

# Mock Graded Student Writing Sample 1 - Weaker

## My William Benton Museum of Art Analysis

About two weeks ago, I took a trip to the William Benton Museum of Art. The sole reason for me going to the museum was because my university course required me to attend one cultural event in my first fall semester in college. I at first questioned why I had to do such a task, but it didn't take me long to realize why I had to do this. The Benton Museum is like no other place I had ever been before. You walk in and all the art that surrounds you is tremendous. It's an atmosphere like none other and it is amazing. I took a tour of the museum and saw many different kinds of art on display.

How so?

As my tour walked up the stairs, we examined our first piece of art by Sol LeWitt. It was a type of abstract art with many different shapes and colors encompassing the piece. He used all different shapes like rectangles and trapezoids and they were all filled with different colors such as red, orange, yellow, and blue. LeWitt also created a vertical line down the middle of the piece to give the piece another element.

what was your reaction to the art? what did you learn about / from it?

After LeWitt's piece, we headed into the first gallery, which is known as the Gilman Gallery. The pieces in this gallery ranged from the fifteenth to the nineteenth centuries and each had its own unique message hidden inside itself. The pieces that my tour focused on primarily were two portraits done by an artist named Ellen Emmet Rand. The first portrait was a painting of her niece with Ellen herself painting in the background. The second portrait was a painting of her brother waiting to go play outside.

After the Gilman Gallery, we moved on to the second gallery, which was filled with pieces of art called molas. Molas were made by the indigenous people of the United States put onto women's bodies until the Spanish brought Catholicism to the Americas. When Catholicism came to the Americas, molas were put onto clothing instead of the actual bodies of women. The two molas that my tour specifically looked at were molas made for President John F. Kennedy and his wife. These molas were said to be made because the indigenous people liked the way that President Kennedy was running the United States at the time.

what do you think about this, and why is it worth noting here?

Tell me more, what were those messages? could you see them? first glance, or did you only recognize them after your guide brought them to your attention?

My tour finished with a look at what was known as the East Gallery, which was where the original Beanery was. The Beanery was used by students as a dining hall and it was also used for formal events and balls.

Interesting, but how does this shape how you think about the Benton or the University?

Looking back, I am very glad that I took a tour at the William Benton Museum of Art because it

has helped me expand my horizons and look outside the box. The complexity of even the simplest of pieces of art is extraordinary. Every work of art is different from every other and each work of art has its own unique meaning. I especially liked the molas and the culture of the indigenous people that is depicted through their work. Looking at the designs and structure of each individual mola can tell a story of who that women really was. After reflecting on what I saw, I came to one main conclusion. This conclusion is that everyone is equal. I have learned that everyone is equal in some way and we all have talents that make us all unique and great.

How so?  
Tell me more about thinking outside the box.

But reaction

How did you come to this conclusion?

Not quite long enough to give you enough opportunity to reflect.

Going to the Benton was a great event choice.

You chronologically ordered your paper's summary, leading me through your experience with some details. But this paper doesn't yet tell me about your interpretations, reactions, or analysis of the experience. In the end you draw a conclusion; however, the details offered do not support it or tell me how you got there. So the final paragraph feels like a big jump in logic/argumentation.

Sample 1

Grade with Writing Center Revision: 17.15 B

Grade without Writing Center Revision: 14.9 C

Note: As you can see, process is very important. Without a meaningful event and reason the highest score possible is 50% on F.

Note: In reality I wouldn't expect this level of a paper to show meaningful revision.

	Outstanding (A Range)	Needs Improvement (C Range)	Unsatisfactory (D or F Range)
Event Participation	5 (25%) The student's paper meets or exceeds the expectations for the competency.	4.25 (21.25%) NA, unless an extension for less credit is negotiated with the instructor.	3.75 (18.75%) NA, unless an extension for less credit is negotiated with the instructor.
Writing Center Revision	5 (25%) The student's paper meets or exceeds the expectations for the competency. <i>Not demonstrated in sample, so I assume highest for met.</i>	4.25 (21.25%) The final assignment includes all necessary revision elements, however it shows limited revision based on tutor feedback.	3.75 (18.75%) The final includes all necessary revision elements, however it shows minimal revision or merely copy editing.
Coherent Summary	3 (15%) The student's paper meets or exceeds the expectations for the competency.	2.55 (12.75%) The summary is no more than one page but it does not explain both the content and purpose of the event.	2.25 (11.25%) The summary is vague, too long or filled with unnecessary details.
Critical Reflection	4 (20%) The paper's critical reflection takes up more than one page but not more than three pages. It consists of original analysis that makes relevant connections and/or help readers interpret the event in a way that goes beyond the obvious. It answers the question "so what?" by interpreting implications, reactions, or connections that they otherwise might not have recognized.	3.4 (17%) The critical reflection is 1-5.3 pages of original analysis, however it does not fully answer the question "so what?"	3 (15%) The paper's critical reflection is either too short or doesn't go much beyond registering a gut reaction to the event.
Logical Organization	2 (10%) The student's paper meets or exceeds the expectations for the competency.	1.7 (8.5%) The paper has the elements of an academic paper, however, it lacks some transitions or contains gaps in logical sequence.	1.5 (7.5%) The paper lacks some of the basic structural elements of writing.
Style, Grammar Fluency, and Mechanics	1 (5%) The student's paper meets or exceeds the expectations for the competency.	.85 (4.25%) The paper generally fulfills the competency, with only a couple of minor errors.	.75 (3.75%) The writing has some strong sections but there are numerous errors in the writing or formatting.
			.55 (2.75%) The paper has numerous errors, and it lacks proper formatting. Note: All plagiarized papers will receive zero points. Plagiarism may also be cause to fail the entire course.

2.2 (11%)  
The paper does not include sustained critical reflection

1.65 (8.25%)  
The paper does not summarize the event.

2.75 (13.75%)  
The student's final assignment does not include all necessary revision elements

## Mock Graded Student Writing Sample 2 - Stronger

The Benton Museum Art Exhibit: Compelling the Audience to Search for Deeper Meaning

This event was a completely new experience for me in many ways; it was very different from what I expected but was still very intriguing. The work the artists presented was truly amazing. Some of the things that I saw at first, I thought nothing of, but as questions were asked and answered by the students and viewers my opinions quickly changed. The majority of this event was the presentation of different works of art by the artists and the asking of different questions about them. Some of the questions involved had very shallow simplistic answers such as, "What kind of drawing tool did you use to create this?" or "How long did it take you to do this?" At other points some people brought up some very deep and interpretable questions that really made me think, and that is what made this event, quite honestly. The limitless amount of possibilities as to why the artists did what they did and why really kept the mind going, especially for me. We had some time to observe the art in peace for a few minutes as well to build up our own thoughts. The event overall was rather linear; in steps. It basically consisted of viewing the art, then gathering thoughts on it. After, the artist sat in the front and gave a brief explanation of the art they made and finally the viewers asked questions about it. However, when the artists answered questions, they answered based on what kind of questions they were and the curiosity of the viewer. I think that the purpose of this event was to really get the mind thinking and explore many possibilities. It promoted critical thinking. One thing that I saw is that in the beginning it was usually the same people asking the questions, but it was those people that triggered the different thoughts of others and then provoked them to begin asking different questions as well. Overall, the event was rather simple but had many layers of complex thinking involved within it.

Good job bringing in your reactions early.

what do you mean here?

+

Tell me more.

ok

Ok, I can see the complexity coming out.

Throughout the presentation, I found myself constantly analyzing the drawings, but I was only scratching the surface. I soon realized how deep some of the paintings and drawings were that I couldn't quite comprehend at first. The first drawing presented by Ray Dicapua was about two hands reaching down. Originally I just looked at the texture and design until an anonymous viewer said something very interesting and eye opening. She said, "The hands have detail in them as if they were a face. They show many features, and they seem to show history too." After I considered this I began looking at the drawing more closely and discovered a whole new array of things that fascinated me. I was shocked at the amount of detail packed into one simple drawing of two hands. Every shade, every line, every color seemed to show history. The hands were made to look rather worn out giving the sense of a lot of stories or adventures or simply hard labor that occurred. In addition, I realized that the hands were reaching down as if they were meaning to help which made sense, hands in the drawing belonged to the artist's parents and I believe they signified all the times they helped and all of the situations they went through with him, that signifies the history. Another thing that I heard that was very interesting to me is what the second artist, Judith Thorpe, said to us all. She said, "I try to connect my mind with another's when I make my art...compare my interpretation and draw out my feelings towards it." This really connected to my thought processes well. What the speaker said related exactly to what was going on currently in the room. I listened to what everyone was saying and what they saw as an interpretation which then molded the way I thought and in return, helped me interpret and discover new things about the works of art. There were many points in the presentation where I paused and thought about what everyone said and even questioned why they said it. My critical thinking led me to wonder why they asked what they asked and how they came up with a question like that. I would analyze it and then ask myself if I would ever come up with

Good specific example to support your claim.

R?

Great! How so why?

something like that and how I would ultimately approach something like that. I really enjoyed the passion the artists displayed, they were very happy and excited to give answers which motivated me to keep searching for questions. I loved all of the detail that they gave, their answers were not simple, but rather elaborate, which really helped explain their thought process.

*P?*  
*I love that you take the risk of offering a critique.*  
Lastly, I would say that the one thing that I disliked in general is that neither of the artists came prepared to really talk about their art on their own. They only spoke to answer questions the viewers asked so we never really knew the background of the drawings and photos from the start. We would usually have to assume why the artist did what he or she did and then verify with questions that we ask. In addition, the fact that they did not give any background information from the start made it harder to find in-depth questions, especially for me. I found that it was mostly the same people asking questions and they were much older. None of the younger college students I saw asked any questions.

In sum, I thought the event was definitely a new experience that allowed me to push my critical thinking skills to a new extent, further than I usually would. I thought this was a good learning experience that has undoubtedly motivated me to become more involved in events like this. I was very surprised at the numerous ways that people looked at something that looked so simple but analyzed it in such a complex way. Viewing the gallery at the Benton was a memorable experience and I do not plan on that visit being my last o.

You chose a great event to attend, and it sounds like you invested in learning from the experience. While I would have liked to hear a bit more about how you saw it promoting critical thinking, you have generally offered a sustained critical reflection on the strengths and weaknesses you saw while there.

# Sample 2

Note: You will notice that a strong paper that doesn't engage with the WL is roughly equal to a weak paper from a student who invested in Event Participation the process.

Grade w/ Writing Center Revision: 17.3 Bf

Grade w/o Writing Center Revision: 17.3 Bf

	Outstanding (A Range) 5 (25%) The student's paper meets or exceeds the expectations for the competency.	Good (B Range) 4.25 (21.25%) NA, unless an extension for less credit is negotiated with the instructor.	Needs Improvement (C Range) 3.75 (18.75%) NA, unless an extension for less credit is negotiated with the instructor.	Unsatisfactory (D or F Range) 2.75 (13.75%) The event is not appropriate for the assignment.
<b>Writing Center Revision</b>	<b>5 (25%)</b> The student's paper meets or exceeds the expectations for the competency.	<b>4.25 (21.25%)</b> The final assignment includes all necessary revision elements; however, it shows limited revision based on tutor feedback.	<b>3.75 (18.75%)</b> The final includes all necessary revision elements, however, it shows minimal revision or merely copy editing.	<b>2.75 (13.75%)</b> The student's final assignment does not include all necessary revision elements.
<b>Coherent Summary</b>	<b>3 (15%)</b> The student's paper meets or exceeds the expectations for the competency.	<b>2.55 (12.75%)</b> The summary is no more than one page, but it does not explain both the content and purpose of the event.	<b>2.25 (11.25%)</b> The summary is vague, too long, or filled with unnecessary details.	<b>1.65 (8.25%)</b> The paper does not summarize the event.
<b>Critical Reflection</b>	<b>4 (20%)</b> The paper's critical reflection takes up more than one page but not more than three pages. It consists of original analysis that makes relevant connections and/or help readers interpret the event in a way that goes beyond the obvious. It answers the question "so what?" by interpreting implications, reactions, or connections that they otherwise might not have recognized.	<b>3.4 (17%)</b> The critical reflection is 1.5-3 pages of original analysis; however, it does not fully answer the question "so what?"	<b>3 (15%)</b> The paper's critical reflection is either too short or doesn't go much beyond registering a gut reaction to the event.	<b>2.2 (11%)</b> The paper does not include sustained critical reflection.
<b>Logical Organization</b>	<b>2 (10%)</b> The student's paper meets or exceeds the expectations for the competency.	<b>1.7 (8.5%)</b> The paper has the elements of an academic paper; however, it lacks some transitions or contains gaps in illogical sequence.	<b>1.5 (7.5%)</b> The paper lacks some of the basic structural elements of writing.	<b>1.1 (5.5%)</b> The paper is sloppy and disconnected lacking any clear order.
<b>Style, Grammar Fluency, and Mechanics</b>	<b>1 (5%)</b> The student's paper meets or exceeds the expectations for the competency.	<b>.85 (4.25%)</b> The paper generally fulfills the competency, with only a couple of minor errors.	<b>.75 (3.75%)</b> The writing has some strong sections, but there are numerous errors in the writing or formatting.	<b>.55 (2.75%)</b> The paper has numerous errors, and it lacks proper formatting. Note: All plagiarized papers will receive zero points. Plagiarism may also be cause to fail the entire course.

