Georgia Grade 5 Writing Assessment 2012

Writing Topic and Sample Papers

Persuasive Writing Topic 5109

You have seen trash on the side of the road. You want to form a student group to clean up the trash.

Write a speech to convince the students at your school to join the clean-up group.

Informational Writing Topic 5204

You have learned about many people who have made a difference in the world. You can help make the world a better place too. Think about how you could make the world safer, happier, or easier.

In a report to be read to your class, explain what you could do now to improve the world or what you could do as an adult.

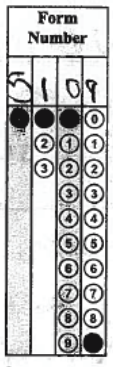
Narrative Writing Topic 5315

Stormy weather has caused the electricity to go out. You cannot use your TV, computer, refrigerator, lights or anything else than runs on electricity.

Write a story about one day without electricity.

Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Paper 1



`My fellow students I am Lizzie, just a student like you. I have a question for you. Do you see what I See? I See garbage, kids arguing, dead or dying plants. Is this the kind of school you want? I sure don't! I want a school with fun playgrounds, beautiful flowers, kids getting along, a clean safe place to learn. If we all pull together we can make it happen. Maybe you could talk to the person you don't get along with, Water or plant more plants, Raise money for new playgrounds. If you run out of ideas you could join the Clean-up club. We do lots of things like planting, fundraisers, Feildtrips, and Community Service. I know we can make the School a better Place! I am the proud president of the Clean-up Club. I know you are thinking I can't help, bot I Lizzie know you can, if You try. If we keep our School like this it will be Scairier and bot So ugly! You can make a differance. You will get that great feeiling like you helped.

Paper 1 (page two)

We might even protect our land
from land and air pollution. So my
fellow students save our School!
You will feel better and happier, and
have a lot of freinds. Join our
Clean-up club, to save our land
from tommorows harm.
This is your school and
your land help keep it clean.

Annotations for Paper 1

Persuasive Prompt 109

Ideas Score: 3
The controlling idea (join the clean-up group to clean the school) is sufficiently developed. The supporting ideas are relevant (the current state of the school environment; how to address the problems; the impact that could be made). The writer develops these supporting ideas with some examples and details (e.g., "I see garbage, kids arguing, dead or dying plants," "Maybe you could talk to the person you don't get along with, water or plant more plants, Raise money for new playgrounds," and "You will get that great feeling like you helped"). The supporting ideas are not well elaborated, but the response contains sufficient information to address reader concerns.

Organization Score: 3
The writer demonstrates sufficient control of the components of Organization. The introduction is clear and draws the reader in with a rhetorical question ("Do you see what I see?"). Related ideas about the current state of the school environment, how to address the problems, and the impact that could be made are grouped together. Ideas within these paragraphs follow a generally clear sequence. Some transitions link ideas (e.g., "Is this the kind of school you want?"), but even more would facilitate clearer communication. For example, there could be a clearer transition between the paragraphs about how to help and the benefits of helping. The conclusion is clear and presents an effective call to action ("So my fellow students save our school"). Overall, the writer demonstrates sufficient control of the components of Organization.

Style Score: 4
Word choice is engaging (e.g., "dead or dying plants" and "save our land from tomorrow's harm"). The writer's voice and tone are particularly strong (e.g., "If we all pull together we can make it happen"). Several rhetorical questions demonstrate audience awareness (e.g., "Is this the kind of school you want?"). Sentences vary in length and structure. Overall, the writer demonstrates consistent control of the components of Style.

Conventions Score: 3
Simple sentences are formed correctly, and there are some correct compound and complex sentences. There are also occasional sentence errors (e.g., "Water or plant more plants, Raise money for new playgrounds" and "This is your school and your land help keep it clean). Most elements of usage are correct; it is the component that the writer controls most. Mechanics are generally correct, but there are no paragraph indentations, some misspellings (e.g., "differance"), and some missing internal punctuation (e.g., "tomorrows harm"). Overall, the writer demonstrates sufficient control of the components of Conventions.

Performance Level: Meets the Standard

Paper 2

Form Number: 5109

You might see trash on your yard. You don't like trash on your yard so you tell someone to pick it up. You might get students to join the Clean-up-group. Some might not want to clean up trash like others. But if you want to join the clean-up-group that would be great. Because you might do it for money or for food. Next time you see trash on your yard, you might get somebody to get it away from your yard. And put it somewere else, and you just pay him. But you ask him first becacause if you don't when hi allready pick it up from your yard. Hi might not want money. Then you might get on big problems, or go to jail. Thats great if you find a group to join. If they ask me if I went to join the clean-up-group I just said, I'll do it for money, or for something else. If they said, for free, I might say no or maybe yes but my answer is almost no. If no one want to join the clean-up-group I will form another kind of group. I will form a group if no one want's to form it. I'll be so nice to people then maybe they will start working, and some others not. I will work on my self, but only my trash. If people start lain of the group you might get more people to join that group or if they don't you'll never help them with nothing, but nothing. Some people just want to rest or be

Paper 2 (page two)

lazy. They wan't food but to get money, for the food you have to work and not be such a lazy man or what ever you are. Your friend might think your a lazy guy or something bad tha never do something nice or something to make your friend be thinking you are a great friend. I'll be proud of student Who are working hard to get things he want. If you just be a lazy. You will never find a good frien You want to have friend, then start working on what ever you want on trash, a policeman, a fire man, anything you want. You just stop been lazy go to work now.

"your Student"

Annotations for Paper 2

Persuasive Prompt 109

Ideas Score: 2
The controlling idea (join the clean-up group) is minimally developed. Some supporting ideas are relevant (you might get paid, and you'll be proud that you weren't lazy and worked hard instead). The writer includes few details to develop these supporting ideas (e.g., "I'll be proud of student who are working hard to get things he want"). Some points and details are not clearly relevant to the topic and persuasive genre (e.g., the brief account of asking someone to take away trash from a yard). Overall, the response lacks sufficient information to provide a sense of completeness.

Organization Score: 2
The writer demonstrates minimal control of the components of Organization. The overall plan is not clear. The response lacks an effective introduction. There is some grouping of related ideas (e.g., about not being lazy), but most of the ideas in the paper do not follow a clear sequence (forming a clean up group → asking someone to haul away trash from my yard → why to join a clean up group → forming my own clean up group). Few transitions link ideas (there is some pronoun substitution like "they" for "some people"). The paper lacks a clear conclusion.

Style Score: 2
Word choice is mostly simple and ordinary (e.g., "that would be great," "you might get on big problems," and "working hard to get things"). This contributes to an indistinct tone and voice in most of the response. There is limited sentence variety and audience awareness. Overall, the writer demonstrates minimal control of the components of Style.

Conventions Score: 2
Some simple sentences are formed correctly, but the response also contains several sentence errors, most notably fragments (e.g., "Because you might do it for money or food"). Some elements of usage are correct, but there are also frequent errors (e.g., "If no one want to join," "you'll never help them with nothing," and "your a lazy guy"). The elements of mechanics are generally correct, but there are no paragraph indentations, and commas are sometimes used erratically (e.g., "Then you might get on big problems, or go to jail"). Overall, the writer demonstrates mixed competence of the elements of Conventions.

Performance Level: Does Not Meet the Standard

Paper 3

Form Number

5109

Dear Kids of the Playground,

I have noticed a problem in our community. I have seen too many people littering. It is ruining our enviorment! All this trash could cause sicknesses if we breathe in the germs.

I have thought of a way to get rid of this discusting problem. I will make a program called, "Putp!". It stands for, pick-up-trash-program.

I encourage you to join because it will make a cleaner, healthier, and a better enviorment for us to live, grow, and work in! It is also a good program because your parents will like it!

We can clean up all the areas that have been damaged and more!!! We can plant flowers, make small parks, and when we're finished the mayor will give us all awards! and new equipment!!

Paper 3 (page two)

Every Monday will be game-day! We will meet at Flowery Branch Elementry School's playground. We will play games and have fun! We will have board games, cards, colorin sheets and even a white board to draw on! (plus the playground equipment & balls!)

Your going to love this program! You can join by calling^
Also we will give you a free Pupt button for your backpack! There is no price just call and we will add you to the list!

The program will start November 1st, 2001 in F.B.E.S. library. You can join any time! (even after it starts!) Please join Pupt today!

Sincerely,

Annotations for Paper 3

Persuasive Prompt 109

Ideas Score: 4
The controlling idea (why you should join my new clean-up group) is well developed. The supporting ideas (problems with littering, how the group can help, other benefits of membership, how to join) are relevant. The writer elaborates these supporting ideas with specific examples and details ("All this trash could cause sickness if we breathe in the germs.", "We can plant flowers, make small parks, and when we're finished the mayor will give us all awards…"). The writer is consistently focused on the persuasive purpose, and effectively addresses reader concerns ("There is no price just call and we will add you to the list!" "You can join any time! (even after it starts!)"). Consistent control of the components of Ideas is demonstrated.

Organization Score: 4
The writer demonstrates consistent control of the components of Organization. The overall organizational strategy (problem-solution-other benefits-logistics) is appropriate to the topic and to the persuasive genre. The introduction sets the stage by effectively establishing the problem. The writer groups related ideas. Sequencing is mostly logical and appropriate ("I have seen too many people littering. → It is ruining our environment. → All this trash could cause sickness…"). A variety of transitions link ideas throughout the paper ("All this", "also", "when we're finished", "and even", as well as some effective pronoun references: "it" for "littering"). The brief conclusion, a final call to action, ends the piece of writing without repetition.

Style Score: 4
Word choice is consistently engaging ("community," "cause," "discusting," "encourage," "enviorment," "program," "equipment"). This effective language helps create an enthusiastic, confident tone that is appropriate to the persuasive purpose. Audience awareness is strong throughout the response ("…trash could cause sickness if we breathe in the germs.", "I encourage you to join…", "…the mayor will give us all awards…"). There is variation is sentence length and structure. Overall, the writer demonstrates consistent control of the components of Style.

Conventions Score: 5
With the exception of one run-on, the sentences in the paper are correct, and the writer demonstrates quite a bit of complexity. Usage is consistently correct; errors in this component are minor and do not interfere with meaning. Most elements of mechanics are correct as well. The writer misspells a few of the more difficult words. There are a few extraneous commas, but internal punctuation and capitalization are mostly correct. Overall, the writer demonstrates full command of the components of Conventions.

Performance Level: Exceeds the Standard

Paper 4

Form Number 5 1 0 9

Trash on the road is bad for humans and creatures. Animals will eat the dirty rotten trash and we eat them. If there is trash like coke cans or busted glass and balloons in the front lawn your pets might eat it and die. We could help by putting do not litter signs in parks and, or on the sides of the road. We could write a letter to the government saing why it should be a rule for people not to liter on the good ground. Once I saw a Toco Bell cup smooched on someones good grass it was moldy and brown. If we let this junk pile up the oxagen will be bad and we might die. If you pick up just a little bit of trash you are a great and wonderful hero. you can make the world a better place for everyone when you are picking up trash. So make the world a better place so you me and everyone can live in peace. Help out at poulliton pick up so you can be a hero

Paper 4 (page two)

Trash in the water is bad too
the fish, frogs, and alagators might
die. That means their will be less
fish to eat. We get water from
lakes and if they are polutted
we might have dirty water. so get
up and help at pollution pickup

Annotations for Paper 4

Persuasive Prompt 109

Ideas Score: 3
The controlling idea (we should pick up trash) is sufficiently developed. The writer is focused on the assigned topic and persuasive purpose, and the supporting ideas are relevant (consequences of trash on land and in water). The writer develops these supporting ideas with relevant details ("If there is trash like coke cans or busted glass…your pets might eat it and die.", "If we let this junk pile up the oxagen will be bad…", "We get water from lakes and if they are polluted we might have dirty water."). Overall, there is enough information in the paper to provide a sense of completeness. The writer demonstrates sufficient control of the components of Ideas.

Organization Score: 3
The writer groups related ideas about the effects of trash on pets, humans and the water supply. Ideas are generally sequenced, following a problem-solution strategy (trash in the lawn → pets might eat it and die →we could help by putting do not litter signs; moldy trash →oxygen will be bad →if we pick up…the world will be a better place). Some transitions link ideas ("We could help by," "so," "Once," "That means," and some pronoun references: "it" for "trash" and "they" for "lakes"). The brief introduction and conclusion are only minimally effective, but overall the writer demonstrates sufficient control of the components of Organization in this response.

Style Score: 3
Word choice is generally engaging ("creatures," "dirty rotten trash," "everyone can live in peace"). There are occasional lapses into ordinary ("Trash in the water is bad too…") and repetitive language ("…make the world a better place…make the world a better place…). The concerned tone is appropriate to the assigned topic and persuasive purpose, and the writer's voice is generally clear. Sentences vary in length and structure. The writer's awareness of audience is apparent ("…your pets might eat it and die.", "If we let this junk pile up…", "Help out…so you can be a hero."). The writer demonstrates sufficient control of the components of Style.

Conventions Score: 3
The writer demonstrates sufficient control of Conventions. The response contains correct simple and compound sentences, as well as a number of run-ons and two sentences that begin with "So". Usage is correct throughout, with one exception ("me" instead of "I"). There are some errors in Mechanics: a number of misspelled words, none of which interfere with meaning, as well as some missing commas. Capitalization is mostly correct. There are no paragraph indentions. This paper falls at the high end of the "3" range. Had the writer not lost control of sentence formation toward the end of the response, it may have received a "4".

Performance Level: Meets the Standard

Paper 5

Form Number

5 1 0 9

" Hello, The characters are Nyia, Aisha Michelle, Mike, Brian and Ron. The setting takes place in Riverdale, Georgia at a school called North Clayton highschool.

One day after school Nyia seen trash all over the schools lawn, hallways and trailers. So the next day Nyia had asked the principal can she say a speech to all the fellow students and the principal was ok with it.

The next day, The principal called all the students to report to the gym for a brief message. As Nyia came up, she said " behalf to all the fellow students. Today I want to talk about littering. Today and Yesturday I seen trash all over the place. This Might be nature but nature didnt say anything about littering so if you would like to volunteer and keep North Clayton clean please see me". Thank You.

That next day only five people came up to me and said " I would like to volunteer". They came everday at

PLEASE DO NOT WRITE IN THIS AREA

Paper 5 (page two)

at 3:00 and stayed until 4:00 to help clean the lawns. Thier names are Aisha, Michelle, Brian, Mike and Ron. That same day six more people decided to help volunteer. Later on that day I said to myself that my speech would have convince kids to help clean and next thing you know I got more and more people to volunteer and before you know it I have thirty people to help and from that day forward there was no trash at North Clayton.

Annotations for Paper 5

Persuasive Prompt 109

Ideas Score: 2
The writer uses a narrative format to address the persuasive purpose. After noticing a trash problem at school, the writer gives a speech to the student body, asking for volunteers to help clean up. Following the recruitment effort, a number of volunteers proceed to "clean the lawns." Supporting ideas involving the trash problem and the subsequent solution are developed only minimally (The setting in which the speech takes place and the number of volunteers and their names contribute little to the persuasive purpose). Overall, there is not enough information in the response to provide a sense of completeness.

Organization Score: 3
The problem/solution strategy within the narrative is appropriate to the assigned topic and purpose. Related ideas regarding the problem (trash on school grounds) and the solution (the recruitment effort and the subsequent clean-up effort) are grouped. Ideas follow a generally clear chronological sequence. The effectiveness of this chronological approach is limited at times, when the writer strays from the persuasive purpose (e.g. asking for the principal's permission, providing the names of the participants). A variety of transitions link ideas within parts of the paper. Transitions across parts of the paper are simple and repetitive ("one day," "the next day," "the next day"). Overall, the writer demonstrates sufficient control of the components of Organization.

Style Score: 3
Language is generally engaging in this response ("fellow students," "report to the gym for a brief message," "if you would like to volunteer and keep North Clayton clean please see me"). There are some lapses, however, into simple and ordinary language ("Nyia had asked the principle can she say a speech" "Today and yesterday I seen trash all over the place"). The writer's voice is generally clear, and the concerned tone is appropriate for persuasive writing. There is some variation in sentence length and structure. Overall, the writer demonstrates sufficient control of the components of Style.

Conventions Score: 3
Simple and compound sentences are generally correct in this paper. There is one fragment, and the final sentence is awkward and overloaded. Subject-verb agreement is generally correct, but there are some tense errors ("seen," "had asked," "convince," and a shifting of tense from past to present in the final sentence). Most elements of mechanics are correct, but there are some errors in capitalization and some missing internal punctuation. Overall, the writer demonstrates sufficient control of the components of Conventions.

Performance Level: Meets the Standard

Paper 6

Form Number: 5109

Out in the middle of the Milky Way orbiting the sun, is a planet flourishing with life. Earth is a clean, healthy place to live, but recently, things have changed. Now people all over are littering, using their community as a big trash can! They're ruining the environment, polluting the land, air, and water. It seems like all is lost, but a few people are considerate enough to pick up the trash and save Earth! You can be one of them, too.

Do you sit around complaining about littering, but do nothing to stop it? Now you can help! Come to Collins Hill Road at 2:00 on Saturday and help pick up the trash that slobs have thrown onto the road and sidewalks. You don't have to stay very long, and cold drinks and delicious snacks will be available, too! You can work hard to get stronger or just hang out with your friends.

If you come, you will be showing that you are proud and don't want people to think that you're sloppy. You can show how much you care, and be happy by knowing that you did the right thing. Your kindness and unselfishness will show. You can be a good example to people around you, and they will respect you.

Come on, help clean up this dirty, filthy road. We have fuel for our cars and planes. We have food to keep us alive. We have water for us to drink. All of this is provided by the Earth. The least thing that we can do back is keep it clean. If we pollute the Earth, it's like we're polluting our food and water, even polluting ourselves. Be a good citizen and help make Collins Hill Road a better, cleaner

Paper 6 (page two)

place!

Annotations for Paper 6

Persuasive Prompt 109

Ideas Score: 3
The controlling idea (join the clean-up group to clean up Collins Kill Road) is sufficiently developed. The supporting ideas are relevant (how the group will clean up, and how the participants will benefit). The writer develops these supporting ideas with some examples and details (e.g., "Come to Collins Hill Road at 2:00 on Saturday and help pick up trash that slobs have thrown onto the road and sidewalk," and "You can show how much you care, and be happy by knowing that you did the right thing"). The supporting ideas are not well elaborated, but the response contains sufficient information to address reader concerns.

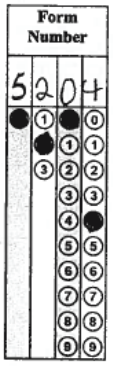
Organization Score: 3
The writer demonstrates sufficient control of the components of Organization. The introduction is clear and draws the reader in by presenting a problem (the earth is being polluted). Related ideas about how the group will clean up, and how the participants will benefit are grouped together. Ideas within these paragraphs follow a generally clear sequence. Some transitions link ideas (e.g., "If you come," and "All of this"). The conclusion is clear and presents an effective call to action ("Be a good citizen and help make Collins Hill Road a better, cleaner place"). Overall, the writer demonstrates sufficient control of the components of Organization.

Style Score: 4
Word choice is engaging (e.g., "Out in the middle of the Milky Way, orbiting the sun, is a planet flourishing with life" and "cold drinks and delicious snacks will be available, too"). The writer's voice and tone are particularly strong (e.g., "Come on, help clean up this dirty, filthy road"). Several rhetorical questions demonstrate audience awareness (e.g., "Do you sit around complaining about litter, but do nothing about it?"). Sentences vary in length and structure. Overall, the writer demonstrates consistent control of the components of Style.

Conventions Score: 4
Simple, compound, and complex sentences are formed correctly, with appropriate end punctuation. The elements of mechanics are consistently correct. So too are the elements of mechanics; internal punctuation, in particular, is well-controlled. The only issue with this response is its relative brevity.

Performance Level: Meets the Standard

Paper 7



To make the world a safer place we need police to potrol in Stores. So no thife will be able to steal any money out of a cash register. There should be police cheaking seatbelts once or twice a month. Police should be cheaking on prizoners so there will be no jail breaks. We need police potrol in museums so no valueable thing will be stolen. We need alarms in stores to protect people from getting hurt by thieves. We need guards at every state meeting to protect the president and the people that come to the meetings. Police need gas pelets to Knockout thieves so no good citizen will be harmed. For the world to be a safer place people need to look at the red, yellow, and the green light when they are driving so there will be no reacks. Police should visit schools more and tell them about bad crimes and what people get aressted for. Children need to be told that drugs are not good for them or their parents. That is how to make the world a safer place.

Annotations for Paper 7

Informational Prompt 204

Ideas Score: 2
The controlling idea (things we need to make the world a better place) is minimally developed. The writer provides several relevant supporting ideas (police to patrol stores, guards at state meetings, observing traffic signals), each with a single line of development ("so no thife will be able to steal any money out of a cash register," "to protect the president and the people that come to the meeting," "so there will be no reacks"). There is not enough information in the paper to provide a sense of completeness. The writer demonstrates minimal control of the components of Ideas.

Organization Score: 2
The writer establishes the topic in the opening sentence. Supporting ideas are not presented in any meaningful order. There is minimal evidence of sequencing within parts of the paper ("Police should be cheaking on prizoners → so there will be no jailbreaks," "gas pellets → to knock out thieves → so no good citizen will be harmed"). Transitions linking ideas are mostly simple ("so," "to," "and"). The one sentence conclusion provides limited closure. Minimal control of Organization is demonstrated.

Style Score: 2
Although the writer uses some engaging language ("no valuable thing will be stolen," "so no good citizen will be harmed"), word choice is mostly simple and often repetitive. The phrase "we need" is used several times throughout the paper. The resulting tone is uneven. Limited variation in sentence length and structure contribute to an indistinct voice. Overall, minimal control of the components of Style is demonstrated.

Conventions Score: 3
The writer demonstrates sufficient control of the components of Conventions. Sentences are correct throughout, but a few are overloaded ("For the world to be a safer place people need to look at the red, yellow and the green light when they are driving so there will be no reacks.). Usage is correct throughout. The elements of mechanics are generally correct, with the exception several misspellings ("potrol," "thief," "cheaking," "prizoners," "pelets") and a few missing commas.

Performance Level: Does Not Meet the Standard

Paper 8

Form Number

5204

How I would make the world easier, safer, and happier.

I think scientists should make robots that do whatever we tell them to do. The interesting thing about it is the robots run on water not fuel. The robots would make food, clean the, it will do anything you tell it to do. There would be a main computer that can tell you everything.

My second invention would be a solid carboniam bubble. It would be used for protection against harmful objects. You won't die in it either, it is transparent, and you could breath through it. The price of it would be fifty dollars.

Scientists should make garbage that can be turned into fuel by my machine named AL. AL would use his ability to grind the trash, and it would come out of his hose as fuel. The fuel could be used to buy things from other countries. AL would be 10 billion dollars if someone wanted to buy him. Half of the money would go to me, while the other half goes to charity.

My last invention would be cars that run on air and water. I think the world

Paper 8 (page two)

Shouldn't be pouluted by gas that might be dangerous to others. The cars would go fast if you had to go somewhere. This is the thing that is special about it; it is controlled by a remote. The car would do anything you told it to do.

If possible, I would try to make these things come true. With the help of scientists, the world can be easier, safer, and most important of all happier.

Annotations for Paper 8

Informational Prompt 204

Ideas Score: 4
The controlling idea (inventions that would improve the world) is well developed. The supporting ideas (the new inventions the writer proposes) are relevant. The writer elaborates these supporting ideas with specific examples and details ("the robots run on water not fuel," "the thing that is special about it; it is controlled by a remote," "trash would come out of his hose as fuel"). The response contains information that addresses reader concerns ("There would be a main computer that will tell you everything," "You won't die in it…you could breath through it," "Half of the money would go to me, while the other half goes to charity"). Overall, the writer demonstrates consistent control of the components of Ideas.

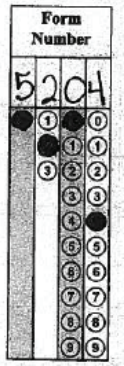
Organization Score: 4
Consistent control of Organization is demonstrated. Related ideas about inventions the writer proposes are clearly grouped. Ideas about each invention are logically sequenced within paragraphs. Although transitions linking parts of the paper are somewhat simple, the writer uses a variety of transitions to link ideas within parts of the paper ("The interesting thing," "It would be," "either," "while," "This is the thing"). The conclusion ends the piece of writing without repetition.

Style Score: 4
Word choice is consistently engaging, and often precise ("protection against harmful objects," "transparent," "Al would use his ability to grind the trash," "might be dangerous to others"). This effective use of language creates a knowledgeable, confident tone that is appropriate to the informational purpose. There is an awareness of the audience throughout the response ("The interesting thing about it," "You won't die in it either," "The car would do anything you told it to do"). There is variation in sentence length and structure. The writer demonstrates consistent control of the components of Style.

Conventions Score: 4
With the exception of two run-ons, the sentences in the paper are correct, including a number of examples of compound and complex sentences. Usage is consistently correct. Most elements of mechanics are correct as well. There are a couple internal punctuation errors, and a few misspelled words ("breath," "pouluted"), but these do not interfere with meaning. Overall, the writer demonstrates consistent control of the components of Conventions.

Performance Level: Exceeds the Standard

Paper 9



To make the world people should have homes. They should have food to eat, have water to drink, have cloths to wear, and take baths. Nobody should be on the street, Just having a home.

Lots of things in the world effect the way we live. Some animals and plants might not be healty to be around. Animals should stay in gates so they want make a mess around the community. Plants that are possion should be taken away and cut down. Fruits that are on trees and they are possion should be taked away.

People that has been stealing, doing drugs, and killing should stay in jail, so them things want happen again. Stores that sell alcohol, guns, drugs, and knives shouldn't have a store to own. That's why most people end up dead or in the hospitial.

Children shouldn't be picked on and beated up. No child should be afriad of another child. If children listen to adults like their parent, grandparent, uncles, unts, and teaches they could learn new things and stop running off. If children keep running off they get killed and make the community look bad. They would stay in school too.

If none of them things happened the world would be the best place to live in.

Annotations for Paper 9

Informational Prompt 204

Ideas Score: 3
The controlling idea (ways to make the world a better place) is sufficiently developed. The writer is focused on the assigned topic and informational purpose, and the supporting ideas are relevant (basic necessities, health, crime, child welfare). The writer develops these supporting ideas with relevant details (animals should be contained, poisonous plants should be removed, alcohol guns and drugs should be controlled, children should be taught to obey). Some ideas are well elaborated ("If children listen to adults like their parent, grandparent…they could stop running off. If children keep running off they get killed"), while others remain only partially developed ("Plants that are possion should be taken away and cut down. Fruits that are on trees…should be taked away"). Overall, there is enough information in the paper to provide a sense of completeness.

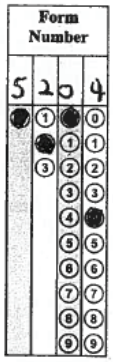
Organization Score: 3
The writer groups related ideas about general needs, health issues, crime prevention and child behavior. Ideas are presented following a generally logical sequence (animals and plants might not be healthy → animals should stay in gates → plants should be taken away; stores sell alcohol and guns → that's why people end up dead). Some transitions link ideas ("That's why," "so," "if"). The brief introduction and conclusion are only minimally effective, but overall the writer demonstrates sufficient control of the components of Organization in this response.

Style Score: 3
Word choice is generally engaging ("creatures," "dirty rotten trash," "everyone can live in peace"). There are occasional lapses into ordinary ("Trash in the water is bad too") and repetitive language ("make the world a better place"). The concerned tone is appropriate to the assigned topic and persuasive purpose, and the writer's voice is generally clear. Sentences vary in length and structure. The writer's awareness of audience is apparent ("your pets might eat it and die," "If we let this junk pile up," "Help out…so you can be a hero."). The writer demonstrates sufficient control of the components of Style.

Conventions Score: 3
Sentences are correct in this response, including examples of compound and complex sentences. Subject-verb agreement is mostly correct, but there are some usage errors ("taked," "want," "them things," "beated"). The elements of mechanics are largely correct, including capitalization, paragraph breaks and some internal punctuation. There are a number of spelling errors ("cloths," "healty," "passion," "nives," "teaches," "alduts"). These errors do not interfere with meaning. Overall, the writer demonstrates sufficient control of Conventions in this paper.

Performance Level: Meets the Standard

Paper 10



If I had to improve the world I would try tostop my dad from smokeing. I would not let people by beer or Cigeretts from the store. I would stand up to the people that wanted to buy beer or Cigeretts. I would help our men in iran and any where neer their so they would not have so many M.I.A. soildgers almost all the time.

I would make lower gas prices. I would get cars that runs on air, water or lickwids. I would get pincels that don't run out of led. I would get pincels that don't break. I'd ask schools if the students were good and if they were I would give the students a dallar.

Annotations for Paper 10

Informational Prompt 204

Ideas Score: 1
Although the writer does provide some development of ideas in this brief response, there is insufficient focus on any one idea to establish a controlling idea. Competence in Ideas is not demonstrated.

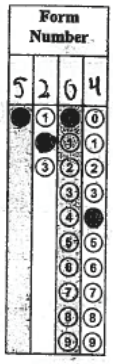
Organization Score: 1
There is some evidence of grouping, sequencing and transitions in the first part of this paper. This evidence is insufficient to demonstrate competence in this brief response.
.

Style Score: 2
The writer's voice is generally clear, and a concerned tone is apparent ("I would stand up to people that wanted to buy beer," "I would help our men in iran and any where neer their"). Competence in Style is limited by the brevity of the response.

Conventions Score: 2
Sentences are correct, including a few examples of compound sentences. Usage is mostly correct as well, with some incorrect word forms ("their", "by"). Most of the errors in mechanics relate to spelling, and do not interfere with meaning. Overall, competence in Conventions is limited by the brevity of the response.

Performance Level: Does Not Meet the Standard

Paper 11



You may have heard about a lot of people who made life easier, like Thomas Edison. Well now it's my turn my turn to make a difference for kids, andults, and handicap people.

My first few ideas were for kids. My favorite was the wake up 5,000 wich wakes you ups gets you dressed, and makes you a great breakfast. Another idea was the super scooter. It may seem like a normal scooter, but it goes as fast as cars. Why ride a scooter insted of a car? I'll tell you why. No spead limits, and no trafic. It also comes with padding just incase. And why spend money on gas when you could just use solar power. If your sick of wasting time brushing your teeth use the brush-o-matic. It's fast and gets the job done.

Life needs some improvements for adults to. Some times they don't have time to shop, so I thought of a shopping cart robbot. On it's key board you type in what you need, what store, and give it some money to buy things with.

Paper 11 (paper two)

Are your parents having trouble finding a job? If the answer is yes just look on www. Jobs for parents. com. People who need imployees type in what job and the location, So all you have to do is saying what day your coming and your name. Say your parents work in an ice cream shop. They mix all the ingreadents and then freeze it. Wouldn't you rather do it in one step. Well I'm thinking of a machine that can. You put the ingreadients in, press the buton and you have ice cream.

Handicap people are most inportant because they have reagullar people needs and special needs. If they have paralised parts they need robotic replacemants. They work by talking. If you say forward they will go forward until you say stop. Then they can do sports and other things. They should also have voise activated floors and stairs. So when they aren't using the robotic parts they can still get around.

Annotations for Paper 11

Informational Prompt 204

Ideas Score: 4
The controlling idea (some inventions make the world a better place) is well developed. The supporting ideas are relevant (inventions that help kids, inventions that help adults, and inventions that help the disabled). The writer develops these supporting ideas with specific examples, details, and some elaboration (e.g., "It may seem like a normal scooter, but it goes as fast as cars," "Why rode a scooter instead of a car. I'll tell you way. No speed limits, and no traffic"). Overall, the writer is consistently focused on the informational topic and purpose.

Organization Score: 4
The introduction is clear and draws the reader in with a comparison between the writer's topic and Thomas Edison. Related ideas about inventions that help kids, inventions that help adults, and inventions that help the disabled are grouped together. Ideas within these paragraphs tend to build logically on one another (e.g. the Super Scooter → what it does → how it is beneficial). Varied transitions link body paragraphs and ideas within them (e.g., "Life needs some improvements for adults to," and "Why ride a scooter instead of a car?"). The paper lacks a clear conclusion, but, overall, the writer demonstrates consistent control of the components of Organization.

Style Score: 4
Word choice is engaging (e.g., "comes with extra padding," mix all the ingredients," "robotic replacements"). The writer's enthusiastic voice and tone, in addition to keen audience awareness, are the stylistic strengths of the paper (e.g., "why spend money on gas when you could just use solar power?" and "Wouldn't you rather do it in one step?"). Lapses into less effective control of language are infrequent (e.g., "They can do sports and other things"). Sentences vary in length and structure. Overall, the writer demonstrates consistent control of the components of Style.

Conventions Score: 4
Simple, compound, and complex sentences are formed correctly, with appropriate end punctuation. Sentence errors are infrequent. Most elements of usage are correct, with the exception of a few incorrect word forms (e.g., "If your sick" and "On it's keyboard"). The elements of mechanics are consistently correct. Most of the errors in this component relate to spelling (e.g., "robbot," "imployees," and "ingreadents"). Overall, the writer demonstrates consistent control of the elements of Conventions.

Performance Level: Exceeds the Standard

Paper 12

Form Number 5 2 0 4

Trucks went wizzing by. Sirens filled my ears. I was with m, mother, father, brother, + grand mother as the washing D.C. police skidded to a stop at their destination. A woman from the crowd called out, "Terrible People!" My grand mother showed her govermen t pass so that she could get some information. When she came back she said, "Evedently, someone was mugged.," she looked over her shoulder and said, "And the person doesn't look so good either."

I looked at the crowd and thought, "What if this had never happened?" I sighed. "What if I could rewind time + keep any of this from happening? I would have kept mugging from happening to start with. I would have kept stealing from happening, bomming from happening. I sighed and got up with my family.

Now, three months later, I have collected $4000.00 for injured or sick people, for people needing operations. My friends mother had come and donated $500.00, so now it's $4900.00. My friend and family helped out alot too! Even citizens off the street donated money. It all worked out great! I'm glad That I and other people helped out + made us raise $10,000.53.

Paper 12 (paper two)

The man who had been mugged was fine now. I'm just happy that people helped out.

Annotations for Paper 12

Informational Prompt 204

Ideas Score: 3
The writer uses a narrative format to respond to the informational purpose. The controlling idea (help the world by reducing muggings and other crimes) is sufficiently developed. The supporting ideas are relevant (the account of the man who is mugged, reflecting on how serious the situation is, and how people collected money for the injured). The writer develops these supporting ideas with some examples and details (the chaos in paragraph one illustrates how serious the mugging was; the details in paragraph three show how much money was dedicated to help victims and how the money will be used). Overall, there is enough information in the response to provide a sense of completeness.

Organization Score: 4
The writer demonstrates consistent control of the components of Organization. The introduction is clear and engaging ("Trucks went wizzing by"). It also sets the stage for the development that follows. The writer groups related narrative events about a man being mugged, reflecting on the seriousness of the problem, and raising money to help him and other victims. Events follow a clear chronological sequence. Varied transitions link parts of the paper (e.g., "When she came back" and "Now, three months later"). The conclusion is brief, but it provides clear closure.

Style Score: 4
Word choice is often precise (e.g., "sirens filled my ears," "police skidded to a stop" and "'evidently, someone was mugged'"). The writer's sincere tone and voice are appropriate ("I looked at the crowd and thought, 'What if this had never happened?'"). There is some variation in sentence length and structure. On a consistent basis, the writer controls language to engage the audience.

Conventions Score: 4
Simple sentences are formed correctly, and there are some correct compound and complex sentences. There is a run-on at the end of paragraph one, but sentence errors are infrequent overall. Most elements of usage are correct. The elements of mechanics are correct as well, with the exception of some missing internal punctuation (e.g., "My friends mother") and some misspellings (e.g., "Evedently" and "bomming"). Overall, the writer demonstrates consistent control of the elements of Conventions.

Performance Level: Meets the Standard

Paper 13

"Making a diffrence"

by

Form Number

5 2 0 4

People all around the world have made a difference in thier community. Even though everybody can make a diffrence, only so many do so. I wish everyone would, Then our community could be cleaner, happier, and safer.

Even children, such as you and me, can make a diffrence. We can be on "trash patrol", and cleaning up our community, or we can hold a bake sale + donate the money to our community or a local charity. We can even collect supplies + donate it to a place in need. After all, little things can make big changes.

Adults can sometimes make a bigger diffrence than kids can. They can vote, voulenteer, and do things that kids can't do. When I get older, I want to voulenteer and help out my community. Some adults have made big changes, such as African American Freedom, women's rights + Even American Freedom,

You've heard of George Washington, Abraham Lincoln, Fredrick Douglass, + Sourjourner Truth, right? They all made a diffrence. And for them, it made them famous, Here is how each one made a diffrence.

George Washington, the first president of the U.S, helped get us our freedom. He was the general of the U.S. Army. He helped guide us through "the terror tontain" to our freedom, that is why he was elected president, Imagine what could have happened if we had not had him. We might be ruled by great briton rightnow.

Paper 13 (page two)

Abraham Lincoln freed the slaves. As president he had the power to "keep'em or free'em". He decided that slavery was creul and must be stopped. With his kind heart, he freed the slaves January 1, 1863. All slaves were free.

Fredrick Douglass, like Abraham Lincoln, wanted to end slavery. He was an Abolisionist. He spoke in front of people and told them what slavery was doing to our nation, It was pulling it apart! But thanks to people like Fredrick Douglass + Abraham Lincoln, slavery is now gone.

At one point in time, women barely had any of the rights that men had. They couldn't vote + they were treated like children. Many women wanted to stop it. One was Sojourner Truth. Sojourner once stood up in front of a man and said

"I can pick as many crops + take the beating and ain't I a woman?"

She and many other women worked for women's rights and got them.

Well, no matter how old, rich, or poor you are, you can make a difference. So try it sometime and see how fun it can be. Not to mention, you're making a difference.

Annotations for Paper 13

Informational Prompt 204

Ideas Score: 4
The controlling idea (kids can make a difference, but adults have helped their communities as well) is unique but acceptable, and it consistently addresses the informational purpose. The supporting ideas are relevant (how kids, George Washington, Abraham Lincoln, Frederick Douglas, and Sojourner Truth have made a difference). The writer develops these supporting ideas with specific examples, details, and some elaboration (e.g., "with his kind heart, he freed the slaves January 1, 1863. All slaves were free"). The supporting ideas are not fully elaborated (e.g., what kinds of places should kids donate to, and how are these places "in need"?). Overall, though, the response is well developed.

Organization Score: 5
The introduction is clear and is sufficiently general to apply to the first part of the paper (about kids) and the subsequent parts (about adults). Related ideas about how kids, George Washington, Abraham Lincoln, Frederick Douglas, and Sojourner Truth have made a difference are grouped together. Ideas within these paragraphs build logically on one another (e.g. Abraham Lincoln → what he did for slaves → how these actions affected slaves). Varied transitions link ideas within paragraphs (e.g., pronoun substitution like 'he" for "George Washington" and transitional phrases like "with his kind heart"). The conclusion is effective, in part because of the call to action ("so try it sometime and see how fun it can be"). Overall, the writer demonstrates a full command of the components of Organization.

Style Score: 4
Word choice is consistently precise and engaging (e.g., "donate the money to our community or a local charity," "slavery was cruel and must be stopped," and "pulling us apart"). This effective control of language helps create a sincere tone and voice. Lapses into less effective word choice are infrequent (e.g., "some adults have made big changes"). The writer uses several rhetorical questions to demonstrate audience awareness (e.g., "You've heard of … right?"). Sentences vary in length and structure. Overall, the writer demonstrates consistent control of the components of Style.

Conventions Score: 5
Simple, compound, and complex sentences are formed correctly, with appropriate end punctuation. The few fragments in the response are functional and therefore not considered errors (e.g., "And for them, it made them famous"). The elements of usage and mechanics are correct throughout the paper.

Performance Level: Exceeds the Standard

Paper 14

Form Number

5 3 1 5

One day my parent's left for work and wouldn't be back untill ten in the morning. Everything was going as pland. They had left Billy incharge since he's the oldest out of my sister Mandy, and I. Billy was thirteen, Mandy eight, and I ten. I Billy didn't care about who got to be incharge because no body was bossy and we all got along. Billy was allways scared of the dark. He just didn't tell mom or dad.

When it began to rain no body cared untill it began to rain harder. Billy was scared, even more than Mandy. Mandy was just sitting on the couch being silent. I of cours listend to my c.d. player to block out all the nois from Billy. I went to com Billy down but the power went out and he began to scream like a baby. Mandy still didn't care because she fell asleep on the couch listening to Billy cry.

After a wile I went down to the basement and got some flashlights and candles to light up the place to com Billy down but he only stoped a little. The parents were home and when they knocked on the door Billy ran to his room to hide his tears from mom and dad. When I let them in mandy wock up. When mom found out that the power wasn't working She asked if we were hongry and we said yes. When

we said yes she asked wher Billy was. we said he's in his room but we didnt say he was crying. When mom went to go get him I said that I would go get him so she wouldnt find out that he's scared of the dark. When I went to get him he wasnt crying no more. I think he finally found out that there's nothing to be scared about. After mom gave us a sandwich and some chips. She sent us to bed wile they put the food from the frige into the downstairs basement. The basement was allways cold.

When the night was over the power was on and so every body was allrite and every thing was perfect because the power had came back on. That's how we spent our day with no power.

The end

Annotations for Paper 14

Narrative Prompt 315

Ideas Score: 4
This narrative about the writer's experience during a storm with his siblings is well developed. The narrative events (initial reactions to the storm's increasing power, the loss of power and Billy's resulting fear, the return of the parents, and the return of Billy's courage) are relevant. The writer develops these events with specific details ("I of cours listend to my c.d. player to block out all the nois from Billy," "the power went out and he began to scream like a baby," "got some flashlights and candles to light up the place to com Billy down"). Note also that the character development provided in the introductory paragraph is relevant development in narrative writing. Overall, the writer demonstrates consistent control of the components of Ideas.

Organization Score: 4
In the beginning of the response, the writer sets the stage for the remainder of the narrative by establishing the setting and situation (home alone with siblings) in which the story occurs. Related ideas describing the narrative events that follow are grouped, and are presented in a clear chronological sequence. This chronological strategy is appropriate for narrative writing. A variety of effective transitions link ideas throughout the paper ("when it began to rain," "even more," "of cours," "but," "still," "because," "after a while," "when mom found out," "after mom gave us," "when the night was over"). The conclusion, in which power is restored, is appropriate and ends the story without repetition.

Style Score: 3
Word choice is often engaging ("Everything was going as pland," "Mandy was just sitting on the couch being silent," "I of cours listend to my c.d.player to block out the nois"). There are some lapses into simple and repetitive language, particularly in the second half of the response ("we said yes. When we said yes she asked wher Billy was. We said he's in his room," "When mom went to go get him I said that I would go get him"). The concerned tone is appropriate to the topic and the narrative genre. The writer's voice is generally clear. There is variation in sentence length and structure.

Conventions Score: 4
The sentences in the paper are correct, including several examples of compound and complex sentences. Usage is also correct, with one exception ("wasn't crying no more"). Competence in mechanics is not as strong. There are a few misused apostrophes, some missing commas, and spelling errors in the response. These errors do not interfere with meaning. The competence the writer demonstrates in usage and sentence formation outweighs the errors in mechanics.

Performance Level: Meets the Standard

Paper 15

Form Number: 5 3 1 5

If I had to go one day without electricity I would go outside and play in the mud. When I got done playing in the mud Me, my mom, my dad, my brothers and my sister would go somewhere and get something to eat at firemountain because that is my brother's favorite place to eat. So when we got done eating at firemountain we would call my uncle's house and ask him if we may stay the night at my uncle's house and he said yes we could so we went back to my house and we packed our bags for one night. So when we got done packing we called my uncle Greg and told him we were coming. And my uncle Greg has a generater that is why we went over there. So when we got to my uncle Greg's house my mom, my dad, my sister watched T.v. while me and my 2 cousin's James, Joseph and my little brother played the video game. And that is what I would do If I had no electricity for 1 day.

Annotations for Paper 15

Narrative Prompt 315

Ideas Score: 2
The controlling idea (what I did during a day without electricity) is minimally developed. Supporting ideas, which take the form of narrative events, are relevant (playing in the mud, eating out, and going to my uncle's house). The first supporting idea is simply listed, and the second and third are partially developed. There are some details about how Fire Mountain is a favorite restaurant, why the family went to Uncle Greg's house and what they did when they got there. Overall, there is not enough information in the response to provide a sense of completeness.

Organization Score: 3
The writer demonstrates sufficient control of the components of Organization. There is not a clear beginning; instead, the writer immediately begins describing what would happen without electricity. Related ideas about going out to eat and going to Uncle Greg's house are grouped together. Ideas follow an appropriate chronological sequence. Some transitions link parts of the paper, but they are somewhat repetitive (e.g., "So when we"). The conclusion is brief, but it provides some closure.

Style Score: 2
Word choice is mostly simple, ordinary, and repetitive (e.g., "get something to eat," "that is what," and "that is why"). This contributes to an indistinct tone and voice in most of the response. There is limited sentence variety and audience awareness. Several sentences begin with the phrase "So when we." Overall, the writer demonstrates minimal control of the components of Style.

Conventions Score: 2
Some simple sentences are formed correctly, but the response also contains several fragments and some run-ons (e.g., "And my uncle Greg has a generator, that is why we went over there"). There are not many usage errors, but there is less control of the elements of mechanics (e.g., no paragraph indentations and erratic capitalization, such as "uncle Greg" and "that is what I would do If I had no electricity").

Performance Level: Does Not Meet the Standard

Paper 16

Form Number			
5	3	1	5

One day 7 year old Nate wakes up on a Saturday morning and tries to turn on the television. It would not turn on. So he runs to his mother yelling "Momie wake up! The T.V. is not working! It's broken!". His mom looks out the window and notices it raining and said "It's raining dear!". Nate cried for 20 long minutes. The crying made Nate's big 14 year old gothic sister ZZ. up. Those 2 Immediately got into a fight. Suprisingly Nate won. He had won by hitting ZZ with a golf club. Nate got yelled to by his mom though. Later Nate got board and grabbed Monopoly. They family played 6 hours. Then they got hungry. They baked canned food on a fire. Nate burnt his hand on the fire. They got some antibiotics and sent him to bed at 6:00 pm. ZZ and The mom went shopping and spent $100,000! They could not pay for the electricity so the power was out for another month! The end

Annotations for Paper 16

Narrative Prompt 315

Ideas Score: 2
The controlling idea (what happened when the electricity went out) is minimally developed. Supporting ideas, which take the form of main narrative events, are relevant (waking up to find the power has gone out, getting into a fight with ZZ, playing Monopoly, injuring a hand, and going shopping). Each of these supporting ideas is only partially developed, with some details (e.g., hitting ZZ with a golf club, how Nate injures his hand, and how much money was spent during the shopping trip). Overall, there is not enough information in the story to provide a sense of completeness and to address some reader concerns (e.g., Whatever happened to Nate? Was his hand okay?).

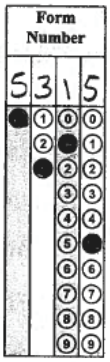
Organization Score: 3
The narrative organizing strategy is appropriate to the assigned topic, genre, and purpose. The beginning is clear, and the writer groups related narrative events about Nate fighting ZZ, playing Monopoly, Nate burning his hand, and the final shopping trip. The chronological sequencing is appropriate. Some transitions link parts of the story (e.g., "His mom looks out the window," "The crying," and "Later Nate got board"). The ending of the story provides closure.

Style Score: 3
Word choice is generally interesting and, at times, precise and engaging (e.g., "His mom looks out the window and notices it raining," "14 year old gothic sister," and "they baked canned food on the fire"). This effective language contributes to a clear voice and tone that is appropriate to the narrative genre and purpose. There is some sentence variety.

Conventions Score: 3
Most sentences in the paper are clear and correct, with appropriate end punctuation. Usage is generally correct, but there are some tense shifts (e.g., "His mom looks out the window and notices it raining and said"). There are also a few incorrect word forms (e.g., "Nate got telled to" and "Nate got board"). Most elements of mechanics are correct. Overall, the writer demonstrates sufficient control of the elements of Conventions.

Performance Level: Meets the Standard

Paper 17



It was a cloudy october day when my mom (Marie) said "Guess what Sally's coming over for a week!" "A week," I gasped. Mom nodded. "Julie & Mike are going to Hawaii." Before I go on I might as well tell you who I am. I'm Ashley. , I'm 9 years old and Sally is my BFF. (She's also 9.) Her parents Julie & Mike are good friends with my parents Marie & Joe. Julie & Mike hardly go on vacation so I guess they deserve it. Now back to Sally coming over. Eark. I heard the sound of a car parking. "Sally, Sally," I cried. "Hi Ashley," said Sal glumly. Noticing Sally's face I asked "Is something wrong?" "Wrong," shrieked Sally, "Of course there's something wrong. I've never gone anywhere with my parents!" "Oh." Suddenly I saw a flash of light. "Quick Sally we need to bring your bags inside," I cried. Sally & I managed to get her bags just in time before it started raining cats & dogs. All the lights went out. "Oh, no," Sally burt into tears, "I always have a good time on the computer with you but now we can't play." "We'll find something to do." Then my brother Dan who's 14 came over "As long as it's raining why not make a haunted house?" "Dan that's brilliant," I told him. "Come on Sally," I urged her "it might be fun." For the first time she looked up. "Ok," she agreed reculantly. "Yes," I shouted with glee, "lets start

working!"

So we did. Sally had so much fun she didn't realize there was no electricity. When it came to dinner I said to Sally "Lets cook our food at the fireplace and make it like a campout." Her eyes lit up "Yeah, that would be fun." Sally was right it was fun. The next day the storm was over and the electricity was fine.

"Lets go play on the computer," I suggested "No, I want to work on the haunted house," Sally replied. That surprised me. "Sure," I told her. By the end of the week the haunted house was done and Julie & Mike came. Sally informed them, "You shouldn't have gone. You missed all the fun making a haunted house!" "You had fun?" Julie asked. "Sure," Sally answered, "The best vacation and no elecricity day thanks to Dan." Sally smiled. "See you Sally," I cried. "Bye," said Sally, "see you soon."

The End.

Annotations for Paper 17

Narrative Prompt 315

Ideas Score: 5
The controlling idea (what we did on a day without electricity) is fully developed. Supporting ideas, which take the form of main narrative events, are relevant (Sally comes over, and the friends make a haunted house after the power goes out). The writer develops these supporting ideas with specific details and elaboration (e.g., character details, like how Sally never gets to go on vacation and is therefore disappointed; how her spirits are lifted when the friends decide to make a haunted house). Although the reader does not learn much about the haunted house, the reader does learn considerable information about why Sally was pleasantly surprised by her exciting week with a friend.

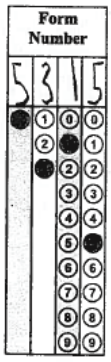
Organization Score: 5
The writer demonstrates a full command of the components of Organization. The beginning of the story is effective because it provides a window into Sally's state of mind at the beginning of the week, which sets the stage for the development that follows. The narrative events are presented in a clear chronological sequencing throughout the response. Varied transitions link all parts of the response (e.g., "Suddenly I saw a flash of light," "For the first time she looked up," and "That surprised me"). The conclusion provides effective contrast with the beginning: Sally's outlook has improved considerably.

Style Score: 5
Carefully crafted phrases and sentences engage the reader and create a tone that is, at first, cautious and then more confident as the narrative events unfold ("'A week,' I gasped," "Noticing Sally's face I asked 'Is something wrong?'" and "Her eyes lit up"). The writer's voice is sustained throughout the response, and there is extensive variation in sentence length and structure. Overall, the writer demonstrates a full command of the components of Style.

Conventions Score: 5
Simple, compound, and complex sentences are clear and correct, with appropriate end punctuation. There are very few errors in usage or mechanics. In particular, the writer demonstrates considerable control using quotation marks. Given the complexity of the attempts and scarcity of errors, the writer demonstrates a full command of the elements of Conventions.

Performance Level: Exceeds the Standard

Paper 18



Without Electricity

When I woke up there was a big storm. I told my mom and dad wuts happining. They said theres a big storm. Then Suddunly the lights turned off. My little brother was scared. I whent down stairs to see if any thing worked. My dad lit a candol. I gought a flash light. I saw out the window then a tree was falling on the street. everything was going wrong. Plains were falling on the grown. People were scared.

I was scared now. I hopped that nothing will fall on us. We hopped that the storm will stop.

Then the storm stoped. I turned the lights on it worked. The day was crazy. But at the end it was prettty fun. My mom said go to sleep. I said ok so I went to sleep.

Annotations for Paper 18

Narrative Prompt 315

Ideas Score: 2
The writer's narrative about a big storm is minimally developed. Narrative events are only partially developed ("I saw out the window then a tree was falling on the street. Plains were falling on the grown. People were scared." "I turned the lights on it worked."). Overall, there is not enough information in the paper to provide a sense of completeness.

Organization Score: 2
The chronological organizing strategy is appropriate for narrative writing. The response has a beginning and an ending, but the writer only demonstrates minimal control overall. Competence in Organization is limited by the brevity of the response.

Style Score: 2
Minimal control of the components of Style is demonstrated in this paper. The writer uses little engaging language ("Suddunly," "at the end it was prertty fun"). Most word choice is simple, ordinary and sometimes repetitive ("I told my mom and dad wuts happening," "I hopped that nothing will fall on us," "We hopped that the storm will stop."). Most sentences are simple, contributing to a flat tone through most of the response. The writer's voice is only occasionally clear, and there is minimal evidence of audience awareness.

Conventions Score: 2
Simple sentences are correct in this response. There is one correct complex sentence, but the few other attempts at compound or complex forms result in run-ons and one fragment. Usage is mostly correct, with a few errors ("wuts" for "what was", "will" for "would"). There are some problems with mechanics as well. The writer does not demonstrate internal punctuation, and there are several misspellings. While these errors do not interfere with meaning, competence in Conventions is limited by the brevity of the response.

Performance Level: Does Not Meet the Standard

Paper 19

Form Number

5 3 1 5

Onie day I heard on the news that a bad weather was coming. So I told my mom She didn't care and my dad did not care to. I went to my room and I said to my self how will it this go. Then it got dark it started to rain hard. All of computer went out also the lights. My mom scremed so did my sister. I went down to the garge to see if the swiches were work and they did not work at all. Then I got a flash light and went upstairs I said is some one around here my said yes so did my sister I could not see my dad. So I went all around the house looking for him then I heard a voies it was him he was in the room taking a bath. Then I got him a towel to dry him off then I took him to were my sister, mother. Then I heard a nook on the door it was my brother he was wet so gave him a towle. I heard a nosie it was eletrcty hit the grounds even it came closer and it hit me. I just went in to fright mode I could not move my legs or my arms I just could look. My mom said are you ok I said yes my hair was standing up I was scared so my dad got me and put me on my bed. I told him is weather getr wet he said no so I looked out of the window. It even got worse the rain flued the street I

Paper 19 (page two)

I said God help us. When to take a nap it was over I said yeah It is over.

Annotations for Paper 19

Narrative Prompt 315

Ideas Score: 3
The controlling idea (what I did when the electricity went out) is sufficiently developed. Supporting ideas, which take the form of main narrative events, are relevant (the power goes out, looking for family members, and being struck by lightning). The writer develops these supporting ideas with some details and elaboration (e.g., finding dad in the bath tub, and not being able to move arms and legs after being struck by lightning). More specific details and elaboration would address more reader questions and concerns (e.g., why was the brother out in the storm, and how was the narrator struck by lightning?). There is, however, enough information in the story to provide a sense of completeness.

Organization Score: 3
The narrative organizing strategy is appropriate to the assigned topic, genre, and purpose. The introduction, which includes a brief account of an severe weather report, is clear and sets the stage for the rest of the story. The writer groups related narrative events about losing power, finding family members in the dark, and being struck by lightning. The chronological sequencing is appropriate. Some transitions link narrative events, but they are not particularly varied (e.g., the writer uses the transition "then" several times). The ending of the story provides closure. Overall, the writer demonstrates sufficient control of the components of Organization.

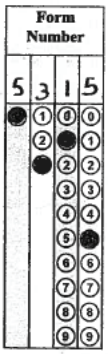
Style Score: 2
There are some instances where language and tone are effective (e.g., "I just went in to fright mode" and "I said God help us"). In most parts of the response, however, the writer does not control language (e.g., "my said yes so did my sister," "it was eletrcty hit the grounds," and "I told him is weather get wet"). There is little sentence variety, as several sentences begin "Then I." Overall, the writer demonstrates minimal control of the components of Style.

Conventions Score: 2
There are few correct sentences in the paper. Most attempts at sentence formation result in run-ons. Usage is correct in some parts of the response, but there are also incorrect word forms (e.g., "All of computer went out," "to see if the swiches were work," and "I took him to were my sister, mother"). Control of the elements of mechanics is mixed. There are instances of correct internal punctuation, spelling, and capitalization, but there are no paragraph indentations, and there are some misspellings (e.g., "towle," and "voies"). Overall, the writer demonstrates minimal control of the elements of Conventions.

Performance Level: Meets the Standard

Paper 20

Blackout Blues



One night my friend, Rebecca, was sleeping over. We were watching TV when the power went out! It was somewhere around 9:00 so it was pitch dark. We went to find a flashlight. When we turned on the flashlight, we went to look for my sister, Lyda, who was in her room. She was freaked out! "India, Rebecca? Is that you?" she asked. "Of course it is, silly! Who else would it be? George Washington?!" I joked. "We came to find you; want to come downstairs with us?" "I-I-I guess," she stammered. "Come on!" Rebecca said, "It'll be fun!"

Cautiously we went downstairs to investigate, since it was so dark. My sister was only six, so she got scared of every noise. "Aaaahhh! Wha-wazzat?!!" she screamed, "It came from under the couch." I tried to make her come with Rebecca and I to look, but she refused. "Okay...," I sighed. We got down and looked under it. My tabby kitten, Chester was playing under the couch. "It's only Chester! You don't need to be afraid!" I explained. She still wouldn't come under. I didn't care. Rebecca suddenly ran into the next room. Lyda followed her, but as soon as she entered Rebecca jumped out. "Booo!" she said.

Suddenly, I thought of a game. When Lyda was out of earshot, I told Rebecca to hide again; I would lead Lyda to her and she would jump out again. "Ok, Lyda? I'm going into this room to investigate. Follow me." I led Lyda into where Rebecca was. When I gave the signal, Rebecca jumped out again. "Boo!" Lyda cracked up. "My turn to hide! Lyda, close your eyes!" I ran into the next room, and we continued that for hours. It was SO FUN!

Annotations for Paper 20

Narrative Prompt 315

Ideas Score: 4
The controlling idea of this narrative (a night at a sleepover without electricity) is well developed and addresses the assigned task. Supporting ideas (finding a light source, venturing downstairs to "investigate," the surprise of finding the kitten, finding a game to play) are elaborated and relevant to the topic and the narrative purpose. The writer provides specific examples and details that address reader concerns ("My sister was only six, so she got scared of every noise," "Lydia followed her, but as soon as she entered Rebecca jumped out," "It was somewhere around 9:00 so it was pitch dark."). The writer is consistently focused on the assigned topic and narrative purpose.

Organization Score: 4
The overall organizational strategy (chronological order of events) is appropriate to the writer's ideas and the assigned genre. The beginning sets the stage for the development that follows. Ideas are logically sequenced, and related ideas describing narrative events are grouped. Varied transitions link parts of the paper and ideas within parts ("when we," "who else," "Cautiously, we went," "as she entered," "suddenly," "since," "so," "and," "but"). The conclusion ends the paper without repetition. Overall, the writer demonstrates consistent control of the components of Organization.

Style Score: 5
The writer uses engaging language to carefully craft phrases throughout this response (""I-I-I guess," she stammered," "Cautiously we went downstairs to investigate," "Suddenly, I thought of a game," "When Lyda was out of earshot," "When I gave the signal"). The dialogue adds intrigue and shows audience awareness ("I'm going into this room to investigate. Follow me."). The enthusiastic, suspenseful tone is appropriate for narrative writing. The writer's clear voice is sustained throughout the response. The writer demonstrates full command of the components of Style.

Conventions Score: 5
The writer constructs simple, complex, and compound sentences with no errors. Subjects and verbs agree, and word forms are correct. Usage is correct throughout the response. The writer demonstrates competence in all elements of mechanics in a variety of contexts. There are very few errors in any element of the components of Conventions, and none interfere with meaning. The writer demonstrates a full command of the components of Conventions.

Performance Level: Exceeds the Standard

Score Key – Grade 5 Sample Papers

Paper #	Ideas	Org.	Style	Conv.	Performance Level
1	3	3	4	3	Meets
2	2	2	2	2	Does Not Meet
3	4	4	4	5	Exceeds
4	3	3	3	3	Meets
5	2	3	3	3	Meets
6	3	3	4	4	Meets
7	2	2	2	3	Does Not Meet
8	4	4	4	4	Exceeds
9	3	3	3	3	Meets
10	1	1	2	2	Does Not Meet
11	4	4	4	4	Exceeds
12	3	4	4	4	Meets
13	4	5	4	5	Exceeds
14	4	4	3	4	Meets
15	2	3	2	2	Does Not Meet
16	2	3	3	3	Meets
17	5	5	5	5	Exceeds
18	2	2	2	2	Does Not Meet
19	3	3	2	2	Meets
20	4	4	5	5	Exceeds