



*Michigan*

**TEST FOR TEACHER CERTIFICATION**

# **STUDY GUIDE**

## **096 Professional Readiness Examination (Writing)**

**Effective after October 1, 2013**





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## **PART 1: General Information About the MTTC Program and Test Preparation**

The first section of the study guide is available in a separate PDF file. Click the link below to view or print this section.

[General Information About the MTTC Program and Test Preparation](#)



## PART 2: Test Objectives and Sample Test Questions

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### ABOUT THE PROFESSIONAL READINESS EXAMINATION

The Michigan Test for Teacher Certification (MTTC) Professional Readiness Examination is designed to measure communication and mathematical skills. The Professional Readiness Examination consists of approximately 129 multiple-choice questions and two written constructed-response assignments and assesses the following three broad areas of knowledge and skills:

- Reading
- Mathematics
- Writing

You will receive a separate score for each subtest of the test (i.e., Reading, Mathematics, Writing). A passing score is required for each subtest in order to pass the Professional Readiness Examination. Examinees who do not pass one or more subtests of the Professional Readiness Examination may retake only those subtests. Once a subtest is passed, you do not need to retake that subtest. If you have previously passed one or more Basic Skills (096) subtests, your passing status for each subtest you passed will be accepted, and you will only need to take and pass any subtest(s) you have not yet passed. Refer to the MTTC Web site at [www.mttc.nesinc.com](http://www.mttc.nesinc.com), for more information about retaking subtests of the Professional Readiness Examination.

### Test Objectives

The test objectives are broad, conceptual statements that reflect the knowledge, skills, and understanding an effective teacher needs in order to teach in a Michigan classroom. These test objectives represent the **only** source of information about what the test will cover and therefore should be studied carefully.

The test objectives are organized into groups known as "subareas." These subareas define the major content areas of the test. You will find a list of subareas at the beginning of the test objective list.

### Sample Multiple-Choice Test Questions

The sample multiple-choice test questions included in this section are designed to give the test-taker an introduction to the nature of the test questions included on the MTTC Professional Readiness Examination. The sample test questions represent the various types of test questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or predict your performance on the test as a whole. Use the answer key that follows the sample test questions to check your answers.

#### Reading

Many test questions in the Reading Subtest are based on reading passages. Consider the strategies below and choose the one that works best for you.

A first strategy is to read the passage thoroughly and carefully and then answer each question, referring to the passage only as needed. A second strategy is to read the questions first, gaining an idea of what is sought in them, and then read the passage with the questions in mind. A third strategy is to scan the passage very quickly to gain an overview of its content, and then answer each question by referring back to the passage for the specific answer. Any of these strategies is appropriate. However, you should not answer the questions on the basis of your own opinions but rather on the basis of the ideas and opinions expressed in the passage.

In the Reading Subtest, the order of information requested by the questions does not necessarily correspond to the order of information in a given selection. Certain words and phrases within some selections have been underlined for testing purposes only; underlined words do not reflect emphasis intended by the writers.

**Mathematics**

In the Mathematics Subtest, a set of mathematical definitions and formulas is provided that may help you perform the calculations on the test. A sample of these definitions and formulas is provided following the sample test directions. A four-function calculator will be provided for use with this test. For computer-based testing, an on-screen calculator will be available for your use during the test. For paper-based testing, a four-function calculator will be provided with your test materials.

**Writing**

The Writing Subtest consists of forty-two multiple-choice questions and two written constructed-response assignments. This study guide provides sample multiple-choice questions, writing assignment performance characteristics, a scoring scale, practice constructed-response writing assignments, and sample responses to the constructed-response writing assignments.

## TEST OBJECTIVES

Subarea	Approximate Percentage of Questions on Test
Fundamentals of Effective Writing	50%
Composition	50%

### XI. FUNDAMENTALS OF EFFECTIVE WRITING

**020 Apply principles of development, organization, focus, and cohesion.**

Includes:

- recognizing effective position statements, topic sentences, and propositions
- revising text to introduce and conclude ideas effectively
- revising text to coordinate and order ideas effectively and to achieve a logical development and sequence of ideas
- revising text to achieve effective transitions between ideas and to clarify relationships among ideas
- revising text to eliminate distracting or unnecessary information or details
- revising text to achieve precise and appropriate language and to replace imprecise or inappropriate words or phrases
- revising text to give effective emphasis to important words, phrases, and ideas

**021 Apply knowledge of effective sentence and paragraph formation.**

Includes:

- editing text to correct run-on sentences and sentence fragments
- editing text to create or to improve the parallel structure of words, phrases, or ideas
- editing text to eliminate misplaced or dangling modifiers; ambiguous pronoun references; and shifts in tense, mood, or point of view
- editing text to eliminate wordiness, unnecessary repetition of words, and redundancy of ideas
- editing text to achieve the effective placement and emphasis of important words, phrases, or ideas

**022 Demonstrate command of the conventions of standard English grammar, usage, and mechanics.**

Includes:

- editing text to correct errors in the standard use of verbs and verb structures
- editing text to correct errors in the standard use of pronouns and possessives
- editing text to correct errors in the standard use of adjectives, adverbs, comparatives, and superlatives
- editing text to correct errors in the standard use of prepositions
- editing text to correct errors in the use of homonyms and commonly confused words and phrases
- editing text to correct errors in standard punctuation
- editing text to correct errors in standard spelling and capitalization

## XII. COMPOSITION

**023 Demonstrate the ability to write arguments to support claims in an analysis of substantive topics, using valid reasoning and relevant and sufficient evidence.**

Includes:

- analyzing the claims made in a substantive informational text
- writing arguments that introduce and support claims and evaluate counterclaims with clear reasons and relevant evidence
- stating and maintaining focus on key ideas through the use of a clear thesis statement and topic sentences
- organizing ideas effectively and maintaining a logical sequence of ideas
- establishing and maintaining a formal style and objective tone
- providing a conclusion that follows from and supports the argument presented
- using language and vocabulary that are clear, precise, and appropriate
- using language that conforms to the conventions of standard English

- 024 Demonstrate the ability to write informational/explanatory texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**

Includes:

- introducing a topic in a succinct and effective manner
- organizing complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole
- developing the topic by selecting significant and relevant facts, definitions, details, quotations, or other information and examples appropriate to the audience
- providing a conclusion that follows from and supports the information or explanation presented
- using appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships between complex ideas and concepts
- using precise language, domain-specific vocabulary, and techniques such as figurative language and analogy to manage the complexity of the topics
- using language that conforms to the conventions of standard English



**SAMPLE MULTIPLE-CHOICE TEST QUESTIONS**

Read the passage below; then answer the three questions that follow.

<sup>1</sup>Earthquakes come in a variety of sizes, but the big, sudden ones get all the press. <sup>2</sup>Although much less noticeable, slow, long-lasting tremors are no less important, they may help prevent larger, faster quakes by resolving some of the pressure that builds up between tectonic plates. <sup>3</sup>Researchers know a great deal about the various forms and magnitudes of slow quakes. <sup>4</sup>According to scientists, however, a better understanding of slower and shallower quakes could help with the prediction of more forceful seismic disturbances. <sup>5</sup>Given the practical importance of such studies, one can only wish scientists well in their efforts to learn more about the relationship between these frequently overlooked smaller tremors and their large, more destructive counterparts.

1. Which underlined word in the passage should be replaced by a more appropriate word?
  - A. resolving
  - B. magnitudes
  - C. shallower
  - D. frequently
  
2. Which of the following changes is needed to correct a run-on sentence?
  - A. Part 1: Change the comma after "sizes" to a semicolon.
  - B. Part 2: Change the comma after "important" to a period; capitalize "they."
  - C. Part 4: Change the comma after "however" to a semicolon.
  - D. Part 5: Change the comma after "studies" to a period; capitalize "one."
  
3. Which of the following changes is needed to correct an error in the use of comparatives?
  - A. Part 2: Change "faster" to "fast."
  - B. Part 2: Change "slow" to "slower."
  - C. Part 4: Change "better" to "good."
  - D. Part 5: Change "large" to "larger."

Read the passage below; then answer the three questions that follow.

<sup>1</sup>Dr. Patricia Bath may not be a common household name, but her accomplishments as a physician and inventor are certainly noteworthy. <sup>2</sup>Born in Harlem during World War II, she demonstrated an early aptitude for science, a subject in which she did well from an early age. <sup>3</sup>\_\_\_\_\_

<sup>4</sup>She was the first African American in the field of ophthalmology to serve her residency at New York University, the first woman faculty member at the prestigious Jules Stein Eye Institute, and the first female head of a residency program at Charles R. Drew University. <sup>5</sup>Her invention of an apparatus for treating cataracts also made her the first African American woman to obtain a patent for a medical device. <sup>6</sup>Even more significant than these many achievements are Dr. Bath's efforts in the area of "community ophthalmology." <sup>7</sup>This pioneering, volunteer-based approach that she developed to bring eye care services to underserved populations have had a positive affect on the lives of countless people.

4. Which of the following sentences, if used as Part 3, effectively gives emphasis to the main idea of the passage?
  - A. She was determined to make a difference in people's lives.
  - B. In her professional life, she overcame many obstacles.
  - C. She went on to become a prominent ophthalmologist.
  - D. As an adult, she embarked on a long string of firsts.
5. Which of the following parts should be edited to eliminate unnecessary repetition or redundancy?
  - A. Part 1
  - B. Part 2
  - C. Part 4
  - D. Part 6
6. Which of the following parts should be edited to correct an error in subject-verb agreement?
  - A. Part 4
  - B. Part 5
  - C. Part 6
  - D. Part 7

## ANSWER KEY FOR THE SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

Item Number	Correct Response	Objective
1.	A	Apply principles of development, organization, focus, and cohesion.
2.	B	Apply knowledge of effective sentence and paragraph formation.
3.	D	Demonstrate command of the conventions of standard English grammar, usage, and mechanics.
4.	D	Apply principles of development, organization, focus, and cohesion.
5.	B	Apply knowledge of effective sentence and paragraph formation.
6.	D	Demonstrate command of the conventions of standard English grammar, usage, and mechanics.

## SCORING RUBRIC FOR MTTC PROFESSIONAL READINESS EXAMINATION

### Writing Assignment Performance Characteristics

<b>Appropriateness</b>	The extent to which the response addresses the assigned topic and uses language and style appropriate for the specified audience.
<b>Focus and Unity</b>	The extent to which the response clearly states, and maintains clear connections to, the main idea or thesis statement.
<b>Organization</b>	The extent to which the response is effectively and coherently sequenced from sentence to sentence and paragraph to paragraph.
<b>Development</b>	The extent to which the response provides relevant, varied, and specific support to elaborate on the main idea or thesis statement.
<b>Grammar and Conventions</b>	The extent to which the response shows control of grammar, sentence structure, usage, and mechanical conventions (i.e., spelling, punctuation, and capitalization).

**Writing Assignment Test Scoring Scale**

Score	Score Point Description
<b>4</b>	<p><b>The “4” response demonstrates a strong command of writing skills.</b></p> <p><b>A:</b> The response fully addresses the topic. Language and style are appropriate.</p> <p><b>F:</b> The main idea or thesis statement is clearly expressed. Connections to the main idea or thesis statement are effectively maintained.</p> <p><b>O:</b> The response is effectively organized. Connections from sentence to sentence and from paragraph to paragraph are clear and purposeful.</p> <p><b>D:</b> Support is strong and full. It is relevant, varied, and specific.</p> <p><b>G:</b> There are very few, if any, errors in grammar and mechanics. Usage and word choice are effective and precise. Sentence structure is correct, effective, and varied.</p>
<b>3</b>	<p><b>The “3” response demonstrates a general command of writing skills.</b></p> <p><b>A:</b> The response generally addresses the topic. Language and style are generally appropriate.</p> <p><b>F:</b> The main idea or thesis statement is expressed. Connections to the main idea or thesis statement are generally maintained.</p> <p><b>O:</b> The response is mostly organized. Connections from sentence to sentence and from paragraph to paragraph are generally clear.</p> <p><b>D:</b> Support is general. It is generally relevant. It may not be varied. There are some specifics.</p> <p><b>G:</b> There are minor errors in grammar and mechanics. Usage and word choice may be basic and contain minor errors. Sentence structure may contain minor errors and show only some variation.</p>
<b>2</b>	<p><b>The “2” response demonstrates a limited command of writing skills.</b></p> <p><b>A:</b> The response partially addresses the topic. Language and style may be inappropriate.</p> <p><b>F:</b> The main idea or thesis statement may have to be inferred. Connections to the main idea or thesis statement are only partially maintained.</p> <p><b>O:</b> The response is only partially organized. Connections from sentence to sentence and from paragraph to paragraph may be unclear.</p> <p><b>D:</b> Support is limited. It may be only partially relevant. It may not be specific.</p> <p><b>G:</b> Major and minor errors in grammar, mechanics, usage, word choice, and sentence structure are distracting and may interfere with meaning.</p>
<b>1</b>	<p><b>The “1” response demonstrates a weak command of writing skills.</b></p> <p><b>A:</b> The response attempts to address the topic. Language and style are inappropriate.</p> <p><b>F:</b> The main idea or thesis statement is not clear. Connections to the main idea or thesis statement are not maintained.</p> <p><b>O:</b> There is little or no organization in the response. Connections from sentence to sentence and from paragraph to paragraph are unclear.</p> <p><b>D:</b> Support is weak. There is little or no relevant development.</p> <p><b>G:</b> Numerous major and minor errors in grammar, mechanics usage, word choice, and sentence structure impede meaning.</p>
<b>U</b>	<p>The response is unrelated to the assigned topic, illegible, primarily in a language other than English, not of sufficient length to score, or merely a repetition of the assignment.</p>
<b>B</b>	<p>There is no response to the assignment.</p>

## DIRECTIONS FOR THE CONSTRUCTED-RESPONSE WRITING ASSIGNMENTS (PBT)

This section of the test consists of two constructed-response writing assignments: an Analytic Argument assignment and an Explanatory assignment. You are to prepare a written response of approximately 300-400 words for the Analytic Argument assignment and a written response of approximately 200-300 words for the Explanatory assignment. Use your time to plan, write, review, and edit your responses to the assignments.

The writing assignments can be found on the next pages. Read each assignment carefully before you begin to write. Think about how you will organize your response. Write both of your responses using some or all of the pages in your written response booklet. You may use blank space in this test booklet to plan your responses, but your scores will be based solely on the responses you write in the written response booklet.

Your response to each assignment will be evaluated on the basis of the following criteria:

**Appropriateness:** The extent to which the response addresses the assigned topic, meets requirements specified in the assignment, and uses language and style appropriate for the specified audience.

**Focus and Unity:** The extent to which the response clearly states, and maintains clear connections to, the main idea or thesis statement.

**Organization:** The extent to which the response is effectively and coherently sequenced from sentence to sentence and paragraph to paragraph.

**Development:** The extent to which the response provides relevant, varied, and specific support to elaborate on the main idea or thesis statement.

**Grammar and Conventions:** The extent to which the response shows control of grammar, sentence structure, usage, and mechanical conventions (i.e., spelling, punctuation, and capitalization).

Be sure to write about the assigned topics and follow instructions in the assignments. Please write legibly. You may not use any reference materials. Your responses must be your original work, written in your own words, and not copied or paraphrased from some other work. Remember to review what you have written and make any changes you think will improve your responses. The final versions of your responses should conform to the conventions of edited American English.

Turn the page to continue.

## DIRECTIONS FOR THE CONSTRUCTED-RESPONSE WRITING ASSIGNMENTS (CBT)

This section of the test consists of two constructed-response writing assignments: an Analytic Argument assignment and an Explanatory assignment. You are to prepare a written response of approximately 300-400 words for the Analytic Argument assignment and a written response of approximately 200-300 words for the Explanatory assignment. Use your time to plan, write, review, and edit your responses to the assignments.

Read each assignment carefully before you begin to write. Think about how you will organize your response. Each written assignment appears on the screen with an answer box. Type your response in this answer box.

Your response to each assignment will be evaluated on the basis of the following criteria:

**Appropriateness:** The extent to which the response addresses the assigned topic, meets requirements specified in the assignment, and uses language and style appropriate for the specified audience.

**Focus and Unity:** The extent to which the response clearly states, and maintains clear connections to, the main idea or thesis statement.

**Organization:** The extent to which the response is effectively and coherently sequenced from sentence to sentence and paragraph to paragraph.

**Development:** The extent to which the response provides relevant, varied, and specific support to elaborate on the main idea or thesis statement.

**Grammar and Conventions:** The extent to which the response shows control of grammar, sentence structure, usage, and mechanical conventions (i.e., spelling, punctuation, and capitalization).

Be sure to write about the assigned topics and follow instructions in the assignments. You may not use any reference materials. Your responses must be your original work, written in your own words, and not copied or paraphrased from some other work. Remember to review what you have written and make any changes you think will improve your responses. The final versions of your responses should conform to the conventions of edited American English.

Select the **Next** button to continue.



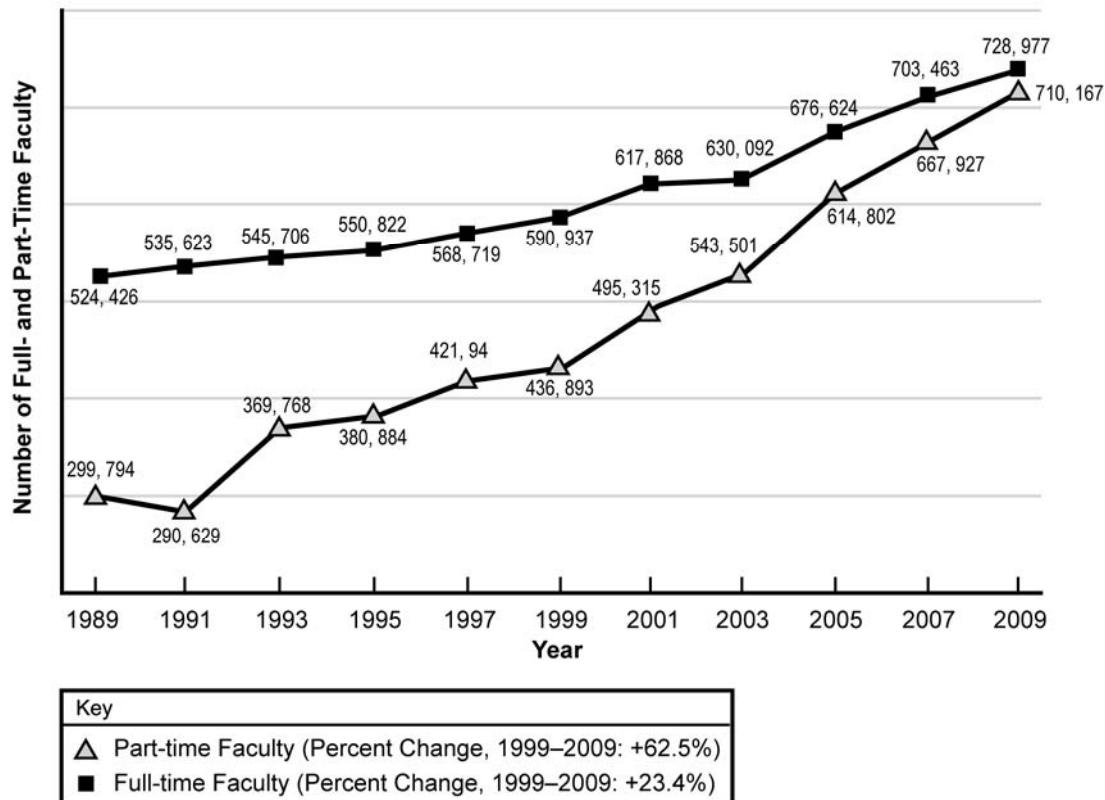
**SAMPLE WRITING ASSIGNMENTS AND RESPONSES**

Read the information and graph below; then complete the assignment that follows.

Should colleges and universities increase the proportion of teaching positions that are filled by full-time faculty?

Proponents argue that an increasing reliance on part-time or adjunct faculty has a negative impact on the quality of student education. Opponents assert that part-time or adjunct faculty give colleges and universities the flexibility they need to meet rapidly changing educational and financial demands.

**Full- and Part-Time Faculty at Degree-Granting Institutions, Fall 1989–Fall 2009**



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**PROFESSIONAL READINESS EXAMINATION: WRITING SUBTEST**

In a well-organized response written in your own words for a general audience of adults knowledgeable about the issue, take a position on whether or not colleges and universities should increase the proportion of teaching positions filled by full-time faculty and defend your position with valid reasoning and relevant and sufficient evidence.

- Your response may include, but must go beyond, the ideas presented about the topic.
- You must include information from the graph in your argument.

### Sample Strong Response

Historically, institutions of higher learning have had conflicting interests: they need to generate profits in order to remain financially solvent, but they also need to invest in the high cost of employing a dedicated faculty. As a result of these conflicting interests, institutions are often tempted to take advantage of part-time faculty, an approach that risks pushing talented teachers and scholars out of academia. Consequently, students end up paying the price both figuratively and literally: a lower quality of education purchased for the same cost. One way to prevent a decline in the quality of education is for colleges and universities to hire more full-time rather than part-time educators.

The increase in overall faculty seen over two decades is tainted by the fact that part-time actually made up a greater percentage of overall faculty in 2009 (50%) than they did in 1991 (35%). This steady rise reveals how colleges are responding to the current economic crisis. Unable to afford the additional costs of full-time employees (like health insurance and investment plans) because of spending cuts, many institutions now hire more educators at lower pay scales. For instance, a college could hire four adjuncts for the same amount of money they would spend on one full-time assistant professor, thereby saving money at the expense of sustaining a strong, dependable faculty.

Because of the dearth of full-time positions, part-time faculty, often teaching at multiple intuitions to make ends meet, end up abandoning academia all together. Faced with growing personal or family expenses, perhaps school loans or medical bills, these would-be educators leave higher education for more lucrative jobs. For example, someone with a doctorate in English could instead teach in a private school or work in the communications industry. If colleges hired more full-time faculty, more educators would be financially secure, leading to expert professionals with a vested interest in the success and growth of their educational communities. However, with institutions focused on finances rather than cultivating their faculty, many potential scholars end up leaving education.

Most importantly, institutional reliance on adjunct faculty affects the very purpose of college: the students' educational experiences. At some institutions, a student could attend school for two or even three years without being taught by a full-time professor, depending on the student's major. By relying on instructors who are neither dedicated to a particular school nor hired based on qualifications beyond availability and necessity, universities take the same amount of money from undergraduates while providing a potentially subpar education. With the cost of college mounting every year, students deserve full-time faculty rather than adjuncts.

(continued on next page)

### Sample Strong Response (*continued*)

If colleges and universities were to increase the ratio of full-time faculty to part-time faculty, they would invest in their own futures. Not only would colleges end up sustaining and retaining scholars in the industry, but they would also provide a higher quality of education for their students.

**The “Strong” response demonstrates a strong command of writing skills.**

**Appropriateness:** The response fully addressed the topic (“Historically, institutions of higher learning have had conflicting interests: they need to generate profits in order to remain financially solvent, but they also need to invest in the high cost of employing a dedicated faculty. As a result of these conflicting interests, institutions are often tempted to take advantage of part-time faculty, an approach that risks pushing talented teachers and scholars out of academia”). Language and style are appropriate. The response appropriately includes information from the graph and goes beyond the ideas presented about the topic.

**Focus and Unity:** The main idea is clearly expressed in the first paragraph (“One way to prevent a decline in the quality of education is for colleges and universities to hire more full-time rather than part-time educators”), and the subsequent paragraphs maintain effective connections to the main idea (“For instance, a college could hire four adjuncts for the same amount of money they would spend on one full-time assistant professor, thereby saving money at the expense of sustaining a strong, dependable faculty”; “However, with institutions focused on finances rather than cultivating their faculty, many potential scholars end up leaving education”).

**Organization:** The response is effectively organized. Connections from sentence to sentence (“If colleges hired more full-time faculty”; “Not only would colleges end up sustaining and retaining scholars”) and from paragraph to paragraph (“Because of the dearth of full-time positions”; “Most importantly, institutional reliance on adjunct faculty affects the very purpose of college”) are clear and purposeful.

**Development:** Support is strong and full. Relevant, varied, and specific details (“For example, someone with a doctorate in English could instead teach in a private school or work in the communications industry”; “At some institutions, a student could attend school for two or even three years without being taught by a full-time professor, depending on the student’s major”) elaborate on the main idea. The information from the graph (“The increase in overall faculty seen over two decades is tainted by the fact that part-time actually made up a greater percentage of overall faculty in 2009 (50%) than they did in 1991 [35%]”) is used in an effective way.

**Grammar and Conventions:** There are few, if any, errors in grammar and mechanics. Usage (“would-be educators”) and word choice (“dearth”; “vested interest”) are effective and precise. Sentence structure is correct, effective, and varied.

**Sample Weak Response**

There is a question of full time or part time faculty at colleges and the question is very important. Some people think it will be bad for students. Other people feel flexibility would be better. I believe that colleges and universities shouldn't increase the proportion of teaching positions that are filled by full time faculty. It is not worth it.

Some say that colleges should hire more full time people, but who is that? Colleges can hire who they want when they want. They know what they are looking for, they have the right to get them, part time or full time. Teachers are very needed and we need them in all types.

Not everyone can work full time so makes sense that part time teachers would help for what classes need taught, like at night. would it be good to get rid of a part time if there are not enough full time to go around? So also if there were more full time then part time faculty it would cost the colleges more. So college tuition is already very high and would be higher. This would not help student educate but make it harder for more students to pay for the school.

In the data given there were more part time faculty as full time faculty. This is good because it means more people are working then before. Also that there are more teachers than there were before. That means the proportion of students to teachers is better. These are good things not bad things.

When I took an on line course I had a part time faculty and he was great. I know that a full time teacher could teach that course just as good but he was able to help me. I know I learned a lot thanks to him.

Afterall I feel that weather full time or part time it doesn't matter. The more teachers we have the more education colleges and universities can impact. This is about flexibility in education which is great!

**The “Weak” response demonstrates a weak command of writing skills.**

**Appropriateness:** The response partially addresses the topic (“There is a question of full time or part time faculty at colleges and the question is very important”). Language and style are at times informal and inappropriate (“When I took an on line course I had a part time faculty and he was great”). The response includes information from the graph in a partial way.

**Focus and Unity:** The main idea or thesis statement is expressed (“I believe that colleges and universities shouldn’t increase the proportion of teaching positions that are filled by full time faculty”), but connections to the main idea or thesis statement are only partially maintained (“This is good because it means more people are working then before”).

**Organization:** The response is partially organized. Connections from sentence to sentence (“So also if there were more full time then part time faculty it would cost the colleges more. So college tuition is already very high and would be higher”) are at times unclear. Connections from paragraph to paragraph (“Not everyone can work full time so makes sense that part time teachers would help for what classes need taught”) are at times unclear.

**Development:** Support is limited. It is only partially relevant (“Colleges can hire who they want when they want”). There is only some variation. There are only some specifics (“So college tuition is already very high and would be higher”). The use of the graph is limited (“This is good because it means more people are working then before. Also that there are more teachers than there were before. That means the proportion of students to teachers is better”).

**Grammar and Conventions:** There are major and minor errors in grammar and mechanics. Usage and word choice (“we need them in all types”) are basic and contain errors. Sentence structure contains errors and shows little variation (e.g., run-on sentences, “They know what they are looking for, they have the right to get them, part time or full time”). The errors are distracting at times and interfere with meaning.

Read the instructions below; then complete the assignment that follows.

People who take part in mentoring programs, either as mentors or students, often gain a great deal from the experience. In a response for a general audience of adults knowledgeable about the topic, describe at least two critical components of mentorship and explain why those components are important to the development of individual skills and capabilities.

In your response, support your ideas with relevant facts, concrete details, or other information and examples.

### Sample Strong Response

The clearest evidence of one's mentorship skills is the significant number of people, whether professionally or socially, one has influenced, which is why the two most crucial attributes of mentors are their abilities to identify what their mentees need and to lead by example. These attributes create well-rounded development in those who receive such mentorship, helping them to achieve similar success and influence.

Talented mentors assist those they work with by providing the very abilities that mentees need to develop their own skills; mentors can identify and present specific qualities to help the mentee attain his or her goal. For instance, a young software engineer might have a concept for a phenomenal computer program he is also skilled enough to design. However, without a mentor from the business community to assist him in developing a business model, he may not be able, or even know how, to accomplish his goal. Many cities now provide volunteer business mentors to local technology startups free of charge, primarily to encourage the growth of the community's businesses.

Such farsighted generosity is central to how successful mentors also lead by example. By giving their energy and time, mentors model what they hope their mentees will learn: to nurture others in the same way they have been nurtured. Creating a network of people helping others is what mentoring programs are all about. A good example of this is how many small colleges feature mentoring programs where an incoming freshman is assigned to an outgoing senior. The new student learns from the experiences of his or her mentor who is nearing the end of his or her undergraduate education. Clearly, the intention of such programs is for the incoming freshman to eventually do the same when he or she becomes a senior. This cycle of support shows how one good mentor can create another good mentor.

A successful mentor's abilities to provide what the mentee is missing and lead by example leads to the development of an individual's ability to succeed and influence others.

**The “Strong” response demonstrates a strong command of writing skills.**

**Appropriateness:** The response fully addressed the topic (“The clearest evidence of one’s mentorship skills is the significant number of people, whether professionally or socially, one has influenced, which is why the two most crucial attributes of mentors are their abilities to identify what their mentees need and to lead by example”). Language and style are appropriate.

**Focus and Unity:** The main idea is clearly expressed (“These attributes create well-rounded development in those who receive such mentorship, helping them to achieve similar success and influence”). Connections to the main idea are effectively maintained (“This cycle of support shows how one good mentor can create another good mentor”).

**Organization:** The response is effectively organized. Connections from sentence to sentence (“However, without a mentor from the business community”; “By giving their energy and time, mentors model”) and from paragraph to paragraph (“Such farsighted generosity is central to how successful mentors also lead by example”) are clear and purposeful.

**Development:** Support is strong and full. It is relevant (“For instance, a young software engineer might have a concept for a phenomenal computer program he is also skilled enough to design”), varied (“A good example of this is how many small colleges feature mentoring programs where an incoming freshman is assigned to an outgoing senior”), and specific.

**Grammar and Conventions:** There are few, if any, errors in grammar and mechanics. Usage and word choice are effective and precise (“identify and present specific qualities”; “primarily to encourage”). Sentence structure is correct, effective, and varied.

### Sample Weak Response

Today's mentors must be knowledgeable in the world and a very inspirational for others. With these, they will be the biggest help.

Being a knowledgeable is the most important attributive one can be today. It's not because some are unknowledgable, but because one likes to know and this one is going to be mentoring you. You want to be guided by the best of the best and the knowledgeable one is the best one to have to help you get a head. A good mentor should not poise above you, looking down on you. They have to be the ones reaching down to lift you up with their knowledge.

A person who can inspire is confidence embodied. Both traits are important. To be inspirational is also most important. To be inspirational is to know why you can help, and to be a good mentor is to show the others how to develop are signs that they are capable of being mentors one day themselves. It's important to develop the students to be better mentors too, without mentors, students can be lost and that keeps them down, If you can be confident and learn to inspire, you can mentor students to be the best they can be, maybe mentors one day, I think.

Being knowledgeable and inspirational are the two most telling traits that any mentor can have. The mentor will be able to help others as long as they can inspire with their knowledge.

**The “Weak” response demonstrates a limited command of writing skills.**

**Appropriateness:** The response partially addresses the topic (“With these, they will be the biggest help”). Language and style are at times informal and inappropriate (“If you can be confident and learn to inspire, you can mentor students to be the best they can be, maybe mentors one day, I think”).

**Focus and Unity:** The main idea or thesis statement is expressed (“Today's mentors must be knowledgeable in the world and a very inspirational for others”). Connections to the main idea or thesis statement are only partially maintained (“They have to be the ones reaching down to lift you up with their knowledge”).

**Organization:** The response is partially organized. Connections from sentence to sentence (“without mentors, students can be lost and that keeps them down”) are at times unclear. Connections from paragraph to paragraph (“A person who can inspire is confidence embodied”) are at time unclear.

**Development:** Support is limited. It is at times only partially relevant (“It's not because some are unknowledgable, but because one likes to know and this one is going to be mentoring you”). There is only some variation (“The mentor will be able to help others as long as they can inspire with their knowledge”). There are only some specifics.

**Grammar and Conventions:** There are major and minor errors in grammar and mechanics. Usage and word choice are basic and contain errors (“the most important attributive”; “A good mentor should not poise above you”). Sentence structure contains errors (e.g. run-on sentences, “It's important to develop the students to be better mentors too, without mentors, students can be lost and that keeps them down, If you can be confident and learn to inspire, you can mentor students to be the best they can be, maybe mentors one day, I think”) and shows little variation.