INTERNET ACCESS AT SCHOOL

Performance Standard 3C.H

Each student will write a multi-paragraph persuasive essay on the prompt, "Keeping Internet Access at School," accordingly:

- *Focusing the paper:* set purpose of paper through thematic introduction, specific preview or inductively through the paper; maintain position/logic throughout; develop closing (may be restatement of points in the introduction).
- *Supporting and elaborating major points*: support points with detail (some developed with more detail than others--not balanced or even); make development of depth evident; use word choice to enhance specificity.
- *Organizing the paper:* develop clear structure; paragraph major points appropriately; use effective devices (e.g., transitions, pronouns, parallel structure) to demonstrate coherence and cohesion; vary sentence structure to produce cohesion.
- *Using conventions:* demonstrate mastery of sentence construction, basic subject/verb agreement and basic punctuation and capitalization; use few invented spellings of uncommon words; evidence few major errors in proportion to amount written.
- *Developing an integrated paper*: develop for grade level; maintain clear and purposeful focus; maintain in-depth, balanced support; identify and develop lines of reasoning throughout the paper.

Procedures

1. ***In order to communicate ideas in writing to accomplish a variety of purposes (3C),*** students should experience sufficient learning opportunities to develop the following:
   - Write a narrative account that establishes a context, creates a point of view and develops a focused, powerful impression.
   - Use appropriate language, details and format for a specified audience.
   - Compose a multi-paragraph piece of expository writing.
   - Write creatively for a specified purpose and audience (e.g., short story, poetry, radio scripts, play, TV commercial).
   - Use available technology (e.g., web pages, presentations, speeches) to design, produce, revise and present compositions and multi-media works.

   Persuasive writing is an important skill to possess in the business world. It is important to be able to articulate one's position clearly on an issue. This assessment addresses Illinois Workplace Skills D4 (Communicating on the Job/Prepare written communication), H4 (Solving Problems and Critical Thinking/Employ reasoning skills), K1 (Demonstrating Technological Literacy/Demonstrate basic keyboarding skills), K2 (Demonstrating Technological Literacy/Demonstrate basic knowledge of computing) and K3 (Demonstrating Technological Literacy/Recognize impact of technological changes on tasks and people). This assessment also addresses the Administrative Support occupational skill standard 58 (Information Processing Activities/Key, process, print and store text and data information using integrated software).
2. Have business students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Each student will be familiar with writing a multi-paragraph, persuasive essay.
4. Each student will develop an outline for his/her essay (to be submitted with the essay).
5. Each business student will develop a multi-paragraph, persuasive essay on the following prompt: "Your principal has decided to eliminate Internet access at school. The principal has recommended the elimination of Internet access because quality research material is available in the library. Write an essay to persuade the principal not to eliminate Internet access at school."
6. Evaluate each student's performance using the State Writing rubric. Add each student's scores to determine the performance level.

Examples of Student Work

- **Meets**
- **Exceeds**

Time Requirement

- One class period

Resources

- Writing materials and available technology
- Copies of the writing prompt
- State Writing Rubric (Persuasive)

INTERNET ACCESS AT SCHOOL

Student Writing Prompt

Your principal has decided to eliminate Internet access at school. The principal has recommended the elimination of Internet access because quality research material is available in the library. Write an essay to persuade the principal not to eliminate Internet access at school.

INTERNET ACCESS AT SCHOOL

NAME _____ DATE _____

☐ Exceeds standard (must receive 28 – 32 total points)
☐ Meets standard (must receive 21 – 27 total points)
☐ Approaches standard (must receive 15 – 20 total points)
☐ Begins standard or absent (must receive 6 – 14 total points)

	FOCUS	SUPPORT	ORGANIZATION	CONVENTIONS	INTEGRATION
6	• Clearly sets purpose of paper through use of effective thematic introduction, specific preview or may attempt more sophisticated strategy with some success; could be developed inductively. • Clearly maintains logic throughout. • Effective closing which unifies the writing.	• All major points developed by specific detail. • Most key points are developed evenly – to the same degree of specificity. • Extensive development of support through multiple strategies (e.g., explanation, evidence and example). • Word choice enhances specificity.	• Structure is clear and appropriate to purpose. • All points are appropriately paragraphed.* • Coherence and cohesion demonstrated by effective and varied transitions or other devices (e.g., transitions, parallel structure, pronouns, repetition). • All points are logically presented and interrelated. • Varied sentence structure and word choice produce cohesion.		• Fully developed for grade level. • Clear and purposeful focus; in-depth, balanced support; lines of reasoning identified and developed coherently and cohesively throughout.
5	• Sets purpose through effective thematic introduction, a specific preview or may attempt more sophisticated strategy; could be developed inductively. • Clearly maintains logic throughout. • Effective closing – more than a simple restatement of the introduction.	• All major points developed by specific detail; support may not be even or balanced. • Some support developed through multiple strategies (e.g., explanation, evidence and example). • Word choice enhances specificity.	• Structure is clear and appropriate to purpose. • Most major points are appropriately paragraphed.* • Coherence and cohesion demonstrated by appropriate transitions or other devices (e.g., transitions, parallel structure, pronouns, repetition). • Most points are logically presented and interrelated. • Some varied sentence structure and word choice produce cohesion.		• Developed for grade level. • All features are adequately developed, but not equally well developed, throughout.
4	• Subject/position (or issue) is identified by a general opening or a specific preview (no "launch"). • If previewed, paper develops only previewed points. • Maintains logic/positions throughout. • Clear closing is evident (may be simple restatement of the introduction).	• Most points developed by specific detail. • All key points supported but not necessarily evenly or in depth. • Word choice may enhance specificity.	• Structure is evident. • Most major points are appropriately paragraphed.* • Coherence (paragraph to paragraph) and cohesion (sentence to sentence) demonstrated with appropriate transitions or other devices. • May have minor digression. • Most points logically presented and organized.		• Bare-bones-developed paper for grade level. • Simple, clear, presents nothing more than the essentials. • Limited depth.

	FOCUS	SUPPORT	ORGANIZATION	CONVENTIONS	INTEGRATION
3	• Subject/position (or issue) identified by at least a brief, general opening statement or is established somewhere in the paper. • If previewed, paper develops more points or fewer points than previewed (over-promise or over-deliver). • Minor focus drift or lapses in logic (not really separate ideas – repetitious). • May lack closing. • Lacks sufficiency to demonstrate a developed focus.	• Some major points are developed by specific detail (e.g., second-order ideas beyond major point); some support may be general. • Some elaboration of key points – but may lack depth. • Lacks sufficiency to demonstrate developed support.	• Structure is noticeable. • Some appropriate paragraphing. • May have major digression. • May have inappropriate or intrusive transitions that disrupt the progression of ideas (e.g., "Firstly," "Secondly," "Lastly" used within paragraphs). • Lacks sufficiency to demonstrate developed organization.		• Partially developed. • Some (or one) of the features are not sufficiently formed, but all are present. • Inference is usually required.
2	• Subject/position (or issue) may be vague or prompt-dependent; may launch with no unifying statement anywhere or repeat prompt or a portion of it as the only focusing statement. • Unrelated or illogical ideas or major drift from focus (paper consists mostly of repetitions and redundancies). • Off-mode response NOT serving persuasive/expository purpose. • Multiple subjects/positions without a unifying umbrella statement. • May be insufficient writing to determine that the subject/position or position/opinion can be sustained.	• Most support is general or consists of repetition/redundancy. • Simple list that may have some extensions. • May be insufficient writing to determine that support can be maintained.	• Structure is attempted but reader must infer it. • Limited evidence of appropriate paragraphing. • Limited structure within paragraphs (e.g., purposeful ordering of sentences). • Lacks appropriate persuasive or expository structure. • May have major lapses/digressions. • May be insufficient writing to determine that organization can be sustained.	• Mastery of sentence construction. • Few run-ons or fragments in proportion to amount written. • Mastery of subject/verb agreement. • Correct use of pronouns. • Mastery of common grade-appropriate punctuation/ capitalization. • Few minor and very few major errors in proportion to amount written.***	• Attempts to address assignment, but only rudiments of techniques for forming focus, support and organization can be detected. • Some confusion and/or disjointedness. • Lacks appropriate persuasive or expository structure. • May be insufficient writing to determine that features can be maintained.
1	• Subject/position (or issue) unclear. • Insufficient writing to show that criteria are met.	• Support may lack clarity. • Insufficient writing to show that criteria are met.	• Little or no evidence of a plan. • Insufficient writing to show that criteria are met.		• Does not fulfill the assignment, barely deals with the topic or does not present most or all of the features. • Insufficient writing to show that criteria are met.

Remember: Integration scores are to be doubled when tallying scores.

*Giant Focus papers are specifically previewed papers that do not go beyond a '2' in support because they do little more than repeat the previewed points (Focus) in the paper.

**A well-developed, one-paragraph paper may receive a '4,' '5' or '6.'

***Convention scores will be assigned on the basis of '2' for a developed score and '1' for an undeveloped score.

MAJOR AND MINOR ERRORS

SENTENCE CONSTRUCTION

Major Errors

- Incorrect subject/verb agreement
- Run-on(s)
- Fragment(s)
- Omitted words that interfere
- Incorrect usage
- Incorrect use of common words
- Incorrect pronoun reference
- Confusing tense shifts

Minor Errors

- Incorrect use of connectors between clauses
- Omitted words that do not interfere

USAGE

Minor Errors

- Commas in a series, for opening or clauses
- Awkward or odd use of words/phrases, but meaning is still clear
- Homonyms (its/it's, there/their/they're, to/two/too)

SPELLING

Major Errors

- Misspelled common words (same word misspelled is considered only once)

Minor Errors

- Inventive spellings for unusual or less frequently used words

PARAGRAPH FORMAT

Major Errors

- Using titles to delineate paragraphs
- Numbering paragraphs

Minor Errors

- Inconsistent separation of paragraphs

PUNCTUATION/ CAPITALIZATION

Major Errors

- Omission of initial caps
- Common proper nouns
- Missing or incorrect ending punctuation
- Missing or misplaced apostrophes

Minor Errors

- Missing periods for abbreviations