

# 2008 Georgia Grade 8 Writing Assessment

## Writing Topics and Sample Papers

### Persuasive Writing Topic 114

#### Writing Situation

Students and teachers use many types of transportation to get to school. Some ride buses, some ride in cars and others ride bicycles or walk. Your school is exploring ways of improving transportation for everyone who attends classes or works there. Each class has been asked to send in only one recommendation.

#### Directions for Writing

Think about how to improve transportation to your school. Write a speech to convince your classmates that your recommendation is the best one. Be sure to include detailed reasons.

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### Expository Writing Topic 214

#### Writing Situation

Students use many types of transportation to get to school. Some students ride buses, some ride in cars and others ride bicycles or walk.

#### Directions for Writing

Think about the types of transportation students use to get to your school. Write an essay for your teacher explaining the advantages and disadvantages of using the different types of transportation. Be sure to include specific details so that your teacher will understand the advantages and disadvantages.

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## **Annotations for Paper 1**

### **Ideas Score: 1**

The brief response does not have a controlling idea. While the information presented is relevant to the topic, the lack of development places the response in the “1” range.

### **Organization Score: 1**

There is no organizational plan. There is no introduction and no conclusion. The response contains insufficient writing to demonstrate competence.

### **Style Score: 1**

Word choice in this response is simple, and does not engage the audience. The tone is flat; the writer’s voice is not apparent. There is no variety in the few sentences. The brief response has too little evidence to determine competence.

### **Conventions Score: 1**

There is only one correct sentence in this short paper. Usage is frequently incorrect (“...everyone who...walk and catch...” “be assign,” “come back,”). Competence in Mechanics is limited by the brevity of the response, even though spelling is generally correct (except for “get dropped off”), and a few commas are correct. Frequent errors and lack of writing prevent this paper from demonstrating minimal competence in Conventions.

## **Does Not Meet the Standard**

## Paper 2

Page 3

I think we should lower gas prices, and we should have better transportation back in fourth to school. If we had lower gas prices everybody probably could have transportation. Gas prices are wearing us down. We should come to school only four days that would save us gas money. Then we would have transportation one of those days. School is helping us a lot in some ways but it is hurting us in another way like, come to school causes money, yet school clothes, paying for lunches, buying books, and other things. Brunswick has lots of transportation but gas prices have to go down. It would help us a lot for everybody to have transportation. You can't live without it. What if your kid would bleed to death if you don't take him to the hospital and you didn't have transportation and there was no ambulance? What would you do? That would be wrong but there is nothing you could do about it you could pray to your kid did not die you would have to watch him suffer and sit there and die. You can't survive without transportation. There is no where to go nothing to do, nobody to play with that has transportation. You can't survive without going play, seeing people, meeting people and eating. No transportation, no food because you have to go get it. No money because transportation costs money and gas it take all the money. I think we should lower gas prices. So we could have transportation it is ~~no~~ a done food, transportation, money \$\$\$.

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## **Annotations for Paper 2**

### **Ideas Score: 1**

Although the writer takes a position on the topic (Lowering gas prices would improve transportation), a controlling idea is not established. This unusual approach (gas prices being beyond a school's control) to the assigned task is appropriate, but the majority of the supporting ideas are not relevant to the writer's position. The writer loses focus about halfway through the paper. It is relevant to discuss transportation costs, but from there the writer moves into a discussion of how much other school supplies cost, how you could bleed to death if you couldn't get to the hospital, how you couldn't go to see your friends, etc. These ideas do not advance the writer's argument. The assigned task is about improving transportation to school, not improving transportation in general.

### **Organization Score: 1**

Although there is a weak one-sentence introduction and conclusion, there is almost no evidence of an organizing strategy in the first half of this paper. The writer moves from gas prices, to shortening the school week to the other expenses of school and back to gas prices with no apparent logical sequencing. The last section of the paper does show some evidence of grouping as the writer focuses in on how essential transportation is to our survival. There are few transitions linking smaller sections of the paper and none across the larger parts of the paper.

### **Style Score: 2**

The tone of the paper is uneven – sometimes flat, occasionally passionate. Word choice is generally simple and ordinary (“gas prices are wearing us down.”) but sometimes unclear toward the end of the paper. The writer demonstrates limited awareness of audience as evidenced by the rhetorical questions in the middle of the paper (“What would you do?”). There is more sense of the writer's voice in the last half of the paper. There is some sentence variety in the few sentences that are correctly constructed. Overall, the writer demonstrates only minimal control of the components of Style.

### **Conventions Score: 2-**

The writer demonstrates minimal control in the three components of Conventions. Although errors are frequent, most of them are not severe. Most simple sentences are formed correctly, but there are as many run-ons as there are correct sentences. There are some errors in word forms (“hurting us in another way like come to school,” “What if you kid,” “You can't survive without going play”) but the majority of subjects and verbs agree. Most of the spelling and capitalization is correct and there is some correct internal punctuation, but there are no paragraph breaks.

**Does Not Meet the Standard**

### Paper 3

Page 3

The topic for this essay is about how to improve the transportation at the school. The ideas for this essay are explained in the next paragraphs.

One of the ideas to improve the transportation at the school, might be setting up a kind of bus that could pick up some teachers ~~the~~ that don't have the possibility of transporting in their own cars, so they have to pay taxi or ride a public bus, and for that reason they could be late for class or for a important meeting that they had scheduled to that day, another reason for which there should be a bus for the teachers is because they could save money in gas, "and with those prices, who wants to have a car?", that's other reason to set up a teachers bus.

One more idea is for those kids that come walking, one riding a car everyday to school, the principal and some other teachers, should talk to those kids' parents about an idea that means that one day one parent bring to school some kids and the next day, they change turns and other parent brings the kids, and like that they would be collaborating with each other, and at the

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Paper 3 (continued)

Page 4

same time they could be saving money and gas.

Those are my ideas of improvement with the school's transportation; I hope they could do my ideas because that way many people get benefits.

### Annotations for Paper 3

#### **Ideas Score: 2+**

The controlling idea (transportation for teachers and students could be better) is minimally developed. Two supporting ideas (provide a bus for teachers; develop a carpool with parents) are given. A few specific details (teachers would be on time and save money; parents would save money) are developed minimally (get to class and meetings; less driving uses less gas). While the supporting ideas are relevant, they lack the development needed to provide a sense of completeness (are “public” buses unreliable, how is the bus financed, what problems are created by car riders?). The response falls within the high “2” range.

#### **Organization Score: 2**

The overall organizational plan is formulaic: the writer simply announces the topic and purpose in the introduction. Ideas are loosely grouped (ideas for teachers; what parents can do). Repetitive transitions begin each paragraph (“One of the ideas...” “One more idea...” “Those are my ideas...”). Within paragraphs, the long run-on sentences reduce the effectiveness of transitional elements as the writer fuses many ideas together. The conclusion is not effective (I hope they could done my ideas...”), and does not persuade the reader to accept the recommendation. The competence demonstrated falls within the “2” range.

#### **Style Score: 2**

Word choice in this paper is simple, ordinary, and sometimes awkward or incorrect (“scheduled to that day,” “one parent bring to school some kids,” “change turns and other parent brings”), with an occasional word or phrase that is interesting (“with those prices, who wants to have a car?” “colaborating”). The writer’s attitude toward the topic is not clear. The lack of clear and convincing language creates a neutral, sometimes flat tone. There is no variety in sentences. The response demonstrates minimal control of the components of Style.

#### **Conventions Score: 2**

There are only 3 correct sentences in this response. Two long, overloaded sentences comprise most of the paper. Usage is generally correct, but there are several errors (“pay taxi,” “could done” “other reason” “a important meeting” “one parent bring,” “other parent brings”). There is a mixture of correct and incorrect internal punctuation as the writer uses punctuation incorrectly (“about, how,” “school, might,” “walking, ore riding,” “teachers, should,”), and randomly. Quotation marks are not used correctly. The mixture of correct and incorrect instances of usage and mechanics, combined with the lack of correct sentences demonstrates minimal control of the components of Conventions.

**Does Not Meet the Standard**

## Paper 4

Page 3

A better way for transportation to school would be by a train. A train would be able to get to places a lot faster & it does not waste gas. Many kids would love to ride a train to school cause it's so loud & fun. If you were going to ride a ~~train~~ <sup>train</sup> to school you would have to walk to the tracks. The train tracks would be in front of your house so you can get to it faster than anything. The train would be able to go anywhere & it is so fast at getting there. Many people take trains to work everyday in the big cities & it does not cost much to get on. The train here would be free cause you need to go to school & learn. Most people would like to take a train cause it's so relaxing. I would love to get a ride to school by a train cause I could sleep on it. Many people love trains & that's mostly what they take to work everyday. I would love to take the train to school because of all the fun things we could do on the way. I would like it a whole lot cause I could see all of my friends & we could hang out around the train, & have breakfast on it. The train would be a long train with compartments for people to sit in, & finish homework or get a little more sleep. The train would have t.v.s & everyone could watch whatever they want. There would be a person who goes around to every compartment & serves you a nice breakfast to eat before you go to school. Many people would get to do a lot more than they could on a school bus. I would take the train everyday if it came by my house to come & pick me up. I would take the train cause it would be a lot faster.

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## **Annotations for Paper 4**

### **Ideas Score: 2+**

Reminder: A writer's argument for improving transportation does not need to be feasible to be effective. The writer is focused on the assigned topic and persuasive purpose, but the controlling idea (Why trains would be an improvement over current transportation to school) is only minimally developed. The paper is a long list of why the writer would like taking the train to school each day. A list of reasons by itself does not demonstrate an understanding of the persuasive genre. Supporting ideas (speed, gas efficiency, fun, can sleep on trains, visit with friends, eat breakfast, do homework, watch tv) are listed without much elaboration. Some ideas (eating, sleeping, fast trip) are repeated. Some supporting ideas are generalities ("Cause its so loud of fun."). Overall, there is not quite enough information to provide a sense of completeness.

### **Organization Score: 2-**

There is minimal evidence of an overall plan. The introduction is a single sentence. Some ideas are grouped together in the beginning and end of the paper, but there is little logical sequencing. In parts of the paper, the writer's ideas could be rearranged in almost any order without affecting the meaning. There is a limited use of transitions to link ideas; most sentences begin with "the train" or "many people." There is not really a clearly defined conclusion. Overall, however, the paper is more like a 2 than a 1 in Organization.

### **Style Score: 2**

The tone of the paper is uneven; sometimes the writer's enthusiasm for trains comes through and sometimes the descriptions are flat. Word choice is generally simple and ordinary ("A better way for transportation would be by train." "I could see all of my friends and we could hang out."). The writer's only real acknowledgement of the audience is seen in the "Many people" or "Most people" statements. Most of the time the writer is merely stating what he/she likes rather than shaping an argument to convince the reader. This indicates only a minimal understanding of the persuasive purpose as it relates to Style.

### **Conventions Score: 3**

Sentences are correct. Usage is generally correct, with the exceptions of "cause" for "because," "whatever the want," "if it come by my house," and "everyday." Many commas are missing after introductory clauses. Spelling is correct. There are no paragraph breaks. Capitalization is correct. It is not appropriate to use the symbol "&" in a formal written essay, but this does not interfere with meaning. Overall, the writer demonstrates sufficient control of conventions.

**Does Not Meet the Standard**

We use many different types of transportation, between teachers and students. Many of us ride buses, cars or even bicycles or walk. There are a lot of people who get to school or work late, and this is a problem, we need to improve. So, we need to change some of the ways we get to school. I am not just talking to my fellow students, but you teachers to, so listen to me as I give you some advice.

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To solve our problem of transportation we need to do something to help. We can always carpool with our neighbors. So, if you have a couple of friends live near you and your mom or dad do not mind taking you to school do it. Then one of these parents can pick you up from school, that's no big deal.

If you walk you no how long it takes you to walk to school, so you should know what time you should wake up to get to school on time. Then after you get that down, you need to do it. You should not walk like a turtle when you walk, walk at a good pace to get to school faster. This does not mean you have to run, just get a move on.

Well if we do all this to try to help, it will work. So, ~~if~~ ~~we~~ hope you listened

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**Paper 5 (continued)**

Page 4

if not you better ask a friend, because I am  
not about to repeat myself.

## Annotations for Paper 5

### **Ideas Score: 2+**

The controlling idea (improved methods of transportation will get people to school on time) is developed with two supporting ideas. The first suggestion is to carpool with friends or neighbors. Few details are provided. The writer does not explain how this will prevent tardiness or improve transportation. The second supporting idea, walking, is focused on preventing tardiness: get up on time to get to school, pace yourself, don't "walk like a turtle," but primarily defines what the writer means by a good pace rather than why being on time is important. The inconsistent focus and lack of details demonstrates minimal control of the components of Ideas.

### **Organization Score: 3**

The writer uses a problem-solution strategy that is appropriate to the persuasive genre. The introduction provides a brief description of the problem (being late to school) and announces the writer's purpose. The sequence of ideas is generally clear. Related ideas are grouped in paragraphs. Transitions linking parts of the paper ("listen to me," "To solve our problem," "If you walk," "if we do this"), and some ideas within paragraphs ("if you," "Then one of," "this does not mean"), are effective, if a bit repetitive. The conclusion provides closure with more advice ("I hope you listened...").

### **Style Score: 3-**

The writer demonstrates sufficient control of the components of Style. The firm, instructive tone is appropriate to the persuasive purpose and the writer's stated intention. The writer's voice is clear: change is needed. Word choice is generally engaging ("so listen to me," "that's no big deal," "after you get that down, you need to do it," "like a turtle," "a good paise," "just get a move on"). There is some variety in sentence structure and beginnings.

### **Conventions Score: 2+**

The writer demonstrates minimal control of the components of Conventions. Some sentences are clear and correct, but there are run-on sentences ("Then one of there parents can pick yall up from school, thats no big deal."), and frequent fragments ("So..."). While subject-verb agreement is correct, there are usage errors ("to," for "too," "pull," "there" for "their," "no." for "know," a missing "who," "you better,"). Using "yall" in formal writing is inappropriate. The writer uses commas and apostrophes correctly in some instances, but incorrectly in others Spelling is generally correct (except for "takeing" and "paise"), but nothing difficult is attempted. The frequency of errors in all the components of Conventions keeps this in the high "2" range.

## **Does Not Meet the Standard**

## Paper 6

Page 3

I think we need to improve upon transportation both to and from school. I have a few ideas that could do this quite simply. One of my proposals is to enlarge bus sizes, as to hold more students. Another is to set up a car-pool for the employees. Engineering buses with hybrid technology and creating biking and walking paths are my final ideas.

By having fewer, larger, and more comfortable buses, more students could be picked up and dropped off. Extending the distances between stops could save gas.

Creating a system of car-pool for teachers and other employees would cut down on gas. And a gas allowance for those who car-pool seems only fair.

New hybrid technology could be used to create buses with better gas mileage, and making them more environmental. This would enable a bus to pick up more students with the same, or less, cost.

Walkers and bike riders need to be safe from cars and trucks or worse, so we could create monitored trails to the school. Giving them time after school to complete home work would lessen the weight they carry.

The money saved could be used to further

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## Paper 6 (continued)

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enhance the educational process, creating a better future, so in conclusion my ideas would make travel easier for all,

## Annotations for Paper 6

### **Ideas Score: 3-**

The controlling idea (How to improve transportation to school) is sufficiently developed. The writer is consistently focused on the assigned topic and purpose. Some supporting ideas (bigger buses, carpooling, hybrid vehicles, biking, walking) are developed with some examples and details (saving gas/money, getting better gas mileage, saving the environment, safety concerns, how to use the money saved). Major details explain why the proposal would save money, time, lives, or the environment. There is just enough information to provide a sense of completeness.

### **Organization Score: 3-**

At the beginning of the paper, the organizing strategy appears to be formulaic. Rather than setting the stage for his position, the writer simply announces his proposals/supporting ideas (bigger buses, carpools, hybrid technology, bike paths) in the first paragraph. The first sentence of each body paragraph reiterates the supporting idea. However, the paper improves as it goes on. The conclusion is not formulaic as the writer explains how the money saved could be used to improve the educational process, an idea which has not been stated before. Related ideas are grouped into paragraphs and there are some transitions within paragraphs but not between paragraphs. Overall, the writer demonstrates a sufficient understanding of the components of Organization.

### **Style Score: 3+**

The concerned tone is consistent with the persuasive purpose. Word choice is generally engaging (“both to and from school,” “do this quite simply,” “engineering buses with hybrid technology,” “extending the distance,” “fewer, larger and more comfortable buses,” “this would enable,” “safe from cars and thieves or worse,” “to further enhance”) and sometimes precise. The vocabulary used by the writer is often typical of “4” level writing. There is not a strong demonstration of audience awareness in the introduction; the writer states his/her case and supporting ideas very directly rather than trying to hook or engage the audience in the topic/issue. The writer’s voice is clear, but not distinctive. It is not clear to the reader how the writer really feels about the topic. Sentences are varied in length and structure. Although the paper has qualities of both “3” and “4” level writing, overall it is more like a “3.”

### **Conventions Score: 3+**

Sentences are correct with the exception of the sentence that begins with the conjunction “And,” but there are only 13 sentences in the entire paper. Usage is generally correct with the exception of a couple of awkward phrasings (“system of carpool,” “making them more environmental” “with the same or less cost”). Some of the usage is quite sophisticated (“By having fewer, larger, and more comfortable buses”). Mechanics are generally correct with few spelling errors. Overall, the writer demonstrates more than sufficient control but less than consistent control of the components of Conventions.

## **Meets the Standard**

## Paper 7

Page 3

My Student body, we may have many complaints to make about our school, but one of them is the transportation. That is what we are hear about today, I think for our School we need to improve our buses, car riding system, and walker and bikers. I want you to chose my recommendations because I believe it will make riding on the bus, or waiting for your car, or even walking home will be easier.

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I think our biggest problem is with the buses. Maybe if the routes were shorter or maybe just a little different it wouldn't feel like your on the bus so long. Also another problem with buses are the bus drivers, I think we might need a few new bus drivers ones that are nice and don't yell at you even when it is something not important. I have been on alot of buses and I think that ~~is~~ a huge problem is that there not as clean as they should be so maybe cleaning the buses more will help some.

There is also the car riders. I am a car rider and the lines are very long just to be picked up! If we made more lines for people to be picked up it might not be such a long wait then. I know I have to be a car rider. There are some kids that could ride a bus home or walk home, but they just don't feel like it, maybe if there were some rules like only if you had to, or you missed the bus, or something of that sort. It would make the lines shorter and that means the lines would move faster.

One of our other problems are the walkers. I know some kids are afraid to walk home. There are a

## Paper 7 (continued)

Page 4

that they may get hurt or lost. Some could be worried about getting beat up, or that there may just be someone you don't want to see. Well why can't we have trails for kids to walk home on at least then they might feel a little safer. For countries that ride these bikes or something like that. I think we should have bike ~~locks~~ racks, and sell bike locks at school. Those children that could do that would most likely feel safer knowing they could buy a lock at school, because what if you can't get a lock from home or you can't go out that night to get one, or you forget your lock at home, then you still could ride your bike to school and just buy a lock there.

There are many ways of getting to school but these are the ones that most people use. I think that we need to improve are buses, and make it faster in car rider lanes, and make people feel safer while walking home. These are some of the things that recommendations I would make if you chose me.

## Annotations for Paper 7

### **Ideas Score: 4-**

The controlling idea (How to improve transportation to school) is well developed. All of the information included in the paper is relevant to the assigned persuasive task. Supporting ideas (improving buses, adding car lanes, safety for walkers, locks for bike riders) are elaborated with specific examples and details (cleaning the buses, adding nicer drivers, changing the routes, encouraging more students to ride the bus, walking trails, selling bike locks at school). The writer addresses reader concerns about student safety and transportation efficiency for bus and car routes. There is more than enough information to provide a sense of completeness.

### **Organization Score: 3**

The overall organizational strategy is appropriate to the persuasive purpose. There is a generally clear sequence of ideas as the writer moves from improving buses to car lanes to the problems of walkers and bikers. The introduction is clear and hints at, but does not announce, all the supporting ideas. Related ideas are generally grouped together. There are some transitions within and across paragraphs (“There are also,” “One of our other”). The conclusion restates the main points of the paper to provide closure.

### **Style Score: 3-**

The paper has qualities of both a “2” and a “3.” The sincere tone is consistent throughout the paper. Word choice, however, is often simple and ordinary (“I think for are school we need to improve are buses, car riding system, and walker and bikers.”). The writer demonstrates audience awareness by addressing the audience directly (“I want you to choose my recommendations”) and through rhetorical questions (“What if you can’t get a lock from home or you can’t go out that night to get one?”). The strength of this paper is that the writer’s voice is clear throughout (“we may have many complaints to make about our school” “I’ve been on a lot of buses and I think a huge problem is” “I know I have to be a car rider” “why can’t we have trails for kids to walk home”). Although the writer loses control of many sentences, there is variety in length and structure. Overall, the paper is more like a “3” than a “2.”

### **Conventions Score: 2+**

The writer demonstrates minimal control in all three components of Conventions. Approximately half of the sentences are run-ons or fragments. There are frequent errors in usage (“are” for “our,” “hear” for “here,” “your” for “you’re,” “there” for “they’re”). Most of the spelling, paragraph breaks, and capitalization are correct, but most internal punctuation is missing. Although the errors do not interfere with meaning, there is a conventions error in almost every sentence in the paper.

## **Meets the Standard**

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The school need a way to improve transportation. Well, here is a very <sup>good</sup> recommendation; the school could stop using buses and start using vehicles that use less gas. The vehicle that uses less gas is like a hybrid car except it's bigger than a normal yellow bus. This hybrid bus could be a great improvement to ~~out~~ the school.

The new and improved bus could save ~~to~~ <sup>the school</sup> a lot of gas, since it will be a hybrid bus. It can go a long way without needing to add more gas. Moreover, it will help the school save a lot of money on gas so that it can spend the money on what the schools need. Hybrid buses will help the environment by not putting so much pollution into the air. Not only is this bus good transportation, it will also save the school money and it will not harm the environment.

Hybrid bus is a lot more convenient than the ordinary school bus. It will save the school time because the bus is larger so it could pick up more student at one time. This will help the schools that have late bus issues. Hybrid bus could probably pick up twice as much students as the old school bus could. As the saying goes, "the bigger the better."

Although, this hybrid bus will be a little more expensive and will take a while for it to come out of the stores, it's worth it. It might be more expensive but while the school wait for it to come out, schools can do fundraisers to get the money for it. Also, with all money the school will save from the new buses,

## Paper 8 (continued)

Page 4

it could use the money to help pay for this extraordinary new bus. The hybrid bus will take some time for all the schools to have it but once the schools have it, they will not regret it.

Hybrid buses will change schools transportation forever. This spectacular new bus is going to be convenient and save schools a lot of money. Hybrid bus will help school with gas and time issues. While it might go a little slower for using less gas, it is still big enough to save the school a valuable time. The new bus may have a little disadvantages but it has a lot more advantages. The amazing modern hybrid bus will do wonders to the schools transportation!

## Annotations for Paper 8

### **Ideas Score: 4**

The writer establishes a clear controlling idea (a hybrid bus would be a great improvement in school transportation) that is developed with relevant supporting reasons. The supporting ideas (uses less gas, holds more students, cost effectiveness) are developed with specific details (saves money, pollution, late buses). Reader concerns are addressed in the third body paragraph (how the hybrid will be paid for). The response is well developed and demonstrates consistent focus on the topic and persuasive purpose.

### **Organization Score: 4**

The overall organizational plan is clear. In the introduction the writer sets the stage by recommending a specific vehicle that would improve transportation and briefly describing the proposed vehicle and its advantages. In the body paragraphs, the writer presents ideas in a clear sequence: advantages followed by the major disadvantage. Related ideas are grouped. Effective transitions link parts of the paper (“The new and improved bus,” “Although this hybrid...”) Varied transitions within paragraphs and sentences (“like a hybrid...except...” “Moreover,” “Not only,” “This will save,” “but while,” “Also,” “but once,” “While it might,” “it is still”) link ideas throughout the paper. The conclusion provides closure with a summation of the writer’s argument and predicts success (“will do wonders”).

### **Style Score: 3**

Word choice in this response is generally interesting and engaging (“new and improved,” “will not harm the environment,” “pollution,” “As the saying goes...” “spectacular,” “amazing modern,” “extroindinary,” “they will not regret it,”) with lapses into ordinary language (“could save a lot of gas,” “a lot of money,” “also save,” “a lot more”). The writer’s voice is clear and the confident tone is consistent with the writer’s purpose. There is some variety in sentences.

### **Conventions Score: 3**

The response demonstrates sufficient control of the components of Conventions. The writer uses simple, complex, and compound sentences correctly. There are usage errors (“school need,” “Hybrid bus is,” “more student,” “much students,” “while the school wait,” “help school with gas,” a little disadvantages”), but much is done correctly. The elements of mechanics are generally correct: apostrophes and commas are demonstrated correctly (with some errors of omission), and one instance of quotation marks is correct. Spelling is correct, and the paper is formatted.

## **Meets the Standard**

# Paper 9

I have been asked to write a recommendation paper on behalf of my class on school transportation. I have a strong opinion on what could be improved. The bus transportation is what I feel could use the most improvement. I feel that people who walk or ride bikes to and from school needs the least improvement. So, I will start with that.

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Though, I feel that kids and teenagers shouldn't be walking or riding bikes to school, I have no control over that. So, I will voice ways I think they can be improved. I think that walkers should be allowed roller backpacks in school. I say this because they have to walk home with their backpacks everyday. Now, I understand their isn't always homework, but when there is they will most likely be required to carry books. Depending on the weight of the books, this could cause major back problems.

On behalf of people who ride bikes to and from school, I have no ideas on what to do about their backpacks. I do have an opinion on what should be provided for them, though. I believe the school should rent out locks for their bikes. I say this because people steal. I'm not only referring to people in our school, either. I am also referring to the people outside the school, inside the neighborhoods. Now, I know you're probably thinking, 'Why can't they buy their own locks?' Some people can't afford them. So, this is just a way to prevent bikes from getting stolen.

People who ride cars home from school should be allowed a comfortable place to wait. I say this because I was a car rider last year. I was very uncomfortable standing outside in the hot sun. I feel they, too, should be provided with a place for backpacks and instruments. This would lessen the chance of things getting lost or stolen.

## Paper 9 (continued)

Page 4

The transportation to and from ~~and for~~ school I worry about the most is the bus. Yes, I know it's dangerous, but that doesn't mean it has to be crowded and uncomfortable. A place in the back of the bus for bookbags would make it less crowded. It would also make it so that more people could fit in a seat and lessen the chance of getting things lost or stolen. When I ride the bus I find it very uncomfortable sitting 3 to a seat with a bookbag on or between my legs. My younger sister is in the Orchestra and I'm sure that she doesn't like sitting with an instrument and a bookbag. So, I think this would definitely improve school transportation.

In conclusion, all the opinions that I have stated are reasonable. I would really like to see them done.

## Annotations for Paper 9

### **Ideas Score: 5-**

The writer maintains consistent focus on the assigned topic and persuasive purpose. All the information included in the paper is relevant. The controlling idea (How to improve transportation for walkers, bikers, car riders, and bus riders) is fully elaborated with specific examples and details (roller book bags, renting bike locks, wait area for car riders, backpack racks for buses). In nearly every paragraph, the writer anticipates and responds to potential counterarguments. The writer explains how each suggestion will prevent an existing problem in transportation, adding even another layer of detail.

### **Organization Score: 4-**

Although it is not particularly effective to begin the paper by announcing “I have been asked to write a recommendation paper on behalf of my class,” the introduction sets the stage for the writer’s organizational plan (starting with the type of transportation that needs the least improvement, and ending with the mode that needs the most). Related ideas are grouped together in paragraphs and presented in a logical order. The sequence of ideas and transitions within paragraphs are especially strong (“I say this because,” “though,” “I am also referring,” “either,” “too,” “When I ride”). The conclusion is limited to two sentences and begins “In conclusion.” Although the introduction and conclusion are somewhat weak, the strong, logical sequencing throughout the paper keeps this paper in the low 4 range.

### **Style Score: 4-**

The tone of the paper is consistent and appropriate to the persuasive task. Word choice is more engaging than precise (“Depending on the weight of the books, this could cause major back problems.” “I was very uncomfortable standing outside in the hot sun.”). There is attention to audience in each part of the paper; the writer tries to emphasize his points with strategies such as directly addressing the audience (“I say this because,” “Yes, I know it’s dangerous”) throughout the paper. These strategies also contribute to the distinctive voice of the paper. The assignment was to write a speech, and by choosing to write as if speaking to a live audience, the writer has used many strategies that are also effective in written communication. This writer tells the reader about himself (“Though I feel that kids and teenagers shouldn’t be riding their bikes to school, I have no control over that.”) many times in the paper. It is not necessary for student writers to use first person to engage the audience, but it can be a helpful strategy.

### **Conventions Score: 4+**

Simple and complex sentences are formed correctly. Although the writer begins some sentences with the word “so,” this is used in the place of “therefore” rather than as a conjunction. Usage is correct with the exception of “their” and “people needs.” Internal punctuation is correct in a variety of contexts, and spelling, capitalization and paragraph breaks are correct. The writer demonstrates a full command of mechanics, but sentence formation and usage are not as sophisticated or varied.

**Exceeds the Standard**

# Paper 10

Page 3

What kind of ~~transporter~~ school transportation is safe, conservative, and easy for parents, you ask? The bus, of course! When students ride the bus, they are safe from other cars whose drivers may not be quite aware yet and unconcerned with students riding bikes or walking. If more people rode the bus, that would be all the less cars on the road, which would prevent wrecks and conserve gas. thirdly, many parents have jobs that require them to leave home early; earlier than their children are allowed to be at school; 'is 'am I going to be on time to work and to support the family, or will Timmy go to school today?' For these reasons and many more, riding the school bus is the best method of transportation to get to and from school.

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Try to picture this scene in your mind: You are a student walking alone on the sidewalk to school around 7:00 A.M. It is still somewhat dark and you come to an intersection. The pedestrian sign lights up and you see the traffic light go from yellow to red and you start to walk across. Right now you are at an age where you think that you're -so- cool - because - you're - allowed - to - walk - across - the - street - by - yourself. So while you're keeping it cool you suddenly hear a car tire skidding on the pavement. Before you have time to react, suddenly everything goes black. This could have been real. This could have been fatal, this could have been your child.

Secondly with gas prices on the rise, why waste the precious liquid when you can avoid it? That is insane for anyone, of any social class, to do something that stupid. Also, excess traffic

## Paper 10 (continued)

Page 4

could be avoided. Do you realize that if everyone at this school came by car? ~~th~~ I don't know about you, but I would not want to be in a traffic jam with one-thousand or more cars! there would be more wrecks, more angry parents, and more tardies!

Last of all riding the bus is easy on parents. Once in sixth grade, I was in a carpool ~~with~~ <sup>with</sup> two of my friends because we were still babies too scared to ride the bus. On one oddity unexpected day both of my friends were sick as dogs and I had no way to get to school! My mom had to work and so I had no choice but to go with her! From then on I rode

In conclusion, the only reasonable way for school transportation is the bus. Although there are many other important points about riding the bus, I have named many of the ~~important~~ crucial ones. Therefore, I believe that students should ride the bus.

## Annotations for Paper 10

### **Ideas Score: 5-**

The controlling idea (the bus is the best transportation to school) is fully developed with relevant supporting ideas (safety, fuel conservation, convenience). Two of the ideas are developed with specific examples and details (narrative, personal experience, morning dilemma). The writer supports the position that buses are the best choice by presenting compelling reasons why walking, biking, and car riding are not good choices. The narrative depicting a dangerous walk to school is long and detailed. Two examples develop the idea that car transport is difficult for parents, but fuel conservation and traffic problems are not as well developed. That fewer cars on the road would prevent wrecks and conserve gas are details that are repeated. This idea is not fully elaborated, but the bit of hyperbole adds information: using fuel that is increasingly costly is “insane” when unnecessary; traffic jams are created that cause wrecks, anger, and tardiness. The information presented fully develops the idea that a bus would be the best mode of transportation.

### **Organization Score: 5-**

The writer demonstrates full command of the components of organization. The overall strategy is appropriate to the topic and persuasive purpose (introduction, problems with specific methods, conclusion). The introduction sets the stage and establishes the writer’s position in the form of a question in the opening statement. Related ideas are grouped logically and presented in a logical order (most important first). Transitions between paragraphs (“Try to picture,” “Secondly,” “Last of all,”) link parts of the paper; transitional elements within paragraphs and sentences (“When students ride...” “If more people...” “For these reasons...” “It is still...” “Right now...” “Before you have time...” “Do you realize...” “Once in sixth grade...” “Although there are...” link all elements of the response. The conclusion, while brief, provides closure with the summary statement that “the only reasonable way for school transportation is the bus.”

### **Style Score: 5**

Word choice is varied, precise, and engaging (“What kind...you ask?” “quite awake yet and unconcerned,” “Try to picture,” “intersection” “pedestrian,” “while you’re keeping it cool you suddenly hear,” “skidding,” “precious liquid” “reasonable,” “crucial,”). The final three sentences of the first body paragraph are extremely effective, evocative constructions. The writer effectively demonstrates audience awareness by directly addressing the reader (“I don’t know about you...” “Try to picture...”). Sentences are varied in length, structures and beginnings.

### **Conventions Score: 5**

The writer demonstrates full command the components of conventions. Sentence formation, usage, and mechanics are correct. Simple, complex and compound sentences are consistently correct with appropriate end punctuation. One sentence begins with “so,” and there is an incorrect sentence on the top of page two (“Do you. . .”), but all others are correct. is correct, with few errors (“all the less cars,” ...” “way for school transportation”). Mechanics are correct in many contexts: internal punctuation is varied; quotation marks and hyphens are used for effect; spelling and capitalization are correct.

## Exceeds the Standard

What's good about buses?  
It's when you get to school on  
safely. But disadvantage is bad.  
Because it could cost broken  
damage and blowup. It's disadvantage  
to ride in a car with a person  
that you don't even know that goes  
to a different school. It's an  
disadvantages to walk to your  
school with a man. Because he  
might tell you come to the baseball  
field with me. You don't know if  
he broken out of jail. But it's advantages  
to walk with all your friends that  
you go home with or play with.

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## **Annotations for Paper 11**

### **Ideas Score: 1**

The paper does not have a clear controlling idea. The writer does mention some advantages and disadvantages associated with various modes of transportation, but, for the most part, these ideas are listed without further development (the segment on walking has some development). Moreover, there is insufficient writing to determine competence in Ideas.

### **Organization Score: 1**

There is some evidence of sequencing in the last three sentences of the paper, but there is not enough evidence in this response to determine competence in Organization. There is no introduction, conclusion or clear overall plan. Transitions are missing.

### **Style Score: 1**

The writer does not control the components of Style. Word choice is mostly inaccurate or imprecise (“Is when you get to school on safely”; “Because it cost broken damage and blow up”). There is some audience awareness in the final three sentences (“You don’t know if he broken out of jail”), but this evidence is insufficient to move the paper beyond the “1” range.

### **Conventions Score: 1**

The response contains frequent sentence fragments and severe, repeated errors in usage (e.g., “It’s an disadvantages to walk to your school”). There are some correct instances of mechanics, but errors in sentence formation and usage prevent the writer from demonstrating control in Conventions.

**Does Not Meet the Standard**

The types of transportation students use to get to school and the advantages and disadvantages of using the different types of transportation.

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First I want to talk about the advantages and disadvantages of using the different types of transportation is that the advantage is that the parents or guardian have to get out to give their child a ride to school and they know that they just don't want to ride the bus or ride their bike, or walk because they may have done something wrong to somebody and they don't want that person to hurt them or take their bike. Bus transportation is like three strikes you're out cause on the bus you just have three warnings the first warning is a write up and a phone call home the second warning is that you get suspended for 2-3 days but if you are fighting you'll have about 10 days off the bus, and the third warning is that you're off the bus permitted and that will give you a reason why you have to catch a ride to school or walk. The disadvantage is gas is just too high this year. You see that the parents or guardians doesn't always like to put in 20<sup>00</sup> dollars of gas or more to hold the for a week or two. I was a parent I would make sure they take the bus cause I will just give them a ride if they have to be at a practice or an important doctor office in. People

**Paper 12 (continued)**

Page 4

these days just don't give a care if they child miss  
school because of transportation but sometimes they skip  
school cause they done something wrong to not go to school

## Annotations for Paper 12

### **Ideas Score: 1**

Although the writer paraphrases the writing topic in the opening sentence, very little of the paper addresses advantages and disadvantages of different types of transportation. It appears that the writer will begin discussing advantages (without specifying the type of transportation), but the writer then lists why parents don't want to drive their kids to school and why students don't want to take the bus. Then, the writer provides irrelevant information about getting suspended from the bus due to bad behavior. Two sentences about the cost of gas are the only relevant supporting ideas. Overall, the writer does not establish a controlling idea.

### **Organization Score: 1**

There is no evidence of an overall organizational strategy in this paper. After repeating information from the prompt in the opening sentence, the writer discusses various aspects of transportation without grouping related ideas. The writer jumps back and forth between advantages and disadvantages, and sometimes it is not clear which type of transportation the writer is describing. The paper ends without a conclusion. There is no clear sequence of ideas, and transitions are limited.

### **Style Score: 1**

Word choice is inaccurate and confusing in much of this paper ("People these day just don't give a care if they child miss school because of transportation but sometimes they skip school cause they done something wrong to not go to school."). There is little variation in sentence variety as much of the paper consists of run-on sentences. Except for the first sentence of the second paragraph ("I what to talk about. . ."), there is little evidence of the writer's voice.

### **Conventions Score: 1**

The paper contains frequent errors in both usage and mechanics, including subject-verb agreement errors and incorrect noun forms. Most of the paper consists of run-on sentences. The errors interfere with the writer's communication of ideas and occasionally make them difficult for the reader to understand.

**Does Not Meet the Standard**

Some of many students have alot of different ways of getting to school. Other students may not go to school.

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Some students ride the buses because they dont have any other ways to get to school. Their parents probably cant take them because of their jobs.

Some students also only ride in cars because of other kids on the bus or because they cant be trusted enough to get on the bus.

Some of almost students ride bicycles because their parents cant take them or they just dont like to ride the buses.

## Paper 13 (continued)

Page 4

Sometimes you may just see kids walking to school because they have done missed the bus or they can't be brought to school.

Some students that probably very few of them are rich and they ride in limos to school. but their parents choose that way.

Some students don't need rides or transportation because they got kicked out or dropped out of school or some may just have home school.

Sometimes their are alot of ways to get students to school you neither ride or walk or even the bus may take your children to school.

## Annotations for Paper 13

### **Ideas Score: 2**

The paper has a minimally developed controlling idea (there are many ways to get to school). The writer presents five relevant supporting ideas (buses, cars, bicycles, walking, limousines) and one peripherally relevant supporting idea (some kids don't use transportation to school because they have been kicked out or dropped out of school). Each of these supporting ideas contains one detail of development. In most cases, the writer does not focus on an advantage or disadvantage of the modes of transportation, but instead describes why students use these modes. Therefore, there is minimal focus on the assigned task. There is not enough development and focus to move the paper beyond the "2" range. Note: this paper is shorter than it appears because the handwriting is so large.

### **Organization Score: 2**

The organizing strategy is minimally effective. In the introduction, the writer restates language from the prompt and then proceeds with the body of the paper. Each body of paragraph is focused on one type of transportation, but with one detail of support per paragraph, evidence of grouping and sequencing is minimal. Had the writer included more details per body paragraph, demonstration of control in these components would be much stronger. There are few transitions, and the conclusion reiterates information described in the body of the paper.

### **Style Score: 1+**

Word choice is simple and repetitive ("some students"). Some phrases are imprecise and confusing. There is no audience awareness, and the writer's voice is not apparent. There is little sentence variety as the sentence beginnings are very repetitive.

### **Conventions Score: 2**

There are some correct sentences in the paper, but there are also sentence errors (a run-on in the conclusion) and overloaded sentences ("Some students but probably very few of them are rich and they ride in lemos to school but their parents choose that way"). There are also several usage errors ("Some of many students"; "they have done missed the bus"). Competence in mechanics is mixed. Many words are spelled correctly, but there is little evidence of internal punctuation ("dont"; cant"; and very few correctly-used commas). Overall, there is minimal control of the components of Conventions.

**Does Not Meet the Standard**

There are different ways a student can get to school. A student can ride a bus, walk or bike-ride, or be transported by their own car. But like everything, there are disadvantages.

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The first transportation option listed was riding a bus. It is free and requires nothing of you except to simply be at the bus stop. The disadvantages this method presents are that it may be crowded, hot, loud, or chaotic.

The second method listed is walking or bike-riding. You can get exercise and build strength by using this method. Sometimes the weather outside is very hot, causing you to overheat. Also, the weather can be cold, causing you to become cold. You may also get injured using this method.

The third and final method listed is to be transported by your own car. This method is very comfortable and flexible. You can determine your schedule as to how hot, cold, early, or late you are. This method uses gas.

These are the numerous methods used to get to school and the advantages and disadvantages of each.

## Annotations for Paper 14

### **Ideas Score: 2**

The writer's position is clear (three are advantages and disadvantages of riding a bus, walking, biking, and riding a car to school), but development is minimal. For each type of transportation, there is one sentence of advantages and one sentence of disadvantages. Each body paragraph begins with a sentence that repeats information from the introduction. The supporting ideas are then listed without development. There is not enough information to provide a sense of completeness.

### **Organization Score: 2**

The paper demonstrates minimal control of the components of Organization. The writer's organization strategy is formulaic as the writer repeats information from the introduction in the first sentence of each body paragraph ("The first transportation option listed was riding a bus," "The second method listed is walking or bike-riding," "The third and final method listed is to be transported by your own car"). The conclusion is ineffective as the writer summarizes the paper by repeating information from the introduction ("These are the numerous methods used to get to school and the advantages and disadvantages of each"). Transitions are formulaic and ineffective.

### **Style Score: 3-**

Word choice is generally engaging ("requires nothing of you except to simply be at the bus stop," "very comfortable and flexible," "determine your schedule") with some lapses into simple, repetitive language ("The first transportation option listed," "the second method listed," "the third and final method listed," "These are the numerous methods used to get to school"). The writer demonstrated some audience awareness ("You can get exercise and build strength") but the formulaic nature of the response limits the expression of the writer's voice. There is some variation of sentence lengths and types.

### **Conventions Score: 3**

The writer demonstrates sufficient control of Conventions. Sentences are generally correct with the exception of one sentence that begins with "But." Subjects and verbs agree, and word forms are generally correct. Spelling is generally correct (except "strenth") and internal punctuation is demonstrated. The repetition of sentences and the relative brevity of the response (single page with large handwriting) prevent the writer from demonstrating correct conventions in a variety of contexts.

## **Does Not Meet the Standard**

Transportation is needed for different reasons, especially for children. Transportation is very important when it comes to school. Kids need to have a ride to school each day to learn. They need to be at school on time, because tardies are not good for your school record and missing out on learning affects you. Children can ride buses, bikes, or even walk to school.

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Riding a bus to school, is a big advantage for students and even parents. Today, gas is high and gaudians now-a-days do not have the money to transport their kids to school and home each day, especially if the parent has a job to attend to. I think the government is doing a great job when it comes to getting kids back and fourth to school everyday, but it's hard because bus drivers have to watch the kids and the road at the same time and it shouldn't be that way. Children should get on a bus, sit quietly, until the driver reaches their desinated stop.

Riding to school on a bike is an advantage in some countries, but not in Burke County, which is good in my opinion. It is easy for a child to lose control of a bike and just as easy for a driver to lose control of their vehicle, which can cause accidents. You may run in front of a car or a car might mistake and hit you, it's all possible.

Walking to school is an awesome advantage. When you walk to school each day and back home, you are getting a great

## Paper 15 (continued)

Page 4

exercise. Everyone will love to walk to school, if it's in a walking distance. Especially, with a friend, but it's dangerous. Today, things are not like they use to be. A child can not walk somewhere without rapists, killers, or even stalkers trying to find something to do. In a way freedom is going by slowly.

There are ~~different~~ different ways for children to get to school on time, but the best and safest way is to ride a bus with your best behavior or for your parent or guardian to take you to school on time daily.

## Annotations for Paper 15

### **Ideas Score: 3**

The controlling idea is clear (advantages and disadvantages of buses, bikes, and walking) and the writer is generally focused on the assigned topic and purpose. Supporting ideas are developed with some examples and details (gas prices are high, bus drivers have to watch the kids and the road, it's easy to lose control of a bike, walking can give you exercise but it could be dangerous). Although the discussion of riding a bike is only partially developed with only two sentences of support, the response contains sufficient information to address the topic and some reader concerns (safety of riding a bike or walking to school).

### **Organization Score: 3**

The organizational strategy (introduction, three types of transportation, conclusion) is appropriate to the writer's ideas and the expository genre. In the introduction, the writer explains the importance of transportation to school and lists three types of transportation. Related ideas are grouped as each body paragraph addresses a mode of transportation. Some transitions are used to link parts of the paper ("especially," the repetition of key words: "riding a bus," "riding to school," "walking to school"). The conclusion is somewhat brief, but deciding on the best option for getting to school is an acceptable way to end the paper.

### **Style Score: 3**

Language is not consistently engaging, but the writer's choice of words is not simple and ordinary. There are some engaging phrases ("the best and safest way," "your best behavior," "sit quietly until the driver reaches their desinated stop"). The sincere, concerned tone (especially in regard to the safety of students) is appropriate and indicates awareness of audience. There is some variation in sentence length and structure.

### **Conventions Score: 3**

The writer demonstrates sufficient control of the components of Conventions. Sentences are generally correct, although there are a few run-ons and fragments ("Everyone will love to walk to school, if it's in a walking distance. Especially, with a friend, but it's dangerous."). Subject-verb agreement is generally correct, but some word forms are incorrect ("loose" instead of "lose"). There are some spelling errors ("desinated") and incorrect commas, but the majority of the paper consists of correct instances of mechanics. Overall, the majority of the paper is correct in terms of sentence formation, usage, and mechanics.

## **Meets the Standard**

Wondering what the best way to school is? Worry no more, I believe I may have the solution. In this discussion, I will go over a few of the ways that you can get to school as well as their advantages and disadvantages. I will only go over four of the ways you can get to school because they are obviously the most common.

The four ways we will talk about are, riding the bus, riding in a car, riding a bike, and walking. Overall, riding a bike might just be the best way for you to go to school although it is only equally matched by riding in a car. I'll get started with the explanations.

Buses are loud, noisy, and can take forever to get you home. The best things about a bus would have to be the social life and the fact that it is public transportation. These two things are what make a bus bearable.

In a car, there is only one disadvantage. That is, of course, the price! As this generation gets to the age when all they can think about is cars, the price just crushes most of their dreams. The good things would have to be your direct route to school, the quiet, and you will probably be much more comfortable in a car as well.

On a bike, your only disadvantage comes if you are not fit or far away from your school. That is being tired, the scourge of lazy people. Otherwise, it is somewhat comfortable, very quiet, you have a direct route to school, not to mention, bikes are pretty cheap.

Last but definitely not least, is walking. If you live a long way from school, you will probably have it pretty bad. With walking, you might get pretty tired as well as having to make up earlier than usual. On the other hand, you get a direct route to school. Walking and riding the bus are the only ones with negatives in terms of advantages and disadvantages. This ends my explanation of ways to school.

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**Paper 16 (continued)**

Page 4

I hope this discussion has been helpful in deciding how you want to get to school this year. Thank you, and I'm Cody Spall.

## Annotations for Paper 16

### **Ideas Score: 3**

The writer establishes a sufficiently developed controlling idea (there are advantages and disadvantages to several modes of transportation). Supporting ideas are relevant; the writer examines buses, cars, bikes, and walking. The supporting ideas are developed with some details, but they are not fully elaborated with specific examples. There is enough information to provide a sense of completeness.

### **Organization: 3**

The organizing strategy is clear and appropriate to the assigned task. The writer uses the introduction to outline what he will analyze. In the body of the paper, related ideas are grouped together. Ideas within body paragraphs are sequenced clearly, by and large. Transitions between body paragraphs are not especially effective (“In a car”; “On a bike”). The brief conclusion brings the essay to a close, but it too could be more effective.

### **Style: 4**

The writer maintains consistent control of the components of Style. Word choice is engaging throughout (e.g., “As this generation gets to the age when all they can think about it cars, the price just crushes most of their dreams”). The knowledgeable tone and voice are appropriate to the expository task. Audience awareness is a strength (e.g., “Wondering what the best way to school is? Worry no more, I believe I may have the solution”). Sentences vary in length and structure. More carefully crafted phrases are needed to move this paper into the “5” range.

### **Conventions: 4**

Sentences are consistently correct, and there are examples of both coordination and subordination. There are a few sentence errors, but correct examples far outweigh the incorrect. The same is true for both usage and mechanics. There are some slightly problematic usage constructions. For example, the writer occasionally switches verb tenses within a sentence. Issues like these are infrequent, however. There is ample evidence of correctly used internal punctuation, which is a key element of the mechanics component.

## **Meets the Standard**

Transportation is how everyone gets to school, or anywhere else. Without transportation life would be boring. Everyone needs transportation or we wouldn't get anywhere. Transportation is everywhere you do it every day, some examples of transportation are riding the bus, driving in a car, some ride a bicycle, or some just take a walk to school. Those are all examples of transportation. All of these examples have advantages and disadvantages to it.

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Riding the bus is easy for some people. Parents don't have to use extra gas to drive you to school. It's also hard for some people to ride the bus. You may have to wake up earlier. Some people have to rush around to make it on time. Also if you have a lot of loud people on your bus you may get a headache or you could be cramped into a seat with two other people.

Having your parents drive you to school could be annoying too. It's the perfect time for your parent's to lecture you. Also none of your friends are there. It's also more expensive because of gas prices. If you drive the car to school everyday the price adds up. An advantage to ride with your parents in the car is you can listen to the radio. You don't have to sit for a long time on a smelly, loud bus. You also don't have to wake up as early,

## Paper 17 (continued)

Page 4

or you don't have to rush around to catch the bus on time.

Riding a bicycle to school may help you get energized for school. You also get more exercise, and can also save gas. A disadvantage is it may take longer to get to school so you have to wake up earlier. You may sweat a lot on a hot day and feel like you need to take a shower. The weather could also be too cold, and your face could turn pink. It would also be difficult to ride up a hill with a heavy bookbag or instrument.

Taking a walk may be peaceful, quiet, or relaxing to you, there are no loud kids or parents talking or yelling at you. Unless you ~~have~~ walk on a really loud street. You can also save gas, which saves money. Some disadvantages are the smell of gas, noisy or speedy cars ~~passing~~ driving by you. It may take longer than to ride the bus or get a ride in the car from your parent or friend. You also may get really hot during the summer or too cold during the winter.

As you can see there are many ways of transportation not only to school but, everywhere. You can also see there are many disadvantages and advantages for transportation.

## Annotations for Paper 17

### **Ideas: 4**

The controlling idea, while simple (there are pros and cons to many forms of transportation), is well developed. This paper is a good example of where a writer develops her analysis broadly but not deeply. She incorporates several details, many of which are specific, as she investigates several ways to get to and from school. However, she seldom elaborates further on many of these details. Deeper development in each body paragraph would move this paper beyond the “4” range.

### **Organization: 3**

This paper is a classic example of a “3” in Organization. The writer outlines her supporting ideas in the introduction, shows clear evidence of grouping and sequencing related ideas in the body, but concludes with some repetitive information. Moreover, there is not a variety of transitions in the paper, particularly between the body paragraphs.

### **Style: 3**

Word choice is generally interesting, but it is somewhat repetitive (“you may”; “also”). Sentences are somewhat varied, but many sentences begin in similar ways (“You can/may”; “An advantage”; “A disadvantage”). The writer demonstrates audience awareness (e.g., “As you can see”) and has a clear voice. More engaging, less repetitive language would be required to move this paper beyond the “3” range.

### **Conventions: 3**

Most of the sentences are correct, but there are limited examples of coordination and subordination; most are simple sentences. There are occasional sentence errors as well. There are a few usage errors (“It may take longer *then* to ride the bus”; “*to* cold during the winter”). Mechanics are generally correct, but internal punctuation is often absent or improperly executed (Not only to school but, everywhere”). Still, the writer controls the components of Mechanics a majority of the time.

## Meets the Standard

Students use many types of transportation. Parents usually decide for the student. There are many ways of transportation. Some students ride buses, some ride in cars and others walk or ride bicycles. The kind of transportation you have can often effect what kind of day you have or what mood you're in. Sometimes people with different home lives have to choose the transportation that best suits their lifestyle.

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Riding a bus can often have disadvantages but many advantages, as well. For instance, riding a bus means getting up at a certain time. You have a scheduled transportation. You get on the bus at a specific time every morning and afternoon. This causes students to their schedule. Which means they get "on track".

Car riding is much easier for some people. It really depends on whether your parents are driving you, or you're in the position to have the responsibility to get to school on your own. You do, however, have to worry about the gas. That's not a student's main concern when taking a bus or walking.

Walking could be a good way. Unless you live far from the school. Walking gets you exercise, which is a good way to start the day. If you live too far from the school, you should consider taking a bus or not walking. Ask your parents for a ride.

## Paper 18 (continued)

page 4

Bicycles are a good idea, too. If your school has a place to chain them up. A lot of people get their bicycles stolen because they just leave them out in the open and not locked. Also, another disadvantage of bicycle riding or walking is the dangers. If the student does not know safety rules, then he or she should not use that transportation. There are many unkind people in the world. Something dangerous could happen if he or she is not careful.

I ride the bus because I feel more secure knowing I'm with other peers. When I ride in a car, I'm always afraid I'm late or I'm in the wrong place or something. I'll probably continue to ride the bus until high school. When I am old enough and skilled enough to take my own car safely,

## Annotations for Paper 18

### **Ideas Score: 4**

The controlling idea (advantages and disadvantages of riding a bus, car riding, and walking, and riding a bike to school) is well developed with relevant supporting ideas. The supporting ideas are well developed and are appropriate to the expository genre. The writer provides specific examples and details to explain the advantages and disadvantages of each form of transportation. The response contains information that addresses reader concerns (staying on schedule, the cost of gas, safety, preventing bike theft).

### **Organization Score: 4**

The overall organizational strategy (Introduction, types of transportation, conclusion) is appropriate to the assigned topic and the expository genre. The introduction sets the stage for the writer's discussion of types of transportation. Rather than simply stating that there are advantages and disadvantages to the different types of transportation, the writer begins the paper by explaining that the type you choose can affect your mood, and you should choose the type that suits your lifestyle. Related ideas are grouped logically in paragraphs (riding a bus, car riding, walking). The conclusion provides closure without repetition as the writer's choice of transportation is revealed. The writer uses varied transitions to link ideas and parts of the paper ("For instance," "however," "Unless you live far from the school," "If your school," "Also," "When I ride," "When I am old enough").

### **Style Score: 4**

Word choice is generally interesting and engaging ("best suits their lifestyle," "scheduled transportation," "feel more secure knowing I'm with other peers"). The writer's concerned voice is evident throughout the paper ("I'm always afraid I'm late or I'm in the wrong place," "When I am old enough and skilled enough to take my own car"). The writer demonstrated awareness of the audience in the introduction ("what mood you're in), body ("If you live too far from the school . . . ask your parents for a ride"), and conclusion (relating the writer's concerns). Sentences vary in length and structure, and contribute to the flow of the writer's ideas.

### **Conventions Score: 4-**

The writer demonstrates consistent control of the components of Conventions. With the exception of a few fragments ("Which means they get on track." "If your school has a place to chain them up."), sentences are clear and correct. "Unless you live far from the school" could be considered a functional fragment. Subjects and verbs agree throughout the paper. There are a few minor mechanics errors such as a missing apostrophe in a possessive noun (students) and a spelling error ("exersice,"), but these errors do not interfere with meaning.

## **Meets the Standard**

# School Transportation?

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How do you get to school? some students ride buses, some ride in cars, others ride bicycles, and others walk. I am here to tell you the advantages and disadvantages of how you get to school.

I am a car rider, personally, I love it. First of all you get to wake up later than if you ride a bus. You can get up, have a good breakfast, do your hair, all on your own time. Second of all, you get dropped off in the comfort of your own car. You don't have to be uncomfortable on a bus or bike. Third of all, you don't have to worry about what people think of you until you get in school. You can finish your make up or fix your hair while you are in your own car.

I would not like to be a bus rider. You have to get up extra early to get ready. You don't get enough time to fix yourself up for school if you wake up late. Also, you have to wait outside until your bus comes, and if it rains while you are waiting you could get drenched. Then, you have to get on a bus of about twenty people and you might have to share a seat with someone you don't like. I was a bus rider from my first grade year all the way to my fifth grade year, so I have a lot of experience.

## Paper 19 (continued)

I would also hate to be a walker. I would be too scared to be alone because of robbers. What if some wierd person just came and stuffed you in their car? You would als be so lonely on the walk to school. You wouldn't have anyone to talk to. You would also have to worry about rain, if it rained you would be completely soaked. IF I was a walker I would be too afraid of loose or stray dogs. I would be so scared that a dog would either chase me or attack me. I would also be worried about getting all stinky and sweaty if it was really hot outside. You would have to bring a spray or deodorant to get fresh again.

So all in all I feel sorry for the people who dont ride in cars, but then again they might not like riding in cars. I have expressed my opinions, I hope you can take my ipinions in view.

## Annotations for Paper 19

### **Ideas Score: 4**

The controlling idea (Advantages and disadvantages of car riding, walking, taking the bus to school) is well developed and consistently focused on the expository task. Supporting ideas (sleeping late, comfort, danger) are developed with specific examples and details (leisurely breakfast, getting drenched, fear of kidnappers and loose dogs). The writer also includes a personal example to illustrate the disadvantage of riding a bus. The writer addresses reader concerns by using examples that any reader could relate to (personal comfort and safety).

### **Organization Score: 4-**

The overall organizing strategy (introducing three types of transportation, discussing the advantages and disadvantages of the 3 types, conclusion) is appropriate to the writer's ideas and the assigned task. The introduction is somewhat weak as the writer announces, "I am here to tell you the advantages and disadvantages of . . ."). Related ideas are grouped together as a body paragraph is devoted to each of the three types. The sequence of ideas is clear as the writer begins with the mode of transportation he/she likes best to the mode he/she likes least (order of importance). Transitions are used to link ideas but they are not particularly varied ("First of all," "second of all," "third," "So all in all"). Although it is unnecessary to state, "I have expressed my opinions. I hope you take my opinions in view," the writer ends the paper without repetition by remarking, "I feel sorry for the people who don't ride in cars."

### **Style Score: 4**

The tone is consistent with the writer's purpose. Word choice is precise and engaging ("in the comfort of your own car," "you could get drenched," "if it rained you would be completely soaked," "worried about getting all stinky and sweaty"). There is some attention to audience in all parts of the paper. The writer uses rhetorical questions to engage the reader ("How do you get to school?" "What if some weird person just came and stuffed you in their car?"). The strongest component is the writer's voice, present in every paragraph ("I would be too scared to be alone because of robbers." "I feel sorry for the people who don't ride in cars").

### **Conventions Score: 4**

The writer demonstrates consistent control of the components of Conventions. Sentences are correct in this paper except for two run-ons ("I am a car ride, personally, I love it" "You would also have to worry about rain, if it rained you would be completely soaked"). The paper does not contain a variety of subordination and coordination strategies. Subjects and verbs consistently agree, and all elements of mechanics are demonstrated.

## **Meets the Standard**

"Wake up, it's time for school!" This annoying yet common wake-up call is often heard by kids in the mornings on week days. After the kids wake up, typically they would scraggle out of bed, get dressed, eat breakfast, and head off to school. Whether by bus, car, or their own two feet, they manage to get there, hopefully on time. There are both advantages as well as disadvantages to these different forms of transportation.

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The school bus, a familiar, large, yellow automobile seen in kid television shows such as "The Magic School Bus", have been portrayed as big, fancy, magical rides. In reality, the buses are nothing more than old "kid-hauls", packed with tired, less than thrilled children on their way to school. This common form of transportation has advantages and disadvantages. It is reliable to always get kids to school on time, and it saves their parent's gas mileage. Disadvantages to this could be the stress to wake up earlier or have a tighter schedule. All in all, the school bus has proved itself to be a useful transportation in the past, as well as the present.

The car, our nation's #1 form of transportation comes in many colors, shapes, and sizes, and is also a common way to get to school in the morning. Cars have proven to be successful and are probably the most comfortable way to get to school. They too, have their advantages and disadvantages. Advantages include a more flexible schedule, more sleep time, and quality time with a family member or

## Paper 20 (continued)

Page 4

friend. These are good, but if you run into traffic, a long carpool line, or a big gas bill, then the car might not be as successful. Either way, the car has proven to be another common transportation to get to school.

Who needs cars or buses when ~~you~~ we can simply attend to it the old fashion way? Walking, another common way for kids to get to school throughout centuries and today. Responsibility and exercise are two wonderful advantages to it, but there are also some disadvantages to it. For instance, it's not the 1920's anymore and there are some crazy people out there. A walker could be in danger. Therefore, though walking to school has proved to be successful in the past, it may not be the safest way to get there today.

To get to school, kids may take the bus, a car, or walk. Each way carries its advantages and disadvantages. Though, this is true, everyone has their own way that works for them. Whichever way they go, does not really matter as long it gets them there safe and on time.

## Annotations for Paper 20

### **Ideas Score: 4**

The writer's controlling idea (there are both advantages and disadvantages to the different forms of transportation to school) is well developed with relevant supporting ideas. The writer provides several advantages and disadvantages of riding the school bus, taking a car to school, and walking to school. The supporting ideas are developed with examples and details, but they are not fully elaborated. For example, the paragraph about school buses begins with a humorous description of "kid-hauls," but there is only one sentence about advantages (reliability, saves gas) and one sentence about disadvantages (wake up earlier, have a tighter schedule). The response contains information that is appropriate to the expository genre and addresses reader concerns (getting to school safe and on time).

### **Organization Score: 5**

In the introduction, the writer engages the reader and sets the stage for the discussion of various types of transportation to school ("Wake up, it's time for school.' This annoying yet common wake-up call is often heard by kids in the mornings on week days."). After introducing the topic of the paper, the writer then describes advantages and disadvantages of buses, cars, and walking. The ideas are grouped together logically and arranged in a clear sequence. Varied transitional elements link ideas within paragraphs ("All in all," "For instance," "either way," "They too") and across parts of the paper ("The school bus, a familiar, large, yellow automobile seen in kid television shows" "The car, our nation's #1 form of transportation," "Who needs cars or buses when we can simply attend to it the old fashion way?"). The conclusion ends the paper without repetition ("Whichever way they go, does not really matter as long as it gets them there safe and on time.").

### **Style Score: 5**

Word choice is varied, precise, and engaging throughout the paper. Carefully crafted phrases create a sustained tone and advance the writer's purpose ("After the kids wake up, typically they would scraggle out of bed, get dressed, eat breakfast, and head off to school." "In reality, they are nothing more than old 'kid-hauls,' packed with tired, less than thrilled children on their way to school."). The writer uses rhetorical questions ("Who needs cars or buses when we can simply attend to it the old fashion way?") and demonstrates sustained attention to the audience. The writer's evocative voice is sustained throughout the response. The writer uses an extensive variety of sentence lengths, structures, and beginnings.

### **Conventions Score: 5**

The writer demonstrates a full command of the components of Conventions. Sentences are clear and correct throughout the paper, and the writer employs a variety of subordination and coordination strategies. Subjects and verbs agree, and the writer demonstrates control of all elements of mechanics. Internal punctuation is demonstrated in a variety of contexts.

**Exceeds the Standard**