



English II Writing

Expository Scoring Guide

April 2014

English II Writing Expository Prompt



READ the following quotation.

The only way to have a friend is to
be one.

—*Ralph Waldo Emerson*



THINK carefully about the following question.

Does friendship involve both giving and receiving?



WRITE an essay explaining what is involved in being a friend.

Be sure to —

- clearly state your thesis
- organize and develop your ideas effectively
- 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 explanatory 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 topic specified in the prompt, but the thesis statement is missing, unclear, or illogical. The writer may fail to maintain focus on the topic, 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 the essay unclear or difficult to follow.

Development of Ideas

- ☐ The development of ideas is weak. The essay is ineffective because the writer uses details and examples that 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 expository writing task.

Use of Language/Conventions

- ☐ The writer's word choice may be vague or limited. It reflects little or no awareness of the expository purpose and does not establish a tone appropriate to the task. The word choice may impede the quality and clarity of the essay.
- ☐ Sentences are very awkward or uncontrolled, significantly limiting the effectiveness of the essay.
- ☐ The writer has no command of sentence boundaries and/or little or no command of spelling. Serious and persistent errors in capitalization, punctuation, grammar, and usage conventions may create disruptions in the fluency of the writing and sometimes interfere with meaning.

On August 17, 2010 it was the summer break. I woke up that morning to look out of my window. To see how it look outside. As, I look. I seen a moving truck. Once, the moving truck stop. A couple of new boys get out of the truck. So, after that I had quickly put my clothes on. And run out the door. Then I had want to go meet the new neighbors.

I said, "my names is **Dominic** . They respond back, "My names is **Marcus** , and **William** . I had show them around the apartments. As, we walk they see a basketball court. They said to me, "Do you want to hoop? I said, "yeah". So, As we start to hoop . **Marcus** falls and hurt himself. So, I gave him a band aid. After that, he said, "you are my new cool best friend."

Score Point 1

In this very limited writing performance, the writer provides no thesis statement and uses a narrative strategy to tell a story about three friends meeting for the first time instead of addressing the specific demands of the expository prompt. Both the organizing structure and the details provided are inappropriate for the explanatory task causing the essay to be ineffective.

Yes Both Giving and Receiving it Involve those 2 things
Because to make the friendship stay alive really
be their friend. Because you to talk to them
Do not Behind there Back Do Not Do Anything to
get the other mad because if you. Do it going to
be a mess I know the feeling about that because
I did it Before it was sad I should been.
nice to my friend a couple weeks ago now.
She doesn't even look at me any more
But it ok I deserve it any ways. But any
ways I still have friends. But the one I
use to have she gone But she has new friends.
So it's sad because I never was mean to anyone
in my life. So I don't why it occurred to me of being
mean to other people. That was nice to me in the
beginning I was heart broken when I was being rude
to her so. When I was I stop after that because
was respectful and civil. For her so I told her sorry
and apologized to her. And she said it was ok and I told her
that I will never do that again because that not
friends. do to each other like that But yes giving and
receiving is good for both friend you and your best
friend.

Score Point 1

The writer of this very limited response uses organizational strategies that are only marginally suited to the expository writing task. The progression of ideas is weak due to wordiness and the lack of effective transitions (But anyways I still have friends. But the one I use to have she gone. But she have new friends). In addition, there are serious and persistent errors in punctuation, grammar, and usage, which cause disruptions in the fluency of the writing and interfere with meaning.

Does friendship involve both giving and receiving.

This is what I think about friendship. Yes, I do think friendship involves both giving and receiving.

At some point of time your friends will sometime be there for you, and sometimes they won't be there for you. When you need them to be there for you no matter.

Like for an example say that I need my friends to be there for me when I need them to be right beside my side. They'll be there at some times, but not all the time.

I believe friends is almost just like family.

Score Point 1

In this response, the writer provides the weak thesis that friendship involves both giving and receiving. Although the student attempts to address the prompt using an appropriate hypothetical example, the repetition of the idea that friends should be there for each other, stalls progression. Additionally, details and limited word choice impede the quality of the essay and limit the effectiveness of the essay.

In some cases freindships go good and others not so well. Freindships might have giving and receiving freind or a caring one, and one that dosent care. Is this true? In my opinion, I think that a freindship requiries both giving and reciving. What do you mean by giving and receiving. Giving care, love, support, and receiving all those good things with compasion. Then showing your partner or freind how they made you feel with all the caring support they -gave you. So yeah i do think freindship requires both giving and receiving care for one another.

Score Point 1

The writer of this essay attempts to explain why a friendship requires both giving and receiving. The writer's response, though, is limited due to vague word choice that creates and ineffective explanation. Repetition disrupts the flow of the essay making it unclear and difficult to follow. Overall, the writer demonstrates a lack of understanding of the expository task.

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 expository task.
- ☐ Most ideas are generally related to the topic specified in the prompt, but the writer's thesis statement is weak or somewhat unclear. The lack of an effective thesis 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 meaningful transitions are lacking, 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 essay is superficial because the writer uses details and examples that 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 may be artificial and rely on forced patterns of development. In any case, the writer develops the essay in a manner that demonstrates only a basic understanding of the expository writing task.

Use of Language/Conventions

- ☐ The writer's word choice may be general or imprecise. It reflects a basic awareness of the expository purpose but does little to establish a tone appropriate to the task. The word choice may not contribute to the quality and clarity of the essay.
- ☐ Sentences may be simplistic, 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. Distracting errors may be evident, creating some disruptions in the fluency or meaning of the writing, but there is evidence of complete sentences and correct spelling.

friendship does involve giving and receiving because you share your secrets with them and they share their secrets with you. And on birthdays it's always nice to give your friend a present. In a friendship you should always give advice and receive advice. You should also give support to your friend if they're feeling down. And you should receive support from your friend when you're feeling down. In a friendship I think it should equal and both support each other. In a friendship you should never tell their secrets to anyone or you could break the bond of friendship.

Score Point 2

The writer of this essay lists the ways friends give and receive, but meaningful transitions are lacking and sentence to sentence connections are weak. Since the writer simply presents several vague undeveloped ideas (give advice; give support), the essay remains superficial. This student demonstrates only a basic understanding of the expository task.

The only way to have a friend is to be one.

"For me involving both give and receive is that for friend you should always receive what they give you you should never say no." Me and my friend always stand up for each other's if something happen to one of our friend we care for them.

If they are involve in something we help them get out of it because it can bring you bad influence. The other day my friend was really sick that she could not even get up from her bed because her bones really hurt and her back and she had a really headache that she couldn't go to school, so me and my other friends went to wal-mart to go buy her some pollons and bears for get well soon, and when we arrive to her house she was really happy because what we did for her. So the only way to have friends is to be one.

Score Point 2

In this basic writing performance, a weak thesis is provided (Me and my friend always stand up for each other's if something happen to one of our friend we care for them), and a personal anecdote is presented as support. However, imprecise word choice and awkward sentences (For me involving both give and receive is that for friend) weaken the effectiveness of the essay.

There's good things about friends then there's bad. Some good things about having friend you have people to help you out. and you have some that may encourage you. They may do a lot of the same things you do like sports, reading, swimming maybe even chess. They might like to go shopping for shoes. And some friend's have a good sense of humor.

Some bad things about friend's are the the friends you call friend may just be an acquaintance. Just someone you talk too. The bad qualities in a friend are not fun experiences. Some may be what we call hipacrits. But that's why we go throw the bad to avoid the bad.

Ways to resolve friendship have a sitdown talk. Make up a fun conversation. Take mine off the past & focus on future.

Score Point 2

In this basic writing performance, the writer's thesis is unclear. The organizational strategy of classifying the good and bad things about friends is somewhat suited to the expository task; however, this superficial pattern of development reflects little thoughtfulness. The development of ideas is minimal because the writer only partially presents details and examples. In addition, errors in conventions cause some disruptions in the fluency of the writing.

FRIENDS are what get you through the life you live, they help you, play with you, and give you a sense of safety.

but what is INVOLVED IN being a friend? IT'S about standing by each other, and looking out for the other whether it's about girl's or boy's, school or family it's the FRIENDS that help any way they can. FRIENDS are an important part of life, it's always a good thing to help every friend no matter which one it is, big, small, girl, or boy.

FRIENDS are also open to each other which is a good thing if you want to get something to get off your chest.

THIS what being a friend is like

the end

Score Point 2

This essay attempts to explain how friends get you through the life you live. However, briefly presented ideas and general word choice (standing by each other; looking out for the other; help any way they can; open to each other) limit the quality and clarity of the essay and demonstrate only a basic understanding of the expository writing task.

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 expository task.
- ☐ The writer establishes a clear thesis statement. Most ideas are related to the thesis and are focused on the topic 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 because the writer uses details and examples that are specific and appropriate, adding some substance to the essay.
- ☐ The essay reflects some thoughtfulness and may engage the reader. The writer's response to the prompt may be original or may connect ideas in interesting ways based on his/her view of the world. In any case, the writer develops the essay in a manner that demonstrates a good understanding of the expository 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 expository purpose and establishes a tone appropriate to the task. The word choice usually contributes to the quality and clarity of the essay.
- ☐ Sentences are varied and adequately controlled, for the most part contributing 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 only minor disruptions in the fluency of the writing, and they do not affect the clarity of the essay.

yes it does, because if you were giving your friend a gift you would expect to get something in return. Like if you and your friend got into a fight you both would expect to get an apology from one another. Like my mom told me, "A true friend would stand behind you no matter what. They would give you advice if something was going wrong. They also would give you tips on how to fix your relationship." So if your friend is always there for you. You need to be there for them. Even if you fight a lot with each other. They should be there for you like you were for them. I remember during my freshman year after Spring break I just broke up with my boyfriend. I hardly could take it. My friends stood right by my side the whole time. Even one day I was crying and they were trying to make me feel better, it worked. So ever since that day I was glad I had great friends there for me and I will be there for them if something bad happens to them.

Score Point 3

In this satisfactory writing performance, the writer establishes a clear thesis statement (A true friend would stand behind you no matter what), and the progression of ideas is generally logical and controlled. The personal anecdote about friends supporting the writer during a break-up is appropriate, supports the thesis, and demonstrates a good understanding of the expository writing task. Errors in conventions are evident but do not affect the clarity of the essay.

Does friendship involve both giving and receiving??
Of course it does! That's the whole purpose
of being a friend. A friend is someone
who is always there no matter what and
have a lot in common. Giving in friendship
is amazing and great. Because giving is better
than receiving. A friend that gives you love,
sets a time to spend time with you, lift you
up when you down, and there to make
matters straight! That amazing! What more can
you ask for. Receiving it makes it 10 times
better. Not only you enjoy your friendship,
but so does your friend. By you receiving
him or her in your life to make you happy
is way beyond bliss. There's nothing better out
there than to have friends that truly love
you and care for you. So in a friendship
there will always be giving and receiving no
matter what! So take the chance and time
by you receiving your friend's hand when you fall
and you giving your hand to your friend when
he falls down also.

Score Point 3

This writer establishes a clear thesis and sufficiently supports it with appropriate details. The inclusion of rhetorical questions reflects some thoughtfulness, and the writer's word choice establishes a consistent philosophical tone. This essay represents a satisfactory writing performance.

The way you are being a friend is by always being there for the person. you suppose to listen to he/she's problems giving them advices. How to react on what to do, take them to a place where they can cheer up a little to wear they have a smile on thire faces.

Being a friend is really true because if the other person tells you the darkest secret they have your suppose to keep it a secret. When my friend **Monica** was so quiet and she looked sad too. I took her to a place were no one could hear us and I said tell me whats wrong I promise I wont tell. **Monica** tells me thise one thing that happend to her then she says you better not tell. I said didn't I promise I wont. **Monica** I said if you need anything just call me. if you need to cry I will cry with you, if you need to express your feelings with someone I will always be there for you. I was being a true friend and also doing everything to make the other person happy too.

Score Point 3

The writer provides a clear thesis statement (The way you are being a friend is by always being there for the person) and adds some substance to the essay by including an appropriate anecdote about helping a friend during a difficult time. The progression of ideas is generally logical and controlled, and the development demonstrates a good understanding of the expository writing task.