



Georgia Grade 5 Writing Assessment 2011

Writing Topic and Sample Papers

Persuasive Writing Topic 5108

Your principal is asking your class for ideas to improve the school. What change would you make to improve your school?

Write a letter to convince your principal to make your change.

Informational Writing Topic 5215

Your teacher has asked the class to help third grade students learn about safety. Think about ways to stay safe at home or at school.

Write a report for third grade students explaining ways to avoid accidents and stay safe.

Narrative Writing Topic 5304

Think about a special place you have been or would like to go. It could be near your home or in a different part of the world.

Write a story about one day you spend in this special place.



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

Dear Dr. _____

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I have thought about what you said and I have an idea to improve our school. My idea is to install lockers. I think it would be good for you and our school, because lately we have had some things being stolen from kids. I think it would keep kids more organized, and so a kid couldn't steal from kids. I think you would like it because parents are constantly calling to complain their child had something stolen from them. Older kids are also bullying children around.

We could do this by raising money to buy lockers. We also could put them in on Christmas, summer, or spring break. We also could ask if people wanted to volunteer to help put up the lockers. Another idea is that we could have a suggestion box where kids put in their suggestions and after each two weeks we could vote on some of the suggestions. Our school also should have a safety patrol to help on field trips and help in the halls to keep kids from harm.

Paper 1 (page two)

If we put some of these ideas to thought I think our school will improve. Our pta. is a big part of our school and I think they should do more fundraisers to help us out in school supplies.

Sincerely

Paper 2

If my principal was trying to make the whole school or improve or any changes, the principal ask everyone for advice. Well I might give the principal a letter and I will try to convince the principal if we could buy things for the school or if we could collect box top but I think the principal might say yes or no one the first on. So I go to his or her office to try a guess what she or he said "NO I will not have kids buying things for the school"! So I left his or her office. Then I asked my friend Kelsey a favor and she said "No cause I am not going to get screamed at". So I tried to convince her and it worked she said "OK I will go to the principals office, but on one condition at lunch I have to get your cookie". So I thought about it and I said "All right I will give you my cookie". After that she went to the principals office and idea but she/he was not there so she got worried cause her friend Anna might get mad at her. So she had to write a letter before Anna comes to ask her if I had ask the principal. So I wrote the letter as fast as I could. Next I went and give

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Paper 2 (page two)

the letter to see if I could convince the principal. The next day Anna asked me if I had told the principal if we could collect box top and. She said "well yes I did" what did he/she say he/she had to think about it". So Anna said "OK" I guess I will go ask but Kelsy said "No" maybe the principal is not at the office" well I will go check. So Kelsy got worried even more. So when she went the principal said "yes" when she came in with Kelsy. And Anna said "yes for what" for the whole school can collect box top. So then he said "who sent the letter". So then Kelsy got worried and said "I did", but Kelsy and Anna were still friends cause she still got us to collect box top.

finally she got her cookie, and I got my wish to convince the principal for the whole school can collect box top. So thats it I got what I wanted so did Kelsy.

Paper 3

If I had to give some ideas to improve my school I would try to change the school lunches so that everyone could eat. I'd also try to change people attitudes so fights won't get started. If I had a very big chance I would try to get kids to stay in school and improve their grades. I could also try to talk to the teachers and principals to see if they would give us more recess so they can take a break from teaching and also talk with other teachers and we won't be in their way. I will even get kids and adults to agree on something what is very important for the school. I will even try to get the principle to listen to our thoughts that anyone might have to say, but they have to say something what is good for the school. Like if a little kid came up to the principle and had a great idea for the school you should listen to he/she idea and see if you like the idea. You should always listen to an idea before you say something about it.

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Paper 4

Dear Mr. :

Last week you came into our class begging us for ideas, to improve the school. Well, do I have a lock on some really good ideas to do so. First of all I think we need to make the school exciting for us kids. I thought maybe doing experierements, fun projects and less home work would help. Let's start with home-work, kids are always complaining about it, especially my sister. She's a 4th grader who brings 4 to 5 text books home in one day. Now that's alot of HW. Next fun projects and experierements would be fantastic because it will make us kids excited about school.

Next I think we should make school fun. Let's think for a second, picture yourself in class all day, doing work when you only have 15 minutes of recess everyday. I think we should have 30 minutes of recess so that kids can let out their excitement and concentrate on school. I also think we should have more field trips. But not to boring places like the museum, but to fun places like a waterpark. Field trips are a good idea because it gets kids excited about school.

"Ladies and gentlemen, the feature presentation." Imagine, sitting in the car, eating popcorn at a drive in movie. Hello people stop remembering then and remember now! I think that every

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Paper 4 (page two)

Friday at school should be a feature film. Us kids can enjoy watching a movie and eating popcorn.

Last of all we need to improve the cafeteria, and when I say improve I mean improve. "For lunch today Beef Stroganoff." Yuck! Okay we need real food. I'm talking about installing Taco Bells and Burger Kings inside the cafeteria. Second, we need more lunch time because we need to be with friends, since we only get to see them at recess and lunch.

Thirdly I think we need TV's in the cafeteria, that way we'll be silently watching TV instead of being rowdy and loud. Also you wouldn't have to monitor us on how loud we're being.

Okay Mr. _____ your killing me here. I gave you all of my ideas on how to improve the school and now I can't think of any more. So if you'd like to consider any of them please write me back.

Sincerely,


Our principal says what would be a good change for our school and I said a good change for our school would be if a student does not do their assignment then instead of sitting on a crate they should be sent straight to the office to get a referral and they should be sent home for a day or two. Then if they continue to do it then they should go home for a week and have a teacher confront and the student should get a warning then come back to school and go to ISS until he shows that he or she should go the office and go to ISS until he or she shows that he or she won't talk back to a teacher anymore. And another thing is if a student does not finish an assignment then he or she should go to the office and go to ISS and do work until they can't do anymore work. Then if he or she doesn't do another assignment then they should have a teacher confront and if that doesn't help he or she should be sent home to finish the assignments that they owe. And if they still don't do their work then they should call Deputy Sheriff and let him talk to he or she and if that doesn't work then they should be sent to the jail house for a week or two. And if a student gets caught fighting or threatening to kill someone then they should be sent directly home. Then the principal should call he or her's mom and tell their mom the their child has been threatening people and fighting people and tell their

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Paper 5 (page two)

Their mom to come get them. And when their mom comes to get them the principal should call Deputy Sheriff and tell him to come out there and when mom came the principal and Deputy Sheriff should talk to the student and the parent and the student should be sent home for a month or two. Then when the student comes back he or she should be sent to ISS for half of the school year then that should teach the student now to not threat to kill someone. And after that is over the student who threat the other student should apologize to the other student then they both should write a letter to each other to let each other know that they are sorry.

Our school really needs some improvement. Like we need cleaner restrooms. The girls fifth and fourth grade restroom is filthy we need to clean it. I go in there and it's like going to a garbage dump. We also need to repaint all the restrooms because they are losing the paint on the doors and walls. Our school could also be more approved if all the floors were waxed and cleaned at least once a week. When I walk into the hallway it is filthy. It has dirt everywhere and spiderwebs everywhere. They need to be cleaned.

Our school library is too small. We barely have room for our book fair. I think we need more homework having to do with books. When I come home my mom says "where is your homework?" I say "I don't have any" and she gets mad because she likes for me to have homework. Which I don't blame her. I like to do my homework especially in my math classes thier the

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best. I love math it's my favorite subject.

Back to the cleaning problems. I think we need more janitors.

If three rooms needed two there would not be enough to fill all of them. And we also need two nurses, I feel bad for our nurse she is always busy with a student and she really needs help. If we had two then we would not have to worry about her working too hard but she will still be very busy with everybody.

All of our classrooms need new desks because they're filthy.

My desk is dirty from top to bottom it's a germ magnet. I do not want to be sick from my own desk. Our lunch tables are also dirty. Our track is cleaner.

Speaking of track. We need a bigger track to run. Sometimes when I am done running if I want to run it again but I refuse to waste my energy. Thank you for listening.

The Big Idea

Hi, my name is Brock. I am nine years old. I am in Ms. M's fifth grade at M. L. Elementary.

Our Principel, Doctor V. has asked our class to think about ways to make the school a better place.

When she left the room, people were already writing things down, but I wasn't. I'm a great thinker but I guess my mind wasn't functioning that day. After math class, our teacher had to go to a meeting for about twenty minutes. The sub said that we could just have free time until the teacher came back. Sudently, everyone was jotting down Ideas except me again. I thought really hard until an Idea popped into my head.

Then alot more popped in. I had Ideas like pizza and a movie on friday and less homework. All those were simple and they were all probably taken. I needed to think of something BIG. I thought as hard as I could until I thought of it. We should have a park. I know thats wild but thats what I'm telling you this story for. Once again, this is Brock Washington from Ms. Mercers fifth grade class, thank you.

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Safety is a very important thing. Safety helps us avoid injuries and helps us stay safe in accidents. Even though they're called accidents there's still ways to prevent them. Some accidents you can prevent are car accidents, bike accidents, and fires. You can't always stop these accidents but it's good to try your best.

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One bad accident is a car accident. One way to prevent it is to never drink and drive. Also, you shouldn't talk on the phone while driving. Just in case you do get in an accident always buckle your seat belts. Car accidents are dangerous.

Bike accidents are another big problem. A lot of people never put on their helmets. That can cause serious head trauma. Also, if you just started riding your bike then you might need to wear knee pads, elbow pads, and wrist guards, too.

Fire can kill a lot of people and destroy important things. You can prevent a fire by keeping matches and lighters away from small children. You should also

Paper 8 (page two)

keep heat away from fuels (clothes, jackets, paper, hair). Also always have a home escape plan just in case you do have a fire, so you can get out of your house. Fires are very dangerous.

Safety is very important. With it we can ride our bikes without getting hurt. We can also prevent more car accidents. We can stay safe from fires, too. Safety helps us stay alive.

Your teacher has asked the class to help the third grade students learn about safety. My class is split in to three groups to help the third grade learn about safety. We have teach about do not talk to stranger and do not talk stuff fume stragess case thae could of pout stufe in your candy that wy you should mack sure that you neve talk stufe fume stragess OS donot thak smything fume stragers. thae was grop one of safety theis is the secen grop of saafafety idile is about fier. wine thir is a fire at hom or at shool yor mom. anddad well owas hava plan gut an case you have a fier and your teacher well have a plan owas to. and that was grop ~~four~~ and heare is the third grop thay have anidile about safety. to ceak both way wine cosing a rode. well you need to have a pernt with you wen you cose a rode cas you neve no wen a caris cuming and the divier mint not see you that wy you need a pernt with you wen you cose the rode and that was the three grop and that was the last third grade and we are doing

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Paper 9 (page two)

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us exter resies.

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Ways to avoid accidents and stay safe

Dear third graders, I would like to tell you about how to stay away from accidents and to stay safe when they happen. I will tell you about seatbelts, drinking and driving, and looking both ways before you cross the street. I also hope you will always do good things and not bad.

You may notice that some parents don't wear seatbelts. But that doesn't mean for you not to. Because bad things will happen. Number one it's the law. Number two it can save you. Say you got into a wreck and your sister wasn't wearing a seatbelt and she flew out the window on to the road. Number three you could get killed like I said you could go ~~through~~ the window.

Another thing that could happen is if you get in a car with a person who is drinking and driving. The things that could happen is he could get arrested. That you could get in a crash. Probly get in a crash and get hurt really really bad because they are so dizzy. They they might die from drinking and you might die from getting in a crash.

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Paper 10 (page two)

One more important thing is always look both ways before you cross the street. There are a bunch of things that could happen but here are the main three. One you could get hit by a moving car if you don't pay attention. Two you could get killed if you're hit hard. Then three you might have to go to the hospital to see if you are going to die or not and help you. OK third grade these are pretty much the main things to be really safe about. I hope you stay safe. Also remember don't drink, always look both ways, and wear your seat belt. Never get hurt doing bad things. So you won't have any brake buses.

one day I went to Dorney Park,
because I wanted to go on the rides
that were very very scary then
when I went to the pool that's
called The Monster Pool, The Monster
Pool was a great pool because if you
go inside the pool, the pool will
get cold and if you want to get out you
can't get out of the pool because that's
how it says at the rules. Then when I
to the swinging ride, the swinging ride
wasn't scary but when I went on it
again there was this woman that did it
faster. Then I went to this ride that
was very very fun it goes around the circle
that was there and then I went home
to go to sleep.

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Hello third grade students

My name is Malajeka and I am going to talk to you about school and home safety. First lets talk about home safety. There is some important things you should know but I am only going to tell you three. The first thing you should know is never ever answer the door when your parents are out. You should turn off everything that gives clues that someone is home then go some where with no windows and shut the door. If you have a phone call your parents and ask them what to do. The second home safety tip I want you to remember is to never touch or use any electricity or any gas objects that is in the house. If you do make sure you have a grown up in the room with you at all times. That is because you have a 80% chance of getting shocked, burn't, or hurt and a 20% chance of not getting burn't, shocked or hurt. Another home safety rule is to never go outside when a parent is not home.

We are finished with the home safety rules lets talk about school safety. The first thing you should no is never give out any personal information without your parents permission. That is because you do not want people to no things

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Paper 12 (page two)

they shouldn't. The second school safety rule you should know is do not go outside without your teacher or her/his permission, last but not least, do not go with anyone who picks you up and you do not know who they are, tell a teacher or a grown up. These are some things you need to know and remember. I hope you will take this into consideration and memorize them, especially when you're at home by your-self.

To be safe at home or school, make sure you follow safety rules that people give you, or follow rules that you remember help you to be safe. One basic yet very important rule is to always look both ways before you cross the street. If you do not look both ways, you could be badly injured. It's the same way with busy intersections. When you walk outside at night or ride a bike at night, make sure you wear bright clothing so that drivers can see you. When you drop a ball or anything in the street, do not pick it up. Instead, look both ways as you would if you were about to cross the street. Then get the toy once it is safe to pick it up.

Another important rule is to never talk to strangers. Strangers are people who do not follow certain rules and do what they want. They are also people who you do not know. When a stranger asks you to come with him or her, ignore the stranger and run away from him. If the stranger still will not go away, tell an adult.

Another rule to keep in mind in your home is to never play with fire. Never play with flammable objects either. Flammable is a word that means that a certain thing can catch on fire. Paper, wood, stain remover, thread, and anything else like those items are dangerous when they are

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on fire.

Another thing that is just as dangerous as fire is electricity. Phones, televisions, computers, radios, cellphones, and watches are all things that are electric. Electric objects are mostly dangerous when water has gotten on them. That's why you should not leave anything that has electricity near water.

One of the most important rules are to never eat anything that you know is not food, or things that do not exactly look like their able to be eaten. Things that are not supposed to be eaten are soap, beads, small toys, flowers, leaves, wood, and many other poisonous or small things that could get you very sick or make you choke. These are all important safety rules to keep us safe at home, at school, or any where.

To stay safe you have to be careful.
Say if Chris is chasing his friend at recess.
And the ground was wet it was very slippery.
So Chris is chasing his friend.
And there's a huge puddle, Chris's friend can't
see the puddle and he slips and falls.
That's why you have to be careful.

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Because if you are not careful you can get hurt,
or broken bones. Now say if your walking to the
bus stop. And you're playing catch in the
street. Then somebody throws it over your
head and it goes into road. The best thing for
you to do is tell your mom she'll understand.
And you'll understand too the understand of
safety. And if you have little brother or
sister give them some information about
safety. Because safety can save you from
getting hurt.

A place I been before is the park It is nice in cool I have so much fun that the park It make me fill good It is so nice it is a cool place to be it my favorite place to go I play there in my friend Do to we have fun in good we like it a lot we have our Birth day party there like to go I love the park so much my brothers both they play football there we go the My boy in the park ne it is my favorite we eat at the park we swimming there we go fishing at the park It is the I like to my friend play basketball the park my sister in my play in the park with every in the park In park with my Dad at home I have pleasure of the park we love to go ride bikes or some come at the park then we have fun we get we get ice cream we talk at the we talk at the park to go to to the park we walk at the park every time the park is my favorite I have so much fun at In that is why I like the so much of the boy I every to see my dad's birthday how to swag at the the park That is why I like in that is why I like the park It fun nice and cool at the park that is why I like the park the park is a very good place to go in the playground is nice the grass is nice in some in some are good we love the pure in the candy for the park in the cool some boys we love the park and cool ice at the park for all in the park That is why we love the park in some

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Paper 15 (page two)

My brother have fun to some can have fun
In that is why i like the park It is fun.
when you go on a. Cool In that is why I like
park.

The boat trip gone bad

Page 3

oh here yach b didn't see you there, b'm going on a boat ride, do you want to come. Yes said yach. Ok then lets go. It so peaceful and quiet such a nice day to take a boat ride. Very theres a creek lets go in it. Ouh no! the boat shut off. Thiers a monkey, kill it yach. wah that was a close one. will have to watch out for stuth like that before we get killed, look at that butterfly yach. It's so buttifull. Ouh, no! yach thiers an gator coming right for us. I'll try to get the boat started. It won't start quick get mrs 45 and shot it! bang! Good shot yach. Didn't b put a gas can in hear. will ya hand it to mrs! yes said yach. Yes it started, b reckon we can get out of here now. Get that gator and will have gator tial for supper. yes love gator tial said yach and so does mrs family.

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"A Day at Disney Land"

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Mom, Aaron, and I were going on an airplane to Disney Land. I waited and waited for hours to get there, but I could not hurry it up easily the only thing I could do was sleep, so I slept. Mom, Aaron, and I slept in a ~~AT~~ Five Thirty-Five AM, at our destination, California to get to the hotel and Disney Land. Our car got sent in at Six O' Clock to get to the hotel then Disney Land when it opened, so we went fast. We got to the hotel at Nine O' Clock to take a 30 minute nap, a minute shower, 2 minutes of waking up and getting dressed, 10 minute breakfast and a 14 minute drive down to Disney Land right on time and opened right when we walked up. I saw my friend Allie. We went on the Space Mountain ride when Ms. Grubb, Mom, and Aaron went on the Star Tours ride that Aaron is obsessed with. We met at the weird alien ride nearby. Allie and I got some free soda and popcorn alone. It was such a tempting aroma to say no to. In fact, we lost track of the others. We went on the weird

Paper 17 (choice 2)

- alien ride near by and we saw them they went off before us. They went over the Dumbo ride and saw us running. We saw a microphone near micke mouse. We shouted "Mom! Can you hear us?! Well we are near Mickey Mouse and the freaky Snow-White ride! Come here! Come here! Come here! Come here, mom! We see you!" Our moms saw us (with Aaron) who was screaming! We rode our last ride, "It's A Small World" one of my favorite rides ever, Then went to our homes safe and sound with the "It's A Small World" in my head word after word.

Indiana! I love to go to Indiana I think it's so exciting. I love to go to the Mother's day festable. We go to Illon for a BBQ. My und has 2 house one in Illon and one in Indiana. I like the one in Indiana better tho. But in Illon he has five houres and two dogs. he used to have almost over twenty dog but they all died. What I like to do there is ride houres play with the dogs. At the farm they have thousand of cats and kittens. My dad said that I could get one for Christmas this year. I love animals. I'm going to Indiana for Christmas this year and go to the Christmas fair. I love to ride the rides and do everything there. We have a get toghter at the house with the family and eat marsh mellos and drink hot chokolat and watch a movie all together at the drive in. My last trip there was when we went to the Mother's day festable in May. for mothers day I rovd house and played with Buffy and Katy. The dogs when it snows in Indiana it 3 to 4 feet of snow I like to play in the snow.

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The Week My Family Went to Florida

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The week I went to Florida. When I went to Florida I was thrilled. We left late in the afternoon. We took a highway to Florida. We seen a lot of cars driving by us. Sometimes we stop for gas or food but most of the time we were on the highway. We fell a sleep in the car on the way but when we got there I woke up. It took a while before we found a place to spend the night.

The next morning we had to go to the store. My mom had to get some stuff. Then when we left the store we went to get something to eat. We got a sub from a place I forgot what it was called. After that we went to a place next to the sea. We had to go over a big bridge. When we got there I saw a lot of bugs at a table so we moved to a different table. When I got done I saw a pelican. Then we got back in the car and went to find a new Inn. I seen a big beautiful Inn we tride to get a room but they were all taken. Then we saw another one we got a room in it. When we got inside the room we changed into our bathing suit and went to the sea behind the Inn. I got in and then went swimming I got sea water in my mouth. Then we went back to the room and got a bath. Then we got ready to go get

Paper 19 (page two)

something to eat. We got pizza we got a movie with it we took it back to the room and ate it. Then my mom said we had to go to bed.

The next morning we got dressed and went to get something to eat. After that we went to a store my step dad got us something. Then we went back to the Inn and went swimming in the pool. My step dad taught me how to swim. Then we went to get something to eat. We got it and came back with it. After that we went to see a show downtown. Then we came back to the room and went to bed.

The next day we packed up and left the Inn. After that we ate and left Florida. I told my mom if we can come back she said maybe and we did.

We were finally on the open road. My brother and I had been waiting for this for over a month now. We were finally going to the mountains for a camping trip. We took all of the back roads to prevent traffic. It was about three A.M. in the morning. My dad and brother were both very sleepy, but I was too excited to sleep. It was still dark so I couldn't look out the window.

Then I fell asleep for about an hour. When I woke up I could see a mountain range in the distance. My brother was wide awake my dad said "We'll be there in an hour!" It was lighter outside so I could see a little better. Then we were there. We rode in the truck until we could find a good campsite. Then we started to unload the guns, traps, tent, and other supplies and started making camp. We pitched the tent, dug the fire pit. Then we were done we went walking around. My dad brought his gun in case we saw a mountain lion. We found good firewood and a spring for water supply. Then a beautiful eagle flew over. It was the most prettiest thing that I ever saw. We saw a black bear we stayed quiet until it waddled off. My dad set some traps and we went back to camp. We got some food and ate and got a fire going. My dad said he was going to check the traps. When he came

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back he had a rabbit and a fox. He showed us how to skin them. We cooked the meat of the rabbit it tasted like chicken a little bit. Before long it was dark we gathered around the campfire ready for the next day. The next morning I awoke to a gunshot my dad had shot a racoon that tried to eat our food. He said we could skin it and make a hat out of it. When we were done my dad said we could swim in the spring. We had so much fun swimming. We got back to the camp my dad was packing up. We changed clothes and helped out. We put out the fire and got in the truck and started rolling on home. We had so much fun in the mountains. It will be hard to forget this trip.

Annotations for Paper - 1

Persuasive Prompt 108

Ideas Score: 3

The controlling idea (there are multiple ways to improve the school) is sufficiently developed. Supporting ideas are relevant (e.g., getting new lockers, installing a safety patrol, and having the PTA buy more school supplies.). Development for these supporting ideas is uneven. The writer includes several details about the importance of new lockers (e.g., “parents are constantly calling to complain their child had something stolen from them,” and “We could also put them in on Christmas, summer, or spring break”). The other two supporting ideas—safety patrol and PTA financing of supplies—are developed only partially. Overall, there is sufficient information in the response to provide a sense of completeness.

Organization Score: 3

The writer demonstrates sufficient control of the components of Organization. The introduction is only partially effective because it relates only to new lockers and does not set the stage for the development about the safety patrol and PTA financing of supplies. Related ideas about new lockers and the safety patrol are grouped together. Ideas within paragraphs follow a generally clear sequence (e.g., “We also could put them in on Christmas, summer, or spring break. → We also could ask if people wanted to volunteer to help put up the lockers”). Some transitions are present, but they are often simple (e.g., “Another idea is” and “Our school should also”). The conclusion provides closure and also develops a new idea—PTA financing of school supplies. This development may work better as a body paragraph, but the conclusion is still clear.

Style Score: 3

Word choice is generally effective. There are several examples of descriptive language (e.g., “constantly calling to complain,” “bullying children around,” “keep kids from harm,” and “funraisers to help”). There are some lapses into simple language (e.g., “it would be good,” “some things,” and “a big part”). The “can-do-it” tone and voice are appropriate to the persuasive purpose. There is some variation in sentence length, but in paragraph two, the writer begins several sentences with the phrase “We could.” Overall, the writer demonstrates sufficient control of the components of Style.

Conventions Score: 3

Most of the sentences in the paper are correct. Usage is generally correct, but there are some incorrect word forms (e.g., “so kid couldn’t steel,” “raising money to by lockers,” and “a suggestion box, were kids put in their suggestions”). Most elements of mechanics are correct, but there are a few misspellings (e.g., “orginized” and “volenteer”). The paper is not as long as it looks (the writer gets only about 7-8 words per line). Overall, the writer demonstrates sufficient control of the elements of Conventions.

Performance Level: Meets the Standard

Annotations for Paper – 2

Persuasive Prompt 108

Ideas Score: 1

The writer responds to the persuasive prompt using a narrative format, but few of the details in the story are appropriate to the assigned persuasive task. It is clear that the students try to convince the principal to collect box tops, but there is no development about how collecting box tops would improve the school. Therefore, most of the details in the paper are irrelevant to the assigned genre and purpose.

Organization Score: 2

In this case, the narrative organizing strategy is inappropriate to the persuasive purpose of the prompt (see the first bullet under the descriptor for score-point two on your Organization rubric). There is chronological sequencing, grouping of narrative events, and evidence of time-sequence transitions. However, there is no grouping and sequencing of—or transitioning between—details that show how collecting box tops would improve the school. The introduction and conclusion are appropriate for the plot of the story but not for the persuasive purpose. The writer shows control of the components of Organization, but the overall plan does not facilitate the communication of persuasive development.

Style Score: 3

Word choice is generally effective (e.g., descriptive language like “get screamed at,” “convince her,” “on one condition,” and “as fast as I could”). There are lapses in control of language (e.g., “If my principal was trying to make the whole school an a improve or any changes”). The concerned tone and voice are appropriate for persuasive writing (“So I wrote the letter as fast as I could”). It is difficult to determine sentence variety because of problems in sentence formation (which are assessed in Conventions). Sentence variety is not the stylistic strength of the paper. Overall, the writer demonstrates sufficient control of the components of Style.

Conventions Score: 2

The writer demonstrates control of the components of Conventions in approximately 50% of the response. There are about as many correct sentences as run-ons (e.g., “What did he/she say he/she had to think about it”). Control of the elements of usage is mixed; there are correct examples alongside numerous errors (e.g., “if we could collect box top,” “so she go worried cause her friend Anna might get mad at her,” and “to convince the principal for the whole school can collect box tops”). In mechanics, the paper lacks paragraph indentations, has spelling errors (e.g., “edvice” and “befor”), and internal punctuation is missing (e.g., “thats it”).

Performance Level: Does Not Meet the Standard

Annotations for Paper - 3

Persuasive Prompt 108

Ideas Score: 2

The controlling idea (there are several changes that could be made to improve the school) is minimally developed. Most supporting ideas are listed without further development (better lunches, fewer fights, and more recess). Some are partially developed (e.g., the principle should like to students' ideas because "a little kid" might have "a great idea"). Overall, there is not enough information in the response to provide a sense of completeness.

Organization Score: 2

The writer demonstrates minimal control of the components of Organization. There is an introductory statement, not an effective introduction that sets the stage for the development that follows. There is little evidence of grouping because there are few related ideas to group together. Some ideas are sequenced (e.g., "I will even try to get the principle to listen to our thoughts" → "Like if a little kid camp up to the principle and had a great idea"). Use of transitions is limited mostly to "also." The paper lacks a conclusion.

Style Score: 2

There is some effective word choice in the paper (e.g., "change...attitudes" and "improve their grades"), as well as audience awareness ("You should always listen to an idea before you say something about it"). The generally positive tone is appropriate for persuasive writing. Overall, competence in Style is limited by the brevity of the response.

Conventions Score: 2

There are some correct sentences in the response, and there are not a lot of usage errors (e.g., "change people attitudes"). The elements of mechanics are generally correct as well, although there is some missing internal punctuation (e.g., "we wont be in their way") and a few misspellings (e.g., "princibles"). Overall, competence in Conventions is limited by the brevity of the response.

Performance Level: Does Not Meet the Standard

Annotations for Paper - 4

Persuasive Prompt 108

Ideas Score: 5

The controlling idea (there are several changes that could be made to improve the school) is fully developed. Supporting ideas are relevant (more fun projects, more fun activities, and cafeteria improvements). The writer develops these supporting ideas with specific details and elaboration (e.g., “She’s a 4th grader who brings 4 to 5 text books home in one day. Now that’s a lot of HW,” “But not to boring places like the museum, but to fun places like the waterpark,” and “Okay we need real food. I’m talking about installing Taco Bells and Burger Kings inside the cafeteria”). The information in the paper fully addresses reader concerns (specific changes that would improve the school).

Organization Score: 4

The brief introduction is effective because it engages the reader (“Well, do I have a lock on some really good ideas”). The writer groups related ideas about fun projects, fun activities, and improving school lunch. Sequencing is not only clear, but it is often logical (e.g., “I also think we should have more field trips. → But not to boring placing like the museum, but to fun places like the waterpark”). A variety of transitions link ideas (e.g., “First of all,” “Yuck!,” and “Okay ... your killing me here”). Occasionally, transitions are simple (e.g., “Next” and “Last of all”) or not immediately clear (e.g., “‘Ladies and gentleman, the feature presentation’”), but these examples are the exception, not the rule. The conclusion provides closure without repetition. Overall, the writer demonstrates consistent control of the components of Organization.

Style Score: 5

The writer uses a variety of carefully crafted phrases to engage the audience (e.g., “kids can let out their excitement and concentrate on school,” “a feature film,” and “silently watching TV instead of being rowdy and loud”). Audience awareness is particularly strong (e.g., “Hello people stop remembering then and remember now!” and “‘For lunch today Beef Stroganoff.’ Yuck!”). The playful tone is effective, and the writer’s voice is sustained (“your killing me here”). Overall, the writer demonstrates full command of the components of Style.

Conventions Score: 4

Simple, compound, and complex sentences are consistently correct, with appropriate end punctuation. There are occasional run-ons (e.g., “thirdly I think we need TV’s in the cafeteria, that way we’ll be silently watching TV instead of being rowdy and loud”). Most elements of usage are correct, except for minor word form errors (e.g., the writer uses the singular pronoun “it” to refer to “field trips”). Most elements of mechanics are correct. Overall, the writer demonstrates consistent control in Conventions.

Performance Level: Exceeds the Standard

Annotations for Paper - 5

Persuasive Prompt 108

Ideas Score: 3

The controlling idea (changes to the discipline policy would improve the school) is sufficiently developed. Supporting ideas are relevant (what to do with students who don't do their work, and what to do with students who fight?). The writer develops both supporting ideas with some examples and details (e.g., punishments for students who don't do their work—referral to office, ISS, sent home, etc.—as well as punishments for fighters: a call home, getting the deputy sheriff involved, etc.).

Organization Score: 3

This paper is difficult to score in organization, due in large part to some pockets of repetition. After acknowledging this repetition as a weakness, it is important for the rater to focus on the organizational strengths. The writer does group related ideas about punishments for students who do not finish assignments and those who fight. There is logic to the punishments as well: they follow a *sequence* of increasing severity (e.g., for students who do not complete their assignments, the first punishment is a referral to the office, followed by out of school suspension, followed by corporal punishment (“the student should get a wupon”). The writer uses some transition words and phrases to link these ideas (e.g., “Then if they continue to do it” and “if that doesn't work”). There is no conclusion, but overall the writer demonstrates sufficient control of the components of Organization.

Style Score: 2

Word choice is simple, ordinary, and repetitive (e.g., “they should,” “the student should,” and “the principal should”). The writer's voice and tone are not clear, and little audience awareness is demonstrated. There is little variation in sentence beginnings. Overall, the writer demonstrates minimal control of the components of Style.

Conventions Score: 2

The response contains a mix of correct sentences, run-ons, fragments, and overloaded sentences. Usage is generally correct, but there are examples of incorrect word forms (e.g., “call he or she's mom” and “not threat to kill someone”). In mechanics, there are no paragraph breaks, and some spelling errors obscure meaning (e.g., “have a teacher confront—i.e., conference). Overall, the writer demonstrates minimal control of the elements of Conventions.

Performance Level: Meets the Standard

Annotations for Paper - 6

Persuasive Prompt 108

Ideas Score: 4

The controlling idea (there are several changes that could be made to improve the school) is well developed. The writer includes several relevant supporting ideas (cleaner bathrooms, more homework, more nurses, cleaner tables in the lunchroom, etc.). The writer develops these supporting ideas with specific details and elaboration (e.g., “We ... need to repaint all the restrooms because they are losing the paint on the doors and walls,” and “When I come home my mom says ‘where is your homework?’ I say ‘I don’t have any’ and she gets mad because she likes for me to have homework. Which I don’t blame her”). While some supporting ideas have little development (e.g., improving the school library), the writer provides enough elaboration for multiple supporting ideas to demonstrate consistent control of the components of Ideas. This paper illustrates the high end of the “4” score point in Ideas.

Organization Score: 3

The one-sentence opening is clear, but a more effective introduction would engage the reader and set the stage for the development in the body of the paper. The writer groups related ideas about cleaner bathrooms, more homework, more nurses, and cleaner tables in the lunchroom. Ideas within paragraphs follow a generally clear sequence. More effective transitions between body paragraphs would improve the overall plan, but there are some transitions linking ideas within paragraphs (e.g., pronoun substitution like “it” for “hallway” and “she” for “nurse”). The concluding statement provides some closure. Overall, the writer demonstrates sufficient control of the components of Organization.

Style Score: 4

Word choice is consistently effective (e.g., descriptive language like “losing paint on the doors and walls,” and “dirty from top to bottom,” as well as figurative language like “it’s like going to a garbage dump” and “it is a germ magnet”). This effective word choice helps establish an insistent tone that is appropriate for the persuasive purpose. Sentences vary in length and structure. Lapses into simple word choice are infrequent (e.g., “I feel bad for our nurse”). Overall, the writer demonstrates consistent control of the components of Style.

Conventions Score: 3

A majority of the sentences in the paper are correct, but there are some fragments (e.g., “Which I don’t blame her for”) and quite a few run-ons (e.g., “I feel bad for our nurse she is always busy with a student and she really needs help”). Most elements of usage are correct, except for a few incorrect word forms (e.g., “their the best”). Most elements of mechanics are correct, but there is some missing internal punctuation (e.g., “girls fifth and fourth grade restroom”), in addition to some misspellings (e.g., “expecially”). Overall, the writer demonstrates sufficient control of the elements of Conventions.

Performance Level: Meets the Standard

Annotations for Paper - 7

Persuasive Prompt 108

Ideas Score: 2

The writer uses a narrative format to respond to the persuasive prompt. In this case, the narrative is minimally effective because a limited number of details in the story address the persuasive purpose. The controlling idea—there are multiple changes that could be made to improve the school—is established through relevant supporting ideas (pizza/movie Friday and adding a pool). These supporting ideas are only partially developed (e.g., regarding the pizza/movie Friday possibility, the writer notes, “All those [ideas] were simple and they were possibly taken”). Overall, there is not enough information in the response to provide a sense of completeness.

Organization Score: 3

The narrative is sufficiently organized. In the introduction, the writer makes clear the task the students face: brainstorming about changes that could improve the school. The writer groups related ideas (i.e., narrative events) about initial difficulty coming up with ideas and finally settling on some. Ideas follow a chronological sequence. Some transitions link ideas (e.g., “When she left the room,” “Suddenly,” and “All those were simple”). The brief conclusion provides some closure.

Style Score: 3

The response does not contain a tremendous amount of evidence, but the writer does demonstrate sufficient control of the components of Style. Word choice is effective (e.g., “my mind wasn’t functioning,” “jotting down Ideas,” and “those were simple and they were all possibly taken”). This effective word choice leads to a clear voice and a reflective tone that is appropriate to the assigned topic and purpose. There is some variation in sentence length and structure. If the response had more evidence, this paper could make a higher score in Style.

Conventions Score: 3

The writer demonstrates sufficient control of the elements of Conventions. Most of the sentences in the paper are correct, including compound and complex sentences. Most elements of usage are correct as well. Except for some missing apostrophes (e.g., “thats what” and “Ms. Mercers fith grade class”), the elements of mechanics are mostly correct. With more evidence, this paper could make higher than a “3” in Conventions.

Performance Level: Meets the Standard

Annotations for Paper - 8

Informational Prompt 215

Ideas Score: 3

The controlling idea (there are several ways to stay safe) is sufficiently developed. Supporting ideas are relevant (car safety, bike safety, and fire safety). The writer develops these supporting ideas with some examples and details (e.g., “never drink and drive,” “you might need to wear kneepads, elbow pads, and wrist guards, too,” and “You should also keep heat away from fuels (like jackets, paper, hair)”). Some of these details are specific, but there is little elaboration in the response, which limits depth of development. Overall, there is enough information in the response to provide a sense of completeness. This example illustrates the high-end of the 3-score point in Ideas.

Organization Score: 3

The introduction is clear and sets the stage for the development in the body of the paper. Related ideas about car safety, bike safety, and fire safety are grouped together. Ideas within paragraphs follow a generally clear—but not always logical—sequence. Some transitions link ideas (e.g., “One way,” “That can cause,” and pronoun substitution like “it” for “safety”). The conclusion provides closure. Overall, the writer demonstrates sufficient control of the components of Organization.

Style Score: 4

Word choice is consistently effective (e.g., there are several examples of descriptive word choice like, “buckle your seat belt,” “serious head trauma,” “keep heat away from fuels (like jackets, paper, hair)”). This effective language creates a caring tone and voice that are appropriate to the informational topic and purpose. 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 consistently correct, with appropriate end punctuation. The elements of usage are consistently correct, with the exception of a few word form errors (e.g., “there’s still ways to prevent them”). Most elements of mechanics are correct, except for occasional misspellings (e.g., “injurys” and “gaurds”) and missing commas. Overall, the writer demonstrates consistent control of the elements of Conventions.

Performance Level: Meets the Standard

Annotations for Paper - 9

Informational Prompt 215

Ideas Score: 2

The controlling idea (there are multiple ways to stay safe) is minimally developed. Supporting ideas are relevant (never talking to strangers, fire safety, and never crossing a street without a parent). These supporting ideas are only partially developed (e.g., with details like “thae could of pout stufe in your candy that wy you should mack sure that you neve tack stud from strgers”). Overall, there is not enough information in this response to provide a sense of completeness.

Organization Score: 2

The writer demonstrates minimal control of the components of Organization. The brief introduction is clear. Evidence of grouping is limited because there are a few related ideas about avoiding strangers, fire safety, and crossing the street safely. Evidence of sequencing is limited, and there are few transitions linking ideas (e.g., “the secen grop” and “the third grop”). The brief conclusion provides some closure.

Style Score: 1

The writer does not control language to engage the reader. Word choice is often imprecise or confusing (e.g., “anything fume stragers,” “safafety idile,” and “your teacher well have a plan owas to”). Note that spelling is not assessed in Style, but in this example misspellings affect the clarity of the language. These language difficulties prevent the writer from establishing a clear voice and tone.

Conventions Score: 1

There are severe, repeated errors in sentence formation, usage, and mechanics (e.g., “we have teach about do not tock to strager and do not tack stufe fume strages case thae could of pout stufe in your candy that wy you should mack sure that you neve tack stuff fume stangers os do not thak anything fume stragers”). Errors frequently interfere with meaning.

Performance Level: Does Not Meet the Standard

Annotations for Paper - 10

Informational Prompt 215

Ideas Score: 4

The controlling idea (there are several ways to stay safe) is sufficiently developed. Supporting ideas are relevant (wearing seatbelts, avoiding drinking and driving, and being safe while crossing the street). The writer develops these supporting ideas with specific details and elaboration (e.g., “say you got into a reck and your sister wasent wearing a seatbelt and she flew out the window on to the road,” and “Two you could get killed if your hit hard. Then ... you might have to go to the hospital to see if you are going to die or not”). The body paragraphs are not fully elaborated, but overall the response is well developed.

Organization Score: 3

Overall, the writer demonstrates sufficient control of the components of Organization. The introduction is clear. Related ideas about wearing seatbelts, avoiding drinking and driving, and being safe while crossing the street are grouped together. Ideas within paragraphs follow a generally clear sequence. Some transitions link ideas (e.g., “But that dosent mean,” “Number two,” and “Another thing”). There is some repetition in the conclusion, but it provides closure.

Style Score: 3

Word choice is generally effective (e.g., descriptive language like “flew out the window,” “so dazy,” and “hit by a moving car”). There are lapses into simple, ordinary language (e.g., “The things,” “really bad,” and “a bunch of things”). The caring tone and voice are clear. There is some variation in sentence length and structure. Overall, the writer demonstrates sufficient control of the components of Style.

Conventions Score: 3

A majority of the sentences in the paper are correct, but there are some fragments (e.g., “That you could get in a crash”) and run-ons (e.g., “Number two it can save you, say you got into a reck...”). Most elements or usage are correct, except for a few incorrect word forms (e.g., “if your hit hard”). Most elements of mechanics are correct, but there are some missing apostrophes (e.g., “that doesnt mean”) and misspellings (e.g., “Probley”). Overall, the writer demonstrates sufficient control of the elements of Conventions.

Performance Level: Meets the Standard

Annotations for Paper – 11

Informational Prompt 215

Ideas Score: 1

The writer uses a narrative format to respond to the informational prompt. This narrative about Dorney Park, which has “scaery” rides and a “Monster Pool,” is unsuccessful because it contains very little development about how to stay safe and healthy. In the middle of the paper, the writer mentions the rules associated with the Monster Pool. These rules are presumably in place for the safety of the park’s patrons, but the writer does not develop this point, nor explain why the woman making the swings go fast is unsafe. Overall, most of the details are irrelevant to the informational topic and purpose. Note that this approach could have been far more successful if the writer elaborated on how the park’s rules keep people safe.

Organization Score: 2

In this example, the narrative organizing strategy is not used to effectively address the topic of safety. There is a clear beginning, some chronological sequencing, and a brief conclusion. There are few transitions. Overall, brevity limits the demonstration of competence.

Style Score: 2

Most of the word choice is simple and repetitive (e.g., “very very scary” and “very very fun”). There is a generally positive tone about Dorney Park; it is clear that the writer likes the place. There is little audience awareness or evidence of the writer’s voice, however. There is little variation in sentence structure; several sentences begin with the phrase “I went.” Overall, the writer demonstrates minimal control of the components of Style.

Conventions: 1

Most of the attempts at sentence formation result in run-ons (e.g., “Then I whent to this ride that was very very fun it goes around the circle that was there and then I whent home to go to sleep”). There is some control of the elements of usage, but there are examples of ambiguous pronouns (e.g., “thats how it says at the rules” and “there was this women that did it faster”). Notice too the incorrect form of “woman” in the second example. There is little control of elements of mechanics. There are no paragraph indentations, several misspellings (e.g., “whent,” “whant,” and “scaery”), and missing punctuation (e.g., “thats how”). Errors and brevity keep this response in the “1” range.

Performance Level: Does Not Meet the Standard

Annotations for Paper - 12

Informational Prompt 215

Ideas Score: 3

The controlling idea (there are some key ways to stay safe at home and at school) is sufficiently developed. Supporting ideas are relevant (what to do when home alone, fire safety, not giving out personal information at school, and not going home from school with strangers). The writer develops these supporting ideas with some examples and details (e.g., “That is because you have a 80% chance of getting smoked, burn’t, or hurt,” and “you do not want people to know things they shouldn’t”). The writer would do well to include more specific details and elaboration, but, overall, there is enough information in the response to provide a sense of completeness.

Organization Score: 3

The writer demonstrates sufficient control of the components of Organization. The introduction is not particularly effective; the writer simply announces what he/she will discuss in the body of the paper. The writer groups related ideas about what to do when home alone, fire safety, not giving out personal information at school, and not going home from school with strangers. Sequencing is generally clear (e.g., “The first thing you should no is never give out any personal information without your parents permission. → That is because you do not want people to no things they shouldn’t”). Some transitions link ideas, but they are mostly limited to ordinal phrases (e.g., “First lets talk about,” “The second home activity,” and “The first thing you should no”). The brief conclusion provides some closure.

Style Score: 3

Word choice is generally effective (e.g., descriptive word choice like “electricity or any gas objects,” “personal information,” and “permission”). This language helps create a concerned tone that is appropriate to the assigned topic and purpose. There are some lapses into simple, repetitive word choice (e.g., “important things,” “The first thing,” and “no things”). There is some variation in sentence length and structure. Audience awareness is evident through imperative statements (e.g., “make sure you have a grown up in the room with you at all times”). Overall, the writer demonstrates sufficient control of the components of Style.

Conventions Score: 3

Most of the sentences in this paper are correct, with the exception of a few run-ons (e.g., “We are finished with the home safety rules lets talk about school safety”). Usage is generally correct, but there are some incorrect word forms (e.g., “The first thing you should no” and “last but not lease”) and agreement errors (e.g., “There is some important things”). The elements of mechanics are generally correct, but there is some missing internal punctuation (e.g., “lets talk about”) and misspellings (e.g., “burn’t” and “espialely”). Overall, the writer demonstrates sufficient control of the elements of Conventions.

Performance Level: Meets the Standard

Annotations for Paper - 13

Informational Prompt 215

Ideas Score: 5

The controlling idea (there are many ways to stay safe) is established through relevant supporting ideas (e.g., avoiding traffic, strangers, fires, electrical accidents, and unknown foods). The writer fully develops these supporting ideas with specific details and elaboration (e.g., “When you walk outside at night or ride a bike at night, make sure you wear bright clothing so that drivers can see you,” “If the stranger will not go away, tell and adult,” and “That’s why you should not leave anything that has electricity near water”). The information in the paper addresses reader concerns for information about how to stay safe in the selected scenarios.

Organization Score: 5

The introduction is relatively brief, but it sets the stage for the development that follows in the body of the paper. Related ideas about avoiding traffic, strangers, fires, electrical accidents, and unknown foods are grouped together. Ideas within paragraphs follow a logical sequence (e.g., “Never play with flammable objects either. → Flammable is a word that means a certain thing can catch on fire”). The transitions between body paragraphs are simple (e.g., “Another important rule”), but they are more varied and effective within body paragraphs (e.g., transition phrases like, “If you do not look both ways,” pronoun substitution like “they” for “strangers,” and examples of transitioning like “wood, stain remover, thread, and anything else like those items”). The conclusion is brief, but the writer demonstrates a high level of control of the components of Organization in over 90% of the response.

Style Score: 5

Throughout the response, the writer crafts descriptive language (e.g., “look both ways as you would if you were about to cross the street,” “Flammable is a word that means a certain thing can catch on fire,” and “Electric objects are mostly dangerous when water has gotten on them”). The tone this language creates is authoritative, which fits the writer’s purpose: to inform the audience about a serious subject—staying safe and healthy. Audience awareness is consistently evident, particularly through the use of imperative statements (e.g., “always look both ways before you cross the street”). A variety of sentence lengths, structures, and beginnings are used.

Conventions Score: 5

Simple, compound, and complex sentences are clear and correct throughout the response, and the writer uses appropriate end punctuation. There are very few usage errors in the paper (e.g., an occasional incorrect word form like “One of the most important rules are”). The elements of mechanics are correct in a variety of contexts. In particular, the writer nearly always uses internal punctuation correctly. Overall, the writer demonstrates a full command of the elements of Conventions.

Performance Level: Exceeds the Standard

Annotations for Paper - 14

Informational Prompt 215

Ideas Score: 2

The controlling idea (being safe means being careful) is minimally developed. Supporting ideas are relevant (caution about chasing friends on the play ground; what to do if a ball goes into the street). Details are limited (e.g., “Because if you are not careful you can get hurt”). There is not enough information in the response to provide a sense of completeness.

Organization Score: 2

There is an introductory statement and some evidence of grouping (e.g., details about staying safe on the playground and while playing ball). Some details are sequenced (e.g., “Then somebody throughs it over your head and it goes into the road. → The best thing for you to do is tell your mom she’ll understand”). Some transitions link ideas (e.g., “Thats why” and “Now say”). The concluding statement provides some closure. Although the writer demonstrates some control of each component in Organization, competence is limited by the brevity of the response.

Style Score: 2

Some of the word choice in the response is effective (e.g., descriptive word choice like “slippery,” “huge puddle,” and “broken bones”). The cautious tone is appropriate to the assigned topic and purpose. There is evidence of audience awareness as well (e.g., “Thats why you have to be careful”). Overall, competence in Style is limited by the brevity of the response.

Conventions Score: 2

Some of the sentences are correct, but there are also run-ons (e.g., “The best thing for you to do is tell you mom she’ll understand”) and fragments (e.g., “And you’re playing catch in the street”). There are not many usage errors in the paper (e.g., “the understand of safety”), and mechanics are generally correct. Overall, competence in Conventions is limited by the brevity of the response.

Performance Level: Does Not Meet the Standard

Annotations for Paper - 15

Narrative Prompt 304

Ideas Score: 2

The controlling idea (my special time at the park) is minimally developed. Supporting ideas are mostly listed (e.g., playing sports at the park, swimming, having birthday parties) but some are partially developed (e.g., to describe the park's playground, the writer comments on how soft the grass is). Overall, there is not enough information in the response to provide a sense of completeness.

Organization Score: 2

The writer demonstrates minimal control of the components of Organization. The brief introduction is clear. There is not much evidence of grouping, but some sentences are sequenced (e.g., "I play there in my friend → we have fun in good → we like It a lot"). There are few transitions in the paper. The concluding statement provides some closure.

Style Score: 2

Word choice is mostly simple and repetitive (e.g., "my favorite place," "a very good place," and "the park is cool"). There are also some confusing phrases (e.g., "My bay in the pke neite is my farrite"). A positive tone is evident, but there is little sentence variation. Overall the writer demonstrates minimal control of the components of Style.

Conventions Score: 1

There are several run-ons, fragments, and ineffective sentence attempts (e.g., "That is why I Like in that is why I Like the apark"). There are several usage errors (e.g., "A place I bean before," "It make me fill good," "we love to go ride bik," and "It fun"). There are several mechanics errors, including missing paragraph breaks, erratic capitalization, and misspellings (e.g., "palay," "ice carme," and "play gorded"). Overall, the writer shows control of the elements of Conventions in less than 50% of the response.

Performance Level: Does Not Meet the Standard

Annotations for Paper - 16

Narrative Prompt 304

Ideas Score: 3

The controlling idea (our special day taking a boat trip) is sufficiently developed. Supporting ideas (i.e., narrative events) are relevant (getting ready to take the boat trip, meeting lots of swamp inhabitants, going home). The writer develops these supporting ideas with some details (e.g., “Theirs a moukshin, kill it zach,” “look at that butterfly zach. It’s so buttifull,” and “Get that gator and will have gator tail for supper”). There is not much elaboration on many of the details, but overall there is enough information in the response to provide a sense of completeness.

Organization Score: 3

The narrative strategy—beginning/middle/end with chronological sequencing—is appropriate to the assigned topic and narrative purpose. The writer groups related ideas about getting ready to take the boat trip, meeting lots of swamp inhabitants, and going home. Some transitions link ideas (e.g., “Ok then lets go,” “Ouh no!,” and a rhetorical question: “Didn’t I put a gas can in hear?”). The paper ends rather abruptly, but overall the writer demonstrates sufficient control of the components of Organization.

Style Score: 3

Word choice is generally engaging (e.g., descriptive word choice like, “so peaceful and quiet,” “It’s so buttiful,” and “have gator trail for supper”). There are some lapses into simple word choice (e.g., “stuth (i.e., stuff) like that”). The enthusiastic, comical tone is appropriate for the narrative purpose. There is some variation in sentence length and structure. The paper is not as long as it looks (the writer only gets about 6-7 words per line), but sufficient control is demonstrated.

Conventions: 2

The response contains a mix of correct and incorrect elements of Conventions. There are some correct sentences, but there are also several run-ons (e.g., “I’m going on a boat ride, do you want to come”). There is correct usage, in addition to incorrect word forms (e.g., “Theirs a moukshin,” “will have to watch out,” and “put a gas can in hear”). With respect to mechanics, there are no paragraph indentations, as well as several misspellings (e.g., “moukshin,” “algator,” and “tial”).

Performance Level: Meets the Standard

Annotations for Paper - 17

Narrative Prompt 304

Ideas Score: 4

The controlling idea (my special day at Disney Land) is established through relevant supporting ideas (e.g., getting there, getting refreshed at the hotel, getting separated from the others, and reuniting). The writer develops these supporting ideas with specific details (e.g., “We got to the hotel an Nine O’Clock to take a 30 minute nap, 2 minute shower...,” “Allie and got some free soda and popcorn alone. It was such a tempting aroma to say no to,” and “We saw a microphone near micke mouse”). None of the supporting ideas are fully elaborated (e.g., what was it like to ride Space Mountain?), but overall the story is well developed.

Organization Score: 4

The narrative organizing strategy is appropriate to the assigned topic, genre, and purpose. In the introduction, the writer builds up the anticipation of going to Disney Land (“I waited and waited for hours to get there, but I could not hurry it up easily”). Narrative events about getting refreshed at the hotel, getting separated from the others, and reuniting are grouped together. The chronological sequencing is appropriate and consistent. Varied transitions link parts of the paper (e.g., transition phrases like “In fact” and pronoun substitution like “it” for “popcorn”). The conclusion brings the story to a close without repetition. Overall, the writer demonstrates consistent control of the components of Organization.

Style Score: 4

Word choice is consistently effective (e.g., examples of descriptive word choice like “14 minute drive down to Disney Land” and “the Star Tours ride that Aaron is obsessed with” in addition to sensory details like “It was such a tempting aroma”). The enthusiastic tone and voice appropriate for narrative writing (e.g., “with ‘It’s A Small World’ in my head word after word”). Sentences vary in length and structure. Overall, the writer demonstrates consistent control of the components of Style.

Conventions Score: 3

Sentences are correct more often than not, but there are some run-ons (e.g., I waited and waited for hours to get there, but I could not hurry it up easily the only thing I could do was sleep”). There are also some overloaded sentences such as, “We got to the hotel an Nine O’Clock to take a 30 minute nap, 2 minute shower, 2 minutes of waking up and getting dressed, 10 minute breakfast and a 14 minute drive down to Disney Land right on time and open right when we walked up.” The writer loses control of usage in this sentence also. Most subjects and verbs agree, and word forms are correct. Most elements of mechanics are correct, but there are no paragraph indentations. Overall, the writer demonstrates sufficient control of the elements of Conventions.

Performance Level: Meets the Standard

Annotations for Paper - 18

Narrative Prompt 304

Ideas Score: 3

The controlling idea (special times I have spent in Indiana and Illinois) is sufficiently developed. Even though the response is not really a narrative, the details in it show why the writer thinks these places are special. Therefore, the approach is acceptable.

Supporting ideas are relevant (e.g., going to a Mother's Day festival, going to uncle's farm in Illinois, going to the Christmas Fair in Indiana, the amount of snow in Indiana, etc.). Each of the supporting ideas is developed with relevant details (e.g., the number of animals at uncle's house in Illinois, riding horses at the Mother's Day festival, drinking hot chocolate and roasting marshmallows at the Christmas fair, and the amount of snow Indiana gets). Overall, there is sufficient information in the response to provide a sense of completeness.

Organization Score: 2

The response is not as well organized as it is developed. The brief introduction relates only to Indiana. Because parts of the paper relate to Illinois, this introduction is not especially effective at setting the stage for the body of the paper. There is some evidence of grouping (e.g., details about uncle's farm in Illinois), but there are parts of the paper where grouping could be more effective (e.g., the writer discusses the Mother's Day festival at the beginning and end of the response). There is minimal evidence of sequencing and effective transitions; the writer often moves abruptly between parts of the paper (e.g., "I love to go to Indiana I think it's so exsiting. I Love to go to the Mother's day festable. We go to Iillon for a BBQ"). The paper lacks a clear conclusion.

Style Score: 2

Word choice is mostly simple and ordinary ("We go to," "almost over twenty dog" "I like to play") which creates a flat tone throughout most of the response. The occasional interesting word ("exsiting," "festable,") or phrase ("*I love* to go to Indana," "*I love* to ride...") reveals some of the writer's voice. There is little variation in sentence length and structure. Overall, the writer demonstrates minimal control of the components of Style. The response is a high "2."

Conventions Score: 2

The paper is a mix of correct and incorrect instances of sentence formation, usage, and mechanics. There are correct sentences about as often as there are run-ons (e.g., "for mothers day I roud house and played with Buffy and Katy the dogs when it snows in Indiana it 3 to 4 feet of snow I like to play in the snow"). There are correct examples of usage as well as incorrect word forms (e.g., "they have thousand of cats and Kittens"). In mechanics, there are no paragraph indentations and several misppellings (e.g., "Illon," "toghther," and "festeable"). Some errors interfere with meaning (e.g., "he has five hours and two dogs").

Performance Level: Does Not Meet the Standard

Annotations for Paper - 19

Narrative Prompt 304

Ideas Score: 3

The controlling idea (my special time in Florida) is sufficiently developed. The supporting ideas (i.e., the car ride, going to the “place by the sea,” spending time at the hotel, and the final day) are relevant to the topic and the assigned task. The writer develops these supporting ideas with relevant details (e.g., “When we got there I saw a lot of bugs on the table,” “I got in and then went swimming I got sea water in my mouth,” and “we went to see a show downtown”). There are not many specific details in the response, but the writer includes enough information to provide a sense of completeness.

Organization Score: 3

The organizing strategy (beginning/middle/end with chronological sequencing) is appropriate to the narrative topic and purpose. The writer groups narrative events (getting to Florida; doing various activities; going home). Transitions are present but limited mostly to time-sequence phrases (e.g., “The next morning,” “Then we”). The writer uses these repeatedly. The conclusion provides closure. Overall, the writer demonstrates sufficient control of the components of Organization.

Style Score: 3

Word choice is sometimes simple and ordinary (e.g., “get some stuff,” “a lot of bugs,” and “dad got us something”), but there is some interesting language (“thrilled,” “pelican,” “big beautiful Inn,” “sea water in my mouth,” “taught me,” “a show downtown”). There is some sentence variety (“Sometimes we stop for gas or food but most of the time we were on the highway.” “When we got inside the room we changed into our bathing suit and went to the sea behind the Inn.”).

Conventions Score: 3

Sentences are generally correct, but there are some run-ons (e.g., “We got a sub from a place I forgot what it was called”). Usage is generally correct, with the exception of some incorrect word forms (e.g., “I seen a big...”). Most elements of mechanics are correct as well, but there is little internal punctuation, and there are some misspellings (e.g., “beautiful” and “Florda”). Overall, the writer demonstrates sufficient control of the elements of Conventions.

Performance Level: Meets the Standard

Annotations for Paper - 20

Narrative Prompt 304

Ideas Score: 5

The controlling idea (a camping trip to the mountains) is fully developed with specific examples and details throughout the paper. Supporting ideas (travelling, setting up camp, exploring the woods, animals) are relevant and fully elaborated. The response contains abundant information that fully addresses reader concerns. The writer not only provides full details to let the reader know why the trip is special, but also addresses safety (gun for protection, make sure fire is out). The writer is consistently focused on the assigned topic, genre, and purpose.

Organization Score: 4

The overall organizational strategy (events in chronological order) is appropriate to the writer's ideas and the narrative genre. The introduction clearly sets the stage for the ideas that followed. Ideas are logically sequenced across parts of the paper (waiting for a month, travelling in early morning hours, too excited to sleep, packing up, putting out the fire, going home). Related ideas are grouped together (each part of the trip is defined). The writer uses varied transitions ("we were finally going," "in the morning," "it was still dark," "then," "until," "before long," "the next day"). The conclusion ends the paper without repetition.

Style Score: 4

Word choice is consistently effective ("too excited to sleep," "mountain range in the distance," "waddled off," "gathered around the camp fire"). The enthusiastic tone and voice appropriate for narrative writing. Sentences vary in length and structure. Overall, the writer demonstrates consistent control of the components of Style.

Conventions: 4

Simple, compound, and complex sentences are consistently correct, with the exception of a few run-on sentences. The elements of usage are consistently correct. Most elements of mechanics are correct, except for occasional misspellings ("supplie," "makeing"). Errors are few and do not interfere with meaning. Overall, the writer demonstrates consistent control of the elements of Conventions.

Performance Level: Exceeds the Standard

Score Key – Grade 5 Sample Papers

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