

ESSAY 16

Topic

What are some of the most memorable times of your school life and how did they impact your growth as a person?

MODEL ESSAY

"School life is the best life," is a phrase that truly resonates with me. School life was truly a time about learning and enjoying the company of friends and teachers. It is the formative period for everyone to build their characters as well as forge strong friendships with one another. School life forms the fundamental basis that shapes our characters, moulds our mental attitudes and forges basic principles of life. It is inevitable that one goes through many ups and downs during one's school life and this is what makes it so memorable. Personally, memories of my free-spirited school days fill my mind with happiness and nostalgia. With this in mind, there are many memorable moments in my school life that have not only taught me life lessons but also the importance of perseverance, compassion and confidence which has also allowed me to forge many lifelong friendships.

The first memorable moment would be my experience being part of the school's swimming team. My co-curricular activity in secondary school was swimming. I remember training tirelessly for my events and feeling both physically and mentally exhausted from the gruelling training which I had to endure. Waking up early in the morning to head to the pool each day felt somewhat dreadful to me, however I was extremely motivated and determined to reach my goal. This period of time was extremely challenging for me but it gave me the opportunity to push myself to my limits and put in my utmost effort to work towards an objective. I knew that whatever the results of the competition were, I would be contented and satisfied with what I had accomplished. For the first time in my life, I understood what it meant to truly give my all to something and that the biggest takeaway from this experience would not be the prizes won but the lessons learned. They have truly shaped me to become the person I am today; determined and motivated to reach my goals.

The second memorable instance would be my experience doing voluntary work with my school. Volunteerism provided me with the opportunity to interact with people of different backgrounds and it taught me to empathise with their circumstances. I learned to be more appreciative of whatever opportunities I had and the simple things in life which I so often took for granted. A group of friends and I decided to start our own self-initiated project, and we managed to successfully garner the support of both of teachers and fellow schoolmates to embark on a school-based volunteerism activity. The memory of visiting the orphanage and interacting with the children there remains etched in my mind. Seeing the bright smiles and gregarious laughter from the children, an overwhelming sense of contentment and happiness rushed through me. It was a rather epiphanic moment for me for I realised that our small acts

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Model Student Essays Gallaher,1997-12 Represents freshman compositions from two year colleges and four year universities **Sixth International Conference on Cognitive Modeling - ICCM - 2004** Marsha Lovett,2004-08 The International Conference on Cognitive Modeling brings together researchers who develop computational models that explain and predict cognitive data The 2004 conference encompassed an integration of diverse data through models of coherent phenomena Helping Students Write to a Prompt Sydell Rabin,2002-12 **Handbook of Automated Essay Evaluation** Mark D. Shermis,Jill Burstein,2013-07-18 This comprehensive interdisciplinary handbook reviews the latest methods and technologies used in automated essay evaluation AEE methods and technologies Highlights include the latest in the evaluation of performance based writing assessments and recent advances in the teaching of writing language testing cognitive psychology and computational linguistics This greatly expanded follow up to Automated Essay Scoring reflects the numerous advances that have taken place in the field since 2003 including automated essay scoring and diagnostic feedback Each chapter features a common structure including an introduction and a conclusion Ideas for diagnostic and evaluative feedback are sprinkled throughout the book Highlights of the book s coverage include The latest research on automated essay evaluation Descriptions of the major scoring engines including the E rater the Intelligent Essay Assessor the Intellimetric™ Engine c rater™ and LightSIDE Applications of the uses of the technology including a large scale system used in West Virginia A systematic framework for evaluating research and technological results Descriptions of AEE methods that can be replicated for languages other than English as seen in the example from China Chapters from key researchers in the field The book opens with an introduction to AEEs and a review of the best practices of teaching writing along with tips on the use of automated analysis in the classroom Next the book highlights the capabilities and applications of several scoring engines including the E rater the Intelligent Essay Assessor the Intellimetric™ engine c rater™ and LightSIDE Here readers will find an actual application of the use of an AEE in West Virginia psychometric issues related to AEEs such as validity reliability and scaling and the use of automated scoring to detect reader drift grammatical errors discourse coherence quality and the impact of human rating on AEEs A review of the cognitive foundations underlying methods used in AEE is also provided The book concludes with a comparison of the various AEE systems and speculation about the future of the field in light of current educational policy Ideal for educators professionals curriculum specialists and administrators responsible for developing writing programs or distance learning curricula those who teach using AEE technologies policy makers and researchers in education writing psychometrics cognitive psychology and computational linguistics this book also serves as a reference for graduate courses on automated essay evaluation taught in education computer science language linguistics and cognitive psychology *Sixth International Conference on Cognitive Modeling* Marsha C. Lovett,Christian D. Schunn,Christian Lebiere,Paul Munro,2004-09-15 The International Conference on Cognitive Modeling brings together

researchers who develop computational models to explain and predict cognitive data The core theme of the 2004 conference was Integrating Computational Models encompassing an integration of diverse data through models of coherent phenomena integration across modeling approaches and integration of teaching and modeling This text presents the proceedings of that conference The International Conference on Cognitive Modeling 2004 sought to grow the discipline of computational cognitive modeling by providing a sophisticated modeling audience for cutting edge researchers in addition to offering a forum for integrating insights across alternative modeling approaches in both basic research and applied settings and a venue for planning the future growth of the discipline The meeting included a careful peer review process of 6 page paper submissions poster abstracts to include late breaking work in the area prizes for best papers a doctoral consortium and competitive modeling symposia that compare and contrast different approaches to the same phenomena

Writing Elena L. Grigorenko, 2012 This book captures the diversity and richness of writing as it relates to different forms of abilities skills competencies and expertise Psychologists educators researchers and practitioners in neighboring areas are interested in exploring how writing develops and in what manner this development can be fostered but they lack a handy unified and comprehensive source of information to satisfy their interest The goal of this book is to fill this void by reflecting on the phenomenon of writing from a developmental perspective It contains an integrated set of chapters devoted to issues of writing how writing develops how it is and should be taught and how writing paths of development differ across writing genres Specifically the book addresses typologies of writing pathways of the development of writing skills stages of the development of writing individual differences in the acquisition of writing skills writing ability and disability teaching writing and the development and demonstration of expertise in writing

In the Best Interest of Students Kelly Gallagher, 2015 What is in the best interest of our students Is it teaching to the newest standards movement like the Common Core Teaching that prepares students to take a test Or is it something more meaningful and authentic In his new book *In the Best Interest of Students* Kelly Gallagher notes that there are real strengths in the Common Core standards and there are significant weaknesses as well He takes the long view reminding us that standards come and go but what remains constant is the need to stay true to what we know works in the teaching of reading writing speaking and listening Instead of blindly adhering to the latest standards movement Kelly advocates Dialing up the amount of reading and writing students are doing Balancing rigorous high quality literature and non fiction with high interest student selected titles Giving students much more choice when it comes to reading and writing activities Encouraging readers to deepen their comprehension by moving beyond the four corners of the text Using modeling to enrich students writing skills in the prewriting drafting and revision stages Helping young writers to achieve more authenticity through the blending of genres Resisting the de emphasis of narrative and imaginative reading and writing Providing students with more opportunities to sharpen their listening and speaking skills Planning lessons that move beyond Common Core expectations In this provocative and insightful new book Kelly

surveys the teaching landscape since the publication of his highly regarded book *Readicide* and finds that although some progress has been made more needs to be done Amid the frenzy of trying to teach to a new set of standards Kelly Gallagher is a strong voice of reason reminding us that instruction should be anchored around one guiding question What is in the best interest of our students

Elements of Quality Online Education: Into the Mainstream, Wisdom from the Sloan Consortium Janet C. Moore, 2004-10 *Automated Essay Scoring* Mark D. Shermis, Jill C. Burstein, 2003-01-30 This new volume is the first to focus entirely on automated essay scoring and evaluation It is intended to provide a comprehensive overview of the evolution and state of the art of automated essay scoring and evaluation technology across several disciplines including education testing and measurement cognitive science computer science and computational linguistics The development of this technology has led to many questions and concerns Automated Essay Scoring attempts to address some of these questions including How can automated scoring and evaluation supplement classroom instruction How does the technology actually work Can it improve students writing How reliable is the technology How can these computing methods be used to develop evaluation tools What are the state of the art essay evaluation technologies and automated scoring systems Divided into four parts the first part reviews the teaching of writing and how computers can contribute to it Part II analyzes actual automated essay scorers including e raterTM Intellimetric and the Intelligent Essay Assessor The third part analyzes related psychometric issues and the final part reviews innovations in the field This book is ideal for researchers and advanced students interested in automated essay scoring from the fields of testing and measurement education cognitive science language and computational linguistics

Resources in Education , 2001-10 *FieldWorking* Bonnie Stone Sunstein, Elizabeth Chiseri-Strater, 2011-09-02 *FieldWorking* is a fun and practical guide to research and writing This acclaimed text incorporates examples by professional writers such as Peter Elbow Joan Didion Oliver Sacks and Jamaica Kincaid as well as student research projects on communities as diverse a truck stop sports bar homeless shelter and horse sales barn to help students identify and define their own subcultures and communities In unique activities and comprehensive instruction *FieldWorking* presents an ethnographic approach that empowers students to observe listen interpret analyze and write about the people and artifacts around them while learning the essentials of college writing and research *FieldWorking* is suitable for courses in English anthropology cultural studies journalism or in any discipline where research is required

Advanced Applications of Generative AI and Natural Language Processing Models Obaid, Ahmed J., Bhushan, Bharat, S., Muthmainnah, Rajest, S. Suman, 2023-12-21 The rapid advancements in Artificial Intelligence AI specifically in Natural Language Processing NLP and Generative AI pose a challenge for academic scholars Staying current with the latest techniques and applications in these fields is difficult due to their dynamic nature while the lack of comprehensive resources hinders scholars ability to effectively utilize these technologies *Advanced Applications of Generative AI and Natural Language Processing Models* offers an effective solution to address these challenges This

comprehensive book delves into cutting edge developments in NLP and Generative AI It provides insights into the functioning of these technologies their benefits and associated challenges Targeting students researchers and professionals in AI NLP and computer science this book serves as a vital reference for deepening knowledge of advanced NLP techniques and staying updated on the latest advancements in generative AI By providing real world examples and practical applications scholars can apply their learnings to solve complex problems across various domains Embracing Advanced Applications of Generative AI and Natural Language Processing Models equips academic scholars with the necessary knowledge and insights to explore innovative applications and unleash the full potential of generative AI and NLP models for effective problem solving

Technology Implementation and Teacher Education: Reflective Models Yamamoto, Junko, Kush, Joseph C., Lombard, Ron, Hertzog, C. Jay, 2010-05-31 Today's students are faced with the challenge of utilizing technology to support not only their personal lives but also their academic careers Technology Implementation and Teacher Education Reflective Models provides teachers with the resources needed to address this challenge and develop new methodologies for addressing technology in practice With chapters focusing on online and blended learning subject specific teacher education and social and affective issues this reference provides a comprehensive international perspective on the role of technology in shaping educational practices **English Essays: Materials & Models for Composition from the Great Essayists** John Henry Fowler, 1908

Designing Better Engineering Education Through Assessment Joni Spurlin, Sarah A. Rajala, Jerome P. Lavelle, 2023-07-03 This book is written for engineering faculty and department chairs as a practical guide to improving the assessment processes for undergraduate and graduate engineering education in the service of improved student learning It is written by engineering faculty and assessment professionals who have many years of experience in assessment of engineering education and of working with engineering faculty The book reflects the emphasis placed on student outcomes assessment by ABET Inc the organization that accredits most U S engineering computer science and technology programs as well as providing substantial equivalency evaluations to international engineering programs The book begins with a brief overview of assessment theory and introduces readers to key assessment resources It illustrates through practical examples that reflect a wide range of engineering disciplines and practices at both large and small institutions and along the continuum of students experience from first year to capstone engineering courses through to the dissertation how to go about applying formative and summative assessment practices to improve student learning at the course and program levels For most institutions assessment of graduate education is new therefore there are readers who will be particularly interested in the chapters and examples related to graduate education This book concludes with a vision for the future of assessment for engineering education The authors cover five basic themes Use of assessment to improve student learning and educational programs at both undergraduate and graduate levels Understanding and applying ABET criteria to accomplish differing program and institutional missions Illustration of evaluation assessment activities that can assist faculty in improving undergraduate and

graduate courses and programs Description of tools and methods that have been demonstrated to improve the quality of degree programs and maintain accreditation Identification of methods for overcoming institutional barriers and challenges to implementing assessment initiatives

Student and Teacher Writing Motivational Beliefs Steve Graham, Gary A.

Troia, Gustaf Bernhard Uno Skar, 2024-06-21 The study of students motivational beliefs about writing and how such beliefs influence writing has increased since the publication of John Hays 1996 model of writing This model emphasized that writers motivational beliefs influence how and what they write Likewise increased attention has been devoted in recent years to how teachers motivational beliefs about writing especially their efficacy to teach writing impact how writing is taught and how students progress as writers As a result there is a need to bring together in a Research Topic studies that examine the role and influence of writing beliefs Historically the psychological study of writing has focused on what students write or the processes they apply when writing Equally important but investigated less often are studies examining how writing is taught and how teachers efforts contribute to students writing What has been less prominent in the psychological study of writing are the underlying motivational beliefs that drive or inhibit students writing or serve as catalysts for teachers actions in the classroom when teaching writing This Research Topic will bring together studies that examine both students and teachers motivational beliefs about teaching writing This will include studies examining the operation of such beliefs how they develop cognitive and affective correlates how writing motivational beliefs can be fostered and how they are related to students writing achievement By focusing on both students and teachers beliefs the Research Topic will provide a more nuanced and broader picture of the role of motivation beliefs in writing and writing instruction This Research Topic includes papers that address students motivational beliefs about writing teachers motivational beliefs about writing or teaching writing Students motivational beliefs about writing include beliefs about the value and utility of writing writing competence attitudes toward writing goal orientation motives for writing identity epistemological underpinnings writing and attributions for success failure as examples Teacher motivational include these same judgements as well as beliefs about their preparation and their students competence and progress as writers to provide additional examples This Research Topic is interested in papers that examine how such beliefs operate develop are related to other cognitive and affective variables how they are impacted by instruction and how they are related to students writing performance Submitted studies can include original research both quantitative qualitative or mixed methods meta analysis and reviews of the literature

Automated Speaking

Assessment Klaus Zechner, Keelan Evanini, 2019-11-28 Automated Speaking Assessment Using Language Technologies to Score Spontaneous Speech provides a thorough overview of state of the art automated speech scoring technology as it is currently used at Educational Testing Service ETS Its main focus is related to the automated scoring of spontaneous speech elicited by TOEFL iBT Speaking section items but other applications of speech scoring such as for more predictable spoken responses or responses provided in a dialogic setting are also discussed The book begins with an in depth overview of the

nascent field of automated speech scoring its history applications and challenges followed by a discussion of psychometric considerations for automated speech scoring The second and third parts discuss the integral main components of an automated speech scoring system as well as the different types of automatically generated measures extracted by the system features related to evaluate the speaking construct of communicative competence as measured defined by the TOEFL iBT Speaking assessment Finally the last part of the book touches on more recent developments such as providing more detailed feedback on test takers spoken responses using speech features and scoring of dialogic speech It concludes with a discussion summary and outlook on future developments in this area Written with minimal technical details for the benefit of non experts this book is an ideal resource for graduate students in courses on Language Testing and Assessment as well as teachers and researchers in applied linguistics *The Kinneavy Papers* Lynn Worsham, Sidney I. Dobrin, Gary A.

Olson, 2000-04-20 Award winning essays in the field of rhetoric and composition *Beyond the Five Paragraph Essay* Kimberly Campbell, Kristi Latimer, 2023-10-10 Love it or hate it the five paragraph essay is perhaps the most frequently taught form of writing in classrooms of yesterday and today But have you ever actually seen five paragraph essays outside of school walls Have you ever found it in business writing journalism nonfiction or any other genres that exist in the real world Kimberly Hill Campbell and Kristi Latimer reviewed the research on the effectiveness of the form as a teaching tool and discovered that the research does not support the five paragraph formula In fact research shows that the formula restricts creativity emphasizes structure rather than content does not improve standardized test scores inadequately prepares students for college writing and results in vapid writing In *Beyond the Five Paragraph Essay* Kimberly and Kristi show you how to reclaim the literary essay and create a program that encourages thoughtful writing in response to literature They provide numerous strategies that stimulate student thinking value unique insight and encourage lively personal writing including the following Close reading which is the basis for writing about literature Low stakes writing options that support students thinking as they read Collaboration in support of discussion debate and organizational structures that support writing as exploration A focus on students writing process as foundational to content development and structure The use of model texts to write in the form of the literature students are reading and analyzing The goal of reading and writing about literature is to push and challenge our students thinking We want students to know that their writing can convey something important a unique view to share defend prove delight discover and inspire If we want our students to be more engaged skilled writers we need to move beyond the five paragraph essay **Teaching L2 Composition** Dana R. Ferris, John Hedgcock, 2013-10 This popular comprehensive theory to practice text is designed to help teachers understand the task of writing L2 writers the different pedagogical models used in current composition teaching and reading writing connections Moving from general themes to specific pedagogical concerns it includes practice oriented chapters on the role of genre task construction course and lesson design writing assessment feedback error treatment and classroom language grammar

vocabulary style instruction Although all topics are firmly grounded in relevant research a distinguishing feature of the text is the array of hands on practical examples materials and tasks that pre and in service teachers can use to develop the complex skills involved in teaching second language writing Each chapter includes Questions for Reflection Further Reading and Resources Reflection and Review and Application Activities An ideal text for L2 teacher preparation courses courses that include both L1 and L2 students and workshops for instructors of L2 writers in academic secondary and postsecondary settings the accessible synthesis of theory and research enables readers to see the relevance of the field s knowledge base to their own present or future classroom settings and student writers

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