DOCUMENT RESUME

ED 351 697 CS 213 598

TITLE	Description of Writing Achievement Levels-Setting Process and Proposed Achievement Level Definitions: 1992 National Assessment of Educational Progress.
INSTITUTION	American Coll. Testing Program, Iowa City, Iowa.
PUB DATE	21 Oct 92
NOTE	209p.; Numerous student writing samples may not reproduce well.
AVAILABLE FROM	American College Testing Program, P.O. Box 168, Iowa City, IA 52243.
PUB TYPE	Reports - Research/Technical (143) -- Reports - Descriptive (141) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC09 Plus Postage.
DESCRIPTORS	Elementary Secondary Education; Grade 4; Grade 8; Grade 12; Program Descriptions; Student Writing Models; *Test Validity; *Writing Achievement; *Writing Evaluation; *Writing Tests
IDENTIFIERS	National Assessment of Educational Progress

ABSTRACT

In July 1992, American College Testing convened a 5-day meeting to set achievement levels in writing for grades 4, 8, and 12 to be recommended for use in reporting the 1992 National Assessment of Educational Progress (NAEP). Sixty-six panelists (teachers, non-teacher educators, and non-educators) attended the meeting and participated in the achievement levels-setting process. The process involved: completion of NAEP writing assessment; operationalizing definitions and identification of sample papers; training in the rating process; the paper selection process; and review of grade-level descriptors and selection of exemplar papers. Numerical results of analysis of the panelists' scoring of papers indicated that results across achievement levels within grades and within achievement levels across grades appeared to be logical and consistent. Achievement level descriptions, indicating basic, proficient, and advanced performance for each grade level, were developed. Panelists completed four evaluation questionnaires, in which they rated their experience as very positive. (Four tables of data and eight figures are included; the final version of the identification and selection of panelists design document, the agenda, NAGB (National Assessment Governing Board) policy definitions of achievement levels, achievement level descriptions representing student writing performance as developed by the Orlando content validity study group, and achievement level sample papers are attached with test questions and scoring guide.) (RS)

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ED351697

Description of Writing Achievement Levels-Setting Process and Proposed Achievement Level Definitions

1992 National Assessment of Educational Progress

Presented to the
National Assessment Governing Board
October 21, 1992

American College Testing

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Description of NAEP Writing Achievement Levels-Setting Process and Proposed Achievement Level Definitions

Introduction

American College Testing convened a meeting to set achievement levels on the 1992 NAEP in writing July 24-28, 1992, in St. Louis, Missouri. The purpose of the meeting was to develop writing achievement levels for grades 4, 8, and 12 to be recommended for use in reporting the 1992 NAEP.

Panelists

Panelists were nominated and selected according to procedures and criteria described in the "Design Document for Setting Achievement Levels on the 1992 National Assessment of Educational Progress in Mathematics, Reading, and Writing," dated January 16, 1992. The relevant portion of that document is included as Appendix A. The nomination process resulted in a pool of 377 potential panelists, from which 66 panelists were selected and invited to participate. All 66 persons, representing 27 states and the District of Columbia, attended the St. Louis meeting and participated in the achievement levels-setting process.

States represented in the meeting included:

Alabama (2)	Georgia (6)	Mississippi (2)	Ohio (4)
California (5)	Indiana	Montana	Pennsylvania (5)
Colorado	Iowa (3)	New Jersey (2)	Tennessee
Connecticut	Louisiana	New Mexico (4)	Texas (3)
Dist. of Columbia	Maryland (2)	New York (3)	Virginia
Kentucky (4)	Massachusetts (4)	North Carolina	West Virginia (2)
Florida	Michigan (2)	North Dakota	Wisconsin (2)

The panel was composed of 35 (53 percent) teachers, 9 (14 percent) non-teacher educators, and 22 (33 percent) noneducators, representing business and industry,

government service, parents, and the general public (see Table 1). Eighteen (27 percent) of the panelists were male and 16 (24 percent) were minority. Each panel member was nominated to serve on a particular grade-level panel based on background, and members were drawn from the grade-level pools of nominees to serve on a specific grade-level panel. Twenty-two panelists served at grade 4, 21 panelists served at grade 8, and 23 panelists served at grade 12.

Advance Materials

Two of the elements most critical to the success of the process of setting achievement levels are that participants be thoroughly familiar with the methodology to be employed and that they have a sufficient understanding of key background materials. To that end, panelists were provided a set of materials 8 to 10 days before the meeting. These advance materials included:

- a cover letter explaining their role in the meeting
- a statement of the NAEP mission, principles, and objectives
- a security agreement detailing procedures for handling and discussing secure test materials
- a NAEP overview, "Consensus at Work"
- a brief introduction to the modified Angoff process
- a copy of the NAEP "Writing Framework"
- a copy of NAGB's policy framework, "Setting Appropriate Achievement Levels for the National Assessment of Educational Progress"
- a meeting agenda

Table 1

Descriptive Data for Writing Nominees and Panelists

	Nominees	Panelists
Total	377	66
Grade 4	32.6%	33.3%
Grade 8	30.8	31.8
Grade 12	36.6	34.8
Panelist Type		
Teacher	35.5%	53.0%
Non-Teacher Educator	46.4	13.6
General Public	18.0	33.3
Gender		
Male	18.0%	27.3
Female	82.0	72.7
Race/Ethnicity		
White	72.4%	75.8%
Black	19.1	18.2
Asian	2.9	1.5
Native American	0.1	0.0
Hispanic	4.5	4.5
No Data	0.0	0.0
Region of Nominator		
West	27.3%	21.2%
Central	29.4	19.7
Southeast	30.0	31.8
Northeast	13.3	27.3
Community Type of Nominator		
Los SES	31.6%	28.8%
Not Low SES	34.7	57.6
No Data	33.7	13.6
District Size of Nominator		
50,000 or More	30.0%	30.3%
Less Than 50,000	36.3	56.1
No Data/Not Appropriate	33.7	13.6

The Achievement Levels-Setting Process

Overview of NAGB/NAEP

After being welcomed and reviewing the agenda (see Appendix B), panelists were given an overview of the NAEP program and of NAGB (see Figure 1). This presentation emphasized the consensus process used in determining the NAEP Writing Framework, the extensive item review process for NAEP Writing prompts, and the improvements made in the NAEP Writing Assessment over time.

Overview of the Writing Framework

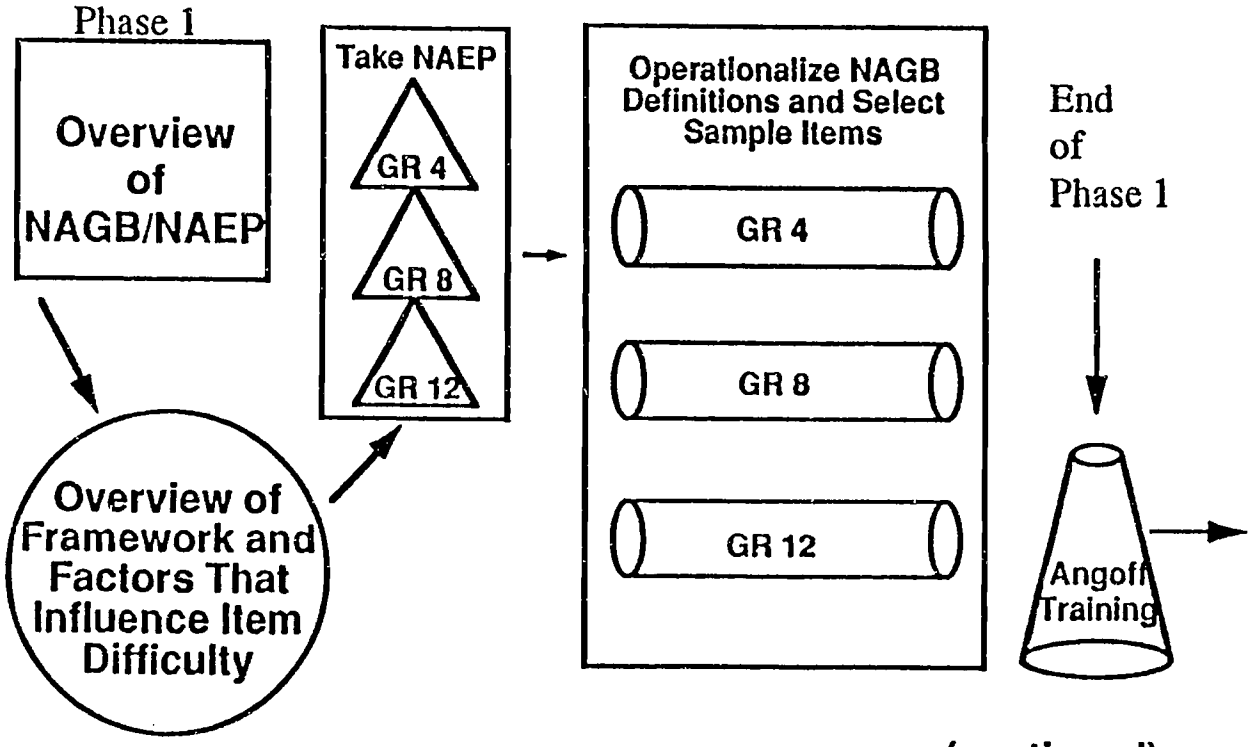
Following a brief presentation on the official definitions of the achievement levels (Basic, Proficient, Advanced) one of ACT's content experts presented an overview of the NAEP Writing Framework and discussed factors that influence writing[1] and writing prompt difficulty, including type of writing required (i.e., narrative, persuasive, informative). The purpose of the presentation was to focus panelists' attention on the Writing Framework and the NAEP Writing Assessment and to emphasize the fact that panelists' work was directly related to the NAEP Writing Assessment, not to the whole domain of writing.

Completion of NAEP Writing Assessment

All panelists completed an appropriate grade-level form of the NAEP Writing Assessment and reviewed their completed examinations using scoring guides. The

[1] Information presented in the overview was developed in consultation with representatives from the National Council of Teachers of English and others experienced with the NAEP Writing Frameworks during a meeting held in Boulder, Colorado June 3, 1992.

Achievement Levels-Setting Process



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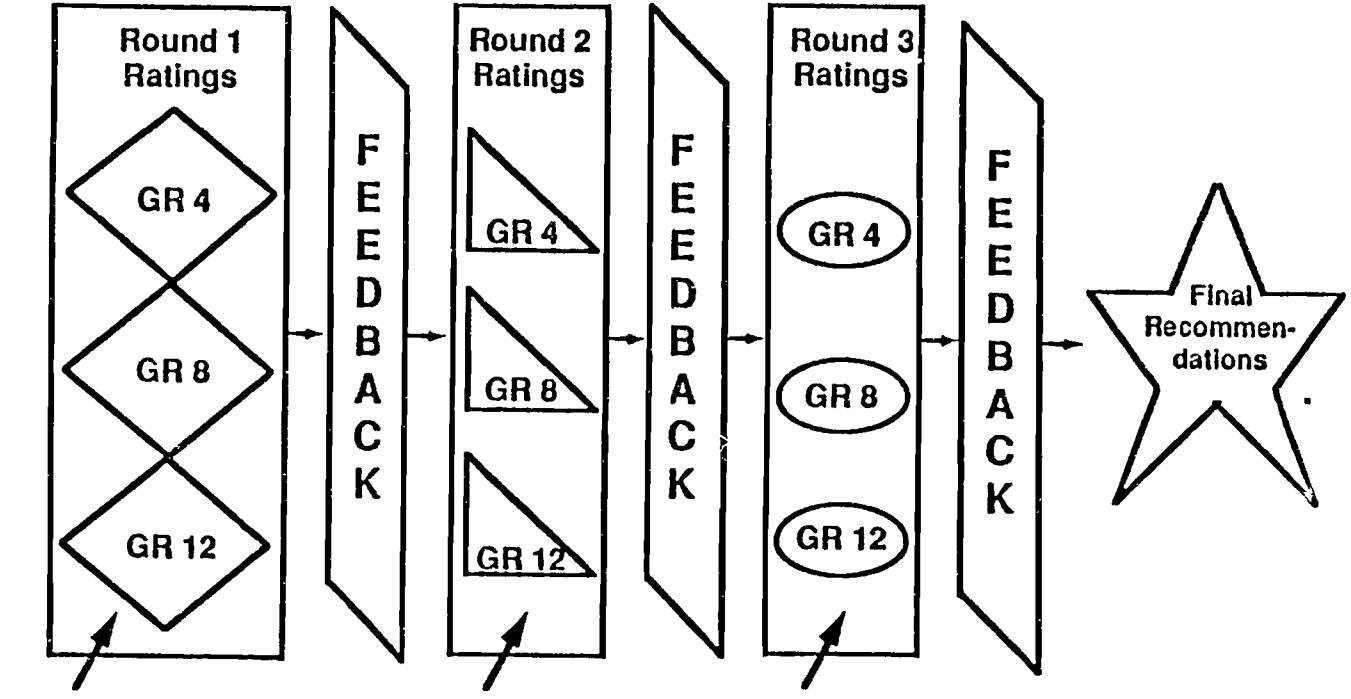
Achievement Levels-Setting Process



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purpose of this exercise was to familiarize panelists with the test content and scoring protocols.

Operationalizing Definitions and Identification of Sample Papers

Working in small groups of 5 to 6, panelists expanded and operationalized the NAGB policy definitions of Basic, Proficient, and Advanced (Appendix C). The small groups (four for each grade--4, 8, and 12) were allowed to "brainstorm" about what student performance at each achievement level *should* be, using the Writing Framework, the policy definitions, and their experience in completing the NAEP Writing Assessment as guides. One person per table was designated reporter, recorded the group's suggested content-based descriptors, and then wrote the descriptors on a flip chart so that all four small groups could see all descriptors. A comprehensive list of grade level descriptors was then compiled and distributed to each grade group. Panelists were next asked to identify, individually, five or six descriptors that best described what Basic, Proficient, and Advanced students at their grade level *should* be able to do. Panelists were also asked to identify how each descriptor fit the NAEP Writing Framework. Descriptors that did not fit within the framework were deleted. The grade-level descriptors for each achievement level chosen by a majority of panelists were compiled into a list, resulting in lists of six to ten descriptors for each achievement level. The lists of grade level descriptors that remained were then discussed by the grade-level groups and suggestions were made for modifying wording. Further, panelists were given the option of adding any descriptors that had been eliminated if the descriptors fit within the framework and if the panelists felt the descriptors were needed. The grade-level groups then reached general agreement

that the final lists of descriptors represented what students should be able to do at each of the achievement levels.

During this session panelists also reviewed individually a writing prompt and a set of student papers they would not be working with later[2] and selected student papers they felt were representative of Below Basic, Basic, Proficient, and Advanced writing performance. The selections were discussed by the entire group. The purpose of having panelists work with these prompts and papers was to familiarize them further with the writing prompts and scoring protocols and to help them internalize the relationship between their descriptors and the student papers they would be evaluating later. Panelists were asked to recommend additional modifications in the descriptions to rectify any shortcomings that appeared during this exercise.

During the evening, ACT's three content experts reviewed the lists of descriptors for consistency with the Writing Framework, consistency and logical progression within and across grade levels, and editorial quality. The next morning, panelists discussed their lists of descriptors and reached general agreement,[3] in grade groups, that the lists contained skills representative of performance at each achievement level. The major purpose for having panelists develop their own set of grade-level specific content-based descriptions

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[2] For each grade group, half the panelists worked with about half of the writing prompts, half worked with the remaining half of the prompts. At each grade level, the writing in response to at least one prompt was reviewed by the group as a whole. The prompts were balanced with respect to difficulty and type of writing required (narrative, persuasive, informative).

[3] The goal was to have general agreement (or near consensus) on the final lists, not a unanimous grade-level approval of each statement.

of Basic, Proficient, and Advanced was to ensure that, to the extent possible, all panelists would have both a common set of content-based referents to use during the paper selection process and a common understanding of student performance for each of the three achievement levels at their grade-level. Panelists' final content-based descriptions are included later in this report.

Training in the Angoff Procedure

Panelists next received approximately one hour of training in the rating process modified for the writing assessment to require selection of two student papers to represent performance for each achievement level. Emphasis during development of achievement level descriptors was on what student performance *should* be, and panelists were now instructed to use their "should-based" descriptions along with other information presented to them to evaluate the NAEP Writing prompts and student papers using their best judgment of how students at the **borderline**[4] of each achievement level *would* perform on the prompts. The concept of borderline performance was fully explained. Panelists were instructed to envision students whose writing performance was borderline Basic, students whose performance was borderline Proficient, and students whose performance was borderline Advanced. They were asked to think about the level of

[4] Borderline refers to the "cut point" or minimal competency point separating the achievement levels. For example, the borderline between Basic and Proficient is that point on the NAEP scale, or that level of performance as described in panelists' descriptions, that separates Basic from Proficient student performance. All students scoring at or above that borderline (but below the borderline for Advanced performance) would be classified as Proficient; all students below that borderline would be classified as either Basic, or below Basic depending on their performance.

writing performance that might be typical for such groups of students for particular types of writing prompts (e.g., persuasive versus informative). For example, what might borderline Proficient students be capable of producing that borderline Basic students could not? Panelists were told they would review 40-42 actual student papers, representing a roughly equal distribution of the six score points. From these, they would select six (6) papers, two for each achievement level, that typified student performance at the borderline of each level. Panelists were encouraged to ask questions during this training session so that misconceptions or uncertainties could be addressed before Round 1 of the "rating"/paper selection process.

The Paper Selection Process

Panelists completed three rounds of paper selections. Papers, which had already been scored on a six-point scale, were randomly mixed, assigned a number, and then ordered sequentially. Scores were deleted from the papers and panelists made selections without knowing what scores had been assigned to the papers. For Round 1, panelists first reviewed the writing prompt and spent time thinking about how they would write a response. They then reviewed the scoring protocols. This process helped ensure that panelists would be thoroughly familiar with each prompt and its scoring rubrics before selecting papers. Panelists provided six paper selections (two for each achievement level) for each prompt and then proceeded to the next prompt, for which the process was repeated. During Round 1, panelists used their lists of descriptors and other training materials for guidance in the paper selection process. Most panelists completed Round 1

in about 5 hours, although some (particularly grade 12 panelists) needed over 6 hours for the task.

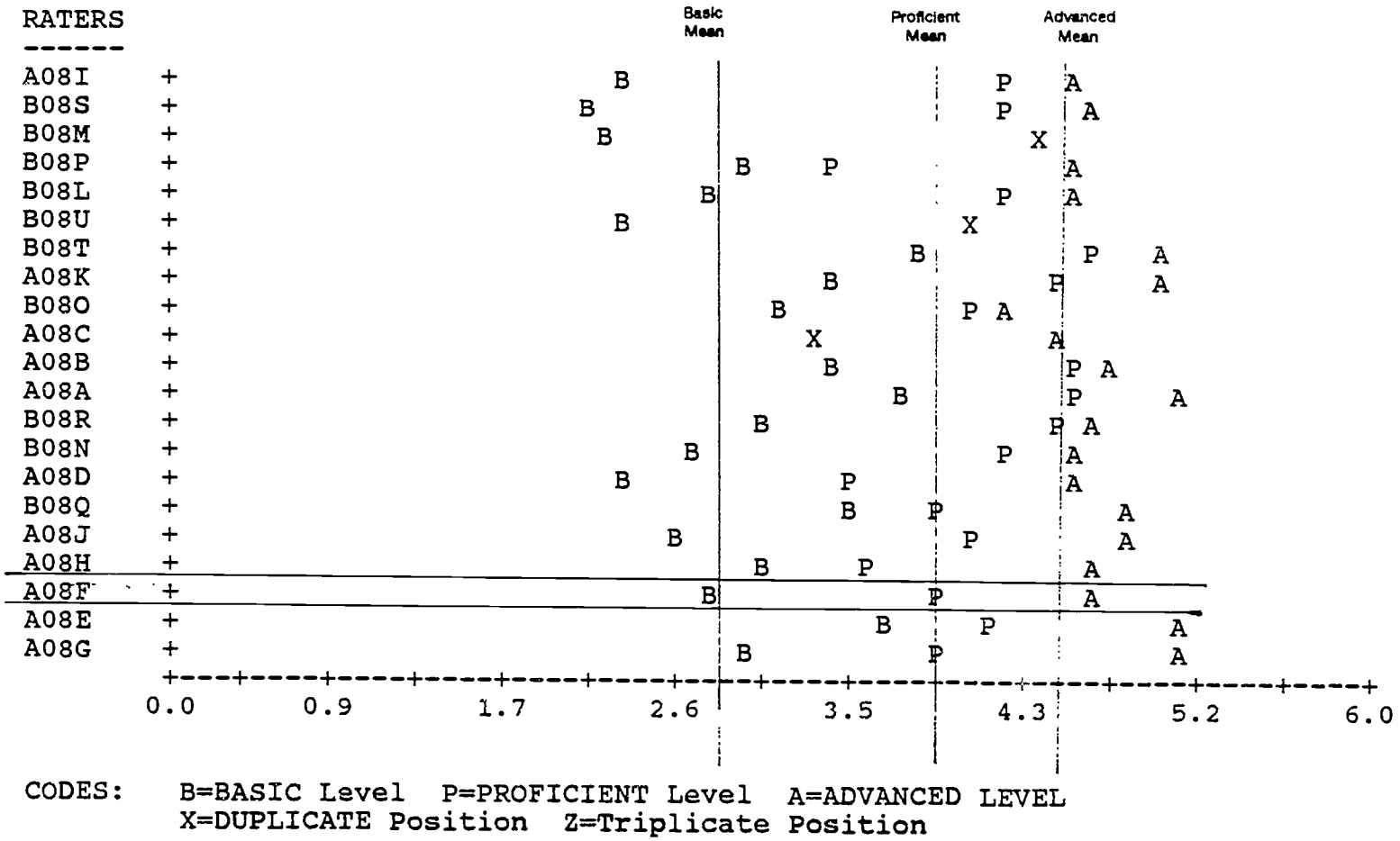
Following Round 1, ACT staff entered the panelists' paper selections into a computer data base and analyzed the results. The score given each paper was matched in the computer data base with the unique prompt and paper number. The mean (or average) score for each panelist's selections for each achievement level was computed, and the mean for all panelists' selections for each achievement level for each grade group was also computed. A computer plot of panelists' individual means for each achievement level was produced.

For Round 2 of the process, panelists were given interjudge consistency information using this plot of means. This information allowed panelists to see on the scale where the mean of their own paper selections were, relative to the mean for the group and to the means for other panelists. Reasons for divergent means, including the possibility that some panelists misinterpreted the paper selection task, were discussed. No effort was made to coerce panelists to change their selections. Figure 2 is an example of the interjudge consistency information shared with panelists.

For Round 2, panelists were also given student performance data in two forms to indicate the "difficulty" of the writing task. One way this information was presented was the percentage of students included in the actual NAEP administration who earned various scores (1 though 6). Additionally, the "difficulty" information was presented as the mean score (1 to 6) for student responses for each prompt for the actual NAEP administration (Figure 3). Panelists were told that this difficulty information should be

Figure 2

Example of Round 2
Interjudge Consistency Feedback



How to read: Panelists' mean paper selections were plotted along the horizontal axis (6-point scale) as a representation of the panelists' achievement level choice. The letter B is the mean for the panelists' Basic level selections, P is their Proficient level mean, and A is their Advanced level mean. Individual panelists are identified along the vertical axis (e.g., A08F is panelists F in Grade 8, Group A). This panelist's ratings are very near the mean for the grade group, for all three achievement levels (shading added).

used as a reality check on their paper selections, not as an indication of what their specific selections should be. For example, if they had thought two prompts were of similar difficulty but the two prompts had very different difficulty values, they were asked to reexamine the prompts to determine if they had misinterpreted some aspect of the prompt or the difficulty of the writing task, for example. Results of the data analysis supported the panelists' own evaluations that the difficulty information was useful but had little impact on the panelists' paper selection process.

The final type of information given to panelists for use during Round 2 (and also Round 3) selections was data on intrajudge variability. Each panelist received a list containing the mean score for papers they selected for each prompt they reviewed, as well as the range of scores for the two papers used to compute the means. Data for panelist E, Grade 4 Group B are shown below for illustrative purposes. Panelist E's Proficient level paper selection means varied from 1.50 for prompt W10 to 4.00 for prompts W5 and W11. This would indicate that panelist E felt prompt W10 represented a more difficult writing task than prompt W5, or that he/she misjudged one or more of these prompts. For prompt W11, both paper selections had to have been scored as 4's because the mean paper selection score is 4 and the range of scores is 0. This is an indication of consistency in paper selections. For prompt W4, however, the mean paper selection score is 3.50 and the range is 3, indicating one paper selected was scored 2 and one received a score of 5 (5 + 2 ÷ 2 = 3.5, the mean; 5 - 2 = 3, the range). This is an indication of inconsistency in paper selections.

Panelist ID	Prompt	Proficient Level	
		Mean	Range
A04E	W10	1.50	1
	W6	2.00	0
	W5	4.00	2
	W11	4.00	0
	W4	3.50	3
Rater Averages =		3.00	

Panelists were instructed to review these data and to decide if their initial decisions regarding prompt difficulty and paper selections needed to be modified. Panelists were pointedly told not to alter their selections solely on the basis of these data; only if they believed their initial decisions were flawed or somehow in error.

For Round 2, panelists reviewed the same sets of prompts and papers they used in Round 1 and, using the information on interjudge consistency, intrajudge variability, difficulty, and the information provided prior to Round 1, they either confirmed their initial paper selections or made new selections to reflect the additional information. About one-fourth of Round 1 paper selections were changed during Round 2, most to a paper that had received the same score or a paper within one score point of their first selection.

Following Round 2, panelists' selections were reanalyzed and information concerning intrajudge variability was again presented to panelists prior to Round 3. Panelists were asked to review each set of papers that appeared to be inconsistent and decide if their Round 2 selections accurately reflected their judgments of the students' writing performance at the borderline achievement levels. The intrajudge consistency data was to be used only to flag papers for reconsideration in the final round of paper selections. Again, panelists were told that these data were for their information and that changes in

Figure 3

Sample Feedback on Item Difficulty

GRADE 4
Prompt Score Point Distribution
(% of Students Papers Scored at Each Score Point)

Group B

Prompt	Scores						Off Task/ Omit
	1	2	3	4	5	6	
Jimmy Jet	9.1	41.1	28.7	6.1	0.8	0.0	14.4
Another Planet	6.6	32.0	35.2	18.0	1.6	0.5	6.3
Lunchtime	3.1	8.2	42.4	30.7	6.5	1.3	8.8
Magical Balloon	6.4	18.7	40.6	24.8	3.5	0.6	5.5
Favorite Object	5.9	7.7	43.5	26.3	4.9	0.7	11.1

Mean Scores for Prompts

Group A	$\bar{X}$	Group B	$\bar{X}$
(P) School Year	2.48	(P) Jimmy Jet	2.40
(N) Dinosaur	2.89	(N) Another Planet	2.76
(I) Favorite Story	3.31	(I) Lunchtime	3.36
(P) Spaceship	2.54	(N) Magical Balloon	3.02
(I) Favorite Object	3.21	(I) Favorite Object	3.21

P = Persuasive
N = Narrative
I = Informational

paper selections should be made only if reconsideration of the paper, in its entirety, indicated a need to select a different paper.

For Round 3, panelists reviewed the same set of prompts and papers they used in Rounds 1 and 2 using both the new intrajudge variability information and the information made available during Rounds 1 and 2. In addition, panelists could discuss, within their small groups, selections of papers about which they were unsure. About one-sixth of the paper selections were changed during Round 3, with most new selections being within one score point of their Round 2 selections. Results from Round 3 are presented in Table 2 (see Results section).

Review of Grade-Level Descriptors and Selection of Exemplar Papers

On the next day panelists were asked to review sets of student papers for the released prompts[5] and to select papers that they felt represented typical, or average, performance for each achievement level for their grade (unlike the paper selection process used to determine the numerical results for the NAEP where the emphasis was on borderline performance). These papers were then discussed in the small groups (table groups) within grades, with each small group reaching general agreement on a set of papers (2-3 papers) they felt represented good examples of performance at each of the achievement levels.

[5] Educational Testing Services releases, or makes public, several writing prompts after each NAEP Writing Assessment. For 1992, these released prompts included three for grade 4 and three that were common prompts for grades 8 and 12.

These released prompts and possible exemplar papers were further reviewed by a group composed of ten teachers from the St. Louis panel and ten writing experts nominated by personnel in state departments of education, officers of the National Writing Project, and officers of the National Council of Teachers of English at a meeting in Orlando, Florida September 4-6, 1992. The final set of prompts and papers selected by this group are included in Appendix D. After the Public Comment Forum process has been completed, ACT will recommend a final set of exemplar papers to NAGB for use in reporting the 1992 NAEP Writing results.

For the achievement level descriptions, panelists were asked to review the other two grade groups' descriptions to determine whether they were consistent with *their* grade group descriptions and to suggest revisions. They were also asked to review once again their grade group descriptions to determine whether any wording changes should be made. The result was three sets of achievement level descriptions (one for each grade group) generally acceptable to all three grade groups. These descriptions are included in the Results section following. These descriptions were also reviewed and further revisions were recommended at the Orlando meeting. The Orlando group's descriptions are included in Appendix D.

Results

Numerical Results

Table 2 summarizes the numerical results produced by the panelists. The mean score (e.g., 2.65) is the average paper score across prompts, across panelists. The standard deviation (abbreviated SD) is a measure of the amount of variation across panelists in

Table 2

Mean Writing Achievement Levels
By Rounds

GRADE 4 (22 Panelists, 9 Prompts)

Round	Borderline Basic	Borderline Proficient	Borderline Advanced
1	2.65 (SD=.74)	3.64 (SD=.47)	4.38 (SD=.31)
2	2.67 (SD=.50)	3.65 (SD=.48)	4.67 (SD=.20)
3	2.47 (SD=.38)	3.66 (SD=.35)	4.72 (SD=.20)

GRADE 8 (21 Panelists, 11 Prompts)

Round	Borderline Basic	Borderline Proficient	Borderline Advanced
1	2.75 (SD=.50)	3.89 (SD=.42)	4.51 (SD=.29)
2	2.74 (SD=.36)	3.66 (SD=.49)	4.57 (SD=.33)
3	2.64 (SD=.44)	3.70 (SD=.40)	4.58 (SD=.31)

GRADE 12 (23 Panelists, 12 Prompts)

Round	Borderline Basic	Borderline Proficient	Borderline Advanced
1	3.04 (SD=.65)	4.00 (SD=.59)	4.56 (SD=.39)
2	2.89 (SD=.76)	3.92 (SD=.59)	4.78 (SD=.30)
3	2.80 (SD=.49)	3.89 (SD=.48)	4.90 (SD=.27)

mean scores of papers selected. In general, this variation declined substantially from Round 1 to Round 3, indicating a move toward greater consensus among panelists. Because panelists' mean paper selection scores cannot be converted into NAEP scale scores at this time,[6] the only way in which panelists' numerical results can be evaluated is by comparing means across achievement levels within grades for all prompts, and across grades for prompts that are common to more than one grade. The results *across achievement levels within grades* appear to be logical and consistent, with the mean score higher for borderline Advanced than for borderline Proficient and higher for borderline Proficient than for borderline Basic (Table 2).

Because papers written in response to prompts common to more than one grade are scored using common scoring protocols (e.g., the same scoring protocol was used for the prompt "Embarrassing Incident" which was administered to both Grades 8 and 12), comparisons of mean paper selection scores across grades is possible for these prompts. That is, if student writing performance should improve from grade 4 to grade 8, and from grade 8 to grade 12, then mean paper selection scores *within achievement levels across grades* should be higher for grade 8 than grade 4, and higher for grade 12 than grade 8. As can be seen in Tables 3A-3B this was the case for all three achievement levels for grades 4 and 8, and for grades 8 and 12. Figures 4A and 4B present a graphical depiction of these results.

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[6] Achievement levels on the NAEP scale cannot be calculated and reported until Educational Testing Service completes data analysis on the 1992 NAEP Writing Assessment results later this year.

Table 3A

Mean Round 3 Writing Achievement Levels for the 3 Common Grade (4th & 8th) Items

Grade	Borderline Basic	Borderline Proficient	Borderline Advanced
4th (n=22)	2.35 (SD=.39)	3.56 (SD=.40)	4.51 (SD=.25)
8th (n=21)	3.07 (SD=.50)	3.93 (SD=.67)	4.87 (SD=.45)

Table 3B

Mean Round 3 Writing Achievement Levels for the 7 Common Grade (8th & 12th) Items

Grade	Borderline Basic	Borderline Proficient	Borderline Advanced
8th (n=21)	2.46 (SD=.55)	3.65 (SD=.39)	4.42 (SD=.35)
12th (n=23)	2.88 (SD=.44)	4.03 (SD=.55)	4.94 (SD=.32)

Figure 4A

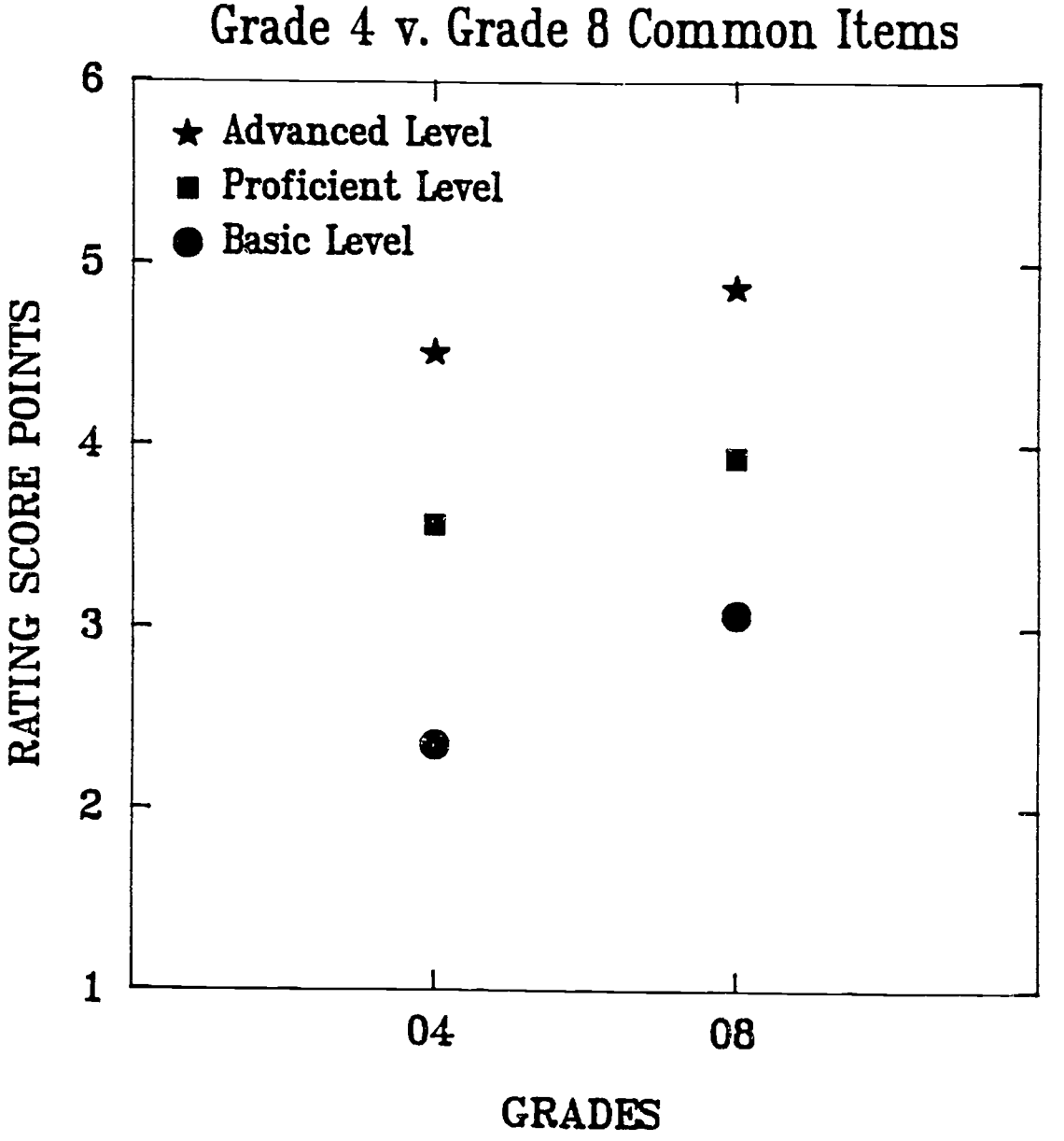
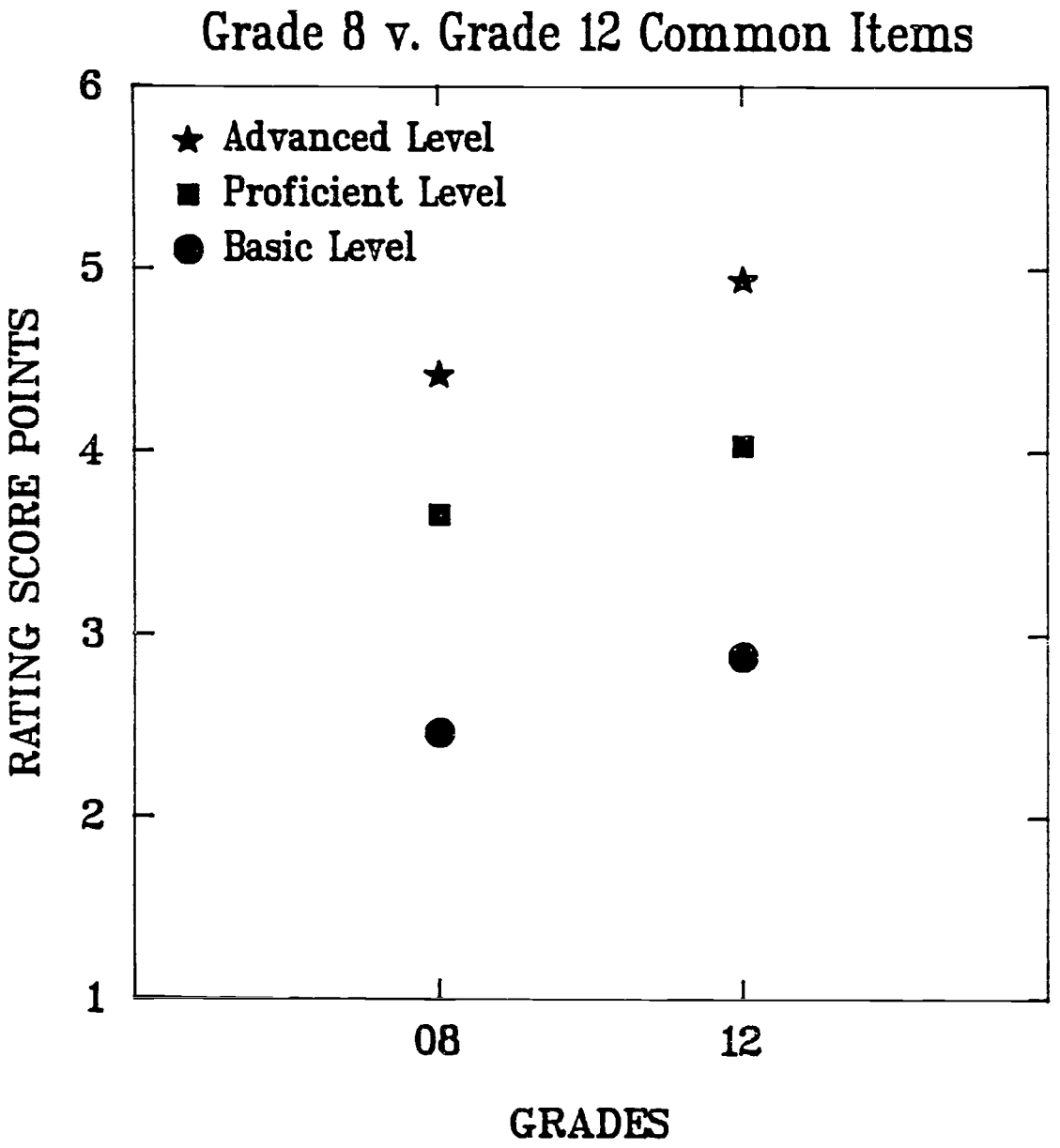

Grade 4 v. Grade 8 Common Items
Advanced Level
Proficient Level
Basic Level
RATING SCORE POINTS
6
5
4
3
2
1
04
08
GRADES

Figure 4B


Grade 8 v. Grade 12 Common Items
Advanced Level
Proficient Level
Basic Level
RATING SCORE POINTS
6
5
4
3
2
1
08
12
GRADES

Achievement Levels Descriptions[7]

▪*4th-Grade Writing Achievement Level Descriptions*

BASIC Performance:

- Basic writing at the fourth-grade level should state or clearly imply a central idea with some supporting details.
- Basic writing should be organized in a sequence of ideas that makes sense.
- There should be some evidence of a beginning (introduction), middle (body), and ending (conclusion).
- Word choice is simple and vocabulary is general.
- The writing shows some evidence of an appropriate response to the writing task.
- The writer should use complete sentences, and some evidence of correct punctuation, capitalization, spelling, and grammar should be demonstrated.

PROFICIENT Performance:

- Proficient writing at the fourth-grade level should state or clearly imply a central idea, expressed with enough detail to communicate the purpose to the intended audience.
- Proficient writing should be organized logically through a beginning (introduction), middle (body), and end (conclusion).
- The writer uses descriptive language to clarify and enhance ideas.
- The form and content of the writing responds to the writing task.
- Vocabulary choices begin to enhance details.

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[7] These descriptions were reviewed and extensive revisions suggested in a meeting in Orlando, Florida September 4-6. Revised descriptions and the descriptions presented above will be evaluated for appropriateness prior to recommendation by ACT to the Board. Public comment on the merits of the two sets of descriptions are particularly welcomed.

- The writer should be able to use complete and varied sentences that include few errors in capitalization, commas, ending punctuation, grammar, and spelling.

ADVANCED Performance:

- Advanced writing at the fourth-grade level should clearly state a central idea and elaborate on that idea with descriptive and supportive details, including illustration, examples, and analogies.
- The form and content of the writing responds to the writing task.
- Organization should progress logically through a beginning (introduction), middle (body), and end (conclusion), showing evidence of purpose and recognition of audience.
- Ideas flow smoothly within and between paragraphs.
- There should be evidence of creative, abstract thought.
- Vocabulary should be thoughtfully selected for illustration and elaboration.
- Sentence structure should be varied and include complex sentences with few or no errors in spelling, capitalization, punctuation, and grammar.

8th-Grade Writing Achievement Level Descriptions

BASIC Performance:

- Basic writing at the eighth-grade level should display the writer's knowledge of simple sentence and paragraph structure.
- The writing should be an appropriate response to the writing task in its form and content.
- The writer should be able to use basic vocabulary effectively.
- The content should be understandable.
- The writer should be able to maintain minimal focus.
- The writing should demonstrate some awareness of audience.

- The writer should be able to use correct capitalization and punctuation of a simple sentence.
- The writer should be able to use supporting details.
- There should be some evidence of organizational skills.

PROFICIENT Performance:

- Proficient writing at the eighth-grade level should display organization that is both observable and functional with an effective beginning, middle, and ending.
- The writer should be able to use a variety of sentence structures.
- The sequence of ideas should be clearly understandable.
- The writing should demonstrate awareness of audience and purpose.
- The topic should be clearly stated and supported by details.
- The writer should be able to construct a paragraph within which most sentences support the central topic of that paragraph.
- The writer should demonstrate correct mechanics and usage.
- The writing should include some effective transitional elements.

ADVANCED Performance:

- Advanced writing at the eighth-grade level should be an extended, appropriate response to the writing assignment.
- Supporting details should be varied and elaborated.
- The writing should be clear and cohesive, and should maintain clear focus.
- The writing should include a well-crafted beginning, middle, and ending.
- The writer should be able to use varied sentences to express expanded ideas.
- The writer should be able to express analytical, critical, and/or creative thinking.
- The writer should begin to develop a personal style or voice.

- The writer should be able to use transitional elements proficiently.
- The writer should be able to use correct punctuation consistently.
- The writer should be able to demonstrate superior use of vocabulary/language.
- Writers should be able to use a variety of strategies such as analogies, illustrations, examples, anecdotes, and/or figurative language.

■ *12th-Grade Writing Achievement Level Descriptions*

BASIC Performance:

- Basic writing at the twelfth-grade level should demonstrate appropriate response in form, content, and language to all parts of the writing task.
- Basic writing should demonstrate supporting details.
- Writing should show some evidence of organization.
- Basic writing should demonstrate basic knowledge of grammar, usage and mechanics.

PROFICIENT Performance:

- Proficient writing at the twelfth-grade level should be an effective response in its form, content, and language to all parts of writing tasks.
- Proficient writing should demonstrate illustrative and supporting details.
- Proficient writing should demonstrate organizational skills through a logical sequence and flow of ideas.
- Writing should demonstrate appropriate language/vocabulary for a variety of audiences and purposes.
- Writing should demonstrate clarity of thought through the use of clear, concrete language.
- Writing should evidence analytical/critical/creative thinking skills.
- Proficient writing should demonstrate knowledge of grammar, usage, and mechanics.

ADVANCED Performance:

- Advanced writing at the twelfth-grade level should respond effectively and fully in form, content, and language to all parts of the writing task.
- Advanced writing should use rich and varied illustrative and supportive details.
- Advanced writing should demonstrate organizational skills appropriate to the task, resulting in fully developed ideas.
- Advanced writing should engage readers through powerful, compelling, and rich language and through facility with the nuances of language.
- Writing should evidence a variety of sentence structures and lengths.
- Advanced writing should show some sophistication of analytical/critical/creative thinking skills.
- Writing should include a variety of strategies (i.e. anecdotes, repetition, literary devices, comparison/contrast) to support and develop ideas with a clear structure.
- Advanced writing should display sophisticated transitional devices (i.e. transitional phrases, sentences, and paragraphs).
- Advanced writing should demonstrate a command of grammar, mechanics, and usage.

Panelists' Evaluations

Panelists completed four evaluation questionnaires, one at the end of each day. To the extent possible, the questionnaires replicated the questions used in the 1990 mathematics achievement levels-setting process and the 1992 mathematics and reading achievement levels-setting processes.

In general, panelists rated the experience as very positive, their understanding of the tasks they were performing as high, their understanding of the definitions of the achievement levels as very clear, their conceptions of students at the borderline of the

achievement levels as well formed, and the time for performing tasks and the assistance received from ACT staff as just about right. A brief description of some of the more important results is presented below. A full description and analysis of panelists' evaluations will be available at a later date.

Understanding of Achievement Level Descriptions

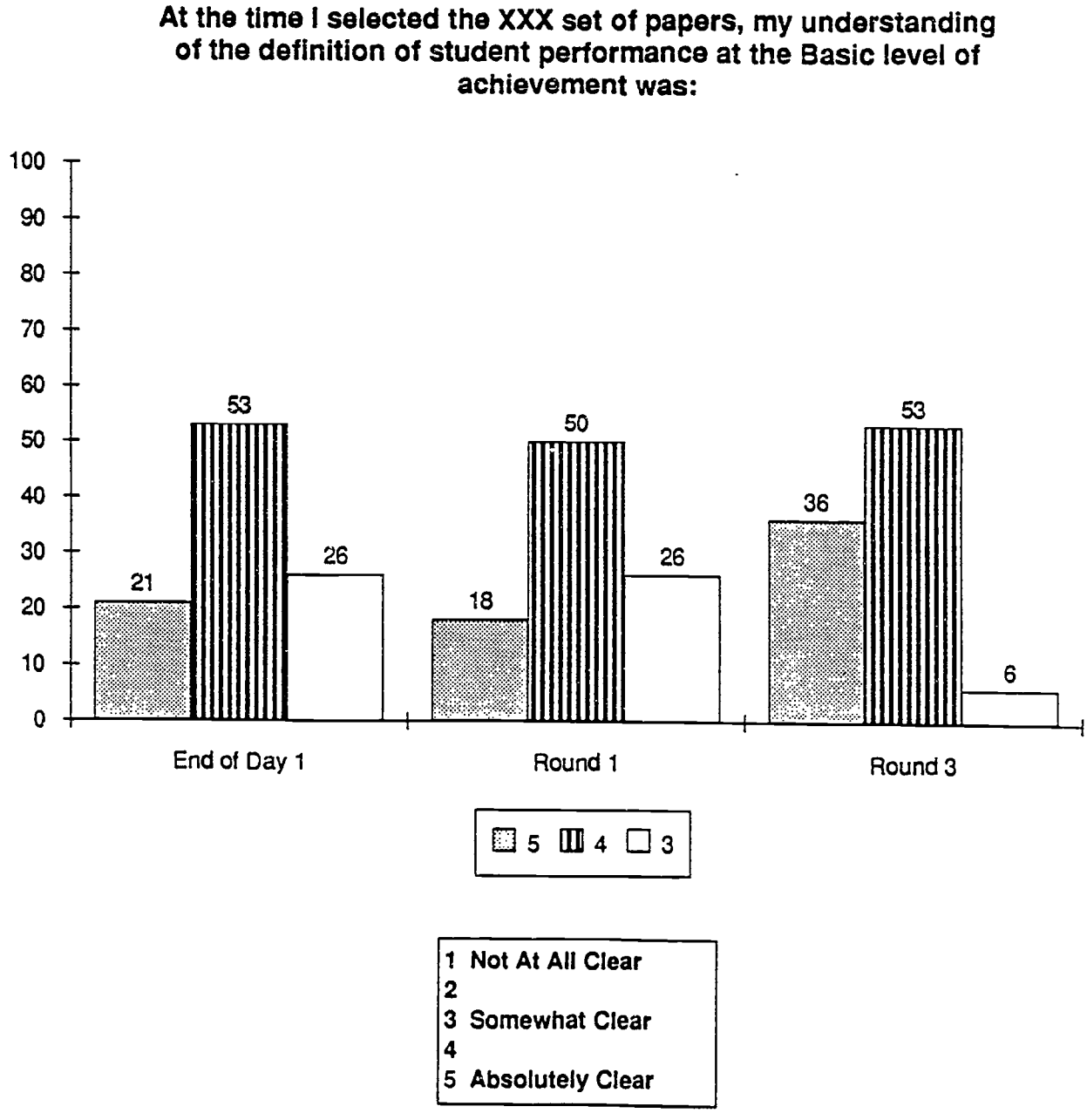
Panelists were asked to indicate their level of understanding of the description of student performance at each achievement level, at the end of the first day and following each round of "ratings"/paper selections. Response options ranged from 1=not at all clear to 5=absolutely clear. Responses for the Basic achievement level are typical of responses to this item, with the number of panelists rating this item as more than somewhat clear increasing from 49 after Day 1 to 59 after Round 3. Similar increases were observed for the Proficient and Advanced levels. Figure 5 provides an example of the change in panelists' understanding of the achievement levels. At the end of Day 1, only 21 percent of the panelists felt the definition of Basic was absolutely clear; by the end of Round 3, 36 percent felt the definition was absolutely clear.

Conception of Borderline Achievement Level

At the end of the first day and following each round of "ratings"/paper selections, panelists were asked to indicate how well formed their conception of borderline performance was at each achievement level. Response options ranged from 1=not well formed to 5=very well formed. For borderline Basic performance, the number of panelists rating this item as more than somewhat well formed doubled from 26 after Day 1 to 52 after Round 3. Similar results were observed for the Proficient and Advanced levels.

Figure 5

Example of Improvement in Panelists' Understanding,
End of Day 1 to End of Round 3



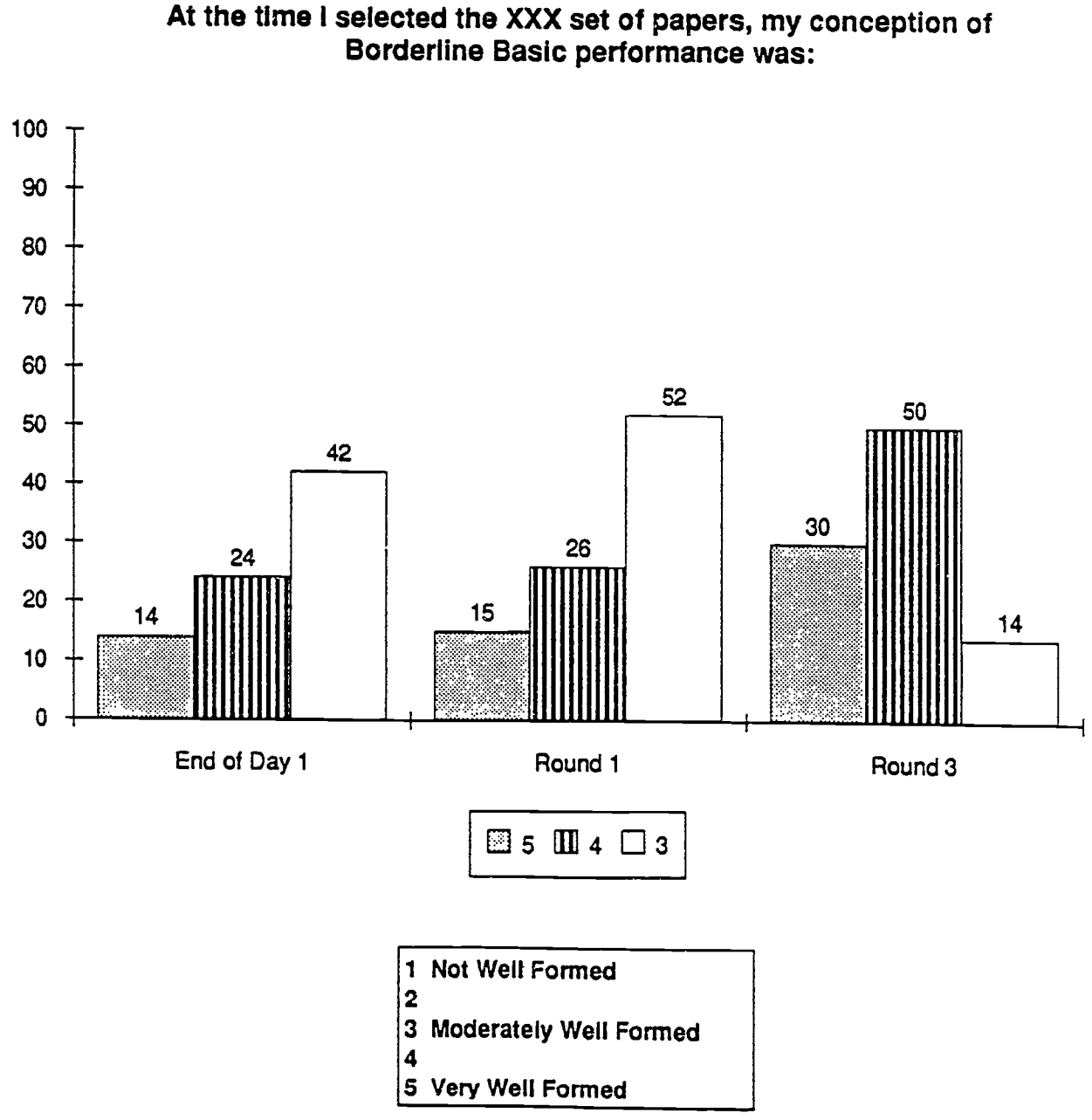
Note: Day 1 = Level of Understanding

Figure 6 provides an example of the change in panelists' conceptions of borderline performance. At the end of Day 1, only 14 percent of the panelists felt their conception of borderline Basic performance was very well formed; by the end of Round 3, 30 percent felt their conception was very well formed.

Confidence in Paper Selections. Panelists were asked, at the end of each round of ratings, to indicate their level of confidence in the paper selections they provided. Response options ranged from 1 = not at all confident to 5 = totally confident. The number of panelists indicating they were more than somewhat confident in their selections increased from 19 at the end of Round 1 to 57 at the end of Round 3. Figure 7 shows the change in panelists' confidence levels from Round 1 to Round 3. At the end of Round 1, only 3 percent of the panelists were totally confident in selections; 71 percent were at least somewhat confident (3 panelists--4.6%--did not respond). At the end of Round 3, 26 percent were totally confident, and 97 percent (100% of those responding) were at least somewhat confident.

Figure 6

Example of Improvement in Panelists' Conception,
End of Day 1 to End of Round 3

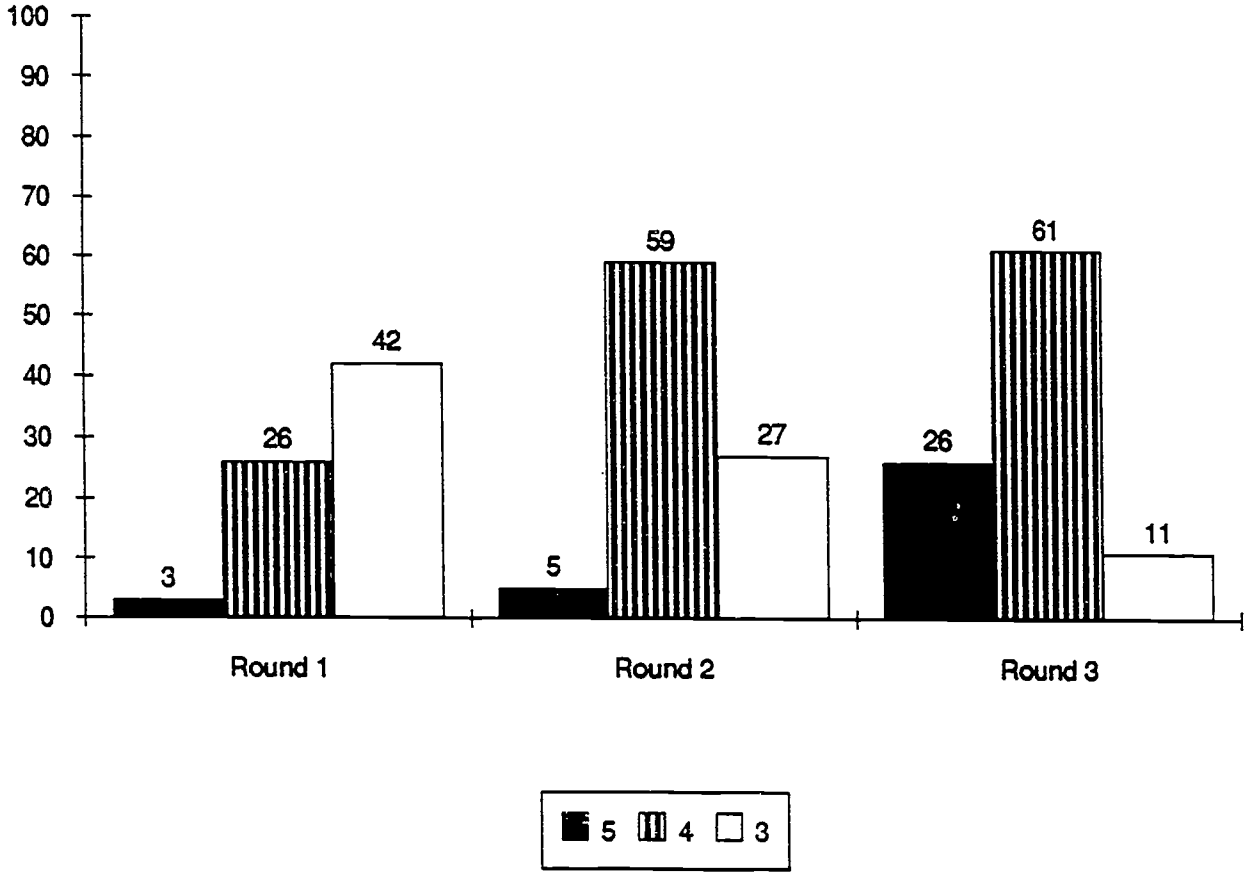


Note: Day 1 = Level of Understanding

Figure 7

Panelists' Confidence in Paper Selections

The most accurate description of my level of confidence in the papers I selected to represent the three achievement levels during the XXX rating session is that I was:



1 Not At All Confident
2
3 Somewhat Confident
4
5 Totally Confident

Appendix A

Identification and Selection of Panelists
Design Document: Final Version

Section 1--Identification and Selection of Panelists

▪*Sampling Plan For NAGB Advisory Panels*

NAGB has indicated that the Achievement Levels Panels "shall be composed of 70 percent educators and 30 percent non-educators overall, and reflect a balance of gender, race/ethnicity, and geographic location" (NAGB, 1991, p. 13). NAGB has further stipulated that classroom teachers should comprise 55 percent of the group. ACT believes that all prospective panelists (educators and non-educators) should be familiar with the knowledge and skills required by the content area panel for which they are selected and with the grade level group to which they would be assigned. Such comparable, relevant background experiences will bolster the validity of the process and would likely ensure greater group cohesiveness. Further, it is ACT's belief that a consensus formed from a panel of persons (meeting the stated distributional requirements of NAGB policy) having practical experience with and knowledge of students at the specified grade levels will best meet the intent of NAGB policy calling for a "consensus among a broadly representative" sample.

Because there are many stakeholders involved in this process--those with great and sincere interest in the outcomes of this effort--we believe it is important to have their input into this critical aspect of the process. To that end, ACT distributed a document detailing our panelist selection design to national organizations and to other groups that have an important role in education or in the different content areas. We then met with representatives of those groups during the week of January 6, 1992 to discuss concerns about, or objections to the procedure, when any were raised.

There will be 9 panels, one for each combination of test and grade level. Each panel will contain 20 primary members and 2 backup members. Approximately 11 panelists will be teachers, 3 will be non-teacher educators, and 6 will represent the general public, on average, for each grade level. The 2 backup members are intended to increase the likelihood that there will be at least 20 panelists for standard setting in each content area and grade level. The backup members will participate fully in the deliberations; therefore, if all 20 primary members attend the standard setting meetings, then as many as 22 panelists could participate in the process.

Across the three grade-level panels for each content area, the NAGB requirement of 55 percent classroom teachers, 15 percent non-teacher educators, and 30 percent general public (non-educators) will be met.

<u>General strategy for selecting panel members</u>

One way to characterize strategies for selecting panelists is according to the breadth of the populations from which the panelists are selected. In the "political" approach, we would have identified the professional and political organizations that have the greatest interest and stake in the panels' deliberations, then ask these organizations to nominate panelists. Under this method, the populations sampled would have expertise and influence in setting educational policy, but would be fairly narrowly defined from the perspective of educational practice. In the "sampling" approach chosen, ACT will select

districts from which individuals in pre-specified positions or occupations will be identified as nominators. The nominators will be asked to nominate panelists, according to fixed criteria, from an identified group of practitioners. ACT will then select panelists from the pool of nominees. Under this method, panelists would be more representative of practitioners, but would be potentially less influential in setting educational policy, than under the political approach.

After review both by ACT's internal Technical Advisory Team (TAT) and the Technical Advisory Committee for Standard Setting (TACSS) of the advantages and disadvantages of each strategy, ACT has decided to recommend a variation on the sampling approach. As indicated above, we believe the best strategy for arriving at a consensus among a broadly representative set of panelists is to follow, as closely as possible, procedures called for in sampling methodology. The discussion that follows applies to selecting panelists for each content area (Mathematics, Reading, Writing). Separate samples of districts will be selected for each content area and for each category of panelists (teachers, non-teacher educators, and individuals in the general public--nine samples in all). Once the nominators have been identified by name for each sampled district, names of the nominators will be sent to organizations such as the International Reading Association, the National Council of Teachers of Mathematics, and the National Council of Teachers of English. In districts where members of the organizations are active, the organizations may contact a listing of nominators and urge their participation.

Defining target panelist groups

In order to select panelists by the sampling method, we have been as precise as possible in defining the target groups from which panelists will be selected. (Please refer to the Nomination Forms in Appendix B.) The following definitions will be used for the target panelist groups:

Teachers. Panelists nominated to the pool must meet all of the following qualifications:

a. At least five years of overall teaching experience.
b. At least two years of teaching experience in the subject area (writing, mathematics, or reading) and in the indicated grade (4, 8, or 12). This criterion will need to be modified at the 8th and 12th grade levels for reading and--to some extent--for writing, because most schools do not have reading and writing teachers, *per se,* at those grade levels. In these cases, panelists will have to have at least two years of teaching experience in a subject area in which reading (writing) is an extremely important skill, such as English, social studies and literature.
c. Judged to be "outstanding" in their professional performance by a supervisor or someone in a position to make that judgment.

Non-teacher educators. Panelists will be nominated by two groups of nominators:

a. Non-teacher educational staff at primary and secondary educational institutions (e.g., counselor, principal, or curriculum supervisor), in District offices, and in State Departments (e.g., Assessment Directors).
b. Professors or administrators at postsecondary institutions.

Panelists nominated from either non-teacher educator group must have familiarity and professional experience with the subject matter of the test at the indicated grade level, and must be judged "outstanding" in their professional performance by the nominator. The nominator will also be asked to indicate the reason for which the person is considered to be outstanding.

General public. Persons nominated from the general public to be panelists must have familiarity with the subject matter at the indicated grade, and must not currently be employed by an educational institution. In addition, nominators will be discouraged from nominating former teachers and educators, as these groups will have been targeted for nomination by other groups of nominators. For example, a parent of a fourth-grade student and an employer of recent high school graduates might qualify as members of the general public target population, but a teacher, principal, or district superintendent would not qualify.

Representativeness of panels

This sampling methodology is intended to achieve "broad representativeness" on the panels by sampling from among public school districts and private schools to identify nominators. The districts will be selected according to region of the country, affiliation with public/private institutions, type of community (socio-economic status of district residents), and affiliation with large/not large enrollment school districts. We will achieve representativeness with respect to region, public/private, type of community, and size of districts by using these variables to select stratified samples of districts. Each nominator will be asked to nominate one or more individuals in the relevant target group of panelists, and to report the sex and race/ethnicity of each nominee. Panelists will then be selected from the pool of nominees so as to maximize the balance of gender and race/ethnicity, as the primary considerations, and geographical region, school affiliation (public/private), type of community (socio-economic status), and district enrollment size, as secondary considerations (each of equal weight). While the methodology does not assure proportional representation among these criteria, it does assure diversity among the members selected for the panels. We believe that the interests and concerns of the individuals that will come to serve as panelists will be representative of a broad cross-section of citizen-consumers of education in the U.S. today.

Technical considerations

While this method of selecting a sample of districts *represents* "probability sampling" in which each member of a well-defined target population has a known, positive probability of being selected, the selection of panelists, as just described, is *not* "probability

sampling," *per se*. Probability sampling at the panelist level is not possible because of the unknown and subjective judgments of the nominators. By using aspects of sampling methodology, however, we will be able to select broadly representative panels through which diverse points of view can be expressed.

We will obtain a large pool of nominees from which we can select panels. It will not be possible, given the small panel sizes, to ensure that each panel is representative with respect to each *combination* of characteristics (e.g., black females in large districts in the western U. S.). Moreover, it will not be possible to ensure proportional representation of categories. We will, however, attempt to select panels so that there is at least one panelist for each category, and so that the most equitable possible balance of gender and race/ethnicity is met.

Definitions of stratification variables

Individuals from the following classification categories to be represented in the samples:

Region:	Four NAEP regions (West, Central, Southeast, Northeast)
Public/private:	Use the MDR* classification.
Community type:	MDR Orshansky indicator of SES (type 1 = 25 percent or more district residents below federal poverty level; type 2 = all other districts).
District size:	MDR district enrollment data (large = enrollment ≥ 50,000 students; not large = enrollment < 50,000 students).

* The name MDR refers to a computer file of school information maintained by Market Data Retrieval, Inc., of Westport, Connecticut.

Sample for teacher panelists

The district superintendent and the president/head of a teacher's group will be asked to nominate teachers from public school districts and principals or superintendents of private schools will be asked to nominate teachers from those schools. The sample of districts will be stratified by region, community type, and student enrollment size. The sample of private school principals will be stratified by region only.

Each district superintendent, association president, and private school principal or superintendent will be asked to nominate from one to four individuals from each of the three grade levels from among the teachers in his or her district or school who meet the criteria for nomination. The nominators will also be asked to keep in mind the need for appropriate distributions of sex and ethnicity when making their selections, and to report the sex and ethnicity of each of their nominees. Finally, these nominators will be asked to permit (or secure permission for) any nominees who are selected as panelists to attend the achievement levels setting meetings. (See the sample letter to teacher nominators in Appendix B.)

Sample for non-teacher educator panelists

The nominators of the non-teacher educators will themselves be non-teacher educators, as previously defined. The nominators may nominate themselves or any of their colleagues who meet the specified requirements.

The nominators for the primary and secondary school district level and state level non-teacher educators will be selected from the "MDR Personnel File" according to job title. Job titles included in the sample are listed in Table 1. The nominators for the postsecondary non-teacher educators will consist of Deans of Liberal Arts, Humanities, or Education at two-year and four-year postsecondary institutions from the *1992 Higher Education Directory,* published by Higher Education Publications, Inc.

The nominators in both the primary/secondary district/state level sample and the postsecondary school sample will be requested to nominate from one to three individuals representing each of the three grade levels in a particular subject area depending on district/school/college size. They will also be requested to keep in mind the distribution of sex and ethnicity among their colleagues and to provide information on these variables for the people they nominate. (See the sample letter to nominators of non-teacher educators in Appendix B.)

General public sample

Nominations for the general public panelists will be obtained from these different groups: 1) the Chair of the Education Committee of the local Chambers of Commerce, 2) mayors (or equivalent) of local municipalities, and 3) chairs of public and private school boards. The nominators will be asked to nominate one to four individuals for each of the three grade levels. Nominations from these three groups of nominators may include themselves, if they meet the criteria, but the general public category is not restricted to members of the Chamber of Commerce, mayors, nor school board chairs; it does exclude the educational community. In addition, nominators will specifically be discouraged from nominating former teachers and educators, in order to ensure that this sample does represent the non-educational community. (See the sample letter in Appendix B to this group of nominators.) Each nominator will also be requested to provide information on the sex and race/ethnicity of the individuals nominated.

Table 1

Job Titles for Primary and Secondary School Non-Teacher Educator Sample

K-12 Curricular/Instructional Supervisor
Elementary Curricular/Instructional Supervisor
Secondary Curricular/Instructional Supervisor
Vocational Education Supervisor
K-12 Carer Education Supervisor
Elementary Career Education Supervisor
Secondary Career Education Supervisor
K-12 Guidance Counselor/Supervisor
Elementary Guidance Counselor/Supervisor
Secondary Guidance Counselor/Supervisor
K-12 Social Studies Supervisor
Elementary Social Studies Supervisor
Secondary Social Studies Supervisor
K-12 Math Supervisor
Elementary Math Supervisor
Secondary Math Supervisor
K-12 English/Language Arts Supervisor
Elementary English/Language Arts Supervisor
Secondary English/Language Arts Supervisor
K-12 Reading Supervisor
Elementary Reading Supervisor
Secondary Reading Supervisor
School Board President
Teacher Personnel Supervisor
Academic Testing Supervisor
Affirmative Action Supervisor
Elementary Principal
Secondary Principal
Assistant Principal
Admissions Director
Guidance Counselor
Guidance/Testing
Guidance/College Advisor
Guidance/Vocational Advisor
School Psychologist
State Commissioner of Education

ACT will use the methodology previously described to draw a sample of districts for identifying persons to nominate panelists from the general public. Names and addresses will be obtained from printed reference materials, when available, and by telephoning elected public officials (mayors) and school district offices when necessary. The names and addresses of mayors for the municipalities represented by school districts sampled will be obtained from the *Municipal Yearbook*, for example. And, names and addresses of presidents/chairs of district school boards will be obtained through the *Directory of the National Association of School Boards*.

Sample size

In order to obtain a sufficiently large pool of nominees from which to select panelists, we will have to sample many nominators. To determine appropriate sample sizes for the nominators, we made assumptions about:

a. the participation rate of the nominators
b. the number of individuals nominated by nominators
c. the distribution of sex and ethnicity among the nominees, and
d. the willingness of nominees to serve as panelists.

Our assumptions were that:

a. Approximately two-thirds of superintendents, heads of teacher's associations, and private school principals or superintendents will participate. Approximately one-half of the non-teacher educator nominators will participate. Approximately one-half of the general public nominators will participate.
b. Superintendents, heads of teacher's associations, and private school principals or superintendents will nominate an average of 2.0 panelists per grade level, for a total of 6 panelists. Non-teacher educator nominators will nominate an average of 1.5 panelists per grade level, for a total of 4.5 panelists. General public nominators will nominate an average of 1.5 panelists per grade level, for a total of 4.5 panelists.
c. Superintendents, heads of teacher's associations, and heads of private schools will nominate females and males in roughly a two-to-one ratio, and caucasian/whites and minorities in roughly a five-to-one ratio. The other two groups will nominate females and males in roughly equal proportions, and caucasian/whites and minorities in roughly a seven-to-one ratio.
d. Approximately three-fourths of the teacher nominees will participate. Approximately one-half of the non-teacher educators nominated will participate. Approximately one-third of the general public nominees will participate.

Using these assumptions, we determined that the following number of nominators are needed for each category of panelists:

1. Teachers:	a total of 60 nominators for each content area; approximately 85 percent of the nominators will be superintendents and heads of teacher's associations (in equal numbers) and 15 percent will be private school superintendents/principals/head masters
2. Non-teacher educators:	a total of 40 nominators for each content area; approximately half of the nominators will be from each of the two groups
3. General public:	a total of 80 nominators for each content area; approximately one-third of the nominators will be from each of the three groups

Documentation

Nominees who agree to serve on the panels will be required to submit appropriate documentation of their membership in the relevant target population. Nominees who do not provide appropriate documentation will be eliminated from the selection process.

Appendix B

Agenda

AGENDA

Writing Achievement Levels-Setting Meeting
July 24-28, 1992

Friday, July 24

Check-In	Ritz-Carlton
5:00-6:00 PM	Registration, Get Acquainted, and Cash Bar (outside the Plaza Room)
6:00-7:00 PM	Welcome Dinner (Plaza Room)
7:00-8:00 PM	Orientation, Review of Agenda (Plaza Room)
8:00-9:00 PM	Description of NAGB and NAEP (Amphitheater)
9:00 PM	Adjourn

Saturday, July 25

8:00-8:30 AM	Continental Breakfast (outside the Amphitheater)
8:30-10:00 AM	Description of the Achievement Levels-Setting Process; Definitions of Achievement Levels. (Amphitheater)
10:00-10:15 AM	Break (outside the Directors Room)
10:15-11:15 AM	Take NAEP Exam
11:15-Noon	Discuss Scoring Guides
Noon-1:00 PM	Lunch

1:00-3:00 PM	Develop descriptors and operationalize definitions of achievement levels.
3:00-3:15 PM	Break (outside the Directors Room)
3:15-4:30 PM	Develop list of grade level descriptors and definitions of achievement levels.
4:30-5:00 PM	Meet with panelists from all grade groups to discuss and critique definitions. (Amphitheater)
5:00 PM	Evaluation of Day's Activities (Amphitheater)

Sunday, July 26

8:00-8:30 AM	Continental Breakfast (outside the Amphitheater)
8:30-8:45 AM	Orientation of Day's Activities (Amphitheater)
8:45-9:45 AM	Discuss any issues or concerns with definitions resulting from Saturday's sessions. Finalize grade level definitions to be used in ratings.
9:45-10:00 AM	Break (outside the Directors Room)
10:00-Noon	Training in Angoff Rating Procedure (with practice items) including descriptions of each round of ratings.
Noon-1:00 PM	Lunch
1:00-5:00 PM	Round 1 Rating (Breaks when needed)
5:00 PM	Evaluation of Day's Activities

Monday, July 27

8:00-8:30 AM	Continental Breakfast (outside the Amphitheater)
8:30-9:30 AM	Discussion of Results from Round 1 Ratings. Instructions for Round 2 Ratings. (Amphitheater)
9:30-10:00 AM	Grade groups questions and answers on Round 1 and for Round 2 Ratings.
10:00-12:30 PM	Round 2 Ratings (Breaks when needed)
12:30-1:30 PM	Lunch (Plaza Room)
1:30-2:30 PM	Discussion of Results from Round 2 Ratings. Instructions for Round 3 Ratings.
2:30-5:00 PM	Round 3 Ratings (Breaks when needed).
5:00 PM	Evaluation of Day's Activities

Tuesday, July 28

8:00-8:30 AM	Continental Breakfast (outside the Amphitheater)
8:30-9:00 AM	Special Ratings
9:00-9:30 AM	Review of ALS Process
9:30-10:30 AM	Review of grade level achievement levels descriptions and sample items.
10:30-10:45 AM	Break (outside the Directors Room)
10:45-Noon	Wrap-up Review and Evaluation of Entire Process
Noon-1:00 PM	Lunch
1:00 PM	Adjournment

Appendix C

NAGB Policy Definitions of Achievement Levels

GENERIC DEFINITIONS

Basic

This level, below proficient, denotes partial mastery of knowledge and skills that are fundamental for proficient work at each grade--4, 8, and 12. For 12th grade this will be higher than minimum competency skills (which normally are taught in elementary and junior high schools) and will cover significant elements of standard high school-level work.

Proficient

This central level represents solid academic performance for each grade tested--4, 8, and 12. It will reflect a consensus that students reaching this level have demonstrated competency over challenging subject matter and are well prepared for the next level of schooling. At grade 12 the proficient level will encompass a body of subject-matter knowledge and analytical skills, of cultural literacy and insight, that all high school graduates should have for democratic citizenship, responsible adulthood, and productive work.

Advanced

This higher level signifies superior performance beyond proficient grade-level mastery at grades 4, 8, and 12. For 12th grade the advanced level will show readiness for rigorous college courses, advanced technical training, or employment requiring advanced academic achievement. As data become available, it may be based in part on international comparisons of academic achievement and may also be related to Advanced Placement and other college placement exams.

Appendix D

Achievement Level Descriptions
Representing Student Writing Performance as Developed
by the Orlando Content Validity Study Group

September 4-6, 1992

1992 NAEP Writing Achievement Levels Descriptions
Orlando Content Validity Meeting
September 4-6, 1992

The prevailing desire in this group was to develop descriptions of grade level performance within achievement levels rather than to develop descriptions of achievement levels within each grade level. Although the objective is to develop descriptions of achievement levels within grade level, these descriptions are presented here for review and comment.

BASIC PERFORMANCE IN WRITING

GRADE 4

Basic writing at the fourth grade level should:

- state or clearly imply a central idea
- demonstrate some evidence of an appropriate response to a writing task
- have a beginning (introduction), middle (body), and ending (conclusion)
- include some supporting details
- use clear language
- contain complete sentences
- contain few errors in punctuation, capitalization, spelling, and grammar that may interfere with communication

GRADE 8

In addition to fourth grade expectations, **Basic** performance in writing at the eighth grade level should:

- maintain consistent focus
- respond appropriately to the task
- demonstrate organization appropriate to the writing task
- use supporting details
- contain complete sentences and paragraphs

GRADE 12

In addition to fourth and eighth grade expectations, **Basic** performance in writing at the twelfth grade should:

- reveal personal style or voice
- demonstrate reflection and insight

PROFICIENT PERFORMANCE IN WRITING

Given the context of a timed testing situation with a predetermined topic and given the age and grade level of the student, writing at the **Proficient** level should clearly respond to the writing task, including effective use of organization, elaboration and the conventions of written English.

GRADE 4

At the fourth grade level, student writing should include:

- a clearly stated or implied central idea
- an awareness of the intended audience
- a logical organization appropriate to the task
- sufficient elaboration to clarify and enhance the central idea
- language appropriate to the task and intended audience

GRADE 8

In addition to fourth grade expectations, **Proficient** performance in writing at the eighth grade should include:

- a clearly stated or implied central idea
- a demonstrated awareness of the intended audience
- a logical and observable organization (e.g., signaled by transitional elements, paragraphing)
- sufficient elaboration to clarify and enhance the central idea
- language appropriate to the task and intended audience

GRADE 12

In addition to fourth and eighth grade expectations, **Proficient** performance in writing at the twelfth grade should include:

- a clearly stated or implied central idea which responds fully to the writing task, and may evidence analytical, critical or evaluative thinking
- clarity of thought and appropriate language for the intended audience
- a logical organization which includes sequencing and transitional elements
- convincing elaboration and development which enhances the central idea

ADVANCED PERFORMANCE IN WRITING

Advanced writing at all levels will have an overall harmony in purpose and style that demonstrates a clarity of thought both in terms of the writer's central idea/focus and all the choices the writer makes to develop the text. Superior writing reflects evidence of sound decisions regarding organization and form, diction, tone, and the conventions of written English in relation to the intended meaning.

These features of advanced writing hold true across grade levels; however, as children grow older, the breadth and depth of their experiences and development will be reflected in the quality of the decisions they make in their writing.

Given the constraints of large scale assessment (such as a 25-minute time limits, surprise topic, lack of opportunity to explore and revise, and so forth), the following are indicators of advanced student performance.

GRADE 4

The advanced writing of fourth graders, for example, generally demonstrates predictable patterns of organization and a limited range of elaboration strategies. These papers are marked by experimentation with language, i.e., vocabulary, syntax, imagery, and so forth.

GRADE 8

Eighth grade writing, for example, shows a conscious experimentation both with organizing structures and with stylistic strategies (e.g., humor and irony). These papers demonstrate superior control of sentence structure and the conventions of language. Ideas are clearly stated. There is frequent experimentation with literary devices.

GRADE 12

Advanced writing on the twelfth grade level, for example, will demonstrate a mature tone, which possesses an obvious advantage of broader experience and perspective than might be seen among eighth grade samples. These writers will demonstrate a clearly reasoned, more objective sense of the world, themselves, and their experiences. An evident sophistication of style through fluency of expression, diction, syntax, tone, and so forth accompanies this increased sense of objective distance.

Other evident traits are a clear mastery of the conventions of written English and a strong relational sense of structure and purpose.

Appendix E

Achievement Level Sample Papers
Representing Student Writing Performance as Selected
by the St. Louis Achievement Levels-Setting Panels (July 24-28, 1992)
and/or by the Orlando Content Validity Study Group (September 4-6, 1992)

Grade 4

Story About a Magical Balloon

Story About a Magic Balloon O1W8
Books W61, W62, W71, W76 Grade 4

Narrative/Imaginative

SCORING GUIDE
Primary Trait

Primary trait: Quality of narrative.

Scoring rationale: The directive asks respondents to write a story about an adventure with a magic balloon. Respondents may focus the narrative primarily on the balloon and its special qualities, or the balloon may play a more peripheral role.

6 **Extensively elaborated.** In these responses, students present an engaging and well-written story about an adventure with a balloon. Their stories include inventive details about setting, characters, and events. Their stories have episodes that are well-developed, sequenced in clear and effective ways and resolved appropriately at the end. *They contain more than one episode, where tension is developed and resolved several times. They usually have a clear beginning and ending, but when very elaborated, may be unfinished (because the student ran out of time).*

5 **Elaborated.** In these responses, students tell an engaging story about an imagined adventure with a balloon. Their stories include inventive details about setting, characters, and events. Their stories have episodes that are well-developed, sequenced in clear and effective ways and resolved appropriately by the ending. *These stories contain more than one episode developed in-depth through the establishment of tension in one episode and its resolution in another episode, or the presense of tention in two episodes but resolution in only one. They tend to have a clear beginning and ending.*

4 **Developed.** In these responses, students clearly show evidence of storytelling as they offer a narrative about an adventure with a balloon. Their stories include inventive details about setting, characters, and events. However, the story may begin or end abruptly. *Overall, the events are minimally developed, but sequenced in a cohesive manner. The three main types are: (a) a story with a clear beginning and ending where one episode is developed in-depth through the use of tension; (b) a story with more than one episode (such as a series of things they would wish to do with the balloon) and a clear beginning and end; (c) a story with more than one episode is developed in-depth through the use of tension, but the beginning or end may be brief or missing.*

3 **Minimally developed.** In these responses, students address the imaginative situation in the task -- having an adventure with a magical balloon *or with a regular balloon.* Their stories include a setting, characters, and a few events. *In many of these stories only one thing happens or they visit several places but their narrative is primarily a descriptin of the places they have visited. These stories are not fully developed and their sequencing of events may be unclear, disconnected, or contain gaps. Many simply list things they do with their balloon, but these lists are somewhat detailed and refer to a specific incident.*

2 **Undeveloped response to task.** In these responses, students address the imaginative situation in the task -- having a magical balloon. They begin a story by describing a setting and/or opening event, but do not move beyond the beginning. *They may describe somewhere they can go with the balloon, but nothing actually happens, or they describe the things the balloon can do, but only refer to routine events.*

1 **Response to topic.** In these responses, students respond to the topic but do not appear to have understood the task. They may write about a balloon or about magic without describing an adventure with a special balloon. Or, they recopy text from the prompt, *or tell a story that is unrelated to the prompt, but is in narrative form.*

BEST COPY AVAILABLE

In this section, you will have 25 minutes to write a story. Read the assignment carefully and think about it before you begin. Be sure to respond to every part of the assignment. Your writing will be judged according to how well you develop your ideas. Remember that you can use the planning page to make notes and organize your ideas.

Write your story on the lined pages. Make your response as thoughtful and complete as possible. When you are writing your story, be sure that your handwriting is clear.

Do not go past the STOP sign at the end of the section. If you finish before time is called, you should go over your work again and change anything that you think will make your story better.

PLEASE TURN THE PAGE AND BEGIN THIS SECTION NOW.

THIS PAGE LEFT BLANK ON PURPOSE.

Pretend that you have a magical balloon. This balloon helps you have wonderful adventures.

Write a story about one adventure you have with your magical balloon.

GO ON TO THE NEXT PAGE

Section 3

A SPECIAL PAGE FOR IDEAS, NOTES, AND PLANS

You may use this blank space
to make notes and organize your ideas.

Begin writing your story on the next page.

Section 3

Begin your story on this page.

Do not use.

PT	0	1	2	3	4	5	6	7	8	9
PW	N	Y								
ST	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9

STOP

Grade 4

Story About a Magical Balloon

BASIC

Ballon #27

Section 2

Begin your story on this page.

When I went to the zoo my dad got me a balloon. When I returned home I went to my room and just wish I could go to the zoo again. In one hour, my dad said to me we are going to the zoo again. Then I went to the zoo we had fun there and returned home. I was playing with my balloon when I said to my self I wish my closet was filled with toy then When I opened my closet there was lots of toys Then I knew that balloon is a wising balloon. So I ran down stairs and to my dad the good news. Then we wished for a castle and lots of money. And that day and on they lived happily ever after.

Do not use.

PT	0	1	2	3	4	5	6	7	8	9
PW	N	Y								
ST	0	1	2	3	4	5	6	7	8	9

BEST COPY AVAILABLE

Grade 4

Story About a Magical Balloon

PROFICIENT

ERIC

Section 2

#32

Begin your story on this page.

One day I was walking in the park when I found a balloon. It was blue with green stars. So I took it home. When I got home I tied it on the end of my bed, and I went to sleep. The next morning I woke up, and I was floating in space. The balloon was in control of my bed, so it was dodging asteroids and curving around planets. We landed on Saturn. So I got off my bed, and I took balloon off the bed and we walked around. I went into a cave, and all of the sudden an alien popped out from behind a rock! My balloon went into action. We floated to the alien, and tied the alien up. Then the

Do not use.

PT	0	1	2	3	4	5	6	7	8	9
PW	N	Y								
ST	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9

Section 2

#32B

alien dissapered! I ran out of the cave as fast as I can! Then we got back on to the bed. and flew to Mars. I got of the bed, and noticed that I was in a volcano! I fell in and almost went into the lava, but my balloon caught me just in time. Finally we went home. I was glad to be back.

The End

Grade 4

Story About a Magical Balloon

ADVANCED

Balloon #19

Section 3

Begin your story on this page.

The Magic Balloon

One day when I was at the zoo, I walked past a man selling candy. Then I stopped to look at a bunch of balloons that a man was selling. The balloons looked like a huge bouquet of flowers.

"I'll take a blue one, please." I said to the man. I handed him a nickle. I started to walk away and the balloon lead me to a lion's cage. I thought that it would be fun to be the king of beasts. Then, as if it were alive, the balloon dragged me to the cage, lifted me up, and dropped me in! The lion pounced on me. I screamed for help but no one seemed to hear my plea. The lion swallowed me but

Do not use.

PT 0 1 2 3 4 5 6 7 8 9
PW N Y
ST 0 1 2 3 4 5 6 7 8 9

Section 3

#19B

I felt no pain. I pinched myself to see if this was a dream, only to see that I had turned into the lion. I looked at the balloon. It seemed to laugh at me. Then, it popped and now I knew I would stay a lion forever.

Grade 4

Spaceship

Spaceship
Books W67, W68, W73, W77

O1W11
Grade 4

Persuasive

SCORING GUIDE
Primary Trait

Primary trait: Persuasion through articulation and support of a position.

Scoring rationale: The directive requires respondents to take a position about whether the spaceship should be allowed to return to its planet, and to provide reasons to support their position.

6 **Extensively elaborated.** In these responses, students articulate a position for or against the return of the spaceship, or suggest a plan, and they present an extended, well-written discussion on the reasons for their position. These responses may be similar to "5" responses, but they are better organized, more clearly written, and less flawed.

5 **Elaborated.** In these responses, students articulate a position for or against the return of the spaceship, or suggest a plan, and they provide an extended discussion on the reasons for their position. Or they present an argument based on a strong sense of audience.

4 **Developed.** In these responses, students take a position for or against the return of the spaceship, or suggest a plan, and they discuss the reasons or give a brief argument for their position. Although the reasons may be more compelling or more clearly stated than in papers that received lower scores, the discussion may be unevenly developed.

3 **Minimally developed.** In these responses, students state or imply a position for or against the return of the spaceship and give at least one substantive reason or several brief reasons to support their stand. Or, they present a plan for resolving the problem that includes some explanation about its benefits. These papers can be brief or have vague and confusing aspects. Note: Reasons can include humanitarian appeals (e.g., the scientists would not like to be studied, the aliens have a right to live their own life.)

2 **Undeveloped response to task.** In these responses, students state a position for or against the return of the spaceship or they present a plan for resolving the problem, but they offer no reasons or only vague/inappropriate/irrelevant reasons to support their point of view. Or, they present confusing plans. Or, they present a reason or two on each side of the issue without articulating that they are undecided.

1 **Response to topic.** In these responses, students respond to the topic but do not appear to have understood the task or they may appear to state a position but the paper is largely incomprehensible. For example, they may refer to spaceships in general or about aliens visiting the earth without any indication of what to do about the problem or why. Or, they recopy text from the prompt.

SECTION 2

In this section, you will have 25 minutes to write a letter. Read the assignment carefully and think about it before you begin. Be sure to respond to every part of the assignment. Your writing will be judged according to how well you develop your ideas. Remember that you can use the planning page to make notes and organize your ideas.

Write your letter on the lined pages. Make your response as thoughtful and complete as possible. When you are writing your letter, be sure that your handwriting is clear.

Do not go past the STOP sign at the end of the section. If you finish before time is called, you should go over your work again and change anything that you think will make your writing better.

PLEASE TURN THE PAGE AND BEGIN THIS SECTION NOW.

A spaceship from another planet has landed on Earth. The creatures in the spaceship seem to be friendly and have let the space center in the United States know that their ship must return to their planet. Some scientists want to keep the spaceship on Earth and study the creatures. Others think the creatures should be allowed to return to their own planet.

Write a letter to the director of the space center. Tell what you think should be done with the creatures and their spaceship. Be sure to give reasons to support your ideas.

GO ON TO THE NEXT PAGE

Section 2

A SPECIAL PAGE FOR IDEAS, NOTES, AND PLANS

You may use this blank space
to make notes and organize your ideas.

Begin writing your letter on the next page.

Section 2

Begin your letter on this page.

Do not use.

PT
PW
ST

Section 2

GO ON TO THE NEXT PAGE

STOP

Grade 4

Spaceship

BASIC

Spaceship #42

Section 3

Begin your letter on this page.

Dear Derector,

I think that we should let them go back because they don't have any obligation to stay here. They didn't promise anyone on Earth that they would come. Plus if you let them go back in peace and asked them nicely the could bring back more things from their planet. Then people on Earth would know even more because if the aliens were forced to tell they might not tell. I think you shaud let the spaceship go back in peace.

Do not use.

PT	0	1	2	3	4	5	6	7	8	9
PW	N	Y								
	0	1	2	3	4	5	6	7	8	9
ST	0	1	2	3	4	5	6	7	8	9

Grade 4

Spaceship

PROFICIENT

Spaceship #20

Section 2

Begin your letter on this page.

Dear
Director,

I think we should let the creatures go back to thier home planet. I feel that if you were taken away with some of your people you would want to come back to our planet to.

The creatures are very friendly and they probally have certen things they eat and certen stores they shop at and maybe even still have so of thier family left at thier planet.

If you had to leave your family and friends I

Do not use.

PT	0	1	2	3	4	5	6	7	8	9
PW	N	Y								
	0	1	2	3	4	5	6	7	8	9
ST	0	1	2	3	4	5	6	7	8	9

Section 2

#20-B

am sure you would miss them, but I think you are just being plain old selfish, and only thinking of your self. The space creatures have all of the things you have, they're just the same except for maybe their colors.

So director please let them go back to thier own planet, and remember they got feelings too.

Sincerly,

Grade 4

Spaceship

ADVANCED

Spaceship #23

Section 2

Begin your letter on this page.

Dear Director,

I think we should let the aliens go back to thier planet because they might get mad and turn hostile. They might try to blow up the planet. Also they might not breath oxygen and they could die. If they die then the rest of the creatures on thier planet might blame us and start attacking us.

This could be a chance for us to get friend from another planet. Maybe they have medicine or something that we haven't invented yet and they can cure people of ... sickness that we can't cure yet. They might even have ways to clean the Earth. Maybe even someday they could take us to thier planet. Or maybe they could take us on a tour of thier solar system and show us all thier planets.

Do not use.

PT	0	1	2	3	4	5	6	7	8	9
PW	N	Y								
	0	1	2	3	4	5	6	7	8	9
ST	0	1	2	3	4	5	6	7	8	9

BEST COPY AVAILABLE

Section 2

#23-B

We could even show them around our earth if they ever want to come back. They could help us build new space crafts. They could teach us new games or helps us play the games we already play better. There are many reasons. Why we should let them go. Please ponder upon my letter. Thank you.

Sincerely,

Grade 4

Favorite Story

Favorite Story
Books W64, W65, W70, W74

O1W5
Grade 4

Informative/Analysis

SCORING GUIDE
Primary Trait

Primary trait: Summary of a story.

Scoring rationale: The directive asks respondents to *tell about* a favorite story.

6 **Extensively elaborated.** In these responses, students identify a favorite story and provide a clear summary of this story. This summary is complete and contains relevant details about setting, characters, episodes, and ending. The features of the summary are well-organized, coherent, and unified.

5 **Elaborated.** In these responses, students identify a favorite story and provide a clear summary of this story. This summary is complete; it mentions the major elements of the story: setting, characters, episodes, and an ending. It also contains relevant details about these elements.

4 **Developed.** In these responses, students identify a favorite story and provide a clear summary of this story. This summary is complete; it mentions the major elements of the story: setting, characters, episodes, and an ending.

3 **Minimally developed.** In these responses, students identify a favorite story and provide a partial summary of this story, but may not include all of the major story elements (setting, characters, episodes, and endings).

2 **Undeveloped response to task.** In these responses, students identify a favorite story. Their summary is unclear, confused, and incomplete.

1 **Response to topic.** In these responses, students respond to the topic but do not appear to have understood the task. They may refer to a particular story or stories without identifying or describing a favorite story. Or, they recopy text from the prompt.

---

0 = No response
9 = Incomprehensible; totally off task; "I don't know."

SECTION 2

In this section, you will have 25 minutes to write a paper. Read the assignment carefully and think about it before you begin. Be sure to respond to every part of the assignment. Your writing will be judged according to how well you develop your ideas. Remember that you can use the planning page to make notes and organize your ideas.

Write your paper on the lined pages. Make your response as thoughtful and complete as possible. When you are writing your paper, be sure that your handwriting is clear.

Do not go past the STOP sign at the end of the section. If you finish before time is called, you should go over your work again and change anything that you think will make your paper better.

PLEASE TURN THE PAGE AND BEGIN THIS SECTION NOW.

Section 2

Think about a favorite story you have read or heard, or one you have seen in the movies or on television. Tell what the story is about for someone who does not know the story. Be sure to include interesting details about characters, places, events, or ideas.

GO ON TO THE NEXT PAGE

Section 2

A SPECIAL PAGE FOR IDEAS, NOTES, AND PLANS

You may use this blank space
to make notes and organize your ideas.

Begin writing your paper on the next page.

Begin your paper on this page.

Do not use.

PT
PW
ST

Section 2

STOP

Grade 4

Favorite Story

BASIC

Favorite Story #20

Section 2

Begin your paper on this page.

The title is Charllots Web.

It is about a little rust pig called Willbur. The story begins when Fern, a little girl ran to his father and said "don't kill Willbur." Then his father let her keep Willbur. When Willbur was big enough to be selled Fern sold Willbur to his uncle. Willbur made friends at Fern's uncle's barn He had a friend called Charllot that will save his live Charllot made two words. One is Humble and the other is terrific.

There was a fair and Fern's uncle entered Willbur and won the contest. Then Willbur was saved.

After the contest was over Charllot laid eggs and died. Willbur was very sad. Then the eggs hatch and most of the

Do not use.

PT	0	1	2	3	4	5	6	7	8	9
PW	N	Y								
	0	1	2	3	4	5	6	7	8	9
ST	0	1	2	3	4	5	6	7	8	9

GO ON TO THE NEXT PAGE

BEST COPY AVAILABLE

ERIC

Section 2

#20B

Charlotte flew away but a few stayed. Charlotte was a speider and was Wilbur's best friend. When Wilbur took care of the ones that were at the barn, but Wilbur always remembered Charlotte

The End

Grade 4

Favorite Story

PROFICIENT

Favrite Story #3

Section 2

Begin your paper on this page.

One day I read a book called Lou Gerige. He was a famous baseball player. When he was young he loved baseball. He wanted to play with the big kids but they wouldn't let him. One day he dicided to try out for a baseball team. He didn't make it that year but he made it the next year played and he never missed a game. When he got older he tryed out for a professinal team. He made it and he played more games. Then it was their turn to play the hardest team Cicago Cubs. They had a tie untill the last innings when someone hit a line drive straight

Do not use.										
PT	0	1	2	3	4	5	6	7	8	9
PW	N	Y								
ST	0	1	2	3	4	5	6	7	8	9

BEST COPY AVAILABLE

Section 2

#3B

down the middle. Then it was Lou's turn to bat. He was ready to swing when he heard strike one. Then the next one was a little over the wall as a home run. The Yankees won. When they were in the dugout they were the world champions.

Grade 4

Favorite Story

ADVANCED

Favorite Story #33

Section 3

Begin your paper on this page.

The Lottery Rose is a very good book to read. It is about a little boy that has no father. He is poor and his mother doesn't love him. She has a boyfriend named Steav. He hates Gorgie the little boy. Steave beats him. One day he went to the grocery store to buy just one can of beans. When he went to the checkout a lady who liked Gorgie gave him a piece of cardboard with numbers on it. She said, "If these numbers match a piece of paper the man picks you could win a prize." The next day he went to the grocery store to see if he won a prize. And he won a prize. His prize was a rose. Gorgie loved flowers. He ran all the way home. When he got to his apartment he went in and thier his mother was asleep and Steave was thier. The next thing Gorgie knew he was in a boy school. His back was sore and he had a cast on. He had a friend and one day he drowned so Gorgie had to do something. He knew he had to. He took his plant and gave it to the boys grave.

Do not use.

PT	0	1	2	3	4	5	6	7	8	9
PW	N	Y								
ST	0	1	2	3	4	5	6	7	8	9

Grade 8

Drug Searches at School

Drug Searches at School
Books W67, W68, W73, W77
Books W67, W68, W73, W77

O23W11
Grade 8
Grade 12

Persuasive

SCORING GUIDE
Primary Trait

Primary trait: Persuasion through support of position.

Scoring rational: The directive asks students to write an essay in which they state their views on the proposed policy of random drug searches.

6 **Extensively elaborated.** In these responses, students articulate their position for or against the proposed searches, or suggest an alternative plan, and they provide a cohesive and developed argument explaining their position. These responses may be similar to "5" responses, but they are better organized, more clearly written, and less flawed.

5 **Elaborated.** In these responses, students articulate their position for or against the proposed searches, or suggest an alternative plan, and they provide an extended argument for their position. These are similar to "4" responses, but contain more information and elaboration.

4 **Developed.** In these responses, students take a stand for or against the proposed searches, or suggest an alternative plan, and they provide reasons or an argument to support their position. They address both the issue of individual rights and the issue of controlling drugs either by addressing one and then the other or in a unified discussion. These responses may be unevenly developed (primarily concentrated on one issue or the other).

3 **Minimally developed.** In these responses, students take a stand for or against the proposed searches, or suggest an alternative plan, and they provide a few reasons or a brief argument to support their position. These responses can center on the issue of individual rights, the issue of controlling the drug problem, or provide some thoughts on both issues.

2 **Undeveloped response to task.** In these responses, students take a stand for or against the proposed drug searches and provide at least one general or briefly stated reason to support the position, (often addressing one side or the other of the debate - - It would help controls drugs/It's an invasion of privacy.) Or, they briefly review the existing plan agreeing/disagreeing or suggesting additions/modifications to various aspects.

1 **Response to topic.** In these responses, students respond to the topic but do not appear to have understood the task. For example, they may only agree/disagree with the drug search plan or suggest an alternative plan without explaining why it is preferable. Or, they may suggest some small addition or modification to the drug searching procedures. They may discuss drugs or drug searches or their hostility about the drug searches, but they do not address the debate underlying the issue. Or, they recopy text from the prompt.

---

0 = No response
9 = Incomprehensible; totally off task; "I don't know."

SECTION 2

In this section, you will have 25 minutes to write an essay. Read the assignment carefully and think about it before you begin. Be sure to respond to every part of the assignment. Your writing will be judged according to how well you develop your ideas. Remember that you can use the planning page to make notes and organize your ideas.

Write your essay on the lined pages. Make your response as thoughtful and complete as possible. When you are writing your essay, be sure that your handwriting is clear.

Do not go past the STOP sign at the end of the section. If you finish before time is called, you should go over your work again and change anything that you think will make your essay better.

PLEASE TURN THE PAGE AND BEGIN THIS SECTION NOW.

Because of concerns about drug-related crime, your local school board is considering a proposal that would allow administrators to search student lockers and personal belongings for drugs. To assist the administrators, drug-sniffing dogs would be used to help locate drugs in schools. Students found possessing drugs would be subject to arrest.

What do you think about this proposal? Express your views in an essay that will be sent to the school board. Consider whether the proposal would affect individual rights and whether it would help control the potential drug problems in schools.

Be sure to give reasons to support your ideas.

GO ON TO THE NEXT PAGE

Section 2

A SPECIAL PAGE FOR IDEAS, NOTES, AND PLANS

You may use this blank space
to make notes and organize your ideas.

Begin writing your essay on the next page.

Section 2

Begin your essay on this page.

Do not use.

PT
PW
ST

STOP

Grade 8

Drug Searches at School

BASIC

Section 2

Drug

36

A SPECIAL PAGE FOR IDEAS, NOTES, AND PLANS

You may use this blank space
to make notes and organize your ideas.

Begin writing your essay on the next page.

people have the right to privacy. but the drug problem is a larger issue. The dog's are a good Idea so those who don't have the drugs there things will not be searched. I feel that doing this would keep the drugs out of the schools

#36B

Section 2

Begin your essay on this page.

With the issue of drug searches it brings up the idea that the people's privacy is being invaded. The drug problem is much larger than someone's personal privacy. I think that if they us specially trained dogs that only the people who are guilty in the first place would have there lockers and other personal belongings searched. Doing this will greatly decrease the amount of drugs in schools and the people who are inocent will have fewer things to worry about.

Do not use.

PT ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

PW Ⓝ Ⓨ

ST ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

Grade 8

Drug Searches at School

PROFICIENT

Drug #34

Section 2

Begin your essay on this page.

Drug-related crimes are a problem and something needs to be done. Searching lockers and possessions in school may seem like a possible solution, but there are a few problems that I see. For instance, a teacher sees a change in behavior of a student. She tells the principal that she believes the student is involved in some kind of substance abuse, so they search the student's locker and possessions and find no signs of drugs. It would seem to me that the student would feel as if their privacy was invaded. News travels fast and soon every student would have heard about it. Eventually students start to believe that the student whose locker was searched was in fact taking drugs. Searching someone's locker seems to me as a form of usurpation or search and seizure. Usurpation is unconstitutional. But on the other hand something needs to be done to control the drug problem in this country. Maybe this would begin to cut down on the problem, but is it the best way?

Do not use.

PT PW ST

BEST COPY AVAILABLE

Grade 8

Drug Searches at School

ADVANCED

Drug #9

Section 2

Begin your essay on this page.

The school board has made a proposal to search students lockers for drugs. I believe that this is a good plan and should be enforced for many good reasons.

In the first place, searching lockers will help to keep drugs out of the schools. In these times one of the major problems in schools is drugs. The deathrate of teens is increasing everyday. Many of the killings that go on nowadays occur for some drug-related business. If this proposal were to be enforced, it is my opinion that the teen death rate would decrease.

If this proposal were enforced, it would keep a greater number of kids from getting involved with drugs. This would decrease the amount of drugs being sold as well. Even though there are many teens today who are addicted to drugs, this would prevent more from becoming

Do not use.

PT ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
PW Ⓝ Ⓨ
ST ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

GO ON TO THE NEXT PAGE

ERIC

#9B

addicts.

The one part of this proposal that I do not agree with is putting kids who had drugs in their lockers into prison. The amount of prisoners overcrowding the prisons today is remarkable in number. Can you imagine how that number would increase if more people were added. I realize that this might seem like a good alternative but isn't there some other place where these people could go for punishment or rehabilitation? It costs enough of the taxpayers money to keep dangerous criminals behind bars, is it worth all the money that will be needed to keep kids behind bars when they could be taught a lesson in a less costly fashion.

As you can see this plan will probably work very well in keeping drugs out of schools. Yet in my opinion, I feel there may be a few problems hiding in the corners that may need to be worked out.

BEST COPY AVAILABLE

Grade 8

Embarrassing Incident

Embarrassing Incident O23W6
Books W60, W62, W69, W77 Grade 8
Books W60, W62, W69, W77 Grade 12

Narrative/Personal

SCORING GUIDE
Primary Trait

Primary trait: Quality of narrative.

Scoring rationale: The directive asks respondents to tell about an embarrassing experience in such a way that someone who was not there would understand what made it so embarrassing.

6 **Extensively elaborated.** In these responses, students provide a detailed, well-written description of an embarrassing experience. These responses may be similar to "5" responses, but they are better organized, more clearly written, and less flawed. Generally, these responses contain more developed, multiple problems.

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GO ON TO THE NEXT PAGE

Section 3

A SPECIAL PAGE FOR IDEAS, NOTES, AND PLANS

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to make notes and organize your ideas.

Begin writing your story on the next page.

Begin your story on this page.

Do not use.

PT
PW
ST

Section 3

STOP

Grade 8

Embarrassing Incident

BASIC

Embarrassing #6

Section 3

Begin your story on this page.

One day in seventh grade while I was walking through some bars, my backpack caught hold to one and I fell down. I was sort of embarrassed. I was just lying there with my hands still holding on to the rail. And I really don't know if anybody saw me besides my friend. But if they didn't see me they could tell I was limping.

Then after a while my friend wasn't the only one laughing, I was too.

Do not use.

PT ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
PW Ⓝ Ⓨ
ST ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

Grade 8

Embarrassing Incident

PROFICIENT

Embarrassing #5

Section 3

Begin your story on this page.

"It was around three years ago. I was playing the flute then, in fact, I still do. Well anyway, it was around Christmas time. As a school band, we were expected to perform a Christmas get-together. Not a big deal, right?!

Well, during band practice, our teacher assigned us parts to read to the audience right before each song. All the speaches described the origin of the song and it's meaning now. All the children were given a part and were expected to memorize it.

We had a week left until the concert. Since I wasn't

	Do not use.
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PW	N Y
	0 1 2 3 4 5 6 7 8 9
ST	0 1 2 3 4 5 6 7 8 9

#5B

worried about memorizing the part, I waited to study it the day before the concert at my grandmother's house

The big night came. Although I knew I didn't have the part memorized smoothly I did not study. I felt that I'd do fine. Little did I know then.

Well, the band members one by one gave their speech. Each one did pretty well. Then came my turn. My hand began to sweat and I began to shake. When I came to the microphone, not a sound came out. The audience watched, as if waiting for something but nothing came out. I stuttered a few words, but much to my dismay, I forgot my part. My face turned bright red and I ran to my seat. Feeling cowardly, I just hid my face in my hands

#5C

Section 3

while the audience chuckled and my band teacher tried to cover over my mistake. Never again will I volunteer to do another speech again.

Grade 8

Embarrassing Incident

ADVANCED

Embarassing #1

Section 2

Begin your story on this page.

My life has been full of embarassing moments, but not as embarassing as on the day of November 12, 1992.

I was in my room waiting for the phone to ring. I wanted to talk to Bryan. Bryan was my boyfriend at the time, and I loved him very much. As I sat there in my room, I thought about the last time I had talked to him. He had told me that he was going to take a nap, and for me to call him back in a hour. So, I jumped up at once, and picked up the phone. I dialed his number as fast as I could. It was busy. I was so mad, that I went into the kitchen.

An hour passed by rather quickly, and the phone line was still busy. I wouldn't have been so mad, except the fact was that he was on the phone. His mother and father were still at work, so he was the only one who could've been on it. I was really getting hot.

Do not use.		
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ST	⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	
	⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	

67

Section 2

#1B

Thirty minuets seemed like thirty days. By this time I had already decided exactly what I was going to say to him. I was really gonna chew him out. I just couldn't understand why in the world he told me to call back when he knew he'd be on the phone. I also couldn't understand why he didn't hang up with whoever he was talking to to talk to me. I mean, wasn't I more important?

Then finally, fifteen minuets later. The line was free. Someone picked up, and I just started going off. I didn't even give him a chance to say anything, but hello. I told him never to tell me to call me, and tell me to call back in a hour. I told him that if whoever he was talking to was more important than me, than maybe he needs to start looking for a new girlfriend. Then there was dead silence. Then I heard a snicker in the background. Then I heard him say, "Would you like to talk to Bryan. I'm sorry, but I had to call into the office." Then I heard a roar of laughter coming for Bryan and his father.

Talk about dying from embarrasment! I felt like crawling in a hole. Bryan's father took it unbelievably though. Every time anyone

#1C

Section 2

mentions it, he just starts laughing up a storm. Bryan loved it too. I guess he just liked using it for something to rub in.

Maybe for some people it sounds minor, but for me it was awful!

Grade 8

Invention

Invention
Books W64, W65, W70, W74
Books W64, W65, W70, W74

O23W5
Grade 8
Grade 12

Informative/Report

SCORING GUIDE
Primary Trait

Primary trait: Description of an object and its uses.

Scoring rationale: The directive asks students to tell about an invented object and the need it is designed to fulfill. Students may focus their descriptions in a variety of ways, emphasizing the need for the invention, its characteristics, or the advantages it offers. In scoring, readers should focus on the *clarity* and *organization* of the information provided in the description.

6 **Extensively elaborated.** In these responses, students provide a cohesive, well-written description of an invention. This description is accompanied by an extensive discussion of the usefulness of, purpose of, or the perceived necessity for the invention. These responses may be similar to "5" responses, but they are better organized, more clearly written, and less flawed.

5 **Elaborated.** In these responses, students provide a well-organized, detailed description of an invention, making its features and uses clear.

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3 **Minimally developed.** In these responses, students name an invention and provide a description that is brief, general, or confusing in some (not all) respects. They may or may not allude to the advantages of the invention.

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0 = No response
9 = Incomprehensible; totally off task; "I don't know."

SECTION 3

In this section, you will have 25 minutes to write a letter. Read the assignment carefully and think about it before you begin. Be sure to respond to every part of the assignment. Your writing will be judged according to how well you develop your ideas. Remember that you can use the planning page to make notes and organize your ideas.

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PLEASE TURN THE PAGE AND BEGIN THIS SECTION NOW.

Have you ever been in the middle of some project or activity when you realized that you needed or wanted something that does not exist?

Think of something to invent. This can be almost anything, as long as it does not already exist, as far as you know. Or think of an existing object that needs to be significantly changed or improved—in other words, "reinvented."

Write a letter to the United States Patent Office telling them about your invention. Be sure to explain how your invention will fulfill a particular need.

GO ON TO THE NEXT PAGE

Section 3

A SPECIAL PAGE FOR IDEAS, NOTES, AND PLANS

You may use this blank space
to make notes and organize your ideas.

Begin writing your letter on the next page.

Begin your letter on this page.

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ST	0	1	2	3	4	5	6	7	8	9

Section 3

STOP

Grade 8

Invention

BASIC

Invention #2

Section 2

Begin your letter on this page.

Dear United States patent office,
I am writing to you about an invention called the electrical hammer. This electric hammer is good for hammering nails in the wall by pushing a button. For this electrical hammer if you push a button all you have to do is hold the handle and it will ham the nail into the wall automatically. This invention will prevent you from ham your fingers with the hammer.

Do not use.

PT ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
PW Ⓜ Ⓣ
ST ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

Grade 8

Invention

PROFICIENT

Inventor #14

Section 2

Begin your letter on this page.

Dear United States Patent Office,

Over the last five years, I have been trying to improve the dishwasher and now I've finally done it. This new model of the dishwasher is just like a sink. All you have to do is put your dirty dishes in the "sink washer," wait 35 minutes, and presto your dishes will be clear. This model is safer, more convenient, and much more effective than plain, ordinary models. It also saves a lot of time.

So patent my invention and make life easier for the middle class people. So buy the "sink washer" and "clear up." Only $435.

Sincerely,

Do not use.

PT	0	1	2	3	4	5	6	7	8	9
PW	N	Y								
	0	1	2	3	4	5	6	7	8	9
ST	0	1	2	3	4	5	6	7	8	9

BEST COPY AVAILABLE

Grade 8

Invention

ADVANCED

Section 3

Inventor #16

Begin your letter on this page.

Dear Sir or Madam:

I have recently invented a filter for your muffler. This filter is placed in your muffler. The filter collects harmful particles in the environment, and lets the clean air flow through. It consists of a biodegradable pad to collect the particles. The pad is made out of recycled newspaper. It is covered with cheese cloth that is biodegradable as well. When you are through with the filters or they have been used you simply place them in a biodegradable bag paper or plastic and drop them off to a special recycling plant where they are disposed of. The filters are disposed of in an environmentally safe way. They are washed in a special kind of washing machine that takes the pollutants off.

Do not use.

PT	⓪	①	②	③	④	⑤	⑥	⑦	⑧	⑨
PW	Ⓝ	Ⓨ								
	⓪	①	②	③	④	⑤	⑥	⑦	⑧	⑨
ST	⓪	①	②	③	④	⑤	⑥	⑦	⑧	⑨

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#16B

the pad and cheese cloth. Then the atoms of the pollutants are split giving off energy to keep the recycling center in progress. Soon the filters will be shipped back to you so you don't have to buy any more besides a spare set. I would be honored if the United States Patent Office would be so kind as to grant me a patent for my product.

Sincerely,

Grade 12

Embarrassing Incident

Embarrassing Incident O23W6
Books W60, W62, W69, W77 Grade 8
Books W60, W62, W69, W77 ✓ Grade 12

Narrative/Personal

SCORING GUIDE
Primary Trait

Primary trait: Quality of narrative.

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GO ON TO THE NEXT PAGE

Section 3

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Begin writing your story on the next page.

Section 3

Begin your story on this page.

Do not use.

PT
PW
ST

STOP

Grade 12

Embarrassing Incident

BASIC

Embarrassing #25

Section 3

Begin your story on this page.

I was so excited about this party I got invited too, at Meredith house. She was really popular and knew almost everybody that went to everyschool. So when she asked me to come I thought that this was the time to get to know everybody that I wanted to be friends with, and had been trying to get to know for over a year.

That night I decided to wear a black and white dress that was open at the back, slightly tight at the waste and flare from my waste to my heels many people had complemented me on it before so I thought that they would like it.

Right before I left I got a phone call from a good friend Susu, who told me that a guy that I had just been dying to meet was going to be there; his name was Tom [redacted]. I ordered some cookies I had cooked, because

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PW	N Y
	0 1 2 3 4 5 6 7 8 9
ST	0 1 2 3 4 5 6 7 8 9

GO ON TO THE NEXT PAGE

BEST COPY AVAILABLE

Section 3

#25-B

I wanted to take something over there. When I arrived they were all standing outside on the porch, drinking some sort of red punch.

I saw him... I glanced at my mirror to see that all my make-up was on and my hair looked okay, then got out of my blazer and grabed the cookies and started towards his house. Everybody stoped and stood and right as I put my right foot up to go up the stair to her gate; plop I tripped on my dress and fell flat on my face. Everyone started to laugh, as I got up I noticed that I had smashed the cookies, and that made the crowd laugh harder. Tears came to my eyes, and as run to my car and didn't go back.

BEST COPY AVAILABLE

Grade 12

Embarrassing Incident

PROFICIENT

Embarrassing #36

Section 2

Begin your story on this page.

"Off and Running"

It was a cool autumn day and I had just returned from lunch. As I eased my car into park, I saw a friend that I desperately needed to talk to. I quickly locked the doors and sprinted after her. I finally caught up to her at her locker and we talked until the first bell sounded. I strolled into class with about 2 minutes to the bell and quickly took my seat. The tardy bell rang and the teacher began to give

Do not use.		
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Section 2

#36-B

the lesson of the day. About halfway through class an announcement rolls through the public address system. The assistant principal came on and said, "Will the owner of a white Oldsmobile Cutlass Sierra, license plate JMI 374 please come down to the office. Your car is running." With an embarrassed smile I got up and quickly ran downstairs. After about 40 minutes we opened my door and finally turned the car off. For weeks to come I lived with all my friends jingling their keys at me and laughing up a

BEST COPY AVAILABLE

#36-C

Section 2

Mom. Everywhere I turned I was reminded of the day that I was left and may can was running.

Grade 12

Embarrassing Incident

ADVANCED

Embarrassing #26

Section 3

Begin your story on this page.

I caught the ball and scurry started dribbling towards the basket. I can bounce of the basketball echoed on the gym, and with each bounce I gained speed. I glanced over my right shoulder and saw that I had a clean breakaway. My teammates yelled out "Kamarion! Kamarion!," and I took their excited voices as encouragement. The sweat droplets rolled down my face as I neared the basket. I went up into my lay-up like I had always practiced. One step, two steps, shoot! The ball went through the hoop and I exploded with excitement. As I turned around with a proud smile on my face, I noticed all of my teammates were in anxiety. The crowd was gasping, my coach was yelling, and the other team was cheering. I had shot at the wrong basket!

Do not use.										
PT	0	1	2	3	4	5	6	7	8	9
PW	N	Y								
ST	0	1	2	3	4	5	6	7	8	9

Grade 12

Invention

Invention
Books W64, W65, W70, W74
Books W64, W65, W70, W74

O23W5
Grade 8
Grade 12

Informative/Report

SCORING GUIDE
Primary Trait

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Write a letter to the United States Patent Office telling them about your invention. Be sure to explain how your invention will fulfill a particular need.

GO ON TO THE NEXT PAGE

Section 2

A SPECIAL PAGE FOR IDEAS, NOTES, AND PLANS

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Begin writing your letter on the next page.

Section 2

Begin your letter on this page.

Do not use.

PT
PW
ST

Section 2

STOP

Grade 12

Invention

BASIC

Invention #37

Section 2

Begin your letter on this page.

To the United States Patent Office,

I have created a machine that will help students learn and do better in school. I would like to make many more and I need your help. Let me tell you about this product.

It is a small computer that you wear like a walkman. It scans any reading material and then sends it to your brain just like you read it yourself. This helps you out for when you don't have time to read it yourself. You can use it with whatever you are doing because you don't have to listen to it, it sends the signals right to your brain.

When you use this machine you will not know everything as if you have a photographic memory,

	Do not use.
PT	⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
PW	Ⓝ Ⓨ
ST	⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

Section 2

#38B

you will know it just like you read normally.

Grade 12

Invention

PROFICIENT

Inventin #3

Section 2

Begin your letter on this page.

I would like to introduce you to a "reinvented computerized copier." This machine would stand the exact same height and weight of an IBM computer used in schools and offices. It would be used to help all businesses especially the employees that have to type long copies of letters and reports. This "reinvented computer copier" would be called the RCC1. It would have a monitor, a keyboard, and a scanner. The purpose would be to eliminate secretaries and others from keying long documents. Instead they would have to place the scanner across the hand written copy and instantly the monitor will show a type final document. This RCC1 would speed up the process of outgoing documents that are required for businesses to keep everything running smoother at a faster pace. The RCC1 would run a spell check, correct grammatical mistakes and marks, capitalization and set the correct margins/spacing for each document that would

	Do not use.
PT	⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
PW	Ⓝ Ⓨ
	⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
ST	⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

Section 2

#3B

would need it.

The cost of the PCCI would range from $6,000 up. There will be a variety of sizes to chose from depending on the business purchasing

They would be available only at one factory, located in Charlotte, north Carolina. To purchase, the customers must place a one month preadvanced order with money available at the time the order is sent.

This would be a great advantage for everyone. The PCCI would help businesses and the factory would emply more jobs for the city of Charlotte.

Grade 12

Invention

ADVANCED

Invention #41

Section 3

Begin your letter on this page.

U.S. Patent Office,

Did you ever think of handicapped people who cannot move or communicate with the rest of the world? I'm sure you have, and I'm sure you've thought of the many endless hours they've lived through with no connection to the outer world. Trapped, by themselves in one mind unable to share what they might have, that could be geniuses.

I have invented a complex computer that can be attached to an invalids brain to allow synthesized communication. Imagine the medical progress that can be made, patients who would be able to tell us what is wrong, and how we could help them.

	Do not use.
PT	0 1 2 3 4 5 6 7 8 9
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ST	0 1 2 3 4 5 6 7 8 9
	0 1 2 3 4 5 6 7 8 9

Section 3

#41B

There is a small battery pack device that can be connected to the patient or his transportation device. A series of tiny wires would be connected to a hearing aid device that fits inconspicuously inside the ear canal. This micro transmitter will pick up messages sent to it by a chip surgically placed in the patients brain. Thoughts would be sent from the earpiece to the battery pack. A synthesized voice could be emitted so that they could speak! An attachment from the battery pack can be connected to a word processor or other cpu and the patient could write letters. Once again a crippled patient could become an even more active part of society as a whole. This invention could alviate the pain and mental deterioration caused by hours of silence, of no outside interaction. This device could help the world

#41C

Section 3

to find minds otherwise trapped in the darkness of non-communication. The answers to many questions unanswered could be found in the minds of these people who cannot otherwise communicate with their families, doctors, friends, and others.

Please consider this exciting medical breakthrough.

Sincerely yours

STOP

ERIC

62

Grade 12

Drug Searches at School

Drug Searches at School
Books W67, W68, W73, W77
Books W67, W68, W73, W77

O23W11
Grade 8
Grade 12

Persuasive

SCORING GUIDE
Primary Trait

Primary trait: Persuasion through support of position.

Scoring rational: The directive asks students to write an essay in which they state their views on the proposed policy of random drug searches.

6 **Extensively elaborated.** In these responses, students articulate their position for or against the proposed searches, or suggest an alternative plan, and they provide a cohesive and developed argument explaining their position. These responses may be similar to "5" responses, but they are better organized, more clearly written, and less flawed.

5 **Elaborated.** In these responses, students articulate their position for or against the proposed searches, or suggest an alternative plan, and they provide an extended argument for their position. These are similar to "4" responses, but contain more information and elaboration.

4 **Developed.** In these responses, students take a stand for or against the proposed searches, or suggest an alternative plan, and they provide reasons or an argument to support their position. They address both the issue of individual rights and the issue of controlling drugs either by addressing one and then the other or in a unified discussion. These responses may be unevenly developed (primarily concentrated on one issue or the other).

3 **Minimally developed.** In these responses, students take a stand for or against the proposed searches, or suggest an alternative plan, and they provide a few reasons or a brief argument to support their position. These responses can center on the issue of individual rights, the issue of controlling the drug problem, or provide some thoughts on both issues.

2 **Undeveloped response to task.** In these responses, students take a stand for or against the proposed drug searches and provide at least one general or briefly stated reason to support the position, (often addressing one side or the other of the debate - - It would help controls drugs/It's an invasion of privacy.) Or, they briefly review the existing plan agreeing/disagreeing or suggesting additions/modifications to various aspects.

1 **Response to topic.** In these responses, students respond to the topic but do not appear to have understood the task. For example, they may only agree/disagree with the drug search plan or suggest an alternative plan without explaining why it is preferable. Or, they may suggest some small addition or modification to the drug searching procedures. They may discuss drugs or drug searches or their hostility about the drug searches, but they do not address the debate underlying the issue. Or, they recopy text from the prompt.

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0 = No response
9 = Incomprehensible; totally off task; "I don't know."

In this section, you will have 25 minutes to write an essay. Read the assignment carefully and think about it before you begin. Be sure to respond to every part of the assignment. Your writing will be judged according to how well you develop your ideas. Remember that you can use the planning page to make notes and organize your ideas.

Write your essay on the lined pages. Make your response as thoughtful and complete as possible. When you are writing your essay, be sure that your handwriting is clear.

Do not go past the STOP sign at the end of the section. If you finish before time is called, you should go over your work again and change anything that you think will make your essay better.

PLEASE TURN THE PAGE AND BEGIN THIS SECTION NOW.

Because of concerns about drug-related crime, your local school board is considering a proposal that would allow administrators to search student lockers and personal belongings for drugs. To assist the administrators, drug-sniffing dogs would be used to help locate drugs in schools. Students found possessing drugs would be subject to arrest.

What do you think about this proposal? Express your views in an essay that will be sent to the school board. Consider whether the proposal would affect individual rights and whether it would help control the potential drug problems in schools.

Be sure to give reasons to support your ideas.

GO ON TO THE NEXT PAGE

Section 2

A SPECIAL PAGE FOR IDEAS, NOTES, AND PLANS

You may use this blank space
to make notes and organize your ideas.

Begin writing your essay on the next page.

Section 2

Begin your essay on this page.

Do not use.

PT
PW
ST

Section 2

Grade 12

Drug Searches at School

BASIC

Drug Search #5

Section 2

Begin your essay on this page.

It is my opinion that students should only be searched if there is a suspicion that they have drugs at school. If a drug dog smells something in a locker or other belongings, the owner should then be notified. The administrators should first ask the student if he/she has any drugs with him/her on campus. If the student answers no, they should ask him/her if they can search his/her things. If he/she still answers no and there is strong suspicion on them, the administrators can then search the belongings.

Getting students involved and letting them have a chance to tell the truth before they are

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ERIC

#5-B

searched is all a part of teaching. Although it may not teach them right or wrong, it will teach them that honesty is the best key to everything.

I do not think that searching everyone's locker just because you think that drugs are being passed around the school would help anything. You would be invading the privacy of many innocent students. Search only the ones you suspect.

Grade 12

Drug Searches at School

PROFICIENT

Drug #29

Section 2

Begin your essay on this page.

Invasion of students rights began when the schoolboard and faculty are permitted to search students lockers, frisk them, and look into the personal belongings.

I believe it is best to keep drugs out of schools but I don't think this will. If the faculty and administrators let the students have any idea about the drug search then the students will leave their stuff at home or in their car. It may work if the students have no possible idea it is going to happen, but how could you keep something like that a secret.

There shouldn't be any random searching. If one student, locker, or car is searched, then the entire student body, locker sections, and parking lot

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#29-B

should be searched. It is only fair that the faculty and administrators should be searched also.

I believe the only way this would be effective is if the students didn't know anything about it and they were called to the place where the students are searched and the ones that have been searched all go into the gym until everyone has been searched, not to let anyone else know what is going on.

I feel that this would raise a lot of controversy among many issues. For instance, the parents may not take this too well because they would feel like their child's rights are being violated and they aren't being sent to school to go through drug searches. They would be even more upset if their child was found with drugs. What would happen if someone planted drugs in your locker, purse, or car, and you were going to be arrested. Why not just make everyone take drug tests. It would

#29-C

Section 2

save a lot of time

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STOP

Grade 12

Drug Searches at School

ADVANCED

Drug Search #25

Section 2

Begin your essay on this page.

In the 1990's, it is an acknowledged truisty that many highschool students abuse illicit drugs. Without careful consideration, one may propose to initate a severe program to search student's personal possesions and lockers for drugs. Although a program as the one suggested may momentarily curb the use of drugs during school, the long term repercussions of such a program are damaging. The program violates the constitutional right to privacy, belittles the trust between the faculty and the student body, and results in no substantial long term results.

By randomly searching a students locker and possesion, a school administrator violate's a students constitutional right to privacy. Constitutional rights do not only apply to adults, and it is unjust to deny students their rights. If their is extensive evidence which suggested that

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Section 2

#25-B

a student possessed drugs, then there is just cause to search the student. Without evidence, it is not only unfair to search the student, but unconstitutional.

If a school initated a locker searching program, it would lead to a break down of trust between students and teachers. An integral part of learning is being able to trust the people who teach. Throughout a student's high school career, she builds a relationship of mutual trust and respect with her teachers. By searching a student's locker, the teacher is violating that important trust and respect. This violation of trust by a teacher could lead to negative effects in the student's current and future learning process.

Searching lockers would only lead to a temporary solution to the drug problem. A person who uses drugs will learn that lockers and possessions are being searched and find ways to avoid being caught

#25-C

Section 2

It is unlikely that the student will stop using drugs, but rather that she will abuse drugs after school or find ways to "outsmart" the system.

After careful consideration, it is obvious that searching lockers only offers a short term solution which result in more positive than negative results.

STOP