

Georgia Grade 5 Writing Assessment

Narrative Writing Topic from the 2007 Administration and Sample Papers

Narrative Writing Topic 5310

You have been named President of the United States for one day.

Write a story about what happens during your day as President.

Annotations for Paper 15

Prompt 5310 - Narrative

Ideas Score: 1

Although the writer lists some things he/she would presumably do as president, a controlling idea is not clear. Without first reading the prompt, the reader would not know that the paper is about being President for a day. Instead of telling a story, the writer simply lists what he/she would do as president. This indicates little focus on the assigned narrative genre.

Organization Score: 1

There is no evidence of an organizing strategy in this paper. The paper lacks a beginning and an ending. Essentially, the paper is a list of things the writer would do as president. The ideas are not sequenced or arranged in a clear manner. The paper lacks transitions.

Style Score: 1

The writer does not control language to engage the reader. The writer uses some precise words (plasma screen, solar power, big screen), but they are part of a list of items the writer wants, rather than descriptive words that enhance a story and engage the reader's interest. Sentences are not varied as nearly every sentence begins with "I would." The writer's voice is not apparent. There is insufficient writing to demonstrate minimal competence in Style.

Conventions Score: 1+

The writer lacks control of the components of Conventions. The paper begins with three correct sentences, but a long run-on comprises the majority of the paper. There are frequent spelling errors, and subject-verb agreement is limited to "I would." There is insufficient writing to demonstrate minimal control of Conventions.

Performance Level: Does Not Meet the Standard

I was the president of United states. One day a person had spilled water on me. I got out of rage. I had punched him. I had sent him to jail. When the cop came. He said, "I get payback. I was like ~~xa~~ right. He try to attack me. I had went to jail. I say him running away. He said put the gun down and fight. I said, "O.K." I had punch him in the jaw. he punch me in the face. I had kick him in the face and he was scared. He called the cops and the said, "We be there in a hour. For 30 minute he was on the floor and getting beat up. It took 15 minute to stand up. In 15 minute he got a black eye. The police said, "Put your hand in the air. I went to jail for my last day of presidents"

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Annotations for Paper 16

Prompt 5310 - Narrative

Ideas Score: 2

Rather than telling a story about the normal things a President might do, this writer gets into a fight and goes to jail during his day as President. The story is only minimally developed as supporting ideas are limited and unclear. At times, it is not clear who the writer is fighting with (the person that spilled water on him or the cops). The response lacks sufficient information to provide a sense of completeness.

Organization Score: 2

The paper demonstrates minimal control of the components of Organization. The beginning is weak as the writer announces he was President of the United States and then launches into a story about a fight. The ending is also abrupt. There is only minimal evidence of sequencing and grouping in the body of the paper. Only the first and last sentences of the paper indicate that the events of the story are related to being President for a day. Transitions are limited.

Style Score: 2-

The writer demonstrates minimal control of the components of Style. Word choice is simple and ordinary (“he was on the floor,” “I had went to jail”) and sometimes imprecise (“I got out of rage”). There is little variation in sentence length and structure. There is minimal awareness of the audience.

Conventions Score: 1

The writer lacks control of the components of Conventions. There are frequent and severe usage errors (“I got out of rage,” “He try to attact me,” “I say him,” “I had punch him,” “I had kick him,” “he punch me,” “In 15 munute,” “last day of president,” “we be there”). Although there are some correct simple sentences, there are also fragments (“When the cop came.”) and ineffective sentences. There are also many spelling errors, missing punctuation, and a lack of paragraph breaks. Some errors interfere with meaning.

Performance Level: Does Not Meet the Standard

Today the president told me that I could take his job for today. When I got there the government and others made me take a test. I like the government. he was very challenging. I liked the mayor. She was very nice.

Form Number	
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I got to make a fun raise for the victims of New Orleans. I had made twenty-thousand dollars. We took a trip to New Orleans. We had gave them the money they thanked us and said, "we appreciate what you have done". The money helped 1,000 people.

They made me sign the U.S. Constitution. I was the first kid in the world who had been president.

It took me a long time to sign it. They made me write in cursive. It was still a fun day. I liked it.

Finally I went to a meeting at city hall. Everyone was there. I had to say a speech. I was very shy. I still said it good. Everyone clapped. It made me feel good on the inside. That was how my day was as being president. It was the greatest day of my life.

PLEASE DO NOT WRITE IN THIS AREA



Annotations for Paper 17

Prompt 5310 - Narrative

Ideas Score: 3-

The controlling idea (A day as President) is clear and developed with relevant supporting details (raising money for New Orleans victims, signing the Constitution, meeting at city hall). The writer includes some examples and details to provide a sense of completeness and address some reader concerns (how it felt to be president). Some ideas are only partially developed (taking a test, the mayor). The writer is generally focused on the assigned topic and the narrative genre. Note: it may be unrealistic for the President to be given a test by “the government” or to go to a meeting at city hall, but students are not penalized for factual inaccuracies.

Organization Score: 3-

The overall organizational strategy (beginning, middle, end) is generally appropriate to the writer’s ideas and the narrative genre. In the beginning, the writer finds out he/she is to be president for a day. The ending is clear as the writer sums up the day (“It was the greatest day of my life”). Ideas are generally sequenced in a chronological manner, and related ideas are generally grouped together. The writer uses some transitions to link parts of the paper (“When I got there,” “Finally”).

Style Score: 2+

The writer demonstrates minimal control of the components of Style. Language and tone are uneven: appropriate in some parts of the response, but flat throughout most of the paper. Word choice is simple and ordinary (“I liked the mayor. She was nice,” “They made me,” “It made me feel good,” “That was how my day was”). There is little variation in sentence length and structure (many sentences begin with “I” and most sentences are very short). There is minimal awareness of the audience.

Conventions Score: 2

The writer demonstrates minimal control of the components of Conventions. Some simple sentences are correct (“She was very nice.” “I liked it.” “Everyone clapped.”), but there are also sentence formation errors. Some subjects and verbs agree, but there are frequent word form errors (“I like the government. He was very challenging,” “We had gave,” “said it good”). There are also spelling errors and punctuation errors. Overall, the paper consists of a mixture of correct and incorrect instances of sentence formation, usage, and mechanics

Performance Level: Meets the Standard

Annotations for Paper 18

Prompt 5310 - Narrative

Ideas Score: 3-

The controlling idea (Being President for a day) is clear and developed with relevant supporting ideas (waking up in the White House, calling a friend, aspects of being president). The writer provides some examples and details to provide a sense of completeness and address some reader concerns (how he/she became president). Some ideas are developed better than others. The beginning of the story is well developed (phone call to a friend), but then the writer lists a few things about being president with little development. The writer is less focused on the narrative purpose in the second half of the paper. The list of things a president does and the list of cool things in the White House are not presented in narrative form.

Organization Score: 3-

The first half of the paper is generally appropriate to the narrative genre. In the beginning, the writer sets up the story with some events that happen during the day as president. The last half of the paper, however, consists of opinions and facts rather than an ending to a story. Ideas are generally sequenced in a clear manner, and related ideas are generally grouped together (phone call, what a president does, cool things in the White House). The writer uses some transitions to link parts of the paper (“A few days ago,” “Being President,” “Around the house”).

Style Score: 3

The writer demonstrates sufficient control of the components of Style. Language and tone are generally consistent with the writer’s purpose and the assigned genre. The writer demonstrates awareness of the audience with an attention grabbing introduction and in the conclusion (“People think the presidents job is easy”). Word choice is generally engaging (“As the birds started singing,” “I couldn’t believe it, I wasn’t dreaming,” “did I mention I’m only ten!!!”) with some lapses into simple and ordinary language (“some guy called,” “it is hard,” “Some things,” “all the thing I listed”). There is some variation in sentence length and structure. The writer’s voice (feelings about being president) is clear.

Conventions Score: 3+

The writer demonstrates sufficient control of the components of Conventions. The majority of sentences are correct, but there are several run-ons (“I couldn’t believe it, I wasn’t dreaming.” “Things are good though you get to pass or veto laws. . .”). Subjects and verbs generally agree, but there are some incorrect word forms (“all the thing,” “in you house”). Spelling and punctuation are generally correct, but there are some minor mechanics errors too (“congradulated,” “metion,” “presidents job”). Overall, there are more correct instances of sentence formation, usage, and mechanics than errors.

Performance Level: Meets the Standard

there, I saw a folder. In the folder, there were some bills that were waiting to become laws. I got to see if they can become laws! I got to make the rules!

After that, I went to the lobby. I saw lots of visitors! They asked for my autograph. Then, I got to make a speech. It was awesome! Next, I decided to help the poor. I also wanted to put an end to war. I found out that I could if I try really hard. I even got to watch movies that weren't even out!

That was the most fun I ever had! I never wanted that day to end. I learned a lot of new things. I met so many new people. I ate a lot of new food. I even took a ride in my jet. That was my adventure of when I became president of the United States of America for one day and it was great! I'm sure that you can, too, if you try.

Annotations for Paper 19

Prompt 5310 - Narrative

Ideas Score: 4

The writer's controlling idea (A Day as President) is well developed and addresses the assigned writing task. Supporting ideas (going to the White House and exploring the rooms, making a speech, ending the war, watching movies) are relevant to the topic and the assigned genre. Most of the events of the story are developed with specific examples and details that address reader concerns (The writer tells the reader what happened and describes her thoughts and feelings along the way). Some events near the end, however, are undeveloped (ending the war, watching movies). Although some details could have been more fully elaborated, the overall experience of being President for a day is well developed. The writer is consistently focused on the assigned topic and narrative purpose.

Organization Score: 4

The overall organizational strategy (beginning, middle, end) is appropriate to the writer's ideas and the assigned genre. The beginning sets the stage for the writer's story ("a group of men came running down and told me that I got elected for president!"). Events are sequenced in a chronological manner across parts of the paper, and related ideas are grouped together. The ending sums up the writer's experience and addresses the reader. Varied transitions link ideas and facilitate the chronological sequence of events ("On a sunny day," "When I went down," "When I got," "After the snack," "After that," "Next").

Style Score: 4

The writer demonstrates consistent control of the components of Style. Language and tone are consistent with a narrative about being President for a day. The writer demonstrates awareness of the audience in all parts of the paper ("Do you know what happened when I became president?" "I'm sure that you can, too, if you try"). Word choice is consistently engaging ("I couldn't believe my eyes," "guess what I saw," "my private room," "awesome"). Sentences vary in length and structure. The writer's enthusiastic voice is clear and consistent.

Conventions Score: 5

The writer demonstrates a full command of the components of Conventions. Simple, complex, and compound sentences are demonstrated. Subjects and verbs agree, and word forms are correct. Correct usage and mechanics are demonstrated in a variety of contexts (punctuation of dialogue, commas after introductory clauses, variety of subjects and verbs). While there are minor errors in Conventions ("servents"), they are infrequent and do not interfere with meaning.

Performance Level: Exceeds the Standard

aned: the people clapped. I quieted them down and said, "I have a speech for all you people. I want to be known to you so I'm giving my speech: I want every continent, only the 6, to have joy, peace, and plus no wars, to make All parents to dicipline their children, adopt orphans, and I am going to make a new-law: the right to vote for every people and children to have jobs or not, and that's my don't-know-if-it's-famous speech."

Everyone clapped and I said to them, "God bless ya!" and went back to my home. I talked to them in the phone. Then, I put my exhausted body to sleep and dreamed about the day over and over.

Annotations for Paper 20

Prompt 5310 - Narrative

Ideas Score: 4

The writer's controlling idea (Becoming President for a day) is well developed and addresses the assigned writing task. Supporting ideas and elaboration are relevant to the topic and the assigned genre (waking up, finding out the writer is president, going to Washington, getting dressed and making a speech, new law). The supporting ideas are developed with specific examples and details that address reader concerns (how the writer became president, what laws he/she would pass). The law the writer proposes in the speech could have been more fully elaborated, but the story as a whole is well developed. The writer is consistently focused on the assigned topic, genre, and purpose.

Organization Score: 5

The overall organizational structure (narrative with beginning, middle, and end) is appropriate to the writer's ideas and the assigned genre. The beginning engages the reader ("Bang! Bang! Bang!") and sets the stage for the writer's day as President ("What in the world is this outbreak? A guy. . . said, "Congratulations! You have been named as President of the United States"). Ideas are grouped logically throughout the paper and presented in a clear chronological sequence. The ending provides a sense of closure to the story as the writer's day as President comes to an end. The writer uses varied transitional elements to effectively link events of the story ("When I got to Washington," "Then," "to my surprise," "After I changed").

Style Score: 5

The writer demonstrates a full command of the components of Style. Carefully crafted phrases engage the reader and create a sustained tone ("I bet they're excited and squealing with glee!" "Then something flashed before my eyes! It was photographers! What in the world is this outbreak?"). Word choice is precise and engaging ("When the sliding door opened up, to my surprise, it's a dressing room!"). The writer demonstrates sustained attention to the audience with an attention-grabbing beginning and vivid language throughout the paper ("I put my exhausted body to sleep and dreamed about the day over and over."). A variety of sentence lengths, structures, and beginnings are used. The writer's surprised and enthusiastic voice is appropriate and sustained throughout the response.

Conventions Score: 5

The writer demonstrates a full command of the components of Conventions. Simple, complex, and compound sentences are demonstrated. Subjects and verbs agree, and word forms are correct (even the correct form of "they're"). Correct punctuation is demonstrated in a variety of contexts (dialogue, commas after introductory clauses, apostrophes, hyphens). Spelling is consistently correct, including many difficult words ("congratulations," "excited," "limousine"). While there are minor errors in Mechanics ("discipline," no paragraph breaks") they are infrequent and are outweighed by an extensive variety of correct instances.

Performance Level: Exceeds the Standard