

# Measurements of Student Progress

## Grade 7 Writing Anchor Set Annotations

from the Spring 2011  
Measurements of Student Progress

### Section III:

### Writing to Persuade

#### III. Writing to Persuade

• COS Score of 1.....	1
• COS Score of 2.....	9
• COS Score of 3.....	26
• COS Score of 4.....	48



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**2011 Grade 7  
Washington Measurements of Student Progress  
(MSP)**

Writing to Persuade  
Content, Organization, and Style (COS)

**Score of 1**

**Washington Measurements of Student Progress**  
**2011 Grade 7 Anchor Set Annotations**  
**Writing to Persuade, Task B**  
**Content, Organization, and Style (COS)**  
**Score of 1**

*Note: To protect students' anonymity, we have taken editorial liberties to change the names included in their responses.*

**7PA1 (COS 1)**

This response demonstrates an insufficient ability to persuade the reader. Although the response starts by taking a firm position (*Clearly I think we shouldn't have assigned seats...*), what follows is merely a bare list of reasons. The response presents the list of simple scenarios in question form (*What if your sitting in a spot were you can't see the board. What if your sitting next to a kid you hate. Also you can be sitting next to a kid who looks at your paper. Or what if your sitting next to a kid who bugs you. What if your sitting next to somebody who stinks or somebody who bosses you around*). The writer makes no attempt to connect any of the ideas contained in any of the listed scenarios. The response concludes by repeating the author's position (*That's why I think we shouldn't have assigned seats*). No persuasive techniques were used in this response to help persuade the audience. The response uses limited word choice, and demonstrates very little sense of the person behind the words. Overall, this essay lacks both sufficient development and a sufficient attempt to persuade the reader to agree with the writer's positions. The best-fit COS score for this response is a 1.

**7PA2 (COS 1)**

This response demonstrates an insufficient ability to persuade the reader. The response begins with a listed opening opposing assigned seats in every classroom. In the first argument, the writer states that students in assigned seats will *get bored of being in the same spot* and offers little or no support. The next paragraph appears to be another argument, when essentially it is a continued list (*you get bored of the same people. You also meet nobody new*). The last argument (*you make no new friends because you're always with the same people, and tell them the fun things you remember*) is just a continuation of the prior list. Essentially, this is a causal result flowing from meeting no one new, but the use of the term *Last* makes it appear as if it were a separate argument from the second, diminishing its effect. While there is a causal connection between being bored, meeting no one new and being unable to make new friends, the formulaic presentation of these ideas makes the response disjointed. The conclusion simply repeats the opening (*these are three reasons why I don't want a seating chart*). There is limited variety of sentence structure and word choice used in this response. There is little sense of the person behind the words. Overall, this response demonstrates a limited attempt to persuade. The best-fit COS score for this response is a 1.

**7PA3 (COS 1)**

This response demonstrates an insufficient ability to persuade the reader. The response takes the position that students should sit *where ever we want to sit*. The response lists three examples to support the position. The response attempts to provide listed support (*I think that because there's a couple of people that don't like each other*). The writer continues with further listed support (*...we should be sitting with people that can help us not copping our work*). The writer's last argument justifying student choice is *we should be able to sit with our friend to make it fun*. There is minimal elaboration for this last point (*I mean common were at school 180 day and 7 hours at Least make those day and hours fun*). The response concludes with simply repeating the writer's position (*I think we shouldn't have*

*seating signing*). There is limited variety of sentence structure and word choice used in this response. There is little sense of the person behind the words. Overall, this response demonstrates a limited attempt to persuade. The best-fit COS score for this response is a 1.

## Task B: Writing to Persuade

### Final Draft

**Directions:** Before you begin your final draft, read the Checklist on page 16 again. Then make revisions and edits to your first draft according to the Checklist. When you have made your revisions and edits, write your final draft on this page and the next four pages as you need them. **Reminder:** Use a No. 2 pencil only.

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#### Assigned Seats in Every Classroom

Your principal is considering requiring assigned seats in every classroom. Do you think students should have assigned seats in every class? Take a position on this issue. Write a multiple-paragraph letter to persuade your principal to support your position.

Dear Principal

Clearly I think we should not have assigned seats because what if your sitting in a spot were you cant see the board. What if your sitting next to a kid you hate. Also you can be sitting next to a kid who looks at your paper. Or what

## Task B: Writing to Persuade

## Final Draft

You may continue your final draft on this page.

if your sitting next to a  
kid who bugs you. What  
if your sitting next to  
somebody who stinks  
or somebody who bosses  
you around. That's why  
I think we shouldn't  
have assigned seats

COS1

## Task B: Writing to Persuade

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#### Assigned Seats in Every Classroom

Your principal is considering requiring assigned seats in every classroom. Do you think students should have assigned seats in every class? Take a position on this issue. Write a multiple-paragraph letter to persuade your principal to support your position.

I don't think we should have a seating chart in every class for three reasons, you get bored of being in the same spot, sit with same people, and you can't make new friends.

One reason why I don't want seating charts is because you get bored of the same spot. Then you ask for a new one and

## Task B: Writing to Persuade

## Final Draft

You may continue your final draft on this page.

Teachers say NO.

The second reason is you  
get bored of the same people. You also  
meet nobody new.

Last is you make no new friends  
because you're always with the  
same people [and tell them the fun things  
you remember]

These are three reasons why  
I don't want a seating chart.

COS 1

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### Assigned Seats in Every Classroom

Your principal is considering requiring assigned seats in every classroom. Do you think students should have assigned seats in every class? Take a position on this issue. Write a multiple-paragraph letter to persuade your principal to support your position.

The letter

Dear, Mr. Harvy

I am writing this letter to state that my position is enagainst the seating positions. I think we the students should sit were ever we want to sit. I think that because there's a couple of people that don't like each other. I also think

## Task B: Writing to Persuade

## Final Draft

You may continue your final draft on this page.

we should be sitting with people that  
can help us not copying our work.

We should be able to sit with  
our friend to make it fun. I mean common  
were at school 180 day and 7 hours  
at least make those day and hours  
fun. I think we shouldn't have seating  
signing.

From,  
a student

COS 1

**2011 Grade 7  
Washington Measurements of Student Progress  
(MSP)**

Writing to Persuade  
Content, Organization, and Style (COS)

**Score of 2**

**Washington Measurements of Student Progress**  
**2011 Grade 7 Anchor Set Annotations**  
**Writing to Persuade, Task B**  
**Content, Organization, and Style (COS)**  
**Score of 2**

*Note: To protect students' anonymity, we have taken editorial liberties to change the names included in their responses.*

**7PA4 (COS 2)**

This response demonstrates a weak ability to persuade the reader. The response opens with the writer's position followed by a request and audience awareness (*I agree with you because imagine a classroom with no assigned seats it would be a disaster some students with their freinds not paying attention, not doing there work*). The second paragraph is a scenario offering listed support for the position (*Another reason I agree with you is because you never know what might be going on in between other students like if they don't like each other or something else like that. And if you have assigned seats there might not be a conflict in between those students. Or if some student are going out they be all mushy and not pay attention during the class*). The third paragraph uses a problem-solving approach with minimal elaboration, describing how to deal with students that are unable to pay attention regardless of whom they are placed next to. Using self-as-expert, the writer suggests that *if you put them in front of the classroom with nobody around this student they will pay attention*. The response abruptly ends with a concluding statement (*So the point that I'm trying to make here is that we should have assigned seats in every classroom*). Although the writer uses scenarios to attempt to paint a picture for the audience, the listed support, simplistic transitions and limited variety of word choice and sentence structure contribute to the lack of voice throughout the response. Overall, this response demonstrates an inadequate ability to persuade the reader why assigned seats are necessary. The best-fit COS score for this response is a 2.

**7PA5 (COS 2)**

This response demonstrates a weak ability to persuade the reader. The response takes the position that students should be able to choose their seats (*for many reasons*). The writer begins to discuss the first argument that student choice permits students to *sit by friends*. The writer recognizes his or her audience's natural reaction in an implicit concession posed in a rhetorical question (*How in any way is that good? You may be asking your self...*) to which the author responds with a positive causal result (*...if we sit by our friends it will be helpful when working in groups. So being in groups with friends we tend to like our groups then we will work better*). The second argument employs causal-chain reasoning (*If sitting class were you whant your area may feel more welcoming. In a comfortable area preasure isnt as high so you arn't confused. We are also less tempted to look across the room. It may even open new things to us*). The last argument is the claim that because middle school students don't enjoy going to class they may be *tempted to go to class* if they were permitted to sit next to friends. There is no further support for this claim. The response concludes with the general comment that students *should sit were we whant to benifit our grades*. Overall, this response provides some minor causal support, but the development is incomplete and can be reorganized without changing the meaning. Taken as a whole, this response demonstrates an inadequate ability to persuade the reader why assigned seats should not be mandatory. The best-fit COS score for this response is a 2.

**7PA6 (COS 2)**

This response demonstrates a weak ability to persuade the reader. The author starts with his or her position against assigned seats claiming that he or she agrees with all students at the school. Each of the three arguments the writer uses in this response describes a short scenario. The response moves into the first argument; there is a negative prior relationship between some of the students which may result in a negative outcome if such students were placed next to one another (*I mean us “kids” here probably strongly dislike some of the other students here*). There is no further support for this claim other than the vague causal language (*it might not end so well*). The second argument uses a rhetorical question, to make the argument that (*...some students don't have very good eyesight. If you had bad eyesight and got placed in the back of the class what would happen to your grades?*). The writer answers the question, claiming a causal result (*I think they would start to go down all because you cant see what the teachers doing*). The third argument/scenario suggests a student may get placed next to his or her *bff* which results in continuous talking and reduction in concentration. For each of these arguments the writer begins to describe a scenario with a claimed causal result but does nothing further in elaborating. The writer indicates his/her last reason is because students *basically already have them in every class*. The writer fails to indicate why *basically* having assigned seats in every class currently means they should not continue nor does he or she indicate why having them currently is unfair. While the response utilizes some simple transitions, persuasive techniques (rhetorical question) and simple causal results, the lack of elaboration leaves the reader asking for more. Overall, this response demonstrates an inadequate ability to persuade the reader why mandatory assigned seats should not be implemented. The best-fit COS score for this response is a 2.

**7PA7 (COS 2)**

This response demonstrates a weak ability to persuade the reader. The opening of this response uses narrative dialogue effectively to describe a scenario in which a teacher has misidentified a student (*Hey, Stan, oops I meant Steve can you answer this problem?*) and uses a rhetorical question to introduce the scenario to his or her audience (*Tired of names being mixed up? So are we!*). The opening continues, foreshadowing two arguments (*If we had assigned seats, school life would be much easier for students and teachers alike. The students will meet new friends also!*) The first argument utilizes a causal chain describing that assigned seats allow students to create new friendships, eventually resulting in annoyance to teachers and students (*They also won't have to talk across the room when they have new friends right next to them. If we didn't have assigned seats, kids would be yelling across the room and talking way to much. Disrupting the class and annoying the teacher*). Although causal, this chain elaboration is lacking explanation at various points, requiring the reader to work hard to see the connections. The response concludes with a mere repetitive list of points made. There is some variety of sentence structure and the response starts well with the dialogue; however, overall, this response demonstrates an inadequate ability to persuade the reader why mandatory assigned seats are necessary. The best-fit COS score for this response is a 2.

**7PA8 (COS 2)**

This response demonstrates a weak ability to persuade the reader. The response starts with a runaway opening, moving from the writer's position in favor of assigned seats directly into his or her first argument that assigning seats would result in a better learning environment for three reasons (*...less people would talk during class. Also, people might not pass notes around to their friends, and they would also listen to their teachers instead of friends*). The writer fails to elaborate any of these ideas

further. The response moves into the second argument: Assigned seats would result in more paying attention in class for two reasons (...*because we would not have any interferences during class by a group of talking friends. We would also not be able to talk with our friends. And, we would concentrate on the teacher more*). Once again the writer fails to elaborate either of these listed ideas further. The response then moves into a concession rebuttal, conceding that students may be displeased with being forced to sit somewhere but in return students will improve their grades. The response concludes by repeating the arguments made previously with more stylistic word choice (... *so we can all have great grades and pass all of our classes with flying colors*). Finally, the writer uses two call-to-actions, requesting the principal announce it over the intercom or write about it in the school newspaper. There is little sense of the person behind the words as all the elaboration is general, with no personal examples or specificity. Overall, this response demonstrates an inadequate ability to persuade the reader why assigned seats should be mandatory. The best-fit COS score for this response is a 2.

## Task B: Writing to Persuade

### Final Draft

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#### Assigned Seats in Every Classroom

Your principal is considering requiring assigned seats in every classroom. Do you think students should have assigned seats in every class? Take a position on this issue. Write a multiple-paragraph letter to persuade your principal to support your position.

Dear Principle

I agree with you on this topic. I agree with you because imagine a classroom with no assigned seats it would be a disaster some students with their friends not paying attention, not doing there work

Another reason I agree with you is because you never know what might be going on in between other students like if they don't like each other.

**Final Draft**

You may continue your final draft on this page.

Or something else like that. And if you have assigned seats there might not be a conflict in between those students. Or if some student are going out they be all mushy and not pay attention during the class.

My last reason is because there are some people that just don't pay attention no matter where you put them. So what I have learned that if you put them in front of the classroom with nobody around this student they will pay attention. So the point that I'm trying to make here is that we should have assigned seats in every classroom.

Sincerely, Your student

COS 2

## Persuasive Writing Task B

### Final Draft

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#### Assigned Seats in Every Classroom

Your principal is considering requiring assigned seats in every classroom. Do you think students should have assigned seats in class? Take a position on this issue. Write a multiple-paragraph letter to your teacher to persuade him or her to support your position.

Dear Mr. P.

I believe that we should sit where ever want for many reasons.

My first reason is this, is we should sit by freinds. How in any way is that

**Final Draft**

You may continue your final draft on this page:

good? You may be asking  
yourself, well you see if  
we sit by our freinds it  
will be helpful when working  
in groups. So being in groups  
with freinds we tend to  
like our groups then we  
will work better.

If sitting class were  
you whant your area may feel  
more welcoming. In a comfort  
able area preasure isnt as high  
so you arnt confused. We are  
also less temped to look across  
the room. It may even open new  
things to us.

## Persuasive Writing Task B

## Final Draft

You may continue your final draft on this page.

Kids ourage don't look forward  
to classes. But knowing we get  
to sit by freinds we are  
more tented to go to class....

In conclusion, we should  
sit were we whant to benifit  
our grades.

COS2

## Persuasive Writing Task B

### Final Draft

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#### Assigned Seats in Every Classroom

Your principal is considering requiring assigned seats in every classroom. Do you think students should have assigned seats in class? Take a position on this issue. Write a multiple-paragraph letter to your teacher to persuade him or her to support your position.

Dear Mr. principal,

The students of  
goodman and I have all  
agreed we should not get  
assigned seats. I mean us  
"kids" here probably strongly  
dislike some of the  
other students here.

## Persuasive Writing Task B

## Final Draft

You may continue your final draft on this page.

And if we get assigned seats we might have to sit next to them, and that might not end so well.

Plus, some students don't have very good eyesight. If you had bad eyesight and got placed in the back of the class what would happen to your grades? I think they would start to go down all because you can't see what the teachers doing.

Another reason is because we might get seated next to someone who got seated by their

## Persuasive Writing Task B

## Final Draft

You may continue your final draft on this page.

bff and they might talk all  
the time! It is hard to concentrate  
with people talking in your ear.

The last reason is, that  
we basically already have  
them in every class. It is just  
not fair.

you're favorite student,

COS 2

## Persuasive Writing Task B

### Final Draft

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#### Assigned Seats in Every Classroom

Your principal is considering requiring assigned seats in every classroom. Do you think students should have assigned seats in class? Take a position on this issue. Write a multiple-paragraph letter to your teacher to persuade him or her to support your position.

"Hey, Stan, does I want Steve can you answer this problem?" Tired of names being mixed up? So are we! If we had assigned seats, school life would be much easier for students and teachers alike. The students will meet new friends also!

**Final Draft**

You may continue your final draft on this page.

Students will be assigned a seat next to another student and they can get to know each other. They also won't have to talk across the room when they have new friends right next to them. If we didn't have assigned seats, kids would be yelling across the room and talking way too much. Disrupting the class and annoying the teacher. If the teacher gets annoyed, he/she will take it out on future classes, making those students annoyed and these kids would have to come back the next day and repeat the

## Persuasive Writing Task B

## Final Draft

You may continue your final draft on this page.

write process again. So, I think  
kids should have assigned seats  
because of these three reasons: 1:  
kids won't have to yell across the  
room. 2: Students can meet  
new friends. 3: Teachers won't get  
too annoyed

COS 2

Task B: Writing to Persuade

**Final Draft**

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**Assigned Seats in Every Classroom**

Your principal is considering requiring assigned seats in every classroom. Do you think students should have assigned seats in every class? Take a position on this issue. Write a multiple-paragraph letter to persuade your principal to support your position.

Dear princible,

I understand that you are contemplating whether or not we should have assigned seats in every classroom. I completely correspond that we should have an assigned seating deployment. First off, I think that if we had an assigned seating arrangement, we would have a better learning environment. The way we would have a better learning environment by the seating arrangement is less people would talk

## Task B: Writing to Persuade

## Final Draft

You may continue your final draft on this page.

during class. Also, people might not pass notes around to their friends, and they would also listen to their teachers instead of friends.

Secondly, if we had assigned seating arrangements, it would be easier to pay attention in class. It would be easier to pay attention in class because we would not have any interferences during class by a group of talking friends. We would also not be able to talk with our friends. And, we would concentrate on the teacher more.

Finally, some people might say that not too many students will be happy. Well, that's probably true, but they don't have to be happy, they just have to be smart and pass the class. Also, some might say that some students will complain. They might, but at least their grades are higher.

## Task B: Writing to Persuade

## Final Draft

You may continue your final draft on this page.

than they were.

All in all, I think we should have an assigned seating arrangement, so we can have a better learning environment, so we can pay attention easier, and so we can all have great grades and pass all of our classes with flying colors. So please, help me get the word out by announcing it over the intercom or writing about it in the school newspaper or something. Thank-you for your time

Sincerely,

COS2

**2011 Grade 7  
Washington Measurements of Student Progress  
(MSP)**

Writing to Persuade  
Content, Organization, and Style (COS)

**Score of 3**

**Washington Measurements of Student Progress**  
**2011 Grade 7 Anchor Set Annotations**  
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**Content, Organization, and Style (COS)**  
**Score of 3**

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**7PA9 (COS 3)**

This response demonstrates sufficient ability to persuade the reader. The response starts with a clear position (*I think that you should agree with me in saying that we should have a seating arrangement*). Although the opening introduces the arguments to be discussed in a formulaic list, it does incorporate audience awareness (*We bolth know that...*) and suggests an alternate problem solving solution followed by a rhetorical question (*That's why I think you should make a seating arrangement, but switch it up every quarter. Dont you think so?*). The first argument is a causal chain: Assigned seats will provide students *a chance to meet new people... If someone sat next to the new student, it would give the new student a better opportunity of making friends, ultimately resulting in new kids feel like a ray of sunshine*. The second argument is another causal chain: Assigned seats will make learning easier (*...because kids won't be seated by their best friends. If students sit by their best friends they wont pay attention and will goof off.*) The author, perhaps recognizing the tension between the first and second argument, explains *Although, if their by someone they don't know very well it will give them a chance to learn about them and still stay on task*. The third argument uses problem solving and suggests that assigned seats can be used to reduce bullying and student isolation by specific placement of students based on their individual needs which will allow a previously troubled student to *focus and be happy*. The writer concludes the response by attempting to broaden the impact with a greater causal result (*Seating arrangements could even relate to a world wide event because if a student sits next to a hard working student instead of their friends...improve their skills...become an engineer or Lawyer*). The student weaves multiple persuasive techniques in a layered approach. Varied sentence structure and word choice help to keep the reader engaged. The response adequately persuades the reader. The best-fit COS score for this response is a 3.

**7PA10 (COS 3)**

This response demonstrates a sufficient ability to persuade the reader. The writer begins by establishing the context for his or her arguments followed by a scenario describing a concession rebuttal (*Teachers are always having trouble with kids talking while they're trying to teach. They can tell the students to quiet down, but they are to busy talking to notice*). In the first argument (*...when kids are talking, they usually are distracted*), the writer does a good job of explaining the connections in this causal scenario (*If we didn't have assigned seats, the students will almost always sit by a friend. While they're talking and laughing...not listening to the teacher...don't know what they're supposed to do when work time rolls around*) and the subsequent result (*...they can also copy a friend's work. Friends can tell them the answer, too*). The writer describes another scenario that could occur if students sat next to friends (*Passing notes around the classroom is another thing that students like to do. The notes can sometimes say rude things about the teacher*). The writer then concedes that students may not like having their seats assigned but rebuts that concession with a causal chain (*...because the students are not paying attention, their grade will drop. Before you know it, they'll be failing that class. They might even have to go to summer school*). The response concludes with the writer's recognition that he or she already has assigned seats in most of his or her classes already but fails to indicate how that

information relates to his argument other than a weak implied self-as-expert. Despite some missed opportunities for deeper elaboration, this response demonstrates effective use of persuasive techniques and sufficient layered elaboration to adequately persuade the reader. The best-fit COS score for this response is a 3.

### **7PA11 (COS 3)**

This response demonstrates a sufficient ability to persuade the reader. The response starts with an effective series of rhetorical questions (*Have you ever had to experience a time where you had to be seated or sit by someone you didn't like or care for? Did that flusterate you?*). The writer does a good job of incorporating his or her position into a call to action (*If you don't agree with that policy, I need you to fight against that with me!*). The writer starts the first argument by recognizing its premise (*...kids should always have enjoyable and amusing times in school, even if that means getting to sit by a friend!*) The writer successfully concedes that *it's alright for a kid to get moved to a different spot if required*, but only when used as an incentive by the teacher (*...such as if the class, or some individuals behave mature, and act responsible! Therefore, seating assignments wouldn't be fair!*). The writer's second argument is that assigned seats are not necessary for good grades. (*Most all kids pay attention in school, and most get outstanding grades, even if they don't have assigned seats!*). The writer elaborates this point using an anecdote from his or her personal experience (*For a fact, lets take me for example, I sit by a friend in every class, and yet I still get satisfying, honorable grades, and do terrific in school!*). The point is effectively driven home for the audience using a rhetorical question (*So, why couldn't we sit where we want?*) The response then concedes that some students may be noisy and disruptive when placed near friends but while that *can be true for some people, but not everybody!* The writer suggests a simple problem-solving approach as if that were all that would be necessary to eliminate the problem (*An the teacher could just disciple the kid(s) that are not paying attention and that are goofing off! Instead of the whole class having to pay the consequence for the disruptive kid's punishment.*) The writer repeats his or her position and uses a call to action to conclude (*Therefore, there should be no assigned seats, if you agree with me, I need your help to fight against this before it becomes a required rule*). This response effectively uses layered elaboration and sentence-to-sentence progression. Rhetorical questions and personal anecdotes are used to persuade the reader. The best-fit COS score for this response is a 3.

### **7PA12 (COS 3)**

This response demonstrates a sufficient ability to persuade the reader. The response begins with a question to introduce the prompt in an audience-aware manner (*Have you ever thought about every class having a seating chart?*) The writer claims to have considered this idea and then comes to a conclusion (*I have and I think we need one!*) A list of arguments follows (*It could stop a lot of the talking, kids spacing off, or getting in trouble. This could solve a lot of problems here at JMS!*) The first argument made in the response is based on talking. The writer initially brings in his or her own experience and attempts to extrapolate (*Talking happens a lot at JMS and I'm sure it happens at other schools too*) using causal chain elaboration to explain this dynamic (*Without a seating chart kids will sit by their friends and talk. When the students are talking they don't hear what the teacher says, nor do they learn. This could end up as a habit for some students! If the students talk more then pay attion they could end up failing*). The writer's second argument is that without assigned seats, students will *space out* resulting in reduced learning because of a lack of understanding. This causal chain is followed by another causal chain: Assigned seats result in fewer students getting into trouble because troublemakers often *go sit in the back*. *If they sat in the back they could text, talk, or even cheat. If the*

*teacher caught them doing something they could end up arguing because they sit in the back. If there is no seating charts, a lot of kids would disturb the class.* The response concludes by conceding that some students may say they don't need assigned seats, but the writer rebuts this claim, using self-as-expert, repeating the claim made previously (*Without a seating chart kids won't learn! They will text, cheat and always be talking.*) The writer incorporates nice audience awareness, playing on the principal's desires in the conclusion (*Mr. Principal I know your always looking for away to make JMS a better school. This is one way you can make a difference*). This response demonstrates an effective use of causal chain reasoning, audience awareness, and logical organization throughout to adequately persuade the reader. The best-fit COS score for this response is a 3.

### **7PA13 (COS 3)**

This response demonstrates a sufficient ability to persuade the reader. The response starts with a clearly stated position against assigned seats in every classroom. The writer begins by recognizing the reality of the classroom (*In every classroom there are people that certain students work well with, and there are some that students do not*). The writer then proposes a compromise but doesn't explain it at this point. The writer begins to support the compromise by explaining that when given the choice, not all students will choose to sit next to their friends because of the seating arrangement's impact on academics (*If one person has a bad grade in a class instead of sitting by a colleague, they might sit next to a student with a better grade in that class*). The writer explains there may be other factors other than friendship at work (*maybe the person they work the best with is their friend!*). The response continues this thought in a scenario speculating that a seating chart might force students with incompatibilities to sit together (*Maybe the person they work the worst with is now their partner because of a thoughtless seating chart!*). The writer's next argument is giving students choice provides them the opportunity to *make a wrong decision. Such as if they can't finish their assignments because they decided to sit by a friend, students have to be given responsibility*. The response then goes into detail describing *behavior challenged students* with an effective list (*The ones that mess around in the back of the room building paper airplanes, and shooting rubber bands at each other...most don't seem to care...been given priveleges and abused them*). At this point the compromise is revealed. Students that are disruptive would be given assigned seats (*Finally, my compromise would be that students who are disruptive in class be given assigned seats*). At this point the writer goes into further detail as to the process for arranging disruptive students (*School kids who don't have good behavior should be placed on opposite sides of the room where they cannot be disruptive. Once the students begin to behave their priveleges may be given to them again*). The response effectively concludes explaining why the suggested compromise is effective (*Students who are disruptive may be given assigned seats rather than that of the entire class be punished*). Although few minor lapses occur, there is a sense of completeness in the response. Throughout the response, the writer uses varied sentence structures and vocabulary appropriate to the purpose. This response effectively uses layered elaboration and persuasive word choice throughout to adequately persuade the reader that the compromise solution should be adopted. The best-fit COS score for this response is a 3.

## Task B: Writing to Persuade

### Final Draft

**Directions:** Before you begin your final draft, read the Checklist on page 16 again. Then make revisions and edits to your first draft according to the Checklist. When you have made your revisions and edits, write your final draft on this page and the next four pages as you need them. **Reminder:** Use a No. 2 pencil only.

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#### Assigned Seats in Every Classroom

Your principal is considering requiring assigned seats in every classroom. Do you think students should have assigned seats in every class? Take a position on this issue. Write a multiple-paragraph letter to persuade your principal to support your position.

Dear Mr. Principal,

I think that you should agree with me in saying that we should have a seating arrangement. We both know that if there were no seating arrangement kids would get out of control, not pay attention to the teacher and then eventually fail. That's why I think you should make a seating

## Task B: Writing to Persuade

**Final Draft**

You may continue your final draft on this page.

arrangement, but switch it up every quarter  
Don't you think so?

Having a seating arrangement will give us  
students a chance to meet new people,  
instead of hanging and sitting by the same  
student all year long. If someone sat  
next to the new student, it would give  
the new student a better opportunity of  
making friends. Having a seating arrangement  
will make new kids feel like a ray of  
sunshine.

Seating arrangements will make it easier  
for kids to learn. It will make it easier to  
learn because kids won't be seated by their  
best friends. If students sit by their best  
friends they won't pay attention and will

## Task B: Writing to Persuade

## Final Draft

You may continue your final draft on this page.

goof off. Although, if their by someone they dont know very well it will give them a chance to learn about them and still stay on task. That is another reason why I think you should agree with me in making a seating arrangement.

Another reason why you should consider making a seating arrangement is to make sure kids dont get bullied or left out. Sets say their is someone that gets bullied and made fun of by just one person. Well thats why you make a seating arrangement, put them as far away from eachother as possible so they can focus and be happy.

Seating arrangements could even

**Final Draft**

You may continue your final draft on this page.

relate to a world wide event because  
if a student sits next to a hard working  
Student instead of their friends they  
could improve their skills and maybe  
become an engineer or lawyer. Although, if  
that person sat next to their friends  
instead of the hard working student they  
would not pay attention and fail and  
never get a good job. I hope you  
take my advise and make a  
seating arrangement.

COS 3

## Task B: Writing to Persuade

### Final Draft

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#### Assigned Seats in Every Classroom

Your principal is considering requiring assigned seats in every classroom. Do you think students should have assigned seats in every class? Take a position on this issue. Write a multiple-paragraph letter to persuade your principal to support your position.

Dear Principal;

Teachers are always having trouble with kids talking while they're trying to teach. They can tell the students to quiet down, but they are too busy talking to notice. I believe that if we had assigned seats in every class, we wouldn't have this talking issue.

## Task B: Writing to Persuade

**Final Draft**

You may continue your final draft on this page.

Firstly, when kids are talking, they usually are distracted. If we didn't have assigned seats, the students will almost always sit by a friend. While they're talking and laughing, that means that they are not listening to the teacher. So, they usually don't know what they're supposed to do when work time rolls around.

Then, they can also copy a friend's work. Friends can tell them the answer, too. Passing notes around the classroom is another thing that students like to do. The notes can sometimes say rude things about the teacher.

Yes, kids may be happier. They may even be pleased to be in that class, but because the students

## Task B: Writing to Persuade

## Final Draft

You may continue your final draft on this page.

are not paying attention, their grade will drop. Before you know it, they'll be failing that class. They might even have to go to summer school.

In the end, I have assigned seats in all of my classes anyway. I would like to keep it that way. Kids will have better grades because of this, and they will hopefully do their own work.

Sincerely,

COS3

## Task B: Writing to Persuade

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#### Assigned Seats in Every Classroom

Your principal is considering requiring assigned seats in every classroom. Do you think students should have assigned seats in every class? Take a position on this issue. Write a multiple-paragraph letter to persuade your principal to support your position:

Have you ever had to experience a time where you had to be seated or sit by someone you didn't like or care for? Did that frustrate you? Well, the school is thinking about making kids have assigned seats in every class room! If you don't agree with that policy, I need you to fight against that with me!

I do not believe this is fair, kids should always have enjoyable and amusing times

## Task B: Writing to Persuade

**Final Draft**

You may continue your final draft on this page.

In school, even if that means getting to sit by a friend! I do believe it's alright for a kid to get moved to a different spot if required, but sometimes but sometimes teachers like to make sitting by a friend a reward, such as if the class, or some individuals behave mature, and act responsible! Therefore, seating assignments wouldn't be fair!

My second reason all falls under the word "behavior". Most all kids pay attention in school, and most get outstanding grades even if they don't have assigned seats! For a fact, let's take me for example, I sit by a friend in every class, and yet I still get satisfying, honorable grades, and do terrific in school! So, why couldn't we sit where we want?

When most kids sit by a friend, people

## Task B: Writing to Persuade

## Final Draft

You may continue your final draft on this page.

tend to think to think they're going to be noisy,  
and disruptive. On occasion that can be  
true for some people, but not everybody!  
An the teacher could just discipline the  
kid(s) that are not paying attention,  
and that are goofing off! Instead  
of the whole class having to pay the  
consequence for the disruptive kids  
punishment.

Therefore, there should be no  
assigned seats, if you agree with me,  
I need your help to fight against this,  
before it becomes a required rule.

Thank you,

Sincerely,

COS 3

Task B: Writing to Persuade

**Final Draft**

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**Assigned Seats in Every Classroom**

Your principal is considering requiring assigned seats in every classroom. Do you think students should have assigned seats in every class? Take a position on this issue. Write a multiple-paragraph letter to persuade your principal to support your position.

Dear Principal,

Have you ever thought about every class having a seating chart? I have and I think we need one! It could stop a lot of the talking, kids spacing off, or getting in trouble. This could solve a lot of problems here at JMS!

The first reason we should

## Task B: Writing to Persuade

## Final Draft

You may continue your final draft on this page.

have a seating chart is because of talking. Talking happens alot at JMS and I'm sure it happens at other schools too. Without a seating chart kids will sit by their friends and talk. When the students are talking they don't hear what the teacher says, nor do they learn. This could end up as a habit for some students! If the students talk more then pay attion they could end up failing.

The next reason we should have a seating chart is my fellow students tend to space out alot during the day. Some kids may need to sit in the front so they can learn better, but without a seating chart they could end up spacing out, and not learn anything. If students space out during class they won't understand their work. Its important

## Task B: Writing to Persuade

## Final Draft

You may continue your final draft on this page.

to have a Seating Chart so everyone can learn and understand every thing. Without the Seating Chart students may see something and give no attention to their teacher.

The third reason we should have a seating chart is so students don't get in trouble. The students who get in trouble more could go sit in the back. If they sat in the back they could text, talk, or even cheat! If the teacher caught them doing something they could end up arguing because they sit in the back. If there is no seating charts, a lot of kids would disturb the class.

Some kids say that they don't need a Seating Chart but I disagree. Without a Seating Chart kids won't

**Final Draft**

You may continue your final draft on this page.

learn! They will text, cheat, and always  
be talking. Mr. Principal I know you  
always looking for away to make JMS  
a better school. This is one way  
you can make a difference. To help  
the talking stop, spacing off, and arguing  
with teachers. I hope you understand  
how much this could change our  
school!

Sincerely

COS3

**Task B: Writing to Persuade**

**Final Draft**

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**Assigned Seats in Every Classroom**

Your principal is considering requiring assigned seats in every classroom. Do you think students should have assigned seats in every class? Take a position on this issue. Write a multiple-paragraph letter to persuade your principal to support your position.

Dear Mr. Principal,

I do not believe you should require assigned seats in every classroom. In every classroom there are people that certain students work well with, and there are some that students do not. Considering some of the disruptive students, I propose a compromise. First of all, some students

## Task B: Writing to Persuade

## Final Draft

You may continue your final draft on this page

don't always like to sit by their friends in class. If one person has a bad grade in a class instead of sitting by a colleague, they might sit next to a student with a better grade in that class. Maybe the person they work the best with is their friend! Maybe the person they work the worst with is now their partner because of a thoughtless seating chart! Young-adults need to learn what the outcome is like when they make the wrong decision. Such as, if they can't finish their assignments because they decided to sit by a friend, students have to be given

## Task B: Writing to Persuade

## Final Draft

You may continue your final draft on this page.

responsibility.  
Secondly, in each classroom there are behavior challenged students. The ones that mess around in the back of the room building paper airplanes, and shooting rubber bands at each other. Some students do not have good behavior, and most don't seem to care. These kids have been given privileges and abused them. I propose a compromise that could solve this issue.

Finally, my compromise would be that students who are disruptive in class be given assigned seats. The children who are working well in a positive environment should not be punished because of bad

**Final Draft**

You may continue your final draft on this page.

Kids who have too much freedom! School kids who don't have good behavior should be placed on opposite sides of the room where they cannot be disruptive. Once the students begin to behave their privileges may be given to them again.

I do not believe that seating charts should be assigned in each classroom. In every classroom there are students who do their work well, and people who are disruptive. Therefore, to offer a compromise, students who are disruptive may be given assigned seats rather than that of the entire class be punished. I

Task B: Writing to Persuade

**Final Draft**

You may continue your final draft on this page.

trust that you have heard my  
argument and make a wise decision.  
Sincerely,

COS3

**2011 Grade 7  
Washington Measurements of Student Progress  
(MSP)**

Writing to Persuade  
Content, Organization, and Style (COS)

**Score of 4**

**Washington Measurements of Student Progress**  
**2011 Grade 7 Anchor Set Annotations**  
**Writing to Persuade, Task B**  
**Content, Organization, and Style (COS)**  
**Score of 4**

*Note: To protect students' anonymity, we have taken editorial liberties to change the names included in their responses.*

**7PA14 (COS 4)**

This response demonstrates a strong ability to persuade the reader. The writer opens with audience appeal along with a concession rebuttal posed as an *imagine* scenario emphasizing key words through capitalization (*Assigned seats put children in misery, But puts the teachers IN CHARGE! Imagine a classroom full of kids who have no certain place to sit, And nobody or rule to tell them NO*). The response continues with an effective rhetorical question that will be bookended in the conclusion (*Quite rambunctious and scary, right?*) The first argument that assigned seats permit teachers to know where students are more easily, uses audience awareness to recognize the difficult task teachers face in keeping track of students. The writer submits that assigned seating equips a teacher to efficiently notice missing students and facilitate. The writer offers another layer of support for this argument in the form of a quotation from an expert expressing an opinion and statistic (*Surveys show that 91% of teachers prefer assigned seats, words of Mrs. Dinglefritz "Assigned seats come with a great advantage!"*). The writer then effectively leads into the second argument by stating its premise (*Paying attention to a teacher is very important*). The writer does an excellent job of using capitalization, sentence variety and exclamation points appropriately throughout the response for effective persuasive emphasis. (*If the children disobey that rule – they get frustrated and mad. Assigned seats ARE the solution. Students tend to get distracted when they sit by their friends, if we had assigned seats then they wouldn't be able to get distracted and interrupt the whole class*). The writer distills this causal argument to its base – talking. Here the writer uses repetition for effect and a memorable description of (*TALKING; It's the „Education Killer“ of our world today. Kids talk and talk and talk! By talking they don't learn ANYTHING!*). At this point the writer advises that one method some teachers employ to combat talking is the use of humor but an alternate solution is assigned seats (*Humorous teachers doesn't HAVE to be the answer! Assigned seats will INDEED keep us on task*). The writer begins his or her third argument by once again effectively giving the audience persuasive context, describing the job of a substitute teacher with an effective list (*Substitutes jobs are already very hard. Getting work done, learning names, seating arrangements and so on...*). The response then proceeds to a scenario in which assigned seats provide a solution for substitutes (*If the students had assigned seats the substitute would have a chart with ALL the children's seats on it and if a student wasn't in their seat when the substitute took attendance then they will get marked absent*). At this point the writer describes an elaborate causal chain culminating with, once again memorable, if not persuasive, word choice (*If they are marked absent their parents may ask them why they weren't at school and the parents may argue with the school and try to tell them that their child WAS at school and because of the confusion, the parents pull their student out of school All because of the assigned seats, so I think that the assigning of seats in every class will put those naughty school skippers to rest.*) The response concludes by referencing the *imagine* scenario from the opening (*Do you remember our classroom that we imagined?*). This bookended conclusion is an excellent persuasive technique, especially when combined with a call to action, requesting the principal recall it in comparison to the scenario the writer describes in the conclusion (*Well think about it now – with assigned seats, tentative students, happy*

*teacher, WELL-BEHAVED children! Not so scary now, right?).* The reader gets a real sense of the person behind the words due to the style and word choice used throughout the response. The multiple levels of layered elaboration demonstrate a strong ability to persuade the reader. The best-fit COS score for this response is a 4.

#### **7PA15 (COS 4)**

This response demonstrates a strong ability to persuade the reader. The writer starts by establishing credibility for what will be a very frank, self-as-expert laden response (*I am a very talkative seventh grade girl. I have gotten in trouble, alot, for talking*). It's certainly very easy to picture the writer from the onset. This authoritative voice and style continues throughout the response. Based on her personal experiences, the writer believes assigned seats will help her and others like her, with their problem. Recognizing her audience, the writer gets to the point immediately with a well-placed rhetorical question (*Do you really not want us to learn as much? Because if you don't give us assigned seats, we'll just keep talking*). The response moves into the first argument by generalizing about girls' problems with talking in class by describing their mindset through a scenario (*I mean when the teacher gets up to go out of the room to get something, we talk. We aren't trying to be rude, it's just that we like to talk with our friends*). The writer uses an effective rhetorical question frame to consider a competing alternative, detention, as a talking disincentive (*Do you really want to compete with a bunch of gabbering girls? No! As our principal you know teachers threaten us with detention for talking, wich we deserve. But wouldn't you rather just skip us talking and detention all together? That's why I think assigned seat would help*). The use of rhetorical questions to compare what would be an obvious alternative in the principal's mind is an extremely effective persuasive technique. The writer goes on to argue that boys too have a propensity for talking and goofing off. According to the writer, separating the sexes through assigned seats is the solution (*Don't just think us girls are to blame. I mean with the boy talking and goofing off we are hardly to blame*). This results in the description of the process for resolving the problem. (*If we had assigned seats and you put the boys between us girls, they would be less distracted. And probably somewhat annoyed with our conversations about shoes!*). Once again the writer's voice, and well placed humor, is evident. According to the writer the causal result of less talking and goofing off is an improvement in learning. The writer uses self-as-expert to explain what this means to her (*I really want to get into a good colledge. I know that's is a while away, but we have to think about our future*). The writer uses an effective call-to-action as an internal transition into a scenario (*Think about this. If we are in math and doing our work but not understanding it. And keep doing this in high school we'll be stuck between a rock and a hard place.*) This argument ends with an effective rhetorical question driving the point home for the principal (*Don't you want us to do well in colledge? As our principal, I think you do*). The conclusion, although essentially repeating the writer's arguments in summary form, utilizes voice and humor bookended from the opening. (*Assigned seats are a good idea. Us talkative girls will talk less. I say less because there is no way you can keep a teenage girl from talking*). There is a distinct sense of completeness and style to this response. The reader is left with sense of the person behind the words. The response demonstrates a strong ability to persuade the reader. The best-fit COS score for this response is a 4.

#### **7PA16 (COS 4)**

This response demonstrates a strong ability to persuade the reader. The opening uses rhetorical questions effectively to crystallize the issue for the principal to create a theme used throughout the response (*What dose it do to your job when students get sent to your office every day? It makes your life harder right! Well then put a stop to it! How easy would it be just to have kids in assigned seats?*).

The writer takes a reasonable, persuasive approach, conceding that students may not like assigned seats but the payoff will be better learning (*They maybe unhappy, but they learn better then those who have friends to talk, flirt, or play with*). The writer offers to help the principal by reducing the principal's office traffic if he or she takes the writer's advice (*Do you work as hard as you appear to? If so you need a break and some Help! This is where I hope to come in!*). The writer uses a dialog with the principal to demonstrate how the principal's office traffic is created (*How many times a week do you see a single student? Twice? Maybe three times? You can see a single student up to seven times a week? What are they getting in trouble for? Was it talking, not following directions, texting or maybe even gum?*) The solution is to have teachers police the behavior through assigned seats. The writer, with a humorous, sarcastic tone, suggests the causal result would be to *Keep your "Friends who see you everyday," to stop coming by*. At this point the writer describes the current situation at the school and submits that assigned seats is the cure (*Your dention rooms are packed, so are the I.S.S. rooms. Well assigned class seats I bet would help. I know there is gum issue too! But many of it is from peir – pressure*). Recognizing his or her audience in a playful manner, the writer explains the causal situation that creates "troublemakers" (*"I'll bet you have never broken a rule you are such a goody-two-shoes" From gum it goes to txting and it spirules like domino's*). A partial solution, according to the writer, is to assign seats (*So...How do we get it to stop? You simple assign seats to the kids who cause trouble! I know this won't oblitterate the problem but it will help*) with the result echoing to the theme. The response then moves into a concession that students won't like assigned seats (*Now many people will argue this letter, but they won't suport their ideals your going to hear people say "Happy kids lead to happy you!"*). The rebuttal is an elaborate causal chain punctuated with a rhetorical question (*It's not fully true happy kids makes it easy on you but teachers will quit with no authority. Now if you let them break the rules in place, how can you put in new ones. Gangs might start, students running through hall that have gum covered walls. Kids also making out in your halls. Is that a better school?*). The writer sums up the argument efficiently and effectively (*Do we want unhappy kids that learn or happy kids, who ruin our school?*). The writer uses a rhetorical question to explain his or her qualifications, boosting his or her credibility to make the self-as-expert claims in the response (*Who am I to tell you what to do you may ask? Well I am a friend of many trouble makers, I know how they act and live. I am not omnitiant, but I know who I am and how to help!*). The writer concludes with a persuasive call to action (*So....sleep, think and decide because you have every right to help our school and you know how! So get up and smell the coffee and start fixing it soon*). Skillful use of repeated audience address using rhetorical questions throughout the response contributes to the persuasive appeal. Strong connections between ideas within the arguments are evident. Use of varied sentence structures contributes to the overall style of the response and the language used is appropriate to the audience and purpose. There is a clear sense of the person behind the words. The response demonstrates a strong ability to persuade the reader. The best-fit COS score for this response is a 4.

## Task B: Writing to Persuade

### Final Draft

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#### Assigned Seats in Every Classroom

Your principal is considering requiring assigned seats in every classroom. Do you think students should have assigned seats in every class? Take a position on this issue. Write a multiple-paragraph letter to persuade your principal to support your position.

Dear Mr. Principal,

Assigned seats put children in  
miserery, But puts the teachers IN  
CHARGE! Imagine a classroom full  
of kids who have no certain place to  
sit, And nobody or rule to tell them  
NO. Quite rambuncious and scary, right?  
With assigned seats, students will not  
talk to one-another, they'll pay attention,

**Final Draft**

You may continue your final draft on this page.

the students will not move around if you have a substitute, and you will always know where your students are. Knowing where your students are in the classroom out of the classroom is a big responsibility and job. With assigned seats, your students will never be indisappearance during your class. The teacher will notice the desk is now empty and give the kid a punishment. Assigned seats are a very efficient way to keep track of the students who always get out of their seats. Surveys show that 91% of teachers prefer assigned seats, words of Mrs. Dinglefritz "Assigned seats come with a great advantage!" Paying attention to a teacher is

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very important. If the children disobey that rule— they get frustrated and mad. Assigned seats ARE the solution. Students tend to get distracted. when they sit by their friends, IF we had assigned seats then they wouldn't be able to get distracted and interrupt the whole class. Teachers just have to find the correct place to seat the talkative ones. TALKING; It's the Education killer' of our world today. Kids talk and talk and talk! By talking they don't learn ANYTHING! In order for kids to be interested now-a-days, The teacher has to have a sense of humor. Humorous teachers doesn't HAVE to be the answer! Assigned seats will INDEED keep us on task. substitutes jobs are already very hard. Getting work done, learning names, seating

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arrangements and so on. IF the students had assigned seats the substitute would have a chart with ALL the children's seats on it and IF a student wasn't in their seat when the substitute took attendance then they will get marked absent, IF they are marked absent their parents may ask them why they weren't at school and the parents may argue with the school and try to tell them that their child WAS at school and because of the confusion, the parents pull their student out of school. All because of the assigned seats, so I think that the assigning of seats in every class will ~~make~~ <sup>put</sup> those naughty school skippers to rest.

Do you remember our classroom that we imagined? Well think about

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it now — with assigned seats, tentative  
students, happy teacher, WELL-BEHAVED  
children! Not so scary now, right?  
Assigned seats help with lining children,  
paying attention during class and  
being much easier to keep track of

Sincerely,

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**Directions:** Before you begin your final draft, read the Checklist on page 16 again. Then make revisions and edits to your first draft according to the Checklist. When you have made your revisions and edits, write your final draft on this page and the next four pages as you need them. **Reminder:** Use a No. 2 pencil only.

After you have finished writing your final draft in this booklet, read the Checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft. Remember, you may use a commercially published thesaurus and dictionary in print form only. Only your final draft will be scored.

**Assigned Seats in Every Classroom**

Your principal is considering requiring assigned seats in every classroom. Do you think students should have assigned seats in every class? Take a position on this issue. Write a multiple-paragraph letter to persuade your principal to support your position.

I am a very talkitive seventh grade girl! I have gotten in trouble, alot, for talking. Thats why I think we should have assigned seats. Do you really not want us to learn as much? Because if you don't give us assigned seats, we'll just keep talking.

I think girls have a really big problem

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with talking. Especially in class. I mean when the teacher gets up to go out of the room to get something, we talk. We aren't trying to be rude, it's just that we like to talk with our friends. Assigned seats would help prevent that. Sometimes we talk when our teacher is trying to talk to us. Do you really want to compete with a bunch of gabbering girls? No! As our principal you know teachers threaten us with detention for talking, which we deserve. But wouldn't you rather just skip us talking and detention all together? That's why I think assigned seat would help.

Don't just think us girls are to blame. I mean with the boy talking and goofing off we are hardly to blame. I think

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we should split up the boys because there would be less goofing off. If we had assigned seats and you put the boys between us girls, they would be less distracted. And probably somewhat annoyed with our conversations about shoes!

Also, if you gave assigned seats we would learn better. I really want to get into a good college. I know that's a while away, but we have to think about our future. Think about this. If we are in math and doing our work but not understanding it. And keep doing this in high school we'll be stuck between a rock and a hard place. Don't you want us to do well in college. As our principal, I think you do.

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Assigned seats are a good idea. Us talkative girls will talk less. I say less because there is no way you can keep a teenage girl from talking. It will keep those goofy boys from goofing off. Most importantly it will help us learn more so we can get into a good college. Assigned seats are a great idea.

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Dear Principal,

What does it do to your job when students get sent to your office every day? It makes your life harder right? Well then put a stop to it! How easy would it be just to have kids in assigned seats? They maybe unhappy, but they learn better than those who have friends to talk, flirt or play with. Do you work as hard as you appear to? If so you need a break and some help! This is where I hope to come in!

How many times a week do you see a single

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student? Twice? Maybe three times? You can see a single student  
 up to seven times a week? What are they getting into trouble  
 for? Was it talking, not following directions, talking or maybe  
 even gum? Never mind its none of my business,  
 but ~~yes~~ I mean you need to stop it. Now lets see, what  
 could help? (Right?) I got it how about assigned seats!  
 Then you could have teachers monitor the disrespectful  
 behavior and hopefully put a stop to it. Keep your "Friends  
 who see you everyday" to stop coming by.

Your detention rooms are packed, so are the T.S.S.  
 rooms. Well assigned class seats I bet would help. I  
 know there is gum issue too, but many of it is from peer-pressure.  
 "I bet you have never broken a rule you are such a gummy-tape-shoes"  
 From gum it goes to talking and it spirals like dominos.  
 So... How do we get it to stop? You simple assign  
 seats to the kids who cause trouble! I know this  
 won't obliterate the problem but it will help. So keep  
 your office clean and happy

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Now many people will argue this letter, but they won't support their ideas you going to hear people say "Happy Kids lead to happy you!" It's not fully true happy kids makes it easy on you, but teachers will quit with no authority. Now if you let them break the rules in place, how can you put in new ones. Ganga might start students running through hall that have gum covered walls. Kids also making out in your halls. Is that a better school? I hope you make the right choice.

So... Do we want unhappy kids that learn or happy kids, who ruin our school? Who am I to tell you what to do you may ask? Well I am a friend of many trouble makers, I know how they act and live. I am not omniscient, but I know who I am and how to help! So... Sleep, think and decide because you have every right to help our school and you know how! So get up and smell the coffee and start fixing it soon

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