

Please Note: Each of the following comments is preceded by a "+" or a "-" to indicate a positive or negative aspect of the essay.

Sample C

Using a computer in the classroom, now that can be a roller-coaster ride! Times have changed over the years in the school systems, whether it's the curriculum, the technology, or the teachers and students. Personally, I feel it would be for the best to have the use of computers to anyone in the classroom, Children, adults, and even teachers have a hard time paying attention or staying focused in the classroom and there are plenty of reasons why. I, myself, have seen a rapid amount of changes in the classroom as I have spent my years as a student. People have to realize and accept that computers in the classroom are only going to make the classroom a better place for everybody.

Being a teacher, it is your job to keep the classroom attentive to what you are teaching. By using a computer as an instructor, you are given the opportunity to teach how and what you want to teach of your subject. When using a textbook you are basically reading what one person has compiled together in a book for you. I am not saying that is a bad thing, but by using a computer in your class you have the choice to chose your own layout of information, pictures, and even maybe video clips relating to the subject depending on the what you are teaching. In this passage the author even says, "you don't just read Shakespeare; you watch actors performing, listen to songs, view Elizabethan buildings." Any information you can possibly need can be found on the computer, therefore, your lessons each day can not only be full of very important information, it can also have solid examples, and attention grabbers.

From a student's perspective, he or she doesn't want to go into a classroom and sit through a whole lecture of a bunch of words. When they have a class like that, a good percentage of the time that information will go in one ear and out the other. When I first started going to school, class was boring because the textbooks were bad, also the course

Commented [E1]: -what school systems? Vague reference – student would be better off with "Times have changed over the years in the schools"

Commented [E2]: - Too wordy. "It would be best to have computers available to everyone in the classroom."

Commented [E3]: - Incorrect capitalization and comma usage (run-on?) – does the student intend to create two sentences here?

Commented [E4]: - Poor word choice...Not the "classroom," but rather the "students."

Commented [E5]: - Wrong tense. Should be "choose"

Commented [E6]: + Student has clear main point and is providing supporting details

Commented [A7]: - Awk introduction of reading passage

Commented [E8]: - Don't just stick quote in essay, make certain to explain its purpose and meaning.

Commented [A9]: - This comma doesn't work, replace with a semi-colon or split this very long sentence into two or more shorter sentences

Commented [A10]: - "It" here refers back to your lessons, therefore it should be "they" or for better clarity, "your lessons"

Commented [E11]: - Need possessive

Commented [A12]: - Before we were talking about a student (one) and now we have switched to more than one (they). Be consistent!

Commented [E13]: - Run-on, needs punctuation

aren't interesting. As I got further into my education, the technology became more advanced and so did the classroom. By this happening, learning became easier and more fun. As a child you of course want to have a basic knowledge of things, but in order for that to happen it has to be taught in a way it's going to stick in the person's head. The human brain is like a sponge, especially in the younger years. When learning information, having a picture or something visual to go with all the information will make remembering the topic a lot easier.

Commented [E14]: - Spelling error

Commented [E15]: Spelling error

Commented [E16]: - Again, need possessive.

The author seems like having computers in the classroom can be a disaster, but I feel it can only be a solution. I can see why the author might like a textbook more, because it is a book of all solid information, but at the same time advanced technology has enabled everyone to get that same information on the internet. No matter what age level or what subject you are teaching, there are software programs full of information. I see many teachers today making the effort to try and advance themselves using the computers in the classroom, even if it means taking a class to either teach them how to use a computer or just better their knowledge on the software programs. Not only are there teachers that do everything through the computer now, but even the some students do everything through computers.

Commented [E17]: -Awkward wording – don't hedge – make your argument!

Commented [A18]: - No commas with because

Commented [E19]: - Non-word. Student means "enabled."

Commented [E20]: + Student makes a good and relevant point.

Commented [A21]: - This sentence doesn't follow on any of the ideas in the paragraph. If the student wants to introduce the idea of student use of computers, he/she should probably start a new paragraph and then discuss that idea in detail.

When the author said, computers should only be used only during recess or relaxation periods" I completely understand why he said that. Teachers are often giving children projects which require going on the computer for research. When giving this opportunity, a good portion of students will abuse this and wander off onto the internet going on websites they aren't supposed to be on. Then again when it comes to note taking in the classroom, some students feel it is easier for them to go to class at the higher age

Commented [E22]: - Missing first set of quotation marks...entire quote (first word to last) must be in quotes.

Commented [A23]: - Vague – instead of saying you understand explain to your reader what you think the quote means.

Commented [A24]: - No transition here to the new paragraph – awkward to begin a new paragraph with a quote in this way.

Commented [E25]: - Spelling error.

Commented [A26]: - spelling error.

levels and take their notes on a laptop. At the same time as they are taking their class notes, they can also wander off onto the internet, which is why I can see a teacher not wanting computers in the classroom. So, yes I can completely understand the author's reason for that comment. Being the teacher, you want that control knowing if your student is using a computer that he or she isn't doing anything there not supposed to be doing, but at the same time it is that students' loss if they miss any valuable information.

Computers and technology are the future and hold every bit of knowledge that we the people need. By saying this, I do feel strongly that computers should be in the classroom. Like I said before it won't be easy at first getting into the whole idea of using them, but when it's all said and done everyone will be smarter and information will stick with everyone a lot longer than a bunch of words out of a textbook. Remember, the classroom is like a roller coaster ride not only for a child sitting there learning but also for the teacher who is trying to do their best to make learning fun.

Commented [A27]: - should be their notes

Commented [A28]: - repetitious - student just made this same point above

Commented [A29]: - apostrophe error

Commented [A30]: - should be they are or they're

Commented [A31]: - apostrophe error

Commented [A32]: + strong sentence to begin conclusion

Commented [E33]: + - Student has many good ideas, but has trouble articulating them well.

Commented [A34]: - apostrophe error

Commented [A35]: -Vague, poor wording

Commented [A36]: Should be his/her (refers back to the teacher)

Commented [E37]: + Nice conclusion idea

FOR EXPLANATORY PURPOSES ONLY

Category	3 Excellent Performance	2 Adequate Performance	1 Weak Performance	Score	DETAILED EXPLANATION * For explanatory purposes only
Grammar and Punctuation <i>sentence construction</i> <i>verb endings</i> <i>pronoun use</i> <i>run ons/fragments</i>	The composition is nearly free of grammar and punctuation errors.	Errors in grammar and punctuation do not fall into patterns and are not excessive.	The composition exhibits patterns of errors in the areas of grammar and/or punctuation.	1	<i>There are several run-on sentences that should have been changed into shorter sentences. Commas are misused or missing on several occasions and awkward sentence construction confuses meaning. There are also numerous apostrophe errors and some pronoun agreement issues.</i>
Spelling and Vocabulary Use <i>correct spelling</i> <i>homonym usage</i> <i>word choice</i>	The composition is nearly free of spelling and word choice errors.	Errors in spelling and word choice are not repetitive or excessive. Errors do not inhibit meaning.	The composition exhibits patterns of errors in the areas of spelling and word choice. The errors are excessive and/or inhibit meaning.	1	<i>There are multiple spelling errors indicating a pattern. Several homonyms are used incorrectly throughout. Awkward and unclear word choices evident throughout writing.</i>
Student <u>must receive a score of 2 (Adequate) or better in both categories.</u> A weak score in either of the above categories is a failing paper.				P / F	<i>Notice that because the student earned a 1 in each of the top two categories of the rubric, he/she failed the top portion of the exam</i>
Introduction and Conclusion	Composition includes strong introduction and conclusion	Composition shows an adequate attempt to create an introduction and conclusion although one or both may be weak.	Composition does not include either an introduction or conclusion.	2	<i>Introduction and conclusion are both adequate. However, numerous writing errors in the introduction and conclusion distract from the argument and diminish the quality of both paragraphs.</i>
Responsiveness to Question and Comprehension Accuracy <i>use of quotations</i> <i>references to</i>	The composition responds to the question and works specifically to accurately integrate an analysis of the author's ideas with	The composition responds to the question but does not specifically or accurately integrate an analysis of the	The composition does not respond to the question and does not integrate an analysis of the author's ideas with	1	<i>The essay does not integrate quotations well. Quotations from the reading passage are used poorly, inconsistently, or insufficiently. As a result, the student is not able to</i>

<i>text</i> <i>critical perspectives</i>	personal ideas.	author's ideas with personal ideas.	personal ideas.		<i>develop a consistent argument in relation to the author's ideas.</i>
Overall Focus and Development <i>cohesive</i> <i>adequate development</i> <i>use of examples</i>	The composition is cohesively focused and developed logically.	The composition generally maintains focus, but may occasionally lose focus and/or lack logical and full development.	The composition frequently loses focus, lacks logical organization, and/or lacks overall development.	2	<i>The student has good ideas but does not always develop them in a clear, logical manner.</i>
Quality of Writing <i>adequate paragraphing</i> <i>use of transitions</i>	The composition is exceptionally well-written, using careful and logical transitions between and within paragraphs to aid the reader in understanding the composition.	Most ideas are clearly stated and contribute to the clarity of the composition, but the links between and within paragraphs may be stilted or incomplete.	The composition is not well-written, and the essay jumps without explanation from one idea to the next, often losing focus and providing little guidance for the reader.	1	<i>The consistent errors lower the overall quality of the writing. Additionally, several of the paragraphs require better transitions to link ideas with one another. These issues create confusion for the reader.</i>
Notes (use back of sheet, if necessary): F3 <i>The F3 here indicates that the committee expects the student to register for and complete LTED 305: Literacy Workshop for Pre-service Teachers before re-taking the Writing Assessment Exam.</i>			Mechanics Score Score of 2 or more in each category needed to pass.	P / F	
			Content Score	6	
			Total Score (Possible Score: 18)	8	<i>This is a failing essay.</i>

- Student must receive a score of 12 (with 2 points minimum awarded in each area of the mechanics portion) or better to receive a passing score on the composition. No partial points are to be awarded.