



OHIO GRADUATION TESTS WORKBOOK

WRITING



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WRITING OGT WORKBOOK

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INTRODUCTION

INFORMATION FOR FAMILIES

This guide is for students who have not passed a section of the Ohio Graduation Tests (OGT). Five guides are available: Reading, Writing, Mathematics, Science and Social Studies. They have been developed to help students take personal responsibility for their own learning. Each guide introduces students to a thinking strategy called mind mapping. This strategy helps students understand how they can think through test problems.

There are two purposes built into the guides. The first purpose is to help students develop a learning plan to work through test items that come from OGT practice tests. This plan helps students develop an understanding of test questions related to the state academic content standards and benchmarks.

Each guide walks students through the four stages in a learning plan:

- PLAN** – Students identify a coach and set up a meeting to review their OGT results. They see how well they performed on each standard and identify areas in need of improvement. Then they develop a schedule for working through the rest of the guide.
- DO** – Students work through several test items using the mind-mapping strategy. They see examples of mind mapping for some test items and try creating some on their own.
- STUDY** – Students are asked to think about what they have done. This is also called reflection. They complete a worksheet prior to setting up another meeting with their coach. During this meeting, students will review what they have discovered and set goals to improve their performance on the next test.
- ACT** – The coach helps the student develop an action plan to prepare for retaking an OGT.

The second purpose is to introduce students to a strategy that should help them improve their test-taking skills. The mind-mapping strategy has two parts. To make it work, students have to self-talk while they draw a picture of what they are thinking. The students are learning how to think about their thinking as they draw these visual maps.

If your student has decided to use this guide, there is a role that you can play. Praise your student for taking ownership. Support his or her learning. Help your student identify a coach who will be able to meet his or her learning needs. Encourage your student to stick with it! Monitor your student's work with his or her action plan. Your willingness to carry out this role is a critical factor in your student's success.

INTRODUCTION

INFORMATION FOR COACHES

This guide is for students who have not passed a section of the Ohio Graduation Tests (OGT). Five guides are available: Reading, Writing, Mathematics, Science and Social Studies. They have been developed to help students learn how to take personal responsibility for their own learning. Each guide also introduces students to a thinking strategy called mind mapping. This strategy helps students understand how they think through test problems.

The format of the guides requires students to select a coach who will guide them. If you have been asked to be a coach, then you have a major role to play in ensuring that your student has the support and encouragement necessary to be successful. You should thoroughly familiarize yourself with the guide, and be prepared to monitor and adjust material presented to fit your individual student. Be sure to look at the items recommended for coaches in the resource section of the guide.

By using this guide, you will help students develop a plan to work through test items from OGT practice tests. This plan helps students develop a deeper understanding of test questions related to the benchmarks in Ohio's academic content standards. As a coach, you will assist your student in working through the Plan-Do-Study-Act (PDSA) cycle. It is a scientific approach for developing improvement goals.

Each guide walks students through the four stages in a PDSA cycle. As a coach, you will assist your student to:

- PLAN** – Set up a meeting to review OGT results with your student. Guide your student in identifying his or her performance level for each content standard. Assist in specifically identifying the standards and benchmarks that are in need of improvement. Help develop a schedule for working through the remainder of the guide.
- DO** – Help your student work through several test items using the mind-mapping strategy. Your student will have a chance to view model examples of mind mapping for selected test items and then will try some on his or her own. As a coach, you will need to make a decision in terms of the level of support you will provide in this stage. Based upon the needs of your student, you may choose to work through each item example with your student, guide your student through a few examples and then let him or her proceed on his or her own or have your student tackle the entire section independently. Regardless of your decision, check in with your student to see how he or she is doing so that you can intervene if necessary.
- STUDY** – After your student finishes the DO section, help your student to think about or reflect upon his or her work by completing a worksheet prior to setting up another meeting with you. During this STUDY meeting, your student will review what he or she has discovered about his or her own learning. The next step is to guide your student in setting some future goals to improve his or her score when he or she retakes the test.
- ACT** – You will now help your student develop an action plan that will list steps to be taken in preparation for retaking the OGT. Continue to monitor and support your student through the action plan timeline.

(continued)

INTRODUCTION

INFORMATION FOR COACHES

The mind-mapping strategy in this guide is a method for organizing content knowledge visually. The strategy has two parts. To make it work, students need to self-talk while they draw a visual picture of what they are thinking. Each guide offers students the opportunity to learn how to use this strategy as they think through test items specific to the content area being studied. The strategy aims to help students improve their test-taking skills through enhancing their metacognitive processing. Students who are able to think metacognitively:

- Are aware of how their mind processes information;
- Are able to plan a course of action and select an appropriate strategy to work through the problem presented;
- Monitor their thinking as they apply the selected strategy; and
- Reflect on their thinking by evaluating the outcome of their action.

Robert Marzano (2003) references Paivio's (1990) "dual-coding theory" of information storage in his study of instructional strategies that result in higher levels of achievement for students. This research discovered that students store knowledge in two forms:

- Linguistically (language-based) – involves the senses of hearing and seeing and our ability to store actual statements in our long-term memory.
- Non-linguistically (visual imagery-based) – which is expressed through mental pictures or graphic representations of learning and understanding.

The more students use both systems of representation – linguistic and non-linguistic – while they are learning new concepts, the better they are able to recall knowledge and think about it in an efficient and effective manner.

You play a vital role in the life of the student you choose to coach through this learning model. Stay connected and consistently focus on the progress your student is making toward established goals. As you identify further learning needs, help locate and ensure that your student has access to appropriate instruction and intervention. Ability to pass the OGT is critical to a student's future and can be achieved if appropriate assistance is provided. Good luck – and enjoy the process!

INTRODUCTION

INFORMATION FOR STUDENTS WRITING



Hi, my name is Jason. I'm going to be your personal tutor. As you work through this guide, you will plan your own learning and learn how to use a strategy called mind mapping. This strategy will help you understand how your mind thinks through test questions and may help you score higher on your Writing OGT the next time you take it.

Like you, I needed to do better on the Writing OGT. I decided to take some real action steps to understand the writing standards and benchmarks and to improve my test-taking skills. I'm going to walk you through the steps I took to prepare myself for retaking the Writing OGT. These action steps helped me – I think they will help you, too.

Here's how this guide is set up. You will develop a Plan-Do-Study-Act (PDSA) to work through test questions from the OGT practice tests. This guide takes you through the four stages in a PDSA:

- PLAN** – You will choose a coach and set up a meeting to review your Writing OGT results. Together, you will use your Score Report to identify the writing standards that you did well with and those that need more work. Then you'll develop a schedule for working through the rest of the guide.
- DO** – You will work through several test questions using the mind-mapping strategy. You will see how I worked through test items and then you will try some on your own. It's important to remember that these will not be the questions you will see when you retake the test. However, we can learn by reviewing past questions and thinking about how to approach other questions that we will be given. I learned a lot about how I think and how to draw a map of what's going on in my head.
- STUDY** – After you finish the DO section, you will be asked to think about what you have done. You will set up another meeting with your coach. During this meeting, you will review what you have learned and set some goals based upon what you discovered about yourself.
- ACT** – Your coach will help you develop an action plan that will list steps to prepare yourself for retaking the writing test. I shared my action plan so you will know how to do this. I'm working my plan right now so that I will be proficient or higher the next time I take the test.

This is my Plan-Do-Study-Act (PDSA) mind map. As you work through the guide, think about your work as building a pyramid where each new block is helping you to reach your ultimate goal – passing the Writing OGT!



INTRODUCTION

PDSA MIND MAP WRITING

Step 1: Review the guide.

Step 2: Select a coach and set a meeting time.

Step 3: Gather your test results and work through the planning template.

PLAN

1

Step 4: Work through the test questions using mind mapping.

Step 5: Complete the reflection questions.

2

DO

Step 6: Think about your thinking by completing the reflection worksheet.

Step 7: Set a meeting with your coach and review your progress.

STUDY

3

Step 8: Develop an action plan.

Step 9: Tackle your action plan!

4

ACT



PLAN

INTRODUCTION WRITING



The first stage in a Plan-Do-Study-Act (PDSA) is to build the PLAN. The PLAN should help us to learn more about the writing standards and benchmarks. And it should also include some new ways for us to think about test questions. I used the PDSA learning plan to keep track of my progress as I worked through the guide.

There are three steps in the planning process:

Step 1: Review the guide.

Step 2: Select a coach and set a meeting time.

Step 3: Gather your test results and work through the planning template.

Here's what I did for each of the steps.

Ideas to Consider:

I read over each introduction section for Plan-Do-Study-Act.

Target Date for Completion:

August 10

1

PLAN

Review the guide.

Ideas to Consider:

I used a brainstorming process to identify and help select a coach. I asked my best choice and set up a meeting time.

Target Date for Completion:

*Identify Coach, August 10
Meeting, August 17*

2

PLAN

Select a coach and set a meeting time.

Ideas to Consider:

Before meeting with my coach, I checked with the guidance counselor, science teacher and my parents to collect testing data, classroom grades and reports.

Target Date for Completion:

August 17

3

PLAN

Gather your test results and work through the planning template.

(Take this information to the meeting with my coach.)



PLAN

PLANNING PROCESS WRITING

1

Review the guide.

Skim through the guide. Then go back and take time to read the introduction to each section. This will give you a good idea of how the guide is set up and what you will be doing in each stage of the PDSA.

A coach is someone that will agree to guide and work with you. It must be someone that you trust and with whom you feel comfortable. It should be someone who is available to meet with you on a regular basis. And she or he should have a pretty good understanding of the writing process, applications and conventions.

I built a chart and determined my criteria for selecting a coach. Then I thought about people I might ask. You can see my list included my language arts teacher, Mrs. Willets. She is one of the best teachers I have ever had and keeps encouraging me to practice my writing. My Aunt Ermile came next. She is actually a writer and has had some articles published in magazines.

And I also listed a neighbor who is a friend of my mother's. Mrs. Trimble is a teacher at the elementary school and lives right across the street from us.

2

Select a coach and set up a meeting time.

Once I had people identified, then I took one at a time and checked them against my criteria. You can look at my chart to get an idea of how I thought through each person and finally decided to ask my Aunt Ermile.

Name	Criteria				
	I trust this person.	This person understands the writing standards and benchmarks.	This person has time to meet with me.	This person would be willing to work with me.	This person is patient and understands how I learn.
Mrs. Willets	✓	✓	I'm not sure what her schedule is like. I know she has little kids.	I'm not sure.	✓
Aunt Ermile	✓	✓	If she isn't working on a deadline for her own writing, she would.	✓	✓
Mrs. Trimble	✓	I think she does, she teaches fifth-grade writing.	I think she would have time. She doesn't have any kids.	I'm not sure.	She really doesn't know anything about how I learn.

STEP 2 CONTINUED ON NEXT PAGE



PLAN

PLANNING PROCESS WRITING

Here's a chart for you to use. First, set your criteria and then try to come up with at least three people who might be good coaches. Check each person against your criteria and make a selection.

Name	Criteria				

Once you have decided on your coach, the next step is to ask. I asked my Aunt and she said she would have the time to work with me. We set up a time to meet so that she could look over the guide and help me get started.



PLAN

PLANNING PROCESS WRITING

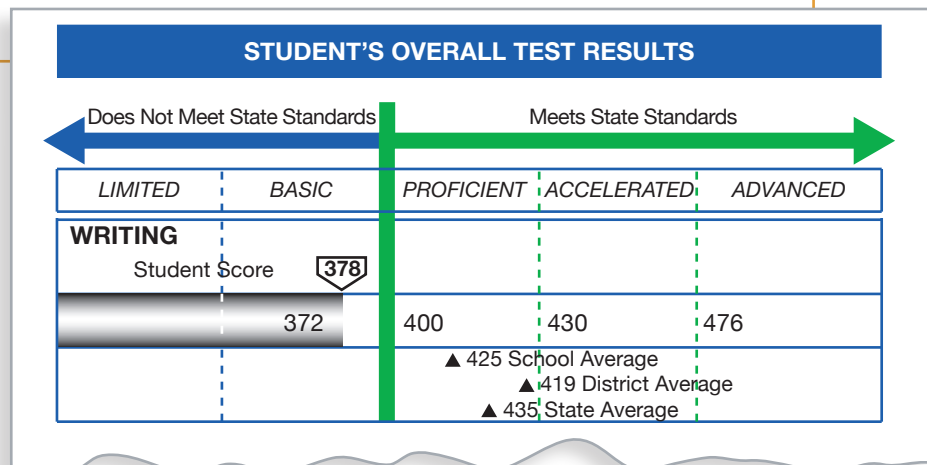
Now for step three, you need to gather your test results and use the Writing Standards and Benchmarks Worksheet to self-assess your current knowledge and skills in writing. This worksheet will help you to decide which writing benchmarks you are skilled at and which ones you aren't.

Before I set up my meeting with Aunt Ermile, I talked with my language arts teacher, Mrs. Willets, about getting some information on how I had done in writing class. I also talked with my guidance counselor who had records of my results from a ninth-grade practice test that we took at school.

At our meeting, Aunt Ermile, now serving as my coach, looked over this information with me. We then looked over the Ohio Graduation Tests Family Report that came to my home. It has information on how I did on each of the five OGT tests. First, we looked at my results and saw that I scored at the basic level in writing and I need to be at proficient or above.

3

Gather your test results and work through the planning template.



STEP 3 CONTINUED ON NEXT PAGE

PLAN

PLANNING PROCESS WRITING

Then we looked at my overall performance with the writing content standards.

STUDENT PERFORMANCE IN CONTENT STANDARDS

Ohio Content Standards for WRITING	Lower	About the Same	Higher	W
Writing Process Formulate writing ideas and identify a topic appropriate to the purpose and audience. Determine the usefulness of organizers and apply appropriate pre-writing tasks. Use strategies to revise style and to improve sentence variety, word choice and transitions between paragraphs, passages or ideas.		◆		
Writing Applications Compose a narrative that establishes a specific setting, plot and consistent point of view that develops characters. Produce an expository essay, which may include a letter, to a specific audience. Write a persuasive essay that states a clear position, includes relevant information and offers evidence.	◆			
Writing Conventions Use correct spelling, punctuation and capitalization, and demonstrate understanding of the grammatical conventions of the English language.		◆		



STEP 3 CONTINUED ON NEXT PAGE

PLAN

PLANNING PROCESS WRITING

Using everything we had learned about my performance, we worked through the entire worksheet. This took us about 45 minutes. Here's my self-assessment of the Writing Conventions standard as an example:

Content Standard: Writing Conventions		
Benchmarks:	Self-assessment:	
	Know this	Needs further study
Use correct spelling conventions.		✓
Use correct punctuation and capitalization.	✓	
Demonstrate understanding of the grammatical conventions of the English language.		✓

After we completed the benchmarks worksheet, Aunt Ermile helped me build a timeline for completing the other sections of the guide. I wrote the dates into my PDSA plan.

We thought it might be a good idea to have Mrs. Willets take a look at the plan, because she might have some other ideas on what I need to work on. And I promised to check with my Aunt every week to let her know how things are going.



STEP 3 CONTINUED ON NEXT PAGE

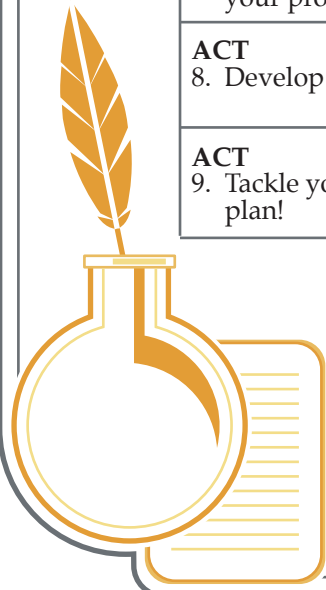
PLAN

PLANNING PROCESS WRITING

Plan-Do-Study-Act

Jason's Writing PDSA Schedule

PDSA Steps	Ideas to Consider	Target Completion Date	Date Completed
PLAN 1. Review the guide.	<i>I read over each introduction section for Plan-Do-Study-Act.</i>	August 10	✓
PLAN 2. Select a coach and set a meeting time.	<i>I used a brainstorming process to identify and help select a coach. I asked my best choice and set up a meeting time.</i>	August 10 Meeting set – August 17	✓
PLAN 3. Gather your test results and work through the planning template.	<i>Before the meeting with my coach, I checked with the guidance counselor, language arts teacher and my parents to collect testing data, classroom grades and reports.</i>	August 17 (Take this information to the meeting.)	✓
DO 4. Work through the mind-mapping test questions.	<i>My coach helped me develop a timeline and worked through a couple of the test questions with me to help me get started. Then I was on my own.</i>	August 30 (I planned for 45-60 minute work sessions.)	✓
DO 5. Complete the reflection questions for each test question.	<i>I completed all the reflection questions and checked with my coach when I had a problem.</i>		Had all the questions completed by August 29!
STUDY 6. Think about your thinking by completing the reflection worksheet.	<i>I spent time reviewing my maps and my responses to the reflection questions. I filled out the reflection worksheet.</i>	August 31	✓
STUDY 7. Set a meeting with your coach and review your progress.	<i>I called my coach and we set up another meeting to review my results.</i>	September 2	✓
ACT 8. Develop an action plan.	<i>Together we developed an action plan to put into place before I was scheduled to retake the OGT.</i>	September 2	✓
ACT 9. Tackle your action plan!	<i>I had six weeks to work on my plan. With lots of support, I did it. I felt ready to retake the test.</i>	Mid-October Ready for retake!	



PLAN

PERFORMANCE VERBS WRITING

With my learning plan completed, I decided to review the other items in the PLAN section of the guide before starting on the DO section.

First, I looked over the information on the different types of thinking that are in the writing benchmarks. Teachers refer to these as Performance Verbs. The chart included in the guide reminds me of the types of verbs that I'll see in the test questions.

<i>Performance Verb</i>	<i>What it means</i>
Analyze	To think about the different parts of a problem or situation to figure out the traits of the whole (e.g., looking at several two-dimensional perspectives to decide a type of three-dimensional object).
Compare	To look at traits or qualities to find out what is alike and what is different. "Compare" is usually stated as "compare with." You are to highlight similarities, but differences may be mentioned.
Describe	To represent a thought or an idea, such as noting changes taking place over time.
Evaluate	To determine the value of something for a given purpose based on certain standards or criteria (e.g., explaining the pros, cons and/or results of a decision).
Explain	To make clear or give reason for something (e.g., explaining factors that cause a certain kind of reaction).
Formulate	To express a thought or an idea based on the review of information (e.g., coming up with a category to organize what seem to be objects or events that are not alike).
Infer	To extend information beyond what is directly stated (e.g., extracting data from a graph).
Predict	To use what is already known to make a statement about what will happen in the future.
Summarize	To condense information (e.g., stating the main points of an argument).
Support	To show evidence to back a conclusion or argument (e.g., citing people with similar points of view).
Trace	To describe a path or sequence (e.g., to explain the chronology of events).



PLAN

TEST-TAKING TIPS WRITING

I also reviewed the test-taking tips on the different types of questions just to refresh my memory.

- Get plenty of rest.
- Eat breakfast and dress comfortably on each day of testing.
- Be confident of your ability and give your best effort.

General Test Tips

- Read the directions carefully.
- If the question is asking for facts, do not give your personal opinion on the topic.
- Make an outline before writing. This way your response will be more organized and coherent.
- Address all parts of the question.
- If you have time left at the end, proofread your work and correct any errors.

Short-Answer and Extended-Response Tips

Unlike the Ninth-Grade Proficiency Tests, the Ohio Graduation Tests include more than just multiple-choice questions.

There are three different kinds of questions on the OGT:

Types of Questions

- 1) Multiple choice;
- 2) Short answer; and
- 3) Extended response.

- Read the entire question before attempting to answer it.

- First, try to answer the question without looking at the choices. Then, look at the choices to see if your answer is the same as, or close to, one of the choices.

- Read carefully any question using the words "not" or "except."

- Don't keep changing your answer. Usually your first choice is the right one, unless you did not read the question correctly.

Multiple-Choice Tips

Then it was time to move to the DO section. This is going to take some time. In fact, you might want to schedule the work over several days like I did in my plan. I decided to work on at least two questions or one writing prompt per day and to set aside 45 to 60 minutes each time I worked. Find a quiet place to work and get yourself organized for learning. Take a deep breath and dive right in!



PLAN

PLAN-DO-STUDY-ACT CHART WRITING

Plan-Do-Study-Act

Name: _____

PDSA Steps	Ideas to Consider	Target Completion Date	Date Completed
PLAN 1. Review the guide.			
PLAN 2. Select a coach and set a meeting time.			
PLAN 3. Gather your test results and work through the planning template.			
DO 4. Work through the mind-mapping test questions.			
DO 5. Complete the reflection questions for each test question.			
STUDY 6. Think about your thinking by completing the reflection worksheet.			
STUDY 7. Set a meeting with your coach and review your progress.			
ACT 8. Develop an action plan.			
ACT 9. Tackle your action plan!			



PLAN

CONTENT STANDARDS WRITING

Writing Standards and Benchmarks Worksheet

Name: _____

Performance Level: _____

Performance Level Needed: _____

Writing Scale Score: _____

Score Needed: _____

Content Standard: Writing Process

Students identify a topic, purpose and audience for writing and use strategies and rules to organize, revise and edit their work.

Benchmarks:	Self-assessment:	
	Know this	Needs further study
Formulate writing ideas and identify a topic appropriate to the purpose and audience.		
Determine the usefulness of organizers and apply appropriate pre-writing tasks.		
Use revision strategies to improve the style, variety of sentence structure, clarity of the controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas.		
Edit to improve sentence fluency, grammar and usage.		
Apply tools to judge the quality of writing.		
Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.		



PLAN

CONTENT STANDARDS WRITING

Writing Standards and Benchmarks Worksheet (continued)

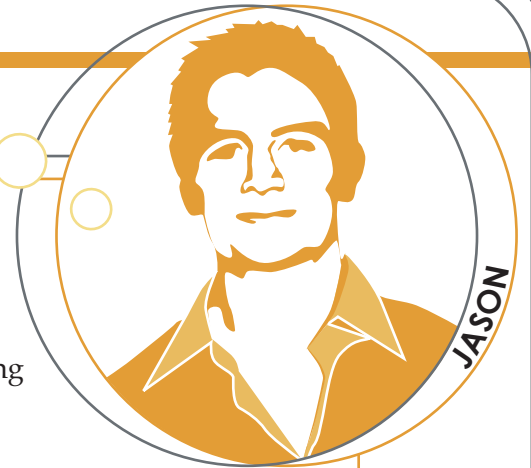
Content Standard: Writing Applications In written form, tell a story, explain an event or take a position on an issue while considering audience, evidence, details and format.		
Benchmarks:	Self-assessment:	
	Know this	Needs further study
Compose narratives that establish a specific setting, plot and a consistent point of view and develop characters by using sensory details and concrete language.		
Write responses to literature that extend beyond the summary and support references to the text, other works, other authors or to personal knowledge.		
Produce letters (e.g., business letters to the editor, job applications) that follow the conventional style appropriate to the text and include appropriate details and exclude extraneous details and inconsistencies.		
Use documented textual evidence to justify interpretations of literature or to support a research topic.		
Write a persuasive piece that states a clear position, includes relevant information and offers compelling evidence in the form of facts and details.		

Content Standard: Writing Conventions Understanding and using spelling, punctuation, capitalization and grammar in writing.		
Benchmarks:	Self-assessment:	
	Know this	Needs further study
Use correct spelling conventions.		
Use correct punctuation and capitalization.		
Demonstrate understanding of the grammatical conventions of the English language.		



DO

INTRODUCTION WRITING



The second stage in a PDSA is to DO what you have planned.

There are two steps in the doing process:

Step 4: Work through the test questions using mind mapping.

Step 5: Complete the reflection questions.

You will spend some time working through test questions. I picked eight multiple-choice, one short-answer and two writing prompt questions for you to practice.

For some items, I'm going to model the mind-mapping strategy by showing you my mind map and talking you through my thinking. For others, I've given you some key ideas to jump-start your thinking and begin creating your own map. Go ahead and talk to yourself (out loud if you like) while you draw your map.

For other test questions, you are going to be on your own. After you finish your work, you can take a look at my mind maps. These are in the back of the guide in the Reference section. Your mind map may look different than mine. In fact, you might have mapped in a different way and that is okay. The important thing is that you should have the same right answer for the multiple choice questions and demonstrate good writing skills in your written responses.

I've listed the writing standard and benchmark for each question. Do your thinking and mapping for each question and don't forget to complete the reflection box. This is going to be very important to you when you move into the STUDY stage of the PDSA. Your reflections will help you develop your next action plan.

Are you ready? Take your time. There is no clock ticking. You can spend as much time as you need on each test question. Good luck and have some fun!



Standard: Writing Process

Benchmark C: Use revision strategies to improve the style, variety of sentence structure, clarity of the controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas.

Use the draft paragraph to answer question 2.

¹. One of the best family activities is camping. ². The key to a successful camping trip is being well-prepared. ³. One recommendaton I would give is to keep a master list of all the items you may need for camping so they can be gathered easily before you leave for your trip. ⁴. It takes a lot of work to get ready for a camping trip, set up your campsite, break down your campsite, and unpack when you get home. ⁵. We are always glad that we decided to go camping.

2. Which sentence would be an appropriate replacement for sentence 1?
- A. Many families go camping for weeks at a time.
 - B. Some of my best childhood memories are of camping with my family.
 - C. Camping is a great family activity, but it is one that requires a lot of work.
 - D. When you go camping, you can enjoy a low-cost vacation with your family.





What is this question asking me to do? I'm to choose a better first sentence. Since it's the first sentence, I know I'm looking for something to introduce or lead the reader into the topic. So it makes sense that it would be something general that covers the entire subject.

I think that it helps to work backwards in a case like this. I need to analyze the paragraph.

1

First, if I look at each sentence in the paragraph, what do they all have in common? They each represent a step involved in planning and taking a camping trip.

2

Second, a topic sentence needs to tell the reader what the paragraph is about. So, in this case, the topic or opening sentence needs to mention the main idea of the paragraph which is the work of preparing for, going on and unpacking from a camping trip. The first sentence in the paragraph doesn't do that. It left out the fact that camping is hard work. Looking further, I see that the last sentence in the paragraph mentions we – referring to family. I think the first sentence should refer to family to hold the paragraph together.



NEXT PAGE ➔

3

Third, I remember my teacher telling me that before looking at the answers, try making up one of your own. I made up this one – My family knows that it takes a lot of planning and hard work to make a camping trip fun. Is there a similar one offered as an answer?

Which sentences can I eliminate from the answers? Answer choices **A**, **B** and **D** can be cancelled out because the paragraph does not address any of the ideas mentioned.

4

According to the paragraph, other than being the best family activity, what is it? It is a lot of work! That's choice **C**. I used similar words in my topic sentence!

Based on my mind map on the next page, I can see that the best answer is **C**.

5

To test this, ask yourself: "Does every sentence in the paragraph relate to this sentence?"

The only one that doesn't is sentence 5, and that takes us to the next question that you will practice mapping on your own.



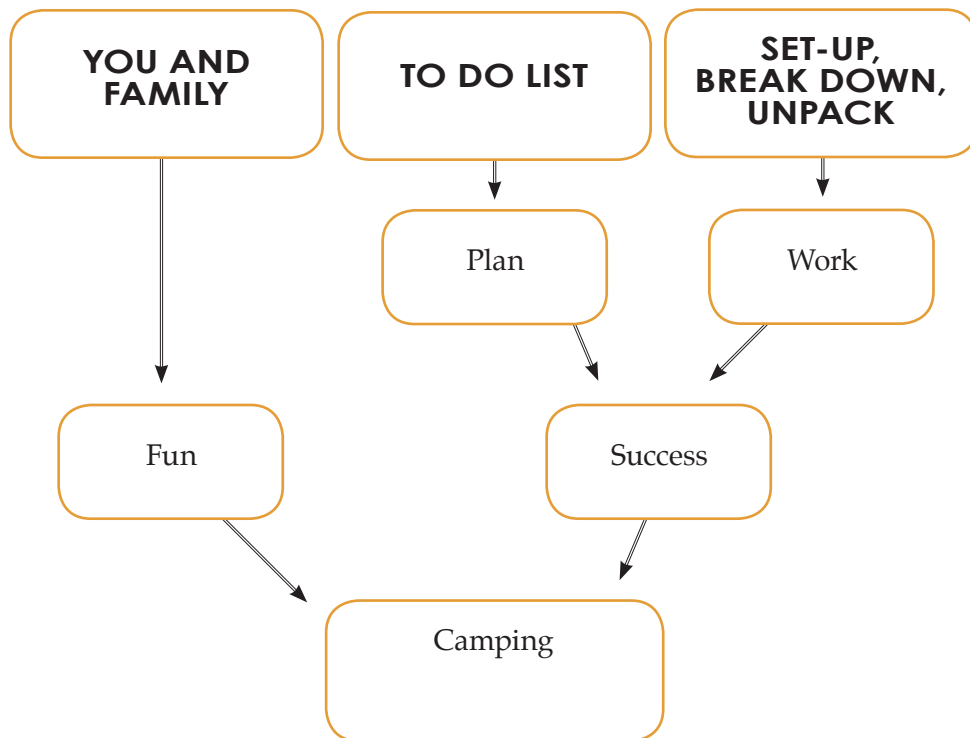
Reflection Questions

1. Do you think that the replacement sentence is a good one? Why or why not?

2. How did the mind map help Jason decide which answer was correct?

3. Write your own replacement sentence for this paragraph.

JASON'S MIND MAP SIX ELEMENTS OF THE PARAGRAPH



Standard: Writing Process

Benchmark C: Use revision strategies to improve the style, variety of sentence structure, clarity of the controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas.

Use the draft paragraph to answer question 3.

¹. One of the best family activities is camping. ². The key to a successful camping trip is being well-prepared. ³. One recommendaton I would give is to keep a master list of all the items you may need for camping so they can be gathered easily before you leave for your trip. ⁴. It takes a lot of work to get ready for a camping trip, set up your campsite, break down your campsite, and unpack when you get home. ⁵. We are always glad that we decided to go camping.

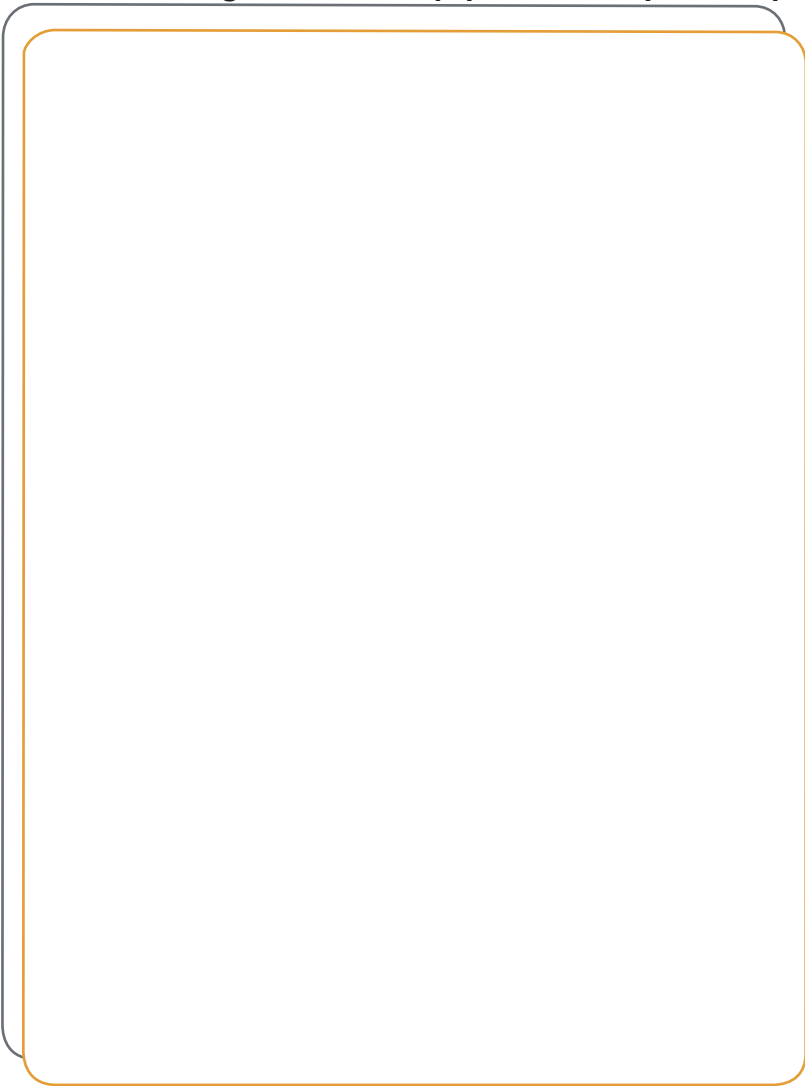
3. Which phrase is appropriate to add at the beginning of sentence 5?
- A. As a result,
 - B. Even when it rains,
 - C. Since we enjoy camping,
 - D. Despite all the effort it requires,



Use the Talking Points to help you create your map.

Talking Points

- What is the question asking you to do?
- How are all the ideas in the paragraph related?
- How does the final sentence relate to those ideas?
- Try to write a transitional phrase yourself, then compare it to those offered. If one is similar, that might be the right answer.



Reflection Questions

1. How did it help to use a mind map to eliminate wrong answers?

2. Are there any other ways you could have mapped your thinking to arrive at the correct answer?

3. Take a look at Jason’s mind map in the Reference section of the guide. How does his map compare with yours?



Standard: Writing Process

Benchmark C: Use revision strategies to improve the style, variety of sentence structure, clarity of the controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas.

Use the draft paragraph to answer question 4.

¹. One of the best family activities is camping. ². The key to a successful camping trip is being well-prepared. ³. One recommendation I would give is to keep a master list of all the items you may need for camping so they can be gathered easily before you leave for your trip. ⁴. It takes a lot of work to get ready for a camping trip, set up your campsite, break down your campsite, and unpack when you get home. ⁵. We are always glad that we decided to go camping.

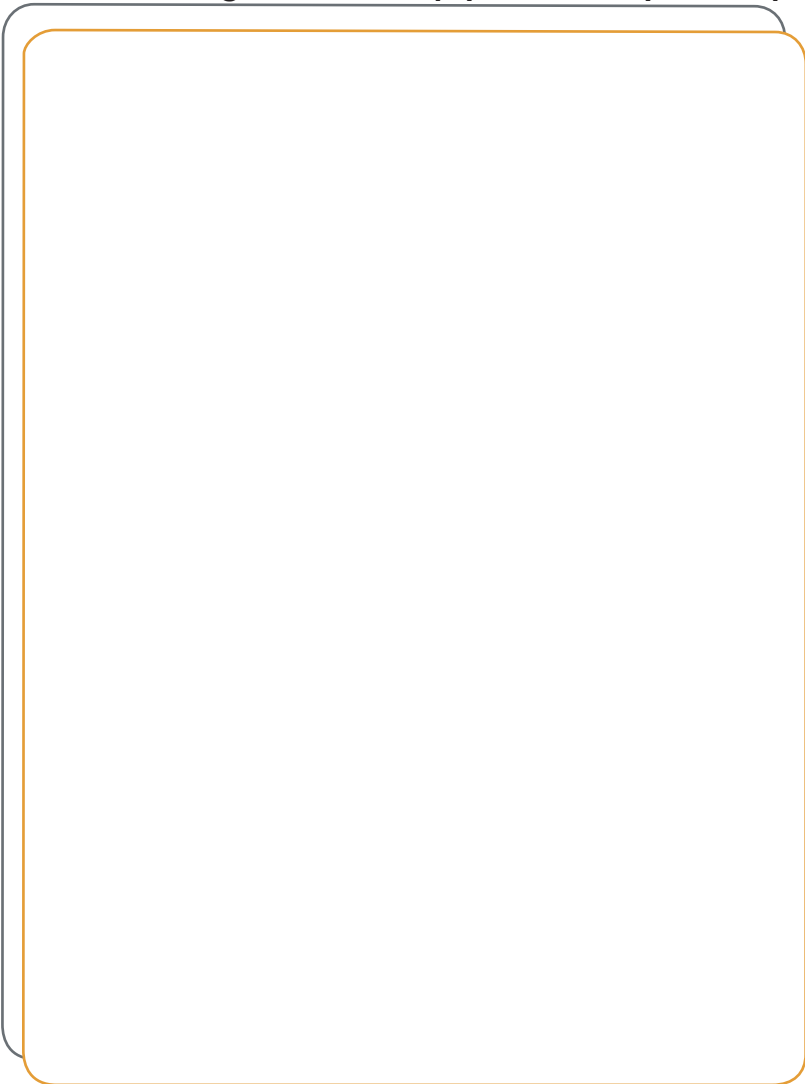
4. Which revision appropriately summarizes the ideas in sentence 4?
- A. Be prepared for camping to tire you out.
 - B. If you don't like to work, you won't enjoy camping.
 - C. Camping is a lot of work before, during and after the trip.
 - D. Setting up a campsite, camping, and unpacking can cause a lot of problems.



Use the Talking Points to help you create your map.

Talking Points

- A summary needs to rephrase the main points of the original statement.
- A summary does not introduce ideas not included in an original sentence or paragraph.
- A summary is usually more general than the details included in a sentence or paragraph.
- Baed upon the summary Talking Points above, determine which answers can be eliminated.



Reflection Questions

1. What is confusing about this question?

2. Does it help to look at one sentence at a time? Why or why not? See if Jason's mind map in the Reference section gives you other ideas about answering this type of question.



Standard: Writing Process

Benchmark E: Apply tools to judge the quality of writing.

Use the following information from a handbook on language to answer question 5.

- Use a semicolon between main clauses not joined by a coordinating conjunction.
- Main clauses contain a subject and a predicate and do not begin with a subordinating word.
- Subordinating words include *because, although, since, as if, so that, after*.
- Coordinating conjunctions are *and, but, or, nor, for, so, yet*.
- A semicolon may be used to join two independent or main clauses which are connected by an adverb such as *however, therefore, otherwise* or *nevertheless*. The adverb must be followed by a comma.

5. Which sentence combines the sentences below into one sentence by correctly using a semicolon?

The Southwest is known for vast open spaces and endless skies.

But the sunsets are especially beautiful.

- A. The Southwest is known for vast open spaces and endless skies; the sunsets are especially beautiful.
- B. The Southwest is known for vast open spaces and endless skies; but the sunsets are especially beautiful.
- C. The sunsets are especially beautiful in the Southwest; which is known for vast open spaces and endless skies.
- D. The southwestern states are known for vast open spaces and endless skies; and the sunsets are especially beautiful.



Jot down some talking points before you do your map.

Talking Points

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Reflection Questions

1. Did you have any trouble talking your way through this question? What were some of the questions you asked yourself after you first read the question?

2. What question helped you the most in starting to build your mind map? Why? Take a look at Jason's mind map in the Reference section.



Standard: Writing Process

Benchmark B: Determine the usefulness of organizers and apply appropriate pre-writing tasks.

Use the following outline to answer question 6.

Outline for essay about soccer

- I. Introduction
- II. Equipment
- III. Rules of the game
 - A. Structure of game
 - B. Violations
- IV. Skills to practice
 - A. Kicking
 - B. Dribbling
 - C. Passing
 - D. Goalkeeping
- V. Conclusion

6. Which sentence would be appropriate in Section I?
- A. The goalie is the only player who can use his or her hands.
 - B. Soccer is becoming increasingly popular in the United States.
 - C. One of the most important things you need to play soccer is a ball.
 - D. If you learn the rules and study the skills you have just read, you can play soccer.



Jot down some talking points before you do your map.

Talking Points

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Reflection Questions

1. How does using the process of elimination help you arrive at the correct answer when you aren't sure of the answer?

2. How does an outline help you organize your writing for writing assignments? Does Jason's mind map in the Reference section help?



Standard: Writing Process

Benchmark C: Use revision strategies to improve the style, variety of sentence structure, clarity of the controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas.

Use the draft paragraph to answer question 8.

1. I have always wanted to play high school basketball. 2. Even when I was small. 3. I went to all practices, ran all the sprints, and was shooting well. 4. My best friend tried out too. 5. I am a better player than him, but he was chosen and I was not.

8. Where should the sentence below be inserted into the paragraph?

I was disappointed that my hard work had not earned me a spot on the team.

- A. after Sentence 2
... Even when I was small. **I was disappointed that my hard work had not earned me a spot on the team.** I went to all practices, ran all the sprints, and was shooting well. ...
- B. after Sentence 3
... I went to all practices, ran all the sprints, and was shooting well. **I was disappointed that my hard work had not earned me a spot on the team.** My best friend tried out too. ...
- C. after Sentence 4
... My best friend tried out too. **I was disappointed that my hard work had not earned me a spot on the team.** I am a better player than him, but he was chosen and I was not.
- D. after Sentence 5
... I am a better player than him, but he was chosen and I was not. **I was disappointed that my hard work had not earned me a spot on the team.**



Jot down some talking points before you do your map.

Talking Points

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Reflection Questions

1. Can you think of more information to add to the paragraph to make it even better or more complete?

2. How would you revise the paragraph so that the connection between sentences or events is clearer? See Jason's mind map in the Reference section.



Standard: Writing Process

Benchmark D: Edit to improve sentence fluency, grammar and usage.

Use the draft paragraph to answer question 9.

1. I have always wanted to play high school basketball. 2. Even when I was small. 3. I went to all practices, ran all the sprints, and was shooting well. 4. My best friend tried out too. 5. I am a better player than him, but he was chosen and I was not.

9. In the context of the paragraph, what is the correct way to revise sentence 2 to make it a complete sentence?
- A. When I was small even.
 - B. When even I was small.
 - C. Even when I was small playing in the neighborhood.
 - D. Even when I was small, I dreamed of playing on the high school team.



Jot down some talking points before you do your map.

Talking Points

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Reflection Questions

1. What problems do you have in writing complete sentences?
2. What strategies work the best for you when you are editing your own writing? What strategy did Jason use? See his mind map in the Reference section.



Standard: Writing Process

Benchmark D: Edit to improve sentence fluency, grammar and usage.

Use the draft paragraph to answer question 10.

1. I have always wanted to play high school basketball. 2. Even when I was small. 3. I went to all practices, ran all the sprints, and was shooting well. 4. My best friend tried out too. 5. I am a better player than him, but he was chosen and I was not.

10. In the context of the paragraph, which revision improves the parallel structure in sentence 3?
- A. I went to all practices, ran all the sprints, and shot well.
 - B. I was going to all practices, running all the sprints, and shot well.
 - C. I went to all practices, running all the sprints, and was shooting well.
 - D. I was going to all practices, ran all the sprints, and was shooting well.



Jot down some talking points before you do your map.

Talking Points

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Reflection Questions

1. Can you think of any other ways to revise the sentence to avoid problems with parallel structure?

2. How does keeping the parts of a sentence parallel improve it? See Jason's mind map in the Reference section.



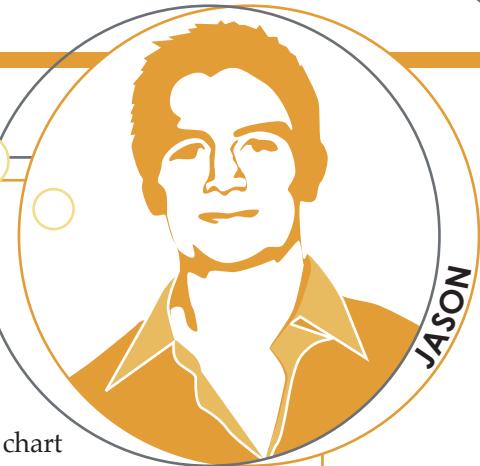
Standard: Writing Processes

Benchmark A: Formulate writing ideas and identify a topic appropriate to the purpose and audience.

Officials in your school district are concerned that high school students are not learning as much as they could be with the current high school schedule. The officials are considering extending the school day by an hour for high school.

You are planning a letter to your principal either supporting or opposing the extension of the school day. Identify two arguments you would use to support or oppose a longer school day.





I can see that this question requires a written response. Do I write a letter to the principal? I'm going to read it again. The question states, "You are planning a letter." The word planning tells me that this is asking for pre-writing.

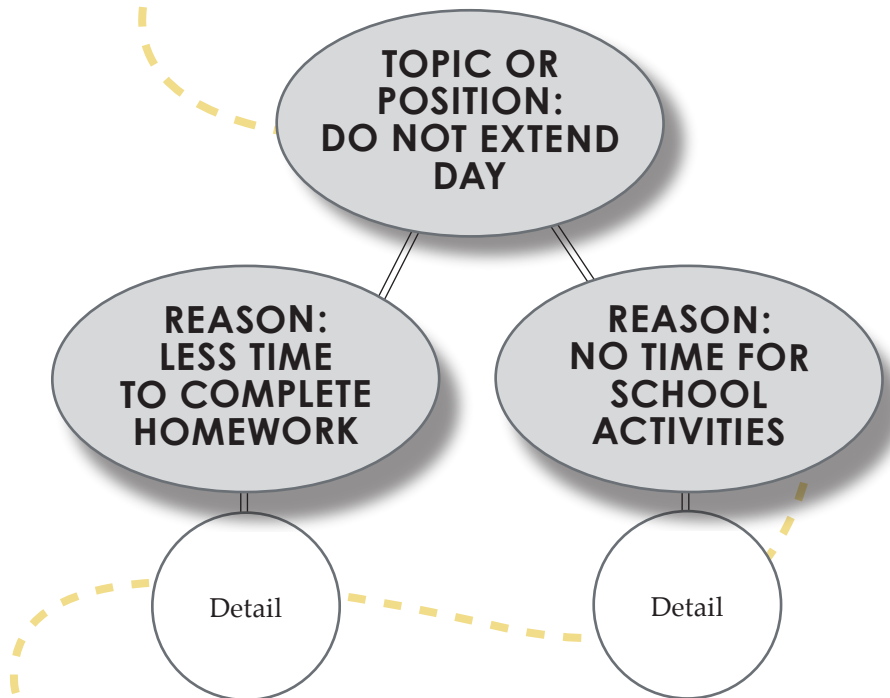
Sometimes, when I'm pre-writing, I like to use a chart or web to organize my ideas, or I like to just compose a very rough draft of what I want to write. It will depend on the writing task or on the time I have.

1

This time I'll just clearly state my position on the question of extending the school day and support it with supporting statements. Anyway, I know that I need to include two arguments supporting a longer school day or two arguments opposing a longer school day.

2

Here's my mind map to help guide my writing:



NEXT PAGE

3

This is the response I wrote for this question. I should earn two points on this one.

I was notified that the school might be considering a major change in the school schedule. Rumors suggest that officials are considering extending the school day by an hour. I believe that there are many reasons not to allow this extension of the school day to happen. For example, there will be less time for students to complete their homework. Hours of homework is given by every teacher in the school. It is hard enough to complete the homework with so little time we have.

Another reason is that students are involved in sport or club activities. These practices or meetings usually take place after school, meaning the times would be pushed back later into the night. This also contributes into not having time to finish homework. I hope these reasons persuade you to make a clear decision.

I provided two arguments appropriate to the principal, who is my target audience in this case, that show opposition to the longer school day. My arguments are specific and clear. This is why I should earn the full two points.

4

Here is an example of a response that scored one point:

I don't think that we need more hours of school a day. We come here from 8:05 a.m. - 3:05 p.m. I would say that is long enough. We already have 8 classes a day and I speak for myself and others that that is quite enough learning for a day. At least we come and do what we're told to do, and more. If you don't think we are smart then test us.

This response speaks directly to the audience, but some of what is written isn't related to the task. That is one of the reasons this response scored one point. If an additional reason was given in support of the student's position, a second point could have been earned.



NEXT PAGE

5

Here is an example of a response that scored zero points:

Here is one argument I would be concerned with. If we have the maximum hours we need in the school day how can the extend it an hour for high school. This is my opposing argument.

Here is the other argument. If we don't have the maximum hours in a school day, I think we should lengthen the school day an hour. That is my supportive argument.

This response received a zero because it gives arguments both for and against a longer school day. This student did not take a position on extending the school day. Nor does the student provide two arguments in support of that position.

6

Let's see what you can do with short-answer responses.

Revise this zero response so that it would score two points. Be sure to create a mind map to guide you through your writing.

I would go up to the principal and say that we are not learning as much as a normal high school students should. I think we should have more chalegging classes our the teacher needs to give us harder work to make us smarter our we just can't learn with the stuff the teacher is giving us.



Reflection Questions

1. What did you discover about using a mind map to guide your thinking?

2. What problems do you have in writing short-answer responses?

3. What strategies do you use most often in preparing to respond to a short-answer question that requires a draft response?

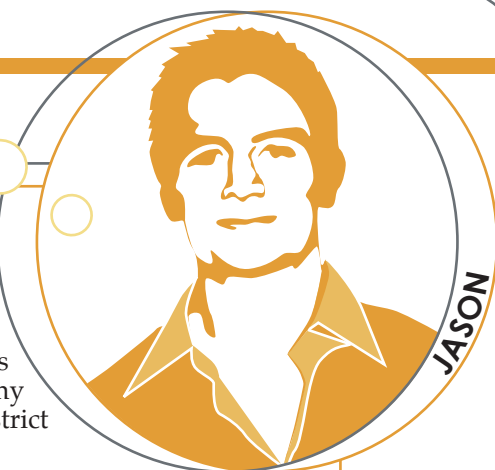
Standard: Writing Applications

Benchmark E: Write a persuasive piece that states a clear position, includes relevant information and offers compelling evidence in the form of facts and details.

Some high schools require a drug test of those who want to play sports or participate in other school activities. Before adopting this policy, your superintendent has decided to ask students for their opinions.

Write to the superintendent stating your opinion. Persuade him/her to agree with your view.





It is clear from the prompt that I will not be writing a short story, poem or set of directions. From the prompt, it is clear that I need to write a letter or essay to a high ranking official in a school district (a superintendent). It's also clear I need to convince this person why my opinions on drug testing should influence district policy on drug testing.

I'm glad I read the question twice because I missed the part about other school activities during my first read of the question.

1

2

It might be a good idea to review the Writing Conventions Rubric and Writing Applications Rubric that the scorers will be using to rate my writing.

3

Writing Conventions Rubric

- 3 The written response is free from errors that impair a reader's understanding and comprehension. Few errors, if any, are present in capitalization, punctuation and spelling. The writing displays a consistent understanding of grammatical conventions.
- 2 Occasional errors may impair a reader's understanding of the written response. Some capitalization, punctuation and spelling errors are present. The writing displays some understanding of grammatical conventions.
- 1 Errors are frequent and impair a reader's understanding of the written response. Numerous errors in capitalization, punctuation and spelling are present. The writing displays a minimal understanding of grammatical conventions.
- 0 The following are categories of papers that cannot be scored: completely illegible, in a language other than English, or no response **OR** the length and complexity of the response is insufficient to demonstrate the writer has control over standard English conventions.



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4

Writing Applications Rubric

- 6 This is a superior piece of writing. The prompt is directly addressed, and the response is effectively adapted to audience and purpose. It is exceptionally developed, containing compelling ideas, examples and details. The response, using a clearly evident organizational plan, actively engages the reader with a unified and coherent sequence and structure of ideas. The response consistently uses a variety of sentence structures, effective word choices and an engaging style.
- 5 This is an excellent piece of writing. The prompt is directly addressed and the response is clearly adapted to audience and purpose. It is very well-developed, containing strong ideas, examples and details. The response, using a clearly evident organizational plan, engages the reader with a unified and coherent sequence and structure of ideas. The response typically uses a variety of sentence structures, effective word choices and an engaging style.
- 4 This is an effective piece of writing. While the prompt is addressed and the response adapts to audience and purpose, there are occasional inconsistencies in the response's overall plan. The response is well-developed, containing effective ideas, examples and details. The response, using a good organizational plan, presents the reader with a generally unified and coherent sequence and structure of ideas. The response often uses a variety of sentence structures, appropriate word choices and an effective style.
- 3 This is an adequate piece of writing. While the prompt is generally addressed and the response shows an awareness of audience and purpose, there are inconsistencies in the response's overall plan. Although the response contains ideas, examples and details, they are repetitive, unevenly developed and occasionally inappropriate. The response, using an acceptable organizational plan, presents the reader with a generally unified and coherent sequence and structure of ideas. The response occasionally uses a variety of sentence structures, appropriate word choices and an effective style.
- 2 This is a marginal piece of writing. While an attempt is made to address the prompt, the response shows at best an inconsistent awareness of audience and purpose. When ideas, examples and details are present, they are frequently repetitive, unevenly developed and occasionally inappropriate. The response, using a limited organizational plan, does not present the reader with a generally unified and coherent sequence and structure of ideas. The response is exemplified by noticeable lapses in sentence structure, use of appropriate word choices and a clear, readable style.
- 1 This is an inadequate piece of writing. There is a weak attempt made to address the prompt. The response shows little or no awareness of audience and purpose. There is little or no development of ideas, or the response is limited to paraphrasing the prompt. There is little or no evidence of organizational structure. The response is exemplified by severe lapses in sentence structure, use of appropriate word choices and a clear, readable style.
- 0 The following are categories of papers that cannot be scored: off task (complete disregard for the writing task identified by the prompt), completely illegible, in a language other than English, or no response.

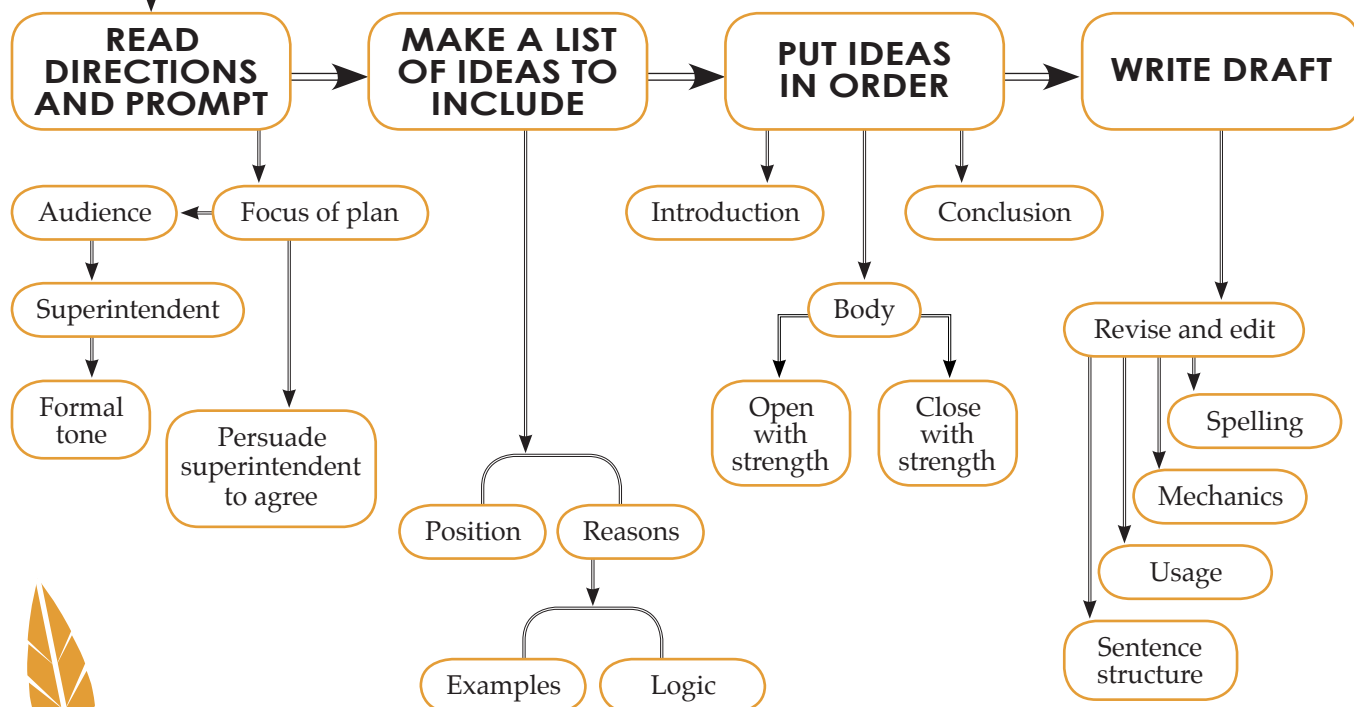


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5

Now I can better plan this essay.
I'm going to create a mind map that will help me think about all the steps I should take in planning this essay.

PLANNING AND WRITING A COMPOSITION



NEXT PAGE ➡

6

It's probably a good idea to do some brainstorming first, listing some reasons why I think drug testing is a good or bad idea. I'll include some ideas to further develop, explain or illustrate those reasons. I want to make sure I have a strong argument. I'm going to create another mind map to help me organize my thoughts before I start writing.

SPECIFIC PLAN FOR WRITING A RESPONSE TO WRITING PROMPT #1

INTRODUCTION

DEVELOPMENT

CONCLUSION

Position

I think this is a good idea

Reflects well on school and athletics

We have nothing to hide

We do not abuse drugs

We want to improve our school's image

Discourages drug use

Students cannot participate in favorite activities

Students need to know they might be caught using drugs

Rephrases position

Requests action



NEXT PAGE ➡

7

Once I have the key words and ideas down, I can write my position or thesis statement. Then I'll decide the order in which to present my ideas. I think I'll start and end with my strongest arguments and put the others in the middle. You know, in some ways, this is like trying to sell something. You should know your product, point out its strengths, anticipate reasons why a customer might say no and prepare a counter response.

Once I have a general idea of what I want to say and in what order, I just have to fill in the details and then go back and make sure I've used the right kind of reasons. Let's see, I may want to appeal to logic, or use personal anecdotes or stories. Maybe I could use examples or beliefs, or refer to someone's expert opinion. I could use cause-effect reasoning as well.

8

When I have everything the way I want it, I'll read what I've written one more time to check for things like transitions between ideas and sentence structure. My teacher says I should try to use all kinds of sentences, not just simple ones. I'll combine some sentences that are related, add some introductory phrases to others and make everything flow together.

Finally, I'll look back over everything, checking for spelling, grammatical and punctuation mistakes. Then if there is time, I'll think about stronger words to use and write a cleaner copy so the scorer can actually read it.



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9

After all that—I ended up with this essay that should receive four points for Writing Applications and three points for Writing Conventions.

Dear Mr. Principal,

I understand that you are considering instituting a drug-test policy for athletes at our school. I am of the opinion that this is a good idea. Let me explain my reasoning.

Firstly, I think such a policy would reflect well not only on our athletics program, but on our school in general. Such a policy would show other schools that we have nothing to hide from them, and that we do not take advantage of performance-enhancing, or ever worse, illegal, drugs in our athletic program. Therefore, this can only better our school's image as a whole.

Secondly, this policy would discourage drug use among the student body; since a large number of students participate in sports, marching band, and other such school activities. Since they could not use drugs and participate in their favorite activities at the same time, it would be a good deterrent if students knew that they could be discovered if they were to use drugs.

These are both reasons why the school would benefit from implementing these policies, and I would ask you to consider implementing such a policy. Thank you.

10

Here's an analysis of my response. This feedback shows the positive things in my writing and has suggestions for improving my writing in the future.

Applications Score Point: 4

This effective "4" response clearly addresses the prompt by stating a position in favor of drug testing and adapts to the audience. The writer uses a good organizational plan and presents a unified, coherent sequence of ideas. The two reasons offered for drug testing (better the school's image, deter drug use) are supported with effective details. There is evidence of a capable writer at work, found in the use of a variety of sentence structures and appropriate word choices (reflect well not only on our athletics program but..., have nothing to hide, good deterrent). The writer is able to produce a well-developed response within a relatively brief piece of writing. To achieve a higher score, the response needs more ideas, examples and/or details.

Conventions Score Point: 3

No errors in capitalization or spelling are seen in this response. Some commas are used inappropriately or are missing but do not impair understanding. The incorrect division of the word activities at the end of a line affects the clarity of the writing but is a minor disruption. Both complex and compound sentences are used at various points in the response, contributing to the effectiveness of the writing. The writing displays a consistent understanding of grammatical conventions.



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11

Here are some other examples for you to look at. Before reading them over, read through the two rubrics (scoring guides) for writing applications and writing conventions. These rubrics are used to score writing prompts. There's a six-point rubric for writing applications (content, style and organization) and a three-point rubric for writing conventions (spelling, punctuation and grammatical usage).

The rubrics reveal that we don't have to be perfect to get a high score in writing. This doesn't mean we shouldn't try to do our best. It simply means our responses on the OGT are scored as drafts, not finished pieces.

12

Here is an example of a response that scored one point on the six-point writing applications rubric and a zero on the three-point writing conventions rubric.

Dear: Superintendent

I strongly agree that students who want to participate in sport should take drug test. I believe that because if there willing to play sports the should be willing to not put there lives in danger and take drugs.

13

This is what the scorers had to say about this writing sample:

Applications Score Point: 1

This "1" response takes a clear position in favor of drug testing. Even though a clear reason is given to support the position (those willing to play sports should be willing also to not put their lives in danger), the development remains inadequate. Additional ideas, examples and/or details are needed to make this response eligible for a higher score.

Conventions Score Point: 0

This response is insufficient in length and complexity to demonstrate that the writer has control over standard English conventions. The writer attempts to provide two sentences. The first sentence is structurally correct yet contains two errors in forming plurals (sport for sports, test for tests). The second sentence is a fragment due to two major errors (there for they're is an error that leaves the dependent clause with no subject or verb, and the for they is an error that causes the last independent clause to have no subject). This frequency of errors in such a brief response results in a score of "0."



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This is an example of a response that scored three points on the six-point writing applications rubric and three on the three-point writing conventions rubric. Notice the difference?

Superintendent of High School:

I strongly approve of the school's recent decision to require drug testing prior to participating in extra-curricular activities. It is important that these students represent our school well throughout the town and state. This policy would not only provide motivation to stay off drugs, but reason to quit using drugs as well.

It is known that drugs are a prevalent problem throughout high school students. Any effort to prevent and lessen this problem is well worth it. It is true that this may seem to be a threat to student privacy, but if the student does not want to comply, they can easily refrain from joining the activity. This policy could only help the problems our students are facing daily.

Thank you for taking an interest in the well-being of our students and joining the effort to keep our school drug-free. I appreciate you taking your time to read this. I am only one of the many students that recognize the great service you are doing for our school.

Sincerely,

15

This is the feedback that the scorers gave to this student.

Applications Score Point: 3

This "3" response takes a clear position in favor of drug testing and is attuned to audience and purpose. A variety of sentence structures contribute to fluency in the writing. The response contains several clear ideas about the positive effects of drug testing (students will represent school well, motivate to stay off drugs, help to quit drugs). Examples and details in support of those ideas, however, are weak. The issue of invasion of privacy is addressed yet developed through rebuttal (if the student does not want to comply, they can easily refrain from joining the activity). Although this part of the response shows the ability to elaborate on an idea, it also works against the unity of ideas up to that point (all focused on how drug testing will help). This inconsistency in the student's overall plan makes this response only adequate.

Conventions Score Point: 3

This response displays a consistent understanding of grammatical conventions. It is free of errors in capitalization, punctuation and spelling. Complexity and variety in sentence structure is seen throughout the writing. Awkwardness in word choice (drugs are a prevalent problem throughout high school students, policy could only help the problems) and incorrect pronoun-antecedent agreement (If the student does not want to comply, they can...) do occur but have little to no impact on the writing.



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16

Let's look at one more example. This one is a perfect draft. These are tough to accomplish, but I thought you'd like to see one. This is what we want to keep working toward. It received a six on the writing applications rubric and a three on the writing conventions rubric.

Dear

The school district is on the verge of making what could be one of the most important decisions seen in years. Before deciding whether to pass the new drug testing policy I ask you to please hear me out in this letter.

I understand that drugs are an issue and I understand why the school district feels these steps to be necessary for student protection, but I think there are much better ways to target drug use. Tests are often faulty, turning up false-positives and failing when drugs do exist. The impact of a false-positive on an innocent student could be absolutely devastating to reputations and futures.

Many students who are drug users could easily stop using drugs a period before the test, passing undetected and undeterred from their dangerous choices. If a student is addicted to steroids a simple test will not be enough to persuade them to stop. These students need help and a drug test won't always reveal who they are.

Of course there is the omnipresent issue of privacy. Our athletes are protected under the United States Constitution and robbing citizens of their rights in the name of safety should not be tolerated. Even the police must have proper authorization and paperwork to do drug busts or investigate illegal activity. If these criminals are still given a right to privacy, why shouldn't students, most of whom aren't even doing any wrong? It's simply unfair to punish students.

Therefore, I feel you should give this issue further thought. Instead of testing, a better way to protect students and to target drug use might be to increase drug education in the lower grades. For those students who use or are addicted to drugs now, an offer of help, through treatment, might be more effective than the threat of testing and punishment. Thank you for taking what I've said about this proposed policy into consideration. I hope you will agree with me that there are better ways to deal with drugs and to protect students from them.

17

Here's the feedback this student received on this response.

Applications Score Point: 6

This superior "6" response displays a strong sense of audience and purpose as it employs an engaging persuasive tone in arguing against drug tests. The response, though not lengthy, is exceptionally developed. This degree of development is achieved in part through the writer's command of language, exemplified by precise, powerful word choices (absolutely devastating to reputations, passing undetected and undeterred, omnipresent issue of privacy). Also, there is a clearly evident organizational plan which is executed with great control, allowing the writer to present compelling ideas and details not only clearly but succinctly. This plan results in a unified and coherent response. The inclusion of alternatives to testing in the conclusion does not detract from the response's cohesiveness, as the writer skillfully relates these options to main ideas discussed previously.

Conventions Score Point: 3

This response has only a few errors in punctuation and usage (occasionally lacking commas after dependent phrases, them referring to student), none of which impair the reader's understanding. It consistently presents well-constructed sentences which vary in length and complexity (Many students who are drug users could easily stop using drugs a period before the test, passing undetected and undeterred from their dangerous choices / If these criminals are still given a right to privacy, why shouldn't students, most of whom aren't even doing any wrong?). Overall, the writing displays a consistent understanding of grammatical conventions.

NEXT PAGE 



18

Now that you've had a chance to think about this writing prompt and see several examples of how other students wrote their responses, try revising this example using what you have learned about mind-mapping.

This example received two points on the six-point writing applications rubric and a two on the three-point writing conventions rubric.

I think that there should be no drug testing in the school unless you are playing sports because it is your decision if you want to do drugs and screw up your life or not. It should not be up to to the school to try and run you life. It should be up to your parents to decide how to run your life not the schools at all.

19

To help you get started on how to make good revisions, here's the scorer's feedback.

Applications Score Point: 2

A position against drug testing is taken in this "2" response. Although the writer's initial statement suggests an exception for athletes, the remainder of the response consistently conveys an opposition to any testing by the school. There is some attempt at a persuasive tone (it is your decision, should be up to your parents ... not the schools at all), but the response is not elaborate enough to move beyond marginal development.

Conventions Score Point: 2

Errors are present in this brief response. Although only three sentences in length, the response demonstrates some understanding of grammatical conventions. The complexity and "clean" presentation of the first sentence displays some facility with conventions. The second sentence's error (you for your) and the errors in and awkwardness of the third sentence (no comma after life and school for school's) indicate, however, that the writer has not attained a consistent understanding.

20

Now, see what you can do with this ...

Here are some Talking Points that might help you. Read them over first, then write your response. After you complete your response, review the points again and see if you addressed each one sufficiently.



Use the Talking Points to help you create your map.

Talking Points

- Write an introduction that includes a clear position statement or thesis.
- The introduction is engaging and sets the stage for what is to follow but does not actually develop the reasons.
- Each reason has at least one paragraph and is developed or supported with appropriate kinds of information.
- There is a concluding paragraph.
- The tone is appropriate for the topic and audience.
- The response could be further developed, but it is fairly complete and effective.
- There are a few problems with punctuation, but none of the errors interfere with understanding or inferring meaning.
- A variety of sentence structures are used.
- Overall, this is an effective response with only a few, relatively minor problems.
- With a little more revision and editing, this might even be developed into a five- or six-point response.



Reflection Questions

1. What have you learned about how to improve your writing application score?

2. How would you rate yourself on writing conventions? What are some things you have to work on to improve your score?

Standard: Writing Applications

Benchmark C: Produce letters (e.g., business, letters to the editor, job applications) that follow the conventional style appropriate to the text, include appropriate details and exclude extraneous details and inconsistencies.

Think about your favorite season of the year. It may be your favorite because of the weather, or a memory associated with the season, or certain activities that take place during the season. Explain why this one season of the year is your favorite. Be sure to support your essay with specific examples and details.



Use the Talking Points to help you create your map.

Talking Points

- The introduction includes a clear position statement or thesis.
- The introduction is engaging and sets the stage for what is to follow but does not actually develop the reasons.
- Each reason has at least one paragraph and is developed or supported with appropriate kinds of information.
- There is a concluding paragraph.
- The tone is appropriate for the topic and audience.
- The response could be further developed, but it is fairly complete and effective.
- There are a few problems with punctuation, but none of the errors interfere with understanding or infer meaning.
- A variety of sentence structures are used.
- Overall, this is an effective response with only a few, relatively minor problems.
- With a little more revision and editing, this might even be developed into a five- or six-point response.



Reflection Questions

1. Describe how you prepared for writing this prompt. What strategies helped you to create your mind map and start writing your response?

2. What do you identify as your strengths in writing?

3. What was most difficult about writing to this prompt? See Jason's mind map in the Reference section for other ideas.

STUDY

INTRODUCTION WRITING

How did the mind-mapping strategy work for you? I know it was hard work, but if you have reached this point, then I know you kept going!

Hopefully, you feel that you have learned more about the way you think through test questions and writing prompts and have some new ways to approach questions when you retake your writing OGT.

This next stage is about reflection and studying your learning results. There are two steps in the STUDY stage:

Step 6: Think about your thinking by completing the reflection worksheet.

Step 7: Set a meeting with your coach and review your progress.

To help you with Step 6, you will need your reflection question responses from your mind-mapping and your standards and benchmarks worksheet from your planning. These items will help you to complete the reflection worksheet that is included in this section.

Respond to each of the sections on the reflection worksheet before setting up a meeting with your coach to review your progress (Step 7).



STUDY

REFLECTION WORKSHEET WRITING

Reflection Worksheet for Writing Guide

Use the spaces below to identify content that is difficult for you.

- Review the questions in the DO section and identify specific questions that were difficult to answer. Check the benchmark related to the question and indicate below the topics that you still need to study.
- Check the standards and benchmarks worksheet (from the PLAN section) and identify other benchmarks that you are unsure of.

Standards to Review:	Topics for Study:
Writing Process	(Example: using rubrics to self-check own writing.)
Writing Application	(Example: using support references in writing responses to literature.)
Writing Conventions	(Example: using a variety of sentence structures in written responses.)



STUDY

REFLECTION WORKSHEET WRITING

Reflection Worksheet for Writing Guide

(continued)

How did the self-talking and mind-mapping strategy work for you?

- Did the strategy help you think through the questions more completely?
- Did you find that self-talking helped you work through your thinking?
- What type of mind maps did you use most often?

What worked for you?	What didn't work for you?

Brainstorm a list of actions that you might take to prepare yourself for retaking the writing test. List resources that might help you prepare to be successful.

Action Steps to take ...	Resources that would help ...
(Example: Find a study buddy; set up tutoring sessions with a teacher.)	(Example: Use the Web sites listed in the Reference section to copy and practice other test questions.)



STUDY

WRITING

After I completed my reflection worksheet, I met with Aunt Ermile to review my progress. This meeting took about an hour. We spent about half of that time looking over my mind maps and I shared what I had learned as a result of reviewing my reflection responses. She was impressed with how I had reflected upon my personal learning. We also identified most of the benchmarks that I needed to work on.

Aunt Ermile helped me think of some additional ideas that I could use to develop a plan of action for preparing for the OGT. She found some resources for me on the Internet to use. And she bought me a writing journal and asked me to write in it every day. She had put some starter ideas on several pages in the book to give me ideas to write about. She said I could have her read any of the entries I wanted and she would give me feedback on my writing progress. I was ready to build my action plan – the last stage in the PDSA.



ACT

INTRODUCTION WRITING



One last task to complete, but it's a very big one! Based upon your strengths and needs, it's time to develop an action plan for retaking the OGT writing test.

There are two steps in this stage:

Step 8: Develop an action plan.

Step 9: Tackle your plan!

Your coach will help you write your plan. I'm going to share with you what my Aunt and I worked out for my plan.

After we examined my work with mind-mapping and discussed what standards and benchmarks I still needed to work on further, we began to put together an action plan.

Here's what we came up with for me ...



ACT

ACTION PLANNING WRITING

Action Planning for Writing OGT Retake

My personal goals

1. Meet the state requirement for graduation by obtaining a proficient rating on my Writing OGT.
2. Stick to my Action Plan.
3. Contact my coach if I run into any trouble while working with my plan.

What I will do ...	When I will do it ...	Help I will need ...
Meet with my language arts teacher to share my action plan and get other ideas for preparing successfully.	September 2 Set up a meeting to discuss learning opportunities.	-Mrs. Willets (teacher) -My Standards and Benchmarks Worksheet and my Reflection Worksheet -Materials recommended
Sign up for tutoring or extra help sessions at the high school.	As soon as possible and participate in all sessions until time for the retake.	-Transportation to and from sessions
Study 45-60 minutes extra every weekday. This includes working through test items from the Ohio Department of Education Web site and practicing other writing prompts that my teacher might be able to give me. Use mind-mapping strategy in my study sessions. Log my progress in a study journal.	Every weekday – Monday through Friday	-Personal commitment -Coach's support and encouragement -Writing prompts from Mrs. Willets -Study journal
Check out other resources on the Ohio Department of Education Student Web site for other practice options. Build a plan to use these resources during my study periods.	Second week in September	-Guidance Counselor -Intervention Specialist for Writing -Web site
Write in my writing journal at least 15 minutes every night and have my aunt read these entries over and give me feedback.	Start the second week in September and keep at it.	-Writing journal -My coach (Aunt Ermile)
Contact my coach every week.	Every Wednesday night at 6:30 PM.	-My coach



ACT

ACTION PLANNING WRITING

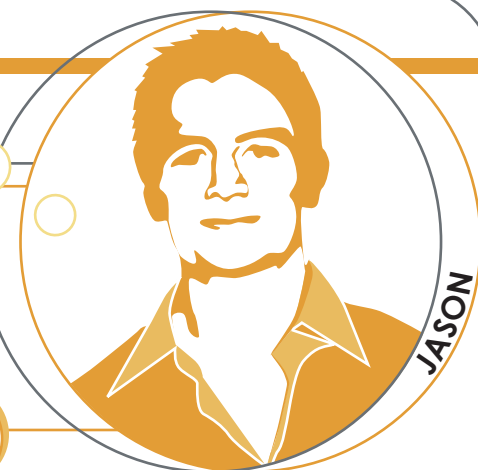
Action Planning for Writing OGT Retake

**My
personal
goals**

Here's a blank action planning template for you to fill out. After you develop it, make a copy for your coach and plan to keep him or her informed of the progress you are making.

What I will do ...	When I will do it ...	Help I will need ...





First, I need to make sure that I understand what the question is asking. By reading it carefully, I see that it is asking me to look at the relationship of the final sentence to the rest of the paragraph. So, I'm going to find the connection between sentences one through four with sentence five.

1

The first sentence clues me in on the topic, camping. It is followed by several sentences that detail why camping is hard work. Finally, there is a concluding sentence that should be the opening sentence.

How does the concluding sentence relate to the rest of the sentences and which answer choice helps show that?

The paragraph seems to be about all the planning and work involved in going on a camping trip. Like the first sentence, the final sentence says that the family is always glad to go camping. This creates a contrast between the facts about all the work and the feelings of joy about camping. I think a phrase is needed to create a logical transition between these contrasting parts of the paragraph.

2

By looking at the four phrases from which I can select an answer, it is possible to rule out choices A, B and C.

3

Choice A says the work is the fun, rather than what leads to the fun – cross it out.

Choice B mentions rain. Rain is never mentioned in the paragraph – cross it out, too.

Choice C simply restates sentence five's main clause, making sentence five repetitive.

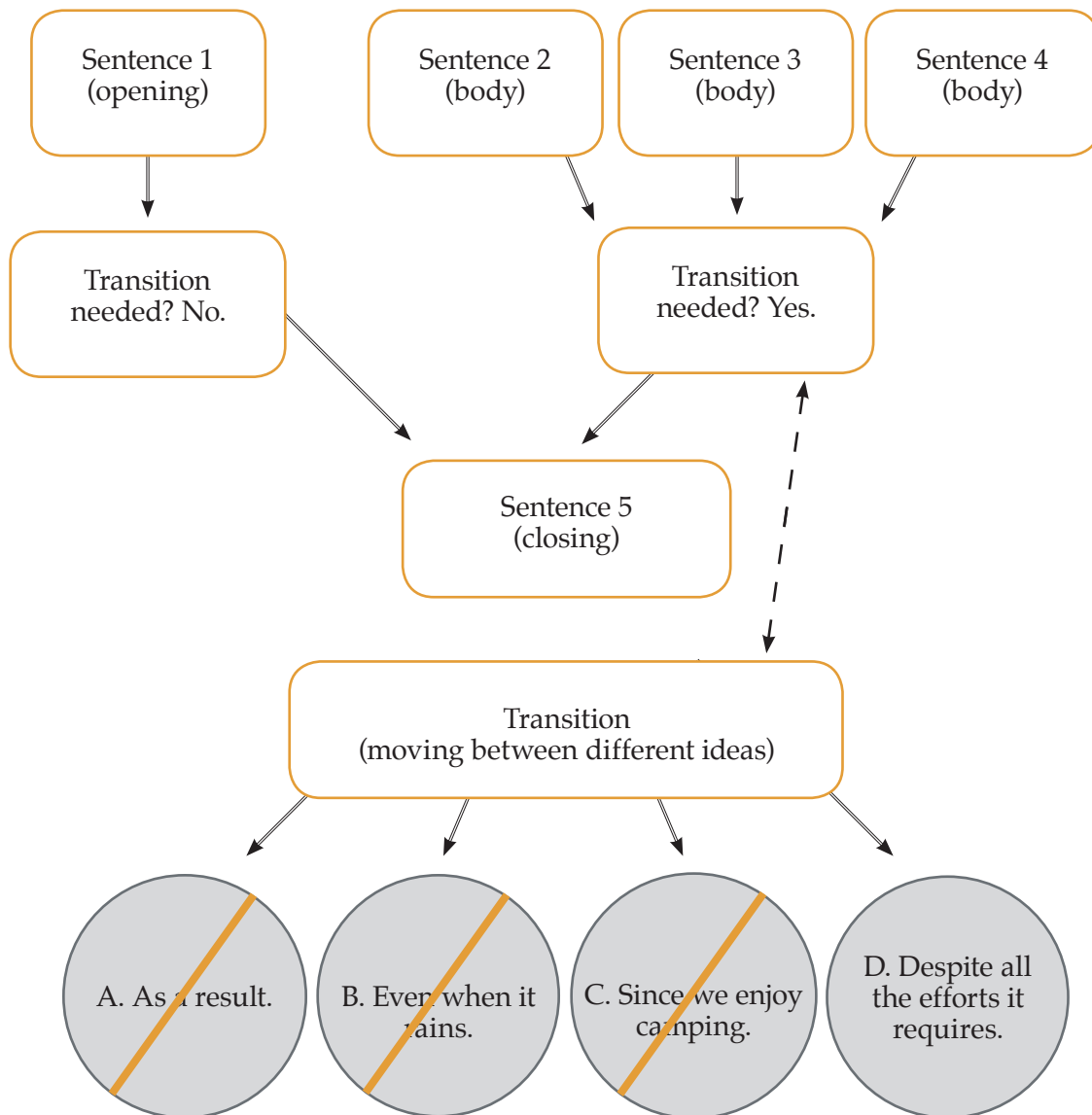
That leaves choice D. The phrase in choice D uses the word *despite* which indicates contrast between all of the work referenced with the word *effort*. That refers logically to all the work mentioned in sentences two through four. This is the best possible response.



JASON'S MIND MAP PARAGRAPH SENTENCES

Sentences that *compare to*
Sentence 5

Sentences that *contrast with*
Sentence 5





For this question, I have to think about what it means to summarize. I remember a summary must contain the main points presented in a passage and must be in my own words.

As I focus on sentence four in the paragraph, several key words jump out to me – *work*, *set up* and *breakdown*. All of these words refer to the main action that happens on the camping trip.

1

A close look at my choices leads me to suspect choice C is probably the answer. I want to double-check this though. So I'm going to use a T-chart to mind-map my thinking. This will help me see if my thinking leads to the same answer. For my T-chart, I'm going to compare what is in sentence four with what is in choice C.

2

**SENTENCE 4:
IT TAKES A LOT TO GET READY FOR A
CAMPING TRIP, SET UP YOUR CAMPSITE,
BREAKDOWN YOUR CAMPSITE, AND
UNPACK WHEN YOU GET HOME.**

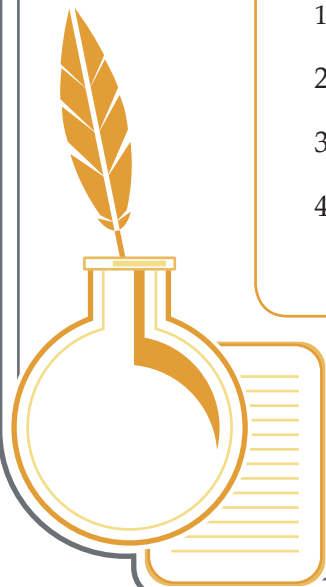
ORIGINAL SENTENCE

SUMMARY POINTS

1. get ready for trip
2. set up campsite
3. breakdown campsite
4. unpack at home

1. before
2. during
3. during
4. after

Choice C is definitely the best response because it summarizes all of the important points presented.





The first thing I should do is look at the information provided with this question. I need to make sure that I read over this information carefully before I answer the question.

After reading the information, I need to remind myself what a main or independent clause is. I remember a main clause can stand alone as a sentence. A sentence is something like, *Sunsets are especially beautiful*. When I add a dependent clause or subordinating word like *if* or *since* in front of this sentence, the sentence isn't a main clause anymore. *If sunsets are especially beautiful* is an example of a subordinate clause or dependent clause, not a sentence.

1

Now that this is clear to me, I can use the rest of the information provided. When there are two main or independent clauses, you can use a semicolon between them. I also know words like *but* and *and* are coordinating conjunctions and coordinating conjunctions and semicolons do not go together. So I should look for a sentence with two main clauses and no words like *but* or *and* in it.

2

Choice **A** has two main clauses that can stand alone as sentences. This could be the right answer. But I am going to look at each choice carefully.

Choice **B** has the word *but* with a semicolon before it. That's not right.

Choice **C** has a subordinate or dependent clause. It won't work.

Choice **D** has the word *and* with a semicolon before it. This one doesn't work either.

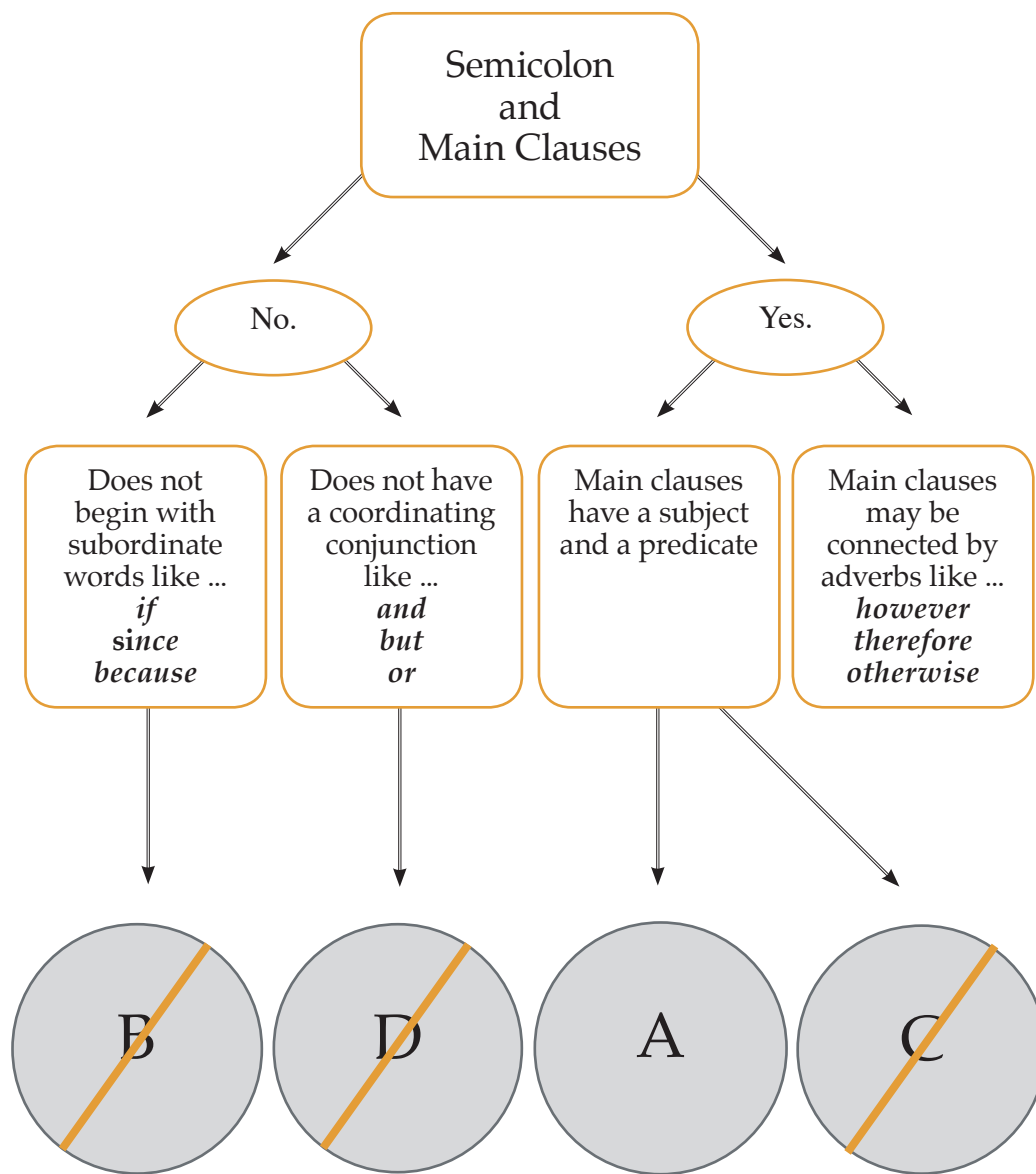
So, the answer must be choice **A**!

3

This question is just asking me to apply information or rules that are written in the test question. The information from the handbook on language (that must mean an English textbook) gave me most of the information I needed. I only had to remember that a sentence or main clause, composed of a subject and predicate, can stand alone.



JASON'S MIND MAP COMBINING SENTENCES USING A SEMICOLON

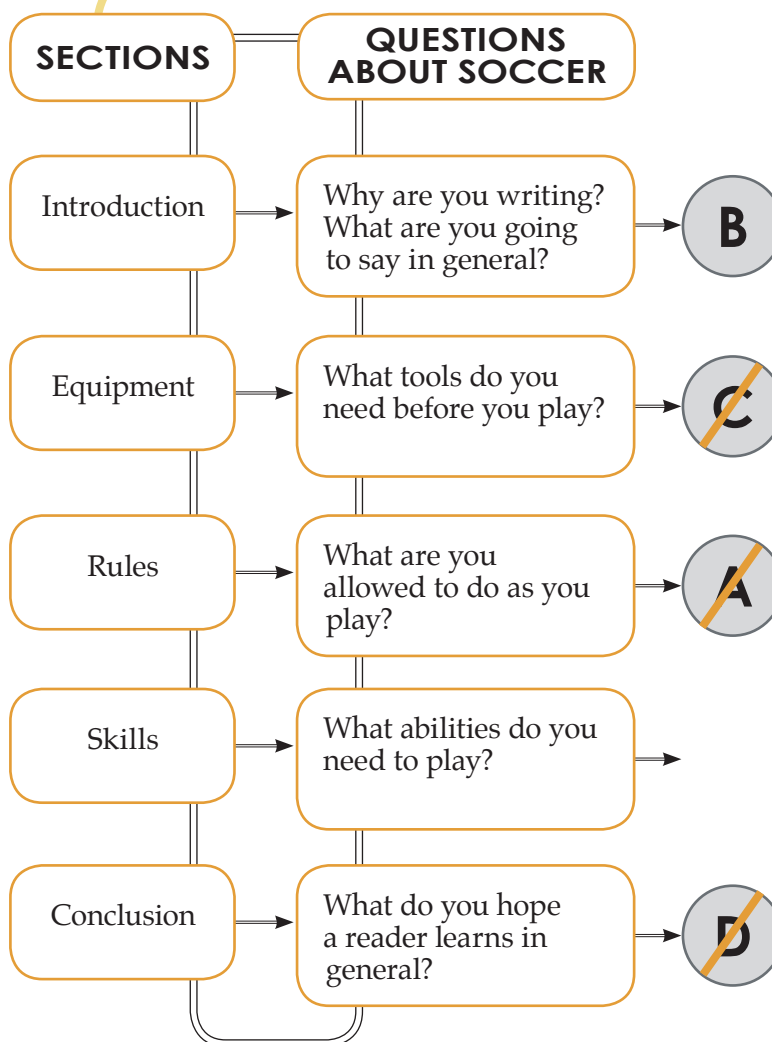




I better read the entire outline to complete picture of what the writer wants to cover in an essay.

Okay, the question is asking which sentence best fits in section one, the introduction. I'm going to mind-map how the writer wants to organize everything in the essay. Once that is done, I'm going to think through each answer choice and try to fit them into the right section of the outline.

1



NEXT PAGE

2

Choice A is about rules. It talks specifically about the goalie and what he or she is allowed to do. Because this information is specific and because Section III of the essay is about rules, I can eliminate this answer.

3

Choice B is a general statement about soccer and could fit in the introduction or in the conclusion. I'm going to hold off on this one and check on the other choices before I decide.

4

Choice C specifically talks about the soccer ball. This is obviously a piece of equipment needed to play the game. Because this information is specific and because Section II of the essay is about equipment, I can eliminate this answer.

5

Choice D is another general statement, but I don't think it would fit well in the introduction because it refers to information in Section III (rules) and Section IV (skills). This is information a reader wouldn't know about until after he or she reads the essay. This answer fits best in the Section V, the conclusion.

I'm going with choice B.





Since I have to decide where a sentence would fit best in the paragraph, I'm going to read the sentence first then reread the paragraph.

I can see that the sentence is about how the narrator felt when he didn't make the team, so I think this paragraph tells a story. If it's true, I think inserting a sentence in the story effectively will depend on chronological order.

After reading the paragraph, I can see I was right. The paragraph begins with the narrator's earliest wish to be on the high school basketball team.

1

2

The next three sentences tell about how the narrator prepared for the tryouts and about how his best friend, who didn't play as well, tried out, too. In the last sentence I learn his friend made the team but the narrator didn't.

Since all of this information is arranged in the order in which events take place, all I have to do is figure out where the new sentence fits chronologically.

I can see that the sentence that I have to put in the paragraph is about not making the team and how the narrator is so disappointed. So it needs to be placed somewhere after descriptions of the try outs.

Both choices **A** and **B** are before the tryouts. That leaves either **C** or **D** as the best choice.

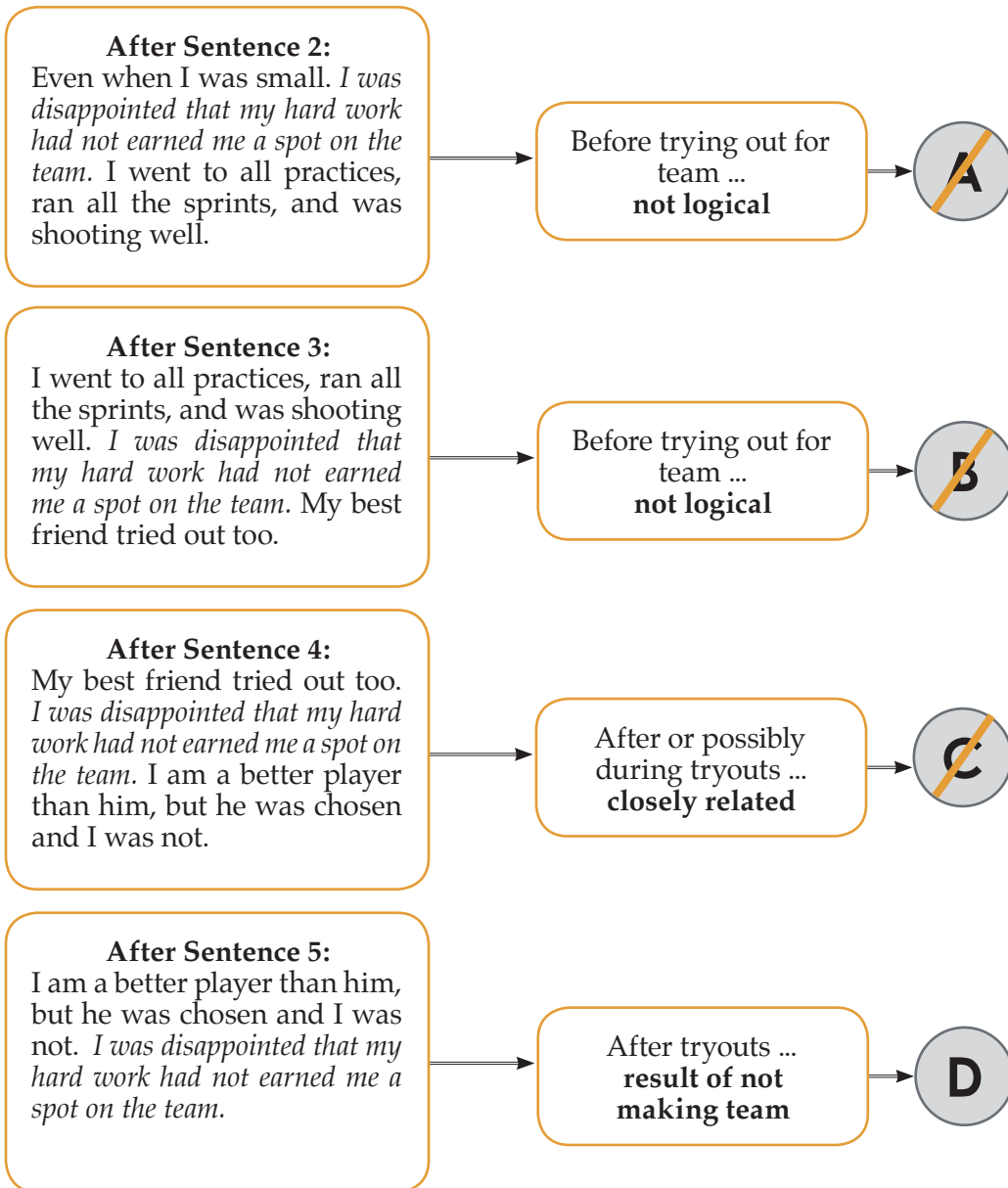
3

I could put the sentence after sentence four, but that would interrupt the flow of the narrative. Sentence four mentions the narrator's friend trying out for the team and sentence five says that the narrator was a better player than the friend was. I think those two sentences need to be together.

So that leaves choice **D**, placing the sentence after sentence five. It is really the best choice!



**JASON'S MIND MAP
INSERT SENTENCE INTO PARAGRAPH**





According to the question, sentence two is not a complete sentence. It even sounds incomplete doesn't tell me anything. It must be sentence fragment. What do I need to do to make it a complete sentence?

1

I think I need to add something to the fragment to make it whole. What's it lacking? A subject? Isn't *I*, a pronoun, a subject? What about a predicate? The word *was* is a verb. Isn't a verb part of the predicate? If the sentence has a subject and a predicate, why doesn't it express a complete thought?

2

As I look back over the possible answers to the question, I notice the word *when* and wonder what it has to do with the situation. Any words attached to *when* seem to add up to an incomplete thought.

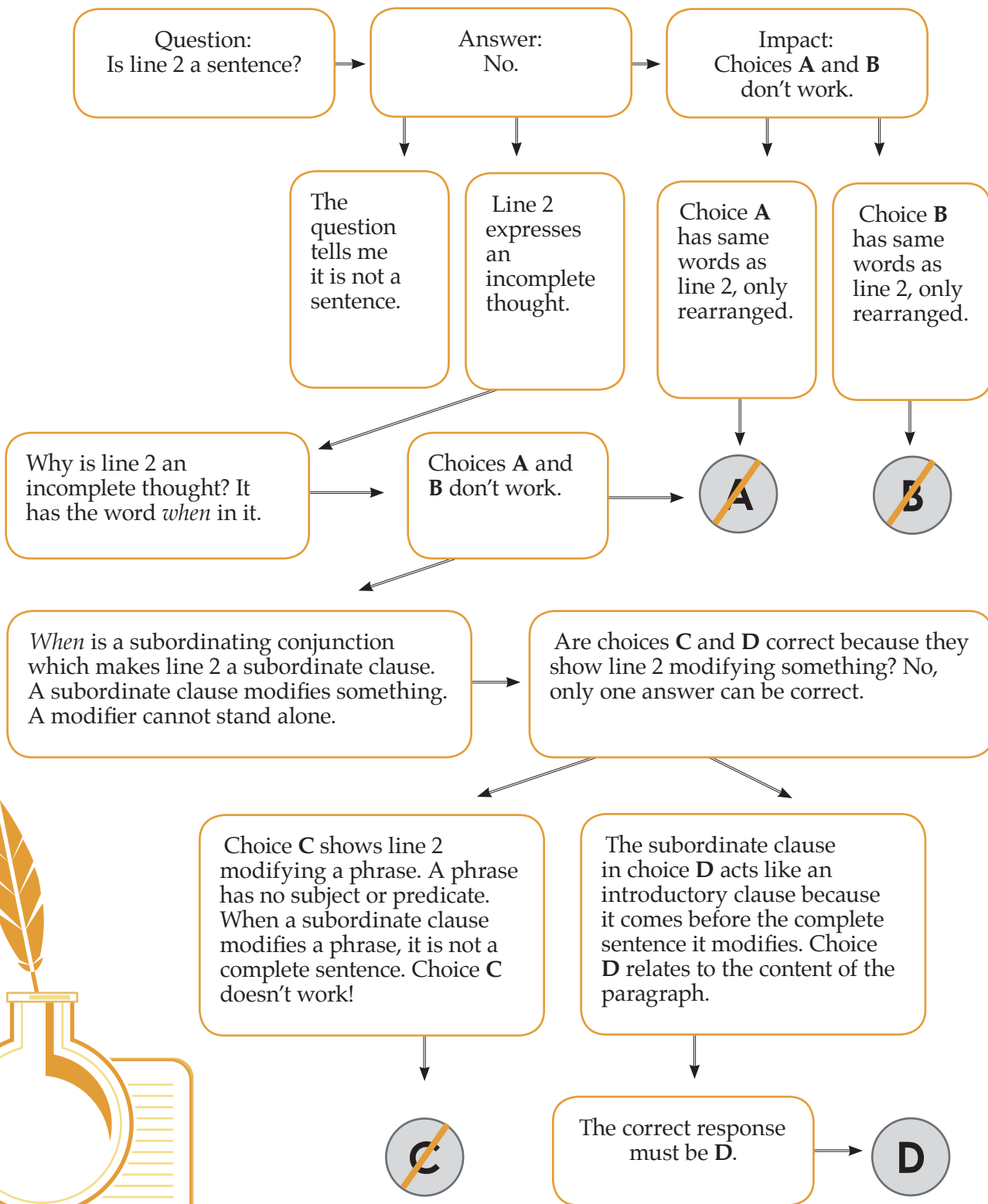
3

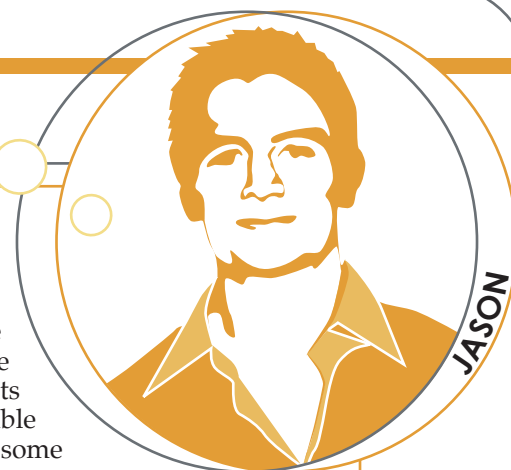
The use of the word *when* in choice **D** is a bit different though. The second part of choice **D** is complete and reads like a sentence. The second part also has a subject (*I*) and a predicate (*dreamed*) but they stand alone and make sense. *I dreamed* works as a sentence because *when* isn't directly attached to it.

I think choice **D** is the answer because it not only expresses a complete thought but the thought about "playing on the high school team" also relates logically to what is going on in the first two sentences.



**JASON'S MIND MAP
REVISING SENTENCE TO MAKE IT COMPLETE**





I can spot a few key words immediately. are *improves* and *parallel structure*. know parallel means *equal*, so I realize the question must want me to look at a way sentence three can be written so it is parallel or so its parts are equal. By becoming very familiar with possible responses to this question, I may also pick up some clues about parallel structure.

1

2

A main point I remember about parallel structure is that it uses conjunctions to join words, phrases, clauses or other parts of the same sentence so all the elements of the sentence are coordinated.

With that in mind, I'll analyze sentence three to try to figure out where its problem lies. I see the three verbs joined by the conjunction *and*. I'm going to note the similarities and differences in the verb forms used in each sentence.



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	SENTENCE	SAME FORM	DIFFERENT FORM
	Original Sentence: I went to all practices, ran all the sprints, and was shooting well.	went ran	was shooting
A	I went to all practices, ran all the sprints, and shot well.	went ran shot	
B	I was going to all practices, running all the sprints, and shot well.	was going running	shot
C	I went to all practices, running all the sprints, and was shooting well.	running was shooting	went
D	I was going to all practices, ran all the sprints, and was shooting well.	was going was shooting	ran

3

In the original sentence, I see that *went* and *ran* are in the past tense. The verb phrase *was shooting* is different because, rather than being past tense, it is past progressive. Even if I don't know the name of the tense, I can tell its structure is different.

Okay. Now that I know what is wrong with the original sentence, I have to decide which of the possible choices have equal verb tenses.

I'll set up my chart for each sentence like the one I set up for the original. Here's what I find for choices **B**, **C** and **D**. Each has at least one verb different in structure than the other two. Only choice **A** has three grammatically equal verbs: *went*, *ran*, *shot*. Therefore, **A** must be the correct answer!

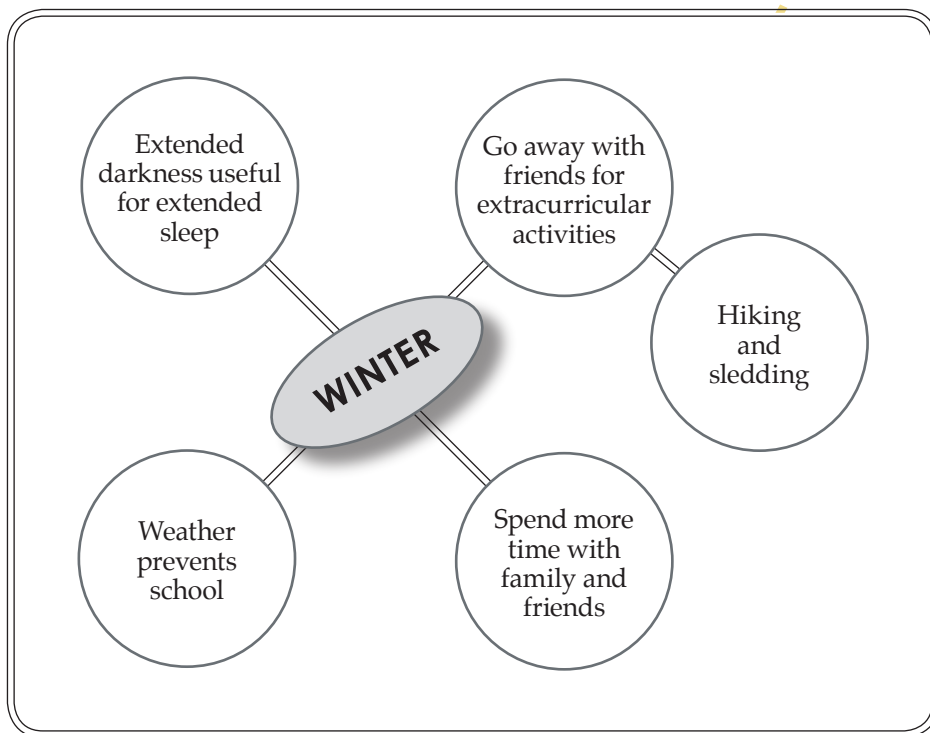




I'm thinking about my favorite season. That shouldn't be real difficult. I guess the hard part is making sure I have given clear reasons why this is my favorite season. The writing prompt says that I need to have specific examples and details. I better remember to proofread as well.

I created this mind map to help me plan my thinking before I wrote my response.

1



NEXT PAGE

2

I reviewed the six-point writing applications rubric and the three-point writing conventions rubric. Then I wrote this response:

Winter is my favorite season of the year. The weather prevents school on occasion, and the darkness is extraordinarily useful for extended sleep. Everyone stays inside more, so I get the chance to spend more time with my family. My friends and I get to have fun together more often in the winter, as we are less frequently away for extra curriculars.

In the winter, I like to go hiking with my cousins and friends in the woods near my home. We often bring sleds to utilize a secluded hill nearby. For hours we stay out, having adventures and talking. Only when we lose feeling in our feet do we head home.

When we get there, there is nothing better then walking in to a roaring fire and warm cocoa. The feeling is simply sublime. Inside, we continue our conversations and arguments, sometimes watching a movie too. The camaraderie is like a comforting shield against the wind.

While our clothes and coats dry, we sometimes make our way to the basement. There, with the warmth of home in contrast to the cold outdoors, we play computer games and board games and all other manners of fun things. After a few hours, our things are dry once again and we can go out to build more snow structures. Times change, but winter never will.

3

This is how the scorers rated my work:

Applications Score Point: 4

This "4" response develops why winter is the favorite season by explaining the memories of days spent with cousins and friends. A variety of sentence structures and good word choices (utilize a secluded hill, simply sublime, camaraderie is like a comforting shield against the wind) is often used, showing evidence of attention to audience and an effective tone. The response also demonstrates a good organizational plan that often uses strong transitions to aid cohesion and coherence in structure. To achieve a higher score, the response needs to be further developed using additional examples and details and better organized with a conclusion that leaves a stronger sense of closure.

Conventions Score Point: 3

In addition to being almost error-free, this response effectively employs punctuation, spelling and grammatical conventions to produce a variety of well-constructed sentences frequently sophisticated in their complexity (There, with the warmth of home in contrast to the cold outdoors, we play computer games and board games and all other manners of fun things / Only when we lose feeling in our feet do we head home). The writing consistently displays a thorough understanding of grammatical conventions.



NEXT PAGE

4

Here are a few more examples for you to review. Use the Talking Points to think about how the students could improve their writing.

Student Example

My favorite season is Spring. It's not to hot and not to cold. I like to play baseball and football in the Spring. My birthday in in the Spring so I like Spring because of my birthday. I like to sleep alot.

Talking Points

- Did this student show an organizational structure?

- This example gives reasons, but no explanation or details. What score would you give it on the six-point Writing Applications rubric?

- This example has errors in spelling, punctuation and usage. What score would you give it on the three-point Writing Conventions rubric?

- How did this example compare to the one you wrote?

Student Example

My favorite season of the year is spring. Spring is when all the flowers begin to grow. The temperature isn't too hot or too cold. I like the mild spring rains, too. My favorite day of the year is in spring - my birthday! Easter is also in the spring. Carnivals are all around this time of the year. I get to eat cotton candy and snow cones. This spring I get my license. I like spring because of the weather, holidays, and carnivals. There's only one thing I don't like about this season, tests like these.

Talking Points

- This example presents more ideas, but still lacks sufficient details and examples. What score on the six-point Writing Applications rubric should it receive?

- How well did this student use transitions to lead the reader with ease from one point to the next?

- What do you observe about the variety of sentence structures used in this example?



NEXT PAGE

Student Example

Summer is probably my favorite season because I don't have school. I also like it because I get to visit with my cousin Chris, my Aunt Carol and Uncle Chip. Almost every year, in July, either we go visit them in New Jersey for a week or they come down to Ohio for a week.

Last summer was too busy for everyone, so they didn't come and we didn't go. They are for sure coming down this year. But I'm not as certain about Chris though. He went to the Air Force and right now he's in a air traffic controlling tower or on a base in North Dakota and I don't know when he will be home.

Even though I have to come to Northland over the summer, it isn't for real school work, it is just for summer band and band camp. We also do a Fourth of July parade, so I'm excited about that.

I also like summer because I can wear shorts and t-shirts instead of pants and hoodies all day. I can also wear sandals all the time and go to the beach and stuff. But the number one thing I love about summer is swimming! I'm not very good at it but I love just sitting there cooling off for a long time. I also like playing and splashing and jumping of diving boards. We go to Wyndot Lake every summer. My favorite slide there is either Zuma Falls (the white one) or Jet Stream (the black one). The one thing I like the most about Wyndot Lake is the wave pool. Whether I'm on a raft or just standing there, it is the most awesome thing there. And that's why I love summer!

Talking Points

- How well do you think this student developed his or her topic? Do you think using a mind map might have helped this student provide more details and examples for each reason?

- This example does not demonstrate a good use of transitions. What would you give this writing sample on the six-point Writing Application rubric?

- This example received a perfect three-point score for writing conventions. What did you notice about the use of good conventions when you were reading it through?



NEXT PAGE 

5

Okay, this example received a score of five for Writing Applications and a score of three for Writing Conventions. It's an excellent piece of writing.

Student Example

Each of the four season is remembered for something different. When you think of Winter, thoughts of snow and Christmas come to mind. In autumn, leaves are changing color and football begins. In spring, the flowers are blooming and everyone begins to think of my favorite season, Summer.

The Summer is my favorite season for many reasons. During the summer the weather is almost always warm. Since the weather is so warm, I have the opportunity to go golfing with my friends. We always have fun when we get together to play a round of golf in the warm sun.

Also in the Summer is the County Fair. At the fair, I am activley involved in showing sheep and helping to judge. But when Friday night rolls around, everyone gets together and walks around talking about how much fun the fair has been and what we plan on doing next year.

Many of my friends play softball and I enjoy going to see them play in their games. Usually there are a bunch of us bring out the lawn chairs and set up a cheering section. Everyone who comes to watch the games knows how much the games mean to the players. After the game, we all load up in someones car and go to the Dairy Queen for ice cream.

Although all of these things would be enough to make the season of Summer special, there is one memory I have that makes it the best season of the year. Last year, my best friend and I decided to go to a festival to see what it was like. When we got there, we walked around for a while and decided that the festival was a bust. We started to walk towards the car when a woman came on stage and announced to the crowd that Joe Nichols had decided to do a free concert for us. That grabbed our attention and we ran back to the stage. A few minutes later, Joe came on stage and started singing his songs. He is one of our favorite artists and getting to see a whole concert of him was exciting and made the festival a lot better than what it was before.

There are lots of other memories of other seasons, but the best memories I have always seem to happen in the summer. Although the other seasons are good, they just can't compare to the things warm weather has to offer. That is why I think Summer is the best season there is.

Talking Points

- Using the six-point Writing Applications rubric, make a list of all the examples of good writing that you find in this piece.

- Using the three-point Writing Conventions rubric, make a list of all the strong writing patterns you notice in this piece of work.

- Now use your own writing example on this prompt and make a list of all your good writing application skills. Then make a list of all the strengths you demonstrate in your conventions.

- What would you give your own work in terms of scores for both rubrics?



ADDITIONAL RESOURCES

OGT Resource Web Site for Students Preparing for the OGT

<http://ohio.measinc.com/Content.htm>

This site is designed for students preparing for the OGT. It provides resource materials and practice tests in all five content areas. The student Web site will be periodically updated with additional materials and resources.

OGT Multimedia CD-ROM for Teachers

<http://ohio.measinc.com/teachers/>

Organized by reading, mathematics, writing, science and social studies standards, these CD-ROMs contain information about the OGT, including descriptions of the academic content standards and benchmarks, as well as released OGT multiple-choice test items. The CD-ROMs also contain constructed rubrics for each subject area, dozens of annotated student responses and a practice scoring section where teachers will be able to score constructed responses and compare their scores with the OGT committee scores. All of the standards and benchmarks, multiple-choice and constructed-response items, and annotated constructed response paper will be printable. An additional section of the CD-ROMs will be devoted to instruction, featuring videos of Ohio teachers conducting model lessons with their students. Every year in the fall, ODE plans to distribute updated CD-ROMs with new test items, student responses and model lesson videos to school districts.

ODE Link to Academic Contents Standards

http://www.ode.state.oh.us/families/academic_standards

This site provides a listing of resources available online to families.

ADDITIONAL RESOURCES

A Guide to the New Ohio Graduation Tests for Students and Families

www.ode.state.oh.us/proficiency/PDF/OGTGuide.pdf

The purpose of this guide is to provide students and their families with:

- An overview of what may appear on the OGT in reading, writing, mathematics, science and social studies;
- Sample OGT questions;
- Test-taking tips and activities that will help students prepare for the OGT;
- Frequently asked questions about the OGT;
- A graduation checklist; and
- An OGT Web site.

OGT Sample Tests and Previous OGT Tests

<http://www.ode.state.oh.us/proficiency/OGT>

This site provides both practice tests and previous OGT tests for download. Coaches can use these tests while working to develop their students' skills in mind mapping through questions.

Instructional Management System (IMS)

<http://ims.ode.state.oh.us/ode/ims/>

The Instructional Management System on ODE's Web site is Ohio's Web-based vehicle for communicating the model curricula now aligned with the new academic content standards, to assist Ohio educators in designing and strengthening their lesson plans. With Internet access, educators can view, download and use the content, or customize lesson plans and assessments to meet the needs of individual students.

ADDITIONAL RESOURCES

Books:

Burke, J. (2000). *Reading Reminders, Tools, Tips, and Techniques*. Portsmouth, NH: Boynton/Cook

Cleary, B. A., & Duncan, S. J. (1997). *Tools and Techniques to Inspire Classroom Learning*. Milwaukee, WI: ASQ Quality Press.

Hyerle, D. (2004). *Student Successes with Thinking Maps: School-Based Research, Results, and Models for Achievement Using Visual Tools*. Thousand Oaks, CA: Corwin Press.

Hyerle, D. (1996). *Visual Tools for Constructing Knowledge*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R.J. (2003). *What Works in Schools: Translating Research into Action*. Alexandria, VA: Association for Supervision and Curriculum Development.