



Georgia Grade 5 Writing Assessment 2014

Writing Topics and Sample Papers

Persuasive Writing Topic 5113

Your school will be giving out student awards at the end of the year. Your teacher will decide who will receive the “Most Responsible Student” award.

Who do you think should win the award? Write a letter to convince your teacher why you or someone else should win the award.

Informational Writing Topic 5209

A hobby is something people enjoy doing in their free time. Some people collect baseball cards, others read books, and some enjoy playing games.

Think about something you enjoy doing or something you might enjoy doing as a hobby. Write an article for the newspaper describing your hobby.

Narrative Writing Topic 5311

Your family decides to visit an island.

Write a story about what happens from the time you land on the island until you return home.



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

Paper 1

Dear Mrs. _____

I deserve to have the "Most Responsible Student" award. The reason I say that is because I think I have everything that I will need when I need it. All the assignments that the class has, I always have them and turn them in on time. Everyday I have my homework, it is in very neat handwriting and order. Also all of the projects we have, I always have them on the date they are due. When we start class I have my books out, pencils, paper, and anything I will need. I write the things we do in class on my daily organizer and complete work if not already completed. I am responsible in every which way. Don't you think the same? All my classmates say I am the most responsible person out of all of them. Now that is just saying I should get the award. Mrs. _____ I never ever get in trouble, I am always on my best behavior at school, I'm responsible for not just myself but with others too. I reminded _____ that we have a Social Studies project due tomorrow. Even on test, I know when they are and make sure I study for them too. I love to help others and be a huge help to you. I also enjoy reminding other people when things are. Isn't that a responsible child? I think I am as responsible as my mother. Being

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Paper 1 (page two)

responsible's my number one thing to do and
be. I try to do things that need to be done, I think
I am very responsible. Please Mrs. give me the
"Most Responsible Student" award. That would mean
everything to me. That would make ~~so~~ delighted.

Sincerely,

Annotations for Paper 1

Persuasive Prompt 5113

Ideas Score: 3

The controlling idea (I should receive the “Most Responsible Student” award) is established through relevant supporting ideas (I always have what I need, I am responsible when it comes to remembering things, and I remind others of important events as well). The writer develops these supporting ideas with some examples (e.g., “Everyday I have my homework, it is in very neat handwriting and order” and “I reminded [a student] that we have a Social Studies project due tomorrow”). The writer does not elaborate much on these examples. Overall, though, there is sufficient information in the response to address the topic and some reader concerns.

Organization Score: 3

The introduction is brief but clear. The writer groups related ideas about how she always has what she needs, is responsible when it comes to remembering things, and reminds others of important events as well. Related ideas are grouped together, and ideas follow a generally clear sequence. Some transitions link ideas (e.g., “also,” “Don’t you think the same” and pronoun substitution like “it” for “homework”). The conclusion is somewhat repetitive, but it is clear.

Style Score: 3

Word choice is generally interesting (e.g., “very neat handwriting,” “daily organizer,” and “so delighted”). There are, however, lapses into simple, repetitive language (e.g., “I write the things we do,” “I’m responsible,” and “I think I am as responsible”). The writer’s voice and tone are clear (e.g., “Isn’t that a responsible child?”). There is some evidence of audience awareness (e.g., “[teacher name] I never get in trouble”). 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 complex sentences. There are, however, some run-ons as well (e.g., “I never get in trouble, I am always on my best behavior at school”). The elements of usage are generally correct, but there are some incorrect word forms (e.g., “Even on *test*”). Mechanics are generally correct, but there are no paragraph breaks, and some commas are used incorrectly. Overall, the writer demonstrates sufficient control of the components of Conventions.

Performance Level: Meets the Standard

Paper 2 (page two)

Could get this award?

Your student,

Annotations for Paper 2

Persuasive Prompt 5113

Ideas Score: 2

The controlling idea ([the writer's selection] should receive the "Most Responsible Student" award) is minimally developed. Supporting ideas are relevant (e.g., she is nice, she listens well, she is respectful, and people like her). Most of the supporting ideas are listed but a few are partially developed. Overall, though, 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 because there are not many related ideas to group together. There is limited evidence of clear sequencing as well. Many of the ideas in the paper could be rearranged without affecting meaning. There are few transitions in the response (e.g., pronoun substitution, like "she" for a proper noun). The brief conclusion provides some closure.

Style Score: 2

There is some sense of tone and voice in this paper, as it is clear that the writer believes [his/her selection] is a great person ("She cares about everyone in the class"). Word choice, however, is mostly simple and ordinary (e.g., "she help the class with big things," "All the time she awser people in very good ways," and "she is nice"). Further, there is limited sentence variety (many sentences begin with the phrase "she," plus predicate) and evidence of audience awareness. Overall, the paper fits many of the descriptors for score point 2.

Conventions Score: 2

Some simple sentences are correct, but there are also several ineffective attempts at sentence formation (e.g., "When you give he importion things she will that resonsible to keep it or hold it for someone"). Some elements of usage are correct, but there are also several errors in both subject-verb agreement (e.g., "She *hear* what is being said") and incorrect noun forms (e.g., "well love by teachers and *friend* and family"). Some elements of mechanics are correct, such as some spelling and some internal punctuation, but there are no paragraph breaks. There are also several misspellings (e.g., "neve," "independend," and "awser"). Overall, the writer demonstrates minimal control of the components of conventions.

Performance Level: Does Not Meet the Standard

Annotations for Paper 3

Persuasive Prompt 5113

Ideas Score: 2

The controlling idea ([the writer’s selection] should receive the “Most Responsible Student” award) is minimally developed. Supporting ideas are relevant (e.g., she has a good attitude, and “She is fun, caring, generous, athletic, strong, wise, and all at the same time she is very, very responsible”). Many of these supporting ideas are listed without further 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 not particularly effective because the writer first rephrases the prompt and then lists a few reasons why [the writer’s selection] should receive the award. There is little evidence of grouping in the paper, mostly because there are so few related ideas to group together. Sequencing of ideas is not especially logical; many of the ideas could be rearranged. Further, there are not many transitions in the paper. The conclusion is brief, but it provides some closure.

Style Score: 3

The generally interesting word choice and clear tone are appropriate to the persuasive topic and purpose (e.g., word choice like “she has a good attitude no matter what happens,” “she has a mind strong enough,” and “She won’t boast, brag, or even make fun of another person” communicates the writer’s positive impression of [the writer’s selection]). There are not many lapses into simple, ordinary language. The paper has clear indications of voice, audience awareness, and sentence variety.

Conventions Score: 3

The paper has the control described at higher score points, but there is not a tremendous amount of evidence. Simple, compound, and complex sentences are consistently correct. The elements of usage and mechanics are consistently correct, with the exception of some misspellings (e.g., “choise,” “sighn,” and “responsibile”). More evidence could result in a higher score.

Performance Level: Meets the Standard

Dear Mrs. _____

I think that _____ should receive this year's "Most responsible Student" Award, because you can always count on her. She is very smart and well-mannered. She is the best student in our fifth grade classroom. _____ is always willing to help. She'll open the door for you, help you carry something, help you do work, and help you do the right thing. She is always polite, kind, and generous. _____ always makes sure her work is finished and turned in on time. She does her homework, classwork, extra credit work, late work and helps to make sure others understand their work. You can always count on her to do the job. She'll never turn you down. _____ openly obeys and doesn't get mad when she gets a bad grade or gets in trouble. She always acts polite and willingly does the right thing. She even does the right thing when she's not been told to. She is very kind, talented and friendly about everything. I'm lucky to have a friend like her.

I think my friend _____, should receive this year's award because she is polite, well-mannered, kind, willing to help,

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Paper 4 (page two)

talented, confident, and does the right thing.
She is a very good, grade A student to receive
"The Most Responsible Student" award this year.
Her confidence in math, spelling, English,
science, social studies and reading are leading
her to good grades. If she receives this
award, she really deserves it.

Sincerely, Your Student,

Annotations for Paper 4

Persuasive Prompt 5113

Ideas Score: 3

The controlling idea ([the writer’s selection] should receive the “Most Responsible Student” award) is established through relevant supporting ideas (e.g., she helps people, and she always does her work). The writer develops these supporting ideas with some examples (e.g., “She’ll open the door for you, help you carry something, help you do work, and help you do the right thing”; “She does her homework, classwork, extra credit work, late work and help to make sure others understand their work”). In the third body paragraph, some additional supporting ideas are merely listed. However, most of the supporting ideas in the paper are developed. Overall, though, there is sufficient information in the response to address the topic and some reader concerns.

Organization Score: 3

The writer demonstrates sufficient control of the components of Organization. The introduction is clear, and related ideas are generally grouped together (e.g., related ideas about how she helps people and how she always does her work). Some paragraphs have only loosely related ideas grouped together (e.g., the third body paragraph). Ideas in the response follow a generally clear sequence (e.g., she helps in many ways → examples of how she helps). Some transitions link parts of the paper (e.g., pronoun substitution like “she” for a proper noun). The conclusion provides clear closure.

Style Score: 4

Word choice is consistently precise and engaging (e.g., “She is very smart and well-mannered,” “openly obeys,” and “Her confidence in math, spelling, english, science, social studies and reading are leading her to good grades”). This effective word choice leads to a consistent sense of the writer’s voice and an appropriately admiring tone. Sentences vary in the length and structure, but there is somewhat limited variety in sentence beginnings (many sentences begin “She,” plus predicate). Overall, the writer is consistently aware of the audience.

Conventions Score: 5

Simple, compound, and complex sentences are clear and correct, with appropriate end punctuation. The elements of usage (e.g., subject/verb agreement and word forms) and mechanics (e.g., internal punctuation, spelling, paragraph breaks, and capitalization) are correct in a variety of contexts. Errors in the response are very infrequent and do not interfere with meaning (e.g., an occasional misspelling like “recieve”).

Performance Level: Meets the Standard

I think she not mean to anybody. I think that she is a good friend. I think she should be it because she is a helpful student to everybody. I wish I would be it but am not as smart as her. I think she should win because she is the best student in the world.

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Mrs. pick the best teacher in the world the best student in the world is the bestest friend in the world. The class is the best classroom in the world and the bestest friend. I wish I could be the friend like this always.

I never see if I would be my best friend to. I have a award for cause who sweet she is to me. I wish was this good to me always. I wish was like this at the time. I wish was this good to me always.

is a good friend now that I

Paper 5 (page two)

I aks her she always been good to me.
and is the bestest friend
I could ever have. I wish, it was
always like that for ever and ever
and ever.

the end

Annotations for Paper 5

Persuasive Prompt 5113

Ideas Score: 1

The writer takes a position (two students would be good candidates for the award) and includes some supporting ideas (she is not mean, is a good student and a good friend; she is a good friend). However, the writer includes very little development for these supporting ideas. What little development there is gets repeated (I hope these two friends are good to me always). There is very little focus on the persuasive purpose because the reader gets such limited information about why they should receive the award.

Organization Score: 1

The paper lacks a clear organizing strategy. The paper begins abruptly, with the writer describing some reasons one choice should receive the award. Related ideas are not grouped in a meaningful order, due in large part to the fact that there are so few related ideas to group. The sequence of ideas is often unclear (e.g., in the second paragraph, the writer encourages the teacher to choose one student, then mentions that another student is a good friend, then comments on how her classroom is the best). The paper lacks clear transitions. Although the writer uses the phrase “the end,” there is no clear conclusion.

Style Score: 1

Although it is clear that the writer is fond of the two students, the writer does not control language to engage the reader. Word choice can be confusing (e.g., “The class is the bestest friend on the world. The class is the best classroom on the world and the bestest friend”) and phrases are repeated (e.g., “was this good to me always,” “I wish”). This language leaves the tone flat in most parts of the paper. There is little indication of the writer’s voice, and several unclear sentences limit demonstration of sentence variety.

Conventions Score: 1

The response contains frequent run-ons and ineffective attempts at sentence formation (e.g., “...is a good friend now that I asks her she always been good to me”). There are frequent, severe errors in the elements of usage, such as incorrect word forms (e.g., “*she* not mean,” “as good *are* as smart,” “the *bestest* friend,” and “be my best friend *to*”) and subject-verb agreement errors (e.g., “I asks her”). There is some control in the element of mechanics, but the frequent, severe errors in sentence formation and usage make this paper more like a 1 than a 2.

Performance Level: Does Not Meet Standard

but I couldn't. I was stuck! I tried turning and pulling, but it didn't work. I called for help. Soon appeared. She had a bar of soap in one hand and in the other, a crowbar. First, she moved a bit of the metal with the crowbar, put soap on my neck, and pulled.

POP! I slid right through. I turned to say thanks, but she was gone. Now there's responsible!

has never forgotten anything. Not one single thing! If you don't call that responsible I don't know what is. That is why, should get the award.

Your hopeful student,

Annotations for Paper 6

Persuasive Prompt 5113

Ideas Score: 4

The controlling idea (why the writer's selection should receive the "Most Responsible Student" award) is established through one relevant supporting idea (e.g., she helped me out of a jam). The writer develops this supporting idea by relaying the story of how she got her head stuck in a bike rack, and how the writer's selection provided assistance. This specific anecdote addresses reader concerns about why the writer's selection should get the award. Although the response is not fully developed (e.g., the writer might add detail about the anxiety associated with being stuck), it 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 clear, and the writer groups related ideas about how the writer's selection helped her get unstuck. There is appropriate chronological sequencing across parts of the paper (Getting stuck → strategy to get free → becoming free). Varied transitions link parts of the paper (e.g., explicit transition words and phrases, rhetorical questions that link parts of the paper, pronoun substitution). The conclusion provides clear closure.

Style Score: 5

Carefully crafted phrases and sentences engage the reader and create an appropriate, admiring tone (e.g., "Soon [she] appeared! She had a bar of soap in on[e] hand and in the other, a crowbar"; "I almost had it when it jumped into the bike rack, and I, without a second thought, thrust my hands onto the bike rack"). This precise, engaging word choice creates a distinctive voice. Sentences vary in length, structure, 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, with appropriate end punctuation. The fragment in the conclusion is used functionally, for stylistic effect, and is not considered an error ("Not one single thing!"). The elements of usage (e.g., subject/verb agreement and word forms) and mechanics (e.g., internal punctuation, spelling, paragraph breaks, and capitalization) are correct in a variety of contexts. The writer demonstrates a full command of the components of Conventions.

Performance Level: Exceeds the Standard

Annotations for Paper 7

Informational Prompt 5209

Ideas Score: 3

In this response, the controlling idea could be described as *[he] has several hobbies*. Supporting ideas take the form of examples of these hobbies (football, playing games, and journaling). The writer develops these supporting ideas with some details (e.g., “Instead of playing two-hand touch he plays tackle and plays rough”; “He writes what amazing things he had done and writes what happened in school and what happened at church”). There is not much further elaboration on these details, leaving some reader concerns unaddressed (e.g., what *did* happen at church?). Overall, though, the response contains sufficient information to provide a sense of completeness.

Organization Score: 3

The introduction is clear, and the writer groups related ideas about how [he] enjoys football, playing games, and journaling. Ideas within paragraphs follow a generally clear sequence. Some transitions link ideas (e.g., “[he] also likes” and pronoun substitution like “He” for a proper noun). 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., “Instead of playing two-hand touch he plays tackle and plays rough,” “single player games,” and “[he] is one incredible kid”). This interesting word choice demonstrates some audience awareness. There are, however, lapses into simple, repetitive language (e.g., “a lot of space,” “good grass,” “computer games,” “game system games”). The writer’s voice and tone are clear (“that’s a lot”). There is some variation in sentence length and structure, but sentence beginnings are not especially varied (e.g., “He plays,” “He likes to play,” and “He usually plays”). Overall, the writer demonstrates sufficient control of the components of Style.

Conventions Score: 3

Simple sentences are formed correctly, and there are some correct complex sentences. There is a run-on at the end of the third paragraph (“He usually plays 1 hour, that’s a lot”). The elements of usage are generally correct, but there are some errors in subject-verb agreement (e.g., “The *hobbies* he loves to do *is*”). Most elements of mechanics are correct. Overall, there are not many errors in the response, but neither is there an extensive amount of evidence, which somewhat limits demonstration of competence in all elements of Conventions.

Performance Level: Meets the Standard

I enjoy playing games like Outside and inside games. My favorite game is freeze tag. I like freeze tag because I get to play with my friends and my family.

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My inside games are video games. My favorite video game is WrestleMania 2k. WrestleMania 2k is a wrestling game. Sometimes my family plays. My little sister plays with me sometime. She beats me sometimes. But I get use to it. Most of the time I win and I get really happy.

My other inside game is Hide and Seek. Me and My sister play Hide and Seek in the house. I usually have to count because she doesn't count very well yet. She really can find me alot because she knows my favorite hiding spots. She's really fun to have around when your upset or sad. Sometimes when I'm upset she makes me laugh. An that's all about my games.

THE
END

Annotations for Paper 8

Informational Prompt 5209

Ideas Score: 2

The controlling idea (my hobby is playing games) is established through relevant supporting ideas, which take the form of examples of games the writer enjoys (freeze tag, video games, especially Wrestle Mania 21, and hide-and-seek). The paragraphs about freeze tag and Wrestle Mania 21 are partially developed (e.g., the reader learns that the writer plays Wrestle Mania 21 with her sister and that the writer usually wins). The paragraph about hide-and-seek is developed more sufficiently (i.e., with details about who counts and why, hiding places, and the enjoyment of playing the game with someone you love).

Organization Score: 2

The introduction is very brief (“I enjoy playing games like outside and inside games). Related ideas are generally grouped together (e.g., ideas about freeze tag, video games, and hide-and-seek). Ideas within paragraphs follow a generally clear sequence. Some transitions link ideas (e.g., “Sometimes,” “My other inside game” and pronoun substitution like “She” for “my sister”). The conclusion is very brief (“An that’s all about my games”). A more effective introduction and conclusion would likely result in a higher score in Organization.

Style Score: 2

Some of the word choice is interesting (e.g., “she doesn’t count very well yet”). More often than not, though, the word choice is simple and repetitive (e.g., “plays with me sometime” “She beats me sometimes,” “She really can find me,” and “She’s really fun to have around”). This inconsistency in language leaves the tone clear in some places, flatter in others. Overall, the writer demonstrates minimal control of the components of Style.

Conventions Score: 3

Sentences are generally correct, including compound and complex sentences. There are a few fragments, however (e.g., “I like freeze tag because.” and a few sentences that begin with coordinating conjunctions, like “But I get use to it”). The elements of usage are generally correct, but there are some word form errors (e.g., “I get *use* to it” and “when *your* upset or sad”). Most elements of mechanics are correct (e.g., correct internal punctuation, spelling, capitalization, and paragraph breaks).

Performance Level: Does Not Meet the Standard

Paper 9

I like to cheer and dance and do other things but those are stuff I mostly like to do. I have so many hobbies. I guess those were my favorite two. But I am going to get back to telling you about my hobbies.

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Cheering is fun I mean I like to cheer and combine things into cheering and dancing because that's what I do. I use to be a cheerleader. We use to go to games and cheer and dance. I guess that's where it actually all began. Because before of that happened. I didn't even like cheering and dancing because I thought it was too girly.

But then when I started doing it. It didn't really seem all that girly. I mean when I got use to it I really really liked it. And so that's how I think it began.

Because my mom she wasn't a cheer leader. She didn't like cheering at all. And really didn't want me to be one either. And I guess she thought that getting caught up in cheering and dancing would probably start affecting my grades and it did.

But then I thought to myself and said not to let cheering and dancing effect

Paper 9 (page two)

my school work because if I do at one point
I thought to my self and said not to let it
go all down the drain and at one point
I didn't so those are some of my hobbies to do.
I know^{it} sounds crazy but its true.

Annotations for Paper 9

Informational Prompt 5209

Ideas Score: 3

The controlling idea (my hobbies are dancing and cheering) is sufficiently developed. Supporting ideas are relevant (initial hesitation; overcoming these concerns; mom’s reservations; overcoming these). The writer develops these supporting ideas with some examples and details (e.g., “I thought it was to girly,” “when I got use to it I really really liked it,” and “I guess she thought that getting caught up in cheering and dancing would probably start effecting my grades”). The writer does not elaborate much on these details, leaving some reader concerns unaddressed (e.g., What about cheering and dancing did the writer “really really like”?). Overall, though, 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. Related ideas are grouped together and follow a generally clear sequence (initial hesitation → overcoming these concerns → mom’s reservations → overcoming these). Some transitions link ideas (e.g., phrases like “But then...I started doing it” and pronoun substitution like “she” for “my mom”). The conclusion is very brief, but it provides some closure.

Style Score: 3

Word choice is generally engaging (e.g., “it was to[o] girly,” “getting caught up in,” “start effecting my grades,” and “down the drain”). This effective language helps create a generally enthusiastic tone and voice. There are, however, some lapses into more ordinary language (“those are stuff,” “combine things,” and “really liked it”). Even though there are many sentence errors (evaluated in Conventions), there is some variation in sentence length and structure. Overall, the writer seems generally aware that he/she is writing for an audience.

Conventions Score: 2

Some sentences are formed correctly, but there are also several ineffective attempts, run-ons, and fragments (e.g., “Because befor of what happened” and “Cheering is fun I mean I like to cheer and combine things into cheering and dancing because thats what I do”). Some elements of usage are correct, but there several incorrect word forms (e.g., “those are stuff,” “I use to be,” and “it was to girly”). Some elements of mechanics, like paragraph breaks, are controlled. However, there is missing internal punctuation (e.g., “thats” and “its true”), in addition to misspellings (e.g., “befor”). Overall, the writer demonstrates minimal control of the components of Conventions.

Performance Level: Meets the Standard

One of my favorite hobbies is playing 10 year old football. Football is a major contact sport. If you are on defense your goal is to tackle or bring down the person with the ball. On offense your goal is to keep the defense from tackling the person with the ball.

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Because this sport is such a contact sport you need proper gear. A helmet is needed to protect your skull and brain. The helmet wouldn't stay on without your chin strap, and your teeth would fall out if there was no mouth piece. A facemask is needed to protect your face. Next your upper torso and shoulders need to have protection and that is why you get shoulder pads. All you do to function it is strap up the hooks. Football pants are made to carry another set of pads. They carry two hip pads, a rear pad, thigh pads, and knee pads. To help improve speed, cleats are needed. Not only do they make you run faster they protect your feet. Optional gear includes hand pads/receiver gloves and arm pads.

Different sorts of positions are created for differently talented kids. On offense, if you have a good throwing arm, quarter back may be for you. If you can catch receiver may suit you. If your super fast recommend being a running back. Now if you believe these are the most important jobs on offense your wrong.

Paper 10 (page two)

An offensive lineman is for those with quick hands and feet. On defense you can knock a player into tomorrow and make a great play. That's your goal, so the positions don't matter as much as offense. On the defensive line you just blow away the offense. If you're a linebacker all you do is fill the hole on run plays, or help block receivers on pass plays. A corner and safeties job is just to stop passes that are deep.

If you work together, like this you could possibly go to the playoffs. The playoffs are when the best teams compete to win the county championship.

Football is so much fun you could even imagine. All positions for every type of player are available, protective gear to hit harder, making it into the playoffs and winning the whole season. It does matter if you don't win, if you try your absolute hardest and give it all you've got, that is what makes you know you did not let your teammates down, and it feels good playing football, my favorite hobby.

Annotations for Paper 10

Informational Prompt 5209

Ideas Score: 5

The controlling idea (football is my favorite hobby) is fully developed. Supporting ideas are relevant (gear, positions, and playoffs). Although the paragraph about playoffs does not contain much development, the paragraphs about gear and positions are fully developed, with specific examples, details, and further elaboration (e.g., “The helmet would’nt stay on without your chinstrap, and your teeth would fall out if there was no mouth piece”; “If you’re a linebacker all you do is fill the hole on the run plays, or help block receivers on pass plays”). Overall, the response 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 clear, and the writer groups related ideas about gear, positions, and playoffs. Ideas within paragraphs do not always build logically on one another, but there is logical sequencing across parts of the paper (e.g., positions → working together as a team could result in a playoff berth). Varied transitions link parts of the paper (e.g., transition words and phrases like “Because this sport,” “Not only do they,” and “Now if you believe these are the most important jobs”). The conclusion provides effective summary (“It doesn’t matter if you don’t win, if you try your absolute hardest and give it all you’ve got”).

Style Score: 5

The writer uses a variety of carefully-crafted phrases to engage the audience and establish an authoritative tone (e.g., “your upper torso and shoulders need to have protection and that is why you should get shoulder pads,” and “Different sorts of positions are created for differently talented kids”). The precise, engaging word choice provides evidence of sustained audience awareness and helps establish a distinct voice. Sentences vary in length, structure, and beginnings. Overall, the writer demonstrates a full command of the components of Style.

Conventions Score: 5

The paper has few errors in any of the components of Conventions. Simple, compound, and complex sentences are clear and correct, with appropriate end punctuation. There are a few sentences errors in the conclusion, but the elements of sentence formation are controlled in the vast majority of the response. The elements of usage are correct in a variety of contexts. Errors in this component are infrequent and minor (e.g., “*your* wrong”). The elements of mechanics are correct in a variety of contexts, but there are some missing commas after introductory clauses. Overall, the writer demonstrates a full command of the components of Conventions.

Performance Level: Exceeds the Standard

Annotations for Paper 11

Informational Prompt 5209

Ideas Score: 2

The controlling idea (I have several hobbies) is minimally developed. Supporting ideas, which take the form of examples of the writer's hobbies, are relevant (collecting superhero cards, playing video games, and assembling model cars). The writer includes few details, however, to develop these supporting ideas (e.g., a list of video games). Overall, the response lacks sufficient information to provide a sense of completeness.

Organization Score: 2

The organizing strategy is formulaic. In the introduction, the writer announces his three hobbies. In each paragraph, he begins by identifying the hobby, then adds a few details, and concludes by telling the reader he is done describing that particular hobby. The conclusion reiterates the three supporting ideas. This repetition limits demonstration of competence in all components of Organization.

Style Score: 2

Word choice is mostly simple and repetitive (e.g., "The first one," "The second one," "The last one," "My first game," "My second game," and "My third game"). This repetitive language leaves the tone flat in most parts of the response. Sentence beginnings are not varied, and there is little indication of the writer's voice. Evidence of audience awareness is limited to directly addressing the reader (e.g., "Now you know why"). Overall, the writer demonstrates minimal control of the components of Style.

Conventions Score: 3

Simple sentences are formed correctly, and there are some correct compound sentences. The elements of usage are generally correct, but there are a few incorrect word forms (e.g., "I best get started" and "I am threw telling you"). The elements of mechanics are generally correct, but there are no paragraph breaks, and there is some missing internal punctuation (e.g., "its video games").

Performance Level: Does Not Meet the Standard

Did you know that I like to draw animals? Only in my spare time of course. I got hooked on when I was about 7. Here, I'll tell you about it.

I'm an artist, right? I liked animals, too. One day Mom and I went to the mall. We saw lots of paintings in one store. Some were animal pictures that were a bit cartoon like. When I went to sleep I dreamed that animals were like people. They wore clothes, had jobs, and walked on two legs! It was amazing! I got to work the next morning. It was Saturday.

You know, I got into drawing dogs, also. Can you guess why? My favorite animal is a dog. I draw mostly dogs for that reason. I've got another reason. They're pretty easy to draw. Unless you draw complicated ones; which is even hard for me!

Although I'm very good at drawing, I have one weakness; my little brother. He bugs me a lot. When he asks me to play with him and I say, "No, I'm busy right now," he cries. He tells on me and I get in trouble. I have to go to my room. But, I sneak my art supplies and unfinished art into my room. Hee-hee-hee!

Now let's review. We know that I'm an artist. I draw dogs the most because my favorite animal is a dog. The last thing we will review here is that I sneak art into my room when my little brother gets me in trouble.

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Annotations for Paper 12

Informational Prompt 5209

Ideas Score: 4

The controlling idea (art is my hobby) is well developed. Supporting ideas are relevant (how I became interested in art; what I like to draw; things that get in the way of my hobby). The writer develops these supporting ideas with specific examples and details (e.g., the personal experience of going to the mall and seeing paintings, which inspired the writer; “My favorite animal is a dog. I draw mostly dogs for this reason,” and how my brother asks me to play, which gets in the way of drawing). The supporting ideas are not fully elaborated, but there is consistent focus on the informational 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 what follows. Related ideas about becoming interested in art, what I like to draw, and how my brother can interfere are grouped together. Ideas within paragraphs tend to build logically on one another (e.g., “When I went to sleep I dreamed that animals were like people. → They wore clothes, had jobs, and walked on two legs. → It was amazing”). Varied transitions link parts of the paper (e.g., transitional phrases like “One day,” “When I went to sleep,” and “Although I’m very good at drawing” and pronoun substitution like “we” for “my Mom and I.”). The conclusion has some repetition, but it provides closure.

Style Score: 4

Word choice is precise and engaging (e.g., “cartoon like,” “Unless you draw complicated ones,” and “I sneak my art supplies and unfinished art into my room”). This effective word choice helps establish an enthusiastic tone. The writer’s voice is consistently clear (e.g., “which is even hard for me”). Audience awareness is evident throughout the response (e.g., the humorous aside “Hee-hee-hee!”). Sentences vary in length and structure. The word choice in the conclusion is a bit repetitive, but, overall, the writer demonstrates consistent control of the components of Style.

Conventions Score: 4

Simple, compound, and complex sentences are clear and correct, with appropriate end punctuation. The elements of usage and mechanics are consistently correct, with few errors. More variety in each element of Conventions (e.g., a greater variety of coordination and subordination strategies) would likely result in a higher score.

Performance Level: Exceeds the Standard

I enjoy going on hikes, fishing and riding my skate board, and bike. I enjoy playing dominos and games. I enjoy winning or losing. Something I might enjoy doing is Bungee jumping, Scuba Diving, hang gliding and going to hold food in my hand for tigers. more of my hobby are playing Basketball play foot ball playing the X Box, play station III or game cube. more of my hobby are playing four square jumping on the trampoline. Or Dodge Ball But my favorite thing to do is Draw and read encicopaids on animals and learn about my cactus and shipping rock and swimming in very deep water like the 12 feet deep. and seeing how long i can hold my breathe. and i like playing hide and go seek and tag I like going to Base Ball games and I like hanging out with my cousin and family.

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Annotations for Paper 13

Informational Prompt 5209

Ideas Score: 1

The writer lists several activities that interest him/her, but a controlling idea is not established because none of these are developed. That is, the writer never describes any of the hobbies. Therefore, there is very little focus on the informational topic and purpose.

Organization Score: 1

The paper lacks an organizing strategy. The response is a list of activities that writer enjoys, and these are relayed in no discernible sequence. The paper lacks both an introduction and conclusion. There is no evidence of grouping or use of transitions.

Style Score: 1

The writer does not control language to engage the reader. By simply listing a series of activities, the reader gets very little sense of the writer's attitude (i.e., tone) about any of them. The writer's voice is not apparent, and the response lacks sentence variety.

Conventions Score: 1

Although there are a few correct simple sentences at the beginning of the response, most of the paper consists of run-ons and fragments (e.g., “and i like playing hide and go seek and tag I like going to Baseball games and I like hanging out with my cousin and family”). The response contains frequent and severe errors in both usage and mechanics (e.g., several incorrect word forms like “my hobby are,” missing internal punctuation, erratic capitalization, and no paragraph breaks).

Performance Level: Does Not Meet the Standard

One Friday after school, I was sitting on the couch watching the television when mom came running in with a grin from ear to ear. "Guess what," she replied, "we're going to Hawaii!" Now I had a gigantic smile. I couldn't wait. I thought for a moment, since we are going to Hawaii we're probably going to ride an airplane. We might meet some new people too, and I doubt I'll want to go home.

The next morning, we packed our bags and set off for the airport. When we got on the plane there were TVs on every seat, man was I excited! Instead of watching my favorite show I decided to gaze at the beautiful scene out the window. I started to eat some crackers when I looked out of the window, I couldn't see anything, we were in a cloud! I got to tell you it was pretty cool.

It had been 5 hours since we got on and now the plane was starting to rock. What was happening? I looked out the window and saw that we were landing. When we got out of the airport Kenny called a taxi to take us to our hotel. Inside there were two hummingbird beds and a large bathroom, sweet! I went out on the patio and looked at the waves breaking on the shore. That night went to a luau, I got up and did the hula with everyone. When it started getting dark they

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Paper 14 (page two)

made a fire and we ate some tasty food! The next day we went for a swim, I didn't like the water so he played in the sand. I tried some coconut milk with a little umbrella. It was like paradise.

The next morning I moped around because I knew today was the day we had to leave. We started to pack up and left to go to the airport. We we walked to the airplane some locals waved goodby I sat in my seat and waved looking kind of sad.

So as you can see I had a great time. I also met some new people. Maybe I'll go live there someday.

Annotations for Paper 14

Narrative Prompt 5311

Ideas Score: 4

The writer's story about visiting Hawaii is well developed. Supporting ideas, which take the form of narrative events, are relevant (the plane ride, getting to the hotel, attending a luau, and going to the beach). The writer develops these supporting ideas with specific examples and details (e.g., "I couldn't see anything. We were in a cloud"; "I got up and did the hula with everyone"; "I tried some coconut milk with a little umbrella. It was like paradise"). These narrative events are not fully elaborated, leaving some reader concerns unaddressed (e.g., why didn't J. like the ocean water?). Overall, though, the response is consistently focused on the narrative topic and purpose.

Organization Score: 4

The chronological organizing strategy is appropriate. The introduction sets the stage, and the writer groups narrative events about the plane ride, getting to the hotel, attending a luau, and going to the beach. The chronological sequencing guides the reader through the text, and a variety of transitions link parts of the paper (e.g., "The next morning," "It had been 5 hours," and "When we got out of the airport"). The conclusion is brief and not especially effective ("So as you can see I had a great time"). Overall, though, the writer demonstrates consistent control of the components of Organization.

Style Score: 4

Word choice is precise and engaging (e.g., "a gigantic smile," "I decided to gaze at the beautiful scene out the window," and "waves breaking on the shore"). This effective language not only demonstrates audience awareness but also helps establish a consistently clear tone and voice. Sentences vary in length, but there is limited variety in sentence beginnings. Many sentences begin with a first person / predicate construction (e.g., "I tried," "We started," "We walked," and "I sat"). Overall, though, the writer demonstrates consistent control of the components of Style.

Conventions Score: 4

Simple, compound, and complex sentences are consistently correct. There are a few run-ons, but correct sentences clearly outweigh incorrect examples (e.g., "I thought for a moment, since we are going to Hawaii we're probably going to ride an airplane"). The elements of usage are consistently correct, except for a few incorrect word forms (e.g., "I *got* to tell you"). The elements of mechanics are consistently correct, except for a few misspellings (e.g., "I *dought* I'll want to go home"). Overall, the writer demonstrates consistent control of the components of Conventions.

Performance Level: Meets the Standard

ONCE up a time it was a boy name BJ. His family and friends decided to go to a island name Patman. Well they set off to go on a ship. They got thier the next day we they got thier the people gave them a praid for coming. At praid the people had food, drinks and firuts. The also paid for them to stay in a nice hoketate. They went to sleep and woke up a too. They went to see what every day was doing. The other was doat skinny soon some of the people start go to the pool and they did two. All of the men a days had to go hunting we the got back they had to clean the deer and fish. Then The wena started to cook. Afer they had ate they went to sleep. They woke up to tell the people that they was leaving at soo. The prople was sad that they had to go. But they said "that they would be back soon". So they went to get on the ship but the ship was it thier. so the stayed two more night thier. So they talked all the people the were so napper The could stay two more night. The mad quites for thier family and friends. The lere and They made it home safely. ever toa mouth they

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Paper 15 (page two)

Back Thier to check and see how thing are going.

Annotations for Paper 15

Narrative Prompt 5311

Ideas Score: 3

The response is sufficiently focused on the narrative topic and purpose. The controlling idea (my trip to the island of “patman”) is established through relevant supporting ideas, which take the form of narrative events (e.g., a parade thrown in their honor, going swimming, going hunting, departing the island). Most of these narrative events are developed with some details (e.g., during the parade, “the people had food, drinks and fruits”; “All of the men and [b]oys had to go hunting”; when they “got back they had to clean the deer and fish”). Overall, there is just enough development in the story to provide a sense of completeness.

Organization Score: 3

The writer demonstrates sufficient control of the components of Organization. The introduction is clear and informs the reader about the name of the island. There is limited evidence of grouping, due mostly to the fact that each narrative event has such limited development that there are not many related ideas to group together. However, the chronological sequencing is generally clear. Some transitions link parts of the paper (“the next day” and “After they had ate”). The conclusion provides clear closure (leaving the island but returning occasionally to see how things are going).

Style Score: 2

Word choice is mostly simple (e.g., “a nice hotel,” “the people was sad,” and “see how thing are going”). This ordinary language leaves the tone flat in most parts of the response. It also limits demonstration of audience awareness and voice. There is little sentence variety.

Conventions Score: 2

There are several correct simple sentences in the response, but there are frequent run-ons as well (e.g., “All of the men [and boys] had to go hunting [when they] got back they had to clean the deer and fish”). There are more errors in usage than in sentence formation. Incorrect word forms occasionally interfere with meaning (e.g., “the next day we they got their,” “The other was doat skiing,” and “The mad Quites”). Control of the elements of mechanics is mixed. There is some correct internal punctuation and some correct spelling, but there are no paragraph breaks, several misspellings, and erratic capitalization. Overall, the writer demonstrates minimal control of the components of Conventions.

Performance Level: Does Not Meet the Standard

Hi, I'm _____ and this is a story about my island vacation. Day 1: We arrived on the island of Hawaii at about 5:00 PM. There were island natives there to greet us. We went to our hotel (it was pretty big) and got settled in. I had a great feeling about that trip.

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Day 2: Hi, it's me again. I was going to tell you about going to the beach. First, we laid out our towel and put on sunscreen. Second, I built a huge sand castle. We saw a dolphin pretty close to the beach, that's close for dolphins. It was really neat.

Day 3: My family and I went to a water park, too. I went down a HUMUNGOUS water slide. Then, we ran through the millions and millions of sprinklers. We swam in this gigantic pool, too. It was AWESOME!!

Day 4: The next day we went to a gift shop! There were lots of toys in there. I got a hermit crab with a red shell, his name was Hermy. My brother, _____, got a sucker fish. My mom and dad got a car air freshener, it smells like the ocean breeze, too. It was so exciting at the gift shop!

Day 5: Well now my story is coming to an end. I hope you liked it. And now I bet you want to go too. I still have Hermy as a souvenir, and the picture of my sand castle. I truly enjoyed that trip, I hope we go again. There's one thing I know, that was a trip I will NEVER forget!

Annotations for Paper 16

Narrative Prompt 5311

Ideas Score: 3

The writer's story about visiting Hawaii is sufficiently developed. The main supporting ideas (i.e., narrative events) are relevant (arriving; going to the beach; going to the water park; visiting a gift shop). The writer develops these supporting ideas with some examples and details (e.g., "First, we layed out our towel and put on sunscreen"; "I went down a HUMUNGOUS waterslide"; "I got a hermit crab with a red shell"). These examples and details are not well elaborated, leaving some reader concerns unaddressed (e.g., what was it like seeing a dolphin so close by?). Overall, though, the response contains sufficient development 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 arriving, going to the beach, going to the water park, and visiting a gift shop. Ideas follow a clear chronological sequence. Some transitions link parts of the paper, but these transitions are not especially varied (e.g., "Day 2," "Day 3," "First," and "Second"). The conclusion is clear, if not particularly effective ("Well now my story is coming to an end. I hope you liked it").

Style Score: 4

Word choice is consistently precise and engaging (e.g., "We saw a dolphin pretty close to the bouey," "a hermit crab with a red shell," and "it smells like the ocean breeze"). This effective language helps create a clear, consistent voice and tone. Sentences vary in length and structure. Lapses into simpler language are infrequent (e.g., "It was really neat"). Overall, the writer demonstrates consistent control of the components of Style.

Conventions Score: 3

Sentences are generally correct, but there are some run-ons as well (e.g., "I trully enjoyed that trip, I hope we go again"). Moreover, many of the sentences are simple. Most elements of usage are correct; the writer shows strongest control in this component. The elements of mechanics are generally correct, but some internal punctuation is not used appropriately (e.g., the writer sometimes uses commas when he/she should use periods). Overall, the writer demonstrates sufficient control of the elements of Conventions.

Performance Level: Meets the Standard

One day my whole family decided to go to Madagascar cause we won a free trip. I didn't trust it but I went. On the ride there (Who was my cousin?) stayed with his girlfriend who short, fat and her name was . The rest of my family was talking about how lucky we were. Me I was looking that island up and down like I said, "I don't trust it!"

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We just arrived. Everything looked fine but something didn't feel right. I just had a feeling that something was going to happen. After a few days nothing happened. I guess you can trust free stuff. We accidentally forgot . But, we didn't care she wasn't part of our family. Well I'm going to watch T.V. Peace

Annotations for Paper 17

Narrative Prompt 5311

Ideas Score: 2

This narrative about visiting the island of Madagascar is minimally developed. Supporting ideas (i.e., narrative events) are relevant (traveling there; being there). The writer includes few details to develop these supporting ideas (while traveling to Madagascar, the family discusses how lucky they were; while in Madagascar, not much happened). Overall, there is not enough information to provide a sense of completeness. Not many reader concerns are addressed (e.g., what about Madagascar “didn’t feel right?”).

Organization Score: 2

The writer demonstrates minimal control of the components of Organization. The introduction is brief. There is limited evidence of grouping, chronological sequencing, and transitions, due mostly to the relative brevity of the response. The brief conclusion is not especially effective (“Well I’m going to watch T.V. Peace”).

Style Score: 2

Word choice is mostly simple (e.g., “Everything looked fine,” “After a few days nothing happened,” and “free stuff”). This ordinary language leaves the tone flat in most parts of the response. Evidence of audience awareness and voice is limited (“I don’t trust it”). There is little sentence variety.

Conventions Score: 2

There are some correct sentences in the paper, but there are also run-ons and fragments (e.g., “But, we didn’t care she wasn’t part of the family”). Some elements of usage are correct, but there are also errors (e.g., “*cause* we won” and “his girlfriend *who* short”). Some elements of mechanics are correct, but there are also errors in spelling (e.g., “happend”) and capitalization (i’m”). Finally, demonstration of competence is limited by the relative brevity of the response. Overall, the writer demonstrates minimal control of the components of Conventions.

Performance Level: Does Not Meet the Standard

Once upon time mom said "We were going to Snake Island" so we packed up put our suitcases in the car. When we got to Snake Island we went to our hotel. We played in the dirt, made mud cakes, rode crazy rides, had a hula dance, went swimming, made new friends, played Basketball, Soccerball, baseball, tennis. Then walked to the hotel got dressed for bedtime. When morning came we got up get dressed for to go home. But first we saw snakes skins, snakes having a baby, snake eating their prey, snakes bones, all kinds of snakes, King snakes, garden snakes, tree snakes, water snakes. When got done we got in the car drove to get something to eat we ate all kinds of food.

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1	2	3	4
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9	0	1	2

By. _____

Annotations for Paper 18

Narrative Prompt 5311

Ideas Score: 2

This narrative about visiting “Snake Island” is minimally developed. Supporting ideas (i.e., narrative events) are relevant (activities we did upon arrival; seeing various snakes). The writer includes few details to develop these supporting ideas (riding rides; playing sports; seeing snakes eat; seeing various species of snakes). Overall, there is not enough information to provide a sense of completeness. Not many reader concerns are addressed (e.g., what was it like seeing such a large variety of snakes?).

Organization Score: 2

The writer demonstrates minimal control of the components of Organization. The introduction is brief. There is limited evidence of grouping, chronological sequencing, and transitions, due mostly to the relative brevity of the response. The paper lacks a conclusion.

Style Score: 2

There is some interesting word choice in this response (e.g., “eating the[i]r prey”), but much of it is included within long lists of activities the writer does. Because the writer seldom comments further on any of these activities, there is little evidence of the writer’s attitude (i.e., tone) toward them. The long lists also limit demonstration of sentence variety. Finally, competence in Style is limited by the relative brevity of the paper.

Conventions Score: 2

The writer demonstrates minimal control of the components of Conventions. Many of the attempts at sentence formation result in fragments or run-ons (e.g., “When we got done we got in the car drove to get something to eat we ate all kinds of food”). Relative to sentence formation, there is somewhat more control of the elements of usage and mechanics. However, there are errors in these components as well (e.g., incorrect usage constructions like “for to go home” and missing paragraph breaks). Further, competence in Conventions is limited by the relative brevity of the response.

Performance Level: Does Not Meet the Standard

The plane lands on the island. When we exit the plane the airport and plane disappeared, but only I noticed this. "Weird," I said quietly, and thankfully no one heard me. "Why did we go on this trip anyways?" I asked. "Because we all need time out of the house every once in a while," my mother answered in an unfriendly way. "I didn't mean to make a big deal about it," I added. We continued walking.

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"So how do you like the trip so far?" my sister asked me. "So far, I would rather be at home playing Jak X: Combat Racing," I answered truthfully. When we got to the hotel place we couldn't get in because the place was full. "What!?" my mother screamed loudly. "We were ensured that we could get a room." "Sorry," the guy at the desk said, "We are full for the next two months." "Ah, nice, sweet, torment," I said to myself.

So after that we had to leave and go back home, but where the airport was, there was just a beach. "Well I guess I wasn't just seeing things, this place really did just vanish!"

Paper 19 (page two)

"Yeah, that airport is long gone, Kupo" a voice said from behind us. We all turned around to see a Moogle. "Could this place get any weirder!" "Kupo, when you got off plane airport disappears, Kupo" the Moogle said in a nice voice. "This place is very wierd," I said to my sister. "I think the Moogle looks fluffy" my sister said back to me. "Kupo, allow me to introduce myself as Moogle, Kupo" "Um, yeah, I figured" "Kupo, oh and sorry," the Moogle apologized for some reason. "Why are you sorry?" my sister asked. Moogle, "Kupo, because I have to destroy you now, Kupo," the Moogle said, "Um people, I would run, Kupo" "Why should we run, you look small and worthless" "What, Kupo!" the Moogle then summoned a sword two times bigger than he is. "Wh-oh" I said, "Kupo, never call a Moogle worthless, Kupo!" we started running from the power mad Moogle, then everything disappeared, and I mean everything, my family, trees, everything except for me and Moogle. "Oh-no" I said quietly yet a echo still happened. "Kupo, okay just to tell you, Wake up time, Kupo." Then an alarm clock sounded and I woke up, realizing that was all a dream.

Annotations for Paper 19

Narrative Prompt 5311

Ideas Score: 5

This imaginative story about a trip to an island is fully developed. Supporting ideas, which take the form of narrative events, are relevant (landing/plane disappearance; attempting to check into a hotel; beach disappearance; interaction with the Moogle). The writer develops these supporting ideas with specific details and elaboration (e.g., “the airport and place disappeared, but only I noticed this”; the dialogue between the family and the hotel’s desk attendant; “where the airport was ... was just a beach; the interaction between the family and the Moogle, where, ultimately, everything disappears before the writer finally wakes up. Although not every reader question is addressed (e.g., for those who are unaware, the writer describes what a Moogle is), the information in the narrative underscores the mysteriousness of the island. The writer is consistently focused on the narrative topic and purpose.

Organization Score: 5

The writer demonstrates a full command of the components of Organization. The introduction is effective because the plane’s disappearance foreshadows the mysteriousness of the island. The writer groups related ideas about attempting to check into a hotel, the beach disappearance, and the interaction with the Moogle. The chronological sequencing is appropriate, and the transitions are varied and effective (e.g., transitional phrases like “only I noticed this,” rhetorical questions like ““Could this place get any weirder?”” and pronoun substitution like “we” for the writer and his/her family). The conclusion is somewhat anticlimactic, but, overall, the response fits the description for score point 5 better than any other score point.

Style Score: 5

Carefully crafted phrases abound; they engage the reader and create an effective, humorous tone (e.g., ““Ah, nice sweet torment,”” ““allow me to introduce myself,”” ““small and worthless,”” and “summoned a sword two times bigger than he is”). This precise, engaging word choice contributes to a sustained, appropriate voice. There are a variety of sentences lengths, structures, and beginnings. Overall, the writer demonstrates a full command of the components of Style.

Conventions Score: 4

Simple, compound, and complex sentences are correct, with appropriate end punctuation. On the second page, there are some run-ons, but correct instances consistently outweigh errors. The elements of usage are consistently correct, with the exception of a few incorrect word forms (e.g., “two times bigger *then*”). Most elements of mechanics are correct, though some commas are used inappropriately (i.e., when periods should be used instead). Overall, the writer demonstrates consistent control of the components of Conventions.

Performance Level: Exceeds the Standard

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When I got to the island, I was so tired I went to sleep on the beach. When I woke up, my parents and my big brother and sister were in their swimming suits playing in the water. I asked my sister to take me to the hotel. When I got there it had 150 floors and we were on the 80 floor. I got my swimming suit on and played in the water with my sister.

After that we went to the hotel. While we were in the hallway we saw 3 boys and 10 girls playing Simon says. My mom told me to go talk to them. I went up to them and said "can I play". They looked at each other and said "sure". So we played and then decided to play Hide and seek. I was chosen to be it. I counted to 20 and went searching. I look everywhere until I found a door that was slightly open. Then I saw them staring at a huge vault that was slightly open. We decided to go in. When we got in there were guns everywhere. I pick one up and the wall started shaking. We ran out the vault and past the door.

After that we all said bye, and went to our rooms. I ask my mom for her cel phone and went on the deck to talk to her friends. I went and leaned on the rail and my brother pushed me and I drop the phone over the rail before I could stop him my brother told mom and I got grounded.

Paper 20 (page two)

My mom wanted to talk to me, but my friends came over and we played. The next day I had to go home I said bye and left when I got home I started to draw a picture of my friends and hung it on the wall.

Annotations for Paper 20

Narrative Prompt 5311

Ideas Score: 3

The writer's story about a trip to an island is sufficiently developed. The supporting ideas (i.e., narrative events) are relevant (arriving; meeting some new friends; losing a cell phone; going home). These narrative events are developed unevenly. The part of the story about meeting new friends is developed with specific details (the hide and seek game, which leads to the discovery of a huge vault), whereas some of the other supporting ideas are developed partially (e.g., there are few details about arriving at the hotel). Overall, there is enough information in the story to provide a sense of completeness.

Organization Score: 3

The writer demonstrates sufficient control of the components of Organization. The chronological organizing strategy and sequencing are appropriate to the narrative topic and purpose. The introduction is brief. The writer groups related narrative events (arriving; meeting some new friends; losing a cell phone; going home). Some transitions link parts of the paper (e.g., "When I got there," "After that," and pronoun substitution like "they" for the "3 boys and 2 girls" the writer meets). The conclusion is brief, but it provides some closure.

Style Score: 3

Word choice is generally engaging (e.g., "counted to 20 and went searching," "a door that was slightly open," "the wall started shaking," and "leaned on the rail"). This interesting language not only demonstrates audience awareness, but it also leads to a clear tone. There are, however, some lapses into simple language (e.g., "got grounded" and "my friends came over and we played"). Moreover, there is not much variation in sentence beginnings (e.g., "I asked," "I got," "I went," "I counted,"), which somewhat limits the writer's voice. Overall, though, the writer demonstrates sufficient control of the components of Style.

Conventions Score: 3

Simple sentences are formed correctly. There are also some correct compound and complex sentences, though there are also some run-ons (e.g., "I went and leaned on the rail and my brother pushed me and I drop the phone over the rail before I could stop him my brother and I got grounded"). The elements of usage are generally correct, but there are some incorrect word forms (e.g., verb tense shifts like "I look everywhere until I found," "I pick one up and the wall started shaking," and "I ask my mom ... and went"). The elements of mechanics are generally correct, but there are missing paragraph breaks and misspellings (e.g., "chosen," "everyware," and "decided"). Overall, the writer demonstrates sufficient control of the components of Conventions.

Performance Level: Meets the Standard

Score Key – Grade 5 Sample Papers

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