

2008 Georgia Grade 5 Writing Assessment

Narrative Sample Papers

Narrative Writing Topic 5306

Most students have a favorite game or sport. Think about a time you played your favorite game or sport.

Write a story about what happened during the game.

Paper 14 (Narrative)

My favorite game is pokémon. My favorite sport is soccer. I sometimes like to play air hockey.

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When I play a game or a sport I feel like I am a winner. Sometimes when I am playing a sport I lose. I never lose a video game.

I don't like foot ball. I like kick ball. I like baseball too. I also like basket ball.

I like yu-gi-oh. I like game boy advance too. I really like dragon ball z.

I like pokémon stadium so much I can't quit watching it. I like Mario brother the game. I love pokémon Ruby. I like pokémon silver.

I like pokémon gold too. I love pokémon fire red. I like pokémon leaf green.

I like yu-gi-oh grand championship. I like pokémon penball too. I like dragon ball gt. I like yu-gi-oh gx it is very new. I like super smash brothers. I like pokémon stadium 2.

Annotations for Paper 14 (Narrative)

Ideas Score: 1

The writer does not establish a controlling idea in this brief response. Instead of focusing on one story about playing a game, the writer lists multiple opinions about a variety of games (pokemon, soccer, air hockey, football, basketball, baseball, kickball, etc.). There is little focus on the assigned topic and no focus on the narrative genre. Development is lacking due to the brevity of the response.

Organization Score: 1

There is no evidence of an organizing strategy in this paper. The paper consists of an unorganized list of the writer's opinions. The ideas are not arranged in a meaningful order, and the paper lacks transitions. The response lacks a beginning and an ending.

Style Score: 1

The writer does not demonstrate control of the components of Style. Word choice is imprecise and repetitive, and sentences are not varied. Nearly every sentence begins with "I like" or "I don't like". There is little attention to the audience. The tone is flat, and the writer's voice is not apparent.

Conventions Score: 2

The writer demonstrates minimal control of the components of Conventions. There are frequent errors in usage or mechanics. Sentences are generally correct, but most sentences are simple ("I like kickball." "I don't like football"). Some errors interfere with meaning ("I like gameboy adances to"). Demonstration of competence is limited by the repetitive sentence structure and subject-verb constructions ("I like").

Does Not Meet the Standard

Paper 15 (Narrative)

My favorite game or sport is softball I'm not
A very good catcher but I can hit pretty good.
one time I hit the ball so hard that I got three
people to home base including me, and another
time I won a game for my team. there's also
different kinds of teams like the Braves, for
instance last year I was the Florida marlins we
won a lot of games and have beat lots of teams. sometimes
we lost and sometimes we fouled but no matter what we
were still good sports because if you're not a good sport then
the game is not very fun. plus it's just a game doesn't matter
if you win or lose you'll get it someday trust me they'll be
other chances and one of them will be yours and if there's
not then it will be good to know that you at least tried
and had fun while trying, and to do that you have to be a
good sport and being one isn't very hard just try your best
and one day you could be a pro or you could just be
yourself and try new things like soccer or football or basketball
or you can just make up something new, but for now my
favorite sport is softball.

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Annotations for Paper 15 (Narrative)

Ideas Score: 2

It is clear that the writer's favorite sport is softball, but the writer demonstrates only minimal focus on the assigned topic and genre. The writer provides some details about playing softball (hitting the ball and scoring three people, winning a game, playing for the Marlins). The second half of the paper consists of the writer's advice about playing rather than a story about playing (be a good sport, try your best, etc.). This information does not advance the narrative purpose of the task. Overall, the response lacks sufficient information to provide a sense of completeness.

Organization Score: 2

The paper demonstrates minimal control of Organization. The paper begins with a statement about softball being the writer's favorite sport, followed by some details about playing softball. It is not clear whether these events are told in chronological order. The writer's statements of advice (be a good sport, try your best, etc.) are not arranged in a meaningful order. The ending is brief and ineffective ("but for now my favorite sport is softball").

Style Score: 2

The writer demonstrates little control of the components of Style. Word choice is simple and ordinary ("we won a lot of games and have beat lots of teams," "you can just make up something"). The tone is uneven, as part of the paper includes narrative details and the rest of the paper consists of the writer's advice. There is some evidence of the writer's voice ("you'll get it someday trust me they'll be other chances"). Little awareness of audience is demonstrated, and there is little sentence variety.

Conventions Score: 1

The writer does not demonstrate control of the components of Conventions. Most of the paper consists of run-on sentences. There are also frequent errors in usage and mechanics ("favorite," "theres," "enstince," "florida marlyns," "fourfited," "if your not," "try knew things" "win or loose"). Errors do not prevent the reader from understanding the writer's ideas, but the frequent run-on sentences interrupt the flow of communication.

Does Not Meet the Standard

Tennis

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Playing tennis is fun and exciting. It is the best sport you could ever play. Every Wednesday I go to the tennis court down by my house. My family and I like to enjoy ourselves there. Playing tennis can give you good exercise if you want to loose weight. Sometimes you feel over heated.

Anywase, playing tennis is very important because if you might get hurt and it will be painful. Trust me, it has happened to me before. To be good at tennis you have to practice, practice, practice, practice. Many people think their better than everybody and perfect, but only god is.

So one day I was competing against my friend. She thought she was better than me because she was winning by 2 points. I stood up to her and told her winning isn't everything. My parents thought I should stop playing with her because of her sportsmanship. That day I told her what I had been thing about. The next day she rong my door bell and appoligized to my family and most important me. After she appoligized we went to the tennis court to play tennis and from that day on she had a better attitude!

Annotations for Paper 16 (Narrative)

Ideas Score: 2+

This response is a combination of an informational and a narrative response. It is acceptable for a writer to introduce the story with information about the game, but in this case, the story itself is only minimally developed. Supporting ideas are general and under-developed (playing against a friend, the friend's poor sportsmanship, apology the next day). Some ideas are listed without development. Overall, the response lacks sufficient information to provide a sense of completeness.

Organization Score: 3-

The first two paragraphs include informational details about tennis. Then, the writer tells a story about playing tennis. The narrative in the second half of the paper is presented in a clear chronological order with effective transitions ("One day," "that day," "The next day," "After she apologized"). The narrative part of the paper has a beginning and an ending, but an under-developed middle. Overall, related ideas are grouped, and the narrative is appropriately sequenced.

Style Score: 3

The writer demonstrates sufficient control of the components of Style. Word choice is generally engaging ("enjoy ourselves," "competing against my friend," "sportsmanship," "better attitude") with occasional lapses into ordinary language ("To be good at tennis"). The writer's voice is clear ("I stood up to her and told her winning isn't everything," "Trust me, it has happened to me before") and the sincere tone is appropriate. There is some variation in sentence length and structure.

Conventions Score: 3

The writer demonstrates sufficient control of the components of Conventions. Although there are some errors in each component, the majority of the paper is correct. Sentences are generally correct with correct end punctuation. Usage and mechanics are generally correct with some errors in each component ("loose weight," "what I had been thing about," "she rong my door bell," "appoligized"). Few errors interfere with meaning.

Meets the Standard

Paper 17 (Narrative)

Once when I played baseball, we played in a tournament and played four games. I struck out once but it was fun. In one of the games I almost hit one over. It was five foot from the fence! It didn't go over but I got a double off of it. In the next few games I stole a lot of bases. On one of them I got thrown out. After that I pitched. I threw a lot of strikes. Then I played catcher. I only let a few get by me.

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At the end of the tournament we celebrated because we won. Everybody started jumping up and down and yelling "Good job ya'll and we smiled."

Then we went up to the top of the hill because we came in first place and we got a trophy. The coach got a trophy with four bats screwed in it. Then they said "Ya'll two teams are going to the Panama City tournament and that will be held on the last week of July! We hope to see ya'll there." After that we went back down the hill and talked about going and how long and what time we were leaving. The coaches said "We went 4 and 0 today. Great Job."

Annotations for Paper 17 (Narrative)

Ideas Score: 3-

The writer's controlling idea (a story about playing in a baseball tournament) is clear and addresses the assigned task. The writer provides details from several games in the tournament and the celebration that followed. Some parts of the paper are well developed (celebration after winning the tournament), while other parts of the paper are only partially developed (striking out, playing catcher). The response contains just enough information to provide a sense of completeness.

Organization Score: 3

The overall organizational strategy (beginning, what happened in the baseball games, celebrating at the end) is generally appropriate to the writer's topic and purpose. Related ideas are generally grouped together (events from the tournament, the celebration that followed) and presented in a clear chronological sequence. The paper contains a clear beginning ("Once when I played baseball, we played in a tournament and played four games") and ending (what the coaches said). The writer uses some transitions to link ideas ("In the next few games," "At the end of the tournament," "Then," "After that").

Style Score: 3

The writer demonstrates sufficient control of the components of Style. Word choice is generally engaging ("Everybody started jumping up and down and yelling, 'good job ya'll and we smiled,'" "four bats screwed in it") with occasional lapses into ordinary language ("stole a lot of bases," "threw a lot of strikes"). The writer's enthusiastic voice is clear ("I struck out once but it was fun," "I almost hit one over. It was five foot from the fence!"), and the tone is appropriate. There is some variation in sentence length and structure.

Conventions Score: 4

The writer demonstrates consistent control of the components of Conventions. Simple and complex sentences are formed correctly, and usage is consistently correct (except for "five foot from the fence"). There are a few errors in mechanics (missing commas and quotation marks, "tropie," "trophie," "ya'll"). The writer correctly capitalizes "Panama City" and "July." Errors are minor and do not interfere with meaning.

Meets the Standard

Paper 18 (Narrative)

Last year playing football was really weird. There was a lot of fighting, cool plays, touchdowns, and cool positions. My team won every game but two. The falcons and the Eagles were the hardest team we ever played. When we went against the Eagles we started off winning but they kept making too many touchdowns. They had the biggest QB we ever saw. He wouldn't stop double hitting the ball.

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We were pretty sure we were going to lose against the Eagles, but we started to catch up to the Eagles. We were still in the first Quarter of the game when one of the kids on their team got hurt. The coach blamed it on us, so all of the football players on their team started to fight with us. There was punching, kicking, throwing, pushing, yelling, arguing, and finally the referees called penalties on the Eagles.

When we got back to the game we started to go up the gut, though they got us on the corners. They intercepted a lot of our passes. They also got confused on the fakes.

It was the last quarter of the game. We were three points behind them. Everyone was tired. It was 9:03 PM. It all came down to the final kick. If Jordan Hines can kick the ball through the goal we can win the game. He kicked it, but it went off sides, so we lost the game, and the Eagles won.

By: _____

Annotations for Paper 18 (Narrative)

Ideas Score: 3

The writer's story about a football game against the Eagles is clear and addresses the assigned task. The events in the story are relevant and developed with some examples and details (the other team's quarterback, injured player, fight, penalties, running the ball "up the gut," a chance for a winning kick, losing the game). The response contains sufficient information to provide a sense of completeness.

Organization Score: 3

The overall organizational strategy (beginning, middle, and end) is generally appropriate to the writer's topic and purpose. The events in the story are presented in a chronological order from the beginning of the game to the end. Related ideas are grouped together in parts of the paper. The paper contains a clear introduction (setting up the season as a whole before focusing on the game against the Eagles), but the conclusion is somewhat abrupt ("He kicked it, but it went off sides, so we lost the game, and the Eagles won"). The writer uses some transitions to link ideas ("When we went," "We were still in the first quarter," "When we got back to the game," "It all came down to the final kick").

Style Score: 4

The writer demonstrates consistent control of the components of Style. Word choice is consistently precise and engaging ("biggest Q.B. we ever saw," "hardest team we ever played," "coach blamed it on us," "punching, kicking, throwing, pushing, yelling, arguing," "go up the gut," "confused on the fakes," "It all came down to the final kick"). Audience awareness is demonstrated throughout the story as the writer's descriptions and use of suspense engage the reader. The writer's voice is consistent ("we were pretty sure we were going to lose"), and the tone is appropriate. There is some sentence variety demonstrated.

Conventions Score: 3+

The writer demonstrates sufficient control of the components of Conventions. Although there are some errors in each component, the majority of the paper is correct. Sentences are generally correct, but there are few complex or compound sentences. Usage is generally correct, but there are some word form errors ("lose" instead of "loose," "hardest team" instead of "hardest teams"). Most of the errors in the paper are spelling errors ("falcons, played, agency, biggest, finally, referees, arguing, intercepted"). The writer also incorrectly uses an apostrophe in plurals and uses semi-colons incorrectly. Few errors interfere with meaning.

Meets the Standard

Paper 19 (Narrative)

I usually don't like to watch sports. But, I love to play them. I like to play: softball, basketball, swimming, and lots more. I like all of these alot but I am not going to tell you about any of those. I am going to tell about a game that I played in gym called shootout.

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Shootout is basically like basketball without actually playing it. What happens is everyone who wants to play gets in a straight line. The first person in line gets the first ball and the second person in line gets the second ball. The object of the game is for the first person to make the ball in the basket so they won't get out. But, if the second person gets the ball in the basket the the first person is out. But, if the first person makes it in before the second person does then the second and first player are both still in the game.

Well, one day all the classes in the gym were taking the physical fitness test. Except for Mrs. Rich's class because we had already taken it. So Mrs. Rich's class got to play shootout. The first time we played somebody else won. But, the second time played the game I won. So, I want to tell you how. Well it was a long line but everyone was getting everyone out. I was still in the game when I came down to just 2 more people. My heart was pounding and I was shooting when I got the

Paper 19 (continued)

next person out. Now it was just me and a really tall and good basketball player. The bad thing is I am only 4'3" and Kiera is taller than my mom almost. At that point I was just shooting reluctantly not caring if I made it or not. We just kept shooting one after another. I could hear nothing but my heart pounding and the basketballs going against the floor. When finally I was behind Kiera and on my last shot I made it in. Finally I could hear me and the crowd cheering. I was so happy and it felt so good to be a winner!

Annotations for Paper 19 (Narrative)

Ideas Score: 4

This writer's story about playing Shootout is well developed and addresses the assigned writing task. The introduction provides information about how the game of shootout is played. This is an acceptable introduction, especially given that Shootout may be an unfamiliar game to the reader. The writer then relates a time she played shootout (how the game began, who was still playing, how the writer won in the end). The narrative is developed with specific examples and details ("My heart was pounding," "Kiera is taller than my mom almost," "crowd cheering"). There are enough relevant descriptions of the game (in the narrative and in background information) for the paper as a whole to be considered well developed.

Organization Score: 4

The overall organizational strategy (introducing the game of Shootout, followed by a time the writer won the game) is appropriate to the writer's topic and purpose. Related ideas are grouped together (how the game is played, events from the game) and presented in logical sequence (informational setup followed by chronological narrative). The introduction sets the stage for the writer's topic by providing the reader with necessary background knowledge, and the paper effectively ends with the writer winning the game. The writer uses varied transitions to link events in the narrative ("one day," "I was still in the game," "At that point," "When finally").

Style Score: 4

The writer demonstrates consistent control of the components of Style. Word choice is consistently precise and engaging ("shooting nonchalantly," "my heart pounding and the basketballs going against the floor"). Audience awareness is demonstrated in the introduction, body, and conclusion. The writer's authoritative voice is consistent ("it felt so good to be a winner"), and the enthusiastic tone is appropriate. Sentences vary in length and structure.

Conventions Score: 4

The writer demonstrates consistent control of the components of Conventions. Simple and complex sentences are formed correctly, but there is an occasional fragment and many sentences that begin with "But" or "So". Usage and mechanics are consistently correct, but there are minor errors in each component ("takeing," missing commas). Errors do not interfere with meaning.

Meets the Standard

The Basket Ball Player

Have you ever played basketball?
Well, I have!

It all started when my teacher gave us a note about sports. I told my mom about the sheet of paper and my mom said do you want to do sports and I said yes she told me witch Sport, I told her Basketball and she signed the paper. I said you are going to let me go to the basketball tryouts? She said yes. I started jumping and hugged her alot and screamed yea, yea, yea that I went running to my room to call my Friends if they were going to the try-outs. They told me that they couldn't because they did something wrong that they got in trouble. Then I got said because I wasn't going to have Friends in the basket ball try-outs. I told my mom about that and she told me at least you didn't get in trouble. And you can still go tomorrow For the try-outs. She said I know that you always wanted to do sports but you

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Paper 20 (continued)

could't. I told her how did you know. She said because you could see it in your eyes. I told her oh, I love you mom. The next day I went for the try-outs. I put my name on this sheet of paper. Then this lady said can I see if you can shoot some hoop I said ser, I got the basketball and shooted the lady said amazine shoot another one I kept shooting intell this new girl came inside the try-outs. Every body was laughing at her and talked bad of her. She said can you show me how to shoot like that I said sher, after try-outs. The try-outs finished and we started praetising I showed her all evening. Then we went home she told me that her house was over there I didn't believe that she was my neighbor. Every day we went playing basketball and she got better every day. The was one day that we had a contest game. The game was about to end and we only needed one more point. My friend got the ball and tried to through to me by she was trapped. I screamed shoot, shoot, she shoot and the ball when in the court and we won. We didn't believe that she was going to score it. And every body said that she was the best player. Then she got new friends.

Annotations for Paper 20 (Narrative)

Ideas Score: 5

The writer's story about playing basketball is fully developed and addresses all aspects of the writing task. All the events in the story (deciding to play basketball, finding out friends couldn't go to try-outs, shooting well at try-outs, teaching a friend how to play, helping the friend score to win the game) are fully elaborated throughout the paper and relevant to the writer's topic, genre, and audience. The response contains specific examples and details throughout the paper (encouraging words from mom, "My friend got the ball and tried to through to me but she was trapped. I screamed shoot, shoot"). In addition to developing the events in the plot, the writer also develops the characters (writer, writer's mom, new friend).

Organization Score: 5

The overall organizational strategy (chronological account of playing basketball) is appropriate to the writer's topic and the assigned genre. Ideas are clearly presented in a chronological sequence. The paper follows a typical narrative structure with a beginning, conflict (friends couldn't attend try-outs, a new friend was initially laughed at), resolution (writer did well at try-outs and taught her new friend how to play), and a happy ending (the friend scored the winning basket). The introduction engages the reader and sets the stage for the writer's story. It is not clear how the very last sentence in the paper ("Then she got new friends") fits into the story, but this could be a function of the writer running out of space on the page. The sentences prior to that, however, effectively end the story. Varied transitional elements effectively link all elements of the response ("It all started," "Then," "you can still go tomorrow," "The next day," "The try-outs finished," "Every day," "The game was about to end").

Style Score: 3+

The writer demonstrates sufficient control of the components of Style. Word choice is generally engaging ("at least you didn't get in trouble," "you could see it in your eyes," "the lady said amazine," "we only needed one more point," "she was trapped. I screamed shoot, shoot") with some lapses into ordinary language ("I told my mom about the sheet of paper and my mom said do you want to do sports" "They told me that they couldn't because they did something wrong that they got in trouble"). The writer's voice is clear, and the sincere tone is appropriate. Sentences are varied by length and structure.

Conventions Score: 3-

The writer demonstrates sufficient control of the components of Conventions. Although there are many run-on sentences, the writer also includes correct sentences ("The game was about to end and we only needed one more point"). Usage is generally correct, but there are some errors ("shooted," "shoot some hoop"). There are many mechanics errors in this paper, including spelling errors ("witch, said, amazine, intell, sher, practising"), missing punctuation in dialogue, and errors forming plurals and contractions ("alway's," "could'nt"). Few errors interfere with meaning.

Exceeds the Standard