We all have favorite objects that we care about and would not want to give up.

Think of one object that is important or valuable to you. For example, it could be a book, a piece of clothing, a game, or any object you care about.

Scoring Guide

Score & Description

Excellent

- Develops ideas well and uses specific, relevant details across the response.
- Is well organized with clear transitions.
- Sustains varied sentence structure and exhibits specific word choices.
- Exhibits control over sentence boundaries; errors in grammar, spelling, and mechanics do not interfere with understanding.

Skillful

- Develops ideas with some specific, relevant details.
- Is clearly organized; information is presented in an orderly way, but response may lack transitions.
- Exhibits some variety in sentence structure and exhibits some specific word choices.
- Generally exhibits control over sentence boundaries; errors in grammar, spelling, and mechanics do not interfere with understanding.

Sufficient

- Clear but sparsely developed; may have few details.
- Provides a clear sequence of information; provides pieces of information that are generally related to each other.
- Generally has simple sentences and simple word choice; may exhibit uneven control over sentence boundaries.
- Has sentences that consist mostly of complete, clear, distinct thoughts; errors in grammar, spelling, and mechanics generally do not interfere with understanding.

Uneven

May be characterized by one or more of the following:

- Provides limited or incomplete information; may be list-like or have the quality of an outline.
- Is disorganized or provides a disjointed sequence of information.
- Exhibits uneven control over sentence boundaries and may have some inaccurate word choices.
- Errors in grammar, spelling, and mechanics sometimes interfere with understanding.

Insufficient

May be characterized by one or more of the following:

- Provides little information and makes little attempt at development.
- Is very disorganized OR too brief for reader to detect organization.
- Exhibits little control over sentence boundaries and sentence formation; word choice is inaccurate in much of the response.
- Characterized by misspellings, missing words, incorrect word order; errors in grammar, spelling, and mechanics are severe enough to make understanding very difficult in much of

the response.

Unsatisfactory

May be characterized by one or more of the following:

- Attempts a response, but may only paraphrase the prompt or be extremely brief.
- Exhibits no control over organization.
- Exhibits no control over sentence formation; word choice is inaccurate across the response.
- Characterized by misspellings, missing words, incorrect word order; errors in grammar, spelling, and mechanics severely impede understanding across the response.

Excellent - Student Response

1 We all have favorite objects that we care about and would not want to give up.

Think of one object that is important or valuable to you. For example, it could be a book, a piece of clothing, a game, or any object you care about.

This "Excellent" response is quite accomplished writing for a fourth grader. In it, the student creates suspense, consistently provides details, and develops a story with dialogue and description. The student makes an error in the use of tense several times ("I had saw"), but otherwise the story shows good control of language and exhibits a variety of sentence structure. The student uses

imagery to make the story vivid: "I dreamed all night about that pool table. If I had got the pool table I would treat it like a king."

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Scorer Comments:

This "Excellent" response abounds with details about the student's pets. The student includes information about the pets' names, ages, and habits in an orderly way. Details like" both my dogs act like they are people and think that they can eat people food" help make the characterizations vivid. The student uses a variety of sentence structure and has few errors.

Skillful - Student Response

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I have something I would never
Aive up because a very special Friendgare
It to me- It is a sitter doller. How I
got it was that he had a house on an
when and we all went to go there on the
weekend. I was really and so my friends man
good the would get me something of my chiece.
weekend. I was really and so my friends mom find the would get me something of my chiece, but I couldn't deside what. On the way
home I ant sick. I couldn't go to school
once I did get home. The day I got
When I opened the envelope there in
When I opened the envelope there in
a case was a shiny silver doller made of
real silver. There was also a note. It
i iad:
Dear Oason.
Lean Gason. keep this silven dollar inside
Then when you really need
Then when you really need
some money sell it. It will
be worth alot of money.
So I kept the Silver doller eversince

Scorer Comments:

In this "Skillful" response, the student describes in detail how he acquired the silver dollar, and uses description to emphasize the importance of the object: "when I opened the envelope there in a case was a shiny silver doller made of real silver." The student artfully incorporates a letter to emphasize how important the object was to him. The plot is not as detailed or elaborated as in the "excellent" responses, nor is there the same variety of sentence structure and consistent use of descriptive language.

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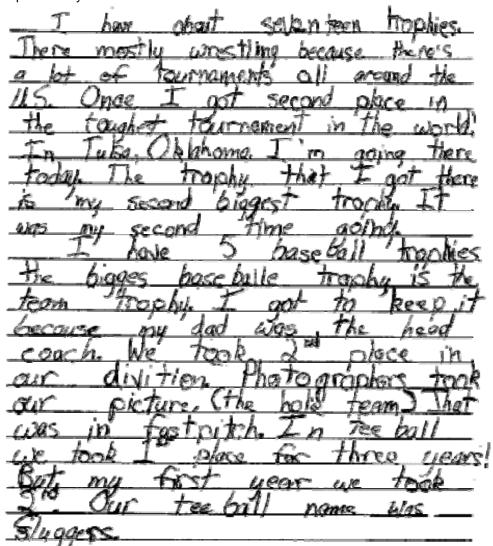
wer off Scorer Comments: This "Skillful" response does not have as good control of language as the "excellent" responses, but makes very clear why the object -- the "white teddy bear" -- is important to the student: "I love that teddy bear with all my heart." The essay concludes with a story in which the student just manages to save the white teddy bear from being stepped on. The student creates suspense and dramatic action: "I jumed over all that junck and reached for my teddy bear I got their just in time."

Sufficient - Student Response

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Scorer Comments:

This response was rated "Sufficient" because it is organized around the subject of "trophies." It has brief digressions ("once I got second place in the toughest tournement in the world. In Tulsa, Oklahoma. I'm going there today") but otherwise stays focused on the trophies and how the student won them. These are good objects to select because each evokes the moment when it was won.

The student tends to jump a bit from trophy to trophy, and there are some errors, but on the whole the meaning is clear.

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The state of the s
- oot a ducke ramed Donora Buch.
I dolle-won to give it away Basses I
orbit when I was a Babby And there
Year and was the first transfer
13 a nother reson wy I don't want
to give it away Bleause I got
It from my Grantmat Nanny And they
Live in Frorda Werly Far cruby
from me And Opnote: Out rutines
me of them. And I nover see from
In a sona time. So thats low
Donald Back is My Sposher object.
7 7 7 7 7

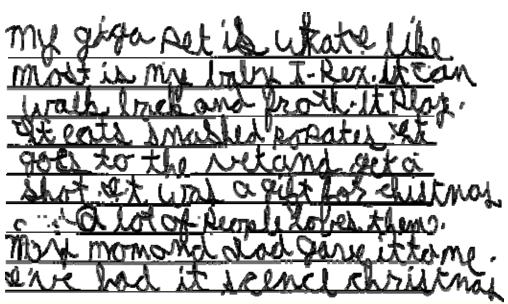
Scorer Comments:

This response, rated "Sufficient," provides information in a generally organized way. It gives some reasons why the object is so special to the writer: "bicause I got it from my Grandma & Nanny. And they live in Florda." There are some problems in spelling and sentence boundaries, but they do not interfere with the reader's ability to understand the essay.

Uneven - Student Response

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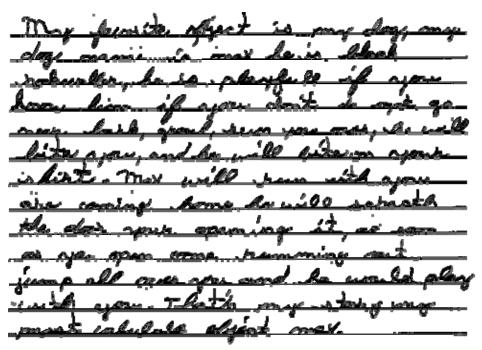
Think of one object that is important or valuable to you. For example, it could be a book, a piece of clothing, a game, or any object you care about.



In this "Uneven" response, the student clearly identifies the favorite object ("my giga pet...my baby T-Rex"). In this response, the student provides some information about the things that can be done with the giga pet: "It goes to the vet and get a shot." The problems with spelling and grammar, however, frequently make this response somewhat hard to understand: "It can walk back and froth. It play. It eats snashed popates." The order of the sentences in the second part of the essay is somewhat unclear, and the essay is somewhat undeveloped.

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This "Uneven" response provides fairly extensive details about the student's favorite object, "my dog name is max he is black rockwaller." The student provides information about how the dog behaves, with a warning: "he is playfull if you know him if you don't do not go near bark, growl, run you over, he will bite you, and he will bite on your shirt." Some run-on sentences like the one above, as well as some problems with grammar, make parts of the essay somewhat difficult to understand.

Insufficient - Student Response

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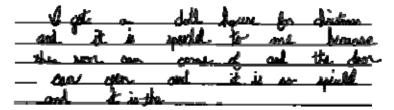
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myt by kert a let yom day in the
FINTER AND MY AROLM FINE CONTRA AND
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then ab all herer biva way hecous
it Teft a orthin 11807 on Wining _
the andy boo thill be NOTE of
mony in the fater. Notin Rying
hos all redy tetiar of be continue
her all redy texter of belog he
got to ald. Nolin Rin wor a fame
Different for the TAXAL RAPAUTS
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he work a family Pitcher Hanty
them out.

In this "Insufficient"response, the student identifies a favorite object, "my pog card." Most of the response is difficult to understand because of the spelling and run-on sentences. The student provides some information about Nolan Ryan and Jeff Gordon, but in a rather disorganized fashion.

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Scorer Comments:

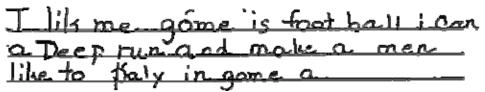
This "Insufficient" response is very brief but does convey some information: "I got a doll house for christmas and it is spechel to me because the roof can come of...." But the response is a single run-on sentence, so was rated "Insufficient" for its lack of development and problems with language control.

Unsatisfactory - Student Response

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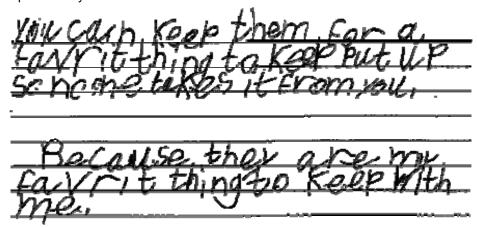
Scorer Comments:

This response was rated "Unsatisfactory." The student identifies a favorite object (in this case an activity, the game of football). But the response is very undeveloped (a single run-on sentence) and the problems in the use of language make it hard to understand.

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Scorer Comments:

In this "Unsatisfactory" response, the student provides some information about a favorite object but doesn't name it: "You can keep them for a favrit thing to keep put up so no one takes it from you." The response is very undeveloped and repetitive.

Purpose for Writing: Informative Writing

Purpose for Writing

Informative Writing

Informative writing focuses primarily on the subject-matter element in communication. This type of writing is used to share knowledge and to convey messages, instructions, and ideas. Like all writing, informative writing may be filtered through the writer's impressions, understanding, and feelings. Used as a means of exploration, informative writing helps both the writer and the reader to learn new ideas and to reexamine old conclusions. Informative writing may also involve reporting on events or experiences, or analyzing concepts and relationships, including developing hypotheses and generalizations. Any of these types of informative writing can be based on the writer's personal knowledge and experience or on information newly presented to the writer that must be understood in order to complete a task. Usually, informative writing involves a mix of the familiar and the new, and both are clarified in the process of writing. Depending on the task, writing based on either personal experience or factual information may span the range of thinking skills from recall to analysis to evaluation.