

September 2003

1.8

Report

Benchmarks

In written reports, students organize and convey information and ideas accurately and effectively. This is evident when students:

PreK-4:

- A. Analyze a situation based on information gathered, and suggest a course of action based on the information, and
- B. Discuss a situation or problem, then predict its possible outcomes based on information gathered.
- C. Engage the reader and develop a controlling idea;
- D. Use appropriate organizing structures; and
- E. Use a range of appropriate elaboration strategies such as including appropriate facts and details, describing the subject or narrating a relevant anecdote.

5-8: Evidence PreK-4 applies, plus -

- F. Organize information gathered through reading, interviews, questionnaires, and experiments so that a reader can easily understand what is being conveyed;
- G. Establish an authoritative stance on a subject, and appropriately identify and address the reader's needs to know;
- H. Include appropriate facts and details, excluding extraneous and inappropriate information; and
- I. Develop a controlling idea that conveys a perspective on the subject.

9-12: Evidence PreK – 8 applies, plus -

- J. Use a variety of strategies to develop the report, and
- K. Organize text in a framework appropriate to purpose, audience, and context.

10th Grade Benchmarks

“Louis XIV”	5 / 3
“Secret Communication of Wolves”	4 / 3
“Malcolm X”	4 / 3
“Knights”	3 / 3
“Owen Hart’s Death”	2 / 3
“Icelandic Culture”	2 / 2
“Daniel Chester French”	1 / 2

VERMONT NEW STANDARDS RUBRIC FOR REPORTS: WRITING TO INFORM

Standard 1.8 In written reports, students organize and convey information and ideas accurately and effectively.

Criteria	Score Point 5 Exceeds the Standards	Score Point 4 Accomplished Writing	Score Point 3 Intermediate Writing	Score Point 2 Basic Writing	Score Point 1 Limited Writing	Score Point 0 Unscorable There is no evidence of an attempt to write a report.
<p>PURPOSE, STANCE VOICE/TONE (Controlling Idea)</p> <ul style="list-style-type: none"> Evidence of gathered information Analysis of a situation followed by a suggested course of action Prediction of possible outcomes of a situation Appropriate stance Anticipation of reader needs <hr/> <p>ORGANIZATION AND COHERENCE</p> <ul style="list-style-type: none"> Appropriate patterns: chronological; historical; specific to general; general to specific; causal; sequential; other, appropriate for specific report Overall coherence <hr/> <p>ELABORATION STRATEGIES, DETAILS</p> <ul style="list-style-type: none"> Using specific, concrete strategies Comparing, contrasting Naming, describing Reporting conversation Reviewing the history Explaining the possibilities Creating a scenario 	<p>Meets all the criteria listed in score point 4 and uses strategies not always thought of for reporting information – e.g., personal anecdotes or dramatization impart information in an entertaining way.</p> <p>Precise use of language conveys intent clearly and concisely.</p> <p>The writer may reflect on the significance of the information.</p> <p>Shows an exceptional awareness of readers' concerns and needs.</p> <p>May demonstrate an unusual pattern or framework in which to embed information.</p> <p>The writer is extremely selective in presenting information, including relevant material and excluding that which would clutter the report.</p>	<p>A sense of purpose stated strongly or implied, unifies and focuses the report.</p> <p>Shows a clear sense of direction appropriate to its purpose.</p> <p>Stance is that of a knowledgeable person presenting relevant information (voice & tone).</p> <p>Context is clear throughout.</p> <p>Organized in a pattern or framework suited to purpose, audience, and context.</p> <p>Strong overall coherence and balance; uses transitions. Tight construction without extraneous material.</p> <p>Compelling opening, strong informative body, and satisfying conclusion (organization).</p> <p>Uses a variety of elaboration strategies effectively and appropriately; cites references as needed. Details are relevant to the topic, purpose, and audience.</p> <p>Provides depth of information.</p>	<p>States controlling idea/focus but may not use it effectively to unify report.</p> <p>Shows evidence of having a general rather than a focused purpose in presenting information.</p> <p>Stance is that of a person who has a desire to convey gathered information but sense of audience is vague (voice & tone).</p> <p>Establishes sufficient context.</p> <p>Generally uses a predictable pattern.</p> <p>Has overall coherence; uses some transitions.</p> <p>Clear beginning, middle, and end; may provide considerable information.</p> <p>General information, not well supported by concrete examples.</p> <p>Some information may be irrelevant.</p>	<p>Defines subject with a simple statement rather than controlling idea/focus.</p> <p>Conveys a lack of evident purpose.</p> <p>May be a monotone (voice & tone).</p> <p>May offer little context.</p> <p>Usually shows an organized plan but may have digressions.</p> <p>Has general coherence, stays on topic but may show weak transitions between paragraphs or sentences.</p> <p>May have a lengthy opening and abrupt closure; may present random bits of information.</p> <p>Relies on general rather than specific details. May use irrelevant details, often presented in a list.</p> <p>May rely on opinion rather than facts.</p>	<p>May only state topic.</p> <p>Rarely conveys writer's intent.</p> <p>Monotone (voice & tone).</p> <p>Stance is undeveloped.</p> <p>Seems unaware of reader concerns or needs; no context.</p> <p>Shows little or no evidence of purposeful organization.</p> <p>May lack coherence; no transitions.</p> <p>Random, disconnected, and/or unfocused opinions with some scattered facts.</p> <p>Presents very little information.</p>	

This rubric is adapted from materials created by the New Standards Project.

REPORTS

Reports: Standard 1.8 In written reports, students organize and convey information and ideas accurately and effectively. This is evident when students: (PreK – 4) **a.** Analyze a situation based on information gathered, and suggest a course of action based on the information; **b.** Discuss a situation or problem, then predict its possible outcomes based on information gathered; **c.** Engage the reader and develop a controlling idea; **d.** Use appropriate organizing structures; **e.** Use a range of appropriate elaboration strategies such as including appropriate facts and details, describing the subject, or narrating a relevant anecdote (5 – 8) **f.** Organize information gathered through reading, interviews, questionnaires, and experiments so that a reader can easily understand what is being conveyed; **g.** Establish an authoritative stance on a subject, and appropriately identify and address the reader’s need to know; **h.** Include appropriate facts and details, excluding extraneous and inappropriate information; **i.** Develop a controlling idea that conveys a perspective on the subject; (9 – 12) **j.** Use a variety of strategies to develop the report; **k.** Organize text in a framework appropriate to purpose, audience, and context.

REPORTS – Writing that results from gathering, investigating, and organizing facts and thoughts on a topic.

GLOSSARY

Citations – Acknowledgment and documentation of sources of information.

Context -The set of facts or circumstances surrounding an event or a situation.

Coherence – The arrangement of ideas in such a way that the reader can easily follow from one point to another. Quality writing is achieved when all ideas are logically integrated, arranged, connected, and clearly articulated.

Controlling Idea – This is the main idea that runs throughout the paper.

Elaboration – The development and expansion of ideas, characters, and descriptions by adding the right details; to be effective, details should be vivid, colorful, and appeal to the senses. Details can be descriptive, sensory, and/or reflective.

Focus – The concentration on a specific topic to give it emphasis or clarity.

Monotone – Writing that is without style, manner, or color. It reflects a sameness of words and tone without variation and becomes monotonous to read.

Purpose – The basic purpose of a report is to inform readers, to share facts, details, insights and conclusions about the topic.

Stance – The attitude or position of the author.

Thesis- A statement of the purpose, intent, or main idea. It is the writer’s unifying, controlling idea about a topic. A thesis statement usually contains two main elements: a subject (internet) and the specific stance, feeling, or feature (the internet is a valuable research tool).

Tone – The writer’s attitude toward the subject. Reports often have a serious, authoritative tone.

Topic – The subject covered in a piece of writing.

Transitions – Words or phrases that help tie ideas together; e.g., However, On the other hand, Since, First, etc.

HINTS:

A report should not be an “everything you wanted to know about...” paper. It should have a topic with a controlling idea/focus that controls the entire work.

LOUIS XIV

King XIV appointed himself the “Sun King” because he felt he shined in France. He did, in fact, shine; not only in France but over all of Europe. During his reign Louis XIV made numerous contributions to and improvements in France. One of his greatest accomplishments was the construction of the palace of Versailles. Versailles became the prestigious center of France’s distinguished government. Many other countries tried to duplicate Versailles in hopes that their countries would be as successful as France. The grandness of Versailles symbolizes the greatness of France during the reign of King Louis XIV.

During his great reign Louis XIV made many important decisions. The most successful decision Louis made was to move the French government from Paris to his palace, Versailles in 1682. While Versailles becomes the glorious symbol of Louis’s reign, it did not start out that way. In 1623 Louis XIII built the original Versailles out of bricks, slate and stone as a hunting lodge. Later he had Philibert le Roy enlarge the hunting lodge. In 1661 Louis XIV had Louis le Vau build a second building around the original chateau in Italian Baroque style. When le Vau died in 1670, Francois’ Orbay took over the construction of Versailles. (“Discovering Places,” website). During this construction, 40,000 workmen were used at one time. The cost of the construction was hundreds of millions in modern money (“Louis XIV,” website). When it was all done “Versailles enhanced the prestige of the French to have such a magnificent center of government” (“Louis XIV,” website). It was the right place for the person known as the Sun King.

Since Louis was the Sun King, it was expected that everything would revolve around him. By looking at the day of Louis XIV as it was in Versailles, it can be seen how Versailles symbolizes his reign. At 8:30 am the levee took place. The “lucky people” in the palace had the privilege of witnessing the waking, washing, combing and dressing of the king in his bedchamber. “Louis XIV’s bedchamber occupied the exact center of the chateau from 1701 onward. It was a key setting for events in the Sun King’s day and was arranged to reflect this ceremonial function.” (“Discovering the Places” website). The bedchamber was placed in the middle of the palace where all of the palace inhabitants could revolve around it. Everything that went on in the palace and in France was expected to be centered around Louis. His bedchamber reflected his position as the center of France.

After the levee and a thirty-minute religious service at the Royal chapel, Louis met with his council in the Grand Apartments. These apartments contained many beautiful salons. Each of the salons was painted in the theme of one of the seven planets by Felibien des Avaux in 1674. Felibien said, “...since the sun is the emblem of the King, seven planets were taken to serve as the subject of the paintings of the seven salons of this apartment” (Discovering Places). The seven salons were the planets that revolved around Louis as the sun. Once again, Louis was the inspiration for the elaborate decorations in the Grand Apartments and everything in Versailles was centered around him.

This grandness was also reflected in the work that Louis did for France in these apartments. The main concept behind Louis’s reign, as stated before, was that he had absolute power in France because of centralizing the government. The way he

centralized the government was by giving more authority to the crown, creating a more effective way of tax collecting, giving himself more control of local administrators, greatly increasing the military force and making huge government building projects (Jagger, Website). Versailles was obviously one of the huge government building projects. The grandness of this building was part of his plan for making his reign even greater.

Though Louis had most of the power, he did have a number of councils that met in these Grand Apartments. The council's work was divided by the topics they dealt with like state affairs, finances, domestic affairs and religious affairs. Louis's council consisted of five or six ministers who advised him, but Louis always made the final decision. He believed, "Two things without a doubt were absolutely necessary: very hard work on my part and a wise choice of persons capable of seconding it" (Rule, 46). This shows that he did look for support from people in his council, but he was always in charge in the work done in the Grand Apartments.

Being in charge allowed Louis to get the credit for the great contributions that he and his council gave to France. One of Louis's greatest contributions was increasing education. He founded the academics of painting, sculpture, science and architecture. He also broke ground when he and his wife, Madame de Maintenon, set up a school for French women in 1688. At this school women learned poetry, letter writing, discussion, music, math, mythology, geography, dancing, needlework and more (Pinkam, "The Sun King Rules"). Another contribution that Louis made to France was building Invalides, a home for disabled veterans. He also beautified Paris by planning the great avenue of Champ-Elysees and refurbishing Notre Dame. This was all part of his modernization of

France, which benefited the French people. These things were accomplished by actions that took place in the “heavenly” salons in Versailles with the Sun King and his council. But never think that he let the council rule. When instructing his grandson Philip who was to be the king of Spain he said, “...one of the most important pieces of advice that I can give you: never allow yourself to be ruled; be the master; have no favourites or prime minister; listen to and consult your Council, but do decide yourself” (Rule, 42).

Louis’s accomplishments were not just in domestic affairs; they also included military affairs. He was proud of what he did with the military and he had one of the most famous part of Versailles, the Hall of Mirrors, reflect this. “On the signing of the Treaty of Nijmegen, which represented the high point of his reign, Louis XIV ordered the artist Le Brun to depict his government’s accomplishments on the ceiling of the hall” (Discovering Places, Website). Louis is shown in the hall many times with his head painted on bodies of other powerful figures including a Roman emperor and someone who is victorious over foreign powers. Even in war Louis was trying to improve his country. He gained territory in the eastern frontier by successfully invading Holland. He also gained territory by being allowed to keep Flanders and land along the Rhine River. When he wrote a treaty he also made sure that he would be in control. “In every treaty, insert a clause which can easily be violated, so that the entire agreement can be broken in the case the interests of the State make it expedient to do so” (Seldes, 250). This may not make him entirely ethical, but it shows how he could remain in control and how he had France’s interest at heart. Even though no country can remain the most powerful forever, Louis ruled France when it was mighty. “One could say that in or about the time period of 1670 to 1680 France was clearly the number one power in Europe” (Jagger, Website).

Louis had that power depicted in the Hall Mirrors in Versailles, where he signed treaties. Louis signed treaties in this hall where his power was reflected many times. Obviously to intimidate the leaders from the countries with which he was signing a treaty.

The Hall of Mirrors was not the only place where the art made Louis seem powerful. Throughout Versailles the art was centered around Louis and his grandness. Louis's patronage of the arts "brought a great flowering of French culture" ("Louis XIV," Encarta). Culture is the area that left the longest lasting influence of Louis XIV in the world. In Versailles there were 29,500 pieces of art. This number included "6,000 paintings, 1,500 drawings, 15,000 engravings, 2,100 sculptures, 5,000 items of furniture" ("Discovering Places," website). These were not just the works of the common artist, but pieces by major European artists. Some of these artists were Levalentin, Van Dyck, Domenichino and Lanfranco. Charles Lebrun was the chief painter and the head of the Royal Academy of Painting and Sculpture. Louis's support of these artists encouraged the development of talent in France and other places in Europe. His patronage of the arts supported not only painters and sculptures, but also supported literature. Wars and treaties may be remembered for a long time, but the arts that are left by a country make a greater impression and tend to glorify the civilization for much longer. Louis XIV made sure France left that kind of legacy and Versailles symbolizes that glory.

When you walk into Versailles it is a truly amazing sight. The impact of the palace stays with you for a long time. That is exactly like the impact that Louis XIV had on France and then the world. "If you were to identify the king whose reign coincided with the most glorious period of culture in his country's history, you would answer Louis

XIV” (Jagger, website). Louis worked hard to make Versailles just as glorious as he was, and it worked. Versailles truly is the grand symbol of the greatness of Louis XIV’s reign.

1.8 Reports
Effectiveness = 5
Conventions = 3

LOUIS XIV

King XIV appointed himself the “Sun King” because he felt he shined in France. He did, in fact, shine; not only in France but over all of Europe. During his reign Louis XIV made numerous contributions to and improvements in France. One of his greatest accomplishments was the construction of the palace of Versailles. Versailles became the prestigious center of France’s distinguished government. Many other countries tried to duplicate Versailles in hopes that their countries would be as successful as France. The grandness of Versailles symbolizes the greatness of France during the reign of King Louis XIV.

*Context
established*

*Writing style
slightly stilted
here, but the
thesis is clearly
stated and
establishes
analytical
perspective*

During his great reign Louis XIV made many important decisions. The most successful decision Louis made was to move the French government from Paris to his palace, Versailles in 1682. While Versailles becomes the glorious symbol of Louis’s reign, it did not start out that way. In 1623 Louis XIII built the original Versailles out of bricks, slate and stone as a hunting lodge. Later he had Philibert le Roy enlarge the hunting lodge. In 1661 Louis XIV had Louis le Vau build a second building around the original chateau in Italian Baroque style. When le Vau died in 1670, Francois d’Orbay took over the construction of Versailles. (“Discovering Places,” website). During this construction, 40,000 workmen were used at one time. The cost of the construction was hundreds of millions in modern money (“Louis XIV,” website). When it was all done “Versailles enhanced the prestige of the French to have such a magnificent center of government” (“Louis XIV,” website). It was the right place for the person known as the Sun King.

*Transition
sentence;
concrete
details*

*Refers to
thesis*

Since Louis was the Sun King, it was expected that everything would revolve around him. By looking at the day of Louis XIV as it was in Versailles, it can be seen how Versailles symbolizes his reign. At 8:30 am the levee took place. The “lucky

people” in the palace had the privilege of witnessing the waking, washing, combing and dressing of the king in his bedchamber. “Louis XIV’s bedchamber occupied the exact center of the chateau from 1701 onward. It was a key setting for events in the Sun King’s day and was arranged to reflect this ceremonial function.” (“Discovering the Places” website). The bedchamber was placed in the middle of the palace where all of the palace inhabitants could revolve around it. Everything that went on in the palace and in France was expected to be centered around Louis. His bedchamber reflected his position as the center of France.

Metaphorical language: “revolves,” “center,”...

Refers to thesis and threads the idea of Louis and France being the center of the universe

After the levee and a thirty-minute religious service at the Royal chapel, Louis met with his council in the Grand Apartments. These apartments contained many beautiful salons. Each of the salons was painted in the theme of one of the seven planets by Felibien des Avaux in 1674. Felebien said, “...since the sun is the emblem of the King, seven planets were taken to serve as the subject of the paintings of the seven salons of this apartment” (Discovering Places). The seven salons were the planets that revolved around Louis as the sun. Once again, Louis was the inspiration for the elaborate decorations in the Grand Apartments and everything in Versailles was centered around him.

Effective transition

Refers to thesis

This grandness was also reflected in the work that Louis did for France in these apartments. The main concept behind Louis’s reign, as stated before, was that he had absolute power in France because of centralizing the government. The way he centralized the government was by giving more authority to the crown, creating a more effective way of tax collecting, giving himself more control of local administrators, greatly increasing the military force and making huge government building projects (Jagger, Website). Versailles was obviously one of the huge government building projects. The grandness of this building was part of his plan for making his reign even greater.

Though Louis had most of the power, he did have a number of councils that met in these Grand Apartments. The council’s work was divided by the topics they dealt with like state affairs, finances, domestic affairs and religious affairs. Louis’s council consisted of five or six ministers who advised him, but Louis always made the final decision. He believed, “Two things without a doubt were absolutely necessary: very hard work on my part and a wise choice of persons capable of seconding it” (Rule, 46). This shows that he did look for support from people in his council, but he was always in charge in the work done in the Grand Apartments.

Writer uses a variety of elaboration strategies

Being in charge allowed Louis to get the credit for the great contributions that he and his council gave to France. One of Louis’s greatest contributions was increasing education. He founded the academics of painting, sculpture, science and architecture. He also broke ground when he and his wife, Madame de Maintenon, set up a school for French women in 1688. At this school women learned poetry, letter writing, discussion, music, math, mythology, geography, dancing, needlework and more (Pinkam, “The Sun King Rules”). Another contribution that Louis made to France was building Invalides, a home for disabled veterans. He also beautified Paris by planning the great avenue of Champ-Elysees and refurbishing Notre Dame. This was all part of his modernization of France, which benefited the French people. These things were accomplished by actions that took place in the “heavenly” salons in Versailles with the Sun King and his council. But never think that he let the council rule. When instructing his grandson Philip who was to be the king of Spain he said, “...one of the most important pieces of advice that I can give you: never allow yourself to be ruled; be the master; have no favourites or prime minister; listen to and consult your Council, but do decide yourself” (Rule, 42).

Relates paragraph information to thesis

Louis’s accomplishments were not just in domestic affairs; they also included military affairs. He was proud of what he did with the military and he had one of the most famous part of Versailles, the Hall of Mirrors, reflect this. “On the signing of the

Treaty of Nijmegen, which represented the high point of his reign, Louis XIV ordered the artist Le Brun to depict his government’s accomplishments on the ceiling of the hall” (Discovering Places, Website). Louis is shown in the hall many times with his head painted on bodies of other powerful figures including a Roman emperor and someone who is victorious over foreign powers. Even in war Louis was trying to improve his country. He gained territory in the eastern frontier by successfully invading Holland. He also gained territory by being allowed to keep Flanders and land along the Rhine River. When he wrote a treaty he also made sure that he would be in control. “In every treaty, insert a clause which can easily be violated, so that the entire agreement can be broken in the case the interests of the State make it expedient to do so” (Seldes, 250). This may not make him entirely ethical, but it shows how he could remain in control and how he had France’s interest at heart. Even though no country can remain the most powerful forever, Louis ruled France when it was mighty. “One could say that in or about the time period of 1670 to 1680 France was clearly the number one power in Europe” (Jagger, Website). Louis had that power depicted in the Hall Mirrors in Versailles, where he signed treaties. Louis signed treaties in this hall where his power was reflected many times. Obviously to intimidate the leaders from the countries with which he was signing a treaty.

Refers to thesis

The Hall of Mirrors was not the only place where the art made Louis seem powerful. Throughout Versailles the art was centered around Louis and his grandness. Louis’s patronage of the arts “brought a great flowering of French culture” (“Louis XIV,” Encarta). Culture is the area that left the longest lasting influence of Louis XIV in the world. In Versailles there were 29,500 pieces of art. This number included “6,000 paintings, 1,500 drawings, 15,000 engravings, 2,100 sculptures, 5,000 items of furniture” (“Discovering Places,” website). These were not just the works of the common artist, but pieces by major European artists. Some of these artists were Levalentin, Van Dyck, Domenichino and Lanfranco. Charles Lebrun was the chief painter and the head of the

Elaboration Supports point of paragraph

Royal Academy of Painting and Sculpture. Louis's support of these artists encouraged the development of talent in France and other places in Europe. His patronage of the arts supported not only painters and sculptures, but also supported literature. Wars and treaties may be remembered for a long time, but the arts that are left by a country make a greater impression and tend to glorify the civilization for much longer. Louis XIV made sure France left that kind of legacy and Versailles symbolizes that glory.

Restates thesis as an "Aha!" statement

When you walk into Versailles it is a truly amazing sight. The impact of the palace stays with you for a long time. That is exactly like the impact that Louis XIV had on France and then the world. "If you were to identify the king whose reign coincided with the most glorious period of culture in his country's history, you would answer Louis XIV" (Jagger, website). Louis worked hard to make Versailles just as glorious as he was, and it worked. Versailles truly is the grand symbol of the greatness of Louis XIV's reign.

Conclusion effective with personal reflection as well as connection to thesis; voice stronger without the "you"

Effectiveness Score 5

This piece meets all the criteria of a Score Point 4. It is evident that the student clearly processed and synthesized the researched information. There is a strong control of purpose. The thesis clearly unifies the report and is sustained throughout the piece. Metaphoric language of "center" and "sun" are used often. This, as well as the effective use of transitions, adds to the coherence.

The report informs in great depth, using a variety of elaboration strategies - anecdotes, quotes, concrete details and statistics. The voice is that of a knowledgeable person. In addition, the precise language conveys intent clearly, and the writer embeds reflection on the significance of the information (Score Point 5 qualities).

Conventions Score 3

This writing demonstrates consistent control of grade-level conventions.

The Secret Communication of Wolves

A long piercing howl shatters the quiet night of a northern forest. The howl grows into a chorus of yelps and barks, and the valley echos to the chilling sound. The leader of the pack starts the noise, while other pack members, as well as other wolf packs, join in (O'Toole 22).

Among wolves, communication is a very highly developed skill. For instance, the howl of the pack leader has many different meanings. Most of the time a lone howl is a warning for other packs. It tells them to stay away, for there are many young to be protected and food to be guarded (O'Toole 23). A howl can also be a way of marking their territory. Many wolves howl when they feel another pack is too close. Some wolves howl when they are lost or trying to find another member of the pack. Most wolves use this howl at least once a day to locate missing pups or other pack members (Primate).

To wolves, the territory that they occupy (the territory of some packs may cover 20-120 square miles) is like a house to a human being. They feel that they must protect it all times, and, other packs must not trespass. Neighboring packs may share up to a mile of territory, but rarely will they share more than that (Primate). All wolves know that if they run through another pack's territory, they run the risk of being killed (Primate). In addition, wolves mark their territory by scent (mostly urine). This helps all wolves know where their territory begins.

Like humans, the wolf has three main avenues of communication, postural (body language); vocal (the howl or snarl); and olfactory (scent) (Wolfhaven). The scent is the most commonly used, and probably the most important. Besides marking territory, it

helps show food ownership, as well as acting as a road map for themselves. Wolves also have scent glands between their toes, which leaves their scent wherever they go (Primate).

Moreover, much communication is done through body language. Many postures have been evolved to reduce conflict and aggression among pack members. Facial expressions are the most obvious. Generally, bared teeth with ears erect and pointed back can indicate a threat by a dominant male (Wolfhaven). In contrast, a closed mouth, slitlike eyes, and ears pulled forward (and close to their head) will most likely indicate subordinate behavior (Wolfhaven). Wolves also use their tail position to communicate emotion. Threatening wolves hold their tails high, almost perpendicular, while more submissive wolves lower themselves before dominant pack members. These lower class members often have their tails tucked between their legs (Primate). A wolf that has been defeated in a fight can avoid being attacked by its victorious companion by taking a posture similar to that of a pup begging for food (University of Oklahoma Press 91).

Wolves must communicate at all times when they are hunting. They have to work together to catch most of their food (due to the size of the food that they hunt). The concept that wolves use is called the “Pincer Attack” (Baily 91). When using the pincer attack, the pack splits in two groups and surround the prey (mostly deer, sheep, and other medium-sized mammals). One of the groups causes a diversion, while the other half ambushes the helpless prey. Wolves can move quickly and quietly. Many of them operate on stamina rather than on sudden bursts of speed (Baily 85). Because of the cooperation of the group, when it comes to hunting, the pack usually ends up victorious, and they have enough food for a couple of days. If they pack gets a big kill, then the

leader will have the next strongest male guard the kill during the night to keep off other animals.

Like other animals, wolves communicate with a social ladder. They have one dominant male (usually the leader of the pack) (Primate). This wolf has many responsibilities. He has to make sure that all the other wolves don't get out of line, and makes sure that there is harmony among the group. The pack leader does this by barking at the other wolves and fighting with the other males. Normally, the pack leader will not fight with the females of the pack unless it is necessary (Timberwolf). With the leader comes a dominant female. Together they are known as the breeding pair. These two are in charge of the pack, raising the young, selecting denning areas and rendezvous sites, capturing food, and maintaining the pack's territory (Primate). These two wolves are also responsible for the offspring. Not many of the other wolves mate for offspring because that is the dominant pair's job. Every year the dominant pair will produce one litter of pups. These pups take the place of the older wolves that are too old to hunt. Because the pack is so close and they communicate all the time, many of the other female wolves help the dominant female with taking care of the young (Wolfhaven). The dominant female will assign each pup to an older female. This helps the other females learn how to be a mother, and it helps the dominant female so she can hunt and not have to worry about taking care of her young.

If only humans could communicate as well as wolves, today's society would be wonderful. Wolves' methods of communication are simple and usually resolve conflicts without violence. Wolves have been living together for many, many years so they must

be doing something right. Maybe we can learn something from the wolves instead of trying to make them extinct.

1.8 Report
Effectiveness = 4
Conventions = 3

The Secret Communication of Wolves

A long piercing howl shatters the quiet night of a northern forest. The howl grows into a chorus of yelps and barks, and the valley echos to the chilling sound. The leader of the pack starts the noise, while other pack members, as well as other wolf packs, join in (O’Toole 22).

Transition

Compelling introduction (anecdote) sets context

Among wolves, communication is a very highly developed skill. For instance, the howl of the pack leader has many different meanings. Most of the time a lone howl is a warning for other packs. It tells them to stay away, for there are many young to be *transition* protected and food to be guarded (O’Toole 23). A howl can also be a way of marking their territory. Many wolves howl when they feel another pack is too close. Some wolves howl when they are lost or trying to find another member of the pack. Most wolves use this howl at least once a day to locate missing pups or other pack members (Primate).

Clear focus/thesis.

To wolves, the territory that they occupy (the territory of some packs may cover *metaphorical language* 20-120 square miles) is like a house to a human being. They feel that they must protect it all times, and, other packs must not trespass. Neighboring packs may share up to a mile of territory, but rarely will they share more than that (Primate). All wolves know that if they run through another pack’s territory, they run the risk of being killed (Primate). In addition, wolves mark their territory by scent (mostly urine). This helps all wolves know where their territory begins.

Like humans, the wolf has three main avenues of communication, postural (body language); vocal (the howl or snarl); and olfactory (scent) (Wolfhaven). The scent is the most commonly used, and probably the most important. Besides marking territory, it helps show food ownership, as well as acting as a road map for themselves. Wolves also

Refers to thesis; order that follows is not the same

have scent glands between their toes, which leaves their scent wherever they go

(Primate).

good transition

Moreover, much communication is done through body language. Many postures

Refers to thesis

have been evolved to reduce conflict and aggression among pack members. Facial expressions are the most obvious. Generally, bared teeth with ears erect and pointed back

good transition

can indicate a threat by a dominant male (Wolfhaven). In contrast, a closed mouth,

slitlike eyes, and ears pulled forward (and close to their head) will most likely indicate

transition

subordinate behavior (Wolfhaven). Wolves also use their tail position to communicate

emotion. Threatening wolves hold their tails high, almost perpendicular, while more

submissive wolves lower themselves before dominant pack members. These lower class

members often have their tails tucked between their legs (Primate). A wolf that has been

defeated in a fight can avoid being attacked by its victorious companion by taking a

posture similar to that of a pup begging for food (University of Oklahoma Press 91).

Transitions show relationships within the paragraph and lend internal coherence

Wolves must communicate at all times when they are hunting. They have to work together to catch most of their food (due to the size of the food that they hunt). The

concept that wolves use is called the "Pincer Attack" (Baily 91). When using the pincer

attack, the pack splits in two groups and surround the prey (mostly deer, sheep, and other

medium-sized mammals). One of the groups causes a diversion, while the other half

ambushes the helpless prey. Wolves can move quickly and quietly. Many of them operate

on stamina rather than on sudden bursts of speed (Baily 85). Because of the cooperation

of the group, when it comes to hunting, the pack usually ends up victorious, and they

have enough food for a couple of days. If they pack gets a big kill, then the leader will

have the next strongest male guard the kill during the night to keep off other animals.

Depth of elaboration through precise language and concrete details

Like other animals, wolves communicate with a social ladder. They have one

dominant male (usually the leader of the pack) (Primate). This wolf has many

Refers to thesis

responsibilities. He has to make sure that all the other wolves don't get out of line, and makes sure that there is harmony among the group. The pack leader does this by barking at the other wolves and fighting with the other males. Normally, the pack leader will not fight with the females of the pack unless it is necessary (Timberwolf). With the leader comes a dominant female. Together they are known as the breeding pair. These two are in charge of the pack, raising the young, selecting denning areas and rendezvous sites, capturing food, and maintaining the pack's territory (Primate). These two wolves are also responsible for the offspring. Not many of the other wolves mate for offspring because that is the dominant pair's job. Every year the dominant pair will produce one litter of pups. These pups take the place of the older wolves that are too old to hunt. Because the pack is so close and they communicate all the time, many of the other female wolves help the dominant female with taking care of the young (Wolfhaven). The dominant female will assign each pup to an older female. This helps the other females learn how to be a mother, and it helps the dominant female so she can hunt and not have to worry about taking care of her young.

Depth of elaboration through precise language and concrete details

If only humans could communicate as well as wolves, today's society would be wonderful. Wolves' methods of communication are simple and usually resolve conflicts without violence. Wolves have been living together for many, many years so they must be doing something right. Maybe we can learn something from the wolves instead of trying to make them extinct.

Refers to thesis as well as synthesizes the material and makes a personal connection.

"Aha!" statement

Effectiveness Score 4

This report has a strong sense of purpose. The focus unifies the report. The stance is of a knowledgeable person presenting relevant information in depth. There is a strong overall coherence because of the skillful use of transitions. The writing has a compelling opening, strong informative body, and a satisfying conclusion.

Conventions Score 3

This writing demonstrates consistent control of grade-level conventions.

Malcolm X

It takes a powerful being to move a race of people toward revolution. Unfortunately, in order for a race to feel that need for revolution there must be oppression among the people. Throughout the history of America, African-Americans have been troubled with the prejudice held against them by white population. For years they, as people were brought and sold as if they were cattle; therefore, they lost freedom and dignity. When slavery was abolished, it took again as long as slavery had existed in the United States for Black Americans to regain rights, dignity, and pride. This minority, now, a strong and powerful culture in America, has been helped along thanks to powerful black speakers throughout this century. One particular advocate for black power grew up in a time where the discrimination and bigotry were apparent in everyday life. The prejudice Malcolm X was exposed to as an African American child, and the hardships he endured by white supremacists influenced him later in life to convert to the Black Muslim religion because of the religious philosophies of racial separation and black power.

Malcolm Little, grew up during the 1930's in the Midwest raised by his mother, father, and six older siblings. Malcolm's first experience with white bigotry was not directly toward him, for he was still in the womb. This attack took place in Omaha, Nebraska at their residence. Very late into the night a local group of Ku Klux Klan members surrounded the Little's home on horseback showing rifles, shotguns, and torches. They pounded on the door and when the pregnant Louise Little answered, the Klan demanded for Earl, (her husband, and black minister). They were immediately turned away by Louise because Earl was not home. Seeing her pregnant condition, they left with the warning for the preacher. "Get out of town because the good Christian white

people won't stand for him disrupting the good Negroes with this 'back to Africa' preaching of Marcus Garvey(2)." With that they kicked their horses and rode around the house, smashing every window with the butt of their gun. After the encounter the family packed up and moved away, feeling it was too dangerous to try to raise a family in a hostile environment (Malcolm 1-2).

Not only did Malcolm X hear of these stories, he also at times experienced them. Out of six uncles Malcolm knew, four of them died in attacks by white supremacist groups-three were killed by white men, and the fourth uncle, Malcolm's Uncle Oscar, was shot by white police (Malcolm 2). These episodes very well could have led to Malcolm X's feelings towards white men in general. They had hurt everyone he knew and loved. Naturally, he felt he needed complete and utter separation from the white race.

Malcolm described his mother, Louise Little, as an African who looked white. Since she had come from Grenada in the British West Indies, Louise didn't sound like an average African American. She was mulatto, meaning one parent was white and one black. Louise's father was white, and she shared nothing but shame with her children about him. Mrs. Little never said for sure but implied that "the white man" had raped her mother. Malcolm figured that was how he had inherited his lighter looks. (He was the lightest child of the family.) That caused him to hate every drop of white blood in him. Earl often beat his wife and children, but never Malcolm. Malcolm thought that it was because he was the lightest child, and even though his father was avidly anti-white, he subconsciously treated Malcolm better than the other children, perhaps due to the white man's brainwashing of "whiter is better"(Malcolm 3-4).

The last two of the last traumatic childhood experiences Malcolm X suffered through happened when two white men set fire to the Little home. Earl Little ran after the arsonists with a pistol in hand, shooting after them. When the (white) police and firemen finally showed up, they just watched the house burn to the ground. Malcolm witnessed the whole account, outraged that a government force could just stand there while their house was going up in flames. The death of Earl Little, which had the most significant impact on young Malcolm, came in 1931. After an infuriating argument with his wife, Earl left the house. A few hours later the police knocked on the door and informed Louise that her husband had been found dead next to the railroad tracks on the outskirts of town, one side of his skull reportedly bashed in. A white supremacy group was largely suspected of the homicide. This incident was the last straw in many ways for the family and for young Malcolm (Malcolm 3).

After the death of her husband, Louise Little tried desperately to hold on to her family and her sanity; however, with no means of income, the family soon relied on welfare to stay alive. At many times the family didn't even have a nickel to buy bread with. Louise sometimes boiled dandelion greens to make some sort of broth. Soon, their pride eroded; Malcolm would often hang around stores trying to steal whatever he could get his hands on, but if he did steal anything his mother would whip him. This abuse caused him to become really aggressive, and whenever the welfare agents came to the house, they would focus on Malcolm. After a few years of living in poverty Louise Little suffered a nervous breakdown and the children admitted her to mental institution (Malcolm 12). Malcolm truly felt that all the problems he had experienced were direct blows against him by the white race.

As soon as Malcolm's mother was committed, the children of the family were left on their own. Malcolm ended up immersed in the life of the street. He led a life of stealing and fighting. At seventeen, he left home to live with his half sister Ella in Harlem, New York City. There, Malcolm Little surprisingly got a job as a shoeshine boy, although he still lived the life of a hustler. He met a pimp named "Shorty" and they became fast friends; Malcolm became Shorty's apprentice, wearing a Zoot Suit and a four-inch, blue feather hat. The two would go out to "groove" pads and Malcolm developed a passion for cigarettes, drugs, alcohol, and dancing. Little often gambled the tip money he earned, shoe shining. To make extra money he pulled armed robberies and stickups. Malcolm never left home without his pistol (Malcolm 56).

The life Malcolm led in New York was dangerous and filled. Little ran favors for pimps all around Harlem in hopes for drug money, but the favors soon landed Malcolm in the middle of a career of pimping himself. His drug addiction stronger and more serious, Malcolm found himself addicted to cocaine, which led to heroin. He was caught putting a stolen watch into a jewelry store to replace a crystal. His accomplices were Shorty and two white women. At the trial, after being sentenced and posted with \$10,000 bail, Malcolm commented to his lawyer that it was the girls that got them in trouble. The lawyer replied with "you had no business with those white girls"(Malcolm 122,156).

During his jail sentence Malcolm Little experienced a change in his life. For the first time he started to question why his life had been so awful. There, his brothers and sisters introduced him to the "Lost-found Nation of Islam". Which led by Elijah Muhammed. Elijah's philosophies inspired Malcolm in a way he had never dreamed of. He began correspondence with Elijah with one shaky letter. Elijah's response was fast;

he sent him a five-dollar bill, courage and an idea to think about. He wrote, “the black prisoner, symbolizes white society’s crime of keeping black people oppressed, deprived, and ignorant, unable to get decent jobs, turning them into criminals.” He signed his letter “Messenger of Allah” (169). This letter was all it took for Malcolm to be convinced. He began praying and changed his name to Malcolm X because Elijah informed him the “X” symbolized his African name, lost when he arrived in America. The X could only be replaced when God spoke his true name back to him (Malcolm 169, 199).

Reformed and out of jail in 1952, Malcolm X began speaking out on his newfound philosophy: The white Christian world is evil, and the only way to survive if you are black is to separate yourself in every way possible from white culture. He became a minister of the faith and established a mosque in Philadelphia (W. Augustus Low 544). The Muslim religion made a lot of sense to Malcolm because every white person he had been in contact with had hurt him. His family had fallen apart, his father and uncles killed, and his life on the street were all direct results of the white culture. In his mosque X preached of racial separation, black self-defense, non-participation in white society and religion, and western decadence and immortality (W. Augustus Low 544).

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During his suspension Malcolm X went on a pilgrimage to Mecca. This journey changed his philosophy and way of thinking. He began to believe all whites were not evil, and the black struggle could be moved along with help from world organizations, black, white, and civil rights groups. He found this belief while observing a large crowd in the East. There was an enormous color pattern in the crowd; the white men were with the whites, the Pakistanis with the Pakistanis, and the Blacks with the Blacks. He realized all people are just naturally drawn to each other because they are the same race. It's something they have in common, therefore, they might have more to talk about, or relate to each other better, and there is no superior or inferior race (Malcolm 344). While in Mecca he proclaimed to have his true God-given name, Al Hajj Malik al-Shabazz (W. Augustus Low 544).

Finally he had found inner peace, with that Malcolm Little/Malcolm X/Al Hajj Malik Al-Shabazz returned to America. Unfortunately he didn't live much longer. Members of a dissenting black group who did not agree with his new philosophies murdered him. The media paid a lot of attention to Malcolm, but the Nation of Islam didn't approve. He knew something was happening because he had received death threats, and his home was firebombed on February 14, 1965. Two weeks later Malcolm X was to speak at a conference in Harlem, New York. A few minutes into his speech three men stood up and fired 16 shots hitting him several times. X died before the paramedics could arrive. The three men were later identified as members of the Nation of Islam (LaBlanc 250).

Is that ironic? How could a man with such hatred toward white men for so long turn his opinion around and be killed by his own people? As Malcolm himself predicted,

And I can die having brought any light, having exposed any meaningful truth that will help to destroy the racist cancer that is malignant in the body of America-then all the credit is due to Allah. Only the mistakes have been mine (Malcolm 382).

The prejudice Malcolm X was exposed to as an African American child, and the hardships he endured brought on by white supremacists influenced him later in life to convert to the Black Muslim religion because of philosophies of racial separation and black power. But he found in the end perhaps was what he had been looking for the whole time, which was the question: why? What caused his life to be so bad?

1.8 Report
Effectiveness = 4
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Malcolm X

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Good transition

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Clear, engaging context

Well-worded thesis/focus

Malcolm Little, grew up during the 1930’s in the Midwest raised by his mother, father, and six older siblings. Malcolm’s first experience with white bigotry was not directly toward him, for he was still in the womb. This attack took place in Omaha, Nebraska at their residence. Very late into the night a local group of Ku Klux Klan members surrounded the Little’s home on horseback showing rifles, shotguns, and torches. They pounded on the door and when the pregnant Louise Little answered, the Klan demanded for Earl, (her husband, and black minister). They were immediately turned away by Louise because Earl was not home. Seeing her pregnant condition, they left with the warning for the preacher. “Get out of town because the good Christian white people won’t stand for him disrupting the good Negroes with this ‘back to Africa’

Connection to focus has depth of elaboration

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*Transition
relates prior
paragraph to
thesis*

*Connection
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Chronological events all connected to thesis

After the death of her husband, Louise Little tried desperately to hold on to her family and her sanity; however, with no means of income, the family soon relied on welfare to stay alive. At many times the family didn't even have a nickel to buy bread with. Louise sometimes boiled dandelion greens to make some sort of broth. Soon, their pride eroded; Malcolm would often hang around stores trying to steal whatever he could get his hands on, but if he did steal anything his mother would whip him. This abuse caused him to become really aggressive, and whenever the welfare agents came to the house, they would focus on Malcolm. After a few years of living in poverty Louise Little suffered a nervous breakdown and the children admitted her to mental institution (Malcolm 12). Malcolm truly felt that all the problems he had experienced were direct blows against him by the white race.

Strong body paragraphs end with concluding sentence that connects information to focus

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Relates to thesis; writer uses a variety of elaboration strategies

you are black is to separate yourself in every way possible from white culture. He became a minister of the faith and established a mosque in Philadelphia (W. Augustus Low 544). The Muslim religion made a lot of sense to Malcolm because every white person he had been in contact with had hurt him. His family had fallen apart, his father and uncles killed, and his life on the street were all direct results of the white culture. In his mosque X preached of racial separation, black self-defense, non-participation in white society and religion, and western decadence and immortality (W. Augustus Low 544).

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Strong Conclusion with restatement of thesis and "aha" statement

Effectiveness Score 4

This biographical report has a strong sense of purpose unified by a clear, consistent focus. Because the material is consistently related to the focus, there is evidence of analysis and synthesis of the information, rather than an "all-you-want-to-know" report which simply lists facts. Stance is of a knowledgeable person presenting relevant information. The writing is well organized and effectively uses transitions. It provides a depth of information which is all relevant to the topic, purpose, and audience.

Conventions Score 3

This writing demonstrates consistent control of grade-level conventions.

Knights

In the Middle Ages a famous type of soldiers was forged. Knights. Knights are the most famous type of soldiers ever to be created. They lasted for about six hundred years; from 900 A.D. to 1500 A.D. In this time most of Europe was divided into small states ruled by barons, dukes, and counts. It was a time of war so an army was not only needed, but necessary. The knight was created to fight the wars and protect their lord's interests at home and abroad. In the early Middle Ages they were dangerous and hard to control but as time went on they became more manageable. The life of a knight was difficult, but becoming one was just as hard. Although it is true the life was hard, nevertheless people still tried to become a knight, because becoming a knight and living the life was exciting.

The knight was originally just a Calvary soldier who promised to serve a ruler in exchange for land. Back in the middle ages land served as wealth. Because the knight supplied his own armor and horse the land was given to compensate his expenses. With the land knights acquired legal power and social standings. Because of this, the term knight was not only a type of soldier but a social class as well. As the role changed so did people's view of being a knight. Now wealthy men, including great lords and even kings wanted their sons to be knighted. The life of a knight became desirable, a lot of benefits, land, and excitement.

Getting to be a knight was not exciting, but difficult and hard to succeed at. Boys who wanted to become knights started very early. There were even games such as "Robber Baron" and "The King Doesn't Lie" that taught boys how to behave as knights. These games mostly consisted of making hobbyhorses and showing off to maidens by

charging one and other.(John D. Clare) A knight's timeline often went as such: at age four, he entered school to learn to read and write. At age six he continued school and learned to carve at a lord's table. He would also become a page at a lord's castle (other than his own), and be trained by the holding's lady as a page. At fourteen, he would become a squire. At age sixteen or younger he would begin his weapons training. Usually between the ages, eighteen and twenty-four he would be knighted by a local knight. If he were lucky he even may be knighted a great lord of king.

His first step in becoming a knight was to become a page. He would become a page at six or seven. Then he would spend the next seven years learning to ride, hunt, handle hawks, play chess and music, dance, and behave properly. He would serve at the table to learn that the highest honor is to serve others. He was taught to love God and be devoted to a lady. A woman in the household would take him under her wing to teach him how to treat a lady. Usually at the age of fourteen, he would become a squire. He would be blessed by a priest and girded with a sword and a baldric (belt). For, usually, the next seven years he would be trained in the arts of battle and jousting. He would still serve at meals, but more important tasks such as pouring the wine or carving the meat. A squire honored by his lord would have special privileges. Some of these would include standing by his lord's chair, carrying his lord's helmet and banner, leading his lord's horse, and raising his lord's battle cry. An honored squire may even become a knight earlier than expected; he would also be privy to more rewards than other squires would. (John Harding)

After he completed all his training, he could become a knight. He might not though. If he either does not have the money to equip himself or he has lost favor with

his lord he may remain a squire forever. Becoming a knight meant two things; he would be soldier in the army, but it was also a grade in society. If a rich nobleman's son remained a squire, he and his family would be humiliated. Also, if a boy's family was rich enough or had good standings with the king he might become a knight at twelve years of age. He would most definitely not have all the proper training, but he would have the title and the lands that went with it.

The ceremony of knighthood was a very religious occasion. The evening before the squire was given a bath to symbolize the washing away of his sins. He would then lay on a bed to dry; this was to remind him of the rest that God would reward good knights in heaven. In the morning, he would be dressed in a white shirt, gold tunic, and purple cloak. The ceremony itself was called the Accolade. A priest blessed the squire's sword and had him vow to obey the laws of Chivalry and never run from battle. Then a knight would dub the squire with a blow to the squire's neck with the flat of the knight's sword. Then the squire would rise as a knight. The ladies of the court would buckle his armor starting with his spurs, which were a symbol of courage.(John D. Clare)

The key to the new knight's new life was in one word: Chivalry. Chivalry had begun in 12 and 13 centuries and had caught on immediately. They were the codes a knight was supposed to live and breathe. Chivalry was not fully defined until the Church meddled in the 1000s. They changed the laws from being fighting to living for the church, defending the innocent, etc. Knights of course did not always follow this. The lower of birth (peasants) were often ridiculed. A knight usually respected only those who were equal of birth to him. Because the Middle Ages were so violent, it was difficult to

enforce these laws. If the knight were proven guilty, their sword and spurs would be broken. (Brain R. Price)

The laws that could be broken were many. Chivalry has an intricate set of laws that correspond with one and other. One law may be clearly broken, but others may also be broken in the process. The most important law was about justice. The law of justice is to seek the path of righteousness and distribute justice to others using humanity and mercy. Among the laws of chivalry, there were also the laws of church, which also applied to knights.

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danger of bandits and evil knights, protection was created for ordinary people going to Jerusalem. They were called the Templar Knights. (John D. Clare)

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Ignoring the church chivalry law “protect the weak”, knights would deliver punishments without the serfs actually committing crimes. They would plunder villages for wealth, and then torture the serfs. They would crush the serfs in narrow chests lined with sharp rocks and nails. They thought “Serfs, like trees, grow better if they are cut back.” This didn’t just include random serfs; it also included their own serfs as well. They could do what they wished with their serfs, including the right to stay with serf bride on her wedding night. At a French village, the lord of the manor made his serfs kiss his door as they walked by. In another French village the peasants had to stay up the entire night beating their lord’s moat, so the frogs would not disturb him and his wife. (John D. Clare)

The way they gained serfs was with the land they gained for their services to their lord. As the serf’s lord, the knight was entitled to services from them. Each serf “owned” 30 acres. In return for “their land”, they had to work their lord’s land two days a week. They also had to put extra hours in around harvest time. They had to wait on the lord’s table at Christmas. Every year the serf families had to each give their lord 48 bags

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1.8 Report
Effectiveness = 3
Conventions = 3

Knights

In the Middle Ages a famous type of soldiers was forged. Knights. Knights are the most famous type of soldiers ever to be created. They lasted for about six hundred years; from 900 A.D. to 1500 A.D. In this time most of Europe was divided into small states ruled by barons, dukes, and counts. It was a time of war so an army was not only needed, but necessary. The knight was created to fight the wars and protect their lord's interests at home and abroad. In the early Middle Ages they were dangerous and hard to control but as time went on they became more manageable. The life of a knight was difficult, but becoming one was just as hard. Although it is true the life was hard, nevertheless people still tried to become a knight, because becoming a knight and living the life was exciting.

*Good
context*

Stated focus

The knight was originally just a Calvary soldier who promised to serve a ruler in exchange for land. Back in the middle ages land served as wealth. Because the knight supplied his own armor and horse the land was given to compensate his expenses. With the land knights acquired legal power and social sandings. Because of this, the term knight was not only a type of soldier but a social class as well. As the role changed so did people's view of being a knight. Now wealthy men, including great lords and even kings wanted their sons to be knighted. The life of a knight became desirable, a lot of benefits, land, and excitement.

Getting to be a knight was not exciting, but difficult and hard to succeed at. Boys who wanted to become knights started very early. There were even games such as "Robber Baron" and "The King Doesn't Lie" that taught boys how to behave as knights. These games mostly consisted of making hobbyhorses and showing off to maidens by charging one and other.(John D. Clare) A knight's timeline often went as such: at age four, he entered school to learn to read and write. At age six he continued school and

*This
paragraph
relates to
the first part
of the
thesis:
becoming a
knight was
hard*

learned to carve at a lord's table. He would also become a page at a lord's castle (other than his own), and be trained by the holding's lady as a page. At fourteen, he would become a squire. At age sixteen or younger he would begin his weapons training. Usually between the ages, eighteen and twenty-four he would be knighted by a local knight. If he were lucky he even may be knighted a great lord of king.

Depth of information

His first step in becoming a knight was to become a page. He would become a page at six or seven. Then he would spend the next seven years learning to ride, hunt, handle hawks, play chess and music, dance, and behave properly. He would serve at the table to learn that the highest honor is to serve others. He was taught to love God and be devoted to a lady. A woman in the household would take him under her wing to teach him how to treat a lady. Usually at the age of fourteen, he would become a squire. He would be blessed by a priest and girded with a sword and a baldric (belt). For, usually, the next seven years he would be trained in the arts of battle and jousting. He would still serve at meals, but more important tasks such as pouring the wine or carving the meat. A squire honored by his lord would have special privileges. Some of these would include standing by his lord's chair, carrying his lord's helmet and banner, leading his lord's horse, and raising his lord's battle cry. An honored squire may even become a knight earlier than expected; he would also be privy to more rewards than other squires would.

(John Harding)

Depth of elaboration lacks connection to the thesis

After he completed all his training, he could become a knight. He might not though. If he either does not have the money to equip himself or he has lost favor with his lord he may remain a squire forever. Becoming a knight meant two things; he would be soldier in the army, but it was also a grade in society. If a rich nobleman's son remained a squire, he and his family would be humiliated. Also, if a boy's family was rich enough or had good standings with the king he might become a knight at twelve

years of age. He would most definitely not have all the proper training, but he would have the title and the lands that went with it.

The ceremony of knighthood was a very religious occasion. The evening before the squire was given a bath to symbolize the washing away of his sins. He would then lay on a bed to dry; this was to remind him of the rest that God would reward good knights in heaven. In the morning, he would be dressed in a white shirt, gold tunic, and purple cloak. The ceremony itself was called the Accolade. A priest blessed the squire's sword and had him vow to obey the laws of Chivalry and never run from battle. Then a knight would dub the squire with a blow to the squire's neck with the flat of the knight's sword. Then the squire would rise as a knight. The ladies of the court would buckle his armor starting with his spurs, which were a symbol of courage. (John D. Clare)

Information related to the topic, but not related to any part of the focus

The key to the new knight's new life was in one word: Chivalry. Chivalry had begun in 12 and 13 centuries and had caught on immediately. They were the codes a knight was supposed to live and breathe. Chivalry was not fully defined until the Church meddled in the 1000s. They changed the laws from being fighting to living for the church, defending the innocent, etc. Knights of course did not always follow this. The lower of birth (peasants) were often ridiculed. A knight usually respected only those who were equal of birth to him. Because the Middle Ages were so violent, it was difficult to enforce these laws. If the knight were proven guilty, their sword and spurs would be broken. (Brain R. Price)

Depth of elaboration on the topic, but it is not clearly related to either the hardships or the excitement of being a knight

The laws that could be broken were many. Chivalry has an intricate set of laws that correspond with one and other. One law may be clearly broken, but others may also be broken in the process. The most important law was about justice. The law of justice is to seek the path of righteousness and distribute justice to others using humanity and mercy. Among the laws of chivalry, there were also the laws of church, which also applied to knights.

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Attempts to relate information to the thesis

with sharp rocks and nails. They thought “ Serfs, like trees, grow better if they are cut back.” This didn’t just include random serfs; it also included their own serfs as well. They could do what they wished with their serfs, including the right to stay with serf bride on her wedding night. At a French village, the lord of the manor made his serfs kiss his door as they walked by. In another French village the peasants had to stay up the entire night beating their lord’s moat, so the frogs would not disturb him and his wife. (John D. Clare)

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Conclusion connects information to focus. This would have been better interspersed throughout the paper.

"Aha" statement

Effectiveness Score 3

This report states a controlling idea, but does not use it to effectively unify the report. Even though this report presents considerable information, it does not show a clear sense of direction and much of the information digresses from the stated focus. The purpose becomes a general "all you want to know" report with an attempted focus. It has overall coherence through the use of some transitions.

Conventions Score 3

This writing demonstrates consistent control of grade-level conventions.

Owen Hart's Death

The topic for my research paper is Owen Hart's death. I picked this topic because I really enjoy wrestling. When Owen Hart died, I was in shock. I have always enjoyed wrestling, it has been a big part of my life. Even my great grandmother watched wrestling. The World Wrestling Federation does not usually have their wrestlers take big risks to do stunts, but they have done it before. In WrestleMania X, Shawn Michaels did the same type of stunt and landed safely, but Owen wasn't so lucky. Since this tragedy happened, hopefully the World Wrestling Federation won't do stunts again. My thesis is: Owen Hart's death was an accident.

In order to know who Owen Hart was, you need to know some general facts about him and his earlier wrestling accomplishments. Owen Hart was born in Calgary, Alberta, Canada on May 7, 1966. He was five feet ten inches tall and weighed 227 pounds. "Stu and Helen Hart said that Owen was the most behaved child that they have ever had, and one of the most athletic" ("Owen Hart's Death"¹). Owen Hart had ten brothers and sisters and 34 nieces and nephews, several of them are wrestlers today. His parents are Stu and Helen Hart. One of his brothers is Bret Hart, he is also a famous wrestler.

The Hart family was the first North American wrestling family and is one of the biggest wrestling families in the United States. Owen's father, Stu Hart, created a wrestling promotion called "Big Time Wrestling," which was in Calgary, Alberta, Canada. Two years later he changed the name to "Stampede Wrestling."

After completing high school, Owen jumped right into training for wrestling. Owen was trained in the Dungeon (the Hart family's basement) by his father, Stu; his brothers, Bret and John; and his brother-in-law, Davey Boy Smith. Owen Hart debuted

in pro wrestling on May 30, 1986. His first wrestling appearance was in Stu's Stampede Wrestling.

In 1987, Owen father's business went bankrupt and Owen joined New Japan Wrestling. Owen was the first North American to win the IWGP Junior Heavyweight title in May 1988. He held it for a month.

In 1988 he ended his Japan tour and headed back to North America to join the World Wrestling Federation in the lightweight division under the name of the Blue Blazer. "The Blue Blazer displayed a style of wrestling that was totally unique and innovative to 1988 WWF fans, and didn't really catch on with a crowd that was more interested in the bulk and physiques of the existing WWF heroes. Blazer quickly became a mid-carder, and disappeared from the WWF in late 1989" ("Owen Hart's Biography"1).

Between 1989 and 1991 Owen was involved in many wrestling organizations, with most of his success once again in Japan.

In October of 1991, Owen again joined the World Wrestling Federation, not under the Blue Blazer name, but under his own name. During the period October, 1991 until early 1993, Owen was placed in tag team situations. His first tag team partner was his brother-in-law, Jim "The Anvil" Neidhart. They were known as the New Hart Foundation, but they never really got off the ground because Neidhart left the World Wrestling Federation in early 1992.

In 1992 Owen was also teamed with Ko Ko B. Ware to form High Energy, but that team did not last long either because Ko Ko left the World Wrestling Federation 1993.

In mid-1993, Owen went to Memphis, Tennessee to join the United States Wrestling Association (owned by Jerry “The King” Lawler) where he became the United States Wrestling Association’s World Champion.

From late 1993 through early 1996 Owen was sidelined with a knee injury and took some time off to recuperate and take a vacation. After his long recuperation Owen came back to World Wrestling Federation to tag team with another brother-in-law, Davey Boy Smith, also known as the British Bulldog.

In early 1998 Owen joined the World Wrestling Federation’s Nation of Domination (lead by Rocky Maivia), but once again Owen’s relationship with a tag team did not last long. The Nation of Domination broke up in late 1998.

In January of 1999, Owen joined forces with Jeff Jarrett and they went on to win the Tag Team Championship title many times.

During Owen’s wrestling career he won many awards. Some of the awards he won were Rookie of the year in 1986 and Feud of the Year in 1994 with his brother, Bret Hart. In 1994 he was third runner-up for the Most Improved Wrestler of the Year. Owen was also a three-time winner of the Slammy Awards (two in 1996 and one 1997).

Owen also won many wrestling titles in his career and was one of the top wrestlers. In his father’s promotion he won titles such as: International Tag Title (with Ben Bassarb), the British Commonwealth Midheavyweight Title, and the North American Heavyweight Title (twice) in his rookie year.

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In 1994 he also won the King of the Ring tournament. He had to defeat four wrestlers in one night to be King of the Ring. The wrestlers were Adam Bomb, Tatanka, the 1-2-3 Kid, and Razor Ramon. He also won the chance to face the World Wrestling Federation Champion at SummerSlam, which is when he almost won the championship belt.

On May 23, 1999 in the pay-per-view event “Over the Edge,” Owen Hart died in a fatal accident prior to the start of his match against The Godfather. Owen was once again wrestling as the Blue Blazer and for his entrance into the ring he was suppose to be performing a stunt where he appeared to be flying into the ring like a superhero. “The Blue Blazer was going to make a “superhero” entrance from the ceiling of the Kemper Arena Sunday night at the Over the Edge PPV...” (“Owen Hart’s Biography” 4). Tragically, his release cord came untied from his safely harness and he fell to the ring where he hit his head on the turnbuckle and instantly broke his neck. “A release mechanism may have been triggered prematurely, and fell some 75 feet, hitting his head on one of the ring’s padded turnbuckles” (Keyser 176). Owen had practiced this stunt many times the day before the wrestling event and everything went fine. However, the next day Owen arrived at the arena late and never had the chance to practice the stunt one more time. The equipment had been checked by the safety officials prior to the stunt and everything was in order. “I have hard feelings towards the WWF, because they continued the show after Owen’s death.’ Said Bret. “ It was very cold-blooded.” (Keyser 13).

When Owen first started wrestling he never did any risky stunts or anything of that nature. He was very concerned about doing the stunt before he had practiced it, but felt more confident about it after the practices all went so well. Although Owen did not

get to practice the stunt one more time before the event, he felt comfortable knowing that the safety officials had checked all the equipment and everything was working fine. Therefore, Owen Hart's death was a tragic malfunction of safety equipment which confirms my thesis is true: Owen Hart's death was an accident.

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<i>Begins with some context; voice is a monotone with short, choppy sentences</i>

<i>Thesis clearly stated</i>

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<i>Simple listing of organized facts which have no relation to the thesis</i>

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*More facts
unrelated to
thesis*

*Continuation
of listed facts
which are
unrelated to
thesis:
"all-you-want
to-know"
report*



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More facts unrelated to thesis



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Context related to thesis begins here; all prior information is irrelevant

Lists what happened, but not with details that support the thesis

Quote is misplaced

When Owen first started wrestling he never did any risky stunts or anything of that nature. He was very concerned about doing the stunt before he had practiced it, but felt more confident about it after the practices all went so well. Although Owen did not get to practice the stunt one more time before the event, he felt comfortable knowing that the safely officials had checked all the equipment and everything was working fine. Therefore, Owen Hart’s death was a tragic malfunction of safely equipment which confirms my thesis is true: Owen Hart’s death was an accident.

Writing ends abruptly with restatement of thesis

Effectiveness Score 2

This piece states a controlling idea, but does not use it effectively to unify the report. It stays on the topic And has some elaboration, but it digresses from the focus. It never really proves that Owen Hart's death was an accident. The writing becomes an "all-you-want-to-know" report on Owen Hart.

Conventions Score 3

This writing demonstrates consistent control of grade-level conventions.

Icelandic Culture

Iceland lies just below the Arctic Circle. The island of Iceland is sometimes called the “land of Frost and Fire”; from all of the glaciers lying next to the hot springs, geysers, and volcanoes. The Gulf Stream Ocean currents keep the coast warm and the water off the coast ice-free. Iceland was first settled in 870 AD by the Vikings. Iceland gained its independence in 1944; the official name of Iceland is the Republic of Iceland. The capital of Iceland is Reykjavik, the population is 87,000 people the largest city in Iceland. Many Icelanders live on the coast where they make their living working on fishing boats, or in fish processing plants (World book pages 20-21).

The government of Iceland is a Democracy. The president is elected by the people, and serves a four-year term. The president has little power, but is the head of state. The Prime Minister directs the country. The Prime Minister and the Cabinet propose and carry out all political policies. The president with approval of the parliament appoints the policies. The national government and representatives appoint a magistrate. Councils govern towns and serve for four-year terms, and handle welfare, health care, roads, education, and law enforcement. Some of the councils own there, own fishing boats and businesses (World Book pages 20-21).

Icelanders today resemble the northern Norwegian people. Nearly all of Icelanders live near the capital, and half of the population lives in the capital. The rest of the population lives in small towns and villages. Icelanders speak the Scandinavian language Icelandic. The language is like the Old Norse, the original language of their ancestors, most Icelanders can read Old Norse. Most of the population of Iceland can speak more than two languages, usually English, German, Danish, and Swedish.

Icelanders do not have family names. But they have first names, and a second name that combines their father's first name and – son for males and –dotir for females. Because of no family names, Icelanders are addressed by their first name, and also from having no family names women do not have to change their name when married. Many Icelanders have the same last name, that the in telephone directories they are listed by occupation in addition to their name and address (World book pages 21-22).

Many Icelanders, especially the younger people live in the city, and dress like people in the US and Canada. Older women still wear long black dresses and walking shoes. On holidays some still wear traditional black dresses embroidered with gold or silver threads. Icelanders eat more fish and lamb than most other countries do. Even the hotdogs are made out of lamb instead of beef or pork. People eat dried or salted fish, especially cod and haddock. Icelanders spend large amounts of their income on houses, buying imported TV's, electric stoves, refrigerators, and other appliances. Houses were made out of stone and turf in the country and wood in the city, but now most houses are made out of concrete, which stands up against earthquakes and the high winds off the coast. The cost of living is very high because everything that they buy has to be imported. The people of Iceland need to work more than one job to afford the cost of living. Most women work out of the home and the men usually have more than one job. The government provides childcare for working parents. Most young couples live together with the man's family or the woman's family house, before they are married. They save their money to buy their own house or rent an apartment of their own. They may have one or more children during this time. 60% of all first born children are born before their parents are married. Most couples marry only when they are economically

self-sufficient. Some combine their marriage with the baptism of their first child (World book pages 20-22).

Iceland has four different religions. The biggest is the State Church, the Evangelical Lutheran Church. Then there is the Lutheran Free Church. There are a few that belong to parts of the Protestant or Roman Catholic Church (World book page 22).

The people of Iceland live in one of the harshest environments. They have the threats of earthquakes and volcanic eruptions, some of which have caused sever damage and loss of life. They get most of their electricity from geothermal electric plants. Most Icelandic homes are heated by geothermal heat, there are lots of hot springs on the island, and the inhabitants use them for swimming in the winter. The favorite food of Icelanders is petrified shark, the shark meat is buried in the sand for a few months then cooked and served. Icelanders have to work two jobs some times to have enough money to support them selves, but they keep up of with the most fashionable clothes. The younger Icelanders, like to go out to clubs, to see all of the newest fashions, they also like to take after people from the U.S. and Canada.

Icelandic Culture

**1.8 Report
Effectiveness = 2
Conventions = 2**

Iceland lies just below the Arctic Circle. The island of Iceland is sometimes called the “land of Frost and Fire”; from all of the glaciers lying next to the hot springs, geysers, and volcanoes. The Gulf Stream Ocean currents keep the coast warm and the water off the coast ice-free. Iceland was first settled in 870 AD by the Vikings. Iceland gained its independence in 1944; the official name of Iceland is the Republic of Iceland. The capital of Iceland is Reykjavik, the population is 87,000 people the largest city in Iceland. Many Icelanders live on the coast where they make their living working on fishing boats, or in fish processing plants (World book pages 20-21).

Defines context with a simple sentence rather than a controlling idea/focus

The government of Iceland is a Democracy. The president is elected by the people, and serves a four-year term. The president has little power, but is the head of state. The Prime Minister directs the country. The Prime Minister and the Cabinet propose and carry out all political policies. The president with approval of the parliament appoints the policies. The national government and representatives appoint a magistrate. Councils govern towns and serve for four-year terms, and handle welfare, health care, roads, education, and law enforcement. Some of the councils own there, own fishing boats and businesses (World Book pages 20-21).

The writing becomes a list of facts

Icelanders today resemble the northern Norwegian people. Nearly all of Icelanders live near the capital, and half of the population lives in the capital. The rest of the population lives in small towns and villages. Icelanders speak the Scandinavian language Icelandic. The language is like the Old Norse, the original language of their ancestors, most Icelanders can read Old Norse. Most of the population of Iceland can speak more than two languages, usually English, German, Danish, and Swedish. Icelanders do not have family names. But they have first names, and a second name that combines their father’s first name and – son for males and –dotir for females. Because of no family names,

No focus; writing lacks a purpose to unify the report

Icelanders are addressed by their first name, and also from having no family names women do not have to change their name when married. Many Icelanders have the same last name, that the in telephone directories they are listed by occupation in addition to their name and address (World book pages 21-22).

Many Icelanders, especially the younger people live in the city, and dress like people in the US and Canada. Older women still wear long black dresses and walking shoes. On holidays some still wear traditional black dresses embroidered with gold or silver threads. Icelanders eat more fish and lamb than most other countries do. Even the hotdogs are made out of lamb instead of beef or pork. People eat dried or salted fish, especially cod and haddock. Icelanders spend large amounts of their income on houses, buying imported TV's, electric stoves, refrigerators, and other appliances. Houses were made out of stone and turf in the country and wood in the city, but now most houses are made out of concrete, which stands up against earthquakes and the high winds off the coast. The cost of living is very high because everything that they buy has to be imported. The people of Iceland need to work more than one job to afford the cost of living. Most women work out of the home and the men usually have more than one job. The government provides childcare for working parents. Most young couples live to together with the man's family or the woman's family house, before they are married. They save their money to buy their own house or rent an apartment of their own. They may have one or more children during this time. 60% of all first born children are born before their parents are married. Most couples marry only when they are economically self-sufficient. Some combine their marriage with the baptism of their first child (World book pages 20-22).

Iceland has four different religions. The biggest is the State Church, the Evangelical Lutheran Church. Then there is the Lutheran Free Church. There are a few that belong to parts of the Protestant or Roman Catholic Church (World book page 22).

This is a list of facts with no focus

Writing lacks transitions; sentence structure is basic and repetitive

Language is generic; voice is a monotone

The people of Iceland live in one of the harshest environments. They have the threats of earthquakes and volcanic eruptions, some of which have caused sever damage and loss of life. They get most of their electricity from geothermal electric plants. Most Icelandic homes are heated by geothermal heat, there are lots of hot springs on the island, and the inhabitants use them for swimming in the winter. The favorite food of Icelanders is petrified shark, the shark meat is buried in the sand for a few months then cooked and served. Icelanders have to work two jobs some times to have enough money to support them selves, but they keep up of with the most fashionable clothes. The younger Icelanders, like to go out to clubs, to see all of the newest fashions, they also like to take after people from the U.S. and Canada.

Writing just stops; no conclusion

Effectiveness Score 2

This writing has no focus to unify it, and becomes an "all-you-want-to-know" report. Even though there is a lot of information, the details are simply listed. The voice is that of an encyclopedia; it is a monotone. It does stay on the topic, but has no coherence between or within paragraphs. There are few transitions. The language is pedestrian and the sentences are short and choppy. The writing ends abruptly with no conclusion.

Conventions Score 2

This writing demonstrates inconsistent control of grade-level conventions with many errors in capitalization, spelling, comma usage, and sentence structure.

Daniel Chester French

Daniel Chester French was born in Exeter, New Hampshire on April 20, 1850 (Montague 36). In 1865 French and his family moved to Concord, Massachusetts, he was 15 at that point in time (Montague 36).

Young French never indicated an interest in doing artwork, but it came as a surprise when he decided to take up sculpturing (Montague 36). French got his first lesson and his first tools from May Alcott, sister to Louisa (Montague 36). From French's real small start, he became a real sculptor. French got more lessons from Dr. Rimmer in Boston, then from there he spent a month in studio of J.Q.A. Ward in New York (Montague 36).

French was 21 when Concord became interested in his work, and that led him to sculpturing his first statue, the Minute Man (Montague 36). When French finished the Minute Man, he was invited to studio of Thomas Bell in Florence, Italy there he learned more about his craft. (Montague 36). French's largest collection of his fine work is in Chesterwood Museum in Stockbridge, Massachusetts (Montague 37). The Minute Man was started in April, 1873 in French's Boston studio and finished in August (Montague 12). The statue was taken to Concord in September to be viewed by the committee (Montague 12). In Mid-September, the model was sent to Ames Foundry in Chicopee, Massachusetts to get cast in bronze (Montague 13).

The Minute Man was unveiled in April 19, 1875 as part of the celebration of the battle at the bridge (Montague 12). On November 4, commission was awarded to French

for his work(Montague 13) He got lots of encouragement from his family friend John S. Keyes (Montague 12)

In March of 1879, he wrote to his colleague Thomas Ball that he was modeling a philosopher at his own house (Montague 37). He went into it thinking that if he didn't succeed he didn't but he tried his hardest and put all skills in it (Montague 37). When it was finished Mrs. Emerson said it was perfect, so French wrote another letter but to Ellen Louisa Ball. He told her that it was more popular than anything since the MinuteMan (Montague 37). Later in his career from 1911 to 1914 he created Emerson seated in white marble, which is in Concord Free Public Library (Montague 37).

The Lincoln Memorial was dedicated on May 30, 1922 at that time Daniel was 72 years old(Montague 37). The cost of it was \$2,940,000; in addition, on top of that it took seven years to build it (Montague). The statue of Abe Lincoln was made out of white Colorado marble and is 189 feet long and 118 wide (Encyclopedia Americana 515). The ground was broken on February 12, 1914, and the Memorial was dedicated May 30, 1922 (Encyclopedia Americana 515). The statue sits in West Potomac Park in Washington, D.C. (Encyclopedia Americana 515).

Samuel Chester French once said,. 'One of the first essentials of an artist is to see nature with fresh eyes, to interpret new phases of her and to open people's eyes to new beauties in the common things of life' (Montague 22). French is now buried in Sleepy Hollow Cemetery in Concord (Montague 24).

Daniel Chester French

Daniel Chester French was born in Exeter, New Hampshire on April 20, 1850 (Montague 36). In 1865 French and his family moved to Concord, Massachusetts, he was 15 at that point in time (Montague 36).

<i>Little context; writing just starts</i>
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Young French never indicated an interest in doing artwork, but it came as a surprise when he decided to take up sculpturing (Montague 36). French got his first lesson and his first tools from May Alcott, sister to Louisa (Montague 36). From French's real small start, he became a real sculptor. French got more lessons from Dr. Rimmer in Boston, then from there he spent a month in studio of J.Q.A. Ward in New York (Montague 36).

<i>No focus; topic is simply stated</i>

French was 21 when Concord became interested in his work, and that led him to sculpturing his first statue, the Minute Man (Montague 36). When French finished the Minute Man, he was invited to studio of Thomas Bell in Florence, Italy there he learned more about his craft. (Montague 36). French's largest collection of his fine work is in Chesterwood Museum in Stockbridge, Massachusetts (Montague 37). The Minute Man was started in April, 1873 in French's Boston studio and finished in August (Montague 12). The statue was taken to Concord in September to be viewed by the committee (Montague 12). In Mid-September, the model was sent to Ames Foundry in Chicopee, Massachusetts to get cast in bronze (Montague 13).

<i>Voice is a monotone; no evidence of thinking about information</i>

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<i>Pronouns with no clear referent affect the coherence of this paragraph</i>

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Listed events are out of chronological order and cause confusion for the reader

Samuel Chester French once said,. ‘One of the first essentials of an artist is to see nature with fresh eyes, to interpret new phases of her and to open people’s eyes to new beauties in the common things of life’ (Montague 22). French is now buried in Sleepy Hollow Cemetery in Concord (Montague 24).

Effectiveness Score 1

This report stays on the topic, but there is no focus or awareness of audience. Some information is out of chronological organization, and there is no coherence between paragraphs or within paragraphs. There is little elaboration or sentence variety.

Conventions Score 2

This writing demonstrates inconsistent control of grade-level conventions, with errors in comma usage, sentence structure, and pronoun referents.