

# ENGLISH LANGUAGE ARTS: WRITING — SESSION 4A

In this test session you will write a persuasive/argumentative response to the prompt on the next page. Your response will be scored by readers who will assign two scores. One score from 1 to 6 will be for idea/topic development, and one score from 1 to 4 will be for correct use of English. Scoring will be based on both the quality of your writing and how well you respond to the prompt. Your final score will be the sum of the scores given by two readers, for a total of 20 possible points. The response you write will be returned to your school after it has been scored.

Use the scoring information below to help you write.

## Scoring Information

### Score 1 – Idea/Topic Development (Stylistic and Rhetorical Aspects of Writing)

The degree to which the persuasive/argumentative response

- addresses the prompt,
- identifies a clear position,
- develops a logical and coherent argument,
- makes connections between and among supporting evidence,
- acknowledges or refutes an opposing position,
- is focused,
- is clearly and logically sequenced,
- uses language that is convincing,
- uses a variety of transitional devices, and
- includes a variety of sentence structure and length.

### Score 2 – Correct Use of English (Standard English Conventions)

As you produce your final draft, check for correct

- sentence structure,
- grammar and word usage, and
- capitalization, punctuation, and spelling.

You are encouraged to use paper supplied by your teacher to plan your response in a way that is helpful to you. If you write a rough draft, be sure to leave enough time to write the final draft in your answer booklet, because that is the writing that will be scored. You **MUST** fit your response in the space provided on pages 24 through 27 of your answer booklet. No extra paper will be scored.

Before you begin to write, please read the information and prompt carefully.

Write a persuasive/argumentative essay in which you argue for or against the following idea. Your essay should include

- evidence that supports your argument,
- acknowledgment of a potential opposing view, and
- some of the facts in the table below to help support your argument. Use these facts as you write the essay in your own words.

**REMINDER:** A well-developed essay must include your argument supported by facts from the list below. You may include evidence based on your own experience.

**WRITING PROMPT**

Television may have a negative impact on learning.

Reasons in support of this position on television	Reasons against this position on television
<p>Children in the United States watch an average of 3 to 5 hours of television every day, time that might be spent in creative play or doing homework. <b>U.S. Department of Education</b></p>	<p>Children who watch about 1½ hours of television a day do better in school than children who watch too much television or children who do not watch television at all. <b>University of Maine Cooperative Extension Service</b></p>
<p>Students who watch television more than 4 hours a day do less well in school and have fewer hobbies and friends. <b>Encyclopedia of Educational Technology</b></p>	<p>Watching television can help develop important mental skills, such as keeping at one task. <b>Center for Children and Technology</b></p>
<p>In a study of children's television, only 12% of programs showed children dealing with important issues. <b>Children, Youth and Family Consortium</b></p>	<p>Watching educational television can improve children's reading skills and vocabulary. <b>National Education Association</b></p>
<p>Children who are heavy television viewers do not learn to read as quickly as children who are light viewers. <b>National Institute on Media and the Family</b></p>	<p>Research shows that people remember something twice as long when they see and hear it, rather than just seeing or just hearing. <b>Center for Children and Technology</b></p>
<p>The children who have the most sleep problems are the children who watch the most television before going to bed; this lack of sleep can affect their schoolwork. <b>Brown University News Service</b></p>	<p>A 1999 survey of teachers showed that most teachers felt that using television in the classroom improves student performance. <b>Center for Children and Technology</b></p>

