



Georgia Grade 5 Writing Assessment 2013

Writing Topics and Sample Papers

Persuasive Writing Topic 5117

Some students want to have drink and snack machines at your school. Many parents, however, think those foods are not healthy for students.

What do you think about having drink and snack machines in school? Write a letter to convince the principal that drink and snack machines should or should not be allowed at your school.

Informational Writing Topic 5213

You have been chosen to plan a field trip for your class. Think about one place that your class would like to visit. Where would you go and what would you do while you were there?

In a letter to be read to your class, describe the field trip you have planned.

Narrative Writing Topic 5308

As you wake up, you realize that today is going to be different. You look in the mirror and see that you are 20 years older.

Write a story about what happens the day you wake up 20 years older.



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

Paper 1

Dear Mrs.

I have a complaint about not being allowed to have snack and drink machines in the lunch room. I want to say that I think the school should have a choice on why or why not snack and drink machines should be allowed.

In my opinion, I think that they should be allowed, and here's why. It would allow us to get something during a time where we run, get hot, tired... like recess or P.E. Another reason is that if we don't have snack or lunch, we could grab something from the snack or drink machine.

It could possibly be a good thing for the staff... or even you! Just think about it... Hot day outside, Air conditioning broken, dry throat and a growling stomach! All you would have to do is get up, put a couple quarters in and... your throat's not dry and your stomach isn't growling either!

If you wanted to, you could even use the money you get from it for more refreshments for the vending machines... or something else for the school, like more schoolbooks and library books. If you would like more opinions, you could ask the staff and the kids about it.

If the snack and drink machines

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Paper 1 (page two)

Page 4

arent being used much, you could take them
away. That's all I have to say about getting snack
and drink machines. Please think about letting us have
some.

Signed,

P.S. Thank you for at least thinking
about it.

Annotations for Paper 1

Persuasive Prompt 5117

Ideas Score: 3

The controlling idea (we should have drink and snack machines) is established through relevant supporting ideas (students would use them, the staff would enjoy them too, and proceeds could be used for school-related materials). The writer develops these supporting ideas with some examples and details (e.g., “if we don’t have snack or lunch, we could grab something from the snack or drink machine,” “All you would have to do it get up, put a couple quarters in and ... your throats not dry and youre stomach isn’t growling either” and “like more schoolbooks and library books”). The writer does not elaborate much on these examples and details. Overall, though, there is enough information in the response to provide a sense of completeness.

Organization Score: 3

The introduction is clear, and the writer groups related ideas about how students would appreciate the drink and snack machined, the staff would enjoy them too, and proceeds could be used for school-related materials. Ideas within paragraphs follow a generally clear sequence. Some transitions link ideas (e.g., “and heres why,” “Just think about it...” and “you could even”). The conclusion is weak (“That’s all I have to say about getting snack and drink machines”), but, overall, the writer demonstrates sufficient control of the components of Organization.

Style Score: 3

Word choice is generally interesting (e.g., “growling stomach,” “throats dry,” “put a couple quarters in”). There are, however, lapses into simple, repetitive language (e.g., “get something,” “grab something,” and “something else”). The writer’s voice and tone are clear (e.g., “I want to say” and “In my opinion”). There is some evidence of audience awareness (e.g., “Just think about it” and “All you would have to do”). Sentences vary in length and structure. Overall, the writer demonstrates sufficient control of the components of Style.

Conventions Score: 3

Simple sentences are formed correctly, and there are some correct compound and complex sentences. There are also a few ineffective constructions as well (e.g., “Just think about it ... Hot day outside, Air conditioning broken, Dry throat and a growling stomach”). The elements of usage are generally correct, but there are some incorrect word forms (e.g., “should be aloud” and “your stomach”). The elements of mechanics are generally correct, but there is some missing internal punctuation (e.g., “your throats not dry”), and capitalization is erratic. Overall, the writer demonstrates sufficient control of the elements of Conventions.

Performance Level: Meets the Standard

Dear Mrs. I think we should have a snack machines at are school we wont fight over it. we will act like we suppose to do. we will stand on the silver line or stand on that second space. we will clean up are mess like are suppose to do we will be nice to each other. we wont get In Front each other. we should have a snack machines and Soda Machine s Mrs. you know how sometimes we get hot. Really on field day we have water machines but we lik Soda better so Mrs. can you please snark and soda machines to Mrs. the teachers I rooly want soda machines like Ms. Mrs. or Mrs. Oh and alot of teachers love snacks like Mrs. Mrs. or Mrs. or Mrs. Mr. Mrs. Mrs. or Mrs. Mr. Mr. or me, or Just kids like in Mrs. class Just any body. Mrs. Probly you want it please!!!! Mrs. We need snack machines what if we take a test and we did not eat no breakfast what would you give us to eat and what if there was no food in the world what will you give us and Mrs. what there no electrcly what in the world what whould you give us. Mrs. we need snack machines. We have to eat some thing please

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Annotations for Paper 2

Persuasive Prompt 5117

Ideas Score: 2

The controlling idea (we should have snack and drink machines) is minimally developed. The writer includes many supporting ideas, but they are only partially developed (e.g., we will use them responsibly, sometimes students need a cold drink after recess, and the teachers love snacks/drinks). 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 introduction is not particularly strong because it is brief and does little more than communicate the writer's position. There is little evidence of grouping in the paper, mostly because there are so few related ideas to group together. Few ideas are logically sequenced, and there are not many transitions in the paper. The paper ends abruptly; the final few sentences might be the writer's attempt at a conclusion.

Style Score: 2

Word choice is mostly simple and ordinary (e.g., "we will be nice to each other. We wont get In from each other," and we have water machines but we lik soda better"). The writer makes an attempt to engage the audience (e.g., "Mrs. ____ you know how sometimes we get hot"), which contributes to the writer's tone and voice. Control of these components is not consistent, however. There is limited sentence variety.

Conventions Score: 1

Most of the attempts at sentence formation are ineffective or incorrect; there are several run-ons (e.g., "We need snack machines what if we take a test and we did not each no breakfast what whould you give us to eat..."). There are severe, frequent usage errors (e.g., "act like we suppose to so," "we did not eat no breakfast," and "what there no electricity"). In mechanics, there are several spelling errors, and paragraph breaks are missing. Internal punctuation is erratic.

Performance Level: Does Not Meet the Standard

Form Number			
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3	2	○	○
	3	○	○
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Dear Ms.

May we have drink and snack machines at our school?

I think that we should have drink machines at our school. They would be helpful because if someone forgot their water bottle at home, then if they have money, then they can get something. Also if they wanted a snack then they can get something from the machines. If a water fountain breaks down, or isn't able to make cold water, then you could just buy something out of the machine. They would also be helpful if someone was allergic to the milk in the cafeteria, then they could get something out of the machine that they weren't allergic to.

Drinks don't always have to be unhealthy. There can be things like water in them also. We can have them right outside of the gym. If you don't particularly like the water in the water fountain or the line is just too long then you could get permission to go and get something. There can also be things like Gatorade or Powerade if you don't like water very much.

When it comes to snack machines you probably think of things like M&M's and Snickers and things like that. There could be things like Power Bars

and things like that. Things that are healthy and still taste good. These things could be something for the kids to enjoy.

Right now, you are probably thinking about money issues aren't you? I have gotten all of that stuff worked out. I thought that in order to earn enough money for the machines, we could have a fund raiser. It would be fun, exciting, and worthwhile to have a fundraiser. We could do something like a car wash or a lemonade stand. It would teach us how to work to earn money. Also, it would teach us responsibility. Hopefully, we will earn enough money for the drink and snack machines. We could sell the snacks for \$1.00 each. The money we earn selling the snacks could either go to a good cause or to our school.

So, Mrs. _____, have you decided whether or not we can have snack machines? Whatever you decide, I just want you to know that I respect your decision. So may we please have a drink or snack machine at our school?

Sincerely,

Annotations for Paper 3

Persuasive Prompt 5117

Ideas Score: 5

The controlling idea (we should have drink and snack machines) is fully developed. Supporting ideas are relevant (situations in which you might need a drink machine; drinks and snacks in the machines can be healthy; we can have a fundraiser to pay for the machines). To develop these supporting ideas, the writer includes several specific details and further elaboration, all of which address several reader concerns (namely health and logistical concerns, such as “They would also be helpful if someone was allergic to the milk in the cafeteria,” “There can also be things like Gatorade or Powerade if you don’t like water very much,” and “We could do something like a car wash or a lemonade stand. It would teach us how to work to earn money”). The writer is fully focused on the persuasive topic and purpose.

Organization Score: 4

The writer demonstrates consistent control of the components of Organization. The introduction is the weakest part of the organizing strategy; the single question (“May we have drink and snack machines at our school?”) does not draw the reader in. In the body of the essay, the writer demonstrates much more control. Related ideas about drinks, snacks, and paying for the machines are grouped together. Sequencing is often logical (e.g., “Drinks don’t always have to be unhealthy. → There can be things like water in them also”). A variety of transitions link ideas (e.g., “If you don’t,” “When it comes,” “Right now”). The conclusion is appropriate for persuasive writing and provides closure (“Whatever you decide, I just want you to know that I respect your decision”).

Style Score: 4

Word choice is often precise and engaging (e.g., “if you don’t particularly like the water in the water fountain,” “you probably think of things like M ‘m’ M’s and Snickers,” and “It would be fun, exciting, and worthwhile to have a fundraiser”). The language is repetitive and simple at times (e.g., “There could be things like Power Bars and things like that. Things that are healthy and taste good. These things...”). This weakness is offset, however, by clear strengths in the other components. For instance, the writer is consistently aware of his/her audience (e.g., “Drinks don’t always have to be unhealthy,” “Right now, you are probably thinking about money issues,” and “Whatever you decide, I just want you to know that I respect your decision”). As a result, the tone is enthusiastic yet respectful. Sentences vary in length and structure.

Conventions Score: 4

Simple, compound, and complex sentences are consistently correct. There is an occasional error (e.g., there is run-on at the end of paragraph one). The elements of usage and mechanics are consistently correct. There are not many errors in the paper, but the writer does not attempt a variety of constructions.

Performance Level: Exceeds the Standard

Annotations for Paper 4

Persuasive Prompt 5117

Ideas Score: 1

The writer seems to take a position on the issue (we should add a snack and drink machine), but it is not developed. In fact, the only additional information the writer offers is that some people, such as parents, might not want snack and drink machines. A controlling idea is not established.

Organization Score: 2

This response is an example of a low 2 in Organization. There is a brief introduction. Because there are so few ideas in the response, there is little evidence of grouping and sequencing, and few transitions are used (e.g., “that why”). The final sentence is a concluding statement that reiterates the writer’s position.

Style Score: 2

This response is an example of a low 2 in Style. Although there is not much evidence of original student writing, there is some audience awareness (e.g., “that why I am sending you,” “but you cannot tack my voet for it,” and “i hope you really”). There is limited control of the other components of Style.

Conventions Score: 1

There are frequent errors in sentence formation, usage, and mechanics. Few errors interfere with meaning, but the frequency and severity of them prevents the writer from demonstrating minimal control of the components of Conventions.

Performance Level: Does Not Meet the Standard

Paper 5 (page two)

the teachers. (They might have one in their lounge already.)
Most of all it would a great way to earn money for our school. I know to buy it will be expensive, but with so many people who would be willing to buy something from the machines, we would be able to pay the cost off and have money for our school. It would awesome to have a drink and snack machine in our school.

Annotations for Paper 5

Persuasive Prompt 5117

Ideas Score: 4

The controlling idea (we should have drink and snack machines) is well developed. Supporting ideas are relevant (there are many great choices in snack/drink machines, the machines can supplement the cafeteria's offerings, students of all ages would use the machines, and the students' purchases would more than offset the cost of the machine). The writer develops these supporting ideas with specific examples, details, and some elaboration (e.g., "What about vegetarians? What happens when one day we have all meat for lunch and he/she doesn't know about it? They will be starved. If we do get the snack machine then they will be able to get something"). The development in paragraph two is not extensive, leaving some reader concerns unaddressed (e.g., what kinds of healthy snacks and junk food will be in the snack machine?). Overall, the writer is consistently focused on the persuasive topic and purpose.

Organization Score: 4

The writer demonstrates consistent control of the components of Organization. The introduction is effective because it sets the stage for the development that follows ("I mean middle schools and high schools have them. Why can't elementary schools have them too?"). Related ideas are grouped together, and ideas within paragraphs follow a logical sequence (e.g., "In the cafeteria you only have milk for lunch right? → What happens to the people who are allergic to milk?"). A variety of effective transitions link ideas (e.g., "What about vegetarians," "Still, kindergarden..." and "Most of all"). The final paragraph seems more like a body paragraph than a conclusion; the final sentence could be read as a concluding statement. Either way, the writer could have provided clearer closure.

Style Score: 4

Word choice is consistently precise and engaging (e.g., "They will be starved," "I assure you that the snacks are delicious," and "I know to buy it will be expensive, but with so many people who would be willing to buy something from the machines, we would be able to pay the cost off and have money for our school"). Audience awareness and sentence variety are effective throughout the paper. Lapses into simpler word choice are infrequent (e.g., "They have all different things you can pick from"). Overall, the writer demonstrates consistent control of the components of Style.

Conventions Score: 5

Simple, compound, and complex sentences are consistently correct, and the writer successfully forms a variety of sentences. There are very few errors in usage and mechanics.

Performance Level: Exceeds the Standard

Annotations for Paper 6

Persuasive Prompt 5117

Ideas Score: 2

The controlling idea (we should have snack and drink machines) is minimally developed. The writer includes some supporting ideas (students could get a snack if their parents forget to “pack the perfect snack,” and snacks could be healthy), but there are few details included to develop these supporting ideas (e.g., the machines could have water and cereal bars). 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. In the introduction, the writer establishes his/her position. In the body of the paper, there is little evidence of grouping, sequencing, and transitions, mostly because there are not many ideas to group, sequence, and transition between. The conclusion provides some closure.

Style Score: 2

There is some engaging word choice in the paper (e.g., “juicy mouth watering drinks,” “accidentally forgot to pack the perfect snack,” and “hardly any calories”). This effective language creates some sense of the writer’s voice and tone. However, demonstration of competence is limited by the brevity of this response.

Conventions Score: 2

The first sentence is not formed effectively, and there are a few incorrect word forms (e.g., “children might starve *of* no food at all”); otherwise, there are not many errors in the paper. Overall, demonstration of competence is limited by the brevity of the response.

Performance Level: Does Not Meet the Standard

If we get drink and snack machines at our school it will help.

It will help before tests. Kids' parents may let them take money to school to buy snacks and drinks. This will help them think better when they take the test.

It can also help raise money for the school. You can charge a little more than the ~~snack~~ ~~with~~, which can help the school make money. This money can be used for new playground equipment and lots of other things.

In addition, snack and drink machines may attract people. People that live fairly close to the school, but also close to a different school without drink and snack dispensers will want to come to this school. This will also help raise money because the more the people, the more the government pays the schools.

So you can see, we should get drink and snack machines because they help before tests, raise money, and attract people. So do you want a better school?
THEN BUY DRINK AND SNACK MACHINES!!!

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Annotations for Paper 7

Persuasive Prompt 5117

Ideas Score: 3

The controlling idea (we should have drink and snack machines) is established through relevant supporting ideas (snacks will help students think, the school can earn money, and the school would become more attractive to prospective students/parents). The writer develops these supporting ideas with some examples and details (e.g., “This money can be used for new playground equipment and lots of other things,” “This will also help raise money because the more the people, the more the government pays the schools”). Overall, there is enough information in the response to provide a sense of completeness.

Organization Score: 3

The introduction is clear, and the writer groups related ideas about snacks (will help students think, the school can earn money, and the school would become more attractive to prospective students/parents). Ideas within paragraphs follow a generally clear sequence. Some transitions link ideas (e.g., “This will help,” “In addition” and “So as you can see”). The conclusion provides clear closure. Overall, the writer demonstrates sufficient control of the components of Organization.

Style Score: 3

Word choice is generally interesting (e.g., “people live fairly close to school,” “drink machines may attract people,” “the more the government pays the schools”). There are some lapses into simple, repetitive language (e.g., “lots of other things”). The writer’s voice and tone are clear. There is some evidence of audience awareness (e.g., “which can help the school make money” and “So do you want a better school?”). Sentences vary in length and structure. Overall, the writer demonstrates sufficient control of the components of Style.

Conventions Score: 3

There are not many errors in this response. Sentence formation and the elements of usage and mechanics are generally correct. This paper is relatively brief, however. More evidence of original student writing could have resulted in a higher score in Conventions.

Performance Level: Meets the Standard

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Dear 5th graders,

Do you wonder how many science field trips we have this year? Do you think we don't have enough? All we have are field trips to Fernbank. But now I have planned a trip to Rock City! Rock City is a place where there is tons of rocks and you learn all about them.

Rock City has natural wonders like the balancing rock, caves, and a look out mountain.

During the tour, you go past the wobbly bridge. After ward you can stop by Look out Mountain. From Look out mountain you can see seven states! Then you have to walk past Goblin cave and Lovers Leap. Lovers Leap has a beautiful water fall.

Next is Fat Man Squeeze, Fat Man Squeeze is a small, narrow hole between two rocks which are smushed together. It's really hard to get through! If you make it out of Fat Man Squeeze, you'll enter Fairyland caverns.

Fairyland caverns is a magical cave with windows and openings to stories. Inside one window, you might see Sleeping Beauty. In another one, you might see Little Red Riding Hood. At the end theres a whole valley Full of all the story book characters.

There's also a souvenir store. If you want to buy something for someone, there are magnets, teddy bears,

Paper 8 (page two)

frames, etc.

Above it all, it's really fun. So if you want to come, bring a twenty dollar bill and extra money if you want a souvenir, by December 5th.

I know that whoever comes will definitely love it.

Sincerely,

P.S. Ask your parents first!

Annotations for Paper 8

Informational Prompt 5213

Ideas Score: 4

The controlling idea (the class should take a field trip to Rock City) is well developed. Supporting ideas are relevant (students will visit Look Out Mountain, Fat Man Squeeze, Fairyland Caverns, and the souvenir store). The writer develops these supporting ideas with specific details (e.g., “From Lookout Mountain you can see seven states,” “Fat Man Squeeze is a small, narrow hole between two rocks which are smushed together,” and “Inside one window, you might see Sleeping Beauty. In another one, you might see Little Red Riding Hood”). Elaboration of these details is not always extensive, but the writer is consistently focused on the informational topic and purpose.

Organization Score: 4

The writer demonstrates consistent control of the components of Organization. The introduction is effective because its rhetorical questions set the stage for the development that follows (“Do you wonder how many science field trips we have this year? Do you think we don’t have enough?”). Related ideas are grouped together, and ideas within paragraphs follow a logical sequence (e.g., “Then you have to walk past Cybolin Cave and Lovers Leap. → Lovers Leap has a beautiful waterfall”). A variety of transitions link ideas (e.g., “During the tour,” “Next is,” and “If you make it out”). The final paragraph gives a new but related idea for the reader to consider.

Style Score: 4

Word choice is often precise and engaging (e.g., “natural wonders like the balancing rock,” “narrow hole between two rocks,” and “a magical cave with windows and openings to stories”). This effective word choice leads to a knowledgeable tone and a clear voice. Lapses into simpler language are rare (e.g., “Its really hard” and “its really fun”). Sentences vary in length and structure.

Conventions Score: 4

Simple, compound, and complex sentences are consistently correct, with some variety. The elements of usage are consistently correct. Most elements of mechanics are correct, but some internal punctuation is missing (e.g., “Its really hard,” “theres a whole valley full,” and “its really fun”). Overall, the writer demonstrates consistent control of the components of Conventions.

Performance Level: Exceeds the Standard

Dear Mrs _____'s Class,

I am pleased to inform you that we will be going on a field trip to a factory. The purpose of going is to see how a company works together. We will be studying and observing what sort of mathematical data they use and what sort of classification they use.

While we are there we will see what kind of technology that they use to make their job easier. Also, we will study how, where, what, and when, they do their job, what's the purpose of the job and all sorts of interesting facts.

What you will need to bring with you is, a pair of sunglasses, a pair of gloves, a packed lunch and a waterbottle. We will eat lunch there and do some very exciting activities preserved for us at the factory.

If your parents would like to sign up to be a chaperone the cost is only five dollars. Parents we hope you will be able to come and help us. If you have any question about the field trip please call me at, _____ or you can E-mail me at, _____.

I'm looking forward to having a marvelous time!!! I hope to see everyone early in the morning, so we can take the bus all the way to the factory to learn some very important

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Paper 9 (page two)

facts about the business of today! Have a good day
and I hope to see you in the morning!!

P.S. Be sure to be at the school about
7:10 so we can get ready to leave!!

From Your Teacher,
Mrs.

Annotations for Paper 9

Informational Prompt 5213

Ideas Score: 3

The controlling idea (class trip to a factory) is sufficiently developed. Supporting ideas are relevant (learning about the factory’s techniques, what students need to bring with them, and how parents can chaperone). The writer develops these supporting ideas with some examples and details (e.g., “we will be studying and observing what sort of mathematical data they use and what sort of classification they use,” and “What you will need to bring with you is, a pair of sunglasses, a pair of gloves, a packed lunch and a waterbottle”). The writer does not elaborate much on these details, leaving some reader concerns unaddressed (e.g., what kinds of “very exciting activities” will the students do?). 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 provides a broad overview of the trip. Related ideas about what students will learn, what they need to bring, and how parents can chaperone are grouped together. Ideas within paragraphs follow a generally clear sequence, but they don’t always build logically on one another. Some transitions link ideas (e.g., “While we are there” and “also”). The conclusion provides clear closure.

Style Score: 4

Word choice is consistently precise and engaging (e.g., “observing what sort of mathematical data they use,” “what’s the purpose of the job,” and “sign up to be a chaperone”). This effective language helps create an enthusiastic voice and a knowledgeable tone (“I’m looking forward to having a marvelous time”). Sentences vary in length and structure.

Conventions Score: 4

Simple, compound, and complex sentences are consistently correct. Most elements of usage and mechanics are also correct. There is some missing internal punctuation, but, overall, the writer demonstrates consistent control of the elements of Conventions.

Performance Level: Meets the Standard

I am Ms. _____ and I have been chosen to pick a fieldtrip for the class. I think that we should go to Malibu Grand Prix. Me and the class would be able to ride the water rides, the go-karts, and play in the arcade. The class will be so excited to go to Malibu. I will surprise them with this great news. I came to tell the class about the fieldtrip the next morning. The next day we went on the fieldtrip. Everybody rode rides and played games. The class was happy and I was happy too. We had an awesome time.

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3	2 2
4	0 0
5	0 0
6	0 0
7	0 0
8	0 0
9	0 0

Annotations for Paper 10

Informational Prompt 5213

Ideas Score: 1

The writer begins to describe a field trip to Malibu Grand Prix, but provides very little information about what students will do there. The writer does jot a brief list of activities (e.g., ride rides and play games) but includes essentially no details to develop these supporting ideas. In the middle of the response, the writer transitions to a narrative format, in which he/she informs the class about the field trip and how the class had an “awesome time.” The writer is not focused on the informational topic and purpose.

Organization Score: 2

The writer demonstrates minimal control of the components of Organization. In the brief introduction, the writer announces the field trip destination. Because there are so few ideas in the body of the essay, there is limited evidence of grouping, sequencing, and transitions (e.g., “The next day”). The brief conclusion offers some closure.

Style Score: 2

There is some interesting word choice in the response (e.g., “so excited,” “surprise them,” and “had an awesome time”) which creates some sense of the writer’s voice and tone. However, the brevity of the response limits demonstration of competence in Style.

Conventions Score: 2

The paper has few errors in any of the components of Conventions. However, the brevity of the response limits demonstration of competence.

Performance Level: Does Not Meet the Standard

Dear fellow classmates,

As your planner for the next field trip, I am proud to say that everything is scheduled out for it. Our field trip will be at a zoo exhibit! I have planned and figured out when, where, and how all of the events will be held. So listen up! You need to know all of this information.

Form Number			
5	2	1	3
●	1	0	0
●	●	●	1
3	2	2	2
●	●	●	4
●	●	●	4
●	●	●	5
●	●	●	6
●	●	●	6
●	●	●	7
●	●	●	8
●	●	●	9

The journey will begin at 8:00 am sharp, bright and early. We will put all of the drinks and lunches in to one big cooler, and we students will all board one of the school buses, teachers, cooler and all. It will take us about 45 minutes to get there, so 8:45 is the time it will be the moment you step off that automobile. We will then organize you depending on where you are in the alphabet. After all that is finished, be prepared to enter a world of nature and its surroundings!

First, our tour guide, George, will direct us to the birds and their homes, where we will see eagles, vultures, hawks, robins, and blue jays. After that, George escorts us to one of the most interesting parts of the entire zoo: the amphibian-reptile house! (This will start at 9:20.) Frogs, poisonous salamanders, toads and snakes will greet us from their tiny little tanks that they now live in. At 10:15, we will enjoy our 15 minutes with the funny, swinging dare devils of the trees, also known as the monkeys and the apes! George will tell us about their lifestyle and how they interact with each other. We will soon leave that

Paper 11 (paper two)

exhibit and move on to our lunchtime at 10:45. We only have 30 minutes of lunch to eat and 20 minutes of recess, so eat quicker than usual.

At 11:25, we will explore the life of a brown grizzly bear, as we watch him eat, sleep, or even roar in his unusual outdoor habitat. Make sure and remember to bring a camera, because you do not want to miss a single moment of footage of these furry critters.

I have saved the best for last. At 12:00, we will see a ferocious kitty, perched upon a big stone: the tiger. It is so interesting, you will want to press your face up on the glass. Cool, huh?

I really hope you will enjoy this trip, and I know that I will! From the monkeys to the razor-teethed bloodthirsty tigers, it is all great. Wear dirty, yucky clothing, and if you want to, you can bring one of your parents along with you. If we all can cooperate, everything will go smoothly. Just bring a camera, wear tennis shoes, and have fun, too!

Signed,

Annotations for Paper 11

Informational Prompt 5213

Ideas Score: 5

The controlling idea (a class trip to the zoo) is fully developed. Supporting ideas are relevant (logistics and the different areas of the zoo the students will visit, including areas for birds, reptiles/amphibians, monkeys, and tigers). The writer develops these supporting ideas with specific examples, details, and further elaboration (e.g., “put all of the drinks and lunches into one big cooler,” “Frogs, poisonous salamanders, toads and snakes will greet us from their tiny little tanks,” and “Make sure and remember to bring a camera, because you do not want to miss a single moment of footage”). The information in the response addresses a variety of reader concerns. The writer is consistently focused on the informational topic and purpose.

Organization Score: 5

The writer demonstrates a full command of the components of Organization. The introduction is clear and provides a call to action, which draws the reader in (“So listen up! You need to know all of this information”). In the body of the essay, the writer groups related ideas about logistics and visiting specific parts of the zoo. Ideas consistently build logically on one another (e.g., “We will soon leave that exhibit and move on to our lunchtime at 10:45. → We only have 30 minutes ... to eat ... so eat quicker than usual”). A variety of effective transitions link all parts of the response (e.g., “After all that is finished,” “At 11:25,” and “I have saved the best for last”). The conclusion offers an effective summary without repetition.

Style Score: 5

The writer uses a variety of carefully crafted phrases to engage the audience and establish an appropriate tone (e.g., “Be prepared to enter a world of nature,” “the funny swinging daredevils of the trees,” and “the razor teathed bloodthirsty tigers.” The writer’s voice is clear and strong throughout the paper. There is considerable variation in sentence lengths, structures, and beginnings. Overall, the writer demonstrates a full command of the components of Style.

Conventions Score: 5

Simple, compound, and complex sentences are clear and correct in a variety of contexts. All elements of usage and mechanics are consistently correct with few, minor errors (e.g., its/it’s confusion). Overall, the writer demonstrates a full command of the elements of Conventions.

Performance Level: Exceeds the Standard

1 Have you ever been to Six Flags? It's a wonderful place, there's great rides, food, and games. I like riding the ~~Scream Machine~~ that's my favorite roller coaster there. I love Six Flags. It's the best place to be during any season except winter. It might be expensive, but it's worth it. I love going to Six Flags. It's a fun place there's even a band there!

Form Number			
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2 When you see the shows they have, it's cool and funny. I just love the shows there at Six Flags. I also love the rides like mine train, Acrophobia, and Skull Island. It's the coolest thing at Six Flags. I love going to Six Flags Over Georgia!

3 Six Flags has pretty good food like fries, corn dogs, and hamburgers. I love the diners they have and pretty good. My favorite diner is the Burger Shack. I love that place they're french fries are awesome. That's all about the food.

4 There's this device called a Q-bot where you make a reservation and you wait until it beeps then it will give you a time to come back. You can make more than one reservation at a time. When you hear the Q-bot start beeping then go to the ride you reserved. That's all about the Q-bots.

Annotations for Paper 12

Informational Prompt 5213

Ideas Score: 3

The controlling idea (class trip to a Six Flags) is sufficiently developed. Supporting ideas are relevant (rides/shows, food, and Q-Bot). The writer develops these supporting ideas with some examples and details (e.g., “I also love the rides like minetrain, Acrophobia, and Skull Island,” “My favorite diner is the Burger Shack. I love that place they’re french fries are awesome,” and “you make a reservation and you wait until it beeps then it will give you a time to come back”). The writer does not elaborate much on these details, leaving some reader concerns unaddressed (Why is Acrophobia such a good ride?). Overall, there is enough information in the response to provide a sense of completeness. This response is an example of a low 3 in Ideas.

Organization Score: 3

The writer demonstrates sufficient control of the components of Organization. The introduction is clear and provides a broad overview of the attractions at Six Flags. Related ideas about rides, food, and Q-Bot are grouped together. Ideas within paragraphs follow a generally clear sequence, but they don’t always build logically on one another. Some transitions link ideas (e.g., pronoun substitution like “it” for “Q-Bot”). The paper lacks a conclusion, which is one of the reasons this paper falls at the low end of the 3-range in Organization. Note that the numbering of paragraphs has neither a positive nor negative effect on the Organization score.

Style Score: 3

Word choice is generally interesting (e.g., “it might be expensive but its worth it,” “the fries are awesome,” and “you can make more than one reservation at a time”). There are some lapses into simple, repetitive language (e.g., “It’s the best place,” “It’s a fun place,” and “I love that place”). The enthusiastic tone is appropriate to the informational topic and purpose, and the writer’s voice is clear. There is some sentence variation. Overall, the writer demonstrates sufficient control of the components of Style.

Conventions Score: 3

The majority of sentences are clear and correct, but there are some run-ons (e.g., “I like riding the Scream Machine that’s my favorite roller coaster there,” and “I love that place they’re French fries are awesome”). Usage is generally correct, but there are some incorrect word forms (e.g., “There’s great rides,” and “they’re french fries”). The elements of mechanics are generally correct. Overall, the writer demonstrates sufficient control of the components of Conventions.

Performance Level: Meets the Standard

Annotations for Paper 13

Informational Prompt 5213

Ideas Score: 2

The controlling idea (a class trip to the mountains) is minimally developed. Supporting ideas are relevant (e.g., mountain climbing, playing in the snow, hang gliding, and taking pictures). Most of these supporting ideas are simply listed, but the writer includes some details to develop the supporting idea of taking pictures (e.g., the class could show the pictures to their friends). 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. In the brief introduction, the writer announces the field trip destination. Because there are so few ideas in the body of the essay, there is limited evidence of grouping, sequencing, and transitions (e.g., “then we could”). The brief conclusion offers some closure.

Style Score: 2

There is some interesting word choice in the paper (e.g., “look down at the mountains and the snow”), but the language also gets repetitive (e.g., the writer often uses the phrase “we could”). This inconsistency in word choice also affects the tone (enthusiastic in some parts, flatter in others). There is limited sentence variety in the response.

Conventions Score: 2

Many of the sentences in the paper are correct but simple. The writer overloads a few of the sentences, and the final attempt is a fragment. Most elements of usage and mechanics are correct, but there are capitalization errors. Overall, there are not many errors, but competence is limited by the brevity of the response.

Performance Level: Does Not Meet the Standard

The day ~~my~~ ago changed

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One night I went to bed at
and I wakened the next morning
I woke up and I was twenty
know one knew me people
were like how did you get
twenty. Went + went to the store
know one knew me any more and
if they did they would
say you look different when
I went back to bed I turned to asine

Annotations for Paper 14

Narrative Prompt 5308

Ideas Score: 1

The writer attempts a brief narrative about waking up as an older person; it contains very few details. The reader learns little more than the fact that people don't recognize the writer. There is not enough development to demonstrate minimal competence. Note that the writer seems to have misread the prompt. Instead of waking up 20 years older, he/she wakes up aged 20. This misreading does not affect the Ideas score.

Organization Score: 1

The paper does have a brief introduction, body, and conclusion, but there is not enough evidence to demonstrate competence in Organization.

Style Score: 1

There is not enough evidence in this response to demonstrate competence in Style.

Conventions Score: 1

There is not enough evidence in this response to demonstrate competence in Conventions.

Performance Level: Does Not Meet the Standard

I woke up one day and looked into the mirror. "I've grown older," I thought, "But how is that possible? Well since I'm older, I should get a job."

I was going through the job list, when suddenly, I saw this: Help wanted, pizza chef needed. "Pizza chef?" I asked to myself, "That's for me!"

Pizza Hut was my destination. A man outside the store approached me and said, "Are you a good chef?" "You bet," I said proudly, "I made pizzas since I was 10." "Fantastic! I'll hire you if you promise no wild parties!" "I promise" Then the boss shook my hand. That's when I began to make the pizzas.

Making money was easy. The boss congratulated me with \$10 every hour he heard the customers say, "Compliments to the chef!" I must have made \$60 by now. 4 more and I'll have \$100! I was having the time of my life!

I was throwing a pizza up and down, up, down, up, down, up... still up? The pizza was stuck on the ceiling. So I went to get a ladder (simple really). Once I came back, there was a wild disco party. "I'm very disappointed in you," the boss said angrily, "You promised no wild parties!" "Yeah but..." "No buts! You're fired!"

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Annotations for Paper 15

Narrative Prompt 5308

Ideas Score: 3

The writer’s story about waking up twenty years older is sufficiently developed. The narrative has one main supporting idea (i.e., one narrative event)—getting a job at Pizza Hut. The writer develops this supporting idea with some details and elaboration (e.g., getting the job, making money, and losing the job). Parts of the story are underdeveloped, leaving some reader questions unanswered (e.g., how did the “wild disco party” develop, and what was the writer’s involvement in it?). The story contains sufficient information to provide a sense of completeness.

Organization Score: 3

The writer demonstrates sufficient control of the components of Organization. The introduction is clear. The parts of the paper follow a clear chronological sequence (getting the job → making money → losing the job). Some transitions link ideas in the story (e.g., “Then the boss,” “That’s when,” and “Once I came back”). The conclusion is very brief.

Style Score: 4

Word choice is consistently precise and engaging (e.g., “I was going through the job list when suddenly, I saw this” “the boss congratuated me with \$10 every hour he heard the customers say, ‘compliments to the chef,’” and “the boss said angrily”). This effective language helps create an enthusiastic voice and a humorous tone (“So I went to get a ladder (simple really)”). Sentences vary in length and structure.

Conventions Score: 4

Simple and complex sentences are consistently correct. Most elements of usage are correct, with the exception of a few incorrect word forms (e.g., “Your fired!”). Most elements of mechanics are consistently correct, including the effective use of internal punctuation (e.g., commas, quotation marks). There are a few spelling errors (e.g., “congraduated”). Overall, the writer demonstrates consistent control of the elements of Conventions.

Performance Level: Meets the Standard

Paper 16

Hi, my name is _____ and I had the weirdest day five years ago. I was ten years old and had a normal life but it changed. I was at school like always and suddenly a small blue rock fell on my desk it was a magic rock. So I took it home my mom and dad was there and I knew I was in trouble. So I went to bed early and wished I was thirty years old. When I woke up I had a six pack I was an adult! I knew I needed a career so I looked in the newspaper and I found one.

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A artist had quit so I took his place. I would get a great amount of money. My boss was very nice he said "Every artist has a heart for art and your heart is bigger than the sun itself." I work for 20 days since I got the job. One day my boss gave every one a sheet of paper saying "A art contest is being held in Savannah, Georgia this Friday and the winner gets \$10,000,000,000 dollars and a white laemo! Everybody entered but the problem was that I did not know what to draw. So I drew the mountains with snow and a light from god. They announced the winner it was me! Now the only problem is about a girl named Angel.

The next day I had a beautiful girl named Angel chasing me. I said "I'm too young to kiss girls!" So I ran in the mall and hid for a long, long, long, time. Soon she left.

One of my friends named _____, found a red rock it was very rare. It had the power to reverse spells but a need a spell box. We found it but it was \$50,000,000,000 dollars!

I needed more money so I got a job at planet tool it was cool and hard work.

As soon as I was about to buy the book and the rock Angel found me and chased me. And somehow I said a magic word and I was a kid again and the Angel cried and ran away. I had a normal

Paper 16 (page two)

life and I thought of how hard it is to lose someone. I had decided to turn into 30 again and we got married and lived happy ever after.

Annotations for Paper 16

Narrative Prompt 5308

Ideas Score: 4

The writer's story about waking up twenty years older is well developed. The main supporting ideas (i.e., narrative events) are relevant (getting a job as an artist, meeting a girl, and discovering how to reverse the spell). The writer develops these supporting ideas with specific details (e.g., One day my boss gave everyone a sheet of paper saying 'A art contest is being held in Savanna, Georga this Friday and the winner gets \$10,000,000,000 dollars,' and "One of my friends named Diago, found a red rock it was very rare. It had the power to reverse spells"). Some parts of the story are not well elaborated, leaving some reader concerns unaddressed (e.g., the reader learns little about Angel). Overall, the writer is consistently focused on the narrative topic and purpose.

Organization Score: 4

The writer demonstrates consistent control of the components of Organization. The introduction is clear and sets the stage for the story ("suddenly a small blue rock fell on my desk ... it was a magic rock ... I went to bed early and wished I was thirty years older"). The parts of the paper follow a clear chronological sequence (wishing to be older → getting a job as an artist → meeting Angel → discovering how to reverse the spell → going back to being 30 to be with Angel again). A variety of transitions link ideas in the story (e.g., "When I woke up," "but the problem was," and "As soon as I was about to buy the book"). The conclusion is very brief.

Style Score: 4

Word choice is consistently precise and engaging (e.g., "Every artist has a heart for art and your heart is bigger then the sun itself," "I drew the mountains with snow and a light from god," and "It had the power to reverse spells"). This effective language helps create a clear, consistent voice and tone. Sentences vary in length and structure. There are some instances in which the writer loses control of language (e.g., "but a need a speel box"). Overall, the writer demonstrates consistent control of the components of Style. This paper is an example of a low 4.

Conventions Score: 3

Sentences are generally correct, but there are quite a few run-ons as well (e.g., "They announced the winner it was me"). Usage is generally correct, but there are some incorrect word forms (e.g., "bigger then the sun," "to young to kiss girls," and "lived happ ever after"). The elements of mechanics are generally correct, but there are some spelling errors (e.g., "speel" instead of "spell"). Overall, the writer demonstrates sufficient control of the elements of Conventions.

Performance Level: Meets the Standard

One foggy morning when I woke up I
when in the bathroom and wade my self.
I wade 110 pounds. I said "oh no just
yesterday I wade 77 pounds," what
have I done." Next I looked in the
mirror and it started to talk to me
it said you are now 20 years old.

Form Number			
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●	●	④	④
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●	●	⑥	⑥
●	●	⑦	⑦
●	●	⑧	⑧
●	●	⑨	⑨

I screamed I didn't know what was
going on at all! This little KPD came up
to me and said "what's rang mommy why
are you screaming?" "Who are you" I said
with a scream. I think I sould go and
get a cold pack of ice to cool me down
and take a nap. And see if that will
work. A couple of hours later I woke
up and ran into the bathroom and I wade
my self and I wade 77 pounds. I said "
what I thought, weird". I head my mom call
hurry up it's almost time to go
to school. The I looke in the mirror and
I was start again. Then I figured out
that it was all just a dream.

Annotations for Paper 17

Narrative Prompt 5308

Ideas Score: 2

This narrative is minimally developed. Supporting ideas (i.e., narrative events) are relevant (evidence of having aged, meeting a future daughter, and realizing the experience was a dream). The writer includes few details to develop these supporting ideas (e.g., “This little kid came up to me and said ‘what’s wrong mommy why are you screaming?’”). Overall, there is not enough information in the response to provide a sense of completeness.

Organization Score: 3

The writer demonstrates sufficient control of the components of Organization. The introduction to the story is clear and sets the stage for the development that follows (“I when in the bathroom and wade my self. I wade 110 pounds”). The parts of the paper follow a clear chronological sequence (evidence of having aged → meeting a future daughter → realizing the experience was a dream). Some transitions link ideas (e.g., “Next I looked in the mirror,” “A couple of hours later,” and “Then I figured out”). The conclusion is brief but provides some closure. Because this response is relatively brief, it is an example of a low 3 in Organization.

Style Score: 3

Most of the word choice is interesting (e.g., “One foggy morning,” “I said with a scream,” and “a cold pack of ice”). The writer’s tone and voice are clear (“oh no just yesterday I wade 77 pounds, what have I done”). There is some sentence variation. Because this response is relatively brief, it is an example of a low 3 in Style.

Conventions Score: 2

There are some correct sentences in the paper, but there are also run-ons (“I screamed I didn’t know what was going on at all”) and fragments (“And see if that will work”). Some elements of usage are correct, but there are several incorrect word forms (e.g., “I when in the bathroom” and “The I looke in the mirror”). Some elements of mechanics are correct, but there are no paragraph breaks, and there are several misspellings (e.g., “wade” and “rong”). Overall, the writer demonstrates minimal control of the elements of Conventions.

Performance Level: Does Not Meet the Standard

As I wake up, I see that I am 30 years old. I look to see if I am dreaming. But I am not dreaming. It is true, I am 30 years old. Well this is how it happened.

I remembered that last night I got mad with my mom. I went out side to see the stars. It was a very clear night. Then I saw it, a Shooting Star. I made the wish, I said, "I wish I was 30." I made that wish so when I am 30 I can go live somewhere else. But I was wrong.

I have to look for a job. Get a place to live. Look for transport. I also need food. I can't go live with my mom. Because she will kick me out because all the stuff I did last night.

Maybe I can go to a friend, no because I'm too big and their parents will say no. Well I guess I will sleep in the tree house. At night I sat in the tree house and looked at the stars. I saw a Shooting star again. I made the wish "I wish I was 10 again."

I went to sleep. In the morning I woke up. I was 10 again. I was

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Paper 18 (page two)

so happy. I went inside my house. No body was home.

I look everywhere. Then I saw my mom crying. I said "Mom is every thing OK?" "Is that you" she said. "Yes mom it's me" "Ho where war you". "Ho I'll tall you the story laeter Hoos. (Yes, I got growed till I was 13. But I leard something, I will never do it again).

Annotations for Paper 18

Narrative Prompt 5308

Ideas Score: 3

The writer's story about waking up twenty years older is sufficiently developed. The main supporting ideas (i.e., narrative events) are relevant (wishing to be 30, trying, in vain, to find a place to live, and successfully wishing to be 10 again). The writer develops these supporting ideas with some details (e.g., wishing on a shooting star, considering staying with a friend but realizing the friend's parents would object, and getting grounded). None of the narrative events is well elaborated, but there is enough information to provide a sense of completeness.

Organization Score: 3

The writer demonstrates sufficient control of the components of Organization. The introduction is clear. The parts of the paper follow a clear chronological sequence (wishing to be 30 → trying, in vain, to find a place to live → successfully wishing to be 10 again). Some transitions link ideas in the story (e.g., "Then I saw it," "At night," and "In the morning"). The conclusion provides closure.

Style Score: 3

Word choice is generally interesting (e.g., "a very clear night" and "I sat in the tree house and looked at the stars"). There are some lapses into simpler language (e.g., "all the stuff I did last night"). The writer's voice and tone are clear (e.g., "Well this is how it happened," "But I was wrong," and "I leard something"). There is some sentence variation. Overall, the writer demonstrates sufficient control of the components of Style.

Conventions Score: 3

Sentences are generally correct, but there are some fragments in the response (e.g., "Get a place to live" and "Look for transport"). The elements of usage are generally correct, but there are some incorrect word forms (e.g., "to big" and "I look everywhere"). The elements of mechanics are generally correct, but there are some misspellings (e.g., "remedered," "jod," and "moring"). Overall, the writer demonstrates sufficient control of the elements of Conventions.

Performance Level: Meets the Standard

"Oh my gosh!" When I ^{wake} up this morning, I wasn't the same 10 year old I went to bed as. I woke up a 30 year old woman. I don't believe this! I wonder what happened to me. Overnight! I fix myself some breakfast, careful not to wake anyone. If my family sees me like this, they would totally freak. I am still trying to figure out how this happened to me.!

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I wonder what my mom would think if she sees her precious little girl was turned into a 30 year old woman. "Oh Lord, please help me." I cry. I long to be 10 again. I look at myself in the mirror again. "Maybe being 30 won't be so bad after all," But, I need clothes. "I couldn't go out looking like this. Too small P. Jr. Who do you think I am? Lura the Clown? I slipped on one of my mom's outfits. A little too big but it's OK. I think I want to go to the mall. I didn't know how to drive though.

I skipped! "Oh boy!" I said to no one in particular. I call a cab and realize that I don't have any money. Not thinking, I ask mom. "Mom can I borrow some money?" "WHO ARE YOU ???!!!" Mom sounded with rage. I ran out of her room quick, fast, and in a hurry. I think she yelled so loud, they heard her in China, or she called the police. Whichever, the cops came knocking on the door like it was an emergency. "Who is it?" I called. "Officer Dan," answered someone. "Just a minute." I sang, I opened the door.

"Can I help you?" "We just heard you scream a mile away. "Oh heavens no, I can't scream that loud." "Well mom, we'll be on our way. Whew! Just then Mom came out. "THERE SHE IS!!!!" I ran. They chased. I lost them. I took a cab to the mall. I found a

Paper 19 (page two)

Store called 30 & 50. I went in. The clothes were 0.1c. I tried some on. I told the clerk to hold them until I got back. I got back in the cab. "To the bank," I said "Punch it!" I withdrew \$50.00 from my trust fund. I hope I got a scholarship. I paid the cab driver for both trips which left me with \$53.7. Back at 30 & 50, I spent \$93.57. I wore one of my outfits out of the store. I went to the Food Court also. I was craving Subway. I got a turkey sub with lettuce, pickles, mayo, mustard, oil, and vinegar. I also got an oatmeal raisin cookie. I wanted some shoes to go with my outfit. I went in Shoe Fair. I bought some red shoes with blue ribbon on the side. They cost me \$23.95. I went home to be greeted by a very unwelcoming family. "Who are you?" "What have you done with ~~me~~?" "I am ~~me~~." "Prove it." I showed them my three birthmarks. "Oh my." "It is her." "I knew it all along." "What happened to you?" "I don't know I wake up like this." I think I need to lay down. Now I know what they mean when they say shop til you drop. I shopped. Now it's time to drop.

Annotations for Paper 19

Narrative Prompt 5308

Ideas Score: 5

The writer's story about waking up twenty years older is fully developed. The main supporting ideas (i.e., narrative events) are relevant (waking up aged 30, not being recognized by mom, getting chased by the police, going shopping, and returning home). The writer develops these supporting ideas with specific details and elaboration (e.g., I fix myself some breakfast careful not to wake anyone. If my family sees me like this, they would totally freak," "the cops came knocking on the door like it was an emergency," "I paid the cab driver for both trips which left me with \$537. Back at 30 2 50, I spent \$93.57," and "'Prove it.' I showed them my three birthmarks"). The information in the story addresses many reader concerns, and the writer is fully focused on the narrative topic and purpose.

Organization Score: 5

The writer demonstrates a full command of the components of Organization. The introduction is clear and sets the stage for the story (recognizing that suddenly being 30 will present some challenges). The parts of the paper follow a clear chronological sequence (waking up aged 30 → not being recognized by mom → getting chased by the police → going shopping → returning home). Details associated with narrative events are grouped and follow a logical sequence (e.g., "she called the police" → "the cops came knocking on the door like it was an emergency"). A variety of effective transitions link ideas in the story (e.g., "Too small P.J.s. Who do you think I am? Luna the Clown?" "I can't scream that loud," and pronoun substitution like "they" for "shoes"). The conclusion provides clear, effective closure ("I shopped. Now it's time to drop").

Style Score: 5

The writer uses a variety of carefully crafted phrases to engage the reader and create an effective, humorous tone (e.g., "If my family sees me like this, they would totally freak," "Too small P.J.s. Who do you think I am? Luna the Clown?," "Whichever, the cops came knocking on the door like it was an emergency"). The writer's asides demonstrate clear audience awareness (e.g., "I withdrew \$500.00 from my trust fund. I hope I get a scholarship"). There is extensive variation in sentence lengths, structures, and beginnings, and the writer's voice is clear throughout the paper. Overall, the writer demonstrates a full command 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. The writer often uses functional fragments for stylistic effect (e.g., "A little too big but it's O.K."). Functional fragments are not considered sentence errors. All elements of usage and mechanics are consistently correct. The errors in the paper are very minor and do not interfere meaning.

Performance Level: Exceeds the Standard

Paper 20

Hello, my name is _____ and I was 11 years old, but now I am 31 years old. In one night I grew 20 years older. It only took me 10 hours to grow! Can you believe it!

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7	7
8	8
8	8

I'm going to tell you my story. It all began one afternoon, after school, a very cute boy in school had asked me if I could be his girlfriend. I wrote him a note saying "yes." But there was a problem. A girl named _____ liked him. When she knew that _____ had asked me to be his girlfriend, she got so jealous.

She came up to me and said "I have a present for you!" "What is it," I cheered. "It is a special lotion" she answered. "Really!" I cheered again. She showed me the lotion. It was so shiny and so sparkly. "I.....I can't excepted it" I said in a sad voice. "Oh, come on, I bought this for nothing" she mowned. She begged and begged and begged until I couldn't support her! "Oh" I screamed. She handed me the shiny lotion.

"Now, you have to put this lotion on nights only" she demanded. "I heard the you and I are boyfriend and girlfriend, this is going to make you so, so, so pretty," she said. "Ok," I said. That same night I went up stairs and into my room to try out the lotion. I opened the bottle. The lotion was so sparkly. "This is so going to work," I told myself. I rubbed on some. But I didn't know that Rosie gave me the lotion to make me 20 years older, and so that I wouldn't like me any more!

I went to sleep after I finished rubbing the lotion on me. The next morning I woke up to check how the lotion had left me. "Aaaaaah" I screamed! "I'm 20 years older," I screamed again. I read the bottle and it said this - spell stay for 24 hours. I knew this was going to be my worst day.

Annotations for Paper 20

Narrative Prompt 5308

Ideas Score: 4

The writer's story about waking up at the age of 31 is well developed. The main supporting ideas (i.e., narrative events) are relevant and focus mostly on how the writer came to be 31 (becoming Marvin's girlfriend, encountering Rocio and the "special lotion," applying the lotion, and waking up the next day 31 years old). This approach is acceptable. The writer develops these supporting ideas with specific details (e.g., "When she knew that Marvin had asked me to be his girlfriend, she got jealous," "She showed me the lotion. It was so shiny and so sparkly," and "I read the bottle and it said this – spell stay for 24 hours"). Some parts of the story are not well elaborated, leaving some reader concerns unaddressed (e.g., the reader learns little about why Marvin is such a heart throb). The writer is consistently focused on the narrative topic and purpose.

Organization Score: 4

The writer's organizing strategy is appropriate to the narrative topic and purpose (setting the tension through a love triangle → foreshadowing downfall through the "special lotion" → downfall realized). The details associated with these narrative events are grouped and follow a logical sequence (e.g., "Marvin, a very cute boy in school had asked me if I could be his girlfriend. → I wrote him a note saying 'yes.'"). A variety of transitions link ideas (e.g., "But there was a problem," "that same night," and pronoun substitution like "it" for "lotion"). The conclusion is a cliffhanger ("I knew this was going to be my worst day"). The reader is left intrigued but not clueless; it is clear that the immediate future is grim for the story's hero. The introduction is a weakness in the paper; in it, the writer notes, "I'm going to tell you my story"—not an especially effective way to draw the reader in. Overall, the writer demonstrates consistent control of the components of Organization.

Style Score: 4

Word choice is consistently precise and engaging (e.g., "she got so jelus," "Oh, come on, I bought this for nothing,' she mowned," and "Now, you have to put this lotion on night only,' she demanded"). This effective language helps create a clear, consistent voice and tone. Sentences vary in length and structure. There are some instances where the writer loses control of language (e.g., "I read the bottle and it said this – spell stay for 24 hours"). Overall, the writer demonstrates consistent control of the components of Style.

Conventions Score: 4

Simple, compound, and complex sentences are consistently correct. Sentence errors are infrequent (e.g., "I heard the you and Marvin are boyfriend and girlfriend, this is going to make you so, so, so pretty"). Most elements of usage are correct; word forms are occasionally incorrect (e.g., "I heard the you" and "spell stay for 24 hours"). Most elements of mechanics are correct. There are a few misspellings (e.g., "jelus" and "mowned"). Overall, the writer demonstrates consistent control of the elements of Conventions.

Performance Level: Meets the Standard

Score Key – Grade 5 Sample Papers

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