



MAAP
EOC English II
Writing Prompt



Purpose

This document will focus on student constructed responses for the Mississippi Academic Assessment Program (MAAP) English II writing assessment. It will provide knowledge of the scoring process for local and/or regional professionals to help guide classroom instruction.

The purpose of this document is to:

- provide a retired writing prompt and passage
- clarify scoring decisions as determined by the rangefinding process
- suggest additional prompts to be used with each passage

Below are some additional online resources/training:

- [Questar Writing Scoring Training Grades 3-4](#) (open in Internet Explorer or Firefox)
- [Questar Writing Scoring Training Grades 5-6](#) (open in Internet Explorer or Firefox)
- [Questar Writing Scoring Training Grades 7-8](#) (open in Internet Explorer or Firefox)
- [Questar Writing Scoring Training End-of-Course](#) (open in Internet Explorer or Firefox)

Rubric

Standard ID: W.10.1-3

Standard: Development of Ideas

Advanced	Proficient	Basic	Minimal	
12	11-9	8-5	4-1	0

Score of				
4 points	3 points	2 points	1 point	0 points
The writing is clear, consistently focused, and shows a complete understanding of the given task. Ideas are fully developed by using logical and convincing reasoning, well-chosen evidence from the text, and details that are specific, relevant, and accurate based upon the text.	The writing is generally clear and focused, and shows a general understanding of the given task. Ideas are adequately developed by using logical reasoning, sufficient and appropriate evidence from the text, and descriptions and details that are, for the most part, relevant and accurate based upon the text.	The writing is vague and shows only partial understanding of the given task. Ideas are somewhat developed by using some reasoning and some evidence from the text and descriptions and details that may be irrelevant, may be merely listed, and may or may not be found in the text.	The writing is unclear, and shows a lack of understanding of the given task. Ideas are developed with limited reasoning, little to no evidence from the text, and descriptions and details that are irrelevant and/or inaccurate.	The writing is unclear, shows no understanding of the given task, and uses no reasoning with little to no evidence from the text and descriptions and details that are irrelevant and/or inaccurate.

Standard ID: W.10.1-3

Standard: Writing Organization

Score of				
4 points	3 points	2 points	1 point	0 points
<p>The writing demonstrates evidence of planning and a purposeful, logical progression of ideas that allows the reader to easily follow the writer’s ideas. Words, clauses, and transitions are used frequently and effectively to clarify the relationships among claims, reasons, details, and/or evidence. The writing contains an effective introduction and conclusion that contribute to cohesiveness and clarity of the response.</p>	<p>The writing demonstrates evidence of planning and a progression of ideas that allows the reader to follow the writer’s ideas. Words, clauses, and transitions are used effectively to clarify the relationships among claims, reasons, details, and/or evidence. The writing contains an introduction and conclusion that contribute to the cohesiveness of the response.</p>	<p>The writing demonstrates evidence of planning with some logical progression of ideas that allows the reader to follow the writer’s ideas. Words, clauses, and transitions are used somewhat consistently to clarify the relationships among claims, reasons, details, and/or evidence. The writing contains a basic introduction and conclusion that contribute to cohesiveness that may be formulaic in structure.</p>	<p>The writing shows an attempt at planning, but the progression of ideas is not always logical, making it more difficult for the reader to follow the writer’s message or ideas. Words, clauses, and transitions are used sparingly and sometimes ineffectively to clarify the relationships among claims, reasons, details, and/or evidence. The writing contains an introduction and conclusion that are inappropriate and/or disconnected, resulting in a lack of cohesiveness and clarity.</p>	<p>The writing lacks evidence of planning (random order) or a progression of ideas, making it difficult for the reader to follow the writer’s message or ideas. Words, clauses, and transitions are lacking or used ineffectively to clarify the relationships among claims, reasons, details, and/or evidence. There is a lack of an introduction and/or conclusion resulting in a lack of cohesiveness and clarity.</p>

Standard ID: L.10.1 and 10.3

Standard: Language Conventions of Grammar and Usage

Score of				
4 points	3 points	2 points	1 point	0 points
		<p>The writing establishes and maintains tone appropriate to task, purpose, and audience. Word choice is precise, effective, and purposeful. Sentences are fluent and varied in length and structure. The writing may contain a few minor errors in grammar and usage, but they do not interfere with meaning.</p>	<p>The writing maintains a tone inappropriate to task, purpose, and/or audience. Word choice is limited, clichéd, and repetitive. Sentences show little or no variety in length and structure, and some may be awkward leading to a monotonous reading. The writing may contain a pattern of errors in grammar and usage that occasionally impedes meaning.</p>	<p>The writing fails to maintain tone appropriate to task, purpose, and audience. Words are functional and simple and/or may be inappropriate to the task. The sentences may contain errors in construction or are simple and lack variety, making the essay difficult to read. The writing may contain egregious errors in grammar and usage that impede meaning.</p>

Standard ID: L.10.2

Standard: Language Conventions of Mechanics

Score of				
4 points	3 points	2 points	1 point	0 points
		The writing demonstrates a consistent command of the conventions of standard English (punctuation, capitalization, spelling). The writing may contain a few minor errors in mechanics but they do not interfere with meaning.	The writing demonstrates an inconsistent command of the conventions of standard English (punctuation, capitalization, spelling). The writing may contain a pattern of errors in mechanics that occasionally impedes meaning.	The writing demonstrates very limited command of the conventions of standard English (punctuation, capitalization, spelling). The writing may contain egregious errors in mechanics that impede meaning.

DIRECTIONS: Read the following passage. Write a response to the prompt that follows the passage.

America's First Road Trip

by Charles C. Entwistle

- 1 On May 23, 1903, two men in a heavily loaded automobile drove out of San Francisco. They crossed the bay on the Oakland ferry, then headed east. Their destination? New York City, more than 3,000 miles away. They planned to complete the journey in less than three months.
- 2 By today's standards, their road trip sounds tame. But back then, no one had ever driven from coast to coast. Two other motorists had tried, and both attempts had failed. So when Dr. H. Nelson Jackson and Sewall Crocker rolled out of San Francisco, people were calling their trip foolhardy and dangerous.
- 3 Although the two men were traveling east instead of west, Jackson and Crocker were like America's early pioneers. There were no highways, no road maps, no gas stations, no motels, and no fast-food restaurants. In some places, there were no roads.
- 4 Nelson Jackson was a well-to-do physician who had given up his medical practice because of illness. He and his wife, Bertha, were vacationing in California when he decided to drive home instead of taking the train. Since Nelson's trip would involve months of rugged living, Bertha returned home by rail.
- 5 Jackson hired Sewall Crocker, an expert mechanic, to help with driving and car repairs. Crocker suggested they use a Winton automobile, so Jackson rushed out and bought the only one he could find, a used touring car with two badly worn tires. After naming the car *Vermont*, in honor of Jackson's home state, the men got ready to go.
- 6 A high-spirited optimist, Jackson viewed his cross-country jaunt as a first-rate adventure. Back then, horse-drawn buggies and wagons were the accepted way to travel, but Jackson believed cars had a bright and prosperous future. To silence some friendly critics, he bet \$50 he could reach New York in less than 90 days. Completing the trip (and winning the bet) would prove cars were more durable than people thought. But the clock was ticking; he had to get on the road.

- 7 When they left San Francisco, Jackson and Crocker decided to stay near the railroad tracks as much as possible so they could use the train trestles if there were no bridges. They also decided to detour around major obstacles, such as the desert. These cautious plans added hundreds of miles to their trip.
- 8 The two men were soon used to getting lost, because many roads were poorly marked, and some weren't marked at all. Local residents were happy to get them back on the right road, especially if they received a brief ride on the *Vermont*. But once a woman on a horse sent them down a dirt road that ended—after more than an hour's drive—at a remote farm. When they drove back, they saw her again.
- 9 "Why did you send us way down there?" they asked.
- 10 "I wanted Pa and Ma and my husband to see you," she replied. "They've never seen an automobile."
- 11 In those days, motorists rode on their car, not in it. Jackson's red Winton had no roof, no doors, and no windshield. Instead, the car simply had two plush leather seats exposed to the sun, wind, and weather.
- 12 The Winton was also different in other ways. The steering wheel was on the right so the driver could stop at the curb and get out without stepping into a muddy street. And, instead of a trunk, the *Vermont* had a small backseat called a tonneau.
- 13 Jackson and Crocker removed the tonneau so they would have more room for supplies and equipment. They loaded sleeping bags, pots, pans, food, two expandable suitcases for clothing, two rubber raincoats, and a rubber cover for the car.
- 14 Other equipment included Crocker's toolbox, two car jacks, a shovel, an ax, and a block and tackle with 150 feet of rope. The men also brought along fishing rods, several firearms, and ammunition.
- 15 The pile of gear stowed behind the seats was so bulky and hard to manage that things fell off on the bumpy roads. Cooking pots, tools, and personal items (including Jackson's fountain pen and eyeglasses) slipped off unnoticed.
- 16 The *Vermont's* small, two-cylinder motor was under the driver's seat. The 20-horse-power gasoline engine used a chain drive to transfer power to the rear wheels. The heavy chain drooped so low under the car that it sometimes clipped the tops off weeds and

small bushes. The car boasted two forward speeds and reverse, with a top speed of 30 miles an hour.

- 17 To keep track of their mileage, Jackson attached a cyclometer to one of the wheels. However, along the way it and two replacements were knocked off. No one really knows how far the *Vermont* traveled. Including all detours, side trips, and backtracking, the men probably drove about 4,500 miles.
- 18 Gas was precious. The little engine got about six miles per gallon, and the gas tank held 10 gallons. An extra gas tank carried 12 gallons. Jackson fastened gas cans on the car, but fuel was always a concern. General stores were the only places Jackson could buy gas and oil, and these stores were located in towns. Running out of gas on the open road meant a long walk to the nearest town, and the loss of at least a day's drive.
- 19 The *Vermont* proved dependable, but the car still had flaws. The twin coach lamps didn't cast much light, so Jackson fastened an acetylene headlight to the front of the car. The tires were no match for the rough roads, and they blew out or wore out very quickly. The only way to get repair parts and tires was by train, so the men sometimes hung around railroad stations for days, waiting for packages. The *Vermont's* springs and axles also broke on the rough terrain, but Jackson usually hired a local blacksmith to repair them or make new ones.
- 20 Jackson longed for a mascot, preferably a small dog, to travel with them. He finally found one in Caldwell, Idaho, when a man offered him a tan bulldog named Bud. Pleased with the dog and the offer, Jackson paid the man \$15. In his next letter home, he happily wrote, "Bud is now with us."
- 21 Bud drew as much attention as the Winton. He liked to sit between the seats, watching the road, so the men fitted him with goggles to protect his eyes from stinging dust. Whenever the car pulled into a town, people asked questions about Bud. One local newspaper dutifully reported that Bud was "so ugly that he is handsome."
- 22 Several weeks after Jackson and Crocker left California, two other cars set out to cross the country. The first was a Packard, followed a few weeks later by an Oldsmobile. Jackson had never informed the Winton Company about his trip, while the Packard and Oldsmobile teams had strong factory support, including spare parts, maps, and fuel.
- 23 When newspapers reported three cars were hurrying toward New York, public interest soared. Winton officials, amazed that

Jackson had driven as far as he had, quickly offered factory support. He declined the offer, optimistically choosing to finish the trip on his own.

- 24 When the *Vermont* reached the flat Midwest, driving became easier, and the miles flew by. When they passed the Winton Company factory in Ohio, Jackson pulled in and got the car cleaned up for the final leg of the trip.
- 25 The two tired drivers and Bud reached New York City just before dawn on Sunday, July 26. They had driven from coast to coast in 63 days, 12 hours, and 30 minutes.
- 26 New York rolled out the red carpet for the three celebrities. Reporters conducted interviews and took photos, while fans admired the flag-draped Winton. As usual, Bud stole the show, and his picture (with him in goggles) appeared in newspapers, magazines, and Winton car ads.
- 27 Bertha Jackson arrived with her husband's letters, notes, and telegrams, and she helped reporters file clear and accurate stories about the trip. Even so, a few journalists added fictitious tales about near-tragedies the three brave travelers had faced along the way.
- 28 After adding up his expenses, Jackson told reporters he had spent about \$8,000 to win the \$50 bet. According to his family, he never collected his winnings.



Excerpt from "America's First Road Trip" by Charles C. Entwistle, *Cricket*, 37, no. 9 (Jul/Aug 2010), 29. Used with permission of Carus Publishing Company via Copyright Clearance Center.

Standard W.10.2

Read the following prompt and write your complete response in the space provided.

You read "America's First Road Trip," a passage about the early days of automobile travel. Identify the author's attitude toward Dr. Jackson and explain how that attitude influences his portrayal of Jackson in the passage. Use relevant evidence, including key details and examples, to support your analysis.

Your writing will be scored based on the development of ideas, organization of writing, and language conventions of grammar, usage, and mechanics.

As a man in 2010 writing about 1903, the author clearly enjoys writing about Dr. Jackson's struggles to cross the country in the dawn of the age of automobiles. The author sees Jackson as a brave and optimistic adventurer, and portrays him as such, as opposed to considering Jackson a foolhardy dreamer with a death wish.

Despite knowing the clear dangers of attempting a coast-to-coast trip with undeveloped automobile and roadway technologies, the author is supportive of Jackson's decision. Because of this, the author chooses to portray Jackson's character and his adventure more positively. "As a high-spirited optimist, Jackson viewed his cross-country jaunt a first-rate adventure." Here, the author portrays both the trip and Jackson positively. The author could have delved into the many, life threatening flaws in Jackson's plans, but he chose instead to paint the picture of a brave, and humorous, adventure.

"New York rolled out the red carpet for the three celebrities." The author shows that the public received Jackson like a hero, which indirectly voices his own matching opinion. If the author was not supportive of the trip, that sentence could have been written as, "New York foolishly rewarded the oblivious crew for their narrow escape from an apparent death-trap."

The author's specific choice of words, and, indeed, his choice to not use certain words, speaks wonders to the author's attitude toward Dr. Jackson. He clearly supported Jackson's decision and, because of that, he portrayed Jackson in a more positive light. To the author, Jackson is not a survivor of a foolhardy death trap, but a hero of the dawn of the age of automobiles.

Development of Ideas: 4

This response demonstrates a complete understanding of the task by identifying the author's attitude toward Dr. Jackson and explaining how that attitude influences his portrayal of Jackson (e.g., *The author is supportive of Jackson's decision. Because of this, the author chooses to portray Jackson's character and his adventure more positively.*). The writing is consistently clear and focused, providing thoughtful explanations and sophisticated analysis about word choice (e.g., *If the author was not supportive of the trip, that sentence could have been written as, "New York foolishly rewarded the oblivious crew for their narrow escape from an apparent death-trap."*). Ideas are fully developed by using logical and convincing reasoning, well-chosen evidence from the text, and details that are specific, relevant, and accurate based upon the text. This response is particularly effective in noting the fact that the author's attitude influences the actions the author decided to include in his portrayal (*The author shows that the public received Jackson like a hero, which indirectly voices his own matching opinion.*).

Writing Organization: 4

The writing demonstrates evidence of planning and a purposeful, logical progression of ideas that allows the reader to easily follow the writer's ideas. The response opens with an effective introduction that clearly identifies the claim and provides direction to the remainder of the response, contributing to cohesiveness and clarity (*The author sees Jackson as a brave and optimistic adventurer, and portrays him as such, as opposed to considering Jackson a foolhardy dreamer with a death wish.*). Transitions are unique and varied, effectively contributing to flow while also clarifying the relationships among claims, reasons, details, and evidence. This response is particularly effective in demonstrating an understanding of the relationship between the author's attitude toward Dr. Jackson and explaining how that attitude influences his portrayal of Jackson, crafting nuanced and thoughtful connections between evidence from the passage to analysis that is both accurate and focused. The writing contains an effective conclusion that effectively summarizes the content of the response and refers back to the introduction (*...dawn of the age of automobiles.*).

Language Conventions of Grammar and Usage: 2

The writing establishes and maintains tone appropriate to task, purpose, and audience. Word choice is precise, effective, and purposeful, both in establishing context (*As a man in 2010 writing about 1903, the author clearly enjoys writing about Dr. Jackson's struggles to cross the country in the dawn of the age of automobiles.*) and in providing analysis (*The author sees Jackson as a brave and optimistic adventurer....as opposed to considering Jackson a foolhardy dreamer with a death wish.*). Sentences are fluent and varied in length and structure. The writing contains few errors in grammar and usage that do not interfere with meaning.

Language Conventions of Mechanics: 2

The writing demonstrates a consistent command of the conventions of standard English (punctuation, capitalization, spelling). The writing contains errors in mechanics (e.g., missing hyphen in *life threatening* and occasional misuse of commas). However, these errors do not interfere with meaning and are mitigated by the absence of errors throughout the remainder of the response.

America's First Road Trip is a non fiction story written by Charles C. Entwistle. Entwistle wrote about the two pioneers, Nelson Jackson and Sewall Crocker. These two men set out on a dangerous journey. They drove from San Francisco to New York City in less than three months.

Charles C. Entwistle's attitude about Nelson Jackson definitely played a big role in this story. We can infer that Entwistle has a deep admiration for Jackson due to this word choice and the way he described him. In Paragraph six. he describes Jackson as a, "high-spirited optimist." He also wrote in Paragraph twenty, "In his next letter home, he happily wrote, "Bud is now with us." Charles C. Entwistle describes Jackson as a kind hearted and happy man with a dream.

Due to the authors positive opinion of Jackson the readers form a positive opinion about Jackson as well. If Entwistle were to have written about how dangerous the trip was and the stupidity of even taking such a big risk the readers would think differently of Jackson.

The authors attitude remains the same throughout the entire passage.

At the end of the story in Paragraph twenty three, Entwistle writes, "He declined the offer, optimistically choosing to finish the trip on his own." Some people might find that Jackson refusing the offer of factory support was not a smart decsicion. In the end of the story we learn that Jackson had to spend about 8,000 dollars of his own money. With factory support he would not of had to spend as much. Not accepting support could be seen as a pridful decision, but because Entwistle said, "optimistically choosing to finish", the readers don't feel as though it was.

Due to Entwistle's attitude toward Dr. Jackson his portrayal of Jackson was very positive. He portrayed Jackson as a pioneer with an optimistic outlook on his expedition and a happy good hear ted man.

Development of Ideas: 4

The writing is clear, consistently focused, and demonstrates a complete understanding of the given task. The response identifies the author's attitude toward Dr. Jackson (*Entwistle has a deep admiration for Jackson...*) and explains how that attitude influences his portrayal of Jackson (*...his word choice and the way he described him.*). The response utilizes logical and convincing reasoning, well-chosen evidence from the text, and details that are specific, relevant, and accurate based upon the text to explain how the author's positive attitude influences his portrayal of Jackson. The writing is consistently clear and focused, providing thoughtful explanations and sophisticated analysis about how an author with different attitude toward Dr. Jackson would affect their portrayal (e.g., *Some people might find that Jackson refusing the offer of factory support was not a smart decision. or Not accepting the support could be seen as a pridful desicion...*). Overall, while this response demonstrates a complete understanding of the given task, it represents the lower end of the "4" score point.

Writing Organization: 3

The writing demonstrates evidence of planning and a progression of ideas that allows the reader to follow the writer's ideas. The response opens with an adequate introduction paragraph that establishes context for the response. However, the introduction does not identify a claim or provide direction for the remainder of the response. While the transitional phrases themselves are basic (e.g., *Due to...; At the end of the story...*), they are effective in clarifying the relationships among claims, reasons, details, and evidence. The connections between ideas outlined in each of the paragraphs demonstrates clear understanding and allows the reader to easily follow the ideas. The writing contains an adequate conclusion that summarizes the content of the response.

Language Conventions of Grammar and Usage: 2

The writing establishes and maintains tone appropriate to task, purpose, and audience. Word choice is precise, effective, and purposeful, clearly describing the effect of the author's attitude toward Dr. Jackson on his portrayal (e.g., *deep admiration or a pioneer with an optimistic outlook...*). Sentences are fluent and varied in length and structure. The writing contains a few errors in grammar and usage (e.g., the use of the plural *authors* instead of the possessive "author's") that do not interfere with meaning.

Language Conventions of Mechanics: 2

The writing demonstrates a consistent command of the conventions of standard English (punctuation, capitalization, spelling). The writing contains errors in mechanics (e.g., missing hyphens in compound adjectives). There are errors in punctuation (e.g., occasional missing commas), capitalization (e.g., *Paragraph*) and spelling (e.g., *definetly, desicion, pridful*). However, these errors do not interfere with meaning are relatively insignificant in comparison to the quantity of writing and what the student did correctly.

In the passage "America's first Road Trip" Charles C. Entwistle tells the story of Dr. H. Nelson Jack and Sewall Crocker and their Journey driving coast to coast. Throughout the text the author, Entwistle's attitude is very admirable. He seems to admire Jackson for his trip which leads him to portray Jackson as dedicated, optimistic, and smart.

One of the things the author seems to admire is Jackson's dedication to the trip. He includes the many trials and hardships he had to go through to achieve this goal. Towards the end he even mentions that Jackson spent around \$8,000 on the trip as a whole. Despite the many setbacks and issues the pair had to deal with they never stopped. This is one of the key traits Entwistle really makes stand out, showing his admiration for Jackson for his dedication to his goals.

Another way the author seems to portray Jackson is optimistic. In the 6th paragraph he calls him a "high-spirited optimist" and continues to use evidence to support his claim after. He shows Jackson to have a lot of hope and optimism in his and his cars capability to make it coast to coast. This Just shows yet another way Entwistle admires him and his optimism despite the many critics who believed Jackson wasn't capable of completing his task and had very pessimistic outlooks.

Furthermore, the passage shows Jackson to be intelligent in more ways than one. He hires an expert mechanic to accompany him on his 90 day Journey and together they were quite the team. Jackson even made a few modifications to his vehicle to make it more suitable for the trip. Like removing the backseat to make more room for storage and giving the car better headlights using an acetylene headlight. The author mentions several occasions that show Jackson to be a smart man, using a very honorable and admirable attitude while doing so.

"Americas First Road trip", a passing telling the story of 2 men and 1 dog and their Journey coast to coast contains an admirable attitude by the author throughout the entire passage. The author portrays Dr. H Nelson Jackson to be smart, dedicated, and optimistic because of this admiration in a whole.

Development of Ideas: 3

The writing is generally clear and focused and shows a general understanding of the given task. The response identifies the author's attitude toward Dr. Jackson (*He seems to admire Jackson...*) and explains how that attitude influences his portrayal of Jackson (*...which leads him to portray Jackson as dedicated, optimistic, and smart.*). This response adequately develops ideas using logical reasoning, sufficient and appropriate evidence from the text, and descriptions and details that are, for the most part, relevant and accurate based upon the text. While the response accurately identifies a wealth of evidence from the passage to support each of the three characteristics, the analysis provided is repetitive. The analysis in each of the body paragraphs is very similar to the topic sentences (e.g., *Another way the author seems to portray Jackson is optimistic... This just shows yet another way Entwistle admires him and his optimism...*). The response would be strengthened with additional original explanations.

Writing Organization: 4

The writing demonstrates evidence of planning and a purposeful, logical progression of ideas that allows the reader to easily follow the writer's ideas. While the transitional phrases themselves are formulaic (e.g., *One of the things; Another way; Furthermore*), they enhance the flow of the writing and effectively clarify the relationships among claims, reasons, details, and evidence. The response opens with an effective introduction that clearly identifies the claim and provides direction to the remainder of the response, contributing to cohesiveness and clarity (*He seems to admire Jackson for his trip which leads him to portray Jackson as dedicated, optimistic, and smart.*). This response successfully utilizes a traditional five-paragraph format. However, it is important to note that a five-paragraph format is not required to earn a score point of 4 nor is it the only organizational strategy that can earn a score point of 4. The strength of the organization is in its effective demonstration of the relationships between the author's attitude toward Dr. Jackson and explaining how that attitude influences his portrayal of Jackson. This creates a nuanced analysis that explains why the author includes certain pieces of evidence in the passage (e.g., *This just shows yet another way Entwistle admires him and his optimism despite the many critics...*). The writing contains an effective conclusion that effectively summarizes the content of the response.

Language Conventions of Grammar and Usage: 2

The writing establishes and maintains tone appropriate to task, purpose, and audience. Word choice is effective and achieves its intended purpose, describing the author's attitude toward Dr. Jackson (*He seems to admire Jackson...*) and its effect on his portrayal (*...leads him to portray Jackson as dedicated, optimistic, and smart.*). Sentences are fluent and varied in length and structure. The writing contains a few errors in grammar and usage (e.g., the use of the plural *cars* instead of the possessive "car's", presence of sentence fragments) that do not interfere with meaning.

Language Conventions of Mechanics: 2

The writing demonstrates a consistent command of the conventions of standard English (punctuation, capitalization, spelling). The writing contains errors in mechanics (e.g., missing hyphens in compound adjectives). There are errors in punctuation (e.g., occasional missing commas), capitalization (the repeated capitalization of *Journey*) and spelling (e.g., *trrials, acheive, optimisim*). However, these errors do not interfere with meaning and are relatively insignificant in comparison to the quantity of writing and what the student did correctly.

In "America's First Road Trip," Nelson Jackson successfully completes his coast-to-coast road trip. He faced trial throughout the way, but according to the author, remained positive. The author conveys that Jackson was an optimistic man who was set on achieving his goals.

One way the audience can tell that the author, Charles Entwistle, thought highly and positively about Jackson is with his adjectives. He describes them as "early pioneers" and "high spirited optimist" (Entwistle, 9). He also conveys him as an adventurous person highlighting at his traits. Again and again Entwistle conveys that he admires Jackson by saying he is a problem-solver. Entwistle lists many issues and how Jackson was able to fix them, such as, when "Jackson attached a cyclometer to one of the wheels." He did this because he wanted to keep track of their mileage. Throughout his adventures. Jackson is portrayed to be positive and optimistic.

Entwistle also portrays that Entwistle was hardworking and humble. He describes the time that Jackson "passed the Winton company and got the car cleaned up for the final leg of the trip." (Entwistle, 12). He didn't want the car to die, so he sacrificed a day or two's ride to get the car fixed. Entwistle also conveys that Jackson was humble. He describes him coming into New York "tired". (Entwistle, 12). This shows that he wasn't in an all-about-him attitude. Entwistle also added that Jackson "never collected his winnings" on a fifty dollar bet he made. (Entwistle, 12). He was humble and just was glad to be home.

Throughout "America's First Road Trip", Entwistle conveys that Nelson Jackson was an optimistic, hard-working, problem-solving, and humble man. Throughout trials and troubles on the road from San Francisco to New York, Jackson exhibits these traits. Throughout this whole story, the readers are able to see that Entwistle admired and thought a lot of Nelson Jackson.

Development of Ideas: 3

The writing is generally clear and focused and shows a general understanding of the given task. The response identifies the author's attitude toward Dr. Jackson (*...thought highly and positively about Jackson...*) and explains how that attitude influences his portrayal of Jackson (*...with his adjectives.*). This response adequately develops ideas using logical reasoning, sufficient and appropriate evidence from the text, and descriptions and details that are, for the most part, relevant and accurate based upon the text. The response accurately identifies evidence from the passage to support each of the three characteristics explored (*positive and optimistic, problem-solver, hardworking and humble*). However, the analysis is uneven at parts, and the response would benefit from additional explanation about how the evidence supports the portrayal of the selected characteristic.

Writing Organization: 3

The writing demonstrates evidence of planning and a progression of ideas that allows the reader to follow the writer's ideas. The response opens with an adequate introduction paragraph that establishes context for the response. The response identifies the author's attitude toward Dr. Jackson and explains how that attitude influences his portrayal of Jackson in the topic sentences of the two body paragraphs (*One way the audience can tell that the author, Charles Entwistle, thought highly and positively about Jackson is with his adjectives. and Entwistle also portrays that Entwistle was hardworking and humble.*). Each body paragraph is focused at addressing the claim provided in the topic sentence. However, the basic and repetitive transitions between ideas (e.g., *One way, He also, Again and again, He describes*) contribute to a disjointed and uneven flow, despite the logical progression present. Overall, the organization adequately demonstrates an understanding of the connection between ideas outlined in each of the paragraphs. The writing contains an adequate conclusion that summarizes the content of the response.

Language Conventions of Grammar and Usage: 2

The writing establishes and maintains tone appropriate to task, purpose, and audience. Word choice is general, but achieves its intended purpose, describing the author's attitude toward Dr. Jackson (*...thought highly and positively...*) and its effect on his portrayal. Sentences are fluent and varied in length and structure. The writing contains a few errors in grammar and usage (e.g., *He faced trial...*) that do not interfere with meaning.

Language Conventions of Mechanics: 2

The writing demonstrates a consistent command of the conventions of standard English (punctuation, capitalization, spelling). The writing contains errors in mechanics, particularly around cited textual evidence. There are errors in punctuation (e.g., occasional missing commas) and spelling (e.g., *highly, describes, mileledge, optimistic, exhibits*). However, these errors do not interfere with meaning are relatively insignificant in comparison to the quantity of writing and what the student did correctly.

In "America's First Road Trip", by Charles C. Entwistle, he informs the reader of Dr. Jackson, Sewall Crocker, and Buds Journey across America. He tells of the good times and bad but all while doing so he constantly sounds very fond of them all.

While Charles C. Entwistle tells of the greatest road trip in American history, he mentions Dr. Jackson most and also sounds sort of appreciative for him. Entwistle's tone was always respectful towards Dr. Jackson. "Winton officials, amazed that Jackson had driven as far as he had, quickly offered factory support. He declined the offer, optimistically choosing to finish the trip on his own." I believe Entwistle included these sentences to show how brave and determined he was. If he did not respect or look up to Dr. Jackson then he would not include it for the reader to infer that he was brave or courageous or determined. I believe that Entwistle thinks very much of Dr. Jackson and what he did and that's why he portrayed him as a hero in the story. He was the first man to make it even after other people attempted and failed. By telling us he wasn't the first to try but the first to succeed shows that Entwistle believed he had more heart and determination to complete the task and finish to the goal. He faced an uncountable number of obstacles but still forced through to finish the task at hand and make the deadline.

Entwistle obviously portrayed Dr. Jackson in a very well manner. By the way he described what all Dr. Jackson went through and how he did it all with there still be a large amount of time, he had to have thought of him as nothing less than a hero.

Development of Ideas: 3

The writing is generally clear and focused and shows a general understanding of the given task. The response identifies the author's attitude toward Dr. Jackson with varying levels of clarity and specificity (e.g., *very fond of them all, sort of appreciative, respectful, brave, courageous, determined, thinks very much of Dr. Jackson, portrayed him as a hero, heart and determination*). This response adequately develops ideas using logical reasoning, sufficient and appropriate evidence from the text, and descriptions and details that are, for the most part, relevant and accurate based upon the text. While the response accurately identifies evidence from the passage to support the characteristics explored, the analysis is sometimes vague and repetitive.

Writing Organization: 3

The writing demonstrates evidence of planning and a progression of ideas. The response opens with an adequate introduction paragraph that establishes context for the response and includes a vague partial claim (*...all while doing so he constantly sounds very fond of them all.*). However, the introduction does not identify how the author's attitude toward Dr. Jackson effects his portrayal and does not provide direction or structure for the remainder of the response. While that direction is not present, the content of the response is organized in a logical manner that allows the reader to follow the writer's ideas. There are clear and accurate connections between the ideas explored in the body of the response that aid in clarity and flow. The writing contains an adequate conclusion that summarizes the content of the response. Overall, this response represents the lower end of the "3" score point.

Language Conventions of Grammar and Usage: 2

The writing establishes and maintains tone appropriate to task, purpose, and audience. Word choice is general and sometimes vague (e.g., *very fond, sort of appreciative*), but achieves its intended purpose, describing the author's attitude toward Dr. Jackson (*...constantly sounds very fond of them all.*) and its effect on his portrayal. Sentences are fluent and varied in length and structure, but frequent missing commas contribute to an uneven flow. The writing contains several errors in grammar and usage (e.g., *Buds, ...appreciative for him., ...finish to the goal., and ...in a very well manner.*) that do not interfere with meaning.

Language Conventions of Mechanics: 2

The writing demonstrates a consistent command of the conventions of standard English (punctuation, capitalization, spelling). The writing contains several errors in mechanics. There are errors in punctuation (e.g., frequent missing commas), capitalization (e.g., *Journey*) and spelling (e.g., *alway, attemptend, succed*) that do not interfere with meaning.

"Portrayal of feelings"

In this passage, "America's First Road Trip", the author, Charles C. Entwistle, is telling us the story about Dr. Jackson traveling from San Francisco to New York. From third person's perspective we receive a lot of details about how the trip goes and the effects of it. Let's see how the author sees Dr. Jackson and why.

In paragraph 4 from "America's First Road Trip", Charles tell us what Dr. Jackson's occupation was before any of this happening by saying, "Nelson Jackson was a well-to-do physician who had given up his medical practice because of illness." This section, to me, portrays a respectful attitude from the author. He tells us his career in the past as if it's something he honors. He tells us like saying, "Oh not only was he the first person who traveled from coast to coast, but he was also a physician." He let's us know more about the person than just the main topic, being more intellectual.

Another example of the author's attitude would be seen in paragraph 6. The author here tells us, "A high-spirited optimist, Jackson viewed his cross-country jaunt as a first-rate adventure." You can see here that the author believed Dr. Jackson was a very positive person and always saw the bright sides of things. He repeats the same word, optimistic, in paragraph 23 when he says, "He declined the offer, optimistically choosing to finish the trip on his own." This tells me that the author sees Dr. Jackson making it through it all with a positive attitude even through hard times. This also is almost as if the author was proud of Dr. Jackson's actions.

In conclusion, I would say that the author Charles C. Entwistle looked up to Dr. Jackson for completing the road trip. Charles C. Entwistle also adds in other people who wanted to complete the challenge, but out of all he saw Dr. Jackson as the best one. Dr. Jackson was indeed a smart man, and I agree with the author for believing that he was a positive, smart physician. This is how I think the author used his attitude to portray feelings about Dr. Jackson.

Development of Ideas: 3

The writing is generally clear and focused and shows a general understanding of the given task. The response identifies the author's attitude toward Dr. Jackson with varying levels of clarity and specificity (e.g., *respectful, positive*). This response adequately develops ideas using logical reasoning, sufficient and appropriate evidence from the text, and descriptions and details that are, for the most part, relevant and accurate based upon the text. The inclusion of the assertion that the author included details about Jackson's occupation to establish the idea that he *was indeed a smart man* lacks accurate support. While the response accurately identifies evidence from the passage to support the characteristics explored, the analysis is sometimes vague, particularly in explaining how the author's attitude affected his portrayal of Jackson. Overall, this response represents the lower end of the "3" score point.

Writing Organization: 2

The writing demonstrates evidence of planning with some logical progression of ideas that allows the reader to follow the writer's ideas. The response opens with an ineffective introduction that fails to identify an accurate claim or provide structure or direction for the remainder of the response. The introduction presents an idea (*From third person's perspective we receive a lot of details about how the trip goes and the effects of it.*) that demonstrates a misunderstanding of the given task, affecting clarity and cohesiveness. Each body paragraph explores a different idea and utilizes basic words, clauses, and transitions to clarify the relationships among claims, reasons, details, and evidence. The content of each paragraph is organized in a logical manner that allows the reader to follow the writer's ideas. The writing contains a conclusion that adequately summarizes the content of the response.

Language Conventions of Grammar and Usage: 2

The writing establishes and maintains tone appropriate to task, purpose, and audience, with occasional lapses (e.g., *He tells us like saying, "Oh not only was he the first person who traveled from coast to coast, but he was also a physician."*). Word choice is general and sometimes vague (e.g., *respectful, positive*), but achieves its intended purpose, describing the author's attitude toward Dr. Jackson and its effect on his portrayal. Sentences are generally fluent and varied in length and structure, although there are syntax and word choice issues that contribute to an awkward reading at times. The writing contains several errors in grammar and usage (e.g., use of the contraction *let's* instead of "lets") that do not interfere with meaning.

Language Conventions of Mechanics: 2

The writing demonstrates a consistent command of the conventions of standard English (punctuation, capitalization, spelling). The writing contains a few errors in mechanics (occasional missing commas) that do not interfere with meaning.

"America's First Road Trip" is a story about a man named Jackson taking a car trip from coast to coast. The author of the passage thinks very fondly of Dr. Jackson. This is shown in the story because the author makes Jackson seem like an interesting person. The author even presents his feeling toward Jackson through characters in the story. The author develops the idea that Jackson is an inspiring person, because at the end of the story the people of New York see Jackson as inspiring.

At the beginning of the story, the author tells about the excitement of Jackson's trip in the quote, "A high-spirited optimist, Jackson viewed his cross-country jaunt as a first-rate adventure." This quote introduces the idea that the author is fond of Dr. Jackson because the author calls him a "high-spirited optimist." People who are high-spirited usually are very excitable people who are fun to be around. Also, an optimist is a person who tends to look at the good in a situation. These optimists are usually very excited about life and don't let the little things make them upset. Because the author calls Jackson a high-spirited optimist, the author is presenting his positive feelings for Jackson.

This is presented throughout the story by the people who meet Jackson along his journey. While driving down a road, Jackson asks a woman for directions. Jackson later discovers that he was sent in the wrong direction when he asks the woman why, she says this "I wanted Pa and Ma and my husband to see you," she replied. "they've never seen an automobile." Meeting this woman, this continues to present the idea that the author is amazed by Jackson.

This is also presented in the end of the story when Jackson reaches New York. Upon his arrival, there are reporters and fans everywhere waiting to see him. The people there were so impressed that they admired him. The people there were all amazed with his journey and in how little time it took.

In conclusion, the author thought Dr. Jackson was an amazing person. There is an abundance of evidence that supports this idea. The fondness of Jackson is shown throughout the entire story, first when the author is describing Jackson's journey, second when he meets people along the way, and finally when he reaches New York.

Development of Ideas: 2

The writing is vague and shows only partial understanding of the given task. While this response identifies the author’s attitude toward Dr. Jackson and attempts to provide multiple examples of how his attitude is reflected in his portrayal of Jackson, there are numerous inaccuracies in interpreting the passage. Ideas are somewhat developed by using some reasoning and some evidence from the text and descriptions and details that are irrelevant, merely listed, and may or may not be found in the text. In the paragraph regarding the use of the phrase “high-spirited optimist”, the bulk of the development consists of extraneous ideas about what constitutes an optimist. In the other body paragraphs, there appears to be a misunderstanding that conflates the views of the author with the characters from the passage (*Meeting this woman, this continues to present the idea that the author is amazed by Jackson.*). Overall, while this response does contain some accurate analysis, there is a reliance on extraneous ideas and a persistent misunderstanding of the passage.

Writing Organization: 3

The writing demonstrates evidence of planning and a progression of ideas. The response opens with an adequate introduction paragraph that establishes context and provides structure for the remainder of the response. However, the claim is vague (...*very fondly*...) and the supporting ideas regarding the author’s portrayal of Jackson are ineffective. The response utilizes words, clauses, and transitions to clarify the relationships among claims, reasons, details, and evidence. While the accuracy of the content is questionable (as addressed in Development), each paragraph is focused at addressing its topic sentence. Overall, there are adequately clear connections between the claim, evidence, and analysis. However, as the response progresses the connections are less apparent, as details are merely listed with minimal analysis. The writing contains an adequate conclusion that summarizes the content of the response. Overall, this response represents the low end of the “3” score point.

Language Conventions of Grammar and Usage: 2

The writing establishes and maintains tone appropriate to task, purpose, and audience. Word choice is general and sometimes vague (e.g., *very fondly, like an interesting person*), but achieves its intended purpose, describing the author’s attitude toward Dr. Jackson and its effect on his portrayal. Sentences are fluent and varied in length and structure, but occasional errors in syntax that contribute to an awkward reading at times (e.g., *Meeting this woman, this continues to present the idea that the author is amazed by Jackson.*). The writing contains a few errors in grammar and usage (e.g., *...is describing Jacksons journey...*) that do not interfere with meaning.

Language Conventions of Mechanics: 2

The writing demonstrates a consistent command of the conventions of standard English (punctuation, capitalization, spelling). The writing contains several errors in mechanics. There are errors in punctuation (e.g., missing commas), capitalization (e.g., *there is an abundance of evidence...*) and spelling (e.g., *feelings*) that do not interfere with meaning.

In the passage, "America's First Road Trip", the author, Charles C. Entwistle, portrayed a specific attitude toward Dr. Jackson which influenced his portrayal of Jackson. Entwistle conveyed a positive attitude toward Dr. H. Nelson Jackson which influenced his character to be determined, brave, and optimistic.

In the passage, Entwistle his very fond of Dr. Jackson because the people of the town believe the physician cannot make the journey. In paragraph two, the author wrote, "So when Dr. H. Nelson Jackson and Sewall Crocker rolled out of San Francisco, people were calling their trip foolhardy and dangerous." Also, paragraph two says, "...But then no one had ever driven from coast to coast. Two other motorists had tried, and both attempts had failed." In paragraph six, the author, Entwistle wrote, "A high-spirited optimist, Jackson viewed his cross-country jaunt as a first-rate adventure. Back then, horse drawn buggies and wagons were the accepted way to travel, but Jackson believed cars had a bright and prosperous future." This evidence proves the negative attitude of the people of San Francisco and the positive outlook the author gave toward Dr. Jackson because he believed he could complete the long discouraging journey no one had ever finished. This influenced the portrayal of Jackson by conveying him as brave, determined, and optimistic. In paragraph twenty-six the author says, "New York rolled out the red carpet for the three celebrities. Reporters conducted interviews and took photos, while fans admired the flag-draped Winton." This evidence proves that Dr. Jackson was admired and well-respected which led to a positive attitude by the author, and influenced his portrayal of Dr. Jackson.

Therefore, the author conveyed a positive attitude toward Dr. Jackson which influenced and affected his character's portrayal to be determined, brave, and optimistic.

Development of Ideas: 2

The writing is repetitive and shows only partial understanding of the given task. This response does attempt to identify the author's attitude toward Dr. Jackson but relies on the vague phrase *positive attitude*. The response is clearer in describing how the author's attitude is reflected in his portrayal of Jackson, claiming his portrayal shows Jackson *to be determined, brave, and optimistic*. However, the response is largely dependent on quoted source material with limited analysis. Ideas are somewhat developed by using some basic and repetitive reasoning (e.g., *This evidence proves...*). Evidence from the text is included, but is merely listed, rather than fully incorporated into the argument. Overall, while this response does contain some accurate ideas about the author's portrayal of Jackson, there is a reliance on quoted source material and a lack of analysis.

Writing Organization: 2

The writing demonstrates evidence of planning with some logical progression of ideas that allows the reader to follow the writer's ideas. The response opens with an introduction that identifies a claim and provides direction for the response (*Entwistle conveyed a positive attitude toward Dr. H. Nelson Jackson which influenced his character to be determined, brave, and optimistic.*). While this response successfully utilizes a traditional thesis statement, it is important to note that this is not the only organizational strategy that can successfully provide structure to a response. Words, clauses, and transitions are used somewhat consistently to clarify the relationships among claims, reasons, details, and evidence. The transitions are repetitive and basic (e.g., *In the passage, In paragraph two, Also, This evidence proves, Therefore*). The quote stacking in the body paragraph contributes to a disjointed and uneven flow. The writing contains a formulaic conclusion that summarizes the content of the response.

Language Conventions of Grammar and Usage: 2

The writing establishes and maintains tone appropriate to task, purpose, and audience. Word choice varies between precise, effective, and purposeful (...*determined, brave, and optimistic.*) and general and sometimes vague (e.g., *positive attitude, positive outlook*), but achieves its intended purpose, describing the author's attitude toward Dr. Jackson and its effect on his portrayal. Sentences are fluent and varied in length and structure, although run-on sentences are present. The writing contains a few errors in grammar and usage (e.g., incorrect use of *which* instead of "that" in defining clauses, changes in verb tense throughout the response) that do not interfere with meaning.

Language Conventions of Mechanics: 2

The writing demonstrates a consistent command of the conventions of standard English (punctuation, capitalization, spelling). The writing contains few errors in mechanics. There are errors in punctuation (e.g., lack of punctuation to break up run-on sentences and missing commas) that do not interfere with meaning.

In "Americas First Road Trip" Dr. Jackson was portrayed as a man who could defey the odds. He drove across the coutry with one man and a dog. He declined support from the factories and the only thing he asked for was directions.

Dr. Jackson was portrayed as a determined Man who done stuff himself. In the passage The factories offered to give the doctor support but he denied it and the author descibed him as a optimist choosing to finish the trip on his own. He is also portray as a person that does something Just to prove that they cando it. He does, this by doing all this stuff on a bet that he never collects

In the end the author portrays the Doctor as determined, optimistic man. In the passage he list actual exaple of his opistmism and stubborness.

Development of Ideas: 2

The writing demonstrates partial understanding of the given task by describing how Dr. Jackson was portrayed by the author. There was no explanation of the author's attitude toward Dr. Jackson or how that attitude influences the portrayal. The response is somewhat developed by using some reasoning and some accurate evidence from the text to support their explanation of how Jackson was portrayed by the author. Overall, this response represents the lower end of the "2" score point.

Writing Organization: 2

The writing demonstrates evidence of planning with some logical progression of ideas that allows the reader to follow the writer's ideas. The response opens with a basic introduction that establishes context but fails to provide structure or direction for the remainder of the response. Words, clauses, and transitions are used somewhat consistently to clarify the relationships among claims, reasons, details, and evidence. There is a logical progression in the exploration of ideas, starting with a topic sentence before moving into evidence. For example, the first idea explored is that Jackson was portrayed as *a determined Man who done stuff for himself*. Appropriate evidence from the passage is then provided to support the claim. This same structure is followed for the remaining ideas. The writing contains a formulaic conclusion that summarizes the content of the response.

Language Conventions of Grammar and Usage: 1

The writing maintains a tone inappropriate to task, purpose, and audience. Word choice is limited, clichéd, and repetitive (e.g., use of the word *stuff*). Sentences show little variety in length and structure, and some are awkwardly constructed, leading to an unclear and monotonous reading. The writing contains a pattern of errors in grammar and usage (e.g., *done* instead of "did", *portray* instead of "portrayal", occasional missing words) that occasionally impedes meaning.

Language Conventions of Mechanics: 1

The writing demonstrates an inconsistent command of the conventions of standard English (punctuation, capitalization, spelling). There are errors in punctuation (a missing period after *...he never collects*), capitalization (random capitalized letters throughout the response), and spelling (*defey*, *coutry*, *descibed*, *exaple*, *protrayed*, *opistmism*, *stuborness*). This constitutes a pattern of errors in mechanics that occasionally impedes meaning.

In "America's First Road Trip" by Charles C. Entwistle, he talks about America's first road trip.

The author's attitude towards Dr. Jackson was quite polite. They traveled all that way together and were practically best friends: Dr. Jackson couldn't have done this trip with the knowledge he had. Car repairs, food, and everything would have been impossible.

The author had the greatest attitude with Dr. Jackson and I think they'll be friends forever.

Development of Ideas: 1

The writing is unclear and shows a lack of understanding of the given task. The response is largely based on a significant misunderstanding of the passage, as it appears to argue that the author was on the road trip with Jackson. This idea is developed with limited reasoning, little evidence from the text, and descriptions and details that are irrelevant (...I think they'll be be friends forever.) or interpreted inaccurately (*They traveled all that way together...*).

Writing Organization: 1

This response shows an attempt at planning. While the ideas are not difficult to follow, the progression of ideas is not always logical, and transitions are used sparingly. The writing contains an introduction and conclusion that are largely disconnected to the content of the response, resulting in a lack of cohesiveness and clarity.

Language Conventions of Grammar and Usage: 2

The writing establishes and maintains tone appropriate to task, purpose, and audience. Word choice is general and sometimes vague (e.g., *quite polite, greatest attitude*), but achieves the intended purpose of addressing the task. Sentences are fluent and varied in length and structure. The writing contains few errors in grammar and usage (e.g., the use of *Americas* instead of the possessive "America's") that do not interfere with meaning.

Language Conventions of Mechanics: 2

The writing demonstrates a consistent command of the conventions of standard English (punctuation, capitalization, spelling). There is one error in spelling (*attitud*) that does not interfere with meaning.

The authors attitude toward Jackson was like he didnt believe in them. Jackson won the bet. He bet people he would complete the trip in less than 90 days. He did, he completed the trip in 63 days. He arrived in New York City just before dawn on Sunday, July 26. The drove from coast to coast in 63 days, 12 hours, and 30 minutes.

New York rolled the red carpet out for the 3 celebrities. Reporters took photo and done a little interviewing. Bertha Jackson, which is Jackson's wife, arrived with his letters, notes, and telegrams.

Jackson spent about \$8,000 to win only a \$50 bet. At least he proved them wrong and showed them that he could do it.

The stopping he done to ask where to go sometimes probably wasted some time. If he didn't have to stop and ask some people where to go and stop to get the car/automobile repaired he would've got there a lot faster.

The author done great with this story. He wrote it just right. Dont let something down if you don't give it a try. Jackson prove them wrong by betting them he could make it from San Francisco to New York City in less than 90 days. What did he do? He proved to them he could do it and made it there in 63 days. Even though a long the way there were no highways, road maps, no gas stations, no motels, and no fast food restaurants. But Jackson and Crocker made it work and Jackson proved some people wrong by making it there to New York City in 63 days.

Development of Ideas: 1

The writing is unclear and shows a lack of understanding of the given task. The first sentence of the response does mention the author's attitude, which shows a hint of understanding, but the claim is inaccurate (*The authors attitude toward Jackson was like he didnt believe in them.*). From that point on, the remainder of the response is a repetitive summary of the passage with limited reasoning and descriptions and details that are irrelevant (e.g., *The author done great with this story. He wrote it just right. Don't let something down if you don't give it a try.*).

Writing Organization: 1

The writing shows an attempt at planning, but the progression of ideas is not always logical, making it more difficult for the reader to follow the writer's message or ideas. The response opens with a brief introductory statement that contains an inaccurate claim before moving directly into summary of the passage. Words, clauses, and transitions are used sparingly and sometimes ineffectively to clarify the relationships among claims, reasons, details, and evidence. The summary is repetitive and does not follow any logical progression or discernable structure, dealing with the events in the passage in a seemingly random order. The writing contains lacks a conclusion.

Language Conventions of Grammar and Usage: 1

The writing maintains a tone inappropriate to task, purpose, and audience (e.g., *The author done great with this story. He wrote it just right.*). Word choice is limited, clichéd, and repetitive. Sentences show little variety in length and structure, and some are awkwardly constructed, leading to an unclear and monotonous reading. The writing contains a pattern of errors in grammar and usage (e.g., the use of the plural *authors* instead of the possessive "author's", the use of *done* instead of "did", errors in subject-verb agreement) that occasionally impedes meaning.

Language Conventions of Mechanics: 2

The writing demonstrates a consistent command of the conventions of standard English (punctuation, capitalization, spelling). The writing contains a few minor errors in mechanics, notably a lack of punctuation to break up run-on sentences and a lack of apostrophes in contractions, but they do not interfere with meaning.

My complete response about this story is that I know it was possible get to New York City from San Francisco with a automobile in 1903 even though it was hard and took a lot of time and money but they made it and made a lot of people happy.

Development of Ideas: 0

The writing shows no understanding of the given task. The development present is not related to the author's attitude toward Dr. Jackson or his portrayal of Jackson in the passage. The response does indicate that the student read the passage. The reasoning, evidence from the text, and descriptions and details are focused on providing a brief summary of the passage and a limited reaction to the content (e.g., *...I know it was possible get to New York City from San Francisco....* and *...it was hard...*).

Writing Organization: 0

The writing lacks evidence of planning. There is a progression of ideas present, but as the entire response is comprised of a single run-on sentence, it is difficult for the reader to follow. Words, clauses, and transitions are used ineffectively (e.g., *even though, but*) to clarify the relationships among claims, reasons, details, and evidence. There is no introduction or conclusion, resulting in a lack of cohesiveness and clarity.

Language Conventions of Grammar and Usage: 1

The writing maintains a tone inappropriate to task, purpose, and audience. Word choice is limited and clichéd (e.g., *...and made a lot of people happy.*). The sentence that comprises the entirety of the response is a run-on sentence, leading to an unclear and monotonous reading. The writing contains sufficient errors in grammar and usage (e.g., *it was possible get to..., a automobile*) to constitute a pattern in such a limited response.

Language Conventions of Mechanics: 1

The writing demonstrates an inconsistent command of the conventions of standard English (punctuation, capitalization, spelling). There are errors in punctuation (e.g., lack of punctuation to break up the run-on sentence), capitalization (*San Francisco*), and spelling (*reasponse*). This constitutes a pattern of errors in mechanics that occasionally impedes meaning.

Additional Potential Prompts for this Passage

Standard W.10.1

- You read “America’s First Road Trip,” a passage about the early days of automobile travel. Was the road trip that Dr. Nelson Jackson and Sewall Crocker took a heroic act? Use relevant evidence, including key details and examples, to support your opinion.

Standard W.10.2

- You read “America’s First Road Trip,” a passage about the early days of automobile travel. What is a central idea of the text? Analyze its development over the course of the text. Use relevant evidence, including key details and examples, to support your writing.

Standard W.10.3

- You read “America’s First Road Trip,” a passage about the early days of automobile travel. Imagine you are Dr. Nelson. Write a journal entry about your experiences and emotions during and after completing the road trip from San Francisco to New York. Use relevant evidence, including key details and examples, to support your writing.
- You read “America’s First Road Trip,” a passage about the early days of automobile travel. Imagine you are Dr. Nelson’s expert mechanic, Sewall Crocker. Tell about the car trip from San Francisco to New York from your point of view. Use relevant evidence, including key details and examples, to support your writing.



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