

I believe that they can. Scho in "a game of catch" intruded by showing up and wanting to play. "Scho crossed over and stood at the front edge of the lawn, near an apple tree, watching." Mark intruded by giving him the art set. "I fumbled for words, and at last agreed to come three or four times to show him how to use the materials." So that is how they both intruded.

Score Point: 1 – Partially Sufficient

In this response the reasonable interpretation that Scho intruded by showing up and wanting to play and Mark intruded by giving the boy the art set is supported by textual evidence that is only weakly linked to the interpretation.

**READING RUBRIC
LITERARY/EXPOSITORY CROSSOVER
OBJECTIVE 3**

SCORE POINT 2 — SUFFICIENT

In **sufficient** responses, the student

- must draw a reasonable conclusion, offer a reasonable interpretation, or make a reasonable prediction based on both selections and must support it with accurate/relevant textual evidence from both selections

- must offer a reasonable analysis or evaluation of a characteristic of text based on both selections and must support it with accurate/relevant textual evidence from both selections

In addition, sufficient responses indicate that the student is able to make clear and specific connections across selections.

Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.

Score Point 2 Guide Responses for Objective 3 – Literary/Expository Selection

TAKS Exit Level
October 2005

RG-41

Scho was much more of an intruder in "A Game of Catch," because he actually stopped Monk and Glennie from playing catch. "Let's quit for a minute," Glennie suggested. "We might as well, until that peanut gallery shuts up," Monk said. Mark in "Iron and Silk" doesn't intrude, he influences, he teaches the kid to draw. "I had taught him how to use all the materials..." So I don't feel that Mark intruded, but Scho did for the attention.

Score Point: 2 – Sufficient

This student interprets Scho as an intruder because he actually stopped Monk and Glennie from playing and supports the answer with accurate textual evidence. The student then reasonably concludes that Mark is not an intruder because he influences and teaches the boy, providing accurate textual support for this idea.

Scho and Mark can be seen as intruders of both stories because Scho disrupts Glennie and Mark's Game and Mark interrupts the Gong family. In "A Game of Catch" it mentions how slowly and long Glennie waited until he asked Scho to join the game, "Got your glove," Glennie asked after a time. Mark clearly intrudes in the family when he suggests that Mr Gong and himself study at the Gong place and Mr. Gong relents out of politeness. "I thought I saw him wince, but he agreed right away and assured me that it would be no trouble at all..." Both Scho and Mark overlook slight gestures that indicated that the two of them were intruders and butting in the game or the Gong family.

Score Point: 2 – Sufficient

In this response the student presents the reasonable idea that both Scho and Mark are intruders because they overlook the slight gestures that should have told them they were interrupting or disrupting the other people. The student supports and clarifies the interpretation with a combination of specific paraphrase and direct quotations.

Scho can be seen as an intruder because he forced the other boys to invite him over to the game even though he did not even have his glove. "Got you glove?" asked Glennie after a time, Scho obviously hadn't. "You could give me some easy grounders," said Scho. "Alright," Glennie said. "Mark was not an intruder because Mr. Gong wanted to tutor him. One man a physiology teacher offered to tutor me regularly in exchange for English lessons"

Score Point: 2 – Sufficient

In this response the student reasonably explains that Scho is an intruder (he forced the other boys to invite him over to the game even though he did not even have his glove), while Mark is not an intruder (Mr. Gong wanted to tutor him). Each explanation is supported with relevant textual evidence.

Scho and Mark are intruders because they forced themselves on others. Glennie and Monk could have played catch all day if Scho had not been constantly making annoying remarks from the top of that tree. "Why don't you keep quiet and stop bothering people?" Monk says. Monk is an intruder because he doesn't really understand the Chinese culture. He didn't know that inviting himself to Mr. Gong's house forced the Gong family to "go to considerable trouble" to prepare "a nine-course banquet." Mark is not as obnoxious as Scho, but they both impose themselves on others.

Score Point: 2 – Sufficient

This student provides a reasonable interpretation that both Scho and Mark are intruders because they both impose on others. The student then further explains and supports this interpretation with relevant textual evidence.

READING RUBRIC
LITERARY/EXPOSITORY CROSSOVER
OBJECTIVE 3

SCORE POINT 3 — EXEMPLARY

In **exemplary** responses, the student

- must offer a particularly thoughtful or insightful conclusion, interpretation, or prediction based on both selections and strongly support it with accurate/relevant textual evidence from both selections

- must offer a particularly thoughtful or insightful analysis or evaluation of a characteristic of text based on both selections and strongly support it with accurate/relevant textual evidence from both selections

In addition, exemplary responses indicate that the student is able to make meaningful connections across selections. These responses show strong evidence of the student's depth of understanding and ability to effectively connect textual evidence to the idea, analysis, or evaluation.

Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.

Score Point 3 Guide Responses for Objective 3 – Literary/Expository Selection

TAKS Exit Level
October 2005

RG-45

Mark and Scho both intrude without realizing it. Mark and Glennie don't want to play catch with a kid that can't keep up. When Glennie tries to point out that Scho isn't prepared to play "Got your glove asked Glennie after a time, Scho obviously hadn't "Scho should have realized that he wasn't wanted. But instead of leaving, Scho mistakenly turns the comment into an invitation, suggesting they give him some easy grounders so he could be included. Similarly, when Mark suggests that his Cantonese lessons be held in Mr. Gong's home he thinks he sees Mr. Gong wince which should have told him his presence was not entirely welcome. Perhaps because he didn't realize he was virtually forcing the family to clean for days and prepare a banquet, Mark ignored the wince and accepted Mr. Gong's polite but hurried acceptance and assurance that it would be no trouble for him or his family.

Score Point: 3 – Exemplary

In this insightful response the student concludes that while Scho and Mark are intruders, neither realize it or intend to intrude. The student interweaves the explanation with strongly linked textual evidence to illustrate how the characters misconstrue or overlook the indications that their behavior is intrusive ("Got your glove?" asked Glennie after a time...Scho mistakenly turns the question into an invitation; [Mark] didn't realize he was virtually forcing the family to clean for days and prepare a banquet).

Yes, Scho and Mark can be seen as intruders because they both impose themselves where they're not wanted. Scho intrudes on Mark and Glennie's game of catch, which unlike Scho, "they were good at" playing. This intrusion, along with Scho's annoying taunts and dangerous fall, causes Monk and Glennie to stop their game and walk "slowly away down the sidewalk" in anger. Similarly, Mark's intrusion caused the Gongs youngest son to quit his hobby of drawing, even though the boy had previously taken delight in producing sketch pads filled with drawings. Mark's attempts to teach him to draw combined with the Gongs constant "firm criticism" embarrasses the boy and intrudes on his love for drawing, causing him to despise this hobby. Because of their intrusive actions, Scho and Mark ruin activities that others find pleasurable.

Score Point: 3 – Exemplary

This very thorough response presents a reasonable idea that both are intruders because they impose themselves where they are not wanted. The student then demonstrates depth of understanding by using strongly linked textual evidence in the form of specific paraphrase and direct quotations not only to support, but to further illustrate, how Scho and Mark impose themselves and why they are unwanted.

Scho and Mark are not intruders. When Scho asked Monk and Glennie to give him easy grounders so he could play without a glove, they could have refused or sent him home to get his glove. Instead, they just said alright and moved off to form a triangle. Later, he winds up angering them "Now you shut up or you'll be sorry" and they're probably sorry they let him play. It doesn't mean Scho's an intruder. The Gong family had to work for several days to prepare a spotless apartment and nine course banquet to receive Mark. Even though Mark's heart sank with guilt when he saw this, it doesn't make him an intruder. It was their choice to go to the trouble. They were genuinely excited and proud to introduce him to their traditional dishes and ways so they probably thought it was worth the trouble.

Score Point: 3 – Exemplary

This student demonstrates depth of understanding by offering analysis and textual evidence demonstrating both the seemingly intrusive conduct and why Scho and Mark shouldn't be interpreted as intruders (they could have refused...Instead they just said alright and moved off to form a triangle; It was their choice to go to the trouble. They were genuinely excited and proud...they probably thought it was worth the trouble).

Learning, easily sideways for a catch, blowing it back, Glennie and Monk are "good at catch." Scho lets bumpy grounders go over his shoulder and hits the tree when he tries to throw the ball back. Scho's unpreparedness, obviously not having his glove and lack of skill makes him an intruder into the game. His presence is unwanted because it disrupts the boys' luxurious rhythm "causing them to go from" perfectly blank, enhanced faces" to frustration when Scho "should have had it" but didn't. Mark just wanted a break from three-hour walks through noisy streets while trying to learn Cantonese. When he asks if they could have the lessons in Mr. Gong's home he didn't know he was virtually forcing them to work for days to be ready for the visit. Though they seemed genuinely excited by his presence, Mark's heart sank with guilt. He felt like he was imposing on their hospitality in the spotlessly clean home with the nine-course banquet, making him feel like an intruder in their home.

Score Point: 3 – Exemplary

For "A Game of Catch," the student skillfully interweaves strongly linked textual evidence to support the interpretation that Scho is an intruder because his presence is unwanted and disrupts the game (Scho lets bumpy grounders go over his shoulder...). For "Iron and Silk," the student uses accurate textual evidence to support the insightful idea that Mark feels as if he is imposing on the Gong's hospitality and sees himself as an intruder even if the Gong family does not.

WRITTEN COMPOSITION

Rubrics and Sample Responses

Write an essay about the importance of participating in an activity you enjoy.

The information in the box below will help you remember what you should think about when you write your composition.

REMEMBER—YOU SHOULD

- write about the assigned topic
- make your writing thoughtful and interesting
- make sure that each sentence you write contributes to your composition as a whole
- make sure that your ideas are clear and easy for the reader to follow
- write about your ideas in depth so that the reader is able to develop a good understanding of what you are saying
- proofread your writing to correct errors in spelling, capitalization, punctuation, grammar, and sentence structure

The names of individuals mentioned in the compositions have been changed to protect the confidentiality of the students whose responses appear in this guide.

SCORE POINT 1

EACH COMPOSITION AT THIS SCORE POINT IS AN INEFFECTIVE PRESENTATION OF THE WRITER'S IDEAS.

Focus and Coherence

- Individual paragraphs and/or the composition as a whole are not focused. The writer may shift abruptly from idea to idea, making it difficult for the reader to understand how the ideas included in the composition are related.
- The composition as a whole has little, or no, sense of completeness. The introduction and conclusion, if present, may be perfunctory.
- A substantial amount of writing may be extraneous because it does not contribute to the development or quality of the composition. In some cases, the composition overall may be only weakly connected to the prompt.

Organization

- The writer's progression of thought from sentence to sentence and/or paragraph to paragraph is not logical. Sometimes weak progression results from an absence of transitions or from the use of transitions that do not make sense. At other times, the progression of thought is simply not evident, even if appropriate transitions are included.
- An organizational strategy is not evident. The writer may present ideas in a random or haphazard way, making the composition difficult to follow.
- Wordiness and/or repetition may stall the progression of ideas.

Development of Ideas

- The writer presents one or more ideas but provides little or no development of those ideas.
- The writer presents one or more ideas and attempts to develop them. However, this development is so general or vague that it prevents the reader from understanding the writer's ideas.
- The writer presents only a plot summary of a published piece of writing, a movie, or a television show.
- The writer omits information, which creates significant gaps between ideas. These gaps prevent the reader from clearly understanding those ideas.

Voice

- The writer does not engage the reader, therefore failing to establish a connection.
- There may be little or no sense of the writer's individual voice. The composition does not sound authentic or original. The writer is unable to express his/her individuality or unique perspective.

Conventions

- There is little or no evidence in the composition that the writer can correctly apply the conventions of the English language. Severe and/or frequent errors in spelling, capitalization, punctuation, grammar, usage, and sentence structure may cause the writing to be unclear or difficult to read. These errors weaken the composition by causing an overall lack of fluency.
- The writer may misuse or omit words and phrases and may frequently write awkward sentences. These weaknesses interfere with the effective communication of ideas.

People are so diverse. Race, age, nationality, and religion are just a few categories that separate people from one another, but no matter where you are or who you are dealing with, everyone has an activity that they enjoy participating in.

I personally enjoy playing sports. I have played soccer, baseball, basketball, rugby, and hockey, but nothing compares to the feeling I get while playing tennis. I began at age 8 and have progressed to playing on a competitive level. It is as if I am a magician and the racquet is my magic wand. Some people enjoy walking, running, bike-riding, rollerblading, skateboarding, and many other physical activities. Others like activities such as talking on the phone, playing video or computer games, listening to music, knitting, playing cards, or just hanging out with friends and relatives. Whichever one of these floats your boat is likely the activity you participate in the most. Also some people participate in an activity that they enjoy for a living. Just imagine going to work and getting paid for what you like to do. The reaction most people have while doing something fun is a smile. This usually leads to a laugh and laughing is actually healthy for people to do.

This is why it is so pertinent to participate in activities that you enjoy. They usually promote and increase physical health when dealing with sports and social activities help a person's perspective on life, important issues and ability to communicate.

Score Point: 1

The writer attempts to focus on the idea that no matter where you are or who you are dealing with, everyone has an activity that they enjoy participating in. However, the writer shifts abruptly from idea to idea (a personal anecdote; different activities people participate in; participating in an activity that they enjoy for a living; participating in an activity that you enjoy is healthy), making it difficult for the reader to understand how the ideas included in the composition are related. The absence of connections between these ideas causes the response to lack coherence. In addition, the writer provides little or no development of these ideas.

I being a dancer for nine years, you know what participating really is. Some people might say that dancing ballet, jazz, or any other type of dancing has nothing to participate in. They might just think participating is just in school or in big parts, that everyone plays. They are wrong! Dancing is a sport you have to work your bottom off. Participating alot in dance would get you a better turn out, so you can get toe shoes. If you already have them you can get even better at point. Participating in trying to learn a new dance move, will show people that you are not scared. Also will show the dance teacher that your willing to try a new move, which will show that that you can be in a big part of a dance. Go to a audition & try to get a lead role in the Nutcracker or maybe even trying to get in a good dance school. Also if you get into the dance school you tried to get into, that could set your career off. You could choreograph music videos, or travel all over the world with a dance company &

Millions of people dance moves or dances.
I'm telling you to step out of
your comfort zone, go out in the world
& do something in life if you are not
already. Participate with helping the
homeless or people you just need
help. Maybe even participate in a dance
class or something you have never
tried before. If everyone participated
in something the world would be
busy doing something all the time.

Score Point: 1

The writer of this composition discusses the benefits of participating in dance. Although the composition is somewhat focused, the writer's perspective on dance is clear, and there is some development, the variety and density of conventions errors overwhelm the composition's strengths. These errors weaken the composition by causing an overall lack of fluency.

It is important to participate in an activity you enjoy because when you do, you express yourself and show others who you are and what you like to do for fun. If you do not enjoy a certain activity you should find a different one that you do enjoy. Once you find something you really like, stick with it and excel in it as much as you possibly can. Excelling will show people that you really enjoy participating in that certain activity and that you think it is fun to do. If people see you having fun doing something they might want to join you so they can have fun too. When you participate in something you enjoy other people will notice you. They will know what kind of things you like to do for fun and may even learn what kind of person you are. People may want to talk to you so they can get to know you better if they see you participating in an activity you really enjoy doing. Participating in fun activities is a good way to meet new people and maybe even make new friends. It will also make you feel better when you do something fun. Participating in activities is important because it lets you express yourself, meet new people and make new friends, and make you feel better about yourself.

Score Point: 1

In a weak and general introduction, the writer states that it is important to participate in an activity you enjoy because when you do, you express yourself and show others who you are and what you like to do for fun. The writer attempts to develop this idea, but the development is so general and vague (if you do not enjoy a certain activity; fun doing something; it will make you feel better) that it prevents the reader from understanding the writer's ideas. In addition, repetition of ideas (that you think is fun to do; see you having fun; things you like to do for fun; when you do something fun) stalls the progression.

In high school there are many activities, clubs, or other things to do that bring enjoyment to those who participate in them. One of the most prominent ones is that of Band.

Different from all other organizations, band, increases your ability to learn, helps develop necessary social skills, and allows you to develop skills that you will use the rest of your life. Through various different tests, it has been proven that classical music helps your brain develop and expand, making learning easier. In band you are forced to work and talk with those of your age to do things. Skills you learn then will help you interact with people around you for a long time. Lastly while in band you will learn the usage of a musical instrument that will give you pleasure the rest of your life.

Band is the most unique and helpful of all organizations and can easily help and aid ones life for the better.

Score Point: 1

The writer attempts to discuss the enjoyment of participating in band. However, the development overall is general and vague (through various different tests; work and talk with those of your age to do things; skills you learn then will help you). Although the conventions are mostly appropriate and there is some focus, this overall lack of development makes the composition ineffective. In addition, there is little sense of the writer's individual voice.

SCORE POINT 2

EACH COMPOSITION AT THIS SCORE POINT IS A SOMEWHAT EFFECTIVE PRESENTATION OF THE WRITER'S IDEAS.

Focus and Coherence

- Individual paragraphs and/or the composition as a whole are somewhat focused. The writer may shift quickly from idea to idea, but the reader has no difficulty understanding how the ideas included in the composition are related.
- The composition as a whole has some sense of completeness. The writer includes an introduction and conclusion, but they may be superficial.
- Some of the writing may be extraneous because it does not contribute to the development or quality of the composition as a whole.

Organization

- The writer's progression of thought from sentence to sentence and/or paragraph to paragraph may not always be smooth or completely logical. Sometimes the writer needs to strengthen the progression by including more meaningful transitions; at other times the writer simply needs to establish a clearer link between ideas.
- The organizational strategy or strategies the writer chooses do not enable the writer to present ideas effectively.
- Some wordiness and/or repetition may be evident, but these weaknesses do not completely stall the progression of ideas.

Development of Ideas

- The writer attempts to develop the composition by listing ideas or briefly explaining them. In both of these cases, the development remains superficial, limiting the reader's understanding and appreciation of the writer's ideas.
- The writer presents one or more ideas and attempts to develop them. However, there is little evidence of depth of thinking because this development may be somewhat general, inconsistent, or contrived.
- The writer may omit small pieces of information that create minor gaps between ideas. However, these gaps do not prevent the reader from understanding those ideas.

Voice

- There may be moments when the writer engages the reader but fails to sustain the connection.
- Individual paragraphs or sections of the composition may sound authentic or original, but the writer has difficulty expressing his/her individuality or unique perspective.

Conventions

- Errors in spelling, capitalization, punctuation, grammar, usage, and sentence structure throughout the composition may indicate a limited control of conventions. Although these errors do not cause the writing to be unclear, they weaken the overall fluency of the composition.
- The writer may include some simple or inaccurate words and phrases and may write some awkward sentences. These weaknesses limit the overall effectiveness of the communication of ideas.

The activity I would like to discuss that I really enjoy putting effort in would be "baseball". Its been about all my life that I've been playing baseball and I cant stop loving it not one minute. If you were me and started when you were five till sixteen would know how much to love the sport. When I was about five I arrived on this little bitty field that was about the size of a backyard. I got out of the truck wanted just to put my feet in the dirt and hit the ball anxiously like a tiger wanting to kill its prey. Right when I put my foot in the little dugout with just one small bench I was ready and excited to just go all out though I was a very little kid about five and ready to do anything and everything my coach told me to do. Hey, I was only five and didnt know what I was doing at the time but there and then I knew this is what I wanted to do later in life. Two weeks later, at my house, me and my father decided to go to the backyard and play some baseball and throw the ball a bit. we played catch for a bit and after that he threw a couple of t-ball pitches. I was just wanting to slam it to pieces, really rip the laces off that ball. He threw the first pitch and bam gone outside in the alley and right there in then I knew that's what I wanted to be.

Score Point: 2

In this response the writer focuses on the importance of playing baseball in his life. The writer tells how his early experiences (right when I put my foot in the little dugout; ready to do anything and everything my coach told me; he threw the first pitch and bam) shaped his love of the game, which engages the reader. Although there are a number of conventions errors, these errors do not cause the writing to be unclear, and there is enough development for the composition to be considered somewhat effective.

Everyone at some point in life is looking to find their niche. For me, finding something I was good at a liked to do was a difficult task. I tried sports, painting, babysitting and many others. Although I wasn't successful at any of these, I realized something along the way. If you like and enjoy something and want to spend your free time doing it, it doesn't matter if you're good at it. All that matters is that you doing it, and that it makes you happy.

It is important to decide your own activities, and not participate in something just because your friends enjoy it, or because you think theres nothing else out there for you. If you are patient and don't give up easily, you will most likely find an activity you not only like, but are good at, too.

It's important to find your niche for so many reasons. Finding an activity that makes you feel happy will help build your self-esteem, keep you out of trouble (hopefully), and also let you get away and escape when things aren't going your way. These and many more positive advantages are just a few reasons its so important to participate in an activity you enjoy. There are many to choose from, each with something unique to help set them apart from the rest. If you find more than one activity you enjoy, don't limit yourself, choose as many as you feel

you can handle, and give them your best shot. The results will be exciting and rewarding. Who knows, maybe your favorite past-time or hobby just might turn into a well-paying job, or even fame and fortune. However, the important part is to just have fun and try your best.

Score Point: 2

The writer provides a philosophical but superficial discussion about the benefits (build self-esteem, keep you out of trouble, turn into a well-paying job) of participating in activities that will make you happy. The composition stays somewhat focused and the conventions are generally appropriate. The writer attempts to develop the composition, but there is little evidence of depth of thought.

It is very important to participate in a activity that you enjoy. If we didn't have fun activities, we'd all be bums doing absolutely nothing. This is why it is good to have fun events, in occasion that are not so fun. Participating is a key role in a activity, if you do not participate you will never experience the feel of having fun. For example: If you were having a birthday party, and one of the activities was hitting a piñata, everybody would participate in hitting it. Because the joy of hitting a piñata is that your not just hitting it for nothing, your hitting it for the candy. That is the fun part of participating. For me I enjoy the finer things in life. I participate in many activities, even if they don't seem that fun, I find the fun in that event. In many different countries, they have different types of activities, like Mexico, they have an event called "Running of the bulls." The participation procedure is very simple, first stand in front of a cage packed with angry bulls, then wait until they release them, after that start running for your life. It's not very smart to stand in front of a pack of ticked off bulls in a thin, tight alley waiting to get pumpled. It is an activity but not a very fun one.

My activity can be messy at times, but it could also be very fun. I call this activity "Dodge ball," I'm pretty sure everybody has heard of this fun activity. This has to deal with hitting people in the leg or gut with a ball to get them eliminated, some times it hurts other times it just feels

good. The game has to deal with reflexes, durability, agility, toughness, strength, and most of all how good you can chunk that ball. I imagine that everybody would participate in dodgeball, unless you can't take it. The other activities that I see are fun, are helping out people who are less fortunate. I been helping out and doing a lot of self community service for 6 years. From helping out the homeless, to the handicap, to the kids who have different types of cancer. I help them out as much that I can, and I love doing it. It is probably one of the best things I ever participated in. There is a lot of joy on those kids faces when they received those presents on Christmas day. I'd never seen anything like that in my life. How happy, and positive they were to just be alive, and not looking down, there always looking forward. Now that was a activity that I most enjoyed.

Many people have a different perspective of looking at activities. People from other countries, states, cities, do things a little different. We all have our way of participating, and joining in certain events. I mean think about about it, what if we didn't have activities or some thing to participate in. I couldn't tell, but all I know is that the world would be a lot different.

Score Point: 2

After a rambling and superficial discussion of the general importance of participating in activities that you enjoy or at least finding the fun in any activity, the writer provides some examples, including the running of the bulls, playing dodge ball, and helping other people. Although the reader has no trouble understanding how these ideas are related to the thesis, the writer shifts quickly between them without clearly linking them, which weakens the focus and coherence of the response. In addition, the wordy conclusion does not contribute any depth to the composition.

To me, it is very important to participate in an activity that you enjoy. Participating in activities makes you a better person in the long run. By participating in activities, you can learn a lot about your self, have fun, and make new friends.

When I turned four years old, my parents decided to put me in Baton Twirling. Best decision they've ever made. I met a lot of different people and I even got to travel all over the United States to go to competitions. It made me realize a lot about me. It made me realize that I can do whatever I want, as long as I put my heart to it. I also matured a lot by being in this activity. It made me a more independent person.

My Freshman year of college is going to be the best. I was offered a scholarship for Baton Twirling at the University of my choice. If it wasn't for this activity that I truly love, I probably wouldn't be going to the University of my choice. Baton Twirling has brought me so much in my life.

My goal in life is to become a Baton Twirling coach. I really love this activity. I also hope that one day my children will too. This activity has brought me so much happiness and I really would love to spread it around. I hope to one day coach a national champion as my coach did to me.

It truly is important to participate in an activity that you enjoy whether it be a common one like football or a not well known one like Baton Twirling. The individual becomes a stronger and happier person in the end.

Score Point: 2

This somewhat effective response focuses on how participating in activities makes you a better person in the long run. This thesis is supported by a discussion of the benefits the writer has received from participating in baton twirling (traveled, matured, set goals). The response is focused, and the voice is consistent. However, the overall development of ideas remains superficial (I can do whatever I want as long as I put my heart into it; this activity has brought me so much happiness), preventing the writer from achieving any depth of thought.

SCORE POINT 3

EACH COMPOSITION AT THIS SCORE POINT IS A GENERALLY EFFECTIVE PRESENTATION OF THE WRITER'S IDEAS.

Focus and Coherence

- Individual paragraphs and the composition as a whole are, for the most part, focused. The writer generally shows the clear relationship between ideas, making few sudden shifts from one idea to the next.
- The composition as a whole has a sense of completeness. The introduction and conclusion add some depth to the composition.
- Most of the writing contributes to the development or quality of the composition as a whole.

Organization

- The writer's progression of thought from sentence to sentence and paragraph to paragraph is generally smooth and controlled. For the most part, transitions are meaningful, and the links between ideas are logical.
- The organizational strategy or strategies the writer chooses are generally effective.
- Wordiness and/or repetition, if present, are minor problems that do not stall the progression of ideas.

Development of Ideas

- The writer attempts to develop all the ideas included in the composition. Although some ideas may be developed more thoroughly and specifically than others, the development overall reflects some depth of thought, enabling the reader to generally understand and appreciate the writer's ideas.
- The writer's presentation of some ideas may be thoughtful. There may be little evidence that the writer has been willing to take compositional risks when developing the topic.

Voice

- The writer engages the reader and sustains that connection throughout most of the composition.
- For the most part, the composition sounds authentic and original. The writer is generally able to express his/her individuality or unique perspective.

Conventions

- The writer generally demonstrates a good command of spelling, capitalization, punctuation, grammar, usage, and sentence structure. Although the writer may make minor errors, they create few disruptions in the fluency of the composition.
- The words, phrases, and sentence structures the writer uses are generally appropriate and contribute to the overall effectiveness of the communication of ideas.

KYLE lived in the projects. With a single mother life was hard on him. With all the gang violence and drugs, **KYLE'S** mother would never let him go out and have fun. When **KYLE'S** father lived with them it was a different story. They had a nice house, and a big yard. **KYLE** could actually have fun. He used to play baseball, and actually he was very good at it. So, when a baseball league came around his neighborhood, **KYLE** was the first person to jump on the opportunity.

KYLE had no friends. All he had was baseball. The left hander has Willy Mays speed and Hank Aaron's slugging capability. The first day of practice he was placed in center field. There he met a person that would change his life forever. **JOSEPH** wasn't as fast as **KYLE**, but he was still an exceptional player. Right off the bat, the two outfielders became good friends. Many times **KYLE** was offered drugs and gang acceptance, but he never said yes to them. **KYLE** wanted to stay clean. Not only for himself, but to baseball and **JOSEPH**.

The years went by and they always stuck together. They played baseball throughout high school. Their friendship never cracked or crumbled. One day **KYLE** got a letter. He had been accepted in BYU on a baseball scholarship. He wanted to tell **JOSEPH**, but when he saw **JOSEPH**, he was told that **JOSEPH** got one too.

Nowadays you can see **KYLE** and **JOSEPH** coaching in the baseball league that they loved. They also teach kids to stay away from drugs and gangs. Their friendship stayed strong because they stuck to the sport that they love, Baseball.

Score Point: 3

In this generally effective response, the writer presents the idea that sticking to a sport you love can keep you off the streets and bring lasting friendship. Using a third-person narrative organizational strategy, the writer tells the story of Kyle and Joseph and how playing baseball kept them out of gangs and away from drugs. The progression of thought is generally smooth, and specific details (jump on the opportunity; Kyle wanted to stay clean; their friendship never cracked or crumbled) add some depth of thought. Minor errors in conventions do not disrupt the overall fluency of the response.

If you don't enjoy an activity that you are participating in, then chances are that you will not stick with it. In Mark Salzman's "Iron and Silk," Mr. Hong's twelve year-old son seems to have some interest in drawing and his parents encourage this as a possible career path because he could not pass the college eye exam. Later the boy loses interest in drawing and looks into sports. The reason for his sudden interest in sports was due to his unhappiness with drawing.

In the beginning of the story, Mr. Hong's son showed some interest in drawing. Because of this interest, the narrator brings the boy a gift of art supplies, watercolors, brushes and charcoals, and at the parents request, offers to show the boy how to use the materials. During the course of the lesson, Mr. Hong and his wife continually put pressure on the boy. "Look what you did you broke it." "Why are you making trembling and crooked lines? Concentrate, don't just play." Now granted the parents put pressure on the boy because of their fear for his future, but this pressure

surely lessened any pleasure the boy might have previously had from drawing "Japanese soldiers beheading Chinese peasants." Even the narrator unintentionally puts pressure on the boy, "Are you having fun?" Having three adults hovering over you every move as you try a new or difficult task can hardly be considered fun. It should hardly come as a surprise to the reader when at the end of the story the narrator learns from Mr. Gong that the boy has stopped drawing and turned to something else.

Although sometimes people can find the discipline within themselves to stick with an activity that they don't enjoy, in order to gain other benefits, it is more often the case that people will discontinue an activity that doesn't give them pleasure. In the case of Mr. Gong's son, drawing ceases to be a pleasure because of the pressure his parents put on him and as a result he drops drawing and looks for something else. Maybe this time he'll find something he can truly enjoy and dedicate himself to.

Score Point: 3

The writer of this generally effective composition uses elements from "Iron and Silk" to explore the idea that if you do not enjoy an activity, you will not stick with it. The writer's ability to effectively use examples and quotations from the reading selection adds depth to the response. The writer also demonstrates a good command of conventions, which contributes to the overall effectiveness of the response.

An activity that you enjoy should always be something you're interested in. It should never be forced or decided for you. It could be as simple as reading, sports, writing, or even acting. Those activities are just a handful of different activities that people like to do. The joy out of an activity is something no one can teach. It comes from inside the pit of your stomach and released by performing your activity.

The importance of an activity is strong. Picking shouldn't be that hard because it should come natural. Some activities keep people from getting in trouble. Plenty of parents would rather their kids be locked in a sweaty gym running to be become MVP instead of their kids running from the cops becoming the 1 out of 10 teenagers getting hooked on drugs. A activity is something you do to escape this so called "Real World." It lets you push it aside & frees your emotions.

Kids, parents, and people in general without an activity go on in life doing the same thing over and over again. People don't realize not everyday has to be the exact same. Life becomes boring and not interesting if you don't spice

it up by taking some dance classes, aerobic exercising, or even writing your own novel. The importance of an activity is the benefit you get before you even do it. May be a long day at school was boring and ~~amir~~ after quiz but the only thing that keeps you going is the game you have tonight against your school rival. You sit at your desk with your heart racing, the roar of your fellow classmates and your team cheering on the side. Those feelings should be the best feeling you received from an activity. Another would be a long day at the office it was meeting after meeting all day long but the one thing you look forward to is dance lessons you have with your buddy. The thought of dancing and losing all the worries and frustration at work or even at home completely stop for that hour and thirty minutes.

Having an activity to fill your day is very important to any person. It should give you a sense of relief and make you feel way better than you've ever felt before.

Score Point: 3

In this philosophical response, the writer focuses on the theme that performing an activity that you enjoy makes you feel better. The writer's progression of thought from kids staying out of trouble to the benefits you get before even doing the activity is generally smooth and controlled. The writer's ability to build meaning throughout the composition adds depth and coherence to the response. Although the response is awkward in places, the conventions are generally appropriate.

My parents told me I have to be involved in something besides school. I tried nearly everything. Band lasted the longest, but I could not bare dreading ^{school} ^{because of it} ~~at~~ first and second period every day. Football was fun in junior high school, but I wasn't built for high school football. I ran track one year, but was the laughing stock of the whole meet when I could barely jump over the hurdles with any ^{notable} speed. I gave up hope at finding something I was good at and enjoyed doing and got a job to fill the seemingly endless hours after school when my freinds were all at practice. After working awhile I had saved up a considerable amount of money and therefor, like any other teenager I set out searching for something to spend it on. ~~At~~ the end of my search I was the proud new owner of a used dirt bike. It was made and set up to fly around a track, jump hundred foot long jumps, and blitzing through extremely bumpy straights, however I never thought I'd be doing that with it. For the first couple of months I had it I only rode it around the flat roads of the farm. One day a freind invited me to his motocross track and I nervously loaded up my bike and went.

That was the day my life changed. I had found what I enjoyed doing and although I wasn't good, I actually wanted to devote myself to it. Since then I have become healthier, my grades have improved, and I have raced in races, ^{and been invited to races,} all over Texas, and even won a handful of them.

When someone has nothing they enjoy in their life, they have nothing to keep them going. Why wake up and get out of bed if there is nothing enjoyable to look forward to later that day or week. Racing dirtbikes opened my eyes to a whole new world. I finally realized why my parents were pressuring me to find something I loved to do. An activity ^{someone} can enjoy will make their life much happier and successful.

Score Point: 3

In this generally effective composition, the writer presents the thesis that an enjoyable activity can make one's life happier and more successful. Using a narrative organizational strategy, the writer moves from his search for an extracurricular activity to his getting a job and saving money to his purchase and subsequent enjoyment of a dirt bike. The progression of ideas is generally smooth and controlled. The writer's sense of frustration at the beginning and the thoughtful conclusion add depth and a sense of authenticity to the response.

SCORE POINT 4

EACH COMPOSITION AT THIS SCORE POINT IS A HIGHLY EFFECTIVE PRESENTATION OF THE WRITER'S IDEAS.

Focus and Coherence

- Individual paragraphs and the composition as a whole are focused. This sustained focus enables the reader to understand and appreciate how the ideas included in the composition are related.
- The composition as a whole has a sense of completeness. The introduction and conclusion are meaningful because they add depth to the composition.
- Most, if not all, of the writing contributes to the development or quality of the composition as a whole.

Organization

- The writer's progression of thought from sentence to sentence and paragraph to paragraph is smooth and controlled. The writer's use of meaningful transitions and the logical movement from idea to idea strengthen this progression.
- The organizational strategy or strategies the writer chooses enhance the writer's ability to present ideas clearly and effectively.

Development of Ideas

- The writer's thorough and specific development of each idea creates depth of thought in the composition, enabling the reader to truly understand and appreciate the writer's ideas.
- The writer's presentation of ideas is thoughtful or insightful. The writer may approach the topic from an unusual perspective, use his/her unique experiences or view of the world as a basis for writing, or make interesting connections between ideas. In all these cases, the writer's willingness to take compositional risks enhances the quality of the content.

Voice

- The writer engages the reader and sustains this connection throughout the composition.
- The composition sounds authentic and original. The writer is able to express his/her individuality or unique perspective.

Conventions

- The overall strength of the conventions contributes to the effectiveness of the composition. The writer demonstrates a consistent command of spelling, capitalization, punctuation, grammar, usage, and sentence structure. When the writer attempts to communicate complex ideas through sophisticated forms of expression, he/she may make minor errors as a result of these compositional risks. These types of errors do not detract from the overall fluency of the composition.
- The words, phrases, and sentence structures the writer uses enhance the overall effectiveness of the communication of ideas.

The splash of a swimming pool, the beginnings of an orchestra selection, the slap of a basketball as it hits the court. Each one of these sounds is music to the ears of the student who loves the activity associated with it. In high school, the selection of extra-curricular activities is overwhelming, but it is my belief that choosing one that fits your abilities is important to growth as a person.

To understand why participating in an activity you enjoy is important, one must first understand the advantages to participating in any activity at all. My grandmother has been known to quote the old adage, "an idle mind is the devil's workshop." Though people run through and ignore the cliché, it has its merits; kids not involved in activities tend to get involved with issues such as drugs and gangs. A student who devotes time and energy to an activity does not have near the tendency to stray from a path to success.

Participating in activities is also an excellent way to gain life skills. Most people will be required to work and get along with others throughout their lives; "people skills" are automatically learned and developed in activities.

Playing sports, for example, forces you to work and connect with people you do not necessarily enjoy being around.

Playing in an orchestra also encourages teamwork and requires that you listen to the people around you. Lastly, activities make you a well-rounded person who has had

many opportunities and experiences and can relate to many of the people they come into contact with.

So what is the importance in the activity being one you enjoy? The obvious answer is that your dedication to excelling is heightened. One may find it difficult to devote hours to something they dislike, but be perfectly willing to spend the time improving in an activity they enjoy.

In my life, for example, I would find basketball practice grueling and a form of punishment, and therefore it would be very unlikely that I would succeed as a player. I have absolutely no problem with spending two hours a day practicing my harp because I love it. Hence, I hope to succeed in my efforts and gain a minor in music in college. Enjoying an activity is practically a pre-requisite for participating and succeeding in it.

It is obvious that activities are an important aspect of growing and succeeding in life. An activity you enjoy will prompt you to succeed and gain a feeling of accomplishment to further your growth through the things you participate in.

Score Point: 4

In a meaningful introduction, the writer of this fluent response presents the thesis that choosing an activity that fits your abilities is important to growth as a person. The writer's progression of thought is smooth and controlled as she explores avoiding involvement with gangs and drugs, gaining life skills, and enjoying the chosen activity. Specific word choice (the slap of a basketball; the tendency to stray from the path; grueling and a form of punishment) adds depth and gives the reader a sense of the writer's unique perspective.

The pounding of her feet on the pavement seemed to be therapy for CHELSEA. As she took a huge gulp of chilled air, she let her mind slip away. To some, running is an exhausting punishment, but to CHELSEA, it was salvation. Right here, in the cold, damp morning, CHELSEA'S life was perfect. No one to pressure her, no decisions to make, nothing but her and the nature around her.

Peer-pressure. We've learned about it since 4th grade. Well, CHELSEA knew peer-pressure very well and she handled it better than most could imagine. In the silly videos we would watch they would give you ideas on excuses you could use, such as, saying you couldn't because you had something to do in the morning, or lying and saying you already have a drink, it's just in the other room. How ridiculous! CHELSEA was the prime example for just saying No. Drinking wasn't something she enjoyed and she wasn't going to be pressured into it. Most people who knew CHELSEA knew just not to ask, because she wouldn't give you a polite, "No, thanks though!" Why would she thank someone who was trying to make her do something she didn't want to? It was entertainment to her friend ELISA to watch some poor guy try to convince CHELSEA to "just have one." CHELSEA would simply state that drinking

was disgusting to her and anyone underage who drank just to get drunk was ignorant and she had no interest in them. Although she looked like a strong proud person because she stood up for herself, on the inside she was terrified and insecure.

CHELSEA had been brought up to be very independent and strong-willed, just like her mother. This is where even more pressure came into play. Her mother wanted her to be everything everyone desired her to be. CHELSEA'S mom was a triathlete so she insisted CHELSEA be in top-notch shape all the time, which made CHELSEA have horrible self-esteem issues. She wanted her to make the best grades, be in all the clubs and be most importantly, to be a guy's perfect girl. CHELSEA liked the attention she got from boys but looking good for them all the time was on the bottom of her priority list. It was hard for her to keep what she wanted and what her mom wanted separate sometimes. She would find herself working incredibly hard for something that she didn't even enjoy. When she would realize this she knew there was only one thing to do. Run.

Running was something she enjoyed. Running kept her sane. She ran where she wanted and wherever she so pleased. No one told her what to do or how to do it. Running was something she was good at—no one had to tell her that.

Score Point: 4

In this highly effective composition, the writer skillfully blends descriptive and narrative strategies to tell the story of Chelsea and the key role that running plays in her life. The writer moves smoothly from an engaging introduction to a discussion of Chelsea and peer pressure to an explanation of Chelsea's relationship with her mother to an insightful conclusion. Strong conventions and effective word choice throughout (a huge gulp of chilled air; it was salvation; running kept her sane) enhance the response.

HOBBIES:

I looked at the question on the sheet as though it was the Sphinx's riddle. I could fill out the rest of the teacher's "getting-to-know-you" questionnaire. NAME: PATRICIA — AGE: 17 Those were easy. And they had a simple, correct answer. But HOBBIES? I don't have any hobbies! This is just great. My teacher will think I'm one of those girls who has no life, no activities outside of school. Even worse, maybe I am. I hadn't ever really thought about it.

Glancing at SARAH'S paper next to me, my self-worth goes down from a 7 to about a 2.3. In perfect cursive she's written: *Brack, Class President, French Club Secretary, ...* The list went on and on. If only I could be like SARAH. She's really going somewhere. Figuratively and literally - she's going to cheerleading camp this Summer.

What does a girl like ME put down? Maybe I should lie, or, rather, embellish. My Friday nights of going to the movies could be considered being an avid and distinguished film critic, right? I have to do my hair and make-up every morning. Maybe cosmetology is my hobby. I shop relatively often, whenever a friend needs cheering up. Maybe I should write "Clothes Enthusiast" or "fashion consumer". Maybe I could take that one step further and write it in cursive.

What's a hobby anyway?! I'm getting more frantic as I realize everyone else is turning their paper in.

I'm just sure everyone is smirking at me as they stride in front of "no-hobby-girls" desk. I guess a hobby is just something you do, an activity you enjoy. Does it have to be something you enjoy? Could I put cleaning my room, or doing homework? I do that a lot, but I don't think you can classify such torture as being a hobby. No, hobbies must be something you like to do, and they must be something important. Something that has value in your life. Something that gives you importance while at the same time giving you something important. A hobby adds to your life and makes you a more interesting person. Think! THINK! You're the only one still with the personal survey! This is probably not making the best first impression. The teacher must be thinking, "Wow, she can't even answer questions about her life. What will she do when we get to the inner thoughts of Hamlet!" Aha - now I've got it! I know something I do that follows each and every one of the preceding guidelines -

HOBBIES: being a friend

Score Point: 4

The writer of this highly focused and original response takes the compositional risk of filling out a "getting to know you" questionnaire to explore the importance of hobbies in life. The writer shifts smoothly from a comparison between her questionnaire and Sarah's to reflections on what she should write to her thoughts on what a hobby is. The excellent use of inner dialogue (Maybe I should lie, or rather, embellish; I'm just sure everyone is smirking at me; Think! Think! You're the only one still with the personal survey!) adds depth and engages the reader.

The warmth of the green and purple lights. The sight of hundreds of eager waiting eyes glowing in the dark. The smell of your sweat mixed with their sweat mixed with the sweat of ancient musicians of years past, seeping through the grey threadbare carpet of the warm glowing stage. The money is marginal but the money doesn't matter. This is what I live for, the tiny rooms packed with young anticipating bodies. They aren't fans, they're equals, comrades. The experience of a rock and roll show is 99% audience and 1% music. We don't play to impress, we don't play to reform, we play for the rush of adrenaline and the satisfaction of making music.

I used to be a painter, one of the best for my age. Any object I could immortalize in a still life, any event I could sustain forever in a wooden frame on your dining room wall. Painting came so naturally to me because I saw painting as nothing more than following the directions in front of you.

See that curve? Imitate it.

See that shadow? Copy it.

See that colour? Capture it.

I was never an artist. I was the water colour journalist, the oil pastel stenographer. I loved art dearly, but I could only admire other artists' work. Picasso, Matisse, Warhol. They conjured places

and creatures onto canvas that were born purely out of their imaginations. My landscapes and portraits were objective, with so much detail and not an ounce of creative inflection.

The charcoal photographer. Just the facts, please.

Little did I realize that my soul lay elsewhere. While my eyes were the analytical news reporters, my ears were the abstract dreamers. Sound became my new medium, one in which I was able to create and explore, instead of catalogue and capture. With my guitar as my paintbrush and the audience as my model, I create sonic landscapes based upon the intensity of their emotion. Un-still lifes. Portraits that echo and reverberate off the walls of tiny clubs. This is my true love, my true artistic expression. The money is marginal but the money doesn't matter. The happiness is its own reward.

Score Point: 4

In this concise and engaging composition, the writer compares his feelings about playing music to his feelings about being a painter. Effectively weaving together description (the warmth of the green and purple lights; seeping through the grey threadbare carpet) with personal reflection (I was the watercolor journalist; my eyes were the analytical news reporters, my ears were the abstract dreamers), the writer creates a vivid comparison that is insightful and highlights the writer's individual perspective. Varied sentence structure and a consistent control of conventions further enhance the composition.