development problems

variety of sentence structures

the night walking about the room" (12). However, as the story continues, Darcy's actions begin to indicate a gradual; yet obvious change of character as he begins to admire Elizabeth and notice that "her face was rendered uncommonly intelligent by her dark eyes" (29). He further pursues Elizabeth by "attending to her conversations with others" (30), which shows that his initial judgment that she wasn't beautiful has changed. Later, when Miss Bingley's jealousy of Darcy's infatuation with Elizabeth leads her to make rude "witticisms on fine eyes" (60) after Elizabeth leaves the room, Darcy's admiration keeps him from joining in.

transitions are logical though in some cases obvious

Finally, Austen develops the dynamic character of Mr. Darcy by illustrating his personality through his effect on others. Darcy's friendship with Mr. Bingley is known to be very close, despite a great opposition of character. "On the strength of Darcy's regard, Bingley had the firmest reliance, and of his judgment the highest opinion" (19). However Darcy doesn't have such a positive effect on Elizabeth. Darcy's initial pride and prejudice towards Elizabeth during the ball at Pemberly at which they first meet disgusts Elizabeth so much that she promises her mother "never to dance with him" (24). When Darcy begins to admire Elizabeth, during her stay at Pemberly while Jane is sick, he causes Miss Bingley to become jealous. "Miss Bingley often tried to provoke Darcy into disliking her guest [Elizabeth], by talking of their supposed marriage, and planning his happiness in such an alliance" (68). The many differences in other's opinions of Darcy make him a very intriguing character.

restates what has just been said - stays focused but idea development does not provide depth needed

Austen shows that she is a great female author in Pride and Prejudice by masterfully developing a round and very dynamic character in Mr. Darcy and painting a picture of his personality through the illustration of his speech, actions, and effect on other characters. Using

extreme depth of character development and other literary devices, Austen creates a compelling story so popular that it still influences many movies and novels today.

Particular edition of Pride and Prejudice used should be listed as source. Novel is listed within analysis.
Correctness issues related to documentation are instructional concerns. For scoring, lack of source at the end of piece does not drop overall correctness indicator score.

Authenticity in literary analysis

Scorers must sometimes make the call between a "2" and a "3" regarding the purpose indicator. One question to consider is whether the writing focuses on a purpose and maintains it throughout. A second question is whether or not the purpose is "authentic."

To judge authenticity, this tip may help. Does the writing sound like it is a response to a prompt or assignment that calls for specific requirements or information? This is writing to demonstrate learning to the teacher and may hinder a sense of authenticity. OR Does the writing seem like the || student posed a question about the text and is developing an analysis /

argument that builds upon the student's own opinions/ideas and utilizes the text for support of those ideas to answer that question? This scenario is more likely to be more authentic in purpose as it shows the student's thinking about the subject. It is more genuinely the student's own. A writer's own thinking about a subject or topic is more likely to be what he/she would 'publish.'

Readers might compare the vested interest of the piece "Chicago Black Sox" with this sample.

2009 Practice Portfolio Rationale
Baseball Dreams
Grade 12

RATIONALE

Category—Reflective
Title—Pushing the Limits

__3__ Content (3, 3, 2)

The writer's purpose of communication about development as a writer is established in the introduction and maintained throughout. The writing adequately communicates with audience. Though some idea development is unelaborated, the writing shows an overall awareness of the audience's needs. The writing conveys adequate voice (e.g., "fumbled with pages and finally calmed down. . ." and "large red letters").

__3__ Structure (3, 3, 3)

The writing is organized logically and coherently and moves from point to point. Sections beginning "I soon discovered. . ., I also discovered. . .," and "I know. . .," help the reader understand the writer's growth in writing through his/her literacy experiences. There is an effective use of transitions and transitional elements within and among paragraphs that helps to guide the reader through the piece as well. The writing shows variety and control of sentence structure reflected in sentences like "I had already read a few books from the Harry Potter series when I entered high school, but I began to reread these books for entertainment because of the intense, multi-layered settings in which Harry and other masterfully developed characters lived" and "I also discovered that I was a visual learner."

__3__ Conventions (3, 3, 3)

Though not without errors (e.g., 2nd paragraph, last sentence), the writing demonstrates an overall control of grammar, usage, and correctness relative to the length and complexity of the writing. Word choice is acceptable for audience and purpose of communication about growth in writing.

Instructional Implications

Teachers may choose to use this sample during instruction to

- examine various kinds of transitional elements and the way they function in writing

RATIONALE

Category—Personal
Title—Baseball Dreams

__3__ Content (3, 2, 3)

This memoir shows the writer's ability to engage the reader in a story from the beginning through the end. The introduction narrows the purpose of the writing—communicating the importance of the writer's first game watching the St. Louis Cardinals--"that night at Busch Stadium." The writing attempts to connect and communicate with the audience, and though the connection is there, not all of the details contribute to what writer wants the reader to understand. Likewise, while the ideas are sufficiently developed to communicate the intended purpose, some extraneous details exist (e.g., the 4th paragraph with emphasis on the history of the game) causing some difficulties meeting the needs of a reader.

__3__ Structure (3, 3, 3)

Structurally, the writing shows a logical, coherent, and chronological organizational pattern (e.g., movement from the background in the beginning of the writing, to the details of the game, to the reflection in the conclusion). Transitional elements are acceptable and effective. Sentence structures are varied and are evident throughout the writing.

__3__ Conventions (3, 3, 3)

The writing exhibits the student's ability to maintain correctness of grammar and usage and correctness. Word choice (e.g, "intense passion") is acceptable and appropriate for the purpose of the writing.

Instructional Implications

Teachers may choose to use this sample during instruction to

- examine structure within a narrative
- teach integration and punctuation of dialogue

RATIONALE

Category—Transactive
Title—Chicago Black Sox

__3__ Content (3, 3, 3)

This article demonstrates an authentic purpose in which the student has some interest and ownership. The purpose is established early in the writing—"*The Chicago "Black Sox" scandal of 1919 shows that even one of the greatest and most influential games in American history can be tainted by lies*"—and is maintained through the end of the article. The writing communicates this purpose adequately with extensive detail and support. Ideas are introduced and developed sufficiently to communicate with a reader—whether that reader is a baseball fan or not. The reader understands not only what happened but also the impact of the event upon today's sports. While many details are common knowledge among multiple sources, the writing shows investment and the student's clear understanding of the subject throughout the writing. The article clearly shows the writer's voice and an appropriate tone.

__3__ Structure (3, 3, 3)

The organizational pattern (intro, background, and today's implications) are logical and coherent. Transitional elements such as sub-headings effectively move reader through the history of the event. A variety in sentence structures and both external and internal transitions are evident (e.g., "At a conspiracy meeting before the first game. . ."and "with the gamblers in on the
fix. . .").

__3__ Conventions (3, 3, 3)

The writing demonstrates control of grammar and usage relative to length and complexity. There is appropriate, sports-related word choice throughout the writing. While the writing demonstrates correctness of spelling, punctuation, abbreviation, and capitalization, documentation is a concern. The writing demonstrates multiple instances of "common knowledge." Therefore, the writer would be better off indicating the source of the materials for the evaluator of a portfolio. Because this writing does not meet the handbook definition and criteria for plagiarism for portfolio scoring, the missing documentation must be considered a documentation issue which is only one part of the correctness indicator.

Instructional Implications

Teachers may choose to use this sample during instruction to

- examine what ownership of writing looks like within a sample
- teach internal and bibliographic documentation

RATIONALE

Category—Transactive with analytical/technical focus
Title—Developing Darcy

__**2**__ Content (3, 2, 2)

In this writing-to-demonstrate-learning activity, there is a question of authenticity for the purpose of writing for publication. The purpose seems to be analysis for the sake of analysis rather than analysis to communicate a more authentic, academic purpose with a reader. This difficulty causes the writing to have only "some awareness of the audience's needs." Though formulaic, the focus on the characterization techniques—Darcy's speech, actions, and effects on other characters—is established in the introduction and is maintained throughout. However, the idea development supporting that purpose is, in some cases, unelaborated and serves only to describe the Darcy rather than to analyze the character for a particular reason.

__**3**__ Structure (3, 3, 3)

This analysis is organized into a typical five paragraph essay (intro, three-pronged thesis, one paragraph per point, conclusion). Though formulaic, the writing is logical and maintains coherence. There is an effective use of transitions (e.g., "even further developed," "however," and "finally") which guide the reader through the writing. Likewise, a reader will find a variety of sentences throughout.

__**3**__ Conventions (3, 3, 3)

This sample demonstrates evidence of correctness of grammar and usage. Word choice (such as "dynamic" when referring to Darcy's character) is appropriate for the audience and purpose of analyzing a character. Parenthetical documentation and signal phrases within the text reveal correctness relative to length and complexity.

Instructional Implications

Teachers may choose to use this sample during instruction to

- help students consider ways to integrate text and use internal citations.
- discuss ways source information can and should support the writer's ideas throughout the writing.