



Georgia Grade 8 Writing Assessment 2014 Writing Topics and Sample Papers

Persuasive Writing Topic 8102

Writing Situation

The cafeteria manager in your school has noticed that many students throw away most of their lunches. She is concerned about this problem and would like to make changes in the menu based on what teenagers like to eat.

Directions for Writing

Decide how you would change the menu. Write a letter to the cafeteria manager to convince her that your changes will appeal to the teenagers in the school and reduce lunchroom waste.

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Expository Writing Topic 8202

Writing Situation

The cafeteria manager in your school has noticed that many students throw away most of their lunches. She is concerned about this problem and would like to serve foods that teenagers will eat and not throw away.

Directions for Writing

Write a letter to the cafeteria manager in which you explain how teenagers decide what to eat for lunch and how she can offer foods that would appeal to them.

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

Paper 1

Form Number	
8	202
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Dear, Cafeteria Manager
I think I know why people are not eating Lunch. It's because Students are trying to be Cool so IF there Friends Says that It's nasty they are not going to eat It. Some people just buy there Food because they thought they were hungry but they changed there mind. Some kids these days just play In there and throw It. Some people buy It because they like one of there Catogories and that's the only thing there going to eat. Just because people get the Food dont mean that they are going to eat It. Instead of making people pay for there lunch and trying to make money like that yall should start back. Selling Ice Cream you can make a better profit like that.

Sincerely,

P.S. Some time lunch is good.

Annotations for Paper 1

Expository Prompt 8202

Ideas Score: 2

The controlling idea (improving school lunch) is minimally developed. Supporting ideas are relevant but mostly listed (reasons students don't eat school lunch and ways it could be improved). The writer includes few details to develop these supporting ideas; several reader concerns go unaddressed (e.g., how, specifically, is the school lunch "nasty"?). 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 introduction is brief. There is limited evidence of grouping, sequencing, and transitions, mostly because of the relative brevity of the response. The paper lacks a clear conclusion.

Style Score: 2

Word choice is mostly simple and ordinary (e.g., "It's nasty," "that's the only thing there going to eat," and "you can make a better profit like that"). This generally ineffective language leaves the tone relatively flat. There is limited evidence of the writer's voice. Overall, the writer demonstrates minimal control of the components of Style.

Conventions Score: 2

Most of the sentences in the paper are correct, but there is a run-on toward the end of the response (e.g., "Instead of making people pay for there lunch and trying to make money like that yall should start back selling ice cream you can make a better profit like that"). There is less control of the elements of usage and mechanics. Several word forms are incorrect ("If *there* friends," "because people get the food *dont* mean," and "*some time* lunch is good"). There are no paragraph indentations, some spelling errors, some missing internal punctuation, and some erratic capitalization. Further, competence in conventions is limited by the relative brevity of the response.

Performance Level: Does Not Meet the Standard

Paper 2 (page two)

for school lunch. They could be using that extra money to use on other things in the school. Those aren't the only problems. If the students don't like the food the school would of made a huge mistake.

Other than ~~giving~~ just giving the students fattening foods the cafeteria could do a survey. If the parents and the students like the idea they can switch to fast food lunch. The survey could have restaurants that the students may like and they can choose from them. That will resolve the issue of students not liking the food. Also if parents don't like the idea they can speak out on their opinion. They may change many parents minds. Instead of not telling parents about the change, tell them so they will be prepared.

That is why some schools may or may not want to have fast food lunches. It depends on the environment of the school. Both parents and students should know the good and bad things about this idea. It will sure make the students stop throwing away their lunch. If cafeterias start doing this children may actually start enjoying their lunch. The cafeterias wouldn't have to stop serving their lunch; they could serve food that is more appealing to students.

Annotations for Paper 2

Expository Prompt 8202

Ideas Score: 4

The controlling idea (serving fast food along with the cafeteria's food would appeal to students) is well developed. Supporting ideas are relevant (balancing the menu with fast food and cafeteria options; acknowledgment of problems with this idea; a survey could address some these problems). The writer develops these supporting ideas with specific examples, details, and some elaboration (e.g., "The choices of food could be 2 or 3 restaurants and regular school lunch"; "restaurants will cost extra money for the school to provide their food. That means that parents will have to pay extra for school lunch"). Overall, the response is consistently focused on the expository topic and purpose.

Organization Score: 4

The writer demonstrates consistent control of the components of Organization. The introduction is clear, and it sets the stage for the development that follows in the body of the essay. The writer groups related ideas about balancing the menu with fast food and cafeteria options, the problems with this idea, and how a survey could address some these problems. Ideas within paragraphs tend to build logically on one another (e.g., "The survey could have restaurants that the students may like and they can choose from them. → That will resolve the issue of students not liking the food"). Moreover, the body paragraphs are sequenced logically (proposal → potential problems with the proposal → a method for addressing these problems). A variety of transitions link ideas in the paper (e.g., "But there could be some problems," "Other than just," and "Instead of not"). Some of the transitions are simpler (e.g., "Also"). The conclusion provides effective summary.

Style Score: 3

Word choice is generally effective (e.g., "this would resolve problems for parents" "made a huge mistake," and "it depends on the environment"). There are, however, lapses into simple, repetitive language (e.g., "money to use on other things in the school"). The writer's voice and tone are clear (e.g., "Those aren't the only problems"). There is some variation in sentence length and structure. Audience awareness is evident in most parts of the response (e.g., "Instead of not telling parents about the change, tell them so they will be prepared"). Overall, the writer demonstrates sufficient control of the components of Style.

Conventions Score: 4

Simple, compound, and complex sentences are consistently correct. Most elements of usage are correct, though there are a few incorrect word forms (e.g., "would *of* made a huge mistake"). Most elements of mechanics are correct, but there are several missing commas. Overall, the writer demonstrates consistent control of the elements of conventions.

Performance Level: Meets the Standard

Dear Cafeteria Manager,

I have a problem about the lunches. We the teenagers don't want to have pizza every day. In my opinion it would be better to have a variety of food to eat. It would be nice if we had little snacks like cupcakes or brownies just things like that. Also the cold lunches are fine but we need fruits and salads for over athletes and other people.

More vegetables would be good to make us stronger. Even over drinks are not tolerated for teens. Who wants to drink milk twenty-four seven. I know that I don't like drinking it all the time. So the changing from milk to pop or juice would help also.

The greasy food is nasty and fattening it isn't good for over health or body. Over meat that we get should be properly cooked and not red in the middle.

It isn't acceptable for us teens to be eating food like this. Especially the Cafeteria shouldn't have any ~~fat~~ over food from the other day nor week. That is just irrisplicable to me.

It would also be spectacular if the school served foods from different

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countries. To see how the teens enjoy other countries foods and not just there's you could surprise them with new things to catch their attention. So in writing this letter please take it into consideration.

sincerely,

Annotations for Paper 3

Expository Prompt 8202

Ideas Score: 3

The controlling idea (some types of food/drink should not be served; other should) is sufficiently developed. Supporting ideas are relevant (drinks; food preparation; food variety). The writer develops these supporting ideas with some examples and details (e.g., don't serve just milk but offer soda and juice as well; avoid serving greasy or undercooked foods; offer ethnic foods). These examples and details are not well elaborated, but there is enough information in the response to provide a sense of completeness.

Organization Score: 3

This paper is an example of a low 3 in organization. In the introduction, the writer launches straight into suggestions for changing the menu rather than setting the stage for the development that follows in the body of the essay. Related ideas are generally grouped together (e.g., drinks; food preparation; food variety). Occasionally, however, there are some ideas in paragraphs that do not fit (e.g. in paragraph two, the writer begins by mentioning vegetables, but the rest of the paragraph is about drinks). Ideas within paragraphs follow a generally clear sequence. Some transitions link ideas (e.g., "That is just" and "It would also"). The conclusion is brief, but it offers some closure. Overall, the paper has more qualities of a 3 than a 2 in organization.

Style Score: 3

Word choice is generally engaging (e.g., "we need fruits and salads for our athletes," "properly cooked and not red in the middle," "catch their attention"). There are, however, some lapses into simple language (e.g., "things like that" and "more vegetables would be good"). The writer's tone and voice are generally clear (e.g., "That is just irresponsible"). There is some variation in sentence length and structure. Overall, the writer seems generally aware of his/her audience.

Conventions Score: 2

Sentences are generally correct, but there are some fragments (e.g., sentences beginning with coordinating conjunctions) and run-ons (e.g., "The greasy food is nasty and fatning it isn't good for ower health or body. Some elements of usage are correct, but there are also incorrect word forms (e.g., "not just *theres*" and "*there* attention"). With respect to mechanics, there are several misspellings, missing internal punctuation, and some erratic capitalization. Overall, the writer demonstrates minimal control of the elements of conventions.

Performance Level: Meets the Standard

To whom this may concern,

Hi,

how are you doing. My name is _____ The reason I'm writing you this letter is concerning the lunch you serve _____

_____ Middle school. I've notice the way you look when we dump our trays, and you see most of our food goes in the trash.

Don't take me offensive. I just thought you should want some tips on a teenagers diet. Most teens

like greasy food. For an example fried chicken, hot wings,

Pizza, hamburgers, and french fries. We eat that type of food on a regular bases.

Some teens like to eat seafood. Mostly fish, crabs fish, crab leg, and shrimp. Because some people don't get it often. They are not to many vegetarians but some

people might want to lose weight. So maybe you can have a nice little salad bar. You really don't have to change around the desserts.

Once again I'm not trying to tell you how to run. Well I'll see you in the cafeteria.

Sincerely,

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Annotations for Paper 4

Expository Prompt 8202

Ideas Score: 2

The controlling idea (types of foods that would appeal to students) is minimally developed. Supporting ideas are relevant (greasy food, seafood, and, potentially, vegetarian options). The writer includes few details to develop these supporting ideas (e.g., “They are not to many vegetarians but some people might want to lose weight. So maybe you can have a nice little salad bar”). 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 introduction, which spans the first 4-5 sentences, is actually quite effective. In the body of the essay, there is limited evidence of grouping, sequencing, and transitions, due mostly to its brevity. The brief conclusion provides some closure.

Style Score: 2

There is some engaging word choice in the response (e.g., “a teenagers diet” and “when you dump our trays”). There is also evidence of clear audience awareness and voice (e.g., “Don’t take me offensive. I just thought you whould want’s some tips”). However, competence in style is limited by the brevity of the response.

Conventions Score: 2

The response is a mix of correct and incorrect conventions. Some sentences are correct, but there are also errors, such as fragments (e.g., “For an example fried chicken, hot wings, pizza, hamburgers, and french fries”). Some of the usage is correct, but there are also multiple incorrect word forms (e.g., “I’ve *notice*” and “*They* are not *to* many”). Some elements of mechanics are correct, but there is missing internal punctuation (e.g., “dont”), and there are several misspellings (e.g., “affensive,” “basses,” and “cafitteria”).

Performance Level: Does Not Meet the Standard

Cafeteria Manager: _____

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I have heard from a source that you have concerns about whether or not the students are getting the nutrition they need or not. Many have been throwing away most of their untouched meal. Are the students eating enough, and how do I get them to eat more? Are they eating right and healthy? I am writing this letter to help you with your problem. There are many different factors that a student unknowingly goes over in their heads as they pick their lunch. Factors that restaurants try to take into consideration to make their food more appealing. What are these small factors that you must take into consideration?

The appearance of the food matters greatly. When you go to a restaurant and order a salad, would you eat it, or even think about stepping back ^{through} ~~into~~ the door again to the restaurant for another salad if the salad contains wilted, soggy lettuce? The need to consider the best way vegetables must be kept to seal freshness is very important. However, it is understood that you have a budget, but is there really no way to keep the salads looking fresh and cool? Another thing to think about ties into appearance. Appearance concerns the arrangement of the food many times but in some cases, it can also give a small description of the quality of the food. Does the meat look raw and unappetizing? Does it still look a little too pink? Does the piece of fruit

Paper 5 (page two)

fit what a fruit is supposed to look like? Does the banana have a perfectly yellow color or does it have small brown spots on it? Clearly, the greatest factor is the taste of your food. Sometimes the food for a certain age group is ambiguous, but you must try to think hard and clear your mind to cooperate with the needs and wants of students. Most cafeterias serve meals that are healthy, but sometimes they can go a bit overboard. Basically, it gets boring and tiring. ~~It is~~ ^{IS it} not better for the students to eat slightly unhealthier than to not eat at all? You must use a trial-and-error method to find foods that taste good, but also in most ^{cases} are healthy. It is possible to find foods that are just a bit unhealthier but still are very good, and please, do not serve something again that was not successful! You must also ask yourselves, "I can eat this, but will they find it edible?" Sometimes the situation is that the cafeteria ladies and the students come from different age groups, and many times, the delicious delicacies that older age groups enjoy and cherish are clearly far from candy to a child's mouth. Please, although it is not of great concern, consider variety. To serve one food ~~to~~ ^{one} too many times, makes the once successful meal a disaster. Why not serve a meal from another country? Chinese? It would teach kids to respect other cultures such as China, Korea, France, and others. Thank you for your time reading this letter.

Sincerely,

Annotations for Paper 5

Expository Prompt 8202

Ideas Score: 5

The controlling idea (ways to make cafeteria food appealing to students) is fully developed. Supporting ideas are relevant (improve the appearance of the food; serve foods that students would find appetizing). The writer develops these supporting ideas with considerable depth: a few specific examples per paragraph, which the writer elaborates on extensively (e.g., “When you go to a restaurant and order a salad, would you eat it, or even think about stepping through the door again...if the salad contains wilted, soggy lettuce? The need to consider the best way vegetables must be kept is very important”). Note that the second body paragraph does not have a single specific example of healthy, tasty food, but the elaboration is effective. Overall, the information in the paper addresses a variety of reader concerns and perspectives.

Organization Score: 5

The writer demonstrates full command of the components of Organization. The introduction is clear, and it sets the stage for the development that follows in the body of the essay (“What are these small factors that you must take into consideration?”). The writer groups related ideas about the appearance and taste of food. Ideas within paragraphs build logically on one another (e.g., “Does the piece of fruit fit what a fruit is supposed to look like? → Does the banana have a perfectly yellow color or does it have small brown spots on it?”). A variety of effective transitions link ideas in the paper (e.g., “but is there really no way,” “Clearly, the greatest factor,” and several rhetorical questions that bridge ideas like, “is there really no way to keep salads looking fresh and cool?”). Some of the transitions are simpler (e.g., “Also”). The conclusion extends the ideas in the response by giving examples of foods students might appreciate.

Style Score: 5

The writer uses several carefully crafted phrases to engage the audience and establish an authoritative tone (e.g., “Does the meat look raw and unappetizing? Does it still look a little too pink,” and “the cafeteria ladies and the students come from different age groups, and many times, the delicious delicacies that older groups enjoy and cherish are clearly far from candy to a child’s mouth”). This effective language establishes the writer’s distinctive voice. Sentences vary in length and structure. The few moments of imprecision are the exception, not the rule (e.g., “Sometimes the food for a certain age group is ambiguous”). Overall, the writer demonstrates a full command of the components of style.

Conventions Score: 5

Simple, compound, and complex sentences are consistently correct. The fragments in the paper are functional, used for stylistic effect, and are not considered sentence errors (e.g., “Factors that restaurants try to take into consideration to make their food more appealing”). The elements of usage and mechanics are correct. Errors in the paper are minor and very infrequent.

Performance Level: Exceeds the Standard

Dear Cafeteria Manager,

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"SPLAT", the nasty greenbeans land ON my plate. The young boy next to me groans. Greenbeans again. I know that greenbeans are healthy but every single day? I think you should get 1 food from every home room that everybody likes and have it atleast once a month.

I thought of some ~~ways~~^{foods} that I love and mostly everyone loves and this is what I came up with:

a. nachos b. Macaroni and cheese c. lasagna d. burgers (Now when I say burgers I mean real burgers, not cheap burgers). I am sure that if this happens, then nobody, will throw away food anymore. I know you must get like, 3 bags of thrown away greenbeans. Nobody likes them, but they are forced to get them because they are the only side!

I think you should have atleast 5 entrées to choose from, we need variety! I also think it would help your "food wasting" problem if you would have atleast 10 sides to choose from so people can get what they want. I also think more people would buy school lunches if you had like 3 deserts to choose from.

Another thing, Cafeteria lunch ladies/men are grumpy and mean. They should lighten up a little and cheer up. When someone sees them grumpy, it makes them grumpy, and they lose their appetites and throw their food away. The cafeteria should play soft music so

Paper 6 (page two)

it would also turn into a happier, more placid, place to be. Another tip, hurry up! Last week I had to wait 15 minutes to get cheese for my nachos, by that time I had 5 minutes to eat, which is definitely not enough time to sit, relax, and enjoy my food, I ended up throwing it away.

I think that if you improve all these things and "issues" then nobody will throw away their food because they will be happy with their food and overall be happy too, because everyone else around them is.

And please, no green beans.

thanks,

Annotations for Paper 6

Expository Prompt 8202

Ideas Score: 3

The controlling idea (suggestions for improving the lunch experience) is sufficiently developed. Supporting ideas are relevant (serve foods students like; improve variety; make some changes to the logistics of the lunchroom). The writer develops these supporting ideas with some examples and details (e.g., “I think you should have at least 5 entres to choose from,” lunch ladies/men ... should lighten up a little and cheer up,” and “the cafeteria should play soft music so it would turn into a happier, more placid, place to be”). Although some of these examples are specific, they are not well elaborated. Still, 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 clear and engaging (“‘SPLAT,’ the nasty greenbeans land on my plate”). In the body of the essay, the writer groups related ideas about serving foods students like, improving variety, and making some changes to the logistics of the lunchroom. Ideas within paragraphs follow a generally clear sequence, though they do not always build logically on one another. Some transitions link ideas in the response (e.g., “I am sure that if this happens,” “Another thing,” and “if you improve all these things”). The conclusion provides clear closure.

Style Score: 4

Word choice is consistently effective (e.g., “The young boy next to me groans,” “they are forced to get them,” and “definitely not enough time to sit, relax, and enjoy my food”). This effective language helps establish a clear tone and voice that are appropriate to the persuasive purpose (e.g., “I know that greenbeans are healthy but every single day?”). Audience awareness is effective throughout the paper (e.g., “Now when I say burgers I mean real burgers, not cheap burgers”). This paper is an example of a low 4 in style; the paper does not have an extensive amount of evidence, and some of the sentence beginnings are repetitive (e.g., “I think,” “I also think,” and “I also think”). Overall, though, the writer demonstrates consistent control.

Conventions Score: 3

Sentences are generally clear and correct, but there are some run-ons (e.g., “Last week I had to wait 15 minutes to get cheese for my nachos, by that time I had 5 minutes to eat, which is definitely not enough time to sit, relax, and enjoy my food”). There are also some fragments (e.g., “Another tip, hurry up”). The elements of usage and mechanics are correct; there are fewer errors in these components than in sentence formation. Overall, the errors in sentence formation keep this paper in the high 3-range.

Performance Level: Meets the Standard

Dear, lunch ladies

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The food you all are serving are not very good. The food you all cook is not the kind we enjoy eating. Some of the food you all may cook may not be all the way cooked. That's one reason, another reason we don't like the food is because sometimes the food gets cold. Some times the milk you all serves is spoiled or frozen.

Some good thing you all can serve us is Chicken fingers that aren't cold but tender and soft. The French fries you all serve is cold and soft. The fries you all should be serving is crispy on the outside and soft on the inside also seasoned. Then every once and a while you should serve juice. You all should try to serve soul food. Only for the holidays and different seasons of the year. Then serve different deserts of different seasons. Then you all can sell ice cream.

For the spring you all can serve soul food. You all can serve fried chicken, fried corn, mash potatoes, corn, collard corn bread with some cake or pudding. Then maybe you all can serve some juice. Then sell candy. For the summer you can serve pizza with some cheese and/or peperoni. Have some corn and salad. Then sell ice cream. Then have crispietoes if they don't want pizza.

Then for fall you all should serve corn dogs or chicken sandwiches. Have greens and fruits with it. Then serve jell with fruit in it. Then for winter serve chicken noodle soup or subs with chips. Then have grilled cheese and carrots. Sell candy and serve ~~juice~~ milk. Then serve cookies.

Paper 7 (page two)

Those are some good ideas for lunch

Sincerely,

Annotations for Paper 7

Expository Prompt 8202

Ideas Score: 2

The controlling idea (types of foods that would appeal to students) is minimally developed. Supporting ideas are relevant but mostly listed (serve chicken tenders, seasoned fries, soul food, pizza, various desserts). Some of these supporting ideas have partial development (e.g., examples of soul food, “fried chicken, fried oca, mash potatoes...”). 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 introduction is clear. In the body of the essay, there is limited evidence of grouping (e.g., foods to serve, according to the season of the year). There is limited evidence of clear sequencing and transitions (e.g., “For the spring” and “For the summer”). The brief conclusion provides some closure.

Style Score: 2

There is some descriptive word choice in the response, but there is limited control in the way the writer uses this language in the context of phrases and sentences (e.g., “the fries yall should be serveing is crispy on the outside and soft on the inside also seasoned”). This limited control interferes with the clarity of the writer’s voice and tone. Overall, the writer demonstrates minimal control of the components of style.

Conventions Score: 2

The response is a mix of correct and incorrect conventions. Some simple sentences are correct, but there are also errors, such as fragments (e.g., “Only for the holidays and different seasons of the year”). Some of the usage is correct, but there are also multiple incorrect word forms (e.g., “The food you all are serveing *are* not very good” and “Some good *thing* yall can serve”). Some elements of mechanics are correct, but there is missing internal punctuation (e.g., “yall,” “arnt,” and “dont”). Overall, the writer demonstrates minimal control of the elements of conventions.

Performance Level: Does Not Meet the Standard

Annotations for Paper 8

Expository Prompt 8202

Ideas Score: 1

The writer lists a few suggestions for improving school lunch (e.g., make a food chart and let students pick their favorites), but there is very little development. Some of the details in the response are peripherally relevant (if students don't eat school lunch, it's their own fault). Overall, there is very little focus on the expository topic and purpose.

Organization Score: 1

There is little evidence of an organizing strategy in this response. The paper lacks a clear introduction. Due to the brevity of the response, there is very little evidence of grouping, sequencing, and transitions. The final sentence or two could be considered a conclusion, but even this is not clear.

Style Score: 1

There is some evidence of the writer's voice (e.g., "Oh well if they don't eat. They will just have to wait until after school is out"). However, there is not enough evidence in this response to determine minimal competence.

Conventions Score: 1

There are errors in every component of conventions in this brief response (e.g., "Well if they don't eat now, but if they get hungry it's there own fault if they don't eat there lunch"). There is not enough evidence to determine minimal competence.

Performance Level: Does Not Meet the Standard

Paper 9

Form Number	
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Dear Manger of the cafeteria,
I have heard of how teenagers have been throwing away most of ~~there~~^{their} food in the trash. And I think I thought of a way of how to stop this problem.

What you should do first of all is, serve healthy food that tastes good and is also appealing to them. If you were to serve good healthy food it would tell teenage boys that this food tastes good and can help me stay in good shape. And for the girls they will think that it not only tastes good but can help my skin looking young. And all together healthy food that could taste good will trigger the teens' minds that there is no need to throw their food away because of what it does for you and how the taste is awesome!

Another thing is that there should be different choices every week. Don't just serve the same thing everyday. Or have one choice different from the other day and have the other choice the same from the other day. Give different things, be creative with the food you decide to serve. Either that or decide on what kind of food to give out. For example, don't give out fat foods or

Paper 9 (page two)

Foods with a lot of calories.

If you don't want no food to be thrown away by girls, then don't serve fatty foods, like big burgers or food with a lot of calories. If you would give out food doesn't have a lot of fat or have little calories, then you would see no food being thrown away by girls. But for boys, you should serve a lot of healthy things that would keep them in good looking shape.

I'm sure that with these changes, your food choices will appeal to a lot of students. And if it's that good, then who knows, it might even appeal to teachers!

Your friend

Annotations for Paper 9

Expository Prompt 8202

Ideas Score: 3

The controlling idea (suggestions for making school lunch more appealing to students) is sufficiently developed. Supporting ideas are relevant (serve healthy food that tastes good; add variety to the menu). The writer develops these supporting ideas with some examples and details (e.g., “And for the girls they will think that it not only tastes good but can help my skin looking young,” and “Don’t just serve the same thing everyday. Or have one choice different from the other day and have the other choice the same from the other day:”). The final body paragraph contains mostly repetitious development, 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 clear, and the writer groups related ideas about serving healthy food that tastes good and adding variety to the menu. Ideas within these paragraphs follow a generally clear sequence. Some transitions link ideas (e.g., “And for the girls” and “Another thing”). The conclusion is brief, but it provides clear closure.

Style Score: 2

There is some engaging word choice (e.g., “trigger the teens’ minds,” “now the taste is awesome,” and “be creative with the food you decide to serve”). However, most of the language is simple and repetitive (e.g., “this food tastes good,” “not only tastes good,” and “food that could taste good”). This inconsistency leaves the tone and voice uneven—clear in some places, flatter in others. There is effective audience awareness in the paper (e.g., “Don’t just serve the same thing everyday” and “who knows, it might even appeal to the teachers”). Control in this component is a key reason that this paper is an example of a higher 2 in Style.

Conventions Score: 2

The response is about an even mix of correct and incorrect examples. Some simple sentences are correct, but there are also run-ons (e.g., “Give different things, be creative with the food you decide to serve”) and fragments (e.g., “Eather that or decide on what kind of food to give out”). Some elements of usage are correct, but there are also incorrect word forms (e.g., “If you don’t want *no* food ” and “And all together healthy food that could taste good *well* trigger the teens’ minds”). With respect to mechanics, there are several misspellings (“triger” and “throwen”). Overall, the writer demonstrates minimal control of the elements of conventions.

Performance Level: Meets the Standard

Paper 10

Dear Cafeteria manager,

There are many ways to help you out in your problem with teenagers not eating their foods and throwing them away. If you want to know how to appeal to them, then you have to go inside the source and think how they think. Luckily, you have me to help you with that.

When I go to the cafeteria I always want food from a store or a company. Get food that tastes good but still has many nutrients inside of it. For example, go to ~~the~~ a place where many teens hang out, like at the mall. Go to the food court and look at the foods on the menu. Try to look at all the nutrition codes, and if it passes all the codes get food that the students will like. Next, order that food for the cafeteria. If you can't get it from a food store then you should order the food from a professional brand or a famous company. If you have to cook the food make sure it is fully cooked.

After you have chosen all the foods you are going to serve, arrange them ~~is~~ so that teens will look at them with interest. Also, don't always have only one good main course a day. Have plenty of choices that satisfy everybody's tastebuds. Don't overmake food either and store it somewhere. When you see food that you are running low on start to make a fresh batch. Also, when you see a piece of food that hasn't been taken ~~by~~ anyone for hours get rid of it because it makes the whole course look bad.

To have a really successful cafeteria, have someone stand out in the lines to serve or help answer any questions. Occasionally, have them clean any spills and messes. Let them wipe the counters of where the food is being served so that when people come in to eat they know they are

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Paper 10 (page two)

in a safe, clean, nonhazardous environment.

This is just a little advise to help you out with your problem of teens not eating in the cafeteria. If you take it I know I would definatly eat all of my foods.

~~Sincerely,~~

Sincerely,

Annotations for Paper 10

Expository Prompt 8202

Ideas Score: 4

The controlling idea (ways to make school lunch more appealing to students) is well developed. Supporting ideas are relevant (food selection strategy; monitoring the foods that are popular and those that aren't; make sure there are enough cafeteria workers to handle logistics). The writer develops these supporting ideas with specific examples, details, and some elaboration (e.g., "Go to the food court and look at the foods on the menu. Try to look at all the nutrition codes, and if it passes all the codes get food that the students will like"; "Let them wipe the counters of where the food is being served so that when people come in to eat they know they are in a safe, clean, nonhazardous environment"). Although the supporting ideas are not extensively elaborated, the details are specific, and the response is consistently focused on the expository topic and purpose.

Organization Score: 4

The writer demonstrates consistent control of the components of Organization. The introduction is clear, and it sets the stage for the development that follows in the body of the essay ("you have to go inside the source and think how they think"). The writer groups related ideas about food selection strategy, monitoring the foods that are popular and those that aren't, and making sure there are enough cafeteria workers to handle logistics. Ideas within paragraphs tend to build logically on one another (e.g., "Also, don't always have only one good main course a day. → Have plenty of choices that satisfy everybody's tastebuds"). A variety of transitions link ideas in the paper (e.g., "For example," "After you have chosen all the foods," and "If you take it"). Some of the transitions are simpler (e.g., "Also"). The conclusion provides effective closure ("If you take it I know I would definitely eat all of my food").

Style Score: 4

Word choice is consistently engaging (e.g., "If you want to know how to appeal to them," "order the food from a professional brand or a famous company," and "a safe, clean, nonhazardous environment"). The writer's voice and tone are distinctive (e.g., "To have a really successful cafeteria, have someone stand out in the lines to serve or help answer any questions"). There is some variation in sentence length and structure. Audience awareness is particularly strong (e.g., "Luckily, you have me to help you with that"). Overall, the writer demonstrates sufficient control of the components of Style.

Conventions Score: 4

Simple, compound, and complex sentences are consistently correct. There are quite a few imperative sentences in the paper, and they are formed correctly (e.g., "Get food that tastes good but still has many nutrients inside of it"). Most elements of usage are correct, though there are a few incorrect word forms (e.g., "*than* you should order"). Most elements of mechanics are correct, but there are some misspellings (e.g., "definitely"). Overall, the writer demonstrates consistent control of the elements of conventions.

Performance Level: Meets the Standard

Dear Cafeteria Manager,

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Hi, my name is _____ and I am a student that has a solution to your problem about students appeal to food and reducing lunchroom waste. You won't be concerned about this problem anymore. I think that better foods should be made and all those nasty foods are a waste of time. If hamburgers, hotdogs, and pizzas were made that would reduce the number of lunches that are thrown away. Also if we could get more than one juice that would be great, and if our lunchtime was extended that would be great. The way I would change the menu is that at least one thing us students like should be on the menu. That would greatly appeal the students. You could also have something that the students could watch while they are eating. These solutions are not very hard to obtain. Teenagers around the school will flock to the cafeteria.

Sincerely,

Annotations for Paper 11

Persuasive Prompt 8102

Ideas Score: 2

The controlling idea (changes to the cafeteria) is minimally developed. Supporting ideas are relevant (expand the menu; offer more drink choices; allow students to watch television). Some of these supporting ideas are listed (watch television) but others are partially developed (e.g., expand the menu with foods like hamburgers, pizza, and hot dogs). 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 introduction is clear, but there is minimal evidence of grouping, sequencing, and transitions, due mostly to the relative brevity of the response. The conclusion is clear and provides some closure.

Style Score: 2

Some of the word choice in the paper is effective (e.g., “flock to the cafeteria”), and there is some evidence of the writer’s voice (e.g., “The solutions are not very hard to obtain”). Competence in style, however, is limited by the brevity of the response.

Conventions Score: 2

There are not many errors in sentence formation, usage, or mechanics in this response, but competence is limited by its brevity.

Performance Level: Does Not Meet the Standard

Dear cafeteria manager,
 I have wrote you this letter, to inform you that, I know you don't appreciate the lunch throw aways. That's why I showed a tape on morning announcements. Why teenagers throw away lunch, and what can we do to prevent that.

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That's why I created a survey, which is called school lunch. I've created different types of food, students like the three types of food with the highest number of votes should be on lunch menu, and then the second three types of food, which was chosen least.

Pizza received 17 votes, soul food received 296, Mexican food received 109, Chinese food received 132, Italian food received 36, and Jamaican food received 123. I wrote this letter to see if I could persuade you to change school lunch. I was thinking it could start off with soul food, Chinese food, and pizza. Then, next day you'll could do soul food, Chinese food, and Mexican food, or you'll could serve one dish of each type of food. Thank you for allowing me to write this letter.

Sincerely,

Annotations for Paper 12

Persuasive Prompt 8102

Ideas Score: 2

The controlling idea (recommended changes to the lunch menu) is minimally developed. Supporting ideas are relevant (develop a survey to determine what students like; serve these foods). These supporting ideas are developed only partially. Overall, this paper has effective focus but limited development. 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 introduction is clear, but in the body paragraphs, there is limited evidence of grouping and sequencing, mainly because there are not many related ideas to group together and sequence (e.g., creating a survey; using survey results to design the lunch menu). There is limited use of transitions (e.g., “Thats why”). It is not especially clear whether the conclusion begins with “I wrote you this letter to see...” or with the final sentence.

Style Score: 2

There is some effective word choice in the response (e.g., “I was thinking it could start off with soul food”), but some of the phrasing is repetitive (e.g., “pizza received,” “Mexican food received, Chinese food received,” etc.). This repetition leaves the tone flatter in some parts of the response. There are also multiple instances where the writer loses control of language (e.g., “and than the second three types of food, which was chosen least”). Overall, the writer demonstrates minimal control of the components of style.

Conventions Score: 2

The response features a mix of correct and incorrect examples. Some of the sentences in the paper are correct, but there are also multiple fragments (e.g., “Why teenagers throw away lunch, and what can we do to prevent that”). Some of the usage in the paper is correct, but there are also incorrect word forms (e.g., “I have *wrote* you,” “*Than*, next day”). Some elements of mechanics are correct, but there are misspellings (e.g., “*recieved*” and “*Chineese*”), and there is missing internal punctuation (e.g., “Thats why”).

Performance Level: Does Not Meet the Standard

Paper 13

Dear Cafeteria Manager,

It has recently been brought to your attention that kids in the school have been throwing away school lunches instead of eating them. This action will cause many problems for the school. The lunchroom waste amount has been rapidly increasing. The school is losing money from wasted food. If something is not drastically changed, then parents will begin to complain.

This is why a change in the menu is in order. One suggestion is that you could come out with a variety of new meals. There must be a certain amount of nutrients in the selection. Get the cooks to try new recipes. There should be food that appeals to everyone, though it doesn't have to be junk food. Try making dishes that won't be too expensive to buy, but still taste good. If there is a variety of food, more people will buy. You could also take a poll in which you gave choices and the kids picked their favorite ones.

You could also provide snacks. If a kid brought a lunch but is still hungry, they could buy a snack. These could range from small bags of goldfish, animal crackers, and pretzels. Another suggestion is that you could create a salad bar. There could be a variety of dressings and toppings to put on the salad.

Although most of the ideas are healthy ideas there is a change that could be made which would

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Paper 13 (page two)

insure healthy choices and a treat. You could have a day in the week on which you serve fun foods such as pizza or chicken ~~egglets~~ nuggets. Or you could also have a day for the kids to have sandwiches with their choice of toppings.

This change in the menu could be very effective. The school could make more money by way of the cafeteria. The parents would be happier, and the kids would be as well. With a variety of food that appeals to everyone, the students in the school would be more willing to eat the lunches.

Sincerely,

A Hungry Student

Annotations for Paper 13

Persuasive Prompt 8102

Ideas Score: 3

The controlling idea (recommended changes to the lunch menu) is sufficiently developed. Supporting ideas are relevant (change the menu; offer snacks; have a few days where the foods on the menu are fun). The writer develops these supporting ideas with some examples and details (e.g., “Try making dishes that won’t be too expensive to buy, but still taste good,” “These could range from small bags of goldfish, animal crackers, and pretzels,” and “you could have a day in the week on which you serve fun foods such as pizza or chicken”). These examples and details are not well elaborated, but 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 clear and presents a problem that needs to be addressed (wasted lunch). In general, related ideas are grouped together (change the menu; have a few days where the foods on the menu are fun). Ideas follow a generally clear sequence, but they do not always build logically on one another. Some transitions link ideas (e.g., “This is why,” “You could also,” and “These would range”). The conclusion is effective because it focuses on the benefits of making the suggested changes.

Style Score: 4

Word choice is consistently effective (e.g., “rapidly increasing,” “food that appeals to everyone,” “a variety of dressings and toppings,” and “insure healthy choices”). This engaging language creates a distinctive voice and tone. Sentences vary in length and structure. Lapses into simpler word choice are rare (e.g., “taste good”). Overall, the writer seems consistently aware of his/her audience.

Conventions Score: 4

Simple, compound, and complex sentences are consistently correct, with appropriate end punctuation. The elements of usage and mechanics are consistently correct as well. There is not a tremendous amount of evidence in this paper. More evidence could result in a higher score in conventions.

Performance Level: Meets the Standard

Dear Cafeteria Manager,

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I am writing to recommend some changes to the menu. As you have noticed, many people have thrown all or parts of their lunches away. This is because they are unhappy about the food served and want something better. Five foods that I recommend be added to the menu are pizza, chicken, salad, hamburgers, and sandwiches.

Pizza would be a nice food to have because everyone likes it. It is easy to eat and does not require any utensils, which cuts down on lunchroom trash. Pizza can be topped with almost anything, making it custom to the person who eats it. The only bad thing about pizza is that some people don't eat the crust but that is much less trash than usual.

Another delicious and popular food is chicken. Chicken can be eaten alone, as a sandwich, with salad, with sauce, in soup, and in many other ways, making it a great food to put on the menu. Also, there ~~are~~ are not many people who won't eat chicken. The one problem with chicken is that if it is meat and vegetarians won't eat it.

Hamburgers can be a great food to have for lunch. They can be topped with numerous condiments, making them another food custom-fit to whoever eats it. Eaten with hands, they need no utensils, cutting down on trash even more. The problem with hamburgers is, like chicken, they are off-limits to vegetarians.

Salad is a food of great popularity among teens. Salad is full of healthy vegetables, making it a good choice for the menu. Many

Paper 14 (page two)

different types of dressing can be added to increase the flavor. Also, salad can be eaten by anyone, including vegetarians.

My final recommendations for the menu are good, old-fashioned, sandwiches. A variety of things that could not be eaten without the use of utensils are put between two slices of bread and eaten with hands. There is almost no end to the things that can be used in a sandwich, making it another variety food, great for everyone.

As I have explained, pizza, chicken, salad, hamburgers, and sandwiches would all make excellent ~~hamburgers~~ foods to add to the menu. By adding them to the menu, there will hardly be any trash in the cafeteria. I hope you will consider what I have said, and put those foods on the menu.

Sincerely,

A concerned student,

Annotations for Paper 14

Persuasive Prompt 8102

Ideas Score: 4

The controlling idea (menu changes that would result in less lunchroom waste) is well developed. Supporting ideas are relevant (feature pizza, chicken, hamburgers, salads, and sandwiches). The writer develops these supporting ideas with specific examples and details (e.g., “The only bad things about pizza is that some people don’t eat the crust, but that is much less trash than usual”; “The problem with hamburgers is, like chicken, they are off limits to vegetarians”). Elaboration on these examples and details is not extensive, but the writer is consistently focused on the persuasive topic and purpose.

Organization Score: 3

The writer demonstrates sufficient control of the components of Organization. The introduction is clear. The writer groups related ideas about featuring pizza, chicken, hamburgers, salads, and sandwiches. Ideas within paragraphs follow a generally clear sequence, but they do not always build logically on one another. Some effective transitions link ideas (e.g., “The one problem,” “Eaten with hands,” and “like chicken”). Some of the transitions are simpler (e.g., “Also”). The conclusion has some repetition, but it provides clear closure.

Style Score: 4

Word choice is consistently precise (e.g., “does not require any utensils,” “topped with numerous condiments,” and “put between two slices of bread and eaten with hands”). This effective language helps establish a distinctive tone and voice. Sentences vary in length and structure. Lapses into simpler word choice are infrequent (e.g., “the things that can be used in a sandwich”). Overall, the writer demonstrates consistent control of the components of Style.

Conventions Score: 4

The writer demonstrates consistent control of the elements of conventions. Simple, compound, and complex sentences are consistently correct with appropriate end punctuation. The elements of usage and mechanics are consistently correct as well. The writer does not demonstrate an extensive variety of the elements of conventions, but what the writer attempts, he/she does correctly. This paper is an example a high 4 in Conventions.

Performance Level: Meets the Standard

Dear Cafeteria Manager,
 I am a student that buys lunch everyday from the cafeteria. I heard that you were concerned about kids throwing their food away. If you do not mind, I would like to give you some suggestions of how you can change the menu.

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First of all, you may want to consider having salads with fresher vegetables for students that are vegetarian or are in a diet. For students that are trying to loose weight, that do not want to eat a salad, you can serve food in low fat and carbs, or just put nutrition facts next to the food.

People get tired of having the same thing over and over again every week, so you may want to put a new dish or item on the menu every week. When you serve steak, try to grill it in a real grill outside and ^{some} days we can have a cookout! Also, students like to try new things from other countries, so you can install an international food court, or have an international food day. You may also want to try a better variety of drinks like sodas, teas, and different flavors of milk.

To make lunch funner and make it nutritional, the school may ask local restaurants to donate some food so the students can eat something that they like. If students want to buy food,

From the restaurants, they would need to pay extra money, and that way the cafeteria can get extra money for better food or equipment.

One thing that all students do not like is getting forced to get a certain amount of food. I know that you are supposed to eat two to three servings of fruits and vegetables, but what if they do not want it and you force them to get one, you are forcing them to throw food away. The last suggestion I have to make is that the students that do not throw their lunch away and eat it, should get some type of reward.

I hope these suggestions help you make a good decision now that you know what students like and do not like. Good luck!

Sincerely,

Annotations for Paper 15

Persuasive Prompt 8102

Ideas Score: 3

The controlling idea (suggestions for making school lunch more appealing) is sufficiently developed. Supporting ideas are relevant (serve healthier foods; add more variety; have days where restaurants serve food; don't force students to eat food). The writer develops these supporting ideas with some examples and details (e.g., "For students that are trying to loose weight, that do not want to eat a salad, you can serve food low in fat and carbs, or just put nutrition facts next to the food," and "If students want to buy food from the restaurants, they would need to pay extra money, and that way the cafeteria can get extra money for better food or equipment"). These examples and details are not well elaborated, but 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 clear, and the writer groups related ideas about serving healthier foods, adding more variety, having days where restaurants serve food, and not forcing students to eat food. Ideas within these paragraphs follow a generally clear sequence. Some transitions link ideas (e.g., "First of all," "Also," and "what if they do not want it and you force them to get one [?]"). The conclusion is brief, but it provides clear closure.

Style Score: 3

Word choice is generally engaging (e.g., "salads with fresher vegetables," "install an international food court," and "ask local restaurants to donate"). There are, however, some lapses into simple language (e.g., "eat something that they like" and "get some type of reward"). The writer's tone and voice are generally clear (e.g., "people get tired of having the same thing over and over again every week"). There is some variation in sentence length and structure. Overall, the writer seems generally aware of his/her audience.

Conventions Score: 4

Simple, compound, and complex sentences are consistently correct, with appropriate end punctuation. Errors in sentence formation are rare (e.g., "I know that you are supposed to eat two or three servings of fruits or vegetables, but what if they do not want it and you force them to get one, you are forcing them to throw food away"). Usage is consistently correct, with few errors (e.g., "I am a student *that* buys," "trying to *loose* weight" and "make lunch *funner*"). Most elements of mechanics are correct. Overall, the writer demonstrates consistent control of the elements of conventions.

Performance Level: Meets the Standard

Paper 16 (page two)

one menu being more nutritious while the other is loaded with junk food. Another difference I want to note is how one is despised by the average teen while the other one is similar to most teen's diets.

When you had a problem, you contacted me so I could give you a decent solution. After discovering much of the menu consisted of salads, I came up with a menu made up of the foods teens enjoy eating. While foods teens like are generally unhealthy, it's still possible to add vegetables into these kinds of dishes if you add them secretly. Even if you decide to not use my menu, I would like to thank you for reading.

Sincerely,

Annotations for Paper 16

Persuasive Prompt 8102

Ideas Score: 4

The controlling idea (two different options for making lunch healthy) is well developed. Supporting ideas are relevant (feature more salads; add some healthy ingredients to junk foods). The writer develops these supporting ideas with specific examples and details (e.g., “While salad is healthier than a slice of pizza, most students find salad tasting wilted, too dry or in general peculiar compared to everything else in their diets”; “you can grind up vegetables into foods like pizza sauce to boost the nutritional benefits”). Elaboration on these examples and details is not extensive, but the writer is consistently focused on the persuasive topic and purpose.

Organization Score: 4

The introduction is clear and sets the stage for the development that follows in the body of the essay. The writer groups related ideas about featuring more salads and some healthy ingredients to junk foods. Ideas within paragraphs build logically on one another (e.g., “Currently, the United States is becoming more health-wise due to the obesity epidemic. → As a result, school cafeterias are adding more and more fruits and vegetables on their menus”). Effective transitions link ideas (e.g., “Because of this,” “In fact,” and “Either way”). The third body paragraph essentially summarizes the previous body paragraphs, which is a flaw in the overall plan. The conclusion has some repetition, but it provides clear closure. Overall, the writer demonstrates consistent control of the components of Organization.

Style Score: 4

Word choice is consistently precise (e.g., “drench their salad in high-fat dressing,” “winds up as waste in the trash can,” and “boost the nutritional benefits”). This effective language helps establish a distinctive tone and voice. Sentences vary in length and structure. Lapses in control of language are infrequent (e.g., “both menus have the oppritunity of secretly nutrition foods into the menus”). Overall, the writer demonstrates consistent control of the components of Style.

Conventions Score: 5

The writer demonstrates a full command of the elements of conventions. Simple, compound, and complex sentences are consistently correct, with appropriate end punctuation. The writer uses a variety of coordination and subordination strategies (i.e., there are a variety of compound and complex sentences). Sentences rarely lack clear syntax (e.g., “Still they’re different menus, such as one menu being more nutritious while the other is loaded with junk food”). The elements of usage and mechanics are correct in a variety of contexts. Errors in these components are infrequent, minor, and do not interfere with meaning (e.g., a few misspellings like “dispised”).

Performance Level: Exceeds the Standard

Paper 17

Cafeteria workers always have to throw away food that teenagers waste. I have a few ways of how to prevent this from happening. First, you could interview some teenagers. Second, you could have better variety. Third, you could let us get only what we want.

First, you could interview some teenagers. This way they could get an idea of what we like. They could just get our favorite food/foods and write them down. That's just one of my ideas.

Second, you could have more choices. Then we will have a better chance of liking one. Just don't have too many choices or more could be wasted. More choices is a good idea.

Finally, you could let us get only what we want. If you make us get more than what we will eat, then you're just wasting the food. If someone has a certain amount of food on their tray already, then let them eat that. That is just another one of my opinions.

All of these ways can help prevent waste. First, you could interview teenagers. Second you could have more choices. Third let us get only what we want. Thanks so much for reading my paper. Have a great day.

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Annotations for Paper 17

Persuasive Prompt 8102

Ideas Score: 2

The controlling idea (suggestions for changing the menu to reduce waste) is minimally developed. Supporting ideas are relevant (interview the students to get ideas; add more choices; let students decide how much food to get). These supporting ideas are developed only partially, with overly general examples (e.g., “They could just get our favorite food/foods and write them down”). Overall, there is not enough information in the response to provide a sense of completeness.

Organization Score: 2

The organizing strategy is formulaic. The writer announces the three supporting ideas in the introduction. In turn, these supporting ideas are the topic sentences of the three body paragraphs. The conclusion repeats the writer’s position. Overall, many of the ideas in the paper are repetitive, which limits original evidence of grouping, sequencing, and transitions.

Style Score: 2

Word choice is generally simple and repetitive (e.g., “More choices is a good idea”; “That’s just one of my ideas”; “That is just another one of my ideas”). This simple language limits the clarity of the writer’s voice and tone. There is some variation in sentence length and structure but only minimal evidence that the writer is aware of his/her audience.

Conventions Score: 3

There are not many errors in sentence formation, usage, or mechanics (e.g., occasional missing internal punctuation like “Thats”). However, there is neither an extensive amount of evidence nor extensive variety in the elements attempted. Still, the writer demonstrates sufficient control overall.

Performance Level: Does Not Meet the Standard

Dear Cafeteria Manager,

It has come to my attention that lunchroom waste is becoming a serious problem at my school. There is an obvious solution to this issue, which is for the school to prepare a lunch which satisfies teenagers' growing appetites. Students would eat all of their lunch, therefore cutting down on waste. A delicious entree, side, drink, and dessert are key to getting a teenager to eat all of their lunch.

The first step to a great lunch is the entree. Teenagers love hot, gooey, cheesy pizza with pepperoni. Sub sandwiches are enjoyed, too, especially with all of the possibilities there are. Students could choose from ham or turkey for meats and Swiss or American cheeses. There could be several condiments to choose from ^{such as} lettuce, mustard, mayonaisse, vinegar, oil, salt, pepper, or oregano. All of these mouth-watering toppings could be piled on top of soft white or wheat bread. A healthy salad could be enjoyed by students trying to eat more vegetables. Cool, crisp lettuce could be topped with vegetables such as broccoli, tomatoes, and cucumbers, along with shredded cheddar cheese, but don't forget the salad dressing. Teenagers seem to enjoy Italian, ranch, and blue cheese salad dressing. An entree is not quite enough for an active teen.

No teenager's meal is complete without a side. Hot,

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Paper 18 (page two)

steamy rolls would go great with a healthy salad. For colder days, a cup of broccoli cheese, chicken noodle, or loaded potato soup would go well with a sub sandwich or a salad. Hot, seasoned, shoe string fries would go great with that hot, gooey, cheesy pizza or a sub sandwich. After an entree and side, a refreshing drink would be appreciated.

Teenagers need hydrating drinks, which means a drink without caffeine. Some teens enjoy water, whether it's plain or lemon-lime flavored. Fruit juices, such as apple or grape, are a big hit with teenage students. Milk is not a popular beverage choice, but some teens do enjoy chocolate milk. To finish up a great meal, teenagers would enjoy a sweet treat.

Dessert is crucial to finishing up a great lunch. Hot sugar gooey chocolate chip cookies would be the perfect finisher to lunch. On special occasions, an ice cream cone would be rewarding. Some popular ice cream flavors among teens are vanilla, chocolate, and strawberry. These flavors topped with whipped cream, rainbow or chocolate sprinkles, and chocolate, strawberry, or caramel syrup could please plenty of teenagers' stomachs. These dessert choices are definitely worth considering.

Providing teenage students with an entree, side, a drink, and a dessert they enjoy could help them finish their lunches. By finishing their lunches, there would be less waste. An enjoyable lunch could be exactly what is needed to minimize lunchroom waste.

Sincerely,

Twant A. Lurch

Annotations for Paper 18

Persuasive Prompt 8102

Ideas Score: 5

The controlling idea (specific menu options would improve school lunch and reduce waste) is fully developed. Supporting ideas are relevant (ideas for entrées, sides, drinks, and desserts). The writer develops these supporting ideas with specific examples, details, and further elaboration (e.g., “There could be several condiments to choose from, such as lettuce, mustard, mayonnaise, vinegar, oil, salt, pepper, or oregano. All of these mouth-watering toppings could be piled on top of soft white or wheat bread”). Depth of development is sustained throughout the essay. The information in the response addresses an abundance of reader questions and concerns.

Organization Score: 4

The writer uses a problem/solution strategy in the introduction to engage the reader and set the stage for the development that follows in the body of the essay. Related ideas about entrées, sides, drinks, and desserts are grouped together. Ideas within paragraphs often build logically on one another (e.g., “but don’t forget the salad dressing. → Teenagers seem to enjoy Italian, ranch, and blue cheese”). A variety of effective transitions link ideas within body paragraphs (e.g., “There is an obvious solution to this issue,” “All of these mouth-watering toppings,” and “For colder days”). Transitions between the body paragraphs, however, are not especially varied; the writer concludes each body paragraph with a sentence that previews the subsequent paragraph. The conclusion provides effective summary. Overall, the writer demonstrates a consistent control of the components of organization.

Style Score: 5

The writer uses a variety of carefully-crafted phrases to engage the reader and establish an authoritative tone (e.g., “a lunch which satisfies teenagers’ growing appetites,” “the steamy rolls would go great with a healthy salad,” and “hot sugar or gooey chocolate chip cookies would be the perfect finisher to lunch”). The writer’s voice is evocative, and there is extensive variation in sentence length and structure. Throughout the response, it is evident that the writer is aware of his/her audience.

Conventions Score: 5

A variety of simple, compound, and complex sentences are clear and correct with appropriate end punctuation. The elements of usage and mechanics are correct in a variety of contexts. Errors are very minor and infrequent, and they do not interfere with meaning (e.g., “whether *its* plain or lemon-lime flavored”). Overall, the writer demonstrates a full command of the components of conventions.

Performance Level: Exceeds the Standard

Form Number	
8	107
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1	1
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9	9

Dear Cafeteria manager

lately I have seen alot of kids not eating their lunches. This is not good. IF teenagers do not eat they can get sick and have stomach aches.

I dont like not eating and having a stomachache. So to make them eat their lunches these are things to do.

First you need to change the menu. You need to make food that are good for them and foods they like. Have you ever been to a restaurant and you cant go anywhere else but dont like the food there. That is what this like for the kids and teenagers at school. I recommend changing food on different days like on some days have frics and ON others have vegetables. You also need to make sure there is food for everyone. So if a teenager is a vegetarian he or she can have a salad or things without meat.

Also you need more than milk to drink because alot of teens can not have milk. That is just the foods you can change.

Next you can ask students what they really want.

Get all your students council members to bring a survey to all the classes in the building. Then ask the teacher to get all the students to write things they like and dislike on the menu. Also make sure to let them know they can write foods that are not on the menu that they like. After all the surveys are collected

Paper 19 (page two)

you can look at the most affordable way to change the menu. All the foods that you add or already have on the menu need to be OK by the health rules of the county.

If you are having trouble with all the foods kids throw away. Make them throw their trash away class by class not all at once. This makes it easier to get all the trash and more organized when you leave the cafeteria. Also have one person from each table look at their class's table and let them make sure it is clean.

Last make sure that your lunch room has a lot of trash cans because they fill with trash fast. These few things will help you leave the cafeteria better, cleaner, and easier.

I thank you manager for reading this and if they do eat they will do better in school. This will really help.

Sincerely

Annotations for Paper 19

Persuasive Prompt 8102

Ideas Score: 4

The controlling idea (suggestions for improving the lunch experience) is well developed. Supporting ideas are relevant (change the menu; survey students; logistics for dealing with waste). The writer develops these supporting ideas with specific examples, details, and some elaboration (e.g., “You also need to make sure there is food for everyone. So if a teenager is a vegetarian he or she can have a salad or things without meat”; “make [students] throw their trash away class by class not all at once. This makes it easier to get all the trash and more organized once you leave the cafeteria”). Elaboration is not extensive, but the writer is consistently focused on the persuasive topic and purpose.

Organization Score: 4

The introduction is clear and sets the stage for the development that follows in the body of the essay (the lunch is being wasted and making students sick, so something needs to be done about it). The writer groups related ideas about changing the menu, surveying students, and logistics for dealing with waste. Ideas within paragraphs often build logically on one another (e.g., “Next you can ask students what they really want. → Get all your students council members to bring a survey to all the classes in the building”). Effective transitions link ideas (e.g., “That is what it is like,” “After all the surveys are collected,” and “This makes it easier”). Some of the transitions are simple (e.g., “Also”). The conclusion is brief, but it provides summary without repetition (“These few things will help you leave the cafeteria better, cleaner, and easier). Overall, the writer demonstrates consistent control of the components of Organization.

Style Score: 3

Word choice is generally effective (e.g., “they can get sick and have stomach aches,” “the most affordable ways to change the menu,” and “go by the health rules of the county”). There are, however, lapses into simple, ordinary word choice (e.g., “there are things to do” and “things without meat”). The writer’s voice and tone are generally clear. There is some variation in sentence length and structure. More often than not, it is evident that the writer is aware of the audience (e.g., “make sure to let them know they can write foods that are not on the menu”).

Conventions Score: 3

The writer demonstrates sufficient control of the elements of conventions. Sentences are generally correct, but they lack clarity from time to time (e.g., “This makes it easier to get all the trash and more organized when you leave the cafeteria”). There are also some fragments (e.g., “If you are having trouble with all the foods kids throw away”). The elements of usage are generally correct, but there are incorrect word forms (e.g., “you need to make food that *are* good for them” and “That is just the *foods*”). The elements of mechanics are generally correct, but there is some missing internal punctuation (e.g., “dont”), and there are some misspellings (e.g., “diffrent”).

Performance Level: Meets the Standard

Dear Cafeteria Manager, this is
 I think the problem is that you probably serving the same lunch over and over. To get the information on what teenagers like to eat is to have a survey. Another way is to serve their food hot & fresh. Have a more advertising menu. Serve Sea food, hot wings, chicken fingers. Serve everything that go with to food.

Form Number	
8	102
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How to get what teenager like is to have a survey. Ask them what they would like to eat. Ask them what they would like you to cook. Always make two or more dishes that you cook. Serve you food hot & fresh. Make you food look good not dry. The Survey would do a lot to see what teenagers want. That's a good idea.

The students might keep throwing their food away because it's ~~not~~ not hot or fresh. The food probably look dry and ~~smette~~ it smells. The food looks hot but it's hard like it been warmed up. The food that look like that is the left over. The students don't want any kind of ~~sp~~ smelly cheese piZZ. They don't want and any dry hamburgers. I would want pizza

that look better than Papa's John. The students like the big slices but not when it smells bad.

The last reason they probably throwing cafeteria food away is because they need something to go with the ~~hot chicken~~ food you cook. Lunch Lady you can serve ketchup, hot sauce, mustard, Honey mustard and butter to go with the food. Serve the butter with the seafood. Honey mustard can be served with the chicken fingers. When you cook find something that the kids will ~~do~~ put on their food when they at home. Serve salads that is not almost old. Before the school year over serve shrimps, crab legs and match it up.

Now that I gave you all my ideas can you please change. Put spice in the lunch. I hope my advice helped you. ~~In the lunch room the student~~ With my advice the lunch room will ~~be~~ ^{not} ~~in~~ ^{be} the same. Don't forget to serve good veggies.

Sign

Lunch Student

Annotations for Paper 20

Persuasive Prompt 8102

Ideas Score: 3

The controlling idea (suggestions for making school lunch more appealing to students) is sufficiently developed. Supporting ideas are relevant (do a survey; make sure the food is hot and appealing; serve the right condiments with the food). The writer develops these supporting ideas with some examples and details (e.g., “Ask them what they would like to eat,” “The food look hot but it’s hard like it been warmed up,” and “Honey mustard can be served with the chicken fingers”). These examples and details are not well elaborated, but 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 clear, and the writer groups related ideas about conducting a survey, making sure the food is hot and appealing, and serving condiments. Only occasionally are unrelated ideas grouped together (e.g., in the third body paragraph about condiments, the writer includes ideas about serving shrimp and crab). Ideas within paragraphs follow a generally clear sequence, but they do not necessarily build logically on one another. Some transitions link ideas (e.g., “The last reason” and pronoun substitution like “they” for “students”). The conclusion provides clear closure.

Style Score: 2

Word choice is mostly simple and ordinary (e.g., “Make you food look good,” “The students like the big slices but not when it smells bad,” and “Serve salads that is not almost old”). This simple language contributes to a generally flat tone and voice. There is limited sentence variety. Overall, there is minimal evidence that the writer is aware of his/her audience.

Conventions Score: 2

There are not many sentence errors in the paper, but most of the sentences are simple. There are more errors in usage (e.g., several incorrect word forms, such as “everything that *go* with . . . food,” “Serve *you* food hot,” and “Serve salads that *is* not almost old”). The elements of mechanics are generally correct. This paper is an example of a high 2 in conventions. More complex sentences and fewer usage errors are necessary for a higher score.

Performance Level: Meets the Standard

Score Key – 2014 Grade 8 Sample Papers

Paper #	Form #	Ideas	Org.	Style	Conv.	Performance Level
1	8202	2	2	2	2	Does Not Meet the Standard
2	8202	4	4	3	4	Meets the Standard
3	8202	3	3	3	2	Meets the Standard
4	8202	2	2	2	2	Does Not Meet the Standard
5	8202	5	5	5	5	Exceeds the Standard
6	8202	3	3	4	3	Meets the Standard
7	8202	2	2	2	2	Does Not Meet the Standard
8	8202	1	1	1	1	Does Not Meet the Standard
9	8202	3	3	2	2	Meets the Standard
10	8202	4	4	4	4	Meets the Standard
11	8102	2	2	2	2	Does Not Meet the Standard
12	8102	2	2	2	2	Does Not Meet the Standard
13	8102	3	3	4	4	Meets the Standard
14	8102	4	3	4	4	Meets the Standard
15	8102	3	3	3	4	Meets the Standard
16	8102	4	4	4	5	Exceeds the Standard
17	8102	2	2	2	3	Does Not Meet the Standard
18	8102	5	4	5	5	Exceeds the Standard
19	8102	4	4	3	3	Meets the Standard
20	8102	3	3	2	2	Meets the Standard