

CUNY Assessment Test in Writing (CAT-W)

Homework Assignment "F"- Rate this Essay!

2/12

Name _____

Date _____

Directions: Read the passage, *Playtime is Over*, and the student essays that responded to it. Look at the rubric, student workbooks and your notes to see if you can determine the score most closely associated with each of the domains. We will go over these during the workshop tomorrow.

Domain 1: "Critical Response to the Writing Task and Text": This category emphasizes your ability to complete the writing task (answer ALL parts!) and to *demonstrate* understanding of the main ideas in the reading text, using *critical analysis*, and *integrating* your own ideas and experiences to respond to the *main ideas* in the text.

Domain 2: "Development of Writer's Ideas": In this category you are *evaluated* on your ability to *develop* your ideas (for example, by using summary, narrative, or problem/solution) in a *clear* and *organized* way. Your response should include both *general statements* and *specific details* and examples. *Specific references to the text must be included with these details and examples.*

Domain 3: "Structure of the Response": This category *evaluates* your ability to organize ideas into a *cohesive* essay that supports a central focus, or *thesis*. The structure of your essay is evaluated for evidence of *logical connections* between ideas and the use of *transitions* to convey these connections.

Domain 4: "Language Use: Sentences and Word Choice": This category evaluates the degree to which you *demonstrate sentence control* and *variety* in sentence structure. This category also *evaluates* your ability to use *appropriate vocabulary* to make your ideas *clear*.

Domain 5: "Language Use: Grammar, Usage, Mechanics": This category *evaluates* your ability to *follow the conventions* of standard American English language use in terms of *grammar* and *mechanics*, so that your meaning is *clear*.

Playtime Is Over

Recess is no longer child's play. Schools around the country are increasingly hiring "recess coaches" to oversee students' free time. Critics have suggested that such coaching is another example of the over-scheduling and over-programming of our children.

A University of Michigan study found that from 1979 to 1999, children lost eight hours of free time a week for unstructured play and outdoor activities. That number has likely increased by now because many schools have eliminated recess in favor of more time for classes. One consequence of these changes is the disappearance of what child-development experts call "the culture of childhood." This culture, which is found all over the world, includes songs, riddles, and rhymes passed on by one generation of children to another. Children's games like marbles, hopscotch, and hide-and-seek date back hundreds of years.

Participating in the culture of childhood was a socializing process. Children learned to settle their own quarrels, to make and break their own rules, and to respect the rights of others. They learned that friends could be cruel as well as kind, and that life was not always fair.

We have to adapt to childhood as it is today. The question isn't whether recess coaches are good or bad but whether they help students form the age-old bonds of childhood. To the extent that the coaches focus on play, give children freedom of choice about what they want to do, and stay out of the way as much as possible, they are likely a good influence.

In any case, recess coaching is a vastly better solution than eliminating recess in favor of more academics. Not only does recess aid personal development, but studies have found that children who are most physically fit tend to score highest on tests of reading, math and science.

Adapted from "Playtime Is Over" by David Elkind. *The New York Times*, March 27, 2010, Section A, page 19. Used by permission of *The New York Times*.

CATW Analytic Scoring Rubric

	Critical Response to the Writing Task and the Text	Development of the Writer's Ideas	Structure of the Response	Language Use: Sentences and Word Choice	Language Use: Grammar, Usage, and Mechanics
6	<ul style="list-style-type: none"> A thoughtful and skillful response to the task effectively integrates a critical discussion of ideas in the text with relevant elements of the writer's reading and experience. The discussion demonstrates a thorough understanding of the main ideas and the complexity of ideas in the text. 	<ul style="list-style-type: none"> Ideas are fully developed, and approaches to development (e.g., summarizing, evaluating, narrating) are used skillfully to support and convey the writer's ideas throughout the response. Reasons and specific details and examples from the text and from the writer's reading and experience are used effectively to develop ideas. 	<ul style="list-style-type: none"> Organization demonstrates a well-designed progression of ideas that supports the writer's central focus and the clarity of the writer's ideas throughout the response. Sophisticated, effective use of transitions conveys relationships among ideas throughout the response. 	<ul style="list-style-type: none"> Sentences are consistently well controlled, with effective variety in structure. Word choice is sophisticated, precise, and effectively conveys the complexity of the writer's ideas throughout the response. 	<ul style="list-style-type: none"> Though there may be a few errors in grammar, usage, and mechanics, strong command of language is apparent, and meaning is clear throughout the response.
5	<ul style="list-style-type: none"> The response effectively integrates a critical discussion of ideas in the text with relevant elements of the writer's reading and experience. The discussion demonstrates a good understanding of the main ideas and the complexity of ideas in the text. 	<ul style="list-style-type: none"> Ideas are well developed, and approaches to development (e.g., summarizing, evaluating, narrating) are usually used skillfully to support and convey the writer's ideas. Reasons and specific details and examples from the text and from the writer's reading and experience are usually used effectively to develop ideas. 	<ul style="list-style-type: none"> Organization generally demonstrates a clear plan with some progression of ideas that supports the writer's central focus and the clarity of the writer's ideas. Transitions clearly convey relationships among ideas throughout the response. 	<ul style="list-style-type: none"> Sentences are usually well controlled, and there is some effective variety in structure. Word choice is usually specific and usually effective in conveying the writer's ideas. 	<ul style="list-style-type: none"> Though there may be a few errors in grammar, usage, and mechanics, good command of language is apparent, and meaning is usually clear.
4	<ul style="list-style-type: none"> The response competently integrates a critical discussion of ideas in the text with relevant elements of the writer's reading and experience. The discussion consistently demonstrates an understanding of the main ideas and of some of the complexity in the text. 	<ul style="list-style-type: none"> Most ideas are competently developed, and approaches to development (e.g., summarizing, evaluating, narrating) are competently used to support and convey the writer's ideas. Reasons and specific details and examples from the text and from the writer's reading and experience are competently used to develop ideas. 	<ul style="list-style-type: none"> An organizational structure is evident and competently supports the writer's central focus and the clarity of the writer's ideas. Relevant ideas are grouped together, and there may be some evidence of progression of ideas. Though often simple and obvious, transitions are usually made to convey relationships among ideas. 	<ul style="list-style-type: none"> Most sentences demonstrate competent control, and there is enough structural variety to support the clarity of the writer's ideas. Word choice is somewhat general but clearly conveys meaning. 	<ul style="list-style-type: none"> Language use is competent. Grammar, usage, and mechanics are generally correct, and meaning is usually clear.

	Critical Response to the Writing Task and the Text	Development of the Writer's Ideas	Structure of the Response	Language Use: Sentences and Word Choice	Language Use: Grammar, Usage, and Mechanics
3	<ul style="list-style-type: none"> The response integrates some ideas from the text with some relevant elements of the writer's reading and experience, but may do so in an uneven manner. The response demonstrates some understanding of the main ideas in the text, but understanding is uneven, superficial, or incomplete. 	<ul style="list-style-type: none"> Development of ideas is general or uneven, but approaches to development sometimes support the clarity of the writer's ideas. The response uses some reasons and specific details and examples from the text and from the writer's reading and experience to develop ideas. 	<ul style="list-style-type: none"> The response uses a basic or uneven organizational structure that sometimes supports the writer's central focus and clarity of ideas. For the most part, relevant ideas are grouped together. Some simple and obvious transitions are used to convey relationships among ideas. 	<ul style="list-style-type: none"> Sentence control is uneven, but there is some structural variety to support the clarity of ideas. Word choice is simple but usually clear enough to convey meaning. 	<ul style="list-style-type: none"> Command of language is uneven. Grammar, usage, and mechanics are generally correct, but some errors are distracting and may occasionally impede understanding.
2	<ul style="list-style-type: none"> There is little integration of ideas from the text with elements of the writer's reading and experience. The response demonstrates a weak understanding of the main ideas in the text. 	<ul style="list-style-type: none"> Development of ideas is weak, and there may be little use of relevant approaches to development. If present, reasons, details, and examples from the text and from the writer's reading and experience are brief, general, inadequately developed, or not clearly relevant. 	<ul style="list-style-type: none"> The response shows an attempt to create a central focus and to put related ideas together, but relationships among ideas may be unclear. Few, if any, transitions are used to convey relationships among ideas. 	<ul style="list-style-type: none"> Sentences demonstrate weak control, and there is little, if any, sentence variety to provide clarity. Word choice is simple, and sometimes meaning is not clear. 	<ul style="list-style-type: none"> The response demonstrates a weak command of language. Grammar, usage, and mechanics are sometimes correct, but errors are often distracting, and some impede understanding.
1	<ul style="list-style-type: none"> There is minimal, if any, integration of ideas from the text with elements of the writer's reading and experience. The response demonstrates little, if any, understanding of the main ideas in the text. 	<ul style="list-style-type: none"> There is minimal or no development of ideas and little, if any, use of relevant approaches to development. If any reasons, details, and examples from the text or from the writer's reading and experience are present, these elements are brief, general, undeveloped, or irrelevant. 	<ul style="list-style-type: none"> There may be an attempt to group related ideas together, but the main focus of the response is unclear. Transitions are rarely used. 	<ul style="list-style-type: none"> Sentences demonstrate minimal or no control. Word choice is often unclear and often obscures meaning. 	<ul style="list-style-type: none"> The response demonstrates minimal command of language. Grammar, usage, and mechanics are often incorrect, and errors frequently impede understanding.

Begin essay on this page

Recess is the favorite part of a child's school day. Finally you get to relax for a little while and recharge your battery before having to go back to class. It's free time you can enjoy with your friends and have fun for a bit. In the passage "Playtime is Over" by David Elkind, he states how some schools have hired recess coaches to monitor children's free time.

Elkind states that kids are losing hours of recess and some schools have cut recess all together to make more time for classes. Some critics believe that the recess coaches are another example of "over-scheduling" and "over-programming" children. Elkind wonders whether the coaches ~~are a good or bad thing~~, ~~he says that recess~~ will aid in children participating in the "culture of childhood." Finally, Elkind believes that recess coaching is better than cutting recess out entirely.

The "culture of childhood" is very important and something that needs to be kept alive. Kids need to be kids. They need to go to school and learn, yes. But they also need their time to have fun



with their friends and play. They need to have time to socialize without so much supervision. This way they ~~can~~ learn ~~that~~ everyone is different and ~~knowing~~ how to deal with different people.

the "culture of childhood" also needs to be kept alive because it is such a beautiful time period. We all remember when we were children and how everything was so much easier. Children should be allowed to enjoy the time they have as children because it comes and goes in an instant. I would love to go back to my childhood, even if it was only for a day.

Recess is something that shouldn't be cut because it's an important part of keeping the "culture of childhood" alive. Besides that, it is also a time in which kids can relax before going through the rest of the school day. No child is going to love going to school if they have to sit through subject after subject for hours. ~~With~~ With recess halfway



Through the day, a ~~the~~ child won't dread going to school so much.

Recess is not a bad thing. Adults don't like when children waste time when they could be learning, but they don't realize that ~~it's still learning~~. it aids in a child's learning. ~~It~~ They can learn how to make new friends; learn who to stay away from; learn ~~to~~ ^{how} to share and more. It also ~~relaxes~~ ^{relaxes} their mind ~~and~~ ~~get~~ ~~them~~ ~~ready~~ for the rest of the school day. This way ~~they~~ they won't feel so ~~mentally~~ mentally exhausted. Children can only benefit from having their recess.



Let's think about Paper A

Is it a passing paper or not? Check one: _____ **Passing** _____ **Not Passing**

Does the student *summarize*, in his/her own words, the author's main ideas? ___ Yes ___ No

Which main ideas does the student write about? *Write your response below.*

Does the student *develop* the essay by identifying one or more *significant idea/s* and *explain them with an example*? ___ Yes ___ No

Which significant idea/s does the student write about? *Write your response below.*

Does the example have: an opening, example and closing and refer to the reading passage? ___ Yes ___ No

Box out the opening, put an **D** where the **discussion starts** and a **[bracket]** around the closing.

Now, Rate the Essay! What scores do you think it received in each of the domains?

Write your answers below.

Domain 1

Domain 2

Domain 3

Domain 4

Domain 5

Notes:

Read the next essay.

Paper A Scoring Articulations Notes:

Domain 1:

Domain 2:

Domain 3:

Domain 4:

Domain 5:

Begin essay on this page

In a recent article that I read, the author wrote about "Free Time." I believe that children need time off to play, learn, and practice different sports. I disagree with critics according with Elkind

According a study made by University of Michigan during 1979 to 1999, children lost enough hours on ~~time~~^{time} off per week doing another activities less important than to attend classes. Also that number will ~~rise~~^{rise} because many schools have eliminated recess with the goal ~~of to~~ to stand ~~that~~ that children spend more time to attend classes. This study ~~show~~ showed that this decision will go against children because it avoids development of them as "expert call the culture of childhood"

I believe if children have more "Free Time" they will practice different sports such as baseball, basketball, tennis, volleyball, and soccer. Those sports will help them to be more healthy because children always will do exercise, I read



In a medicine book that says exercise ^{each} ~~every~~ day humans will avoid many diseases such as obesity, heart problems, and blood pressure. That means, if children ~~start~~ ^{practising sports} ~~do~~ exercise practice sports in their ~~time off~~ "Free Time," they will avoid many disease, ~~at~~ when they grow up.

Another reason why "Free Time" is important for children is that they will learn other activities such as to play ^{violin} ~~guitar~~ piano, and ^{chess} ~~chess~~. For example, playing ^{violin} ~~guitar~~ or piano, they will enjoy music places that ~~is~~ ~~is~~ further it will be other alternative to know ~~people~~ different kinds of people because those instruments are favorite from people who like music according with an article that I read in the New York Time. Also if children have ~~Free Time~~ more "Free Time," they will play ^{chess} ~~chess~~ a game that is beneficial for brain because on this game players need to think and analyze before they make a playing.

In conclusion, I believe that "Free Time" for children will be necessary because they will learn and practice different things such as to play piano, violin, and ~~chess~~^{chess} and to practice sports such as baseball, basketball, soccer, volleyball and tennis so I agree with the study that said "that children who are most physically fit tend to score highest on tests." ~~because "Free Time"~~

Let's think about Paper B

Is it a passing paper or not? Check one: Passing Not Passing

Does the student *summarize*, in his/her own words, the author's main ideas? Yes No

Which main ideas does the student write about? *Write your response below.*

Does the student *develop* the essay by identifying one or more *significant idea/s* and *explain them with an example*? Yes No

Which significant idea/s does the student write about? *Write your response below.*

Does the example have: an opening, example and closing and refer to the reading passage? Yes No

Box out the opening, put an **D** where the **discussion starts** and a **[bracket]** around the closing.

Now, Rate the Essay! What scores do you think it received in each of the domains?

Write your answers below.

Domain 1 **Domain 2** **Domain 3** **Domain 4** **Domain 5**

Paper B Scoring Articulations Notes

Domain 1:

Domain 2:

Domain 3:

Domain 4:

Domain 5:

Begin essay on this page

When I was a child in elementary school, I eagerly waited for recess. Recess was a time to rejoice and play with your school mates, whether it was playing tag, basketball, kickball, or whatever game that was fun. David Elkind discusses the pure existence of recess in his passage Play time is Over. David states that schools are hiring recess coaches, which in turn are resulting in a decrease of free time for recess.

I myself am a huge advocate for recess. I believe recess is a crucial part and parcel of childhood development. David states, "Studies have found that children who are most physically fit tend to score highest on test of reading, math, and science." This is quite true based on a study that was published by the American Journal of Medicine. It is said as you get older and less active, your brain will suffer from atrophy. A simple ten minute daily walk can help regain any loss. Now, just imagine an eight hour loss of much needed activity for children.

A child's mind is still developing until they are young adults. The lack of interaction with other



children could create kids becoming socially awkward.
With these facts, it can be concluded, that recess
is a fundamental part of a child's success and
social upbringing.

Let's think about Paper C

Is it a passing paper or not? Check one: Passing Not Passing

Does the student *summarize*, in his/her own words, the author's main ideas? Yes No

Which main ideas does the student write about? *Write your response below.*

Does the student *develop* the essay by identifying one or more *significant idea/s* and *explain them with an example*? Yes No

Which significant idea/s does the student write about? *Write your response below.*

Does the example have: an opening, example and closing and refer to the reading passage? Yes No

Box out the opening, put an **D** where the **discussion starts** and a **[bracket]** around the closing.

Now, Rate the Essay! What scores do you think it received in each of the domains?

Write your answers below.

Domain 1

Domain 2

Domain 3

Domain 4

Domain 5

Notes:

Paper C Scoring Articulations Notes

Domain 1:

Domain 2:

Domain 3:

Domain 4:

Domain 5:

Notes: