English II
Persuasive Prompt

Read the information in the box below.

It is common for people to compete with one another. Competition can foster creativity, provide valuable lessons, and inspire people to challenge themselves and achieve things they never thought possible. On the other hand, competition can breed selfishness and promote the idea that the most successful people are those who have the most power and who will win no matter what the cost.

Think carefully about the following question.

Do people have to be competitive in order to succeed?

Write an essay stating your position on whether competition is necessary for success.

Be sure to —

- state your position clearly
- use appropriate organization
- provide specific support for your argument
- choose your words carefully
- edit your writing for grammar, mechanics, and spelling
Score Point 1

The essay represents a very limited writing performance.

Organization/Progression

- The organizing structure of the essay is inappropriate to the purpose or the specific demands of the prompt. The writer uses organizational strategies that are only marginally suited to the persuasive task, or they are inappropriate or not evident at all. The absence of a functional organizational structure causes the essay to lack clarity and direction.

- Most ideas are generally related to the issue specified in the prompt, but the writer’s position is missing, unclear, or illogical. The writer may fail to maintain focus on the issue, may include extraneous information, or may shift abruptly from idea to idea, weakening the coherence of the essay.

- The writer’s progression of ideas is weak. Repetition or wordiness sometimes causes serious disruptions in the flow of the essay. At other times the lack of transitions and sentence-to-sentence connections causes the writer to present ideas in a random or illogical way, making one or more parts of the essay unclear or difficult to follow.

Development of Ideas

- The development of ideas is weak. The argument is ineffective and unconvincing because the reasons and evidence the writer uses to support the position are inappropriate, vague, or insufficient.

- The essay is insubstantial because the writer’s response to the prompt is vague or confused. In some cases, the essay as a whole is only weakly linked to the prompt. In other cases, the writer develops the essay in a manner that demonstrates a lack of understanding of the persuasive writing task.

Use of Language/Conventions

- The writer’s word choice may be vague or limited. It reflects little or no awareness of the persuasive purpose and does not establish a tone appropriate to the task. Word choice may impede the quality and clarity of the essay.

- Sentences are simplistic, awkward, or uncontrolled, significantly limiting the effectiveness of the essay.

- The writer has little or no command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions. Serious and persistent errors create disruptions in the fluency of the writing and sometimes interfere with meaning.
Score Point 1
The writer offers the position that “It would always be necessary to be competitive in order to succeed.” However, instead of specifying how being competitive can help people achieve success, the writer repeats vague assertions about competition (”. . . it would give a great background of you and could inspire other people”; “. . . having so much power in achieving your goals towards being successful in life for what you want”), which results in an ineffective argument. Furthermore, sentences are uncontrolled (“People should always be competitive in order to succeed being a competitive such as having so much power in achieving your goals towards being successful in life for what you want”), significantly limiting the effectiveness of this very limited writing performance.
Score Point 1
Although this essay begins with the acknowledgment that “life is a everyday competition,” the writer takes the position that “you dont need to compete all you can do is work hard at what your good at.” However, instead of developing this idea, the writer makes several vague assertions that are only weakly linked to the position (“. . . destiny will have a place for you if you just be pastient . . .”; “. . . dont rush into anything . . .”; “. . . one of yall are gunn lose and just lose everything”). Furthermore, the writer has little command of sentence boundaries (there are several run-on sentences in the essay), and these errors disrupt the fluency and interfere with meaning in this very limited writing performance.
Score Point 1
The writer offers the unclear position that “I truly know you have to compete others to succeed.” A lack of sentence-to-sentence connections causes the writer to present ideas in a random, illogical way, making the essay difficult to follow (“There is other people that would like the same goals you want in life. It would help your self-esstsem up if not it would help you become strong so you can take the lead next time”). The argument is unconvincing because instead of clarifying and defending the position, the writer lists vague, insufficient reasons. For example, the writer asserts that other people share the same goals, but does not offer any proof to back up this claim. The assertion that competition helps your self-esteem and helps you “become strong” is similarly unsupported. Overall, this essay demonstrates a very limited writing performance.
For most people, they are into sports. They like to compete & win medals or trophies and move on to the next competition. In my opinion, it doesn't matter who wins or who loses.

Most competitors are in a tournament to win it all. Nothing more, nothing less. There are a few who are lucky, they win because they are having the time of their lives. They don't care about winning. All they want is to show off what they got even if they lose.

Score Point 1
The writer provides the unclear position that “... it doesn’t matter who wins and who loses.” However, the writer does not address the specific demands of the task because the position, while related to competition, is only tangentially linked to the issue specified in the prompt. Instead of addressing whether competition is necessary for success, the writer focuses on people who “like to compete & win medals or trophies” and those who just want “to show off what they got even if they lose.” This lack of understanding of the persuasive task demonstrates a very limited writing performance.
Score Point 2

The essay represents a basic writing performance.

Organization/Progression

- The organizing structure of the essay is evident but may not always be appropriate to the purpose or the specific demands of the prompt. The essay is not always clear because the writer uses organizational strategies that are only somewhat suited to the persuasive task.

- Most ideas are generally related to the issue specified in the prompt, but the writer’s position is weak or somewhat unclear. The lack of a clear, effective position or the writer’s inclusion of irrelevant information interferes with the focus and coherence of the essay.

- The writer’s progression of ideas is not always logical and controlled. Sometimes repetition or wordiness causes minor disruptions in the flow of the essay. At other times transitions and sentence-to-sentence connections are too perfunctory or weak to support the flow of the essay or show the relationships among ideas.

Development of Ideas

- The development of ideas is minimal. The argument is superficial and largely unconvincing because the reasons and evidence the writer uses to support the position are not always appropriate or are too briefly or partially presented.

- The essay reflects little or no thoughtfulness. The writer’s response to the prompt is sometimes formulaic. The writer develops the essay in a manner that demonstrates only a limited understanding of the persuasive writing task.

Use of Language/Conventions

- The writer’s word choice may be general or imprecise. It reflects a basic awareness of the persuasive purpose but does little to establish a tone appropriate to the task. Word choice may not contribute to the quality and clarity of the essay.

- Sentences are awkward or only somewhat controlled, weakening the effectiveness of the essay.

- The writer demonstrates a partial command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions. Some distracting errors may be evident, at times creating minor disruptions in the fluency or meaning of the writing.
People need to be competitive in order to succeed.

Being competitive is very good. It shows you want to be the best and will do anything for win. Winning is always on the mind of a competitor. They want to be success full and they show it by being competitive and trying their best. That shows a lot from them.

Although there are some very competitive people out there, there are also those who are not competitive. It may be for some reasons. The reasons may be that they are afraid they will loose against offer competitive people. You just have to try your best. Trying your best can even help you mentally, by showing yourself you to be competitive.

Competition can be better for you. It makes you try harder and bring out the best of you. Also, it can motivate you. You will also start to get better and better, all thanks to the competition.

You need competition to succeed, it motivates you to try your hardest and never give up.

Score Point 2
In this essay the writer claims that you need competition in order to succeed because “it motivates you to try your hardest and never give up.” However, repetition of the idea that people should try their best disrupts the flow of the essay and interferes with the writer’s ability to develop ideas with specificity. For example, the writer’s ideas that some people do not compete because they are afraid to lose and “Trying your best can even help you mentally” and will motivate you are too briefly presented to be convincing. Furthermore, the writer’s imprecise word choice (“be the best,” “trying their best,” “shows a lot,” “some reasons,” “Trying your best,” “be better for you,” “get better and better”) does not contribute to the quality or clarity of this basic writing performance.
If you are competitive it does not mean you will succeed. You do not need to be competitive in order to be successful.

People who are very competitive cannot become rude. If they only focus on winning every time they can lose friends by being selfish. If they don’t win they will get very angry.

Your not always going to win at everything, but as long as you have tried your hardest you are successful. You are successful because you know that you did the best you could.

People need to stop being so competitive and just be glad that they did all they could do.

Competition can make you lose to others and will not always bring you success.

Score Point 2
The writer’s position, which appears at the end of the essay, is that “Competition can make you lose others and will not always bring you success.” The development is superficial and unconvincing because the writer’s ideas are too partially presented. The writer begins by arguing that “You do not need to be competitive in order to be successful,” and that very competitive people “can become rude,” “selfish,” and “angry.” This is contrasted with the writer’s interpretation of success coming about from trying your hardest. However, the writer then warns that “People need to stop being so competitive,” but does not develop these ideas with any specificity. Although the essay is free of errors in language and conventions, the minimal development demonstrates a basic writing performance.
In this essay the writer’s position, which appears in the final paragraph, is that “Competition is necessary for success.” The organizing structure of the essay is evident but not always appropriate because the writer repeats ideas, many of which are taken directly from the prompt, throughout the response. Furthermore, the writer’s anecdote about competing to play varsity baseball and the assertion that athletes “challenge their own selves” in order to become professionals are nearly identical, resulting in a superficial argument. Additionally, sentences are somewhat awkward (“Having the advantage to always compete and by never giving up can make you better at what you are participating in”; “They inspire themselves to challenge their own selves to achieve their goals”), weakening the effectiveness of this basic writing performance.
Score Point 2
The writer offers the position that “In order to succeed you must be competitive.” However, repetition of the ideas that you need to “push yourself” to “be on top” and not be “satisfied with good enough” disrupts the flow of the essay and interferes with the writer’s ability to develop ideas with any specificity. Additionally, the development is minimal because instead of providing reasons that support how competition leads to success, the writer offers clichés that are not always appropriate (“But to be on top you have to want it bad”; “Your who life is based on competition and if you fail on competing you fail at life”; “Never give up show everyone you can do it and you will succeed no matter how hard it is to be number one”). Furthermore, the writer demonstrates a partial command of sentence boundaries (“You have to be competitive so you won’t be on the bottom be on top and be unstoppable so no one can bring you down”; “Push yourself don’t let anyone tell you, your not good enough, show them you will succeed to come out on top of them”), at times creating minor disruptions in the fluency and meaning of this basic writing performance.
Score Point 3

The essay represents a satisfactory writing performance.

Organization/Progression

- The organizing structure of the essay is, for the most part, appropriate to the purpose and responsive to the specific demands of the prompt. The essay is clear because the writer uses organizational strategies that are adequately suited to the persuasive task.

- The writer establishes a clear position. Most ideas are related to the position and are focused on the issue specified in the prompt. The essay is coherent, though it may not always be unified due to minor lapses in focus.

- The writer’s progression of ideas is generally logical and controlled. For the most part, transitions are meaningful, and sentence-to-sentence connections are sufficient to support the flow of the essay and show the relationships among ideas.

Development of Ideas

- The development of ideas is sufficient. The argument is largely convincing because the reasons and evidence the writer uses to support the position are specific and appropriate.

- The essay reflects some thoughtfulness. The writer’s response to the prompt is original rather than formulaic. The writer develops the essay in a manner that demonstrates a good understanding of the persuasive writing task.

Use of Language/Conventions

- The writer’s word choice is, for the most part, clear and specific. It reflects an awareness of the persuasive purpose and establishes a tone appropriate to the task. Word choice usually contributes to the quality and clarity of the essay.

- Sentences are reasonably varied and adequately controlled, contributing for the most part to the effectiveness of the essay.

- The writer demonstrates an adequate command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions. Although some errors may be evident, they create few (if any) disruptions in the fluency of the writing, and they do not affect the clarity of the essay.
Score Point 3
The writer offers the position that “Competition is not necessary for success, but self motivation and love for something is.” The argument is largely convincing because the writer’s evidence about the success of a high school robotics club that overcame “multipul problems,” including “not having in money, parts not coming in, and even not having a instructor to help us” and a doctor who “preforms many miricals a day” without competing against others sufficiently supports the idea that knowledge and self-motivation contribute more to success than does competition. Sentences are reasonably varied and adequately controlled (“Even though at the competition we placed fourth, we as a team went home with success”; “A doctor preforms many miricals a day, from curing simple colds to preforming life saving surgeries, and many go home at the end of the day only being recognized by themselves for a job well done”).
In today's society many people debate whether competition is crucial for success or not. I believe that competition is mandatory for success because it pushes people and businesses to be better so they can be number one.

In today's current school system, many students strive to compete for the highest rank in schools, vale diclosian. But if there is no competition, how can you be number one? You can't. Competition is crucial for kids to be top in their class and to point out the kids that are most likely to succeed. To get into most colleges today, people must be in the top ten percent of their class. Kids compete with their classmates in order to get in this percentile because they want to succeed in life and have a strong future career.

Another example why competition is necessary for success is because it keeps businesses fighting to be at the top. One of the biggest markets competing is the food market. Everyday these companies have to fight each other for the most business. They do this by changing the prices on their products. In order to succeed in the business world, you have to compete with other businesses to gain the most profit. If companies do not reach a sufficient amount of profit the could go bankrupt and not succeed.

Competition is a big part of our society today. In order for people and businesses to succeed, they must compete with others and try to be number one.

Score Point 3
The writer offers the clear position that “competition is mandatory for success because it pushes people and businesses to be better.” The progression of ideas is generally logical and controlled because the writer’s sentence-to-sentence connections (“One of the biggest markets competing is the food market. Everyday these companies have to fight each other for the most business. They do this by changing the prices on their products”) are sufficient to show how competition motivates businesses to improve. The writer supports the position with appropriate and specific reasons. First, the writer argues that high school students compete to be in the “top ten percent of their class” so they can get into college and “succeed in life and have a strong future career.” Next, the writer asserts that business, especially grocery stores, compete with each other by changing the prices on their products,” which leads to bigger profits. According to the writer, “If companies do not reach a sufficient amount of profit the could go bankrupt and not succeed.” While these examples are somewhat similar, they are both linked to the position and include enough detail to sufficiently defend the writer’s argument. Overall, this essay demonstrates a satisfactory writing performance.
The writer offers the position that “Overall, competition promotes people to challenge themselves and inspires them to keep on going. It is the key to success.” The progression of ideas is generally logical and controlled because the writer’s sentence-to-sentence connections (“...you must be the most qualified person for whatever position you are aiming. If someone excels more than you, then they are more likely to get your position, right? This is why...”) are sufficient to show how competition leads to success. The development is largely convincing because the writer’s reasons are appropriate. For example, the writer first presents the philosophical argument that a competitive environment “helps you evaluate where you must improve yourself.” The writer then concedes that “competition can foster selfishness,” and provides a personal anecdote about how competing with a friend led to improved performance playing the flute. While the philosophical discussion lacks the specificity of the flute anecdote, holistically, this essay represents a satisfactory writing performance.
Score Point 3
In this essay the writer provides the clear position that “Competition is highly necessary in order to be successful, because without it individuals will lack the drive to improve.” The progression of ideas is generally logical and controlled because sentence-to-sentence connections are, for the most part, sufficient to show how competition leads to improvement (“Businessmen are constantly going against each other for who will get the promotion to a new position. By having someone else also fighting for the job, it makes them do their work their very best and go above and beyond to make a good impression on the boss.”). The development is largely convincing because the reasons the writer uses to support the position are specific and appropriate. For instance, the writer argues that “it is natural for athletes to work hard in order to be more skilled than an opposing team or player.” While the writer’s example about competition for promotions within an office is somewhat similar to the previous example, both examples are clearly linked to the position and include sufficient detail to support the argument. Furthermore, the writer’s clear and specific word choice (“strive to beat,” “greatly benefit,” “above and beyond,” “win-win situation,” “competitive mindset”) reinforces the idea that competition can yield great rewards. Overall, this essay demonstrates a satisfactory writing performance.
Score Point 4

The essay represents an accomplished writing performance.

Organization/Progression

- The organizing structure of the essay is clearly appropriate to the purpose and responsive to the specific demands of the prompt. The essay is skillfully crafted because the writer uses organizational strategies that are particularly well suited to the persuasive task.

- The writer establishes a clear position. All ideas are strongly related to the position and are focused on the issue specified in the prompt. By sustaining this focus, the writer is able to create an essay that is unified and coherent.

- The writer’s progression of ideas is logical and well controlled. Meaningful transitions and strong sentence-to-sentence connections enhance the flow of the essay by clearly showing the relationships among ideas, making the writer’s train of thought easy to follow.

Development of Ideas

- The development of ideas is highly effective. The argument is forceful and convincing because the reasons and evidence the writer uses to support the position are specific and well chosen.

- The essay is thoughtful and engaging. The writer may choose to recognize the complexities of the issue, consider opposing or alternate points of view, use his/her unique experiences or view of the world as a basis for writing, or connect ideas in interesting ways. The writer develops the essay in a manner that demonstrates a thorough understanding of the persuasive writing task.

Use of Language/Conventions

- The writer’s word choice is purposeful and precise. It reflects a keen awareness of the persuasive purpose and maintains a tone appropriate to the task. Word choice strongly contributes to the quality and clarity of the essay.

- Sentences are purposeful, varied, and well controlled, enhancing the effectiveness of the essay.

- The writer demonstrates a consistent command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions. Although minor errors may be evident, they do not detract from the fluency of the writing or the clarity of the essay. The overall strength of the conventions contributes to the effectiveness of the essay.
Score Point 4

The writer establishes the clear position that “having a competitive spirit is absolutely necessary to be successful because it motivates people to become something better and it provides the mobility needed to get out of a situation and place yourself in a better one.” The writer maintains focus on the benefits of a “competitive spirit” by organizing the essay around two examples of people who have succeeded due to competition: entrepreneur Elon Musk and civil-rights activist Kwame Nkrumah. The opening analogy of “climbing the tallest mountain and running the longest race” is returned to in the final paragraph, enhancing the essay’s unity. Strong sentence-to-sentence connections (“Elon Musk, a world renown inventor and entrepreneur, has completely changed how we view the world thanks to his own personal drive for success. Musk has founded many booming companies such as SpaceX, Tesla, and the Boring Company. . . . Musk’s companies are able to fully compete with huge names such as NASA and Ford. All thanks to his competitive spirit for success, we now have rockets that can go into orbit and land themselves, cars that can drive themselves, and hundreds of inventions that will impact our lives tremendously.”) clearly show how both figures owe their respective successes to their competitive spirits. The writer’s specific and well-chosen reasons and evidence (“Musk has founded many booming companies such as SpaceX, Tesla, and the Boring Company. . . . Musk’s companies are not uncontested; however, his companies are able to fully compete with huge names such as NASA and Ford.”) lead to a forceful and convincing argument that competition is the driving force that enables one to succeed. Purposeful, varied, and well-controlled sentences (“All thanks to his competitive spirit for success, we now have rockets that can go into orbit and land themselves, cars that can drive themselves, and hundreds of inventions that will impact our lives tremendously.”) enhance the effectiveness of this accomplished writing performance.
In this essay the writer establishes the clear position that “competition is necessary for success” in “science, social life, or sports.” The progression of ideas is logical and well controlled because strong sentence-to-sentence connections (“Both countries also worked towards achievements in space. Finally, Russia launched the Sputnik I satellite into space in 1957; it was the first of its kind in the entire world”) clearly show how competition between rivals can lead to great achievements. The development of ideas is highly effective because the writer uses specific and well-chosen evidence (competition between the United States and Russia during the Space Race led to “unbelievable achievements”; Apple and Microsoft compete with each other to accomplish “great feats in the field of technology”). The writer’s purposeful and precise word choice (“strive to achieve,” “locked in the intense Cold War,” “intense nationalistic and political rivalry,” “vigorous output,” “invaluable necessity”) emphasizes the emotional energy of competition. Holistically, this essay demonstrates an accomplished writing performance.
The writer offers the complex position that “Although competition does inspire us to achieve our dreams, it drives us to be selfish, changes our definition of success, and stains our morality.” The writer skillfully crafts the essay by organizing ideas around each claim within the position. The progression of these ideas is logical and well controlled because meaningful transitions (“It is within human nature to want the best for ourselves”; “Along with selfishness, competition gifts us with a changed definition of success”) clearly show the negative outcomes of competition. The argument is forceful and convincing because the writer’s well-chosen reasons (when we compete, we will do anything to win, even if that includes using those closest to us as “stepping stones”; competition among business and politicians leads to corruption) fully support the position. Additionally, the writer’s use of rhetorical questions throughout the essay (“How many life-long relationships are you willing to break just so you can be successful?”; “When we look at powerful people, do we even think twice about how they got to where they are?”) demonstrates a thorough understanding of the persuasive writing task. Purposeful, precise word choice (“climb our ladder to success,” “stains our morality,” “using others as our stepping stones,” “considered to be nothing,” “competition as an unneeded component”) emphasizes the harmful qualities of competition. For these reasons, this essay represents an accomplished writing performance.
In the final paragraph of this essay, the writer establishes the complex position that “if competition can be taken as a means to happiness and dropped if it gets to extreme, it can be very important. To be successful in competition, one must only have learned from the experience.” The writer takes an anecdotal approach to the topic, organizing ideas around two instances in which the writer succeeded academically due to competition with other students. The two anecdotes are linked by a meaningful transition (“Even beyond motivating people to work harder at the things they already know, competition encourages the acquisition of new skills and the expansion of knowledge”), clearly showing how the writer’s academic experiences, though somewhat similar to each other (“The pressure to have the best grades has . . . made me work harder and feel prouder about my accomplishments”; “Because of my participation in quiz bowl, I have needed to learn more about literature and history and thus become more well informed”), have enhanced the writer’s academic success in different ways. The writer thoughtfully links sports and academics by beginning with an account of racing against a friend (“Through trying to race her, I pushed myself much harder”) and referring to sports throughout the essay (“Competition can be a strong force for improvement in not only athletic endeavors but also every other field of life”; “Sports like soccer, cross country and many others force their participants to improve on all the various skills they require and often obtain new ones as the players become more and more adept. Academic sports, like quiz bowl and debate, can be an incentive to learn more about the world and how to express one’s thoughts clearly.”). The writer develops the concession presented in the position by acknowledging that competition can be “detrimental insofar as it stresses me out” and “can hurt relationships if it gets out of hand,” then refutes that idea by claiming that “having it at a small level can be very important” but it “is not the only factor that contributes to success in life.” Purposeful and precise word choice throughout (“mediocre,” “exemplary,” “endeavors,” “detrimental,” “acquisition,” “incentive,” “plethora”) and a lack of errors in conventions strongly contribute to the quality and clarity of this accomplished writing performance.