



English II

Persuasive Scoring Guide

March 2016

English II

Persuasive Prompt

Read the following quotation.

A newspaper columnist once wrote,
"Maturity has more to do with what types
of experiences you've had, and what you've
learned from them, and less to do with how
many birthdays you've celebrated."

Is it necessary to have lived a certain number of years to be considered mature? Think carefully about this question.

Write an essay stating your opinion on whether maturity is dependent on a person's age.

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.

Maturity it does not matter what your age is. Because it depends on the way you are raise. Some people just want to stay a little kid and not grow up. The maturity also depends on when real life hits them. When they have to start paying bills. when someone has kids. when you get more responsibly and you have no choice but to grow up. Because life has hit you and you have nothing else to do but take charge. But at times age does matter cause you dont want to be 17 or 18 and getting your first job or house acting like a 5 year old. Also at age 18 thats when responsibility comes in cause you get more freedom in life and you have to act your age not your shoe size. just grow up and plus people will take you more seriously if you talk to them like your adult. No one will want to talk to someone whos 18 and sounds like a little kid. Age does matter.

Score Point 1

Although the response addresses the topic described in the prompt, the writer does not maintain focus. The writer takes one position in the beginning of the essay, halfway through changes positions, and then directly refutes the original claim at the end. The presentation of ideas reveals the absence of an organizational strategy and demonstrates a lack of understanding of the persuasive writing task. In addition, the uncontrolled sentences and persistent errors in conventions limit the effectiveness of the essay. Overall, the response represents a very limited writing performance.

Society now a days seem to lack maturity however, it also depends a person's age. Older people seem to know how to act people eighteen and younger seem to just not care. And think every little thing that happens in the world is funny. But not all teens act like this just more than half do. Maturity does depend on a person's age people who have life experiences seem to know the way they act and show how prepared they are. I believe this because celebrities like Lebron James who gets criticised does not react or listen to them. Why because he is mature and dosent listen to what they have to say. Maturity is something we are not born with it is something we learn from our mistakes.

Score Point 1

In the opening of this essay, the writer makes two separate claims: society nowadays seems to lack maturity; maturity also depends on a person's age. The student attempts to develop these ideas; however, the student presents a number of uncontrolled sentences, which leads to a confusing presentation of ideas. In addition, the student includes an example about LeBron James, but instead of developing this idea with specificity, the student makes a general statement. Overall, the essay demonstrates a lack of fluency, focus, and development, making it difficult to follow. The response represents a very limited writing performance.

There is a portion of a whole responsibility of maturity. Maturity has more to do with what types of experiences you've had, and what you've learned from them, and less to do with what you have celebrated. It is dependent on a person's age.

You may have to act your age, because that's part of being mature. When you don't act your age, you are being immature about your age. Everybody will soon enough be mature enough to act their own age. It's just how you act it.

In that case, people will notice you more mature and will know you are full responsible of yourself and of your actions. Maturity is one of the biggest roles in everyone's life. You just need to be more secure and concerned about it, because everyone is not the same about maturity. Some people take control over maturity.

It is dependent on your life and how you chose to deal with it, but yet it proves to other people how mature you can be.

Score Point 1

In this very limited writing performance, the student confuses the position by offering contradictory statements in the opening paragraph. The student does not develop evidence in the body of the essay and presents an illogical progression of ideas with awkward wording and vague sentences, which significantly limits the effectiveness of the essay. The conclusion is vague and indicates the lack of a position.

Maturity is not dependent on a person's age its all about how the person wants to act. Maturity has nothing to do with age group. There are some people who are in their middle-ages and still act young and immature.

I feel that if you think your ready to be mature then thats on your own hand. Maturity is a big part in life because your growing up. When you have gotten to a certain age I really hope that you would have least wanted to be mature. Being mature will you alot of places in life.

Maturity is something you suppose to take and accept it. Maturity will never have anything to do with age its how the person would like to carry themselves. Never think maturity is about age because its not. Maturity is something you have to grow up and become. People become mature along the way it takes time for others. Never just say your mature if your really not.

Score Point 1

The essay presents a clear position that maturity is not dependent on age but on how the person wants to act. In the main body paragraph, the student repeats ideas and offers illogical, unclear statements that weaken the position and focus. The lack of sentence-to-sentence connections weakens the progression of ideas and causes disruptions in the flow of the essay. In the conclusion, the writer confuses the position taken in the introduction by indicating that people mature with age. Overall, this essay represents 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.

Maturity does not depend on how old a person is. It all depends on the way he/she was raised by their parents.

People do not have to be a specific age to reach the maturity level. They just have to know how to act by the way their parents raised them. Some people reach maturity at the early ages of being ten years old. They might not be too mature, but they'll know how to act.

You don't have to live a certain amount of years to know when to mature, or be considered mature. It all depends on the way you act around others.

Some people just don't want to mature and they want to stay acting like little kids. I don't blame them because I haven't reached my maturity level yet. I know how to act sometimes though.

It doesn't matter how old you are, you are never too young or too old to be mature. Age doesn't matter, it's all about the way you choose to be, or how your parents raised you to be.

Score Point 2

In this basic writing performance, the writer takes the position that a person's maturity is not determined by age but depends on knowing how to act by the way their parents have raised them. The example of the 10-year-old who is mature despite his age because he knows how to act is appropriate but lacks sufficient details to support the example. The writer then points out that some people don't want to mature, but again, the example is too brief to support the position effectively. Instead, the writer includes irrelevant information that further contributes to the illogical progression of ideas. The student's general word choice does not always contribute to the quality and clarity of the essay.

People say that over time, we mature more. This is true, but it is not talking about age. As we grow up, we experience more activities that we can do and we learn from them, making us more mature.

As time passes, we are more likely to run into obstacles in our lives. Some bad, and some good. These obstacles shape the person we become, whether it be a kind, mature person, or a reckless, immature person. Either path we take, our experiences and decisions show how mature we will be one day.

This proves that we don't mature with age, but with our experiences and decisions we make.

Score Point 2

In this basic writing performance, the writer takes the position that people mature by learning from their experiences. By using a philosophical approach, the writer provides brief support in the main body of the essay. Although the position is clear, the argument remains superficial because of this brief support. Using the universal “we,” the writer creates an appropriate persuasive tone. In addition, the sentence-to-sentence movement supports the flow of the argument, and the sentences are controlled, helping to make this essay representative of a basic writing performance.

Many adults around the world today lack the maturity that many adolescents have. Therefore, it is not necessary to live a certain number of years before you can be considered mature. Maturity is not a set destination. Just because you have reached a certain age, it does not mean that you have matured completely. No one has ever matured completely, they have only matured in comparison to their younger self. For example, my history teacher is considered less mature than many of his students. Even though he is over 20 years older, he is not more mature.

In conclusion, it is not necessary to live a certain number of years before you can be considered mature. The only way to gauge someone's maturity is to compare the way they act to others. This is because maturity is not a set destination, but a never ending journey.

Score Point 2

The writer of this basic writing performance establishes the clear position that maturity is not determined by age. The student attempts to support this position by providing an example of the student's history teacher; however, this example is too briefly developed to get a clear idea of how the history teacher is not very mature though he's 20 years older. The progression of ideas is weak because of the repetition of the same ideas. The combination of weak progression and superficial development demonstrates that the student has only a basic understanding of the persuasive writing task.

My opinion on whether maturity is dependent on a person's age is that I honestly disagree with the statement, considering it took a couple of years to reach the maturity I am to this day.

For example when you're a little child you may misbehave a be very disobedient, but with help from your parents and elders you learn how to grow up out of that stage and mature. And there are also the people that may have certain disabilities, and it may be hard for that person to behave maturely. But those people may be adults also.

Another factor about maturity is that is that no matter how old you are, you still have much more things in life to endure and experiences in order to be much more maturer than you were before.

My last opinion about the statement is that it is a learning process for everyone, and also everyone has to experience many ups and downs in life in order to grow up, and learn things you never knew before or experience certain activities you've never tried before. But its all part of maturing and becoming a better person.

Score Point 2

The writer seems to focus the essay on the different factors that determine maturity: parents, experiences, and the ups and downs of life. Each of these ideas is minimally developed. The student presents sentences that are awkward and only somewhat controlled. In addition, wordiness causes minor disruptions in the flow of the essay. As a whole, the essay represents a 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.

Age is just a number. The way a person acts has nothing to do with their age. Sometimes adults can be less mature than children.

For example, Justin Bieber is 20 and not mature at all. He takes advantage of the privileges that are given to him at his age and abuses them. He drinks and does drugs which lead him to jail. Justin Bieber is just a very immature person overall.

Prim is 12 years old. She is the younger sister of Katniss, a volunteer for the annual Hunger Games. For two years in a row Prim takes care of her mom and herself while her sister is out fighting for their wellbeing. Prim acts very mature under the circumstances she is in. This twelve-year old is still a child yet is very mature for her age.

Overall maturity is not dependent on age. Maturity depends on how people handle things and the things people have been thru. Someone can be 12 and be more mature than a 20 year old.

Score Point 3

The writer develops a clear position in the opening paragraph that the way a person acts has nothing to do with age. To support this position, the writer uses two examples from popular culture: the singer Justin Bieber and a character from *The Hunger Games*. Using a compare/contrast organizational strategy, the writer compares the maturity levels of Bieber, a 20-year-old pop star, and Prim, a 12-year-old girl, who is mature beyond her years. Inside each body paragraph, the student presents a logical progression of ideas because the sentences are connected to each other. The first example using Justin Bieber is convincing and specific as the student outlines Bieber's behaviors that demonstrate immaturity. The second example using Prim lacks specific details about Prim's maturity. However, the student makes the point that age is not important in determining maturity. Overall, the essay demonstrates a satisfactory writing performance.

Maturity is a quality you gain according to the experiences you've had, and what you've learned from them; not how many years of life you have lived. A great number of younger kids are more mature than people older than them because of unstable family units, and because of the rough conditions they've lived through.

First, numerous kids live in very unstable families. Maybe their parents are divorced, or one of their parents have passed away so they have to take on the responsibilities that parent left behind. Such as cooking, cleaning, and taking care of younger siblings, forcing the child to leave behind their childhood and mature.

Also, many kids have lived through some extremely rough conditions which gave them no choice but to grow up quickly. For example, most kids who live in the "ghettos" or the "hoods" see and go through things most grown adults couldn't even imagine going through. Kids who go through these experiences have no choice but grow up be mature with their situations.

To come to a conclusion, maturity does not depend on a person's age. It depends on the situations they've experienced in their lives, and how they handled the problems they were faced with.

Score Point 3

This writer takes the position that maturity is based on experiences instead of age. The student develops this position by presenting experiences that contribute to maturity. In the first body paragraph, the writer describes how unstable families can force responsibilities on children, causing them to mature faster. The second body paragraph develops the idea that children who have lived in rough conditions grow up quickly. The student uses some specific word choice, which reflects an awareness of the persuasive purpose and establishes an appropriate tone. There is a logical progression of ideas, and the development of ideas is sufficient enough for the student to demonstrate a satisfactory writing performance.

Just because somebody is an 75 year old man doesn't mean he is mature. What makes you wise is the events you have been through, how you handled yourself through it, and what you learned from that specific event. A 15 year old boy could very well be more mature than a 75 year old man. I believe it is not necessary to have lived a certain amount of years to then be considered mature.

I would consider myself mature. I've been through alot of hardships that none of my peers have had to go through. I feel that I am more mature than plenty of older people I know. Take my 30 year old cousin for example. His parents have alot more money than mine, so when he was growing up he had everything he ever wanted given to him. For myself, I had to earn what I wanted through hardwork and discipline. My cousin also had someone help him through every difficult situation he had. I on the otherhand did not. I went through many things alone, but I handled it myself and learned from my experiences.

So once again, I do not believe that it is necessary to have lived a certain number of years to be considered mature. It is all about what you have experienced, how you handled yourself, and what you learned from it.

Score Point 3

In an effective introduction, the student opens with the clear position that merely attaining a certain age does not necessarily make a person mature or wise. The progression of ideas is logical and controlled. The student employs a strong compare/contrast organizational strategy to argue that experiencing many hardships has made the writer more mature than a cousin who has been given everything he ever wanted. The sentences are adequately controlled and contribute to the effectiveness of the essay. This response best represents a satisfactory writing performance.

Lacking maturity is the same as lacking knowledge, growth, and progress. Age cannot be a determining factor for whether or not maturity is present in one's life because maturity can most definitely be achieved from experience and encounters.

In the memoir, A Long Way Gone, Ishmael Beah experienced many of his childhood years as a child soldier. Living the demoralizing and trapped lifestyle of a soldier had actually made some sort of a positive impact on his life by giving him the gift of maturity. Beah's age did not play a single role in his mature ways. He was a young, mature boy which most people in this world today would say, "No way, that's impossible." It has become almost natural to say that young equals immature, however, it has been proven by people like Ishmael Beah that age is a silly label, an untrue name, and an unimportant number.

During my childhood, I have made many encounters, but the most important encounter was my dad. My dad is a man that doesn't have immature in his vocabulary. Growing up, that was his main focus, teaching me the ways of maturity. His teachings were like listening to a teacher at school, cutting me no slack. The best way to teach me was by going on camping trips and letting me really search for maturity deep, deep down inside of me. If it wasn't for encountering my dad and having him throughout my childhood, I wouldn't be the same mature man that I am today.

Throughout life, I think maturity is a journey, and two great ways to find it are from experience and encounters. It is not a label that someone gets at a certain age, but an amazing attribute that is found at any stage in life, young or old.

Score Point 3

The writer of this satisfactory essay establishes the position that maturity is achieved through experience and encounters. The student supports this argument by providing a literary example and a personal anecdote. The student develops the response sufficiently, and the essay is coherent although not completely unified. The student would have benefited by effectively transitioning from the literary example to the personal anecdote. In addition, some sentence-to-sentence connections inside the personal anecdote are weak. However, overall the student demonstrates a good understanding of the persuasive writing task. The essay represents 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.

"Teenagers are immature." is not an uncommon phrase. But the question is why, why are teenagers considered immature? More often than not people group maturity and age together, if someone is young they are considered immature. Well, I believe that maturity has nothing to do with age, and everything to do with experience.

In our society it seems to be that the older someone is, the more maturity they are given credit for. Whereas this seems to be fairly true for the majority of people in the United States, this is not the case everywhere. For instance, you have a 30 year old male living with his mother in the US, and in Africa you have a 13 year old girl raising her brother and sisters on her own. While the man is older, he has had no experience taking care of anyone but himself, but the girl had to show real maturity in order to care for her family. Her experience has made her mature in ways the man is not.

However, the idea that maturity stems from experience can maintain true in the U.S as well. It takes maturity to know what one wants, and what one needs. A homeless man could be half the age of a business man but be three times more mature. The homeless man knows how to survive, while the business man knows only how to consume.

I can see where the maturity correlates with age thought process is from. However, it is not the age making someone more mature, it is the amount of experiences someone is exposed to that relates with maturity. Typically older people have more experiences because they have been around a lot longer than younger people, but this is not always the case.

In the end give young people a shot, let them display their maturity and share learned experiences. They may just surprise you.

Score Point 4

The writer presents the clear position that "maturity has nothing to do with age and everything to do with experience." The position is developed with a compare/contrast organizational strategy that uses specific examples of a 30-year-old male living with his mother in the U.S. and a 13-year-old girl in Africa raising her brother and sisters on her own. An additional example of a homeless man and a business man further develops the idea that experience is important to maturing. These paragraphs are developed with enough specificity to show the relationships among ideas. The final paragraph concedes that maturity correlates with age. This further develops the argument that maturity is due to experiences. In addition, the student concludes with a call to action that expresses the student's own unique view of the world. Although there are some errors in conventions, the focus, organization, and development balance out these faults. Overall, this response represents an accomplished writing performance.

Maturity is the development of the mind or body. Through out life people's bodies often develop similarly and ^{at} a pace relative to their age. However, this is not always true about the mind. Maturity of the mind is gained through experience, not age.

The experiences that often require people to mature the most are ones of adversity. As individuals face difficulties ~~throughout~~ they must grow to overcome them. I, myself, have experienced this many times throughout my life and will continue to repeat this process until the day I die. However, one experience in particular required me to mature beyond any other; the tearing of my ACL. It was an athletes worst nightmare; surgery, 8 month recovery and hours of watching your teammates play the games you so desperately wanted to be a part of. What good could from this? I would ask myself daily. Not until later did I realize the answer was maturity. As I sat and watched those 8 months I aquired a new appreciation for the sport, and I learned new aspects of the game I never would've noticed on the field. I gained respect for my teammates and better understood how I could help them and myself be successful. I came to realize how important it was to make every second ^{count} on the field and in life. This single experience matured me as a player and as a person beyond my years.

Although many people believe maturity is dependent on age, it should be recognized that the development comes from experience. Maturity is part of growing up and becoming a successful adult perhaps this why many mistakingly associate it with age.

Score Point 4

The writer offers the position that maturity of the mind is gained through experience, not age. This position is thoroughly developed with a single personal anecdote: the writer's experience of tearing her ACL. The writer describes the difficulties of not being able to participate in sports, which has resulted in heightened maturity. By using her own unique experiences, the writer is able to develop her example with specificity. Strong sentence-to-sentence connections enhance the flow of the essay. And the writer utilizes a thoughtful conclusion to deliver a strong end to the essay. The very few errors in conventions do not detract from the fluency or clarity of the essay. This essay represents an accomplished writing performance.

MATURITY IS DEFINED AS GAINING WISDOM, EXPERIENCE, OR SOPHISTICATION THROUGH A SERIES OF POSITIVE CHANGES. BY THAT STANDARD, WHO IS MORE MATURE: AN ELDERLY PERSON BLURTING SLURS AND VULGARITIES, OR A CHILD HELPING ANOTHER, BECAUSE THEY KNOW HOW IT FEELS TO FEEL BAD? MATURITY IS NOT PENDANT ON A PERSON'S AGE, BUT BY HOW THEY CONTROL THEMSELVES AND TREAT OTHERS.

MATURITY IS NOT A TITLE. YOU DO NOT GET A "MATURE" CARD WHEN YOU REACH A CERTAIN AGE. IT IS, THOUGH, AN ADJECTIVE: A STATE OF BEING. MATURITY IS COMPLEX, AND CANNOT BE TRACED BACK TO ANY ONE CAUSE OR MOTIVATION. IT IS A COLLECTIVE DESCRIPTION OF SOMEONE UNDERSTANDING WHAT IS GOOD AND WHAT IS NOT, KNOWING WHAT TO SAY AND TO KEEP TO THEMSELVES, AND KNOWING RIGHT FROM WRONG; MATURITY IS NOT DEPENDENT ON AGE.

SOME PEOPLE MIGHT SAY 'MATURITY COMES WITH AGE,' BUT DOES IT? BECAUSE IF THAT IS TRUE, WHY IS "BIGOTED ELDERLY PERSON" SO PREVALENT A STEREOTYPE? IF WISDOM AND MATURITY CAME WITH AGE, THEY SHOULD ALL BE ABLE TO SEE THAT PEOPLE ARE PEOPLE, REGARDLESS OF BACKGROUND. IF A CHILD TREATS THEIR FELLOW MAN BETTER THAN SOMEONE WHO HAS SPENT A LIFETIME SHARING THE PLANET WITH THEM, ARE THEY NOT MORE MATURE?

MATURITY IS NOT A TITLE, IT IS NOT ABSOLUTE. SOMEONE CAN START AND END AT ANY END OF THE MATURITY SPECTRUM. BUT MATURITY DOES NOT GO HAND IN HAND WITH AGE.

Score Point 4

The writer presents a clear position that maturity depends on how one treats others and controls oneself. Using a philosophical approach, the writer defines maturity and then makes his argument based on this definition. Purposeful word choice creates a strong persuasive tone. The student unifies the piece by presenting a transition that effectively moves the reader from the end of the second paragraph into the third. Using rhetorical questions, the writer develops his ideas with specificity and shows a thoughtfulness as he connects ideas in interesting ways. Overall, the student presents a unified and well-controlled argument that represents an accomplished writing performance.

Most people believe that as one grows older, his maturity increases. Although this occurs to most people, maturity truly depends on a person's moral beliefs and experiences rather than age. Maturity is not dependent on a person's age, as shown through the examples that children have more sense than adults in some situations, and the lack of a meaningful life causes adults to be blind to the world around them.

Some children exhibit more maturity than adults in grave situations as a result of their experiences. For example, in To Kill A Mockingbird, Scout and Jem, who are children, recognize the wrongful conviction of a man by a jury as an act of racism. Because of their experiences of acts of discrimination, they have matured at a young age. They realize that the sentencing is wrong because they used genuine reasoning; however, this was not the case for the jury, who let their stubbornness and racism blind them from seeing the truth. When such adults behave in this way, it usually results from the lack of meaningful experiences throughout their life.

Adults behave immaturely in certain situations because they are unable to grasp the meaning of things to which they have not previously been exposed. In the book Fahrenheit 451, Mildred, who represents most adults of her time, leads a mindless life in a world overridden with technology, and does not understand this when her husband explains it to her. Because she has led a comfortable, luxurious life, Mildred is ignorant to the magnitude of the situation around her. She has never experienced pain; therefore, she childishly refuses to see a world beyond the comfort of her own home. Her monotonous, meaningless life has caused her to be close-minded, even in adulthood.

In conclusion, one's maturity allows him to see the truth in a world where all others are blind. Gravitational occurrences are vital in life in order to develop a clear understanding of certain situations, and in being able to use sensible reasoning in such situations.

Score Point 4

The writer establishes a clear position that although everyone grows older, maturity depends on moral beliefs and experiences rather than age. Some children, the writer asserts, are more mature than adults as a result of their experiences. The writer offers the example of Scout and Jem, the children in the novel *To Kill a Mockingbird*. The progression of ideas is logical and well controlled, with strong sentence-to-sentence connections, which enhance the flow and clarity of the piece. The student transitions smoothly into the third paragraph, which offers an examination of the character of Mildred from the novel *Fahrenheit 451*. The writer contends that Mildred's sheltered life circumstances have led her to childishly refuse to understand the world beyond her comfortable home. Word choice is purposeful and precise, sentences are well controlled, and the overall strength of the conventions contributes to the effectiveness of the essay. A strong conclusion further unifies this accomplished writing performance.

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