

# CAT-W

## Prep Workshop

# STUDENT Workbook



6D v8.1

12/16

## Part 2 – Days 4, 5, & 6

Name \_\_\_\_\_

Sponsored by  
**Campus Writing Center**  
**Queensborough Community College**  
Room L-118 · (718) 631-6663

*The CUNY Assessment Test in Writing (CAT-W) workbook is designed with the student in mind. The lessons and activities contained in this workbook will help them prepare successfully for the CAT-W writing exam.*

This is YOUR copy of the student workbook with the Facilitator Comments and instructions for each activity and lesson. Your students have been advised to take notes as they deem necessary. They will be instructed by you, the Facilitators, when to do group or individual work at the appropriate points in the workbook.

**IMPORTANT:** More materials will be added to this workbook as the sessions proceed. Please keep it in a safe place or put it in a binder or folder and don't forget to bring it with you each day. Bring a dictionary, too.

Thank you to the talented Campus Writing Center staff who put together this curriculum.

**Stefan Spezio**  
*Writing Center Director*

**Robin Levine**  
*Test Preparation Coordinator*

**Joseph Labozzetta**  
*Academic Resource Manager*

**Danielle Boneta**  
*CATW Facilitator/Materials Developer*

**Samantha Stone**  
*CATW Facilitator/Materials Developer*

Thanks to all of our talented facilitators for being dedicated to our students and for doing exceptional work!

# CAT-W

## Prep Workshop

# STUDENT Workbook



6D v8.1

12/16

# Day 4

Name \_\_\_\_\_

# Concluding Paragraphs

Here's a three-step approach to writing a paper that may help you visualize how to handle each part of your response: *Tell-Show-Tell*

1. **Tell** them what you have just read (Introduction/Summary of **author's** main idea and major details);
2. **Show** them what is important to you and why (body of the essay which you develop with **your** voice using an example/s and/or discussion that talks about one of the author's significant ideas **and** relates to the reading passage);
3. **Tell** them what you've told them (conclusion, summary of your essay).

We've already learned about steps one and two, now, it's time to learn about **step three: concluding the essay**. A concluding paragraph is your chance to remind the reader of the main idea of the passage and your significant idea, as well as to bring the paper to a natural and graceful end.

Your conclusion should include the following:

- The author's main idea (can be quoted or paraphrased)
- Your significant idea (quoted or paraphrased)
- An inference or one of the following conclusion methods:
  - Ending with a summary statement/final thought
  - Asking a thought-provoking question
  - Making a prediction
  - Giving a recommendation

## Ending with a Summary Statement or Final Thought

A summary statement, or final thought, leaves the reader with something to think about. It is one way to put most of the author's important ideas together in a clear and concise manner, while closing out your essay.

In conclusion, Kalle Lasn explains that ads are widely existent and dangerous to our minds. More specifically, their growth is continuous and we are still unaware of their power. **As a result, no one will be able to escape the effects of advertisements and marketers will continue to find innovative ways to incorporate them into our daily lives.**

## Asking a Thought-Provoking Question

A thought-provoking question, or a question that requires **thought**, is one way to show critical thinking in your conclusion. This method requires more consideration than a summary statement because it is not simply a restatement of ideas. Instead, you are posing a question to the reader that leaves them thinking about the ideas you discussed in your essay.

In order for a question to be considered thought-provoking, it cannot be answered with a 'yes' or a 'no.' One way to avoid asking a 'yes or no' question is by using the WH questions. For instance, how would you answer the following questions:

*Do you like pasta?*

*What do you like about pasta?*

Notice that the first question can be answered with a 'yes' or a 'no,' while the second question requires more thought. You **must** check for this when you are writing your conclusion. If your question does not trigger the reader's thinking, you need to rephrase it!

In conclusion, Kalle Lasn explains that ads are widely existent and dangerous to our minds. More specifically, their growth is continuous and we are still unaware of their power. **What will become of our future generations who are constantly exposed to advertisements?**

## Making a Prediction

A **prediction** states what may happen in the future:

In conclusion, Kalle Lasn explains that ads are widely existent and dangerous to our minds. More specifically, their growth is continuous and we are still unaware of their power. **Therefore, if people do not wake up to this reality, our minds will soon be overrun with marketing messages.**

## Giving a Recommendation

A **recommendation** suggests what should be done about a situation or problem:

In conclusion, Kalle Lasn explains that ads are widely existent and dangerous to our minds. More specifically, their growth is continuous and we are still unaware of their power. **Thus, we should be more conscious about the number of ads we see on a daily basis.**

To end your CAT-W essay, use the conclusion method that you feel most comfortable with!!

# ROUND ROBIN - SIGNIFICANT IDEA REVIEW



Let's Practice: Developing a Significant Idea ROUND ROBIN!!



Instructions: Read the following passage

Identify *all* of the author's most important ideas

- As a group, you will pick a significant idea to develop.
- Then, you will write your body paragraph TOGETHER, on the board.

## Hang It Up

You are a teacher in a public school system and you're lecturing the class on the structure of an essay. You turn your back to write the definition of "thesis" on the board. You turn around to the class and you see a group of students using electronic devices.

At the end of the term, a handful of students will fail the class. One reason students fail is because of distractions in the classroom, specifically the cellphone. Although electronic devices have been banned in public schools for some years, the issue came to the forefront when the New York City schools chancellor announced the random placement of metal detectors in schools. The result: more than 800 cellphones have been confiscated.

Students and their parents, who say they rely on cellphones for safety reasons, are outraged. There's even talk of a lawsuit arguing that the rule should be struck down. But as a former public school teacher, I can tell you that cellphones don't belong in the classroom. A student with a cellphone is an uninterested student, one with a short attention span who cares more about his or her social life than education.

Parents think of cellphones as a connection to their children in an emergency. Do you know why your children really want to take cellphones to school? Cellphones are status symbols. When their cellphones ring while the teacher is talking, everyone laughs. Playing video games on their cells makes them look cool. Text messaging their friends in the next room is more fun than learning about topic sentences.

There are legitimate causes that parents should be taking on. But they are wrong on this cellphone issue. In this case, they are part of the problem, not the solution.

*"Hang It Up," by Jesse Scaccia, NY Times Op Ed, May 23, 2006*

**Directions** for this activity:

**Part I**

1. Read the passage above *by yourself* and annotate or make notes in the margins.
2. Then, on the reverse side and together with your group ***discuss the reading*** and ***answer the questions***: what is the author’s “thesis?”; what are the major ideas the author writes about; what are the supporting major and minor details for those ideas? Put the answers in your **OWN words**.
3. As a group, **pick ONE** of the author’s ideas that your group thinks is **SIGNIFICANT**.

Together as a class we will go over the questions in Part I.

**What is the author’s overall main idea or “thesis?”**

---

---

**What are the author’s major details that support the main idea?**

***Major ideas:***

---

---

---

---

---

---

---

---

---

---

**BREAK**  
*10 minutes*



**Come back on time!!!**



Part II  
Group \_\_\_\_

Write the **Significant Idea** below:

---

---

---

- Using the **SIGNIFICANT IDEA** your group picked, write a paragraph together that explains **why** it is important using the “WH” questions. Make inferences based on what you know about the world around you when answering these questions. Also, make sure that your paragraph **relates to the passage** and **shows critical thinking**. Someone in your group should be the SCRIBE and write the paragraph down. Once you’re finished, everyone should copy it. You will need it later.
- When you’re done, have a member of the group write it clearly on the board.

Write your **Significant Idea** paragraph/s here or if you’re the SCRIBE use this space below:

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



Name \_\_\_\_\_

Date \_\_\_\_\_

### Make a Connection to the Reading Passage

Use the significant idea paragraph that you just created for *“Hang It Up”* as a guide and create a supporting example paragraph. You can relate it to an experience you have had, something you have read or seen in a book, magazine, on the news, online—anywhere. Make clear connections between your example and the significant idea from the passage using relevant and logical details.

**Note:** This activity will be collected by your Facilitator/s and returned to you at the beginning of the next workshop session.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**BREAK**  
*10 minutes*



**Come back on time!!!**

## Practice Exam

*You will have a practice exam today! Use your paperback dictionary to look up the words you don't understand.*

### Writing Directions

Read the passage above and write an essay responding to the ideas it presents. In your essay, be sure to summarize the passage in your own words, stating the author's most important ideas. Develop your essay by identifying one idea in the passage that you feel is especially significant, and explain its significance. Support your claims with evidence or examples drawn from what you have read, learned in school, and/or personally experienced.

Remember to review your essay and make any changes or corrections that will help your reader follow your thinking. You will have 90 minutes to complete your essay.

## Homework “E”: “The End of the Entrance Exam”

- Read **all** parts of this practice test booklet including the **Writing Directions** on the front cover and inside. Pay attention to the instructions at the top of each page, too.
- Read the **Reading Passage** on the next page and write your essay as instructed in the Writing Directions below it. Use the Outline you worked on in class today to help you write your response essay.
- Take no more than **90 minutes**; *time yourself*.
- At the next workshop class, please **hand it in** to your facilitator/s. Your facilitator/s will use make comments to help you focus on areas in your writing that you can improve upon.
- Use the outline you worked on in class to help you write the essay. If you didn’t finish it during the session then continue working on it before you write the essay.

### The End of the Entrance Exam

Smith College, a women’s college in Northampton, MA, and Wake Forest University in Winston-Salem, NC, will no longer require prospective students to submit SAT or ACT scores as part of their applications.

The number of institutions where tests are now optional has grown steadily. More institutions have become concerned about the validity of standardized tests in predicting academic success as well as the degree to which test performance correlates with household income, parental education and race. Some schools that have made standardized tests optional have found that they have attracted a more diverse student body, with no decline in academic ability.

“By making the SAT and ACT optional, we hope to broaden the applicant pool and increase access at Wake Forest for groups of students who are currently under-represented,” said Martha Allman, Wake Forest’s director of admissions. Even though students will still have the option of-submitting standardized test scores the most important criteria for admission will be high school curriculum and classroom performance, writing ability, extracurricular activities and evidence of character and talent.

Wake Forest, with 4,500 undergraduates, is ranked 30th among national universities by U.S. News & World Report, and is the highest-ranked on that list to have dropped its testing requirements. Smith, the nation’s largest undergraduate women’s college, with 2,600 students, received 3,771 applications this year, the most in its 137-year history.

Generally, only small colleges and universities with the resources to pay attention to recommendations, essays and extracurricular activities, as well as to a student’s grades and test scores, have been able to eliminate their testing requirements. But some state universities now admit most of their freshman class without regard to standardized test scores.

*Adapted from Tamar Lewin’s “2 Colleges End Entrance Exam Requirement” in the New York Times, 2008.*

### Writing Directions

Read the passage above and write an essay responding to the ideas it presents. In your essay, be sure to summarize the passage in your own words, stating the author’s most important ideas. Develop your essay by identifying one idea in the passage that you feel is especially significant, and explain its significance. Support your claims with evidence or examples drawn from what you have read, learned in school, and/or personally experienced. Remember to review your essay and make any changes or corrections that will help your reader follow your thinking. You will have 90 minutes to complete your essay.

# CAT-W

## Prep Workshop



6D v8.1

12/16

# STUDENT Workbook

## Day 5

# CATW Prep Workshop:

## Summary and Significant Idea Evaluation

**Directions:** Read the passage below. Underline the author’s main ideas. Then, read the three summaries that follow and answer the questions.

### How to Do One Thing at a Time

By now, we all know that multi-tasking can be a losing proposition. Talking on the phone while driving? Dumb idea. Texting while driving? *Really* dumb idea. But even seemingly harmless multi-tasking—like chatting with a friend while sending out an office e-mail—isn’t as harmless or efficient as we’d like to believe. A recent article published in the science journal *NeuroImage* revealed that when we attempt demanding tasks simultaneously, we end up doing neither as well as we should because our brains have cognitive limits.

What’s more, we’re also less efficient *after* we’ve shut down e-mail and turned off our phones. In a recent experiment at Stanford University, a group of students was asked to spend 30 minutes simultaneously compiling a music playlist, chatting, and writing a short essay. A second group focused on each task individually for 10 minutes each. Afterward, they were given a memory test. The single-taskers did significantly better than their multi-tasking peers.

“A tremendous amount of evidence shows that the brain does better when it’s performing tasks in sequence rather than all at once,” says Clifford Nass, Ph.D., a professor of communication at Stanford University. “We still don’t know the long-term effects of chronic multi-tasking, but there’s no question we’re bad at it, and it’s bad for us.”

Many experts believe, however, that it’s possible to repair your power of concentration. Through solutions such as yoga and acupuncture, experts believe we can break our multi-tasking habit and sharpen our focus.

*Adapted from Women’s Health Magazine, May 2010*

### Writing Directions

Read the passage above and write an essay responding to the ideas it presents. In your essay, be sure to summarize the passage in your own words, stating the author’s most important ideas. Develop your essay by identifying one idea in the passage that you feel is especially significant, and explain its significance. Support your claims with evidence or examples drawn from what you have read, learned in school, and/or personally experienced.

Remember to review your essay and make any changes or corrections that will help your reader follow your thinking. You will have 90 minutes to complete your essay.



**What does the title tell you about the passage?**

---

---

**What is the author's overall main idea?**

---

---

**The major details of this reading passage are:**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**CATW Analytic Scoring Rubric**

	<b>Critical Response to the Writing Task and the Text</b>	<b>Development of the Writer's Ideas</b>	<b>Structure of the Response</b>	<b>Language Use: Sentences and Word Choice</b>	<b>Language Use: Grammar, Usage, and Mechanics</b>
<b>6</b>	<ul style="list-style-type: none"> <li>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.</li> <li>The discussion demonstrates a thorough understanding of the main ideas and the complexity of ideas in the text.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Reasons and specific details and examples from the text and from the writer's reading and experience are used effectively to develop ideas.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Sophisticated, effective use of transitions conveys relationships among ideas throughout the response.</li> </ul>	<ul style="list-style-type: none"> <li>Sentences are consistently well controlled, with effective variety in structure.</li> <li>Word choice is sophisticated, precise, and effectively conveys the complexity of the writer's ideas throughout the response.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>The response effectively integrates a critical discussion of ideas in the text with relevant elements of the writer's reading and experience.</li> <li>The discussion demonstrates a good understanding of the main ideas and the complexity of ideas in the text.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Reasons and specific details and examples from the text and from the writer's reading and experience are usually used effectively to develop ideas.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Transitions clearly convey relationships among ideas throughout the response.</li> </ul>	<ul style="list-style-type: none"> <li>Sentences are usually well controlled, and there is some effective variety in structure.</li> <li>Word choice is usually specific and usually effective in conveying the writer's ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Though there may be a few errors in grammar, usage, and mechanics, good command of language is apparent, and meaning is usually clear.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>The response competently integrates a critical discussion of ideas in the text with relevant elements of the writer's reading and experience.</li> <li>The discussion consistently demonstrates an understanding of the main ideas and of some of the complexity in the text.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Reasons and specific details and examples from the text and from the writer's reading and experience are competently used to develop ideas.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Though often simple and obvious, transitions are usually made to convey relationships among ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Most sentences demonstrate competent control, and there is enough structural variety to support the clarity of the writer's ideas.</li> <li>Word choice is somewhat general but clearly conveys meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Language use is competent. Grammar, usage, and mechanics are generally correct, and meaning is usually clear.</li> </ul>

	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"> <li>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.</li> <li>The response demonstrates some understanding of the main ideas in the text, but understanding is uneven, superficial, or incomplete.</li> </ul>	<ul style="list-style-type: none"> <li>Development of ideas is general or uneven, but approaches to development sometimes support the clarity of the writer's ideas.</li> <li>The response uses some reasons and specific details and examples from the text and from the writer's reading and experience to develop ideas.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Some simple and obvious transitions are used to convey relationships among ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Sentence control is uneven, but there is some structural variety to support the clarity of ideas.</li> <li>Word choice is simple but usually clear enough to convey meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Command of language is uneven. Grammar, usage, and mechanics are generally correct, but some errors are distracting and may occasionally impede understanding.</li> </ul>
2	<ul style="list-style-type: none"> <li>There is little integration of ideas from the text with elements of the writer's reading and experience.</li> <li>The response demonstrates a weak understanding of the main ideas in the text.</li> </ul>	<ul style="list-style-type: none"> <li>Development of ideas is weak, and there may be little use of relevant approaches to development.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The response shows an attempt to create a central focus and to put related ideas together, but relationships among ideas may be unclear.</li> <li>Few, if any, transitions are used to convey relationships among ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Sentences demonstrate weak control, and there is little, if any, sentence variety to provide clarity.</li> <li>Word choice is simple, and sometimes meaning is not clear.</li> </ul>	<ul style="list-style-type: none"> <li>The response demonstrates a weak command of language. Grammar, usage, and mechanics are sometimes correct, but errors are often distracting, and some impede understanding.</li> </ul>
1	<ul style="list-style-type: none"> <li>There is minimal, if any, integration of ideas from the text with elements of the writer's reading and experience.</li> <li>The response demonstrates little, if any, understanding of the main ideas in the text.</li> </ul>	<ul style="list-style-type: none"> <li>There is minimal or no development of ideas and little, if any, use of relevant approaches to development.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>There may be an attempt to group related ideas together, but the main focus of the response is unclear.</li> <li>Transitions are rarely used.</li> </ul>	<ul style="list-style-type: none"> <li>Sentences demonstrate minimal or no control.</li> <li>Word choice is often unclear and often obscures meaning.</li> </ul>	<ul style="list-style-type: none"> <li>The response demonstrates minimal command of language. Grammar, usage, and mechanics are often incorrect, and errors frequently impede understanding.</li> </ul>

## Summary Evaluation

As a class, you will be asked to evaluate each sample paragraph by using the Scoring Rubric. You will determine whether the development of the student's writing is "weak," "uneven," or "competent."

**Let's take a look at the Scoring Rubric. Which domain measures the student's understanding of the passage? Domain   .**

Which score points measure a student's writing as:

"weak":            Score point   

"uneven":         Score point   

"competent:"     Score point   

Keep these in mind as you read the paragraphs below

### Summary A

In the passage "How to Do One Thing at a Time" from Women's Health Magazine, the author states/writes about that do multi-tasking can be negative. First, people the passage states that have less efficient after do multi-thing (short-term effect). Second, there is a long-term effect on doing many things simultaneously. However, some experts think we can repair our concentration level through some solutions.

Based on this summary, what is the author's main idea?

---

---

What are the major details according to this summary?

---

---

---

---

Based on the rubric, what score do you think this summary would receive? Why?

---

---

---

---

### **Summary B**

In the passage “How to do one thing at a time” is written by an author, and this article look from the women’s health magazine, may 2010. According to this passage, the author talks about the disadvantage of multitasking process. First of all, it will be less effective in short term. In addition, multitasking would be a worst for long term process. Finally, it seems possibly lose power of concentrate.

Based on this summary, what is the author’s main idea?

---

---

What are the major details according to this summary?

---

---

---

---

Based on the rubric, what score do you think this summary would receive? Why?

---

---

---

---

### **Summary C**

The passage, “How to Do One Thing at a Time,” discusses the effects that multi-tasking, or doing many things at the same time, has on the human brain. The author mentions different scientific studies that show that multi-tasking can have negative effects even while more and more of us engage in several activities at once. We text and drive or walk and many of us are hooked to our smart phones even while working. We check email, talk and check Facebook all at once! The author says that we also don’t perform as well once we stop using these technologies we’ve become so used to. In fact, he says, some studies reveal that people who focus on one thing at a time do it better than those who try to do several things at the same time. Also, the results of some studies show that when we do things in sequence, meaning one after the other, we do them better and more efficiently. Additionally, the passage states that there are many experts who feel that even though multi-tasking has developed into a habit, we can still learn to increase our ability to focus on a single thing at a time while improving our level of concentration.

Based on this summary, what is the author's main idea?

---

---

What are the major details according to this summary?

---

---

---

---

Based on the rubric, what score do you think this summary would receive? Why?

---

---

---

---

**BREAK**  
*10 minutes*



***Come back on time!!!***



## Evaluating the Significant Idea

**Directions:** Read the three **Significant Idea samples** below. As you read, evaluate them for clarity. **Ask yourself:** which of the author’s ideas **does the student think** is significant? In the student’s discussion, does he have **his own ideas about the topic?** Do they **relate directly to the author’s ideas or is the student’s example really about a different topic?**

After, as a class, you will be asked to evaluate, by using the Scoring Rubric, whether the development of the student’s writing is “weak,” “uneven,” or “competent.”

Let’s take a look at the Scoring Rubric. Which domain measures the development of the student’s ideas? Domain \_\_\_.

Which score points measure a student’s writing as:

“weak”:            Score point \_\_\_

“uneven”:         Score point \_\_\_

“competent:”     Score point \_\_\_

Keep these in mind as you read the paragraphs below.

### Significant Idea A

One of the most significant ideas is that some scientists believe multi-tasking may have long-term negative effects. We know the short-term effect on memory from the recent experiment as mentioned in the passage. So I think do multi-tasking may lead to memory loss during a long period. A person will not remember clearly what they have done before. The rate of memory loss will increase with time. What’s more, our concentration level will decline because do many things at a time (The two long-term consequences will seriously influence our life in the future.)

As we know, our memory loss with increasing age. Nobody wants to be a member of memory loss when he or she is still young. My mom often says that I have a poor memory than her because I always forget about my cooking egg when I am watching TV. I beame always busy to think about another things while I doing homework. A few minute, I need to check whether water boiled. I can't concentrade on my homework. In this way, my study and daily life become less efficient because of multi-tasking.

From the paragraph, what is the significant (important) idea? It's...

---

---

How does the student develop this significant idea? Does this development explain why this idea is significant?

---

---

---

---

Is this on-topic? If not, where does the writer go off-topic?

---

---

---

---

Based on the rubric, what score do you think he/she would receive? Why?

---

---

---

---

**Significant Idea B**

Scientist states that multi-tasking should have long-term negative effects. Scientist still don't know how it effects, but we see that it is negative in long-term. First, we find out that in short-term, people who do multi-tasking, are forget what they are doing after 30 minutes later. We give them a memory test, so if we gives them a memory test after 30 years later they may forget everything. In fact, scientist can't give them a test after 30 years later, but as the short-term tells, it may have same way on the long-term: It just as passage states "we still don't know the long-term effects of chronic multi-tasking, but there's no question we're bad at it, and it's bad for us."

From the paragraph, what is the significant (important) idea? It's...

---

---

How does the student develop this significant idea? Does this development explain why this idea is significant?

---

---

---

---

Is this on-topic? If not, where does the writer go off-topic?

---

---

---

---

Based on the rubric, what score do you think he/she would receive? Why?

---

---

---

---

## Significant Idea C

One of the most significant ideas the author writes about is that even though we think we're being efficient by multi-tasking, studies show the opposite. In other words, we are really much less productive when we focus on many things at one time. This is an interesting point because in this economy, as more companies cut staff to save money, they leave fewer people to do the same amount of work. Management expects us to be just as effective doing 5 things at once as we are at doing 2. How can we be as effective at our jobs when juggling all this additional work?

Last Thursday, my boss told me I was going to be responsible to provide him with a detailed monthly report that a former co-worker used to do. It required that I find out how many clients we served over the past month and figure out what other services each one used. We have hundreds of clients come through our doors, so, this was an enormous task. When my former co-worker left they didn't replace him. Consequently, all his work has been divided between my colleague and me and added to our workload. My boss needed the information for a meeting the next day. But, I was in the middle of doing another report that was due then, too. Both tasks were time-consuming and required my undivided attention. However, I was afraid I was going to make a mistake because on top of completing the other report I also had to meet with clients, answer phones, respond to emails and plan for the next week's sales meeting! If, like the passage says, we're less effective while multi-tasking then companies are really hurting their productivity!

**From the paragraph, what is the significant (important) idea? It's...**

---

---

**How does the student develop this significant idea? Does this development explain why this idea is significant?**

---

---

---

---

**Is this on-topic? If not, where does the writer go off-topic?**

---

---

---

---

**Based on the rubric, what score do you think he/she would receive? Why?**

---

---

---

---

**BREAK**  
*10 minutes*



*Come back on time!!!*

## Practice Exam

*You will have a practice exam today! Use your paperback dictionary to look up the words you don't understand.*

### Writing Directions

Read the passage above and write an essay responding to the ideas it presents. In your essay, be sure to summarize the passage in your own words, stating the author's most important ideas. Develop your essay by identifying one idea in the passage that you feel is especially significant, and explain its significance. Support your claims with evidence or examples drawn from what you have read, learned in school, and/or personally experienced.

Remember to review your essay and make any changes or corrections that will help your reader follow your thinking. You will have 90 minutes to complete your essay.



## Homework Assignment “F”- Rate this Essay!

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**

	<b>Critical Response to the Writing Task and the Text</b>	<b>Development of the Writer's Ideas</b>	<b>Structure of the Response</b>	<b>Language Use: Sentences and Word Choice</b>	<b>Language Use: Grammar, Usage, and Mechanics</b>
<b>6</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• The discussion demonstrates a thorough understanding of the main ideas and the complexity of ideas in the text.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Reasons and specific details and examples from the text and from the writer's reading and experience are used effectively to develop ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Sophisticated, effective use of transitions conveys relationships among ideas throughout the response.</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences are consistently well controlled, with effective variety in structure.</li> <li>• Word choice is sophisticated, precise, and effectively conveys the complexity of the writer's ideas throughout the response.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>• The response effectively integrates a critical discussion of ideas in the text with relevant elements of the writer's reading and experience.</li> <li>• The discussion demonstrates a good understanding of the main ideas and the complexity of ideas in the text.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Reasons and specific details and examples from the text and from the writer's reading and experience are usually used effectively to develop ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Transitions clearly convey relationships among ideas throughout the response.</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences are usually well controlled, and there is some effective variety in structure.</li> <li>• Word choice is usually specific and usually effective in conveying the writer's ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Though there may be a few errors in grammar, usage, and mechanics, good command of language is apparent, and meaning is usually clear.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>• The response competently integrates a critical discussion of ideas in the text with relevant elements of the writer's reading and experience.</li> <li>• The discussion consistently demonstrates an understanding of the main ideas and of some of the complexity in the text.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Reasons and specific details and examples from the text and from the writer's reading and experience are competently used to develop ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Though often simple and obvious, transitions are usually made to convey relationships among ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Most sentences demonstrate competent control, and there is enough structural variety to support the clarity of the writer's ideas.</li> <li>• Word choice is somewhat general but clearly conveys meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Language use is competent. Grammar, usage, and mechanics are generally correct, and meaning is usually clear.</li> </ul>

	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"> <li>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.</li> <li>The response demonstrates some understanding of the main ideas in the text, but understanding is uneven, superficial, or incomplete.</li> </ul>	<ul style="list-style-type: none"> <li>Development of ideas is general or uneven, but approaches to development sometimes support the clarity of the writer's ideas.</li> <li>The response uses some reasons and specific details and examples from the text and from the writer's reading and experience to develop ideas.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Some simple and obvious transitions are used to convey relationships among ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Sentence control is uneven, but there is some structural variety to support the clarity of ideas.</li> <li>Word choice is simple but usually clear enough to convey meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Command of language is uneven. Grammar, usage, and mechanics are generally correct, but some errors are distracting and may occasionally impede understanding.</li> </ul>
2	<ul style="list-style-type: none"> <li>There is little integration of ideas from the text with elements of the writer's reading and experience.</li> <li>The response demonstrates a weak understanding of the main ideas in the text.</li> </ul>	<ul style="list-style-type: none"> <li>Development of ideas is weak, and there may be little use of relevant approaches to development.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The response shows an attempt to create a central focus and to put related ideas together, but relationships among ideas may be unclear.</li> <li>Few, if any, transitions are used to convey relationships among ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Sentences demonstrate weak control, and there is little, if any, sentence variety to provide clarity.</li> <li>Word choice is simple, and sometimes meaning is not clear.</li> </ul>	<ul style="list-style-type: none"> <li>The response demonstrates a weak command of language. Grammar, usage, and mechanics are sometimes correct, but errors are often distracting, and some impede understanding.</li> </ul>
1	<ul style="list-style-type: none"> <li>There is minimal, if any, integration of ideas from the text with elements of the writer's reading and experience.</li> <li>The response demonstrates little, if any, understanding of the main ideas in the text.</li> </ul>	<ul style="list-style-type: none"> <li>There is minimal or no development of ideas and little, if any, use of relevant approaches to development.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>There may be an attempt to group related ideas together, but the main focus of the response is unclear.</li> <li>Transitions are rarely used.</li> </ul>	<ul style="list-style-type: none"> <li>Sentences demonstrate minimal or no control.</li> <li>Word choice is often unclear and often obscures meaning.</li> </ul>	<ul style="list-style-type: none"> <li>The response demonstrates minimal command of language. Grammar, usage, and mechanics are often incorrect, and errors frequently impede understanding.</li> </ul>

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~~ ~~the~~ ~~ways~~ ~~to~~ ~~cutting~~ ~~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 ~~should~~ learn ~~to~~ everyone is different and ~~learning~~ 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 ~~children are learning~~. It aids in a child's learning. ~~They~~ They can learn how to make new friends; learn who to stay away from; learn ~~how~~ <sup>how</sup> to share and more. It also ~~relaxes~~ <sup>relaxes</sup> their mind ~~and~~ ~~get~~ ~~at~~ ~~the~~ ~~end~~ ~~of~~ ~~the~~ ~~day~~ 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 a **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 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 ~~the~~ <sup>time</sup> off per week doing another activities less important than to attend classes Also that number will ~~rise~~ <sup>rise</sup> because many schools have eliminated recess with the goal ~~of to~~ ~~to stand~~ ~~more~~ 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 doing exercise ~~start~~ <sup>each</sup> day humans will avoid many diseases such as obesity, heart problems, and blood pressure. That means, if children ~~start~~ <sup>practising sports</sup> ~~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~~ <sup>violin</sup>, piano, and ~~chess~~ <sup>chess</sup>. For example, playing ~~violin~~ <sup>violin</sup> or piano, they will enjoy music places that ~~is~~ <sup>is</sup> further it will be other alternative to know ~~people~~ <sup>people</sup> 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~~ <sup>chess</sup> a game that is beneficial for brain because on this game players need to think and analyze before they make a playing.

→

Paper B continued

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~~ <sup>chess</sup> 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 a **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 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:**

---

---

---

# CAT-W

## Prep Workshop

# STUDENT Workbook



**6D v8.1**

12/16

# Day 6

## CAT-W Test-Taking Tips

### Line 6: “You will have 90 minutes to complete your essay.”

- **Plan your time before the exam!**

A good rule of thumb is to give yourself:



- 15 minutes to Preview & Read the passage
- 10 minutes to Brainstorm an Outline
- 10 minutes to write a Summary (Intro)
- 35 minutes to write your 2 body paragraphs: Significant idea, Example paragraph
- 10 minutes to write your conclusion
- 10 minutes to proofread

Do you have to stick to these times? No, they’re just suggestions. But keep in mind that if you take longer on one section, you will have less time to spend on another. You may compromise your ability to address ALL the sections in a **thorough** way.

- **Use your proofreading skills!**

If you really want the readers to see what you can do, you’ve got to correct those mistakes that we all make along the way. Thanks to the workshop, you know what your “favorite” ones are.

Do you sometimes forget to summarize *most, if not all, of the author’s main ideas*? Check for it!

Do your body paragraphs drift away from writing about a **significant idea**? Make sure that you stay close to the reading passage. Make sure your body paragraphs connect to the reading passage, especially when writing the example about why you feel one of the author’s ideas is significant. Remember, you’re evaluating a piece of writing using the author’s ideas **in your own words!**

Do you skip a word here and there because you’re in a hurry?

Are there some grammar mistakes you always make? Your proofreading skills are evaluated as stated in the Writing directions: **Review your essay and make any changes or corrections that will help your reader follow your thinking.**

- **Relax!**

It’s natural to feel a little nervous, and it can even help your motivation. If you’re too anxious, though, try breathing slowly and deeply. Put your pen down. Close your eyes. Now, breathe in slowly through your nose and exhale through your mouth while counting silently to ten until you release the last breath. Another relaxation tip is to breathe deeply into your belly as though it is a balloon you are filling with air (be sure to keep your shoulders relaxed!). Try it, if you’re feeling anxious or nervous.



During the test, don’t worry if other students finish while you’re still working. Everyone works at their own pace. You don’t have any idea what that student has written and it doesn’t really matter. Focus on **your job. Use everything you learned in the workshop to do your best on the essay!**

- **Think positive!**

Keep telling yourself you’re going to pass. Believe it, and act like it! You’ve been practicing your skills in the workshop, and if you’ve been working hard, this is the time to have faith in yourself and the progress you’ve seen in your writing. Mental attitude does count, so give yourself an edge with some positive thoughts!

Look at Day 5 homework in your workbook or take out your separate homework booklet from the last session.

## Homework Assignment “F”- Rate this Essay!

You will go over last night’s homework in great detail, so take notes!

**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.

**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 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*.

**BREAK**  
*10 minutes*



Come back on time!!!

# Practice Exam

*You will have a practice exam today! Use your paperback dictionary to look up the words you don't understand. You will use the practice response for a follow-up activity.*

**BREAK**  
*10 minutes*



*Come back on time!!!*

## Proofreading: Review, Edit & Revise

How to catch those mistakes we may make along the way.

Line 5: “Remember to review your essay and make any changes or corrections that will help your reader follow your thinking.”

This is the time to **go back over your essay** to **proofread** for clarity and correctness. If necessary, you can **edit** and **revise** your essay. This is where you must **review** what you have written to make sure you have addressed what is being asked of you in **all** the domains:

### Domain 1 (Critical Response to the Task & Text)

- Ask yourself: Did I **summarize** most, if not all, of the author’s **most important ideas**? Did I **state the author’s ideas in my own words**? If you used quotes, remember to explain them in your own words, too. Reread the Writing directions to make sure you answered **all** parts of the Task (Writing directions). Domain 1 measures the completeness of your essay.

### Domain 2 (Development of the Writer’s Ideas)

- **Include sufficient information.** It’s not enough to just summarize the author’s ideas. The Writing direction also instructs you to **“develop your essay by identifying one idea in the passage that YOU feel is especially significant, and explain its significance.”** Explain or support **your** ideas fully using your knowledge about the world around you. Don’t leave anything out because as line 3 states you need to **“help the reader follow your thinking.”** The reader of your essay has no way of knowing what you meant to write but, instead, left out. You must state it clearly leaving no gaps for the reader to fill in. The reader can only read what is written in the test booklet. So, leave no doubt about what you want the reader to know. **Remember to define and explain your ideas. Too much information is better than too little!**

### Domain 3 (Structure of the Response):

- Domain 3 measures the progression of your ideas and the cohesiveness of your essay, so make sure that your essay has a clear beginning, middle, and end. Don’t forget to write a conclusion, in addition to the summary (intro) and significant idea paragraphs one of which should be the example that explains the significance. Remember to use **transitional words and phrases** to help your writing flow smoothly from one idea to another.



## For the Language Domains:

**Domain 4 (Language Use: Sentences and Word Choice):** Ask yourself:

- Are my sentences written using the proper English structure?
- Have I chosen the best words I know to get my points across?



**Domain 5 (Language Use: Grammar, Usage, Mechanics):** Ask yourself:

- Did I check my grammar for mistakes like verb tense, subject-verb agreement, run-ons, fragments, spelling, and punctuation?
- Are my sentences clearly written?



### Some helpful tips:

Be sure to use correct paragraph form—that is, write your answers in complete, correct sentences.

- **Make your essay response readable.** The readers cannot help but to have a personal reaction to your answer. Try to make their reaction a positive one by handing in an essay that is as easy to read as possible. It is very difficult to find well thought out ideas inside very poor handwriting and/or a carelessly written essay. Cross outs should be done neatly and sparingly. Make corrections ABOVE carefully and neatly crossed out sentences.
  - **Do not make notes/corrections in the margins of your essay.** You *can* make notes in the *margins of the reading passage* while you're reading it so that you can better understand it. You can also plan and organize your essay on the pages provided. But when revising or editing your essay the instructions on the outside of the test booklet state: “do not write in the margins of the test booklet.” That means, don't make corrections in the margins of *your* essay. Make any corrections above the sentences.
- **Read the Writing directions again.** Check to see that *you have addressed each line* appropriately and that you *have adequately responded to all parts of the task*. Add anything that you feel could improve your answer.

### Some ways to catch your errors:

1. Reread your essay while moving your lips as if you are reading it aloud. You may “hear” or better recognize any errors you made or revisions you want to make.
2. Use the edge of the paperback dictionary to cover part of the essay so that you're reading it line by line.

Thank you for attending the CAT-W prep workshop!

***Good luck on the exam!***

Stop by or call the Writing Center to find out the hours for Walk-In Tutoring!

*Campus Writing Center*

Room: L-118 (Library 1<sup>st</sup> floor)

(718) 631-6663

Visit the Writing Center for all your writing-related assignments!

Campus Writing Center

Room: L-118 (Library 1<sup>st</sup> floor)

(718) 631-6663