

Georgia Grade 5 Writing Assessment

Persuasive Writing Topic from the 2007 Administration and Sample Papers

Persuasive Writing Topic 5104

Some people say that life in the past was better than today. For example, many things cost less in the past. However, other people are glad they live in today's world with computers and cell phones.

Would you rather live in the past or the present? Write a speech to read to your class that tells why you would rather live in the past or in the present.

I would not live in the past
because there are no taxes. I wish
that we could never get old and pay
taxes. I wish we would stay young.
I love the present it is fun and
full of excitement. And the teacher
can not waste us.

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Annotations for Paper 1

Prompt 5104 - Persuasive

Ideas Score: 1

Although a position is announced, and the information included is relevant to the assigned task, the response does not contain enough information to establish a controlling idea or to determine competence in Ideas.

Organization Score: 1

There is insufficient writing to determine competence in Organization.

Style Score: 1

There is insufficient writing to determine competence in Style.

Conventions Score: 1

The writing sample is too brief to determine competence in Conventions.

Performance Level: Does Not Meet the Standard

The Present

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I will really like to stay in the present because there are new cars, there are cell phones, computers, and laptops. I will like to be in the present rather than the past because I can eat with forks and spoons. I will be able to go to Wal-Mart and Sam's Club to buy PSP's, Game Boy Metros, and iPods. I love here because we can look at T.V. in color and even T.V. itself! The present is better because we can go to the doctor and get well.

The past is not better than present because you can't go to the doctor and get well. In the past you can't use cell phones, laptops, or computers. In the past you have no football and basketball. Two good things about the past is you can make history and live to tell about it. You could also tell how you were born in a war. That is two good things about the past, but the past is still not better than the present.

I like the present mostly because you have a good life without all the violence. You can be a football player with a big house and a family. The present is better because you can go to school and the store.

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that is why the present is better than the past.

Annotations for Paper 2

Prompt 5104 - Persuasive

Ideas Score: 2

The controlling idea is minimally developed and addresses the persuasive task. All of the information included is relevant to the writer's purpose. Supporting ideas (technology, sports, making history, no violence) are listed rather than developed. There is some development of the writer's idea of the "good life" in the final paragraph. Some supporting ideas listed in the first paragraph are repeated in the second paragraph (computers, video games, tv, doctors). Some supporting ideas are unclear ("you can make history and live to tell about it"). There is not enough information to provide a sense of completeness to the writer's argument.

Organization Score: 2

The writer demonstrates only minimal control of the components. There is some grouping evident as each paragraph is focused on either the present or the past, but within paragraphs the writer may include both advantages and disadvantages. Transitions are simple and are used more between paragraphs than within paragraphs. The repetition in the second paragraph indicates that the writer does not understand how to create an effective introduction. The conclusion is a simple restatement of the writer's position.

Style Score: 2

The tone is fairly flat through most of the response. The writer's words do not convey enthusiasm for the advantages of living in the present (except the phrase "even T.V. itself!"). Word choice is simple ("I love here," "That is two good things," "you can be a football player"). There is little if any awareness of audience. The writer's voice is not evident. There is little variation in sentence length and structure.

Conventions Score: 3-

The writer demonstrates sufficient control of sentence formation, usage and mechanics. Sentences are correct until the final sentence, and subordination is demonstrated in the many "I like this...because" sentences. Although there are some misspellings (becuase) and capitalization is occasionally incorrect, there are many skills demonstrated in mechanics. Paragraph breaks are correct, proper nouns are capitalized, commas in a series are used correctly, and there is an occasional correct comma following an introductory clause. The errors in usage ("I will like," "two good thing," "That is two good things') do not interfere with meaning.

Performance Level: Does Not Meet the Standard

Hi I am
and I am going to tell you
why living in the future is
better than living in the past.

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First to talk about trying
to live in the environment. To
do so you need shelter, food, and
water. You have to make your own
homes, find or make food, and drink
water. But it could have waste
and bacteria in it.

To make homes you would
have to make your own tools
because almost everything is
handmade. Also you would have
to cut trees down, chop off the branches,
and chop the tree up.

For food you would have to
hunt or grow crops. Hunting is
difficult, first you have to hunt
the animal. Then deskin it, clean
it, roast it, and finally eat.

To grow crops you need

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Paper 3



certain ground for plants.
Raccons and other pest will
eat your plants when you are not
looking.

I've got to admit items
were cheap, until the taxes came.
Taxes were on everything: tea,
wheat, corn, tobacco, everything.

If that's not enough to
convince you. Remember about
war. Wars where everywhere. I
hope that convinces you. If
that doesn't convince you I
don't know what will.

Annotations for Paper 3

Prompt 5104 - Persuasive

Ideas Score: 3-

The controlling idea is sufficiently developed and addresses the persuasive task. All of the information included is relevant to the writer's purpose. However, the writer does not directly inform the reader if the supporting ideas are related to life in the present or the past. The reader must fill in the blanks. Most of the supporting ideas (food, shelter, water) are developed with examples (making tools, building homes, growing crops, taxes), but some are merely listed ("wars were everywhere). The writer addresses reader concerns by describing hardships of the past and implying that the present (future) is easier.

Organization Score: 3

The overall organizational plan is appropriate to the persuasive purpose. There is a generally clear sequence of ideas, although the information about food is spread across three different paragraphs. The introduction is clear even though it is not all contained within the writer's first paragraph. It is important to note that formatting can make the organization look weaker than it actually is. Related supporting ideas are generally grouped together. Transitions are fairly simple ("To do so," "To make homes," "For food," "To grow crops") at the beginning of the paper but improve toward the end ("I've got to admit," "If that's not enough").

Style Score: 3

Language and tone are generally consistent with the writer's purpose. Word choice is generally engaging ("the environment," "waste and bacteria," "almost everything is handmade, hunting is difficult," "deskin it," "roast it"). The writer demonstrates awareness of audience with the wording "You would have to," by directly addressing the audience ("If that's not enough to convince you"), and by trying to paint pictures of everyday life in the past. The writer's voice (attitude toward the topic) is clear (I've got to admit items were cheap – until the taxes came."). There is some sentence variation.

Conventions Score: 3

Although this paper has relatively few errors in the components of conventions, the writer's large handwriting makes this paper appear longer than it really is. This limits the evidence demonstrated in some of the components. There are only sixteen sentences, and some of them are fragments. Usage is correct, but there is much repetition of subject and verb forms (you would). Most words are spelled correctly, but the paragraph breaks are not always effective. Capitalization is correct and there is some correct internal punctuation.

Performance Level: Meets the Standard

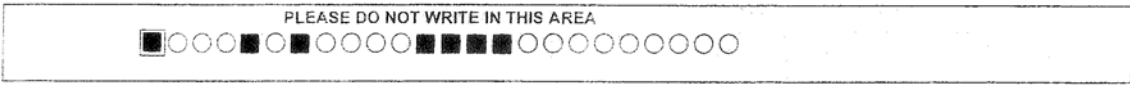
I Want To Live In The 70s

Would you rather live in the present or past. Well I would rather live in the past because its sort of not fun here in the present. There's no funky music like there use to be. We don't have that many chooses to pick from when we're bored. They say that the prices back then weren't so high.

I would love to go out to roller-skate all night and wear cool clothes. I would love to wear t-shirts with cool sayings on it like "Super Fly chick" and "Hottie". Then you can wear your hair all puffy and no one will care. You'll be able to wear tight pants no matter what material it is leather, jeans, and other kinds of material. Don't you know that you can watch the old 70s shows in the daytime that like that you have to watch at night.

You can see some of the superstars like Beyoncé, Kelly, and others. You can probably stay up and play on the weekends. Maybe go to old concerts to maybe see Earth, Wind,

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and Fire. Maybe go to old places that was fun in the 70s to people. You can probably see new shows be made for the future.

You can probably wear some of the glasses. You may wear elevator shoes or if we did we could play in hats or eat out. You could have the first talking toy. Or skate in the park. Or see when The Wiz came out.

But, it is a good world we live in so if your interested in the 70s. Probably ask your parents I'm sure the know. Maybe you can look in their old year books. Your parents may tell you. But if they told you about it don't tell everyone.

Annotations for Paper 4

Prompt 5104 - Persuasive

Ideas Score: 3

The controlling idea (“Why I would like to live in the 1970s”) is sufficiently developed. The writer maintains focus on the assigned task and the persuasive genre. All of the information included is relevant to the writer’s purpose. Some supporting ideas (skating, fashions, concerts and entertainment) are developed while others are only listed (have the first talking toy, no funky music, prices weren’t so high). There is enough information to provide a sense of completeness. The writer addresses reader concerns by explaining how to find out more about the 1970s (look in your parents’ old yearbooks).

Organization Score: 3

The overall organizational strategy is appropriate to the persuasive purpose. The introduction clearly presents the writer’s position and the conclusion explains how to find more information about the past. Related ideas are generally grouped together, but the writer moves from fashions to entertainment and back to fashion again then entertainment. These ideas could have been sequenced more effectively. There are some simple transitions within paragraphs, but across paragraphs there is little to link the writer’s ideas together. Overall, the writer demonstrates sufficient control.

Style Score: 3

The nostalgic tone is generally consistent with the persuasive purpose. Word choice is generally engaging (“funky music,” “you can wear your hair all puffy,” “you’ll be able to wear tight pants no matter what material is it.”). It is clear that the writer yearns for an era that seems to be more fun (voice). Sentence variety is not particularly strong. The writer demonstrates awareness of audience by addressing questions (“Do you know that you can watch the old 70s shows”) and comments to the reader (“But if they told you about it don’t tell everyone”).

Conventions Score: 3-

The writer creates sentence fragments in trying to list the options available in the past (“Maybe go to old places,” “Or skate in the park.”). Some sentences begin incorrectly with the coordinator “But,” and some sentences are unclear (“Don’t you know that you can watch the old 70s shows in the daytime that like that you have to watch at night.”). There are also some correct instances of simple coordination and subordination. The writer creates a difficult usage situation by trying to describe what the audience could or would do in the past (“You’ll be able to wear tight pants”). This tense shifting requires the reader to correct mentally to make sense of some sentences, but is a skill beyond the scope of this assessment (i.e. the writer would receive credit for handling complicated verb tenses if done correctly, but is not penalized if this skill is beyond his or her control.) The components of mechanics are simple but correct for the most part. Overall, the response falls in the low end of the 3 range.

Performance Level: Meets the Standard

books every day of your life. It's not that I don't like sharing but I wouldn't like doing it every day. Would you?

Even though the prices got raised does not mean anything. If the prices were still that low we wouldn't have that much money in the world. Back then they didn't have as much stuff as we do now. Think about it. Also back then they had slavery would you want to see people of slavery?

Some black boys were hungry so they went in the store sometimes they had to get out. Or sometimes they would let them in but they had to stay so far away from the white people and were the last ones to get served. Would you like to grow up to be a slave I don't think so.

I hope the past was fun like the presents. Nothing will never make ^{me} move from where I am at. I think it is a very great place. And I hope it has great kids like here like goof balls, class clowns, funny people and more. I hope you had a chance to think about where would you live present or past?

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Annotations for Paper 5

Prompt 5104 - Persuasive

Ideas Score: 4

The controlling idea is well developed. The writer maintains consistent focus, and all of the information included is relevant to the writer's purpose (convincing the audience that living in the present is better than living in the past). Supporting ideas (communication, computers, transportation, books, money, segregation) are elaborated with examples. The paragraph about money is not as fully developed as the others, but overall the paper contains many details. The writer addresses reader concerns by covering a range of subjects from technology to human rights.

Organization Score: 3

The overall organizational plan (introduce position, provide supporting reasons, conclude) is appropriate to the persuasive purpose. The introduction reveals the writer's position, but by focusing on the specifics of cell phones, does not set the stage particularly well. It is not necessary for the writer to announce all that is to come in the paper, but this introduction would be more suited to an argument that focused on cell phones or communication. Supporting ideas are logically grouped except when the writer introduces slavery into a paragraph about money. The first half of the paper focuses on technology then the writer moves into the more personal realm of human rights. Transitions link parts of the paper but are fairly simple.

Style Score: 3

Language and tone are generally consistent with the persuasive purpose. Word choice is somewhat simple ("Computers are fun so you could play good games and things that will help you learn."), but the writer demonstrates more control in the other components. The writer demonstrates awareness of audience through the use of rhetorical questions ("How did they get good grades if they didn't have computers?") and addressing the audience ("Don't you need a cell phone to talk to you friend about funny things that happen at school." "I wouldn't like doing it everyday. Would you?"). The writer's voice is clear ("would you like to grow up to be a slave I don't think so." "think think think hmmmmmmmm?").

Conventions Score: 2

The writer demonstrates only minimal control of sentence formation, usage, and mechanics. Approximately half of the sentences are run-ons or fragments and many constructions are awkward. There are frequent errors in usage ("talk to you friend," "Theirs nothing wrong," "sharing book," "day of you life," "nothing will never make me move"). Mechanics is the strongest component. There is little internal punctuation. Capitalization is correct at the beginning of most sentences. The majority of spelling is correct. Most of the paragraph breaks are correct.

Performance Level: Meets the Standard

The Past Compared to Today!

Written by:

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Sometimes you might hear people say "the past was better than today". But to me they both are better in different kind of ways. One thing that everybody know, is things in the past dosen't cost that much as it does today. Now think about when you go to the corner store and ask for 50¢ worth of laffy taffys and you only get five back, because they cost 10¢ a piece. Now think about the past. Of course you don't know how much things cost back then, but some people parents might say "that cost about 2¢ in my days, and you can get fifteen pieces of laffy taffys for fifty cent", and now your saying in your head how you wish you were in the past.

Put that all together and think about today. Things we have the past didn't. Say for example: We have computers, so if we want to tell our friends something we type them a letter and e-mail it. But in the past people had to write letters and take it to the person they wrote it to. Another thing we have today that the past didn't have is pencils and pens. I know your probably saying "How is that different". I'll tell you how. The people in the

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Past had to write with ink and feathers. I wouldn't want to do that because everytime you run out of ink on the the tip of that feather you have to constantly stop and dip the feather back in the ink.

So now when you hear someone say the past was better than today. Think about the things we have that the past didn't, and when you hear someone say that you ask them "And how is that so?" Now you know the past isn't better than today and today isn't better than the past, because really there both the same!!! Oh and how could I forget which one I would rather live in. The answer to that is both, and you know why!!!

The

End!!!

Annotations for Paper 6

Prompt 5104 - Persuasive

Ideas Score: 4

The controlling idea (there are good things about the past and present) is well developed and addresses the persuasive task. The writer is attempting to explain that there are advantages to living in both the present and the past, and does so with more depth than may be obvious at first. Supporting ideas (prices, communication) are developed with specific examples (the cost of laffy taffys past and present, the simplicity of email vs. writing a letter with a quill pen and delivering it personally). The writer also addresses reader concerns by anticipating what the audience might be thinking (“Of course you don’t know how much things cost back then”).

Organization Score: 3

The overall organizational strategy (intro, advantages of past, advantages of present, conclusion) is appropriate to the writer’s persuasive purpose (arguing that there are advantages to both the past and present). Ideas are generally sequenced in a clear manner as the writer compares the past and present. The introduction establishes the writer’s purpose. The conclusion restates the writer’s position that both the past and present are the same. Related ideas about the past and present are grouped together. Transitions are used throughout the paper (“Now think about,” “Of course,” “Put that all together,” “So now”).

Style Score: 3+

Word choice is generally engaging (“Sometimes you might hear people say,” “Every time you run out of ink on the tip of that feather you have to constantly stop and dip the feather back in the ink.”). The writer demonstrates awareness of audience by addressing the audience directly (“now your saying in your head,” “I know your probally saying,” “So now when you hear”). The reassuring tone is consistent and appropriate to the writer’s purpose (I’m going to help you understand both sides of this issue). Sentences are varied. The use of imperative sentences strengthens the writer’s voice (now do this).

Conventions Score: 3-

The writer demonstrates sufficient control of sentence formation, usage, and mechanics. Although the writer loses control of the last sentence in the first paragraph, and some sentences begin with coordinating words (but, so), some very complex sentences are handled correctly (“I wouldn’t want to do that, because everytime you run out of ink on the tip of the feather you have to constantly stop and dip the feather back in the ink.”) These four clauses are joined correctly – no small feat for a grade five writer. There are some errors in word forms (“things dosen’t cost,” “in my days,” “your saying,” “thing is pencils and pens,” “there both the same”), but the majority of singular subjects and verbs agree. Capitalization, most paragraph breaks, and spelling are correct. Some internal punctuation is correct, but there errors in punctuating quotations. Overall, the strengths outweigh the weaknesses.

Performance Level: Meets the Standard

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Past or Present?

Close your eyes and imagine life without a t.v., computer, phone, or i-pad. Now open them quick, that was scary. But think if that was your life everyday. It makes you glad we're in the present. That is why we want to live in the present. If you don't believe me just listen.

First of all lets talk about health care. Today when we have a surgery we are in a sterile environment which means a quicker recovery. But the amazing thing about our health care today is surgeries that were major are now minor. For instance, in the Civil War thousands of men died because of gun related wounds. If they had our kind of health care it would be guaranteed less would have died.

Then we have social advancements. Before, women had to fight for their rights in jobs, voting, and politics. In the present, women have the same rights as men in all of those areas. The social advancements of the races has dramatically increased. For an example, in the 1700 and 1800's african americans were slaves. Now they are vital members of our government.

Although one of the most amazing things is our technology. Because of our technology, our futures are unlimited, we can do anything or be anyone we want. Something we probably take for granted. In the past people would have died for the opportunities we have today. With

our futures unlimited we can do awesome things like explore our galaxy with rockets and learn new things about other planets.

Technology also plays a big role in my next reason, our lifestyle. In our lifestyles today we have computers, electricity, ipods, cell phones, and t.v.s. People say well things were cheaper in the lifestyle in the past. With costs down our economy doesn't boom. Which can create problems for you. Also in our lifestyles, we have busy schedules balancing school, after school activities, and family. When I say this people usually reply that in the past life was more relaxing and you didn't have a busy schedule. I answer this by telling them with a busy schedule you get to express yourself more with different activities. Now you can relax with your friends now with electronic communication devices.

Though life in the past lead us to what we have now. Living in the present is the right choice because of our health care, social advancements, technology, and lifestyle.

Annotations for Paper 7

Prompt 5104 - Persuasive

Ideas Score: 5

The writer's controlling idea (the present is better than the past) is fully developed with specific examples and details throughout the paper. Supporting ideas (health care, social advancement, technology, today's lifestyle) are relevant and fully elaborated with specific examples and details throughout the paper. The response contains abundant information that fully addresses reader concerns. The writer is consistently focused on the assigned topic and the persuasive purpose.

Organization Score: 5

The overall organizational structure (introduction, reasons the present is better than the past, conclusion) is appropriate to the writer's ideas and the assigned genre. The introduction engages the reader ("Close your eyes and imagine life without a t.v., computer, phone, or i-pod. Now open them quick, that was scary") and sets the stage for the writer's argument in favor of the present. Ideas are grouped logically throughout the paper and presented in a clear sequence. The writer uses varied transitional elements to effectively link parts of the paper and ideas within paragraphs ("First of all," "Then," "Although," "Also," "Though life"). The conclusion provides a sense of closure by connecting the past to the present and summarizing the reasons the present is better.

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. Word choice is precise and engaging ("startle environment," "vital members of our government," "dramatically increased," "electronic communication devices"). The writer demonstrates sustained attention to the audience throughout the paper. A variety of sentence lengths, structures, and beginnings are used. The writer's voice is appropriate and sustained throughout the response.

Conventions Score: 4

The writer demonstrates consistent control of sentence formation and usage. Complex and compound sentences are formed correctly with correct end punctuation. The paper contains some sentence fragments, but many of them are functional fragments. Subjects and verbs agree, and word forms are generally correct. While there are several spelling errors ("believe," "startle," "environment," "guaranteed," "dramatically," "probably," "opportunities," "technology"), they do not interfere with meaning and the other elements of mechanics are demonstrated. Commas are used correctly in a series and after introductory phrases.

Performance Level: Exceeds the Standard