

2008 Georgia Grade 5 Writing Assessment

Persuasive Sample Papers

Persuasive Writing Topic 5116

Your class is discussing items that people use every day. Think of one item that you use every day. What would your life be like without it?

Write a speech to convince your class that the item is important.

Paper 1 (Persuasive)

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I use clothes every day! and I use a bed than I sleep! and I read books every day! and I have a notebook I have on every day! write I don't have any clothes it will not be funny because so I don't have any clothes on! write I don't have any bed I can sleep on the floor! but I don't have any books it will be on! I don't know have it will fill that I don't have my notebook! my bed is important because I sleep better! my clothes is important because I have on every day! my books is important because it is funny to read! my notebook is important because a gift of my friend.

Annotations for Paper 1 (Persuasive)

Ideas Score: 1

The writer does not establish a controlling idea in this brief response. There is little focus on the assigned topic and genre. The writer lists several things he/she uses every day (clothes, bed, books, necklace), but development is lacking due to the brevity of the response and the repetition of the writer's ideas.

Organization Score: 1

There is no evidence of an organizing strategy in this paper. The paper begins without an introduction, and ends without a conclusion. The writer lists four things that are important and then repeats why each item is important. The writer's ideas are not arranged in a meaningful order, and the paper lacks transitions.

Style Score: 1

The writer does not demonstrate control of the components of Style. Word choice is imprecise and confusing in this paper ("writ I don't have eni cloes," "becos a gatet of my friand"). There is little attention to the audience. The tone is flat, and the writer's voice is not apparent. Sentences are not varied.

Conventions Score: 1

The writer does not demonstrate control of the components of Conventions. There are frequent fragments and run-ons. There are severe, frequent errors in usage and mechanics. The frequent and severe spelling errors interfere with the reader's understanding of the writer's ideas.

Does Not Meet the Standard

Annotations for Paper 2 (Persuasive)

Ideas Score: 2

The controlling idea of this paper (there are three important items: homework, paper, glasses) is only minimally developed. The writer provides only limited support for each of the three items. Supporting ideas are general and under-developed. While it is acceptable to write about more than one important item, this response lacks sufficient information to provide a sense of completeness.

Organization Score: 2

The writer demonstrates minimal control of Organization. The paper contains a weak introduction (“Hi, my class discussing items that people use every day. Well my item’s are. . .”) and ends abruptly without a conclusion. There is minimal evidence of sequencing and transitions (“and my other item,” “and my last item”). The writer demonstrates some evidence of grouping (for each item, the writer provides one or two related ideas).

Style Score: 2

The writer demonstrates little control of the components of Style. Word choice is simple and ordinary (“get into a lot of trouble,” “if you can’t see very good,” “you want see very good”) with only occasional engaging phrases (“a storm of trouble,” “for the rest of my life”). The tone is uneven, and the writer’s voice is only minimally demonstrated (“I will not forget my homework for the rest of my life”). 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. Virtually the entire paper consists of fragments and run-ons. There are also frequent errors in usage and mechanics.. Some of these errors interfere with meaning.

Does Not Meet the Standard

Paper 3 (Persuasive)

T.V.

I think t.v. is important to our lives. When you are bored you can watch t.v. You can watch movies on it when you are in this condition. Here is all the things on t.v. when you are bored. There are channels that help you learn. The kids most favorite, cartoons! Adults prefer to watch the news. That's not all the reasons it's important. The t.v. has history on it. Also there's a channel that tells you what's on! It gives you the latest news about your school.

There are channels for kids and adults. One of my favorite, mystery movies! There are also commercials that tell you about things you might want. Almost all the old movies come on the t.v.! It also gives you information about restaurants. It shows you houses that are for sale and for rent you just might want. Now that doesn't sound boring! There are different shows on every channel! Plus it also gives you the update on sports. It gives little people shows to watch. Back to the news. It tells about things that are happening now, and things that are going to happen. A lot of channels have news on them.

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Paper 3 (continued)

There are a lot of channels on t.v. I think all of them are totally great. If we didn't have t.v., our lives would not be the same. Let me warn you some shows aren't very nice. Usually there is a channel that have very good movies. Some shows may be bad, others good. The bad ones usually are on different channels than the good ones. That is why I think t.v. is important. It is the boring breaker.

Annotations for Paper 3 (Persuasive)

Ideas Score: 3

The writer's controlling idea (TV is important to our lives) is clear and addresses the assigned task. Most supporting ideas are developed and relevant to the writer's topic and purpose. The writer illustrates how TV is a cure for boredom by describing types of channels and shows (learning channels, cartoons for kids, news for adults, old movies, commercials, houses for sale). Some of the channels and shows are developed with examples, while others are only partially developed. Overall, the response contains sufficient information to provide a sense of completeness.

Organization Score: 2+

The writer demonstrates minimal control of Organization. The paper contains a clear introduction and conclusion, but information within the body of the paper is not arranged in a clear order. There is minimal evidence of sequencing or grouping as the writer skips from one channel/show to another and then back to previously discussed channels/shows ("Back to the news"). Unrelated ideas are sometimes grouped together ("There are channels for kids and adults. One of my favorite, mystery movies! There are also commercials. . ."). The paper contains some transitions, but it is difficult to follow the writer's ideas because the writer frequently fails to elaborate on one idea before introducing new ideas.

Style Score: 3

The writer demonstrates sufficient control of the components of Style. Word choice is generally engaging ("adults prefer," "totally great," "the boring breaker") with occasional lapses into ordinary language ("here is all the things on t.v.," "some shows may be bad"). The writer's voice is clear, and audience awareness is demonstrated ("Now that doesn't sound boring!" "Let me warn you some shows aren't very nice"). The writer's enthusiastic tone is appropriate, and there is some variation in sentence length and structure.

Conventions Score: 4-

The writer demonstrates consistent control of the components of Conventions. The majority of sentences are formed correctly, including some complex constructions ("If we didn't have t.v., our lives would not be the same."). Usage is generally correct, but there are some errors ("things that is happening," "a channel that have" "the latest new about your school"). With the exception of an occasional spelling error ("restraunts," "happend"), mechanics are consistently correct. The writer uses correct punctuation in a variety of contexts (commas after introductory clauses, apostrophes). Errors do not interfere with meaning.

Meets the Standard

Paper 4 (Persuasive)

I use the computer everyday. I don't know what it would be like without a computer, but I can tell you one thing; it would be pretty BORING! You would have to read books all day and hey, don't get me wrong, I Love to read books, but you have to admit you wouldn't be able to e-mail people or anything else like that. How would you know how Grandma was getting on? Or How would you know when your Flight left the air-port? You wouldn't.

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Of course I'm always glad to go on just for a few games once in a while. OK you caught me, I probably play way over the set limit - which is 45 mins. (But don't tell my mom that!) Back to the point it really is fun if you, maybe, after your homework, you just play games the rest of the day.

Then there is the work category. IF you have work to do like looking up spelling words and writing the definitions and correct Pronunciation, you could always go on dictionary.com instead of using the dictionary. (I hate using the dictionary) Yes I know what people say; They say that it is good for you, but I personally think, well, phooey on them!

Annotations for Paper 4 (Persuasive)

Ideas Score: 3

The writer's controlling idea (Life would be boring without computers) is clear and addresses the assigned task. Most supporting ideas (without computers you would have to read books and you couldn't use email, playing games on computers, spelling and dictionaries) are developed and relevant to the writer's topic and purpose. Some parts of the paper are developed with examples (finding out about your grandmother or flight information), while other ideas are listed without development (having to read books). The response contains sufficient information to provide a sense of completeness.

Organization Score: 3

The overall organizational strategy (introduction, reasons why the computer is important to the writer, conclusion) is generally appropriate to the writer's topic and purpose. Ideas are generally grouped together (life without computers, games, work) and presented in a clear sequence. The paper contains a clear introduction and a brief, somewhat abrupt conclusion. The writer uses some transitions to link ideas ("Of course," "Then," questions to the reader).

Style Score: 4

The writer demonstrates consistent control of the components of Style. Word choice is consistently engaging ("BORING!" "writing the definitions and correct pronunciations"). Audience awareness is demonstrated in the introduction ("don't get me wrong, I love to read books, but you have to admit. . .") body ("OK you caught me," "But don't tell my mom that!" "If you have work to do"), and conclusion ("Yes I know what people say . . . well, phooey on them!"). The writer's voice is consistent, and the tone is appropriate. Sentences vary in length and structure.

Conventions Score: 4-

The writer demonstrates consistent control of the components of Conventions. There are several fragments and run-ons, but there are also complex sentences that are formed correctly ("You would have to get books all day and hey, don't get me wrong, I love to read books, but you have to admit you wouldn't be able to email people or anything else like that." "If you have work to do like looking up spelling words and writing the definitions and correct pronunciation, you could always go to dictionary.com instead of using the dictionary. Usage and mechanics are consistently correct. There are some spelling errors (e.g., "wich," "mabey"), but they do not interfere with meaning.

Meets the Standard

Doors

Page 3

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I'm here to talk to you about doors and why we need them. Without doors, there would be no use doorknobs and doorbells. Also the factories that make those items would shutdown. The people that work there also will have to find a new job that they like. They might even have to commute which would use up a lot of gas and money.

All types of birds, reptiles, and insects could get into your house too without doors. Such as birds, spiders, scorpions, lizards, Misquitos, frogs, and snakes. Even bees and hornets could get in and make their nests in all sorts of places.

Without doors you might not even be able to get into your house. I guess it depends on how the construction workers built your house. Whether or not they left a space for you to walk through.

Just think about those funny

Paper 5 (continued)

Comercials you love. I bet most of them include the funny with a door. Like running into a door. Without doors it wouldn't be as funny any more.

Just imagine yourself driving down the highway with that nice breeze without doors on your car you'd instead get winds from 40-70 miles per hour.

So I just want to remind you doors are very important to everybody in there everyday life.

The End

Annotations for Paper 5 (Persuasive)

Ideas Score: 4

The controlling idea of this paper (doors are important) is well developed and addresses the assigned writing task. Supporting ideas (door-making factories would shut down, animals and insects would get into your house, you may not be able to get inside your house, there wouldn't be funny commercials involving running into doors, it would be breezy in cars without doors) are developed and relevant to the writer's topic. Most of the supporting ideas are developed with specific examples and details (out of work factory workers would have to commute and use more gas, bees and hornets could make nests in your hose, it depends on whether construction workers left a space). These examples address reader concerns by illustrating what life would be like without doors.

Organization Score: 4-

The overall organizational strategy (introduction, reasons why life without doors would be difficult, conclusion) is appropriate to the writer's topic and purpose. Related ideas are grouped together (factories that make doors, animals, getting into your house, commercials, cars without doors) and presented in logical sequence (ideas related to your house followed by commercials and cars). Although the introduction ("I'm here to talk to you about doors and why we need them") is brief and does not set the stage, the grouping and sequencing within the body of the paper are strong. The writer uses transitions to link parts of the paper and ideas within paragraphs ("without doors," "also," "even bees," "it depends . . . whether. . ." "just think about," "just imagine"). In the conclusion, the writer reminds the reader of the importance of doors.

Style Score: 4

The writer demonstrates consistent control of the components of Style. Word choice is consistently precise and engaging. Audience awareness is demonstrated in the introduction, body, and conclusion. The writer's voice is consistent, and the tone is appropriate. Sentences vary in 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. Simple sentences are formed correctly, but there are some fragments when complex or compound sentences are attempted. Usage and mechanics are generally correct with some errors in each component. Few errors interfere with meaning.

Meets the Standard

Pencils Rule!

By:!

Pencils rule because if you don't write with one, you would have to use a pen, which could get pretty messy. Besides, pencils are cheaper than pens. If you go to the store to buy pens, it would cost about the same as 2 packs of 15 pencils. You would quickly change your mind, and might get pencils instead. Don't let the pretty ink fool you, or you'll be losing money!

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Another bad thing about not having pencils and having pens instead is you can't sharpen them. When pencils run out of lead, you can sharpen it. But if you try to sharpen a pen, you would break both the pen and sharpener. Pens can be very messy. You have to scribble out mistakes because you cannot erase them. Therefore, people will have a lot of trouble reading it.

If you didn't use a pen, then you would have to use markers, gel markers, crayons, glue and glitter, glitter, color pastels, oil pastels, or colored pencils. (I don't think colored pencils would be all that bad, but aren't they considered pencils?) Any markers would not be good because they would bleed through to the back of the paper. Crayons are not good because they need to be thin like lead. Glue and Glitter is not good because it is too heavy, and pastels are not good because they smear. Even if colored pencils existed, you would use them for

Paper 6 (continued)

coloring, too. Therefore, the colored pencils would run out
2x5 as fast. I'd just be wasting time and money buying
packs and packs of them.

Now they have pencils with cute little designs on them,
such as dinosaurs or smiley faces. They sell them at a
price of 25¢, or 4 for a dollar.

Face it. Pencils are the best writing utensils ever!

They are truly the best in every way! What item
do you think is important enough to share?

Annotations for Paper 6 (Persuasive)

Ideas Score: 5

The controlling idea (pencils are the best writing utensils) is fully developed and addresses all aspects of the writing task. The writer provides several relevant reasons why pencils are superior writing tools. The supporting ideas (cheaper than pens, pencils can be sharpened, pencils are better than other options such as markers or glue and glitter) are fully elaborated throughout the paper and relevant to the writer's topic, genre, and audience. For each supporting idea, the writer provides specific examples and details that fully address reader concerns and perspectives (by illustrating why pencils are better than alternatives).

Organization Score: 4

The overall organizational strategy (introduction, reasons why the pencil is better than other writing utensils, conclusion) is appropriate to the writer's topic and purpose. The introduction is somewhat brief ("Pencils rule because. . ."), but related ideas are grouped together (better than pens, better than other options) and presented in logical sequence. The conclusion effectively ends the paper without repetition ("Face it. Pencils are the best writing utensils ever! They are truly the best in every way! What item do you think is important enough to share?"). The writer uses varied transitions to link parts of the paper ("Besides," "Another bad thing," "When pencils run out," "Therefore," "Any markers," "Even if," "Now," "Face it").

Style Score: 5

The writer demonstrates a full command of the components of Style. Language is varied, precise, and engaging throughout the paper ("scribble out mistakes," "pastels," "smear," "cute little designs on them such as dinosaurs or smily faces"). Carefully crafted phrases create a sustained tone ("Don't let the pretty ink fool you, or you'll be losing money!" "I don't think colored pencils would be all that bad, but aren't they considered pencils?"). The writer demonstrates sustained attention to the audience throughout the paper (through parenthetical asides and direct statements such as "You would quickly change your mind, and get pencils instead"). The writer's impassioned voice is consistent and sustained. The paper contains a variety of sentence lengths, structures, and beginnings.

Conventions Score: 5

The writer demonstrates a full command of the components of Conventions. Sentence formation, usage, and mechanics are correct in a variety of contexts. The writer correctly uses complex and compound sentences ("Pencils rule because if you don't write with one, you would have to use a pen, which could get pretty messy." "Glitter is not good because it is too heavy, and pastels are not good because they smear."). Errors are infrequent and do not interfere with meaning.

Exceeds the Standard