

Georgia Grade 8 Writing Assessment

Persuasive Writing Topic from the 2007 Administration and Sample Papers

Persuasive Writing Topic 8119

Writing Situation

Your principal is considering hiring fast food restaurants to provide meals to serve at lunch. A group of parents is concerned that fast food lunches are not well-balanced meals. Some students, however, would like to be able to eat fast food for lunch.

Directions for Writing

Decide whether you think fast food restaurants should or should not provide lunch in your school. Write a letter to your principal expressing your position on serving fast food for lunch at school. Support your position with convincing arguments and specific details.

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

Dear Mr. E,

This letter is dealing with the fast food for lunch. I'm not against or with it, it doesn't matter to me. Most kids don't eat a "well-balanced" lunch or don't get one at all. We would still get either milk or water, and we would still have to take p.e. so we would get exercise. I don't know what to do, I just gave you some ideas to help you make the decision.

Sincerely,

PLEASE DO NOT WRITE IN THIS AREA



Annotations for Paper 1

Prompt 8119 – Persuasive

Ideas Score: 1

The paper does not have a controlling idea (“I’m not against or with it, it doesn’t matter to me”). From the few ideas listed, the writer seems to feel that little would change if the school started serving fast foods. Even if the writer’s position were clear, there are too few ideas in this paper to grant minimal competence.

Organization Score: 1

In this brief response, there is insufficient writing to determine competence in Organization. Evidence of sequencing is limited to the first and last sentences (“This letter is dealing with. . .” “I just gave you some ideas to help you make the decision”). The paper lacks transitions and does not demonstrate appropriate grouping of related ideas.

Style Score: 1

Language and tone are not appropriate to the writer’s task (“it doesn’t matter to me,” “I don’t know what to do”). There is insufficient writing to determine competence in Style. There is no attention to audience. Sentences are not varied.

Conventions Score: 1

Overall, there is not enough demonstrated in sentence formation, usage, and mechanics in this response to grant minimal competence.

Performance Level: Does Not Meet the Standard

Mrs. O I think the fast food restaurants is not o.k. It make peopel fat and not well helth for kids. It Make Some other kids that are well Shape and Strong get weaker. What happed If some our kids don't like Meat. Made be they are lierget.

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

Mrs. O It can effective our Schools at sport and other sport that we do. Like for CorssCountry they Made not run as good as they did. Made be football is example our kids run with the ball and get tackk with the ball and being fat. They are going to be play for four quater and for eight mins. They are going to lose because you put a fast food restaurants in are schools.

Mrs. O the food we eat her is o.k. But it's not well helth for are body. Sometime the foods we eat is not well cook. And made be we can get sick for the food we eat her. Ming'is fast food restaurants in our Schools.

PLEASE DO NOT WRITE IN THIS AREA



Annotations for Paper 2

Prompt 8119 – Persuasive

Ideas: 2

The writer defends his position (there should not be fast foods in schools) with minimal support (fast food is not healthy; it would make student athletes sluggish and prevent them from performing well). Each of the supporting ideas has only a sentence or two of development. In the final paragraph, the writer also criticizes the current school food, so his overall position on school lunch is not entirely clear. The response lacks a sense of completeness.

Organization Score: 2

The paper demonstrates minimal control of the components of organization. In the opening paragraph, the writer announces a position and begins to list reasons why fast food restaurants are not good for the school. With the exception of the football example, ideas are not sequenced or grouped in a clear manner. The paper contains limited use of transitions (repeating the name Mrs. O.). The demonstration of competence is limited by the brevity of the response.

Style Score: 1

The tone is flat and inappropriate to the persuasive task. Word choice is often inaccurate (“I think the fast food restaurants is not o.k.” “It can effective our schools at sport and other sport” “Made be football is example”). The writer addresses the principal at the beginning of each paragraph, but this is the only evidence of audience awareness. There is little evidence of a writer’s voice. There are attempts at varying sentence structures, but many of the sentences are difficult to understand. Overall, the writer does not demonstrate minimal competence.

Conventions: 1

The response fails to demonstrate minimal control of conventions. Most of the sentences are incorrect or unclear, due in part to the writer’s poor usage (“Mrs. O. it can effective our schools at sport and other sport that we do). There are mechanics problems as well (several misspelled words, very little internal punctuation). Errors interfere with meaning (“Mingils fast food restaurants in our schools”).

Performance Level: Does Not Meet the Standard

Dear Mr. Principal

We would like to please ^{have} some thing good for exchange. School food isn't exactly all that great. Yes school food is healthy but we want something we can enjoy.

If you want to serve healthy food choose a kind of fast food that isn't as greasy.

And you can always make a seperate stand.

Talk to the parents that disagree. If they still say No then let there kids bring lunch, and have them provide there own food. Having fast food would make more kids want to eat lunch, and I'm sure alot more teachers would too. So please keep fast food on your mind. We'd love to have a change in food.

Form Number	
8	119
0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

PLEASE DO NOT WRITE IN THIS AREA



Annotations for Paper 3

Prompt 8119 - Persuasive

Ideas Score: 2

The writer's controlling idea (the school should serve fast food with healthy options) is minimally developed. The writer addresses a counter argument ("Talk to the parents that disagree! If they still say no then let there kids bring lunch"), but the response lacks sufficient information to provide a sense of completeness.

Organization Score: 2

The paper contains some evidence of sequencing. The writer introduces a problem (school food isn't exactly all that great) and then proposes a solution (serving fast food). Brevity, however, prevents the writer from demonstrating sufficient control of sequencing and grouping ideas.

Style Score: 2

Word choice is generally simple and ordinary ("Having fast food would make more kids want to eat lunch."). There is minimal sentence variety. The writer demonstrates some awareness of audience ("If you want to serve healthy food. . ." "Talk to the parents that disagree"). Overall, the writer demonstrates only minimal competence in style.

Conventions Score: 2

There are not many errors in this paper (one homonym error: "let there kids" and a sentence beginning with "so"), but competence is limited by the brevity of the response. More evidence of correct conventions is necessary to demonstrate sufficient control.

Performance Level: Does Not Meet the Standard

Annotations for Paper 4

Prompt 8119 – Persuasive

Ideas Score: 2

The response minimally addresses the assigned persuasive task. Arguing against fast food in schools, the writer introduces relevant supporting ideas (higher cost, unbalanced nutrition, angry parents) but none is developed beyond a minimal level. There is not enough support for the writer’s position to provide a sense of completeness.

Organization Score: 2

The paper demonstrates minimal control of the components of organization. The paper lacks an introduction as the writer begins listing disadvantages of fast food without setting up the topic. The writer lists one idea after another, indicating minimal control of sequencing and grouping of ideas. The writer does conclude by stating a recommendation to the principal (don’t put fast food in school). Demonstration of competence is limited by the brevity of the response.

Style Score: 2

Word choice is simple and ordinary (“I was thinking if we had a fast food restaurant”) and sometimes inaccurate (So don’t put fast food restaurant in our school”). The writer addresses the principal directly (“So principal”) and with imperatives (“So don’t put fast food...”). There is an even tone. The writer demonstrates some control of the component of voice. We hear the writer’s voice often (“They taste the same to me. Sometime even beter,” “fast food restaurants are good, but I can eat at them when I am out of school”). Overall, the brevity of the response limits the demonstration of competence.

Conventions Score: 2

There is minimal evidence of competence in conventions. There are correct sentences, even advanced constructions, but there are also several fragments. Usage is mixed (“there children is not getting a well-balanced meal”; “So principal I’m ask don’t out fast food restaurant in our school...”). Although the paper contains correct instances of mechanics, the errors, coupled with the paper’s brevity, keep the paper in the “2” range.

Performance Level: Does Not Meet the Standard

Dear Principal

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

My name is H. and I am an 8th grader at your school I do not think it is a good idea to have fast food served for lunch because some kids might become overweight by eating it and parents are concerned too.

Even though some kids would like to have fast food for lunch it is not good for their health and their parents might not want their kids to have fast food for lunch every day.

I don't think having fast food for lunch everyday is a good idea because some kids would become overweight. Their parents also don't want them to become overweight either. I also do not think fast food for lunch is a good idea because it is not good for your health and fast food contains lots of fats. Even though some kids would like fast food for lunch at school I would not.

Parents are also concerned about having fast food at school because they want their child to be healthy. They also don't want their child to be overweight because they had fast food for lunch everyday. Parents might also not want their child to make a mistake that will affect them in the

PLEASE DO NOT WRITE IN THIS AREA



future because there are a lot of saturated fats in fast food that can't be broken down and turn into fat if you don't exercise.

Even though some parents object to fast food for lunch, some kids want to, but they don't always think about what is best for their health. Their parents might also not want them to make a mistake they might have made by eating fast food a lot when they were younger and they don't want their kids to make the same mistake and suffer the consequences. Some kids want fast food for lunch because it tastes better than school lunches, but school lunches are a lot healthier than fast food. Some parents may not like fast food for lunch, but their kids do.

There are many kids that want to have fast food for lunch, and I am not one of them. Fast food for lunch also concerns some parents because they don't want their child to be overweight. They also don't want them to start bad eating habits because they're hard to get rid of. I hope that you have taken the time to read my letter, and I hope it has showed you some of the negatives of fast food and also a different perspective of it too.

Sincerely,

Annotations for Paper 5

Prompt 8119 - Persuasive

Ideas Score: 2

The writer's position is clear (even though students enjoy fast food, it is too unhealthy to eat everyday). Support, however, is minimal because the writer says essentially the same thing in every paragraph (fast food is high in fat, it causes obesity, and parents do not want their children to be unhealthy). The repetitiveness of the ideas prevents the writer from demonstrating competence beyond a minimal level.

Organization Score: 2

The paper demonstrates minimal control of the components of Organization. There is minimal evidence of sequencing, but ideas are not arranged in a meaningful order. The same ideas are repeated from paragraph to paragraph (some kids like fast food, parents don't want their children to be overweight or make a mistake). The paper includes an ineffective introduction and conclusion that simply restate information contained in other parts of the paper. Transitions are limited to "also" and "even though."

Style Score: 3

Word choice is generally engaging ("fast food contains lots of fats," "saturated fats in fast food," "suffer the consequences," "different perspective") but also repetitive at times (parents are concerned, they don't want their child to be overweight). The tone is consistent with the writer's purpose. Awareness of audience is demonstrated more in the second half of the paper as more engaging language is used. Here we also find a stronger sense of the writer's voice as most of the first page employs the same phrases again and again. The final body paragraph is far more effective stylistically than any of the others, and the writer seems more passionate about the issue. There is some sentence variety.

Conventions Score: 4

Sentences, usage and mechanics are all consistently correct. The writer relies heavily on compound and complex sentences. There are several missing commas, but mechanics are strong overall. Many of the ideas are restated again and again which limit the variety of sentence and usage constructions. While errors are few, somewhat limited variety keeps this paper in the "4" range.

Performance Level: Meets the Standard

Dear Mrs. _____,

Oct. 11, 2005

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

I don't think fast food restaurants should not provide lunch in our school. Personally I've had bad experiences with that kind of food.

The first & formal reason of why I say no is because of money we might get. This is a learning facility. The money we use is to get or buy school supplies. If we don't have enough money to pay for the restaurant's food, we have to do fundraisers. That means getting money out of parents' pockets! The parents won't like giving away money when tax season comes. The money we use is to get more books, desks, computers, chairs, T.V.'s, etc. The money should not be wasted on fast food.

The second reason is a lot of people waste food! In other words they don't finish their food! That really says a lot about our school. It makes us look bad, because it's yelling in peoples faces saying, "we don't care about food! There's plenty of food!" Unfortunately that's not true. We have to make food for the next generation. Right? Anyway, back on topic. Another reason why it makes us look bad is there are kids starving in the world! If you look in Mexico, kids are on the streets with no food. They try to find work, but they can't. That's one example out of thousands or even millions. In my opinion it makes us look ungrateful.

The last reason for my opinion is fast foods have grease. That grease turns into fat. The more grease we

PLEASE DO NOT WRITE IN THIS AREA



eat turns into fat. The more grease equals turns into
the more overweight we become. The more overweight equals
other people making fun of people. That really is not a good thing.
Parents teach their kids to eat healthy, but they come in here
thinking eating junk food is okay. You need to eat healthy food
to do a lot of things. The fast food won't help in that area. If
if you eat fast food once in a while it's fine. Now if you eat that
kind of food every week day it's just not plain healthy! We have
health classes telling us to eat right, but yet we want to
eat fast food every school day.

Overall my opinion is we should not have fast
food restaurants provide lunch. It's not healthy, it wastes food
& money. If people don't like the food they can bring their own
food from home. It saves money. So, thank you, but no fast
food for me.

Sincerely,

Annotations for Paper 6

Prompt 8119 - Persuasive

Ideas Score: 3

The writer makes a sufficient case for keeping fast food out of school. The supporting ideas are relevant (fast food would be too expensive for the schools, students waste food and fast food is unhealthy). Development is somewhat uneven. The paragraph about wasting food is not nearly as clear as the other two. It is relevant to argue that schools should not serve fast food because students would waste it, but the writer fails to show how or why students would waste fast food (which presumably tastes better than traditional school lunch). In spite of this, the writer's overall position is clear, and there is a sense of completeness.

Organization Score: 3

The overall organizational strategy (introduction, three reasons, conclusion) is appropriate to the writer's ideas and the persuasive genre. Related ideas are generally grouped together (money, wasting food, not healthy). Ideas are generally presented in a clear sequence, but some ideas in the second body paragraph are not arranged in a clear manner ("Anyways, back on topic"). The writer uses transitions to link paragraphs, but they are formulaic ("The first and formal reason," "The second reason," "The last reason for my opinion," "Overall"). The writer restates his position and supporting ideas in the conclusion. It isn't verbatim repetition, but the conclusion could be more effective.

Style Score: 3

Word choice is generally engaging ("bad experiences with that kind of food," "learning facility," "getting money out of parents' pockets," "That's one example out of thousands or even millions"). The tone (indignation) is appropriate to the persuasive purpose. The writer's voice is clear ("So thank you but no fast food for me."). The writer addresses questions to engage the audience ("Right?"). Sentences vary in length and structure.

Conventions Score: 4

The response demonstrates consistent control of conventions. Except for an occasional run-on and ineffective construction, the sentences are clear and correct. The writer uses several coordination and subordination strategies. Usage is strong, and lapses in clarity are few ("The more overweight equals other people making fun of people"). There are some missing apostrophes ("yelling in peoples faces"; "thats not true"), but correct instances of mechanics far outweigh the errors.

Performance Level: Meets the Standard

Dear Principal s' _____

I think fast food resturants in our school is good and bad. there are two reasons why we ~~shd~~ ^{shouldn't} provide the fast food resturants and one reason ~~why~~ ^{why} we should.

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

The first reason why we shouldn't provide the resturants is because your students will not be able to concentrate in class. the students might be failing a class because they're to focused on getting to lunch and eating that fast food. theretere an average grade of an A or B student may fall. Here's and example, when you have a child that loves Mc Donald's and they can't seem to stop thinking about it, what do you think they're thinking about in school? they're defiantly not thinking about that math homework and science test tomorrow. they're thinking about that burger that Happy Meal you always ~~give~~ ^{them}. Think how this is effecting their education. This is wrong, very wrong.

The second reason why we shouldn't provide the resturants is because students may get to much sodium and become obst. when a student becomes obst, other students might pick on them and call them names. that may have an effect on their em-~~ot~~otions and they may become depressed. I know you don't want to see any of your students depressed because it's a sad thing to see. they may start to fail because because their not concentrating on their ~~sta~~ school work. They're concentrating on what others are saying about them.

But, there is one good reason why we ~~shd~~ should have

PLEASE DO NOT WRITE IN THIS AREA

■○○○■○■●■○○○■○○■○○○○○○○○

fast food restaurants in school. that is so we can raise money. If your students buy more and more food from these restaurants, we can save the money and use it for more school supplies. Remember that example I gave you about the kids that love McDonalds? Well think about how they felt when their mommys and daddys got them that Happy Meal. they felt great. They felt... happy!

Surely, two to one wins fairly but if you want you can always flip that coin and let heads be "you will have fast food" and tails be "no you will not have fast foods". Whatever pleases you, just remember my first two paragraphs during that decision.

Sincerely,

Annotations for Paper 7

Prompt 8119 - Persuasive

Ideas Score: 3

The writer explores two reasons not to offer fast food and one reason to go ahead with it. His personal feeling on the issue (“Surely, two to one wins fairly”) is clear, but he argues the opposing perspective much more convincingly. With some specific detail, he suggests that students will think about nothing but fast food while in school and that fast food lunches will contribute to obesity and, therefore, teasing. Alternatively, he points out that lunch revenues would likely increase, creating a surplus for necessities like school supplies. This argument is not nearly as well developed as the argument against fast food. Uneven development keeps the paper in the “3” range.

Organization Score: 4

Although the introduction is not particularly strong (the writer simply announces that there are two reasons against providing fast food and one reason in favor of it), the paper as a whole demonstrates consistent control of the components of organization. Ideas are logically sequenced (reasons against providing fast food, followed by the financial advantage of having fast food, concluding that “two to one wins”), and related ideas are logically grouped within paragraphs. Transitions are used to link parts of the paper (“The first reason,” “The second reason,” “But,” “there is one good reason,” “Surely”) and ideas within paragraphs (“Here’s and example,” “therefore,” “Whatever pleases you”). The conclusion provides closure by pointing out that “two to one wins” and suggesting a humorous alternative (flip a coin to decide).

Style Score: 4-

The tone of concern is appropriate and consistent with the assigned persuasive task. Word choice is more engaging than precise (“Your students will not be able to concentrate in class,” “Whatever pleases you”), but more consistent strengths are demonstrated in the other components of Style. There is attention to the audience throughout the paper as the writer addresses the principal (“Think how this is effecting their education.” “I know you don’t want to see any of your students depressed.” “Surely two to one wins fairly but if you want you can always flip that coin” “Think about how they felt when their mommies and daddies got them that Happy Meal.”) and asks questions (“What do you think they’re thinking about in school?”). There is a consistent sense of the writer’s voice (“This is wrong, very wrong.” “I know you don’t want to see,” “They felt...happy”). Sentences are varied.

Conventions Score: 4

The writer demonstrates consistent control of conventions. Most of the sentences are clear and correct, and the response contains several examples of coordination and subordination. Except for some homonym errors (“to” instead of “too”; “their not concentrating” instead of “they’re not concentrating”; “tales” instead of “tails”), the usage is strong. There are misspelled words (“obest”; “resturants”), but most of the mechanics are correct.

Performance Level: Meets the Standard

healthy to become healthier and if they eat fast food every day they will become very weak because they aren't eating healthy. If all of the children ~~eat~~ ate greasy hamburgers and fries they would most likely gain ~~wa~~ weight, and be overweight. I do agree that if you eat fast food once in a while it will not hurt, but if you eat it every day it is not good for you or your body.

These are some positive sides and some negative sides of why we should or should not consider hiring fast food restaurants to provide the meals for our children. Mr. G, while you are making your decision I want you to think as if you were a parent, and ask yourself, "would I want my child to eat a fast food ~~resta~~ lunch instead of a healthy meal?" I am speaking to you as a concerned parent, so I would like for you to put yourself in my shoes and think like a parent, when you are making your decision.

I have gave you my point of view and the point of view of most parents of this school about this situation. Please when you are making your decision I want for you to think carefully and diligently not as a principal, but a a concerned parent. I have spoken to you, but ~~so~~ I also made some good points, so think carefully about your decision, and make the decision that would be best for our kids.

Sincerely,

Annotations for Paper 8

Prompt 8119 - Persuasive

Ideas Score: 4

Recognizing the complexity of the issue, the writer concedes that having fast food in school could be positive, but ultimately argues that the cons outweigh the pros. Supporting ideas are well developed with specific details. The writer carefully considers the positives, then the drawbacks and finally implores the principal to think like a parent. Making a direct appeal to the principal's reason and emotions is appropriate development for this persuasive task ("ask yourself, 'would I want my child to eat a fast food lunch instead of a healthy meal?'"). The argument could be stronger: the writer fails to contrast the healthy fast food options mentioned in paragraph two with the "greasy hamburgers, fries, [and] pizza" that students are more likely to choose (paragraph three). The overall focus is consistently clear.

Organization Score: 4

The overall organizational strategy (introduction, pros, cons, advice to the principal for making a decision) is appropriate to the writer's ideas and the persuasive genre. The introduction is effective as the writer takes the stance of a concerned parent and asks the principal to consider the positive and negative sides of the issue. Related ideas are logically grouped within the body paragraphs, and the ideas are sequenced in an appropriate manner (pros, cons, recommendation). Asking the principal to adopt the point of view of a parent and make the best decision for the kids is an effective conclusion. However, some of these ideas are repeated in the last two paragraphs. Transitions link parts of the paper and ideas within paragraphs, but many transitional phrases are repeated ("Consider the positive sides," "Consider the negative sides," "Some of the positive sides," "The negative points," "These are some positive sides and negative sides").

Style Score: 4-

The tone is generally consistent with the writer's purpose to take the stance of a concerned parent. Word choice is engaging ("think carefully and diligently," "very concerned parent," "dislike school food," "consideration," "allowing fast food restaurants to provide meals") There are lapses into ordinary and even inaccurate language ("the children would enjoy to eat something different every day"), but these instances are infrequent. The writer does address the audience ("Mr. G. while you are making your decision," "Please when you are making your decision," "think as if you were a parent and ask yourself," "put yourself in my shoes"). The writer's voice is clear, and choosing the stance of a concerned parent contributes to voice. Sentences vary more in length than in structure. Overall, the writer demonstrates consistent control of the components of Style.

Conventions Score: 4

Sentences, usage and mechanics are consistently correct. The writer uses a variety of subordination and coordination strategies. Usage is consistently correct, but there are some awkward constructions ("the children would enjoy to eat something"; "the negative points to the consideration of the fast food restaurants providing food..."). Mechanics are generally correct, except for several misplaced commas (e.g., "put yourself in my shoes and think like a parent, when you are making your decision"). However, these errors are minor and do not interfere with meaning.

Performance Level: Meets the Standard

Dear Principal P:

Form Number	
8	119
●	0 0
2	1 1
	2 2
	3 3
	4 4
	5 5
	6 6
	7 7
	8 8
	9 ●

I think that your school is great! I love the classes, the socializing, and the cafeteria lunch. I think that it is a well-balanced and nutritional lunch. It is a good way to stay healthy. I have just heard you talking about how you are considering putting a couple of fast food restaurants in the school. I am most appreciative of you and I thank you for your kindness. I know that you just want to make the student body happy. However, I do not like the actual idea of having fast food at Middle School.

I disagree with the idea that fast food restaurants could provide lunch at our school. Even though I like to eat at fast food restaurants sometimes, it is not good to eat that type of food consistently. Having fast food at school would be the same thing as going out to eat everyday. There are many reasons why I wouldn't consider having fast food for lunch. It could affect how we do in sports and outside activities. It could also harm our education in the long run.

Many people don't know that what they are eating could cause problems. For instance, if a person likes to play sports, eating fast food can harm them physically and maybe even socially. When preparing fast food, people usually fry the food with oil. When fats and oils enter your body, they could turn a person's muscles into fat. This could cause slowing down when the sport is supposed

PLEASE DO NOT WRITE IN THIS AREA



to be fast paced. The slowing down can affect themselves, the team, and any fans. This can result in any disliking for the way that person performed.

Eating fast food can also result in a shortage of education. First off, fast food can make you sick in the stomach. The grease in the food could cause a chemical reaction in the stomach that could result in illness. Whenever a person is sick, they usually do not come to school. Therefore, they miss work, tests, and quizzes that are important for other assignments. Being the strict people they are, teachers give a minimum amount of days to turn in make-up work. Hence, if a person cannot finish their make-up work along with new work, they will be in for a failing grade in many classes.

In conclusion, a lot of students have appreciated your generosity, but I, along with many other people, disagree with the fact of having fast food for lunch. It can result in sickness that can affect daily life and possibly education.

I want to thank you for your support and for listening to what I had to say. Once again, thank you.

Sincerely,

Annotations for Paper 9

Prompt 8119 – Persuasive

Ideas Score: 5

The response is fully developed with clear, relevant supporting ideas (fast food causes physical and emotional harm; it could also affect student performance in school. There are only two support paragraphs, but the writer makes good use of both. Each sentence in these paragraphs advances the writer’s overall position in a specific way. Several reader concerns are addressed, and there is a definite sense of completeness.

Organization Score: 5

The introduction engages the reader and sets the stage for the writer’s argument (“I know that you just want to make the student body happy. However, I do not like the actual idea of having fast food at R. Middle School.”). In the second paragraph, the writer admits that he likes to eat fast food sometimes but argues that eating it consistently would affect how students perform in sports and harm their education. These supporting ideas are then developed in the next two paragraphs. Related ideas are grouped together in a logical manner within paragraphs, and ideas are sequenced appropriately throughout the paper. The writer uses effective and varied transitional devices to link all elements of the response (“Even though,” “Having fast food at school,” “It could also,” “For instance,” “When preparing fast food,” “First off,” “Whenever a person is sick,” “Therefore,” “Being the strict people they are,” “In conclusion”). The writer effectively concludes the paper by noting the principal’s generosity and reminding the principal that having fast food for lunch can result in sickness and affect the daily lives and education of students.

Style Score: 4

The appreciative, respectful tone is consistent throughout the paper. Word choice is engaging and precise (“most appreciative of you,” “eat that type of food consistently,” “harm our education in the long run,” when fats and oils enter your body,” “cause a chemical reaction in the stomach”). Awareness of audience is demonstrated as the writer directly addresses the principal (“I am most appreciative of you”) and attempts to use technical language (“cause a chemical reaction in the stomach”). The writer’s voice is consistent (“I know that you just want to make the student body happy,” “There are many reasons why I wouldn’t consider having fast food for lunch.” “I, along with many other people”). Sentences are varied in length and structure.

Conventions Score: 5

Sentence formation, usage and mechanics are all demonstrated in a variety of contexts. Compound (coordination) and complex (subordination) sentences are correct, the usage is consistently correct, and the mechanics are correct, particularly internal punctuation. The response demonstrates full command of conventions.

Performance Level: Exceeds the Standard

and minerals. At a fast food restaurant, the average price is \$3.95 for a burger, drink and fries. As cheap as that sounds it can add up to be very costly. If the average student bought five school lunches at \$1.60 a piece for a week, it would cost him a total of \$8.00. If the same student bought five fast food combos at say \$3.95 a piece, then it would cost him \$19.75 in a single five day school week.

If a kid spent almost \$20.00 a week, for just five, unhealthy meals, they would probably be bringing a packed lunch after a few months. Please don't change the school lunch system by bringing in fast food restaurants.

With the upmost respect,

Annotations for Paper 10

Prompt 8119 – Persuasive

Ideas Score: 5

The controlling idea (fast food in school would cause many problems before failing as a cafeteria option) is fully developed with relevant supporting ideas (fast food is not nutritious and promotes obesity, students would overindulge in fast food and the prices would be too high). Each body paragraph features careful analysis and specific details (“Politicians fear that fast food is causing laziness, obesity and shorter life due to the high fat content”). Several reader concerns are addressed. The response is full and complete.

Organization Score: 5

The overall organizational strategy (introduction, dangers of fast food, conclusion) is appropriate to the writer’s topic and the persuasive genre. The introduction sets the stage for the writer’s argument by asking the principal if he/she is prepared to endanger the lives of students for “better food.” Supporting ideas are grouped logically in paragraphs and presented in a logical order. The conclusion extends the argument by suggesting that students would eventually stop buying fast food because of the cost. The writer then ends by asking the principal not to bring in fast food. Varied transitional elements link all elements of the response (“If you decide,” “If you replace,” “At it’s seemingly low prices,” “Having local restaurants,” “Currently,” “As cheap as that sounds”).

Style Score: 5

Word choice is varied, precise, and engaging (“the average school lunch is well balanced in nutrition, vitamins, and minerals needed for a teenager’s growth,” “artery clogging cheeseburgers” “As cheap as that sounds”). Attention to audience is sustained through the consistent use of interesting language and rhetorical questions (“Are you willing to endanger the lives of everyone at this school for better food.”). The authoritative voice is sustained throughout the paper (this paper doesn’t sound like the average eighth grader discussing an issue). An extensive variety of sentence structures are used.

Conventions Score: 5

The writer demonstrates full command of conventions. Coordination and subordination strategies are correct in a variety of contexts. Usage is nearly flawless. The same can be said of mechanics, with particular respect to internal punctuation (the writer inserts commas correctly).

Performance Level: Exceeds the Standard