

# Georgia Grade 5 Writing Assessment



1. Introductions: Briefly introduce yourself and ask participants to introduce themselves, including their school and grade taught (if the group is not too large).
2. Explain purpose of program:
  - To introduce the new Georgia Grade 5 Writing Assessment
  - To deepen understanding of the scoring standards and rubrics for grade 5 writing by applying them to actual student papers
3. Explain that these materials are available for download on the Georgia Department of Education Website and can be downloaded as a whole or in smaller sections.

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1. During a PowerPoint slideshow, clicking on the blue hyperlinks takes the presenter to another section without scrolling through all the intervening slides.
2. The first slide of each part of the presentation also has hyperlinks to slides within that part.
3. To return to the Table of Contents, click on the home key and page down one slide.
4. For the full day workshop, give an overview of the entire presentation using the titles given in the Table of Contents.

# Part I: Introduction

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1. The introductory slides explain the steps of the test development process, changes in the assessment, and how the assessment is aligned with the Georgia Performance Standards.

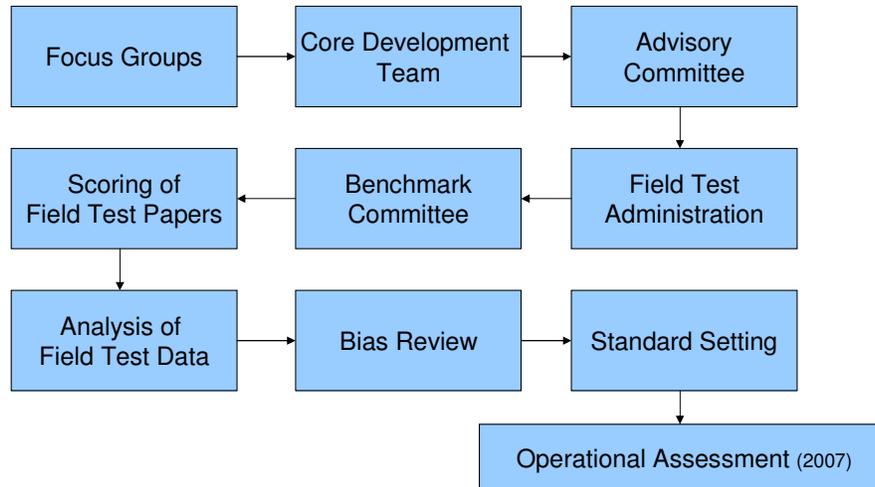
## Why is the writing assessment for Grade Five changing?

- When the Quality Core Curriculum was replaced by the [Georgia Performance Standards](#), it became necessary to review all the statewide writing assessments in order to align them with the new performance standards.
- In March 2005, the Georgia Department of Education (GaDOE) held focus groups with educators from around the state to discuss what they liked/disliked in current writing assessment program. Educators made recommendations about all aspects of the current assessment program.
- Teachers from every part of the state came together to develop the scoring rubrics, the writing topics, the administration conditions, and the performance levels for the new assessment based on the Georgia Performance Standards.

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1. The statewide writing assessments for grades 3, 8, and 11 are also being realigned to the new Georgia Performance Standards.

## Test Development Process: 2005-07



Introduction: Test Development

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1. The test development process has multiple phases.
2. Operational assessment: The first administration of the Grade 5 Writing Assessment in which the scores “count.”

## Grade 5 Core Development Team

- Convened in June 2005
- Primary responsibilities:
  - Review existing Grade 5 Writing Assessment
  - Align assessment with the Georgia Performance Standards
  - Develop structure for new Georgia Grade 5 Writing Assessment
  - Select genres of writing: Persuasive, Informational, and Narrative
  - Draft new Grade 5 scoring rubrics
    - Analytic scoring with four new domains
      - Ideas
      - Organization
      - Style
      - Conventions
    - Preliminary low, middle, high descriptions

Introduction: Test Development

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1. Superintendents across the state nominated teachers for both a Grade 5 Core Development Team and an Advisory Committee.

## Grade 5 Advisory Committee

- Convened in June 2005
- Provided additional feedback to GaDOE about decisions made by Core Development Team
  - Genres
  - Rubrics
  - Administration conditions
  - Identification of markers for each genre based on the GPS and development of specific definitions for each genre
- Drafted the “Grade 5 About the Test” document
- Prompt development
  - 50 writing topics (prompts) developed for field testing
    - 17 informational
    - 17 persuasive
    - 16 narrative
    - Recommended releasing the writing prompts and samples of student writing each year after the assessment

Introduction: Test Development

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1. The “Grade 5 About the Test” document is available on the Georgia DOE Website.

## “About the Test” Document

- Released August 3, 2005 in order to provide advance notice prior to operational assessment in March 2007
- Information about changes to the assessment
  - Description of genres: informational, persuasive, and narrative
  - Description of the scoring system:
    - New domains: Ideas, Organization, Style, Conventions
    - Components and description of effective writing
  - Sample informational topic and [writing checklist](#)
  - Sample persuasive topic and [writing checklist](#)
  - Sample narrative topic and [writing checklist](#)

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1. The “About the Test” document was released in order to provide advance notice prior to the first operational assessment in March 2007.
2. The writing checklist will no longer appear on the general directions page of the test document. It will now be located on the writing topic page.

## Grade 5 Field Test: Administration

- Why field test?
  - To try out prompts with a sample student population
  - To collect data on the prompts
    - Difficulty of prompts
    - Differences across subgroups of students: (gender, ethnicity)
  - To select only those prompts for operational assessments that meet technical quality standards
- 50 prompts were field tested in October 2005
  - Approximately 1,000 students from across the state wrote on each prompt
  - Each student in a classroom received a different prompt
  - 17 informational, 17 persuasive, 16 narrative prompts

## Benchmarking

- November 2005
- Scoring rubrics finalized
  - 5 score points per domain
  - Score point descriptions revised
- Scoring decisions for each domain: Ideas, Organization, Style, Conventions
- Scored informational, persuasive, and narrative papers
- Papers to be used as benchmark papers for rater training
- Benchmark papers will be made available for professional development on the Georgia Department of Education website

Introduction: Test Development

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1. The Grade 5 Benchmarking Committee determined how to apply the new rubric to student writing samples written during the field test.
2. These papers become the benchmark papers for training raters to score the field test.

## Grade 5 Field Test: Scoring

- January 2006
- Each rater completed a training program and passed a qualifying test for each genre that was assessed
- Field test papers were scored by a minimum of 2 raters

## Bias Review

- February 2006
- Committee analyzed the 50 field test writing topics for bias and sensitivity by
  - Reviewing the wording, content, and task of each writing topic
  - Reviewing the scores/data from field test
- Committee members looked at the students' mean (average) scores on each writing prompt
  - By gender
  - By ethnicity

Introduction: Test Development

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1. Bias Review Committee members were nominated by members of the Grade 5 Advisory Committee.

## Standard Setting

- June 2006
- Committee members used [Performance Level Descriptors](#) to determine the score ranges for each of the performance levels:
  - Does Not Meet the Standard
  - Meets the Standard
  - Exceeds the Standard

## Changes in Test Administration

Administration month: March

– First administration: March 7, 2007

- Session Length: 120 minutes
- (2 sessions of 60 minutes each)
- Main Administration: One day
- Make-up Administration: One day  
(March 8, 2007)

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1. Session Length: No extra time will be allowed except as specified in a student's IEP, Section 504 Plan, or Test Participation Plan.
2. Session length does not include distributing or collecting test materials.
3. Session length for previous Grade 5 Writing assessment was 90 minutes.
4. Students who take the makeup test will receive a different writing topic from the main administration.
5. For additional information, see the Georgia Grade 5 Writing Assessment Examiner's Manual

## Changes in How the Grade 5 Writing Assessment is Scored: Analytic Scoring

### Previous Grade 5 Writing Assessment

- HOLISTIC
- One developmental stage score
- Individual domains of writing are not scored, but are considered in determining the developmental stage.
- The developmental stage score is reported to the school/student.

### NEW Grade 5 Writing Assessment

- ANALYTIC
- Four individual domain scores
- Ideas, Organization, Style, and Conventions are scored separately and weighted to determine the raw score.
- The raw score is converted to a scale score which is reported to the school/student.

Introduction: Scoring Information

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1. A domain is an **aspect** of writing.
2. Each domain itself is scored holistically. The score assigned indicates the writer's command of the components.
3. Ideas and Organization domains correspond to "topic development" in the previous assessment.
4. Style corresponds to "personal expression" in the previous assessment.
5. Conventions corresponds to "surface features" in the previous assessment.

## Changes in How the Grade 5 Writing Assessment is Scored: The Score Scale

### **Previous Grade 5 Writing Assessment**

- Six point holistic scoring scale
- A stage score of “6” represents the highest level of competence.

### **New Grade 5 Writing Assessment**

- Five point analytic scoring scale
- A score of “5” represents the highest level of competence in each domain.

Introduction: Scoring Information

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1. The scoring scale is a continuum representing a range of quality. Each score point represents a range of competency or quality.
2. A 5 is not perfect writing. It is the highest score possible on this scale. You may want to assign a score of 7 or 10 to some exceptional papers, but they must also receive a score of 5. Do not let the brilliant responses become the standard for a 5.

## Weighting of Domain Scores

Weighting means that the scores in some writing domains will be given more weight than others in determining the total score that a student receives.

Scoring Domain	Domain Weight	% of total score
Ideas	2 x raters' scores	40%
Organization	1 x raters' scores	20%
Style	1 x raters' scores	20%
Conventions	1 x raters' scores	20%

## Domain Score to Total Weighted Raw Score Conversion

The following table indicates the total weighted raw scores for several domain score combinations. Two raters score each student paper, assigning a score of 1-5 in each of the four domains. The range of total weighted raw scores is 10 – 50.

	Domain Scores				Total Weighted Raw Score
	Ideas (x 2)	Org. (x 1)	Style (x 1)	Conv. (x 1)	
Rater 1 Rater 2	1 1	1 1	1 1	1 1	<b>10</b>
Rater 1 Rater 2	2 2	2 2	2 2	2 2	<b>20</b>
Rater 1 Rater 2	3 3	3 3	3 3	3 3	<b>30</b>
Rater 1 Rater 2	4 4	4 4	4 4	4 4	<b>40</b>
Rater 1 Rater 2	5 5	5 5	5 5	5 5	<b>50</b>

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1. The total weighted raw scores range from 10 (1's in all four domains) to 50 (5's in all four domains).
2. The total raw scores are scaled to adjust for small differences in prompt difficulty.
3. By converting raw scores to scaled scores, adjustments may be made for small differences between the various test editions, making it possible to equate scores from different versions of the test.

## Performance Level Descriptors for Grade 5

<ul style="list-style-type: none"> <li>Does Not Meet the Standard</li> </ul>	<ul style="list-style-type: none"> <li>Writing samples that do not meet the standard demonstrate limited focus on the assigned topic or genre and may lack a beginning or ending. A controlling idea may be unclear, or the controlling idea may not address the assigned genre. Development is minimal, and supporting ideas are listed rather than developed. Ideas may not be grouped appropriately, and transitions may be lacking. The writing shows little awareness of audience or reader concerns. Word choice and sentences are simple and/or repetitive. The writer's voice is inconsistent or not apparent. Frequent errors in sentence formation, usage, and mechanics may interfere with or obscure meaning. Demonstration of competence may be limited by the brevity of the response.</li> </ul>
<ul style="list-style-type: none"> <li>Meets the Standard</li> </ul>	<ul style="list-style-type: none"> <li>Writing samples that meet the standard are generally focused on the assigned topic and genre and have a clear beginning, middle, and ending. Narrative compositions have a clear plot and some development of characters. Informational compositions have a controlling idea that explains or describes the assigned topic. Persuasive compositions have a clear position on the assigned topic. Supporting ideas are relevant and developed with some examples and details, but some parts of the paper may be more developed than others. Supporting ideas are presented in a generally clear sequence. Related ideas are grouped together and connected with some transitions. Word choice is generally engaging, and there is some variation in sentence length and structure. The writer's voice is clear, and the writing shows awareness of the audience. Sentence formation, usage, and mechanics are generally correct, and errors do not interfere with meaning. The text is of sufficient length to demonstrate effective writing skills.</li> </ul>
<ul style="list-style-type: none"> <li>Exceeds the Standard</li> </ul>	<ul style="list-style-type: none"> <li>Writing samples that exceed the standard are consistently focused on the assigned topic, genre, and audience, and have an effective introduction, body, and conclusion. Narrative compositions have a well developed plot and well developed characters. Informational compositions have a clear controlling idea that fully explains or describes the assigned topic. Persuasive compositions have a well developed controlling idea that establishes the validity of the writer's position. Supporting ideas are fully elaborated with specific examples and details that address reader concerns. Ideas are logically grouped and sequenced within paragraphs and across parts of the paper. Varied transitional elements are used to connect ideas. Word choice is varied and precise throughout the response, and sentences are varied in length and structure. The writer's voice is appropriate, and the writer demonstrates sustained attention to the audience in the beginning, middle, and ending. Sentence formation, usage, and mechanics are consistently correct in a variety of contexts. Errors are minor and infrequent. The text is of sufficient length to demonstrate effective writing skills in a variety of contexts.</li> </ul>

Introduction: Scoring Information

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# GPS Alignment

The Grade 5 Writing Assessment is based on the following Georgia Performance Standards. The domains under which each element is evaluated are listed in the "Area(s) of the Assessment" column.

## Domain Abbreviations

I = Ideas  
O = Organization  
S = Style  
C = Conventions

	Standard	Area(s) of the Assessment
ELA5W1	The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.	I, O, S
ELA5W2	The student demonstrates competence in a variety of genres.	I, O, S
ELA5C1	The student demonstrates understanding and control of the rules of the English Language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.	C

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# GPS Alignment

Standard	Elements	Area(s) of the Assessment
ELA5W1	a. Selects a focus, organizational structure and a point of view based on purpose, genre expectations, audience, length, and format requirements.	I, O
	b. Writes texts of a length appropriate to address the topic or tell the story.	I
	c. Uses traditional structures for conveying information.	O
	d. Uses appropriate structures to ensure coherence.	O

## GPS Alignment

Standard	Elements	Area(s) of the Assessment
ELA5W2 Informational	a. Engages the reader by establishing a context, creating a speaker’s voice, and otherwise developing reader interest.	I, S
	b. Develops a controlling idea that conveys a perspective on the subject.	I
	c. Creates an organizing structure appropriate to purpose, audience, and context.	O
	d. Includes appropriate facts and details	I
	e. Excludes extraneous and inappropriate information.	I, O
	f. Uses a range of appropriate strategies, such as providing facts or details, describing.	I, O
	h. Provides a sense of closure to the writing	O
	i. Lifts the level of language using appropriate strategies including word choice	S

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1.Element “g.” in ELA5W2 (Draws from more than one source of information) is not applicable to a timed writing assessment context.

# GPS Alignment

Standard	Elements	Area(s) of the Assessment
ELA5W2 Persuasive	a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.	I
	b. States a clear position in support of a proposal.	I
	c. Supports a position with relevant evidence.	I
	d. Creates an organizing structure appropriate to a specific purpose, audience, and context.	O
	e. Addresses reader concerns.	I,S
	f. Excludes extraneous details and inappropriate information.	I
	g. Provides a sense of closure to the writing.	O
	h. Raises the level of language using appropriate strategies (word choice)	S

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# GPS Alignment

Standard	Elements	Area(s) of the Assessment
ELA5W2 Narrative	a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.	I, S
	b. Establishes a plot, point of view, setting, and conflict and/or the significance of events.	I, O
	c. Creates an organizing structure.	O
	d. Includes sensory details and concrete language to develop plot and character.	S
	e. Excludes extraneous details and inconsistencies.	I
	h. Provides a sense of closure to the writing.	O
	i. Lifts the level of language using appropriate strategies including word choice.	S

Introduction: GPS

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1. Elements "f." and "g." of ELA5W2 (Develops complex characters) and (Uses a range of narrative strategies) are not applicable to a timed writing assessment context because prewriting time is limited.

## GPS Alignment

Standard	Elements	Area(s) of the Assessment
ELA5C1	<ul style="list-style-type: none"><li>a. Uses and identifies the eight parts of speech.</li><li>c. Uses and identifies verb phrases and verb tenses.</li><li>d. Recognizes that a word performs different functions according to its position in the sentence.</li><li>e. Varies the sentence structure by kind, order, and complexity.</li><li>f. Uses and identifies correct mechanics and correct sentence structure.</li><li>g. Uses additional knowledge of correct mechanics, correct sentence structure, and correct Standard English spelling when writing, revising, and editing.</li></ul>	Conventions

Introduction: GPS

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1. This ends Part One. Ask participants if they have questions about the Foundations portion of the new Georgia Grade 5 Writing Assessment. (Refer policy questions, such as accommodations for special education, to the Georgia Department of Education.)
2. Allow 5-10 minutes for discussion before moving on to the next section.

# Part II: Genres

1. [Changes in the Genres Assessed](#)
2. Informational Writing
  - [Defining Informational Writing](#)
  - [Informational Writing in the GPS](#)
  - [What Informational Writing Is and Is Not](#)
3. Persuasive Writing
  - [Defining Persuasive Writing](#)
  - [Persuasive Writing in the GPS](#)
  - [What Persuasive Writing Is and Is Not](#)
4. Narrative Writing
  - [Defining Narrative Writing](#)
  - [Narrative Writing in the GPS](#)
  - [What Narrative Writing Is and Is Not](#)

## Changes in the Genres Assessed

### **Previous Grade Five Writing Assessment**

- Narrative writing was tested
- Each student wrote a narrative composition in response to a personal experience or imaginative story prompt

### **New Grade Five Writing Assessment**

- Informational, persuasive, and narrative writing are assessed
- Each student will be assigned one of the following
  - Informational prompt
  - Persuasive prompt
  - Narrative prompt
- Students must write on the assigned genre

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1. On the new Grade 5 Writing Assessment, topics will be spiraled in each classroom. Some students will receive an informational prompt, some will receive a persuasive prompt, and some will receive a narrative prompt.

2. If a student receives the narrative prompt, he/she may write either a personal narrative or an imaginative story.

3. Teachers will distribute the prompts in the order in which they are packaged. This order may not be changed. Students are not allowed to exchange assigned topics.

## Defining Informational Writing

Informational Writing: Writing that enhances the reader's understanding of a topic by instructing, explaining, clarifying, describing, or examining a subject or concept.

### Method

- Provides facts, statistics, descriptive details, comparison/contrast, analysis, evaluation, definition, humor, and personal anecdotes.

Genres: Informational Writing

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1. In informational essays produced in an on-demand testing environment, writers do not have access to reference materials. The writer's facts are accepted as presented, even if they are inaccurate.
2. In evaluating the quality of the text, the reader should ask, "Does this information make sense in terms of supporting the writer's point?"
3. In a classroom setting, the teacher would evaluate both this aspect of writing ability and the accuracy of the subject matter.

## Informational Writing in the GPS ELA5W2

**The student produces informational writing (e.g., report, procedures, correspondence) that:**

- a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.
- b. Develops a controlling idea that conveys a perspective on the subject.
- c. Creates an organizing structure appropriate to purpose, audience, and context
- d. Develops the topic with supporting details
- e. Excludes extraneous and inappropriate information
- f. Follows an organizational pattern appropriate to the type of composition
- g. Concludes with a detailed summary linked to the purpose of the composition

## What Informational Writing Is and Is Not

An effective informational composition . . .	An effective informational composition is NOT:
Establishes a clear controlling idea	Copying words or information from the writing topic
Uses clear, complete descriptions and/or explanations to develop the controlling idea	A list of facts, a story, and/or personal anecdotes that do not inform the reader about the topic
Contains an appropriate organizational strategy for the purpose of explanation, description, comparison and contrast, or problem and solution	A response in which ideas are not presented in logical order
Is multi-paragraph writing	A single paragraph
Fully develops the controlling idea with specific details and examples	<a href="#">Formulaic writing</a> or a repetitive, standard five-paragraph formula that overshadows the information instead of explaining it
Blends personal experience and knowledge to inform the reader about the topic	An encyclopedic coverage of facts or an abundance of facts that are unrelated to the topic

Genres: Informational Writing

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1. This chart is an overview of effective persuasive writing developed by the Grade 5 Core Development Team.

## What Informational Writing Is and Is Not

An effective informational composition . . .	An effective informational composition is NOT:
Uses a lively writing voice that develops the reader's interest	Flat, uninteresting writing
Uses engaging language and varied sentences	An essay that contains imprecise language and little sentence variety
Introduces the reader to the topic, fully develops the topic, and provides a sense of closure	Writing that provides information without introducing, developing, and/or concluding the topic
May use a short narrative in the introduction to engage the audience	Writing that consists entirely of a story that does not inform the reader about the topic
Contains correct sentences, usage, grammar, and spelling that make the writer's ideas understandable	Incorrect sentences, usage, grammar, and spelling that prevent the reader from understanding the writer's ideas

Genres: Informational Writing

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1. This chart is an overview of effective persuasive writing developed by the Grade 5 Core Development Team.

## Defining Persuasive Writing

Persuasive Writing: Writing for the purpose of convincing others to accept the writer's position as valid, adopt a certain point of view, or take some action.

Method:

- Provides logical appeals, emotional appeals, facts, statistics, narrative anecdotes, humor, and/or the writer's personal experiences and knowledge to support a position.

Genres: Persuasive Writing

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1. The writer's score will not be influenced by choosing to write in either first person "I" or third person.

## Persuasive Writing in the GPS ELA5W2

**The student produces a persuasive essay that:**

- a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.
- b. States a clear position or perspective in support of a proposal.
- c. Supports a position with relevant evidence.
- d. Creates an organizing structure appropriate to a specific purpose, audience, and context.

Genres: Persuasive Writing

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1. Establishing a context is telling the reader what the paper is about and giving a rationale for writing about that topic. It corresponds to "central controlling idea" and "focus" in the components of Ideas and "introduction" in Organization.

## Persuasive Writing in the GPS ELA5W2 (continued)

**The student produces a persuasive essay that:**

- e. Addresses [reader concerns](#).
- f. Excludes extraneous details and inappropriate information.
- g. Provides a sense of closure to the writing.
- h. Raises the level of language using appropriate strategies (word choice).

Genres: Persuasive Writing

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1. Reader Concerns: The writer should anticipate what the reader will want to know.

## What Persuasive Writing Is and Is Not

An effective persuasive composition . . .	An effective persuasive composition is NOT
Clearly establishes a position	A list of facts, a story, and/or personal anecdotes that do not establish a clear position
Includes appeals to logic and/or emotion	A chance for the writer to simply vent about a topic
Contains an appropriate organizational strategy for the purpose of persuasion	Writing in which ideas are presented in illogical or confusing order
Is multi-paragraph writing that supports a specific side of an issue	A single paragraph
Fully develops the writer's position with specific details and examples	A formulaic response with repetitive ideas and language
Uses specific facts, personal experience and knowledge, and/or statistics to support the writer's position	A presentation of irrelevant ideas
Uses a lively writing voice to engage the reader	Flat, uninteresting writing

Genres: Persuasive Writing

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1. This chart is an overview of effective persuasive writing developed by the Grade 5 Core Development Team.

## What Persuasive Writing Is and Is Not

<b>An effective persuasive composition . . .</b>	<b>An effective persuasive composition is NOT</b>
Uses engaging, precise language and varied sentences	An essay that contains imprecise language and little sentence variety
Introduces the reader to the issue, fully develops a position, and provides a sense of closure	Writing that presents ideas without introducing, developing, and/or providing closure
May contain a short narrative in the introduction or a skillful extended narrative that supports the writer's position	A story that does not address the persuasive purpose of the topic
Demonstrates that the writer can anticipate and counter the audience's positions on the issue	Writing that does not consider the audience when developing a position on an issue
Contains correct sentences, usage, grammar, and spelling that make the writer's ideas understandable	Incorrect sentences, usage, grammar, and spelling that prevent the reader from understanding the writer's ideas

Genres: Persuasive Writing

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1. This chart is an overview of effective persuasive writing developed by the Grade 5 Core Development Team.

## Defining Narrative Writing

Narrative Writing: Writing that tells a story or gives an account of something that has happened. The purpose is to recount a story grounded in personal experience or the writer's imagination.

### Method:

- Uses a setting, characters, circumstances or events, a plot, a point of view, and a sense of resolution to tell a story.
- Description of these elements is a key factor.
- May employ strategies such as flashback, foreshadowing, dialogue, tension, or suspense.

## Narrative Writing in the GPS

**The student produces a narrative that:**

- a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.
- b. Establishes a plot, point of view, setting, and conflict, and/or the significance of events.
- c. Creates an organizing structure.
- d. Includes sensory details and concrete language to develop plot and character.
- e. Excludes extraneous details and inconsistencies.
- h. Provides a sense of closure to the writing.
- i. Lifts the level of language using appropriate strategies including word choice.

Genres: Narrative Writing

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## What Narrative Writing Is and Is Not

An effective narrative composition . . .	An effective narrative composition is NOT . . .
Tells a personal or imaginative story	A list of events and/or facts
May include the writer's imagination and personal experiences that are related to the story	An abundance of facts or personal anecdotes that are unrelated to the topic
Contains narrative elements such as characters, plot, point of view, setting, conflict, and/or significant events	A list of reasons, opinions, or unrelated episodes
Contains narrative strategies such as, flashback, foreshadowing, dialogue, tension and/or suspense	Formulaic, repetitive writing
Is multi-paragraph	A single paragraph
Presents a story that has a well-developed beginning, middle, and end	A paper that lacks a clear beginning, middle, and end

Genres: Narrative Writing

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1. This chart is an overview of effective persuasive writing developed by the Grade 5 Core Development Team.

## What Narrative Writing Is and Is Not

<b>An effective narrative composition . . .</b>	<b>An effective narrative composition is NOT . . .</b>
Uses a lively writing voice to engage the reader	Flat, uninteresting writing
Uses vivid sensory details and concrete language	A story that contains imprecise language
Uses a variety of sentences	A story with little sentence variety
Contains correct sentences, usage, grammar, and spelling that make the writer's ideas understandable	Incorrect sentences, usage, grammar, and spelling that prevent the reader from understanding the writer's ideas

Genres: Narrative Writing

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1. This chart is an overview of effective persuasive writing developed by the Grade 5 Core Development Team.

## Part III: Writing Topics (Prompts)

1. [Sample Informational Writing Topic](#)
  - [Informational Writing Checklist](#)
2. [Sample Persuasive Writing Topic](#)
  - [Persuasive Writing Checklist](#)
3. [Sample Narrative Writing Topic](#)
  - [Narrative Writing Checklist](#)
4. [Understanding the Writing Topic](#)
5. [Format of the Writing Task](#)

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1. The slides in Part 3 can assist teachers in preparing students for the new format of the Writing Topic and Checklist.

## Sample Informational Writing Topic

Interesting places are all around us and could be far away or close to home. Think about an interesting place. It could be somewhere you have been, read about, or seen on television.

Write a report about a place that is interesting to you. Be sure to include specific details and explain what makes the place interesting.

Writing Topics

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1. The broad scope of the topic (interesting places) is intended to provide a writing opportunity for all of Georgia's grade 5 students.
2. The prompt attempts to provide all students with enough information to understand and write about the subject or issue.
3. The prompt may specify a realistic audience for the student writer to address, or, as in this prompt, it may simply ask the student to write a report.
4. All knowledge sources are equally valid.
5. There is no one right response to a writing prompt.

## Student Writing Checklist for Informational Writing

### **Prepare Yourself to Write**

- Read the writing topic carefully.
- Brainstorm for ideas.
- Decide what ideas to include and how to organize them.
- Write only in English.

### **Make Your Paper Meaningful**

- Use your knowledge and/or personal experiences that are related to the topic.
- Explain your ideas.
- Develop your main idea with supporting details.
- Organize your ideas in a clear order.
- Write an informational paper and stay on topic.

### **Make Your Paper Interesting to Read**

- Think about what would be interesting to the reader.
- Use a lively writing voice to hold the interest of your reader.
- Use descriptive words.
- Use different types of sentences.

### **Make Your Paper Easy to Read**

- Write in paragraph form.
- Use transition words.
- Write in complete and correct sentences.
- Capitalize, spell, and punctuate correctly.
- Make sure your subjects and verbs agree.

Writing Topics

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1. Note the bullets in the checklist that are specific to each genre of writing in “Make Your Paper Meaningful.”
2. Students should be familiar with the terminology of the checklist before the testing period.

## Sample Persuasive Writing Topic

Your teacher just posted the sign below. What animal do you think would be the best classroom pet? Why? Write a letter to persuade your teacher to buy the pet of your choice for the classroom.

**WANTED:  
Classroom Pet**

Writing Topics

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1. The prompt is a stimulus intended to elicit writing samples from students with varied personal and educational backgrounds.
2. The broad scope of the topic (students may choose their own pet) is intended to provide a writing opportunity for all of Georgia's grade 5 students.
3. The prompt attempts to provide all students with enough information to understand and write about the subject or issue.
4. The prompt may specify a realistic audience (e.g., your teacher) for the student writer to address.
5. It is not necessary for the student paper to adhere to the conventions of formal letter writing if students are asked to write a letter to the audience. Students will not be penalized if they fail to address the letter or provide a closing. The students' writing ability is being evaluated, not their knowledge of formatting letters.
6. The above is also true if students are asked in the writing topic to "write a speech."
7. There is no one correct response to a writing prompt.

## Student Writing Checklist for Persuasive Writing

### **Prepare Yourself to Write**

- Read the writing topic carefully.
- Brainstorm for ideas.
- Decide what ideas to include and how to organize them.
- Write only in English.

### **Make Your Paper Meaningful**

- Use your knowledge and/or personal experiences that are related to the topic.
- Express a clear point of view.
- Use details, examples, and reasons to support your point of view.
- Organize your ideas in a clear order.
- Write a persuasive paper and stay on topic.

### **Make Your Paper Interesting to Read**

- Think about what would be interesting to your reader.
- Use a lively writing voice to hold the interest of your reader.
- Use descriptive words.
- Use different types of sentences.

### **Make Your Paper Easy to Read**

- Write in paragraph form.
- Use transition words.
- Write in complete and correct sentences.
- Capitalize, spell, and punctuate correctly.
- Make sure your subjects and verbs agree.

Writing Topics

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1. The Writing Checklist is now located on the Writing Topic Page.
2. Students should be familiar with the terminology of the checklist before the testing period.

## Sample Narrative Writing Topic

You walk in your classroom one morning and the teacher is absent. There is a note on your desk that says you are the teacher for the day. Write a story about your day as the teacher.

## Student Writing Checklist for Narrative Writing

### **Prepare Yourself to Write**

- Read the writing topic carefully.
- Brainstorm for ideas using your imagination and/or personal experiences.
- Decide what ideas to include and how to organize them.
- Write only in English.

### **Make Your Paper Meaningful**

- Use your imagination and/or personal experiences to provide specific details.
- Tell a complete story.
- Create a plot or order of events.
- Describe the setting and characters in your story.
- Write a story that has a beginning, middle, and end.

### **Make Your Paper Interesting to Read**

- Think about what would be interesting to the reader.
- Use a lively writing voice that holds the interest of your reader.
- Use descriptive words.
- Use different types of sentences.

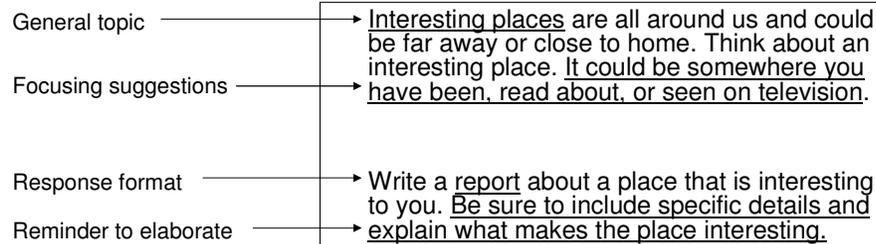
### **Make Your Paper Easy to Read**

- Write in paragraph form.
- Use transition words.
- Write in complete and correct sentences.
- Capitalize, spell, and punctuate correctly.
- Make sure your subjects and verbs agree.

1. Students should be familiar with the terminology of the checklist before the testing period.

## Understanding the Writing Topic

### Sample Topic



Writing Topics

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1. For the purpose of this assessment, a report can include the personal experiences of the writer as valid support for the controlling idea.
2. In advance of the Grade Five Writing Assessment, grade five students may need some preparation in identifying the task when the writing topic is longer than two sentences.
3. Usually the first sentence of the writing topic gives the background for the writing assignment by introducing the general topic.
4. The remaining sentences in the writing topic are cues to help the writers realize that they know enough about the topic to write and to focus their individual responses.
5. These sentences may or may not give the students an identifiable audience and/or remind the students to give many specific examples and ideas to elaborate their supporting ideas.
6. The final sentence also reminds the writer of the genre assigned in the writing topic.

## Format of the Writing Task

1. The writing topic may specify a format - such as a letter, speech, or a newspaper article - to give students a writing task that is similar to real world writing situations.
2. Regardless of the specified format, students should have a clear controlling idea that is well developed with relevant details and examples.
3. Adhering to the conventions of a particular format is not evaluated on the state writing assessment.
4. For example, if students are asked to write a letter, they will not be penalized if they fail to address the letter to the person named in the prompt or sign their name at the end of the letter.
5. Likewise, it is not necessary for students to write their responses in two columns to simulate a newspaper article.
6. The students' writing ability is being evaluated, not their knowledge of formatting letters, speeches, or newspaper articles.

Writing Topics

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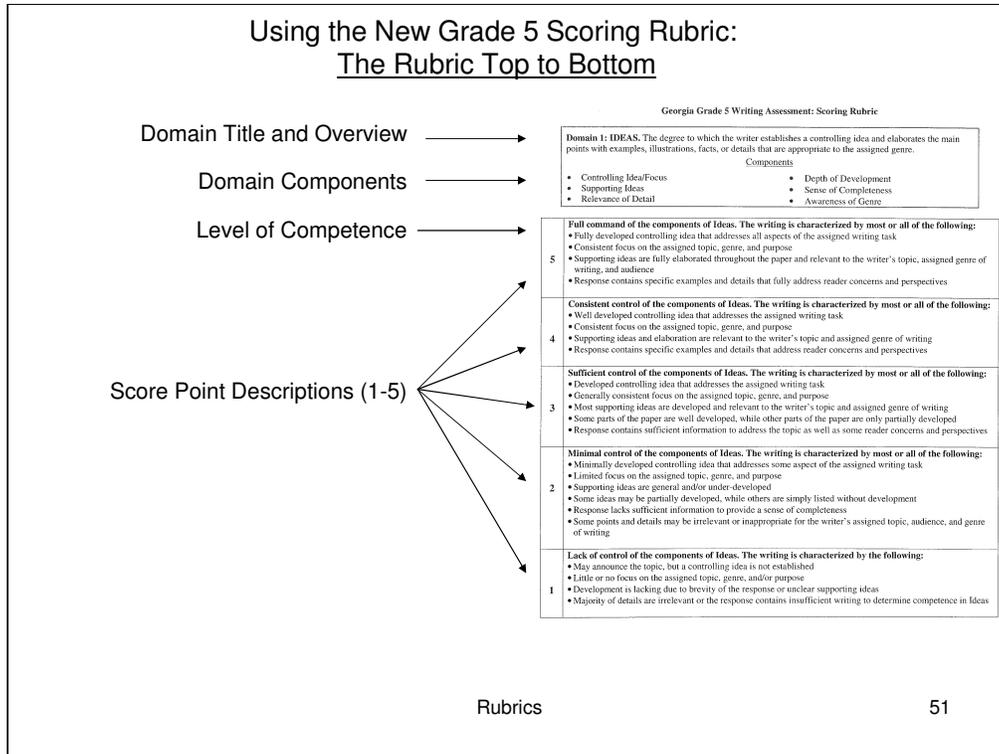
1. It is not necessary for the student to open with, for example, "Dear Principal," or close the letter with "Sincerely, Grade 5 Student."
2. This ends Part Three. Ask the participants if they have questions about the changes to the Writing Topic and/or Writing Checklist.

## Part IV: Rubrics

1. [The Rubric: Top to Bottom](#)
2. [Overview of Score Points 1 – 5: Five Levels of Competence](#)
3. New Grade 5 Rubrics
  - [Ideas](#)
  - [Organization](#)
  - [Style](#)
  - [Conventions](#)
4. [New Grade 5 Rubrics \(Landscape Version\)](#)

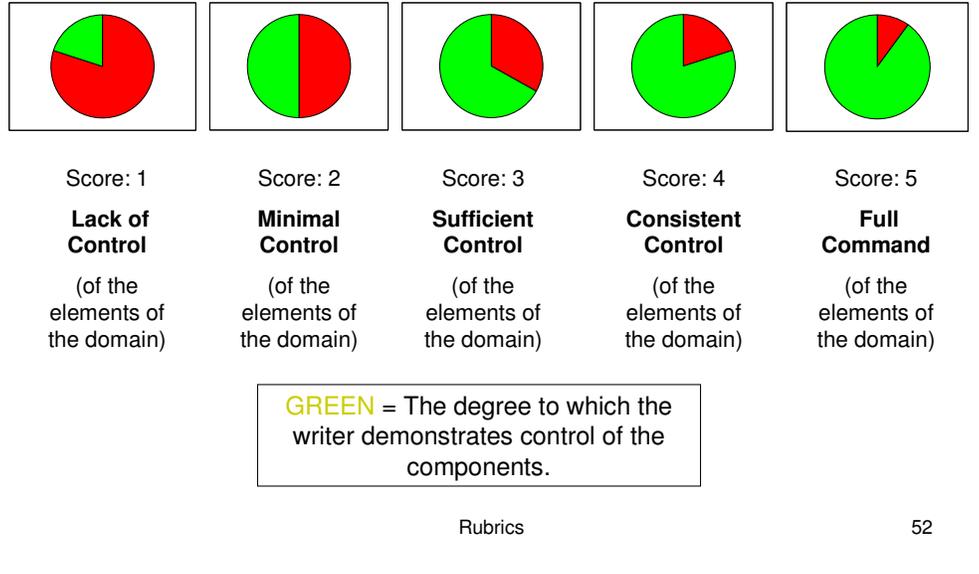
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1. There are two forms of the new Grade 5 rubric. A vertical format follows on the next page. The landscaped (or horizontal format) of the rubric is useful for determining how each element is represented at each score point.



1. The Overview Statement has two parts: what is being evaluated and to what degree.
2. The levels of competence are consistent and parallel across all four scoring domains. A “1” in every domain will represent a “lack of control” of the elements of that domain. A “2” in every domain will represent a “minimal control” of the elements of that domain. A “3” in every domain will represent a “sufficient control” of the elements of that domain. A “4” in every domain will represent a “consistent control” of the elements of that domain. A “5” in every domain will represent a “full command” of the elements of that domain.
3. Few papers perfectly match every bulleted descriptive statement. Often papers have qualities of more than one score point in the rubric. The second bolded statement is a reminder that not every bulleted description applies to every paper.
4. The same rubric is used for scoring Persuasive, Informational, and Narrative writing samples.

## Overview of Score Points 1-5 Five Levels of Competence



1. Lack of control: the writer demonstrates control of the components in less than 50% of the paper.
2. Minimal Control: The writer demonstrates control of the components in approximately 50% of the paper.
3. Sufficient control: The writer demonstrates control of the components in approximately 65%-75% (2/3) of the paper.
4. Consistent Control: The writer demonstrates control of the components in approximately 80% of the paper.
5. Full Command: The writer demonstrates control of the components in approximately 90% or more of the paper.
6. Red areas indicate the percentage of the paper in which the writer does not demonstrate control of the components.
7. The degree of control is also determined by the length of a paper. A paper may demonstrate strengths in the components, but not contain enough instances of those strengths to earn more than minimal competence.

Georgia Grade 5 Writing Assessment: Scoring Rubric

**Domain 1: IDEAS.** The degree to which the writer establishes a controlling idea and elaborates the main points with examples, illustrations, facts, or details that are appropriate to the assigned genre.

Components

- Controlling Idea/Focus
- Supporting Ideas
- Relevance of Detail
- Depth of Development
- Sense of Completeness
- Awareness of Genre

<b>5</b>	<p><b>Full command of the components of Ideas. The writing is characterized by most or all of the following:</b></p> <ul style="list-style-type: none"> <li>• Fully developed controlling idea that addresses all aspects of the assigned writing task</li> <li>• Consistent focus on the assigned topic, genre, and purpose</li> <li>• Supporting ideas are fully elaborated throughout the paper and relevant to the writer's topic, assigned genre of writing, and audience</li> <li>• Response contains specific examples and details that fully address reader concerns and perspectives</li> </ul>
<b>4</b>	<p><b>Consistent control of the components of Ideas. The writing is characterized by most or all of the following:</b></p> <ul style="list-style-type: none"> <li>• Well developed controlling idea that addresses the assigned writing task</li> <li>• Consistent focus on the assigned topic, genre, and purpose</li> <li>• Supporting ideas and elaboration are relevant to the writer's topic and assigned genre of writing</li> <li>• Response contains specific examples and details that address reader concerns and perspectives</li> </ul>
<b>3</b>	<p><b>Sufficient control of the components of Ideas. The writing is characterized by most or all of the following:</b></p> <ul style="list-style-type: none"> <li>• Developed controlling idea that addresses the assigned writing task</li> <li>• Generally consistent focus on the assigned topic, genre, and purpose</li> <li>• Most supporting ideas are developed and relevant to the writer's topic and assigned genre of writing</li> <li>• Some parts of the paper are well developed, while other parts of the paper are only partially developed</li> <li>• Response contains sufficient information to address the topic as well as some reader concerns and perspectives</li> </ul>
<b>2</b>	<p><b>Minimal control of the components of Ideas. The writing is characterized by most or all of the following:</b></p> <ul style="list-style-type: none"> <li>• Minimally developed controlling idea that addresses some aspect of the assigned writing task</li> <li>• Limited focus on the assigned topic, genre, and purpose</li> <li>• Supporting ideas are general and/or under-developed</li> <li>• Some ideas may be partially developed, while others are simply listed without development</li> <li>• Response lacks sufficient information to provide a sense of completeness</li> <li>• Some points and details may be irrelevant or inappropriate for the writer's assigned topic, audience, and genre of writing</li> </ul>
<b>1</b>	<p><b>Lack of control of the components of Ideas. The writing is characterized by the following:</b></p> <ul style="list-style-type: none"> <li>• May announce the topic, but a controlling idea is not established</li> <li>• Little or no focus on the assigned topic, genre, and/or purpose</li> <li>• Development is lacking due to brevity of the response or unclear supporting ideas</li> <li>• Majority of details are irrelevant or the response contains insufficient writing to determine competence in Ideas</li> </ul>

1. Assessment terms in all four domains are further explained in sections 5,6,7 and 8.

**Georgia Grade 5 Writing Assessment: Scoring Rubric**

**Domain 2: ORGANIZATION.** The degree to which the writer's ideas are arranged in a clear order and the overall structure of the response is consistent with the assigned genre.

Components

• Overall Plan	• Grouping of Ideas
• Introduction/Body/Conclusion	• Genre-Specific Strategies
• Sequence of Ideas	• Transitions

<b>5</b>	<p><b>Full command of the components of Organization. The writing is characterized by most or all of the following:</b></p> <ul style="list-style-type: none"> <li>• Overall organizational strategy or structure (introduction, body, and conclusion) is appropriate to the writer's topic and the assigned genre of writing</li> <li>• Logical and appropriate sequencing of ideas within and across parts of the paper</li> <li>• Introduction engages and sets the stage, and conclusion provides a sense of closure</li> <li>• Logical grouping of ideas</li> <li>• Uses effective and varied transitional elements to link all elements of the response: parts of the paper, ideas, paragraphs, and sentences</li> </ul>
<b>4</b>	<p><b>Consistent control of the components of Organization. The writing is characterized by most or all of the following:</b></p> <ul style="list-style-type: none"> <li>• Overall organizational strategy or structure (introduction, body, and conclusion) is appropriate to the writer's ideas and assigned genre of writing</li> <li>• Logical sequencing of ideas across parts of the paper</li> <li>• Introduction sets the stage, and conclusion ends the piece of writing without repetition</li> <li>• Related ideas are grouped together</li> <li>• Varied transitions link parts of the paper</li> </ul>
<b>3</b>	<p><b>Sufficient control of the components of Organization. The writing is characterized by most or all of the following:</b></p> <ul style="list-style-type: none"> <li>• Overall organizational strategy (introduction, body, and conclusion) is generally appropriate to the writer's ideas and purpose of the genre</li> <li>• Generally clear sequence of ideas</li> <li>• Introduction is appropriate to the writer's topic and the conclusion is clear</li> <li>• Related ideas generally grouped together</li> <li>• Transitions link parts of the paper</li> </ul>
<b>2</b>	<p><b>Minimal control of the components of Organization. The writing is characterized by most or all of the following:</b></p> <ul style="list-style-type: none"> <li>• Organizing strategy is formulaic and/or inappropriate to the assigned genre</li> <li>• Minimal evidence of sequencing</li> <li>• May lack an introduction or a conclusion or include an ineffective introduction or conclusion</li> <li>• Unrelated ideas are grouped together</li> <li>• Limited use of transitions (transitions may be formulaic, repetitive, ineffective or overused)</li> <li>• Demonstration of competence limited by the brevity of the response</li> </ul>
<b>1</b>	<p><b>Lack of control of the components of Organization. The writing is characterized by the following:</b></p> <ul style="list-style-type: none"> <li>• No evidence of an organizing strategy</li> <li>• Unclear sequence of ideas</li> <li>• Lacks an introduction and/or conclusion</li> <li>• Ideas are not arranged in a meaningful order</li> <li>• Lack of transitions or inappropriate transitions</li> <li>• Insufficient writing to determine competence in Organization</li> </ul>

**Georgia Grade 5 Writing Assessment: Scoring Rubric**

**Domain 3: STYLE.** The degree to which the writer controls language to engage the reader.

Components

- |                      |                                       |
|----------------------|---------------------------------------|
| • Word Choice        | • Sentence Variety                    |
| • Audience Awareness | • Strategies Appropriate to the Genre |
| • Voice              |                                       |

<b>5</b>	<p><b>Full command of the components of Style. The writing is characterized by most or all of the following:</b></p> <ul style="list-style-type: none"> <li>• Carefully crafted phrases or sentences create a sustained tone that engages the reader</li> <li>• Varied, precise, and engaging language that is appropriate to the assigned genre (figurative or technical language may be used for rhetorical effect)</li> <li>• Sustained attention to the audience throughout the paper</li> <li>• Consistent and appropriate voice that is sustained throughout the response</li> <li>• A variety of sentence lengths, structures, and beginnings</li> <li>• A variety of genre-appropriate strategies to engage the reader</li> </ul>
<b>4</b>	<p><b>Consistent control of the components of Style. The writing is characterized by most or all of the following:</b></p> <ul style="list-style-type: none"> <li>• Language and tone are consistent with the writer's purpose and appropriate to the assigned genre</li> <li>• Word choice is precise and engaging</li> <li>• Attention to audience in the introduction, body, and conclusion</li> <li>• Consistent voice</li> <li>• Sentences vary in length and structure</li> <li>• Some genre-appropriate strategies to engage the reader</li> </ul>
<b>3</b>	<p><b>Sufficient control of the components of Style. The writing is characterized by most or all of the following:</b></p> <ul style="list-style-type: none"> <li>• Language and tone are generally consistent with the writer's purpose and appropriate to the assigned genre</li> <li>• Word choice is generally engaging with occasional lapses into simple and ordinary language</li> <li>• Awareness of audience demonstrated in the introduction, body, or conclusion</li> <li>• Writer's voice is clear and discernable</li> <li>• Some variation in sentence length and structure</li> <li>• May include some genre-appropriate strategies</li> </ul>
<b>2</b>	<p><b>Minimal control of the components of Style. The writing is characterized by most or all of the following:</b></p> <ul style="list-style-type: none"> <li>• Language and tone are uneven (appropriate in some parts of the response, but flat throughout most of the response)</li> <li>• Word choice is simple, ordinary and/or repetitive</li> <li>• Limited awareness of audience</li> <li>• Minimal, inconsistent or indistinct voice</li> <li>• Little variation in sentence length and structure</li> <li>• Demonstration of competence limited by the brevity of the response</li> </ul>
<b>1</b>	<p><b>Lack of control of the components of Style. The writing is characterized by the following:</b></p> <ul style="list-style-type: none"> <li>• Language and tone are flat and/or inappropriate to the task and reader</li> <li>• Word choice is inaccurate, imprecise, and/or confusing</li> <li>• Little or no attention to audience</li> <li>• Writer's voice is not apparent</li> <li>• Lack of sentence variety</li> <li>• Insufficient writing to determine competence in Style</li> </ul>

Georgia Grade 5 Writing Assessment: Scoring Rubric

**Domain 4: CONVENTIONS.** The degree to which the writer demonstrates control of sentence formation, usage, and mechanics. *Note: In general, sentence formation and usage are weighted more heavily than mechanics in determining the overall conventions score.*

Components		
Sentence Formation	Usage	Mechanics
<ul style="list-style-type: none"> <li>• correctness</li> <li>• clarity of meaning</li> <li>• simple, complex, and compound sentences</li> <li>• end punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• subject-verb agreement</li> <li>• standard word forms</li> <li>• possessives</li> <li>• contractions</li> <li>• pronoun-antecedent agreement</li> </ul>	<ul style="list-style-type: none"> <li>• internal punctuation</li> <li>• spelling</li> <li>• paragraph breaks</li> <li>• capitalization</li> </ul>

5	<p><b>Full command of the components of Conventions. The writing is characterized by most or all of the following:</b></p> <ul style="list-style-type: none"> <li>• Clear and correct simple, complex, and compound sentences with correct end punctuation</li> <li>• Correct usage in a variety of contexts</li> <li>• Correct mechanics in a variety of contexts</li> <li>• Errors do not interfere with meaning</li> </ul>
4	<p><b>Consistent control of the components of Conventions. The writing is characterized by most or all of the following:</b></p> <ul style="list-style-type: none"> <li>• Correct simple, complex, and/or compound sentences with correct end punctuation</li> <li>• Correct usage with some variety of instances but not in all elements</li> <li>• Correct mechanics with some variety of instances but not in all elements</li> <li>• Errors do not interfere with meaning</li> </ul>
3	<p><b>Sufficient control of the components of Conventions. The writing is characterized by most or all of the following:</b></p> <ul style="list-style-type: none"> <li>• Simple sentences formed correctly; some correct complex and/or compound sentences with occasional errors</li> <li>• Generally correct usage with some errors</li> <li>• Generally correct mechanics with some errors</li> <li>• Few errors interfere with meaning</li> </ul>
2	<p><b>Minimal control of the components of Conventions. The writing is characterized by most or all of the following:</b></p> <ul style="list-style-type: none"> <li>• Minimal control in the three components of conventions or one component may be strong while the other two are weak</li> <li>• Sentence structure is awkward and/or end punctuation may be missing or incorrect</li> <li>• May have frequent errors in usage and/or mechanics</li> <li>• Some errors may interfere with meaning</li> <li>• Demonstration of competence limited by the brevity of the response</li> </ul>
1	<p><b>Lack of control of the components of Conventions. The writing is characterized by the following:</b></p> <ul style="list-style-type: none"> <li>• Frequent sentence fragments, run-ons, and incorrect sentences</li> <li>• End punctuation incorrect or lacking</li> <li>• May contain frequent and severe errors in both usage and mechanics</li> <li>• Errors may interfere with or obscure meaning</li> <li>• Insufficient writing to determine competence in Conventions</li> </ul>

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1. Each of the three components of Conventions consists of four or five distinct **elements**. For example, the elements of Sentence Formation (for the purpose of this assessment) are correctness, clarity of meaning, sentence complexity, and end punctuation.
2. The elements of Usage are subject-verb agreement, standard word forms, possessives, contractions, and pronoun-antecedent agreement.
3. The elements of Mechanics are internal punctuation, spelling, paragraph breaks, and capitalization.

**Georgia Grade 5 Writing Assessment: Scoring Rubrics (Landscape Version)**  
**Domain 1: Ideas**

1	2	3	4	5
<ul style="list-style-type: none"> <li>• May announce the topic, but a controlling idea is not established</li> <li>• Little or no focus on the assigned topic, genre, and/or purpose</li> <li>• Unclear supporting ideas</li> <li>• Development is lacking due to brevity of the response or</li> <li>• Response contains insufficient writing to determine competence in Ideas</li> <li>• Majority of details are irrelevant</li> </ul>	<ul style="list-style-type: none"> <li>• Minimally developed controlling idea that addresses some aspect of the assigned writing task</li> <li>• Limited focus on the assigned topic, genre, and purpose</li> <li>• Supporting ideas are general, and/or under-developed</li> <li>• Some ideas may be partially developed, while others are simply listed without development</li> <li>• Response lacks sufficient information to provide a sense of completeness</li> <li>• Some points and details may be irrelevant or inappropriate for the writer's assigned topic, audience, and genre of writing</li> </ul>	<ul style="list-style-type: none"> <li>• Developed controlling idea that addresses the assigned writing task</li> <li>• Generally consistent focus on the assigned topic, genre, and purpose</li> <li>• Most supporting ideas are developed and relevant to the writer's topic and assigned genre of writing</li> <li>• Some parts of the paper are well developed, while other parts of the paper are only partially developed</li> <li>• Response contains sufficient information to address the topic as well as some reader concerns and perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• Well developed controlling idea that addresses the assigned writing task</li> <li>• Consistent focus on the assigned topic, genre, and purpose</li> <li>• Supporting ideas and elaboration are relevant to the writer's topic and assigned genre of writing</li> <li>• Response contains specific examples and details that address reader concerns and perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• Fully developed controlling idea that addresses all aspects of the assigned writing task</li> <li>• Consistent focus on the assigned topic, genre, and purpose</li> <li>• Supporting ideas are fully elaborated throughout the paper and relevant to the writer's topic, assigned genre of writing, and audience</li> <li>• Response contains specific examples and details that fully address reader concerns and perspectives</li> </ul>

Rubrics

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1. Assessment terms in all four domains are further explained in sections 5,6,7 and 8.

**Georgia Grade 5 Writing Assessment: Scoring Rubrics (Landscape Version)**  
**Domain 2: Organization**

1	2	3	4	5
<ul style="list-style-type: none"> <li>• No evidence of an organizing strategy</li> <li>• Unclear sequence of ideas</li> <li>• Lacks an introduction and/or conclusion</li> <li>• Ideas are not arranged in a meaningful order</li> <li>• Lack of transitions or inappropriate transitions</li> <li>• Insufficient writing to determine competence in Organization</li> </ul>	<ul style="list-style-type: none"> <li>• Organizing strategy is formulaic and/or inappropriate to the assigned genre</li> <li>• Minimal evidence of sequencing</li> <li>• May lack an introduction or a conclusion or include an ineffective introduction or conclusion</li> <li>• Unrelated ideas are grouped together</li> <li>• Limited use of transitions (transitions may be formulaic, repetitive, ineffective or overused)</li> <li>• Demonstration of competence limited by the brevity of the response</li> </ul>	<ul style="list-style-type: none"> <li>• Overall organizational strategy (introduction, body, and conclusion) is generally appropriate to the writer's ideas and purpose of the genre</li> <li>• Generally clear sequence of ideas</li> <li>• Introduction is appropriate to the writer's topic and the conclusion is clear</li> <li>• Related ideas generally grouped together</li> <li>• Transitions link parts of the paper</li> </ul>	<ul style="list-style-type: none"> <li>• Overall organizational strategy or structure (introduction, body, and conclusion) is appropriate to the writer's ideas and purpose of the genre</li> <li>• Logical sequencing of ideas across parts of the paper</li> <li>• Introduction sets the stage, and conclusion ends the piece of writing without repetition</li> <li>• Related ideas are grouped together</li> <li>• Varied transitions link parts of the paper</li> </ul>	<ul style="list-style-type: none"> <li>• Overall organizational strategy or structure (introduction, body, and conclusion) is appropriate to the writer's ideas and purpose of the genre</li> <li>• Logical and appropriate sequencing of ideas within and across parts of the paper</li> <li>• Introduction engages and sets the stage, and conclusion provides a sense of closure</li> <li>• Logical grouping of ideas</li> <li>• Uses effective and varied transitional elements to link all elements of the response: parts of the paper, ideas, paragraphs, and sentences</li> </ul>

Rubrics

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**Georgia Grade 5 Writing Assessment: Scoring Rubrics (Landscape Version)**  
**Domain 3: Style**

1	2	3	4	5
<ul style="list-style-type: none"> <li>• Language and tone are flat and/or inappropriate to the task and reader</li> <li>• Word choice is inaccurate, imprecise, and/or confusing</li> <li>• Little or no attention to audience</li> <li>• Writer's voice is not apparent</li> <li>• Lack of sentence variety</li> <li>• Insufficient writing to determine competence in Style</li> </ul>	<ul style="list-style-type: none"> <li>• Language and tone are uneven (appropriate in some parts of the response, but flat throughout most of the response)</li> <li>• Word choice is simple, ordinary and/or repetitive</li> <li>• Limited awareness of audience</li> <li>• Minimal, inconsistent or indistinct voice</li> <li>• Little variation in sentence length and structure</li> <li>• Demonstration of competence limited by the brevity of the response</li> </ul>	<ul style="list-style-type: none"> <li>• Language and tone are generally consistent with the writer's purpose and appropriate to the assigned genre</li> <li>• Word choice is generally engaging with occasional lapses into simple and ordinary language</li> <li>• Awareness of audience demonstrated in the introduction, body, or conclusion</li> <li>• Writer's voice is clear and discernable</li> <li>• Some variation in sentence length and structure</li> <li>• May include some genre-appropriate strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Language and tone are consistent with the writer's purpose and appropriate to the assigned genre</li> <li>• Word choice is precise and engaging</li> <li>• Attention to audience in the introduction, body, and conclusion</li> <li>• Consistent voice</li> <li>• Sentences vary in length and structure</li> <li>• Some genre-appropriate strategies to engage the reader</li> </ul>	<ul style="list-style-type: none"> <li>• Carefully crafted phrases or sentences create a sustained tone that engages the reader</li> <li>• Varied, precise, and engaging language that is appropriate to the assigned genre (figurative or technical language may be used for rhetorical effect)</li> <li>• Sustained attention to the audience throughout the paper</li> <li>• Consistent and appropriate voice that is sustained throughout the response</li> <li>• A variety of sentence lengths, structures, and beginnings</li> <li>• A variety of genre-appropriate strategies to engage the reader</li> </ul>

Rubrics

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**Georgia Grade 5 Writing Assessment: Scoring Rubrics (Landscape Version)**  
**Domain 4: Conventions**

1	2	3	4	5
<ul style="list-style-type: none"> <li>• Frequent sentence fragments, run-ons, and incorrect sentences</li> <li>• End punctuation incorrect or lacking</li> <li>• May contain frequent and severe errors in both usage and mechanics</li> <li>• Errors may interfere with or obscure meaning</li> <li>• Insufficient writing to determine competence in Conventions</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence structure is awkward and/or end punctuation may be missing or incorrect</li> <li>• May have frequent errors in usage and/or mechanics</li> <li>• Minimal control in the three components of conventions or one component may be strong while the other two are weak</li> <li>• Some errors may interfere with meaning</li> <li>• Demonstration of competence limited by the brevity of the response</li> </ul>	<ul style="list-style-type: none"> <li>• Simple sentences formed correctly; some correct complex and/or compound sentences with occasional errors</li> <li>• Generally correct usage with some errors</li> <li>• Generally correct mechanics with some errors</li> <li>• Few errors interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Correct simple, complex, and/or compound sentences with correct end punctuation</li> <li>• Correct usage with some variety of instances but not in all elements</li> <li>• Correct mechanics with some variety of instances but not in all elements</li> <li>• Errors do not interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Clear and correct simple, complex, and compound sentences with correct end punctuation</li> <li>• Correct usage in a variety of contexts</li> <li>• Correct mechanics in a variety of contexts</li> <li>• Errors do not interfere with meaning</li> </ul>

Rubrics

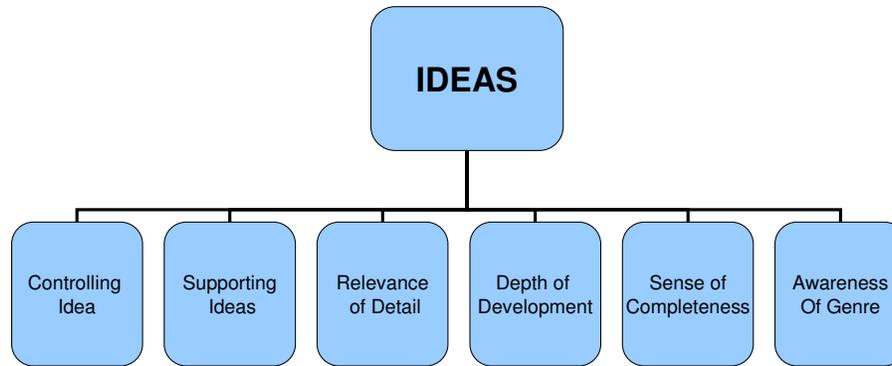
60

1. Each of the three components of Conventions consists of four or five distinct **elements**. For example, the elements of Sentence Formation (for the purpose of this assessment) are correctness, clarity of meaning, sentence complexity, and end punctuation.
2. The elements of Usage are subject-verb agreement, standard word forms, possessives, contractions, and pronoun-antecedent agreement.
3. The elements of Mechanics are internal punctuation, spelling, paragraph breaks, and capitalization.
4. This ends Part Four. Ask participants if they have questions about the rubrics for the new Grade 5 Writing Assessment. (Refer policy questions, such as accommodations for special education, to the Georgia Department of Education.)

# Part V: Ideas

1. [The Components of Ideas](#)
2. [Controlling Idea](#)
3. [Elements of Supporting Ideas](#)
4. [Relevance of Detail](#)
5. [Depth of Development](#)
  - [Examples of Depth of Development \(Informational\)](#)
  - [Examples of Depth of Development \(Persuasive\)](#)
  - [Examples of Depth of Development \(Narrative\)](#)
6. [Sense of Completeness](#)
7. [Genre Awareness](#)
8. [Genre Awareness in Ideas](#)
9. [Reader Concerns](#)

## The Components of Ideas



Ideas: The degree to which the writer establishes a controlling idea and elaborates the main points with examples, illustrations, facts, or details that are appropriate to the assigned genre.

Ideas

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1. A component is a feature of writing within a particular domain.
2. An element is a feature of writing within a particular component.

## Controlling Idea

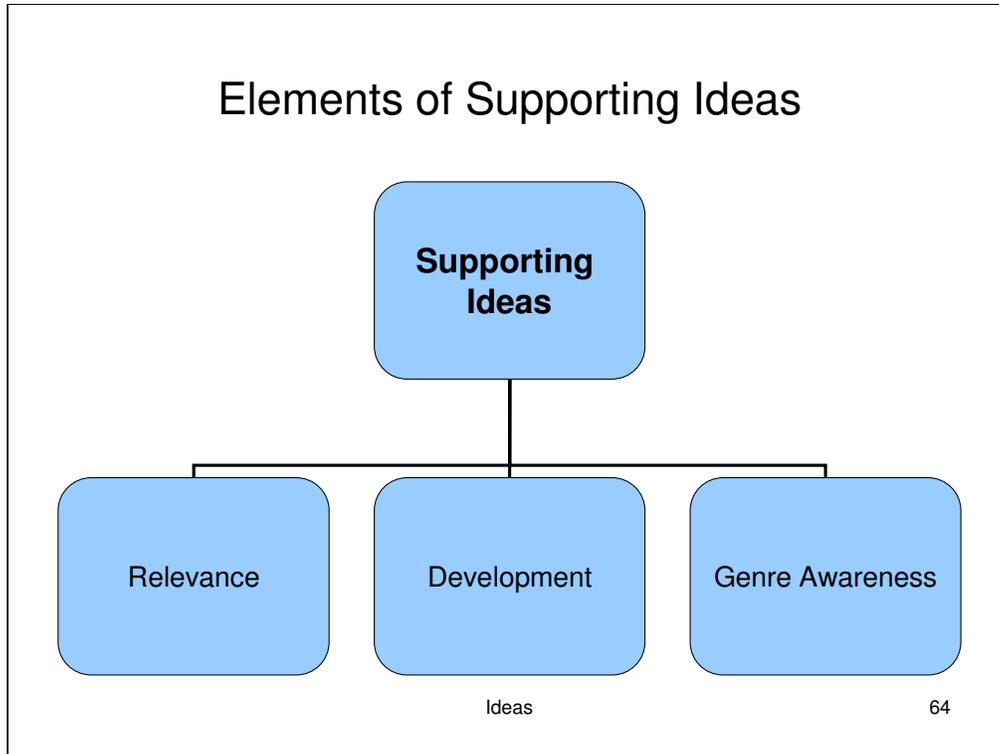
### An effective controlling idea:

- Serves as the focus of the paper
- Ties all of the information in the paper to the assigned writing topic and genre
- Helps the reader understand the writer's purpose:
  - Informational: "What is the writer describing or explaining?"
  - Persuasive: "What is the writer convincing me to think or do?"
  - Narrative: "What story is the writer telling?"
- May be directly stated but is usually implied

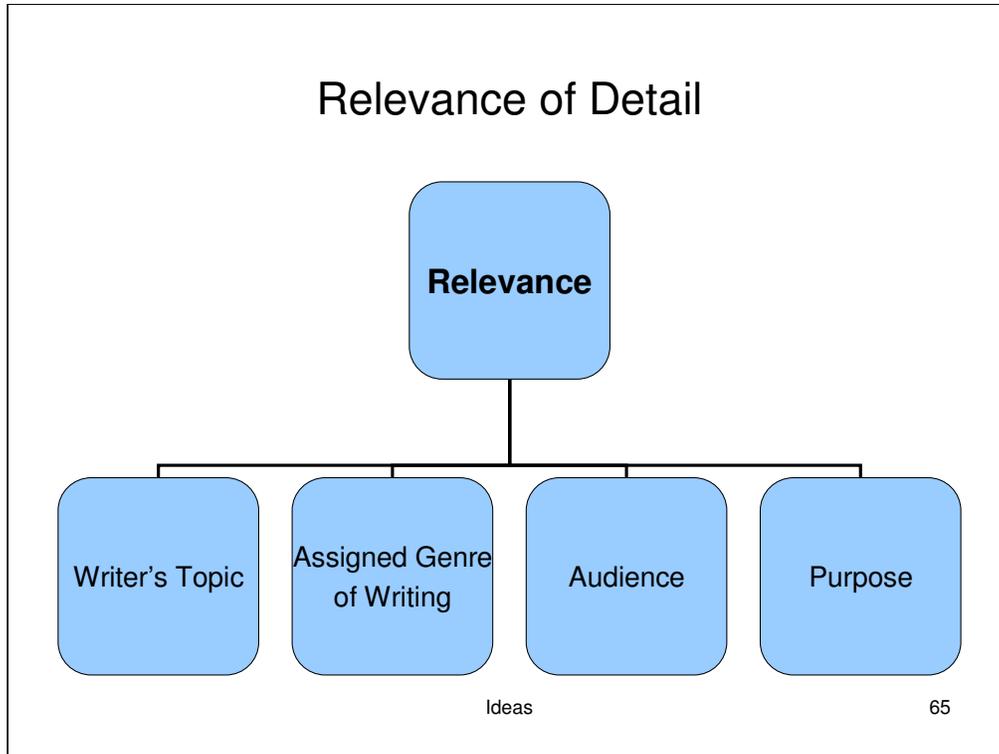
Ideas

63

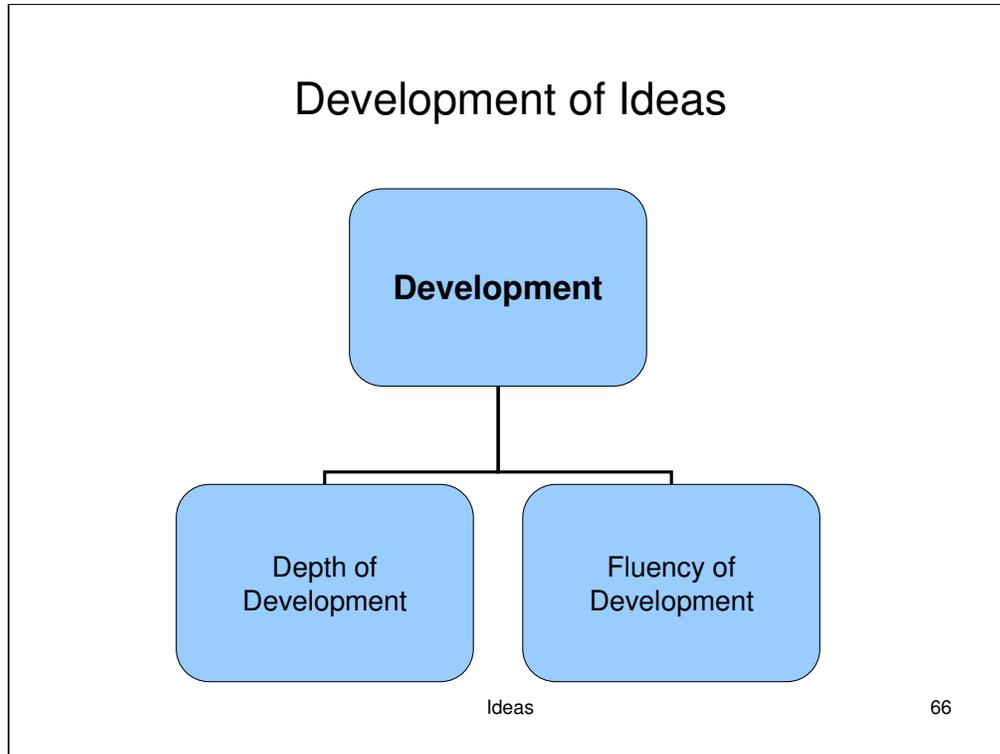
1. A controlling idea is more than a thesis statement.
2. A thesis statement directly states a writer's intentions but does not guarantee that these intentions are realized in the student paper. A thesis statement is not required for a controlling idea to be clear to the intended reader.
3. Even when the paper contains a direct statement, the actual controlling idea may differ because the writer fails to maintain focus.



1. Supporting ideas can be developed with examples, comparisons, descriptions, facts, statistics, personal experiences, anecdotes and/or details.

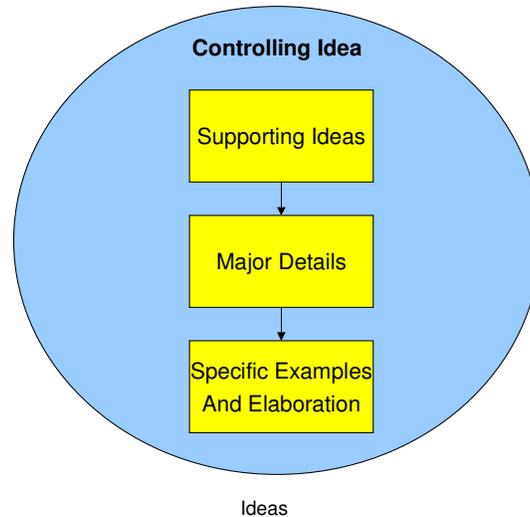


1. Relevant details focus directly on the controlling idea and topic, serving to advance its development.
2. In an informational prompt about an interesting place, the following types of ideas would be relevant:
  - Things to do there
  - Things to see there
  - My visit to the place
3. In a persuasive response about choosing a classroom pet, the following types of ideas would be relevant:
  - How much the pet costs
  - How much space the pet would require
  - How much fun children will have with the pet
  - How little maintenance the pet will require
4. In a narrative response about being teacher for a day, the following types of ideas would be relevant:
  - Will the students do any school work?
  - Will there be any consequences for the student/teacher?
  - Will the other students take the student/teacher seriously?



1. **Effective writing requires both depth and fluency to create a sense of completeness.**
2. Depth of development refers to the degree to which the topic is elaborated through various layers of supporting details.
3. Fluency of development pertains to the quantity of supporting ideas rather than the degree of development of any one idea.
4. Supporting ideas can be developed by statistics, factual information, anecdotes, etc., and these can be further developed with specific details that might be factual or descriptive.
5. Secondary and tertiary layers of details are characteristic of fully developed papers. Incomplete papers may contain only a single layer of support consisting of vague or listed ideas.
6. Teaching tip: Students who receive high scores in Ideas tend to write papers which take a few supporting ideas and develop them in depth as opposed to student writers who try to cover many supporting ideas with less depth of detail.

# Depth of Development



67

1. The controlling idea serves as the focus for all the other layers of details.
2. The supporting ideas are the main points the writer is using to develop the controlling idea.
3. Major Details are the evidence used to elaborate or develop each of the supporting ideas.
4. Specific examples, anecdotes, facts, and statistics are used to fully develop each of the major details.
5. Students who receive minimal scores in Ideas often fail to develop their controlling ideas beyond Level Two, that is listing supporting ideas without providing the details to support them.
6. An effective graphic organizer would include all four levels of development.
7. The student papers in this guide may be used to model recognizing levels of development. Together the class may analyze and discuss each idea in the model papers to determine which level of development it represents.

## Example of Depth of Development in Score Point 5: Informational Writing

### Ideas Score 5

### Topic: Interesting Place

There are a lot of things to see and do in a city, but the country is just as interesting to me. The city is loud and busy, but out in the country it is nice and quiet. You can go fishing for catfish in the biggest nearby lake or go swimming. When it's hot outside, the nice cool, wet water feels real refreshing on your body and skin.

After you finish fishing or swimming, your whole family could have a picnic by the lake. Your mom can make some sandwiches at home or you could buy some fried chicken and sodas to take. I like eating outside except for the ants and the yellow jackets. After you eat you can lie in the sunshine and then see the colors of the sunset which is really beautiful. It might make you wish you could live there all the time.

If you move to a house in the country, there might be a little extra room for something in the backyard like a trampoline, or a hammock to relax on, or even a swimming pool to swim in. At my grandma's house, there is a trampoline for the kids and a hammock for the grown-ups. There is no swimming pool, but there is a lake nearby with a water slide. I never get bored out in the country.

Sometimes in the country you can see animals like deer, turtles, even snakes. At my grandma's house, the deer eat the flowers in the garden when we're asleep. In the woods, there are orange and black painted turtles that pull their heads and legs into their shells when they see you. I've seen a copperhead snake too. You don't want to mess with snakes like that.

At night you can see the stars and listen to the night sounds like the hoot owls and the tree frogs. You can't do that in the city because there are too many noisy cars zooming by and there are way too many lights on to see the stars. If it is real dark you might see a shooting star. In the daytime and at night, there are a lot of things you can do in the country that you just can't do in the city.

Ideas

68

1. In this set of papers illustrating Levels of Development in informational writing, the score point "4" paper was an actual student paper. The other four score point illustrations were constructed by adding or removing details.
2. This set of illustrative papers can be printed and read by each workshop participant. A discussion of how development varies at each level is useful for understanding the bulleted descriptions in the scoring rubric.

## Example of Depth of Development in Score Point 4: Informational Writing

**Ideas Score 4**

**Topic: Interesting Place**

In the country it is nice and quiet. You can go fishing for catfish in the biggest nearby lake or go swimming. When it's hot outside, the nice cool, wet water feels real refreshing on your body and skin.

After you finish fishing or swimming your whole family could have a picnic by the lake. Your mom can make some sandwiches at home or you could buy some fried chicken and sodas to take. After you eat you can lie in the sunshine and then see the sunset which is real beautiful.

If you move to a house in the country, there might be a little extra room for something in the backyard like a trampoline, or a hammock to relax on, or even a swimming pool to swim in. At my grandma's house, there is a trampoline for the kids and a hammock for the grown-ups. There is no swimming pool, but there is a lake nearby with a water slide.

Sometimes in the country you can see animals like deer, turtles, even snakes. At my grandma's house, the deer eat the flowers in the garden when we're asleep. There are orange and black painted turtles that pull their heads and legs into their shells when you see them. I've seen a copperhead snake too. You don't want to mess with snakes like that.

At night you can see the stars and listen to the night sounds. But in the city, there are too many cars zooming by and there are way too many lights on to see the stars.

There are a lot of things you can do in the country.

Ideas

69

1. Ask audience to identify (or point out to audience) the differences between the level 5 paper and the level 4 paper in terms of development.

## Example of Depth of Development in Score Point 3: Informational Writing

**Ideas Score 3**

**Topic: Interesting Place**

In the country it is almost nice and quiet. You can go fishing in the biggest nearby lake or go swimming. The nice cool, wet water feels real refreshing on your body and skin.

Next you could have picnics, too, by the lake. Then watch the sunshine and then see the sun set which is real beautiful.

Even though grocery stores, malls, and restaurants are far away, you can still go or go to one of the nearby stores, so you will not waste so much time.

If you move to a house in the country, there might be a little extra room for something in the back, like a trampoline, or build a little hammock to relax on, or get a swimming pool to swim in.

Sometimes, in the country, you can see animals like deer, turtles, even snakes which you do not want to mess with. Anyway, you can still see any kinds of animals.

At night, you can see the stars and listen to the sounds. But, in the city, there are too many cars zooming by and there are way too many lights on to see the stars.

There are a lot of things you can do in the country.

Ideas

70

## Examples of Depth of Development in Score Points 1 & 2: Informational Writing

### Ideas Score 2

### Topic: Interesting Place

In the country it is almost nice and quiet. You can go fishing in the biggest nearby lake or go swimming.

Next you could have picnics by the lake. Grocery stores, malls, and restaurants are far away, but you can still go to one of the nearby stores.

If you move to a house in the country, there might be room for something extra in the back like a trampoline. Sometimes in the country you can see animals like deer, turtles, even snakes.

At night you can see the stars or listen to the sounds. There are a lot of things you can do in the country.

### Ideas Score 1

### Topic: Interesting Place

There are a lot of things you can do in the country. You can go fishing, go swimming, have picnics, see animals like deer and snakes and turtles, and see the stars at night.

## Example of Depth of Development in Score Point 5: Persuasive Writing

**Ideas Score 5**

**Topic: Classroom Pet**

I think the best pet for our class would be a turtle. Turtles are easy to take care of for a lot of reasons. Turtles don't cause trouble like some pets.

Turtles don't make noise like other pets. They won't distract anyone who is working. The kids will concentrate on their work, even though there is a pet in the classroom. I know birds chirp all the time and flap around in their cages. We had a parakeet in my third grade class for a few weeks, but it made too much noise. My teacher gave it away because my class was always watching the bird instead of listening to her. Turtles wouldn't be like that. They don't even make a sound when they eat.

Turtles don't even eat that much food. They don't eat every day like a dog or a cat, so you won't have to feed it often. They don't eat as much food at one time as other pets. With a turtle as a class pet, you won't have to go to the pet store to buy food often. And you won't have to waste much class time feeding a turtle. Turtles are cheap pets and very easy to take care of too.

Most turtles are harmless. Turtles usually move slowly and they don't have sharp teeth. If someone pets the turtle or picks it up it won't bite that person. Some kids might think a snake would bite them, but they wouldn't be afraid of turtles. Also, turtles are pretty clean and they don't have germs. No one will get sent to the clinic if we have a turtle. Turtles are safe pets even for little kids.

These are the reasons I think turtles make the best pets. Turtles are better classroom pets than snakes, birds, dogs, and cats. If you ever had a turtle, you will know that everything I said was true.

Ideas

72

1. In this set of papers illustrating Levels of Development in persuasive writing, the score point "3" paper was an actual student paper. The other four score point illustrations were constructed by adding or removing details.

## Example of Depth of Development in Score Point 4: Persuasive Writing

**Ideas Score 4**

**Topic: Classroom Pet**

I think the best pet for our class would be a turtle. Turtles are easy to take care of for a lot of reasons. Turtles don't cause trouble like some pets. Everyone in the class would have fun with a turtle.

Turtles don't make noise like other pets. They won't distract anyone who is working. The kids will concentrate on their work, even though there is a pet in the classroom. Birds chirp all the time. Hamster wheels squeak all the time. But not turtles. They don't even make a sound when they eat.

Turtles don't eat that much food. They don't eat every day so you won't have to feed it often. You don't have to go to the pet store to buy food often. You won't even have to waste much money on food because turtles are cheap pets.

Most turtles are harmless. If someone pets the turtle or picks it up it won't bite that person. Also, turtles don't have germs. No one will get sent to the clinic if we have a turtle. Turtles are safe pets even for little kids.

Those are the reasons I think turtles make the best pets. If you ever had a turtle, you will know that everything I said was true.

Ideas

73

1. Ask audience to identify (or point out to audience) the differences between the level 5 paper and the level 4 paper in terms of development.

## Example of Depth of Development in Score Point 3: Persuasive Writing

**Ideas Score 3**

**Topic: Classroom Pet**

A good class pet is a turtle. They don't make noise at all. They don't eat too much food as other pets. Also they are harmless. A turtle is a good class pet.

Turtles don't make noise like other pets. They won't distract other students working. The kids will concentrate on their work, even though there is a pet in the classroom. Also the other teachers won't get distracted. Like some other pets, turtles don't make noise.

Turtles don't eat much food. You won't have to feed it often. You won't have to waste much money on food. Also you don't have to go to the pet store to buy food often. A pet that doesn't eat that much food is a turtle.

Most turtles are harmless. If someone pets the turtle it won't bite that person. No one will get sent to the clinic. They won't try to bite the person who is feeding it. Turtles are safe pets.

Good class pets are turtles. A pet that doesn't make much noise is a turtle. As other pets turtles don't eat too much. Harmless pets are turtles. Turtles are great class pets.

Ideas

74

## Examples of Depth of Development in Score Point 1 & 2: Persuasive Writing

### Ideas Score 2

### Topic: Classroom Pet

A good class pet is a turtle. They don't make noise at all. They don't eat too much food as other pets. Also they are harmless. A turtle is a good class pet.

Turtles don't make noise like other pets. They won't distract other students working. Like some other pets, turtles don't make noise.

Turtles don't eat much food. You won't have to feed it often. A pet that doesn't eat that much food is a turtle.

Most turtles are harmless. If someone pets the turtle it won't bite that person. No one will get sent to the clinic.

Good class pets are turtles. A pet that doesn't make much noise is a turtle. As other pets turtles don't eat too much. Harmless pets are turtles. Turtles are great class pets.

### Ideas Score 1

### Topic: Classroom Pet

A good class pet is a turtle. They don't make noise at all. They don't eat too much food as other pets. A turtle is a good class pet. I like snakes too. My brother has a snake and a dog. And I like hamsters. I like birds. I like fish. Don't you?

## Example of Depth of Development in Score Point 5: Narrative Writing

### Ideas Score 5

### Topic: Teacher for a Day

As I walked into my classroom one morning I saw a note on my desk from the teacher. It said, "Dear good student of mine, I'm offering you this opportunity to be teacher for a day!" I was so excited I walked straight to my new desk and sat down.

It was about 7:30 when everyone started coming in. They were wondering where the teacher was so they asked me. I answered, you're looking right at her. My classmates were saying 'ya right.'" Everybody started to laugh at me, but they actually believed me when the teacher didn't show up.

Next, they asked what we were going to do today. I said fun and lots of it. Today is a vacation for all of us. Everyone cheered for ten minutes. First we went outside for most of the day. We played kickball and my team won 80 to 5. When we came back into the classroom, we played tag, we jumped on tables, and we played hide and go seek too. For lunch we ordered 10 pepperoni pizzas from Pizza Hut.

About two hours before school ended, I shouted, "Field trip!". I took the class to my house to swim, jump on the trampoline and roller skate. They couldn't believe it! They told me they wished I was the teacher every day. When we came back to school we still had about 30 minutes until school was over.

I saved the best for last. We played one game: who could stuff the most candy into their mouth. And of course I won. When it was time for everyone to go home, no one wanted to go. I left a note for my teacher that said no one was bad or got a check mark from me. None of the parents ever found out about that day. Every now and then someone comes up to me and says "teacher I need help." We all laugh at that joke.

Ideas

76

1. In this set of papers illustrating Levels of Development in narrative writing, the score point "3" paper was an actual student paper. The other four score point illustrations were constructed by adding or removing details.

## Example of Depth of Development in Score Point 4: Narrative Writing

### Ideas Score 4

### Topic: Teacher for a Day

As I walked into my classroom one morning I saw a note on my desk from my teacher. It said, "Dear good student of mine, I'm offering you this opportunity to be teacher for a day!" I was so excited I walked straight to my new desk.

It was about 7:30 when everyone started coming in. They were wondering where the teacher was so they asked me, I answered, you're looking right at her. My classmates were saying 'ya right." Everybody started to laugh at me, but they actually believed me when the teacher didn't show up.

Next, they asked what we were going to do today. I said fun and lots of it. Today is a vacation for all of us. Everyone cheered for ten minutes. First we went outside for most of the day. We played kickball and my team won 80 to 5. When we came back into the classroom, we played tag, we jumped on tables, and we played hide and go seek too.

About two hours before school ended, I shouted, "Field trip!". I took the class to my house to swim, jump on the trampoline and roller skate. They couldn't believe it! When we came back to school we still had about 30 minutes until school was over.

I saved the best for last. We played one game: who could stuff the most candy into their mouth. And of course I won. When it was time for everyone to go home, no one wanted to go. I left a note for my teacher that said no one was bad or got a check mark from me. None of the parents ever found out about that day.

## Example of Depth of Development in Score Point 3: Narrative Writing

### Ideas Score 3

### Topic: Teacher for a Day

When I first came into the classroom there was a note on my desk and it said, "Dear good student of mine. I'm offering you this opportunity to be teacher for a day!" I was so excited.

First of all, it was about 7:30 when everyone started coming in. They were wondering where the teacher was so they asked me, I answered your looking right at her. At first my classmates were saying 'ya right', but they actually belived me when the teacher didn't show up.

Second, they asked what are we going to do today. I said fun and lots of it. Today is a vacation for all of us. Everyone cheered. First we went outside for about most of the day. We came back into the classroom and we played tag, we jumped on tables, and we played hide and go seek too.

Also, it was about two hours before school ended. I took them to my house to swim, jump on the trampoline and lots more fun I couldn't belive it! When we came back to school we had about 30 minutes until school was over.

Conclusion, we played one game that was who could stuff the most candy into their mouth. And of course I won. It was time for everyone to go home, and when everyone left I sat there thinking I'll always wonder how I became teacher of the day!

## Examples of Depth of Development in Score Point 1 & 2: Narrative Writing

### Ideas Score 2

### Topic: Teacher for a Day

First of all, it was about 7:30 when everyone started coming in. They were wondering where the teacher was so they asked me, I answered your looking right at her. They actually belived me when the teacher didn't show up for a long time.

Second, they asked what are we going to do today. I said fun and lots of it. First we went outside for about most of the day. We came back into the classroom and we played tag, we jumped on tables, and we played hide and go seek too.

Also, it was about two hours before school ended. I took them to my house to swim and jump on the trampoline. When we came back to school we had about 30 minutes until school was over.

Conclusion, we played one game that was who could stuff the most candy into their mouth. I won. And then it was time for everyone to go home.

### Ideas Score 1

### Topic: Teacher for a Day

First we went outside for about most of the day. We came back into the classroom and we played tag, we jumped on tables, and we played hide and go seek too. I took them to my house to swim and jump on the trampoline. It was time for everyone to go home, and everyone left.

## Sense of Completeness

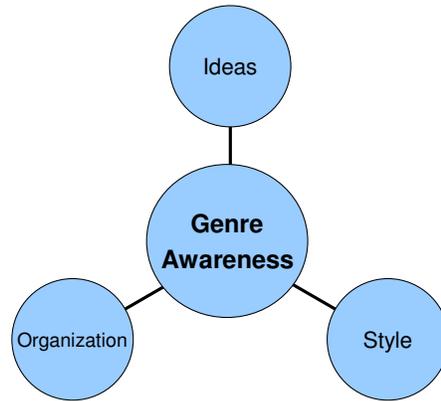
Two features give a paper a sense of completeness:

1. Fullness of information
2. The paper drawing to a natural close

Having a sense of completeness is not the same as having a concluding statement or paragraph. A paper may have a conclusion and still leave the reader feeling that the information or argument presented is incomplete.

## Genre Awareness

The degree to which the writer selects ideas, an organizational plan, and stylistic devices that are appropriate to the genre of writing.



Ideas

81

1. Genre Awareness is a component of several scoring domains. It plays a part in the effective development of Ideas, Organization, and Style. Genre Awareness is not a component of the Conventions domain.
2. In terms of the Grade 5 Writing assessment, genre awareness means the extent to which the writer's Ideas, Organization, and Style fit the Persuasive, informational, or Narrative purpose of the assigned prompt.

## Genre Awareness in Ideas

<b>Demonstrating Awareness of the Informational Purpose</b>	<b>Demonstrating Awareness of the Persuasive Purpose</b>	<b>Demonstrating Awareness of the Narrative Purpose</b>
Establishes a clear controlling idea on the assigned topic	Establishes a clear position on the issue	Establishes a plot, characters, point of view, setting
Provides relevant details that explain or describe the writer's topic	Provides relevant supporting ideas	Provides relevant details that develop plot and character
Defines any technical terms the reader may not know	Acknowledges other perspectives on the issue through counterargument	Uses a range of strategies (flashback, foreshadowing, dialogue, tension, suspense) to develop reader interest

Ideas

82

1. Anticipating counterarguments: In persuasive writing, the writer's argument can be strengthened by anticipating, acknowledging, and countering opposing perspectives on the issue.

## Reader Concerns (in Informational, Persuasive, and Narrative Writing)

Reader Concerns are the expectations a reader brings to a piece of writing.

### **General reader concerns:**

- Readers have a need for enough information to understand the writer's purpose and message.
- A reader should be able to pick up a paper without knowing the assigned prompt or assigned genre and be able to identify the writer's purpose.
- A reader should be able to tell if he/she is reading a report, an argument, or a narrative.

### **Specific reader concerns:**

- Reader concerns will vary based on the task assigned in the writing topic.

Ideas

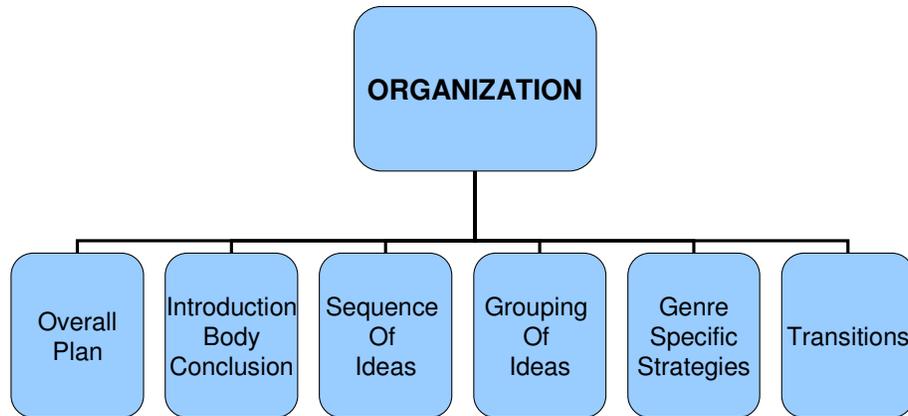
83

1. Anticipating reader concerns in Informational and Persuasive writing refers to the writer's understanding that the reader may not know very much about the topic or issue and therefore the writer needs to both set the stage and define any technical terms that the reader may not be familiar with. In Narrative writing, addressing reader concerns involves providing enough information so the reader can understand all the events in the story.
2. Informational: A reader concern would be specifically why the writer considers a place interesting.
3. Persuasive: A reader concern for the classroom pet prompt might be finding out who takes care of the class pet during the summer.
4. Narrative: A reader concern for the "teacher for the day" writing prompt might be how the student convinces the class to do their school work, why the writer was chosen to be the teacher, or what happened to the regular teacher.
5. This ends Part Five of the presentation. Ask participants if they have questions about the terminology in the Ideas Rubric. Allow 5-10 minutes for discussion.
6. Because Ideas is the most heavily weighted scoring domain in the Georgia Grade 5 Writing Assessment, it might be helpful to further review the Levels of Development sample papers.

## Part VI: Organization

1. [The Components of Organization](#)
2. [Types of Organizational Patterns](#)
3. [Formulaic Writing](#)
  - [Sample of Formulaic Writing](#)
4. [Effective Organization](#)
5. [Introduction-Body-Conclusion](#)
6. [Sequencing of Ideas](#)
7. [Grouping of Ideas](#)
8. [Genre Specific Organizational Strategies](#)
9. [Transitions](#)

## The Components of Organization



Organization: The degree to which a writer's ideas are arranged in a clear order and the overall structure of the response is consistent with the assigned genre.

Organization

85

1. Organization refers to the order and logical relationships between the writer's ideas. The quality of the details are evaluated in Ideas.
2. The organizational structure should not be so visible as to overwhelm the writer's ideas.

## Types of Organizational Patterns

- Chronological Order of Events
- Comparison/Contrast
- Spatial Order
- Order of Importance of Ideas
- Problem/Solution
- Cause/Effect Order
- Classification Order
- Definition/Description

# Formulaic Writing

## Characteristics of A Formulaic Paper

1. The writer announces his or her thesis and three supporting ideas in the opening paragraph
2. The writer restates one of the supporting ideas to begin each of the three body paragraphs
3. The writer repeats or restates his/her controlling idea and supporting points in the final paragraph.
4. Entire sentences may be copied verbatim from the introduction, used as topic sentences in each of the body paragraphs, and repeated in the conclusion.

Organization

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## Sample of Formulaic Writing

I think we should have a hamster as our class pet. A hamster will make a good pet because they are cute, they won't cause any trouble, and they are easy to take care of. I hope you will let us have a hamster as a pet.

The first reason why we should have a hamster is because they are cute. All the kids will like playing with a cute hamster. They aren't scary like a spider or a snake. That's why we should have a cute hamster in our class.

The second reason we should have a hamster is because they won't cause any trouble. We can keep it in its cage while we are doing our work. That way the hamster won't cause any trouble in class.

The final reason we should have a hamster for a class pet is because they are easy to take care of. You just give it some food and water each day, and clean its cage once a month. That's why hamsters are easy to take care of.

I hope you agree with my reasons for having a hamster as a class pet. They are cute, they won't cause any trouble, and they are easy to take care of.

Organization

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1. In this formulaic paper, the writer's position (we should have a hamster as a class pet) and three supporting ideas (hamsters are cute, they won't cause trouble, they are easy to take care of) are announced in the introduction.
2. The first sentence of each body paragraph repeats one of the supporting ideas
3. The last sentence in each body paragraph restates the supporting idea again.
4. In the conclusion, the writer restates his/her position and the three supporting ideas.
5. There is very little development of the supporting ideas within the body paragraphs; the majority of the paper consists of the repetition of the supporting ideas.
6. The writer also uses repetitive transitions to begin a new paragraph ("The first reason, the second reason, the third reason").
7. This paper is an extreme example of formulaic writing with extensive repetition and formulaic transition words. There are varying degrees of formulaic papers that may demonstrate some or all of the following characteristics: announcing the position and supporting ideas in the introduction, repeating the supporting ideas to begin and end body paragraphs, repeating the position and supporting ideas in the conclusion, repetitive transition words.

## Effective Organization

- The organizing strategy is appropriate to the writer's topic and genre and guides the reader through the text.
- Ideas are sequenced and grouped appropriately and logically.
- The introduction sets the stage for the writer's controlling idea.
- The conclusion provides a sense of closure without repetition.
- Transitioning is used to connect ideas within paragraphs and across parts of the paper.

## Introduction-Body-Conclusion

**Introduction:** Sets the stage for the development of the writer's ideas and is consistent with the purpose of the paper.

**Body:** Includes details and examples that support the controlling idea

**Conclusion:** Signals the reader that the paper is coming to a close

Organization

90

1. An effective introduction and conclusion do more than simply repeat what is in the body of the paper.
2. The writer can effectively prepare the reader for what is to follow without providing a detailed roadmap to the entire paper.
3. See Persuasive Paper 9 in the Sample Paper Section for an example of an effective introduction and conclusion
4. See Persuasive Paper 3 in the Sample Paper Section for an example of an ineffective introduction and conclusion
5. Types of conclusions: summaries, opinions about the topic, questions to generate further thinking or research.

## Sequencing of Ideas

**Sequencing:** The way the writer orders the ideas of the paper to implement the overall plan. Clear sequencing helps the reader understand the writer's ideas.

**Effective sequencing:** Ideas build logically on one another and lead the reader through the paper.

**Ineffective sequencing:** The ideas may have little relationship to one another and could be presented in any order.

## Grouping of Ideas

- In order to effectively group ideas in a piece of writing, the writer must first understand the logical relationships between the ideas that support the controlling idea.
- Grouping ideas within paragraphs is not the same as formatting paragraphs. Grouping involves the logical presentation of ideas rather than simply indenting to indicate the beginning of a paragraph.
- Even if a writer fails to correctly format paragraphs, ideas may still be grouped logically.

## Genre-Specific Organizational Strategies

Informational Writing	Persuasive Writing	Narrative Writing
-Introduction -Descriptive information -Conclusion	-Introduction -Supporting reasons -Conclusion	-Beginning -Middle -End
-Introduction -Description of events in chronological order -Conclusion	-Argument -Address Counter argument -Conclusion	Flashback: -End (most dramatic event) -Beginning -Middle
-Introduction -Comparison/contrast -Conclusion	-Introduction -One side of the issue -Another side of the issue -Conclusion	-Beginning -Situation or Conflict -Climax -Resolution of the conflict
	-Introduction -Anecdote illustrating position -Conclusion	

Organization

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1. This slide provides some examples of organizational strategies for each genre of writing. There are many other possible strategies. This list is not intended to be exhaustive.

## Transitions

### Making Connections Between Ideas

- Transitions lead the reader through the paper by linking parts of the paper and ideas within paragraphs.
- Transitions are used between sentences, between paragraphs, and within sentences and within paragraphs
- Transitions can signal the type of relationships between ideas
- May be explicit or implicit
  - May be a single word, a pronoun, a phrase, or a logical linking of ideas
  - Explicit transitional words: for instance, consequently
  - Implicit transitional devices: synonym and pronoun substitution, moving from general to specific or from specific to general

Organization

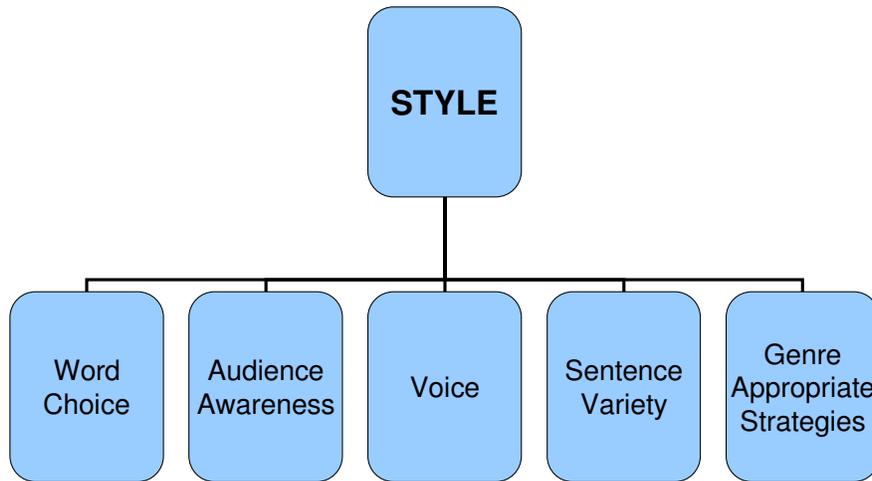
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1. Writers sometimes use ideas or phrases from the previous paragraph to begin a new paragraph. This is called transitioning.
2. See Persuasive Paper 9 in the Sample Paper Section for example of varied transitions.
3. See Persuasive Paper 2 in the Sample Paper Section for an example of a paper with limited use of transitions.
4. This ends Part Six of the presentation. Ask participants if they have questions about the terms in the Organization Rubric. Allow 5-10 minutes for discussion.

## Part VII: Style

1. [The Components of Style](#)
2. [Word Choice](#)
  - [Levels of Language](#)
  - [Types of Language](#)
3. [Audience Awareness and Tone](#)
4. [Voice](#)
5. [Sentence Variety](#)
6. [Genre Appropriate Strategies](#)

## The Components of Style



Style: The degree to which the writer controls language to engage the reader.

## Word Choice

- Effective word choice is determined on the basis of subject matter (topic), audience, and purpose.
- Word choice establishes the tone of a piece of writing.
- Word choice involves more than the “correct” dictionary meaning of a word.
- Word choice goes beyond precision to include the connotations (the associations, meanings, or emotions a word suggests) of words.

Style

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1. Connotation: An association called up by a word that goes beyond its dictionary definition. The attitude and emotional feelings associated with a word.
2. Denotation: The dictionary definition of a word.

## Levels of Language (described in the Grade 5 Scoring Rubric)

<u>Level</u>	<u>Example</u>
Precise and Engaging	“You will know as soon as you get to the pond that you are in a relaxing and peaceful place. On a sunny day, the light shimmers on the pond.”
Simple and ordinary	“It is a very nice place. Most people go to the beach. Most people go to find a job.”

## Types of Language (described in the Grade 5 Scoring Rubric)

- *Descriptive*: uses details that appeal to the senses and enables the reader to see, hear, and/or feel what the writer recounts
- *Figurative*: figures of speech or phrases that suggest meanings different from their literal meanings (hyperbole, metaphor, simile, irony)
- *Technical*: precise terms and phrases used to clarify or explain a particular subject matter or process
- *Carefully crafted phrases*: the purposeful selection of vivid words and phrases to create a sustained tone and engage the reader; groups of words that convey a clear meaning and serve a particular rhetorical purpose

Style

99

1. Descriptive language: "I couldn't bear to read any further. I felt like my heart stopped. I was so nervous."
2. Figurative language: "Comedy is the laughter of the world." "I would be like a fireman during a fire, going everywhere."
3. Technical language: "Once a snow storm goes through and goes to Lake Michigan, the cold front shifts, and then you get the storm all over again. Every year the average snowfall is 35.2 inches."
4. Carefully crafted phrases: "So I did what any panicking teacher would do. . . 'RECESS!' I called out."

## Audience Awareness and Tone

- Audience Awareness refers to the ways a writer can make an impression on or engage the reader.
  - Because a piece of writing is created to be read, an effective writer attempts to create a relationship with his or her audience.
  - The effective writer anticipates what the audience will find interesting or engaging.
- Tone refers to the attitude a writer expresses toward the reader, the subject, and sometimes himself/herself. It reveals how the writer feels about what he or she is saying.
  - To be effective, tone must be consistent with the writer's purpose.
  - Tone is established through choice of words and details.
  - Some of the techniques used to engage the audience vary by genre, but all pieces of writing have a tone.

Style

100

1. Addressing the audience directly or with a rhetorical question.
2. Tone is established through choice of words and details.
3. Regardless of the audience stated in the prompt, students are required to demonstrate language appropriate in a formal test setting.
4. Slang is not appropriate in a formal test setting.

## Voice

- A paper that demonstrates voice conveys a strong sense of the person behind the words and the person's attitude toward the topic.
- The writer's voice should be appropriate for the topic, genre, and audience.
- Voice gives the reader the sense that the writer is directly addressing the reader.

Ralph Fletcher:

- "Voice is the most important, the most magical and powerful element of writing."
- "Voice makes the reader trust the writer, makes the reader feel an individual relationship with the writer."

Style

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1. Mature writers may be able to manipulate the voice depending on the purpose of the piece of writing: for example, the writer may adopt the voice of a scientific expert in an informational piece or an infomercial pitchman in a persuasive piece.
2. See Informational Paper 10 for an example of effective voice in informational writing.
3. See Persuasive Paper 9 for an example of effective voice in persuasive writing.
4. See Narrative Paper 9 for an example of effective voice in narrative writing.

## Sentence Variety

### How Sentences Vary:

1. **Length**
  - The number of words
  - Word length
2. **Structure**
  - Simple
  - Complex
  - Compound
  - Compound-complex
3. **Type**
  - Declarative
  - Interrogative
  - Imperative

Style

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1. Sentence variety contributes to maintaining reader interest by stimulating and appealing to the reader's "ear."
2. A very short sentence or functional fragment gains impact if it is the response to a preceding series of elaborate lengthy questions.
3. Repetition of similar sentences throughout an entire piece of writing numbs the reader's "ear."
4. Occasional repetition (as in parallelism), however, adds to the style of a piece of writing.
5. Remind audience that correctness of sentences is evaluated in conventions.

## Genre Appropriate Strategies

Informational Writing	Persuasive Writing	Narrative Writing
Descriptive Details	Emotional Appeals	Sensory Details
Figurative Language: Imagery, similes, metaphors	Figurative Language	Figurative Language
Authoritative voice	Connotative Meanings	Concrete Language
Technical Language	Evocative Voice	Foreshadowing
Addressing the reader	Rhetorical Questions; "How would <i>you</i> feel if.."	Suspense
	Addressing the reader: "You should" or "We all should"	Dialogue

Style

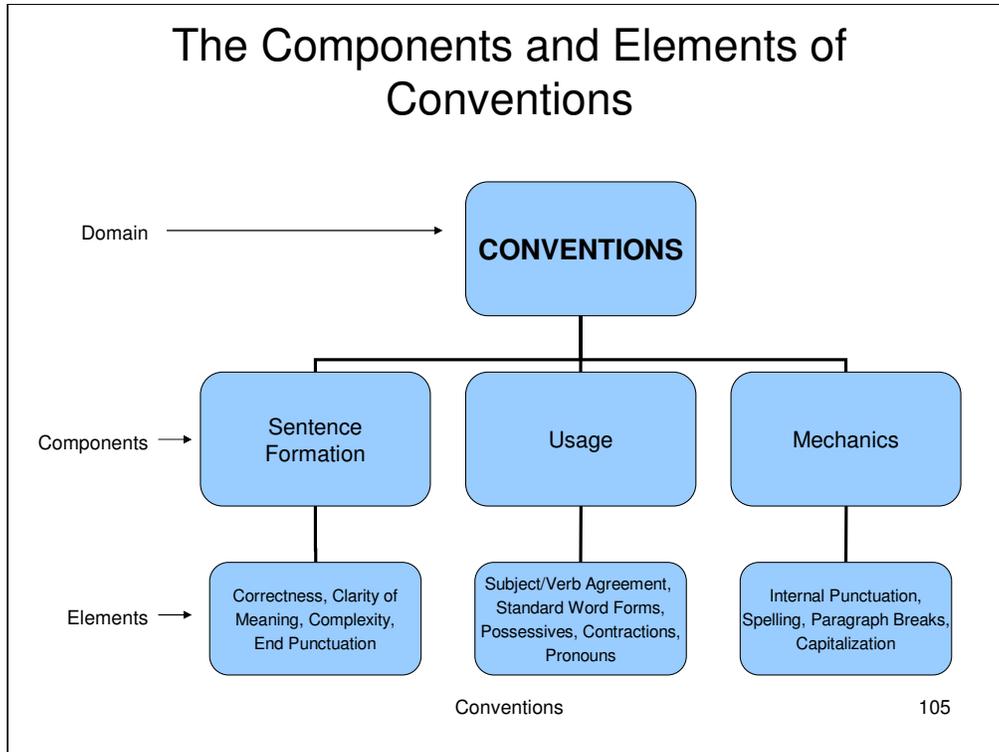
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1. A report doesn't have to sound like an encyclopedia or a dictionary; the writer can be personal even in informational writing.
2. Descriptive details appeal to the writer's senses: seeing, hearing, feeling, smelling, tasting.
3. Rhetorical questions are questions that are asked to provoke thought, without expectation of an answer. The person asking the question provides the answer, or the answer to the question is obvious.
4. Informational papers may not have the same type of word choice and tone as persuasive papers.
5. Students may use technical language.
6. In informational pieces, students may adopt an authoritative tone as if they are an expert on the topic/subject.
7. Persuasive prompts may yield more engaging language and concerned or emotional tones, but these are no more or less effective than the technical language and authoritative tones used in informational writing.
8. This is the end of Part Seven. Ask participants if they have questions about the terms in the Style rubric. Allow 5-10 minutes for discussion.

## Part VIII: Conventions

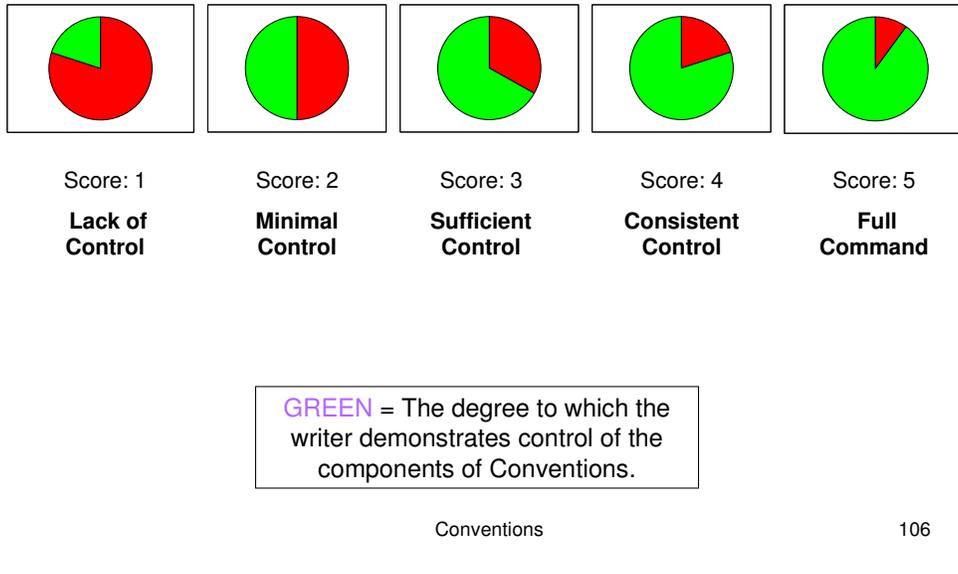
1. [The Components and Elements of Conventions](#)
2. [Overview of Score Points 1-5](#)
3. [Balancing Strengths and Weaknesses in the Components and Elements](#)
4. [Determining Competence in Conventions](#)
5. [The Elements of Sentence Formation](#)
6. [The Elements of Usage](#)
7. [The Elements of Mechanics](#)

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1. In the Domain of Conventions, there are three main components: Sentence Formation, Usage, and Mechanics.
2. Within each component, there are several specific elements.
3. In general, the components of Sentence Formation and Usage are weighted more heavily in determining the overall Conventions score.
4. Using the scoring rubrics appropriately requires reading for Competence. This means looking for a demonstration of the writer's ability to control the components, not tallying errors.

## Overview of Score Points 1-5 Levels of Competence in Conventions



1. Lack of control: the writer demonstrates control of the components in less than 50% of the paper.
2. Minimal Control: The writer demonstrates control of the components in approximately 50% of the paper.
3. Sufficient control: The writer demonstrates control of the components in approximately 65%-75% (2/3) of the paper.
4. Consistent Control: The writer demonstrates control of the components in approximately 80% of the paper.
5. Full Command: The writer demonstrates control of the components in approximately 90% or more of the paper.
6. Red areas indicate the percentage of the paper in which the writer does not demonstrate control of the components.
7. The degree of control is also determined by the length of a paper. A paper may demonstrate strengths in the components, but not contain enough instances of those strengths to earn more than minimal competence.
8. A paper may contain few errors but be limited to simple forms of the components of Conventions (e.g., simple sentences, easy-to-spell words, simple subject-verb forms). In addition to looking for correctness, the sophistication and variety of what is attempted should be evaluated.
9. Remember that the levels of control include the degree of correctness in each component that is being evaluated. Even a "5" level paper may have some errors in sentence formation, usage, and mechanics.

## Balancing Strengths/Weaknesses in the Components and Elements of Conventions

### Score Point 5

- Correct and varied in all elements of Sentence Formation, Usage, and Mechanics

### Score Point 4

- Correct in most elements of Sentence Formation, Usage, and Mechanics
- Some elements may be weak, missing, or lack variety

### Score Point 3

- Correct in majority of elements of Sentence Formation, Usage, and Mechanics, but there may be some errors in each element.
- Correct in two components but one component may be weak.

### Score Point 2

- Minimal control in all three components or one component may be strong while the other two are weak

### Score Point 1

- Overall lack of control in all three components although some *elements* may demonstrate strengths

Conventions

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1. A student paper might demonstrate strengths in sentences, or usage, or mechanics, or any combination of these.
2. In evaluating a student paper in Conventions, the first question to ask is, “How much of (to which degree is) this paper is correct?”
3. The second question to ask is, “Is there any variety or complexity demonstrated in the paper?”
4. As with all scoring domains, a writer may receive a score of “1” for an extremely brief paper.

## Determining Competence in Conventions

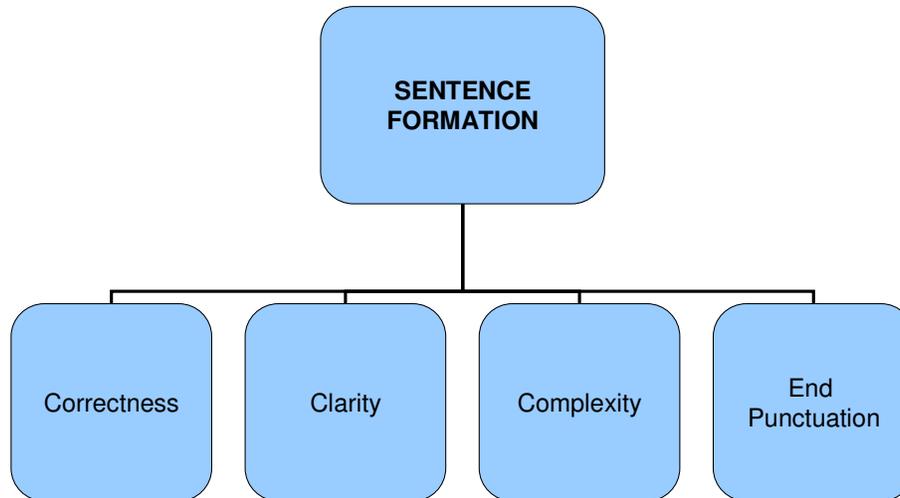
- Using the scoring rubrics appropriately requires reading for Competence. This means looking for a demonstration of the writer's ability to control the components, not tallying errors.
- Avoid "counting errors" to determine the Conventions score. It is necessary to evaluate the severity and frequency of errors to determine the level of competence demonstrated by the writer.
- Nearly every student paper contains errors. It is the degree of control – the proportion of correct to incorrect instances and the complexity of what is attempted - that determines the Conventions score.
- Errors in Sentence Formation, Usage, and Mechanics may force the reader to carefully reread a portion of the paper, and may prevent the reader from understanding the writer's meaning.
- Even a "5" level paper may have errors in some of the elements of Conventions, but these errors do not interfere with meaning.

Conventions

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1. Making the same specific error multiple times throughout the entire paper (e.g., the same word misspelled several times) counts as only one error.
  - A writer may misspell the same word several times but still correctly spell all the other words in the paper. In this case, the writer still demonstrates control of the element of spelling.
2. Making multiple errors in one element (e.g., misspelling many different words) counts as more than one error and prevents the writer from demonstrating competence in that element. For example, if none of the subjects and verbs in a paper agree, this counts as multiple errors and prevents the writer from demonstrating competence in the element of subject/verb agreement.

## The Elements of Sentence Formation

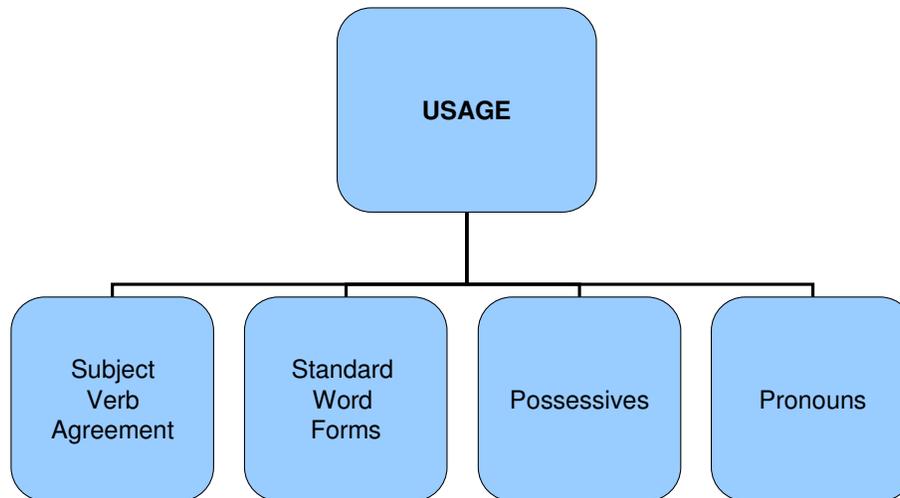


Conventions

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1. Sentences copied directly from the prompt are disregarded in determining competence in sentence formation.
2. Two incorrect sentences in a student paper with only five sentences altogether is a significantly higher percentage of error than two incorrect sentences in a student paper with 35 sentences altogether.
3. Sentence variety is evaluated in Style.
4. Functional fragments are sentence fragments that are used for effect and are not considered sentence errors.

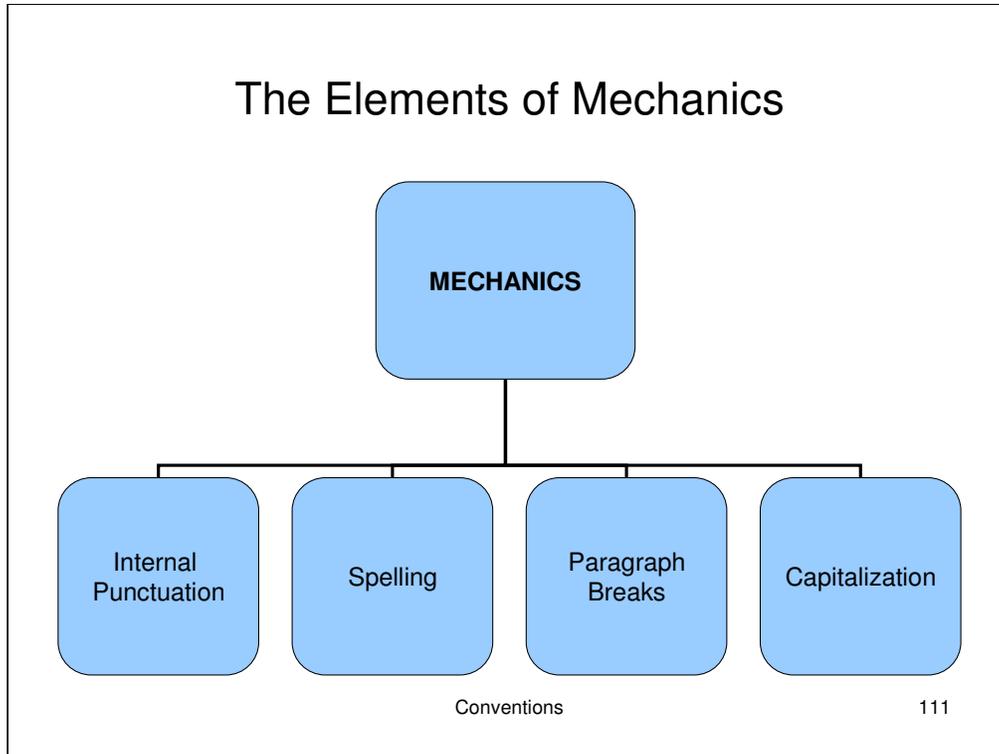
## The Elements of Usage



Conventions

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1. Subject-verb agreement: Singular nouns agree with singular verbs; plural nouns agree with plural verbs.
2. Word forms: nouns, verbs, adjectives, adverbs, homonyms
3. Pronoun clarity is achieved through consistency of person, number, gender.



1. Internal punctuation: Punctuation that appears within a sentence. Examples include quotation marks and commas in dialogue, commas in a series, commas after introductory clauses and phrases, apostrophes in possessives and contractions, and colons.
2. Spelling: Although spelling may be the most recognizable aspect of conventions, it is just one element of mechanics, which is just one of the three components of Conventions.
3. Students are not allowed to use dictionaries during the writing assessment. (Note: ELL students may use a translation dictionary if it is specified in their IEP or TPP).
4. Common, high frequency words are expected to be spelled correctly.
5. Paragraph breaks: Indenting to begin a new paragraph, consistent margins.
6. Capitalization: Includes beginning of sentences, proper nouns, abbreviations, weekdays, months, etc.
7. This is the end of Part Eight. Ask participants if they have questions about the terms in the Conventions rubric. Allow 5-10 minutes for discussion.

## Part IX: Preparing to Score Student Writing Samples

1. [Applying the Analytic Scoring Guidelines](#)
2. [Scoring Cautions](#)

## Applying the Analytic Scoring Guidelines

1. Keep the on-demand testing context in mind. These student responses are essentially first drafts constructed with no resources.
2. Read through the entire writing sample.
3. Use the scoring rubric to make a tentative score range decision:
  - Score point 1 or 2
  - Score point 2 or 3
  - Score point 3 or 4
  - Score point 4 or 5
4. Reread the entire writing sample to collect evidence to determine the score.
5. Assign domain scores for Ideas and Organization.
6. Repeat the process for Style and Conventions domains.

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1. In step three, after the reading the paper the first time, you may be able to narrow your decision to two score points. For example, you may say to yourself, “it’s either a 2 or a 3.”

2. Then, after re-reading the paper, you should be able to decide on one score point.

## Scoring Cautions

1. Do not base the score on the single most noticeable aspect of a paper.
2. Withhold judgment until you have read the entire response.
3. Don't allow the score you assign in one domain to influence the scores you assign in the other three domains.
4. Avoid making judgments based on neatness, novelty, or length.
5. Base each scoring decision on the assessment sample the writer has produced, not what you think the student's potential competence in writing may be.
6. Do not allow your personal opinions to affect the score the writer receives. Whether you agree or disagree with the writer's ideas should not influence your score.

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1. This is the end of Part Nine.

# Part X: Sample Student Papers

1. [Informational Writing](#)
  - [Informational Writing Topic](#)
  - [10 Informational Papers with Score Point Annotations](#)
2. [Persuasive Writing](#)
  - [Persuasive Writing Topic](#)
  - [10 Persuasive Papers with Score Point Annotations](#)
3. [Narrative Writing](#)
  - [Narrative Writing Topic](#)
  - [10 Narrative Papers with Score Point Annotations](#)

# Sample Student Papers

## **Informational Papers with Score Point Annotations**

1. Each paper in this section has score point annotations that explain the scores in each domain.
2. The annotations appear on the slide following the student paper.

## Informational Writing Topic

**Interesting places are all around us and could be far away or close to home. Think about an interesting place. It could be somewhere you have been, read about, or seen on television.**

**Write a report about a place that is interesting to you. Be sure to include specific details and describe what makes the place interesting**

The sample papers in this section were written in response to the above writing topic. Student names have been removed for purposes of privacy.

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1. In order for participants to gain confidence in assessing student writing samples, it is essential that they have multiple opportunities to apply the new Georgia Grade 5 Writing Rubric.
2. Remind participants that they aren't looking for an exact match with the rubric description; they are looking for a best fit. A student paper may demonstrate characteristics of two adjacent score points.

I have been to an interesting  
place before. I got to ride in  
old cars. I got to go swimming  
there. Then I was wet so I had  
to change clothes. Then I went  
and I had to leave because  
it was almost dark. So I went  
back to mom and Dad so we could  
go home. The end

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9	0

## Annotations for Informational Paper 1

**Ideas Score: 1**

There is not enough written to determine competence in Ideas. The writer announces the topic and lists a few activities about the visit to the interesting place, but a controlling idea is not established.

**Organization Score: 1**

There is not enough writing to determine competence in Organization. There is an opening and closing sentence, and events appear to be arranged chronologically, so the writer could have achieved minimal competence if more writing had been produced.

**Style Score: 1**

There is not enough writing to determine competence in Style. What *is* on the page lacks engaging language, tone, awareness of audience, and sentence variety.

**Conventions Score: 1**

There is not enough written to determine competence in Conventions. The writer has produced only five correct simple sentences. Usage is simple and repetitive. There are no paragraph breaks, capitalization is random, spelling is simple, and there is no internal punctuation.

Informational  
Paper 2

My Mom and I we are go to a  
restrawnt next month me and my  
mom friends I hope we go to  
TGI Fridays again on my birthday  
Smoothie and chicken tenders  
French Fried Limiond pepperwings  
hotwings and I like going to south  
carolina with my mother I like  
To vistic my family at December  
I m go to spinthenight at her house fournight  
Then I m going to spinthenight whole night  
My Aunt Pat and my uncle jerome.



## Annotations for Informational Paper 2

**Ideas Score: 1**

A controlling idea is not established. Without having read the writing topic, the reader would have no inkling of the writer's purpose. The writer begins describing TGI Fridays, then switches focus to visiting family in South Carolina. And, there is not enough writing to determine competence in Ideas.

**Organization Score: 1**

There is insufficient writing to determine competence in Organization. In the brief sample that the writer produced, there is no evidence of an organizational strategy, sequencing of ideas, or awareness of genre.

**Style Score: 1**

There is insufficient writing to determine competence in Style. In this brief sample, competence is not demonstrated in any of the components of Style.

**Conventions Score: 1**

There is not enough writing to determine competence in Conventions. There are no complete sentences in this sample, and the response contains severe and frequent errors in both Usage and Mechanics.

The most interesting places I would love to be is Atlanta, Florida, California, New York, and Maryland.

I have been to Atlanta before but I would love to go there for fun. I have also went to Florida.

I had a blast at Florida I went to fun parks with go carts and water parks also with rides and mini-golf along with it.

I have also read California with all the trees and cars and big houses were famous people lives. Me and My family don't know what it looks like in New York or Maryland neither California. In Atlanta we had went to a wedding and had great breakfast in the morning.

We stayed in a Hampton Hotel with a pool in it me my cousin Jawuan his brother Brandon my brother Steven and my mother. We had a blast in the pool and I loved it so much I didn't want to get out of it but we had to get ready for my cousin's wedding so we went back in the hotel and get ready. For this next summer we are hopefully going to New York back to Florida, Atlanta and that's it it's fun traveling with my parents.

I bring loads of stuff to keep

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### Informational Paper 3

me bizzy. I read about Africa and I really want to go there because that's really a fun culture. They make a lot of things. They things out of there hands and the dance alot on feet. I like it because it is a different tribe. I like Idians much better because that is where I come from you might not see it but I am Idian. In Savannah I like StarCastle. StarCastle is really fun because you get to skate and and dance and play games as some people say Star Castle is for teens but it is not for me because I don't see no teens in Star Castle. I like Savannah, Gegeria the best we don't get any storms or hurricans at the city of Savannah. I like it here because it has alot of fun places for children to be libic at the mall, beach, Starcastle, Zoo. It is alot of fun places all around the world people think that Savannah has a lot of crime in it some of it does but if you go other places some people are as bright as oranges. I think every time I go to Florida a Hurricane might come but that's not true part of Florida has Hurricanes. So you have to give places a try. And I still like Florida

Informational  
Paper 3  
(page two)

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## Annotations for Informational Paper 3

**Ideas Score: 2-**

The paper demonstrates a very limited focus on the assigned task. Choosing to describe multiple interesting places is an acceptable response to this prompt but difficult for a fifth grader to do well. The writer attempts to discuss Atlanta, Florida, Africa, and Savannah. Some of the places are developed with specific details. Others are merely mentioned as places on the writer's travel wish list. All of the information is relevant, but the writer has attempted to cover too much territory. The paper lacks a sense of completeness.

**Organization Score: 2-**

This paper demonstrates only minimal control of the components of Organization. The writer understands the need for an opening and closing, but within the body paragraphs jumps from city to city and back again. The writer comments on Atlanta, Florida, California, Atlanta again, Africa, and Savannah. Unrelated ideas are grouped together. Except for the opening, closing, and the paragraph about the Hampton Hotel, ideas seem to be strung together with little attempt at ordering or sequencing.

**Style Score: 2**

The tone is fairly flat through most of the paper (with the exception of "We had a blast in the pool and I loved it so much I didn't want to get out of it."). Word choice is simple, ordinary and repetitive ("I love it" and "It's fun" are overused). There is limited awareness of audience (except "So you have to give places a try"). The writer does not describe the interesting places to help the reader visualize them. There is more variation in sentence length than structure.

**Conventions Score: 2**

Overall, the writer demonstrates only minimal control of Conventions. There are frequent errors in all three components. There are several run-on sentences. Many word forms are incorrect ("have went", "Me and my", "we had went", "there hands," "It is a lot"). Of the three components, the writer demonstrates the most control of Mechanics. Although there are some misspelled words, capitalization and paragraph breaks are generally correct. Some errors interfere with meaning.



## Annotations for Informational Paper 4

**Ideas Score: 2**

The paper contains a minimally developed controlling idea (Washington D.C. is a famous place). Supporting ideas (Capital, White House, Lincoln Memorial, Liberty Bell, Washington Monument, Constitution, Declaration of Independence, soldiers) are listed rather than developed. Listing various places without elaboration or explanation indicates a limited focus on the informational purpose of the prompt. The response lacks sufficient information to provide a sense of completeness.

**Organization Score: 2**

The paper contains a one-sentence introduction and conclusion. The ideas in the body of the paper (list of places) are not arranged in a clear sequence. Transitions are rarely used to link one idea to another. Overall, there is minimal evidence of sequencing.

**Style Score: 2**

The rhetorical question to begin the paper is an effective device to get the reader's attention. The rest of the paper, however, lacks audience awareness. Many sentences begin with "you can." Word choice is generally simple and ordinary ("there is a lot of policemen," "you can go in and see a big stachew," "That where they make laws for our country."). After the opening sentence, the tone of the paper is flat and the writer's voice is not distinct.

**Conventions Score: 2**

The response demonstrates minimal control of sentence formation, usage, and mechanics. There are several word form errors ("That where they make the laws," "George W. Bush live in the White House," "There is a lot of policemen"). Simple sentences are generally formed correctly. Mechanics errors include missing commas and several misspellings ("Lincon, Momorl, President, gaurding, Contotustion, Delctration").



So after that my mom brought food for us  
and. We eat it.

It being to rain that took up the last  
few minutes. So we lefted. Butt's Mill farm  
is a very nice place. Be sure you be careful  
because until this day there is still a snake in  
the water. There are alot of creatures in  
the water. Butt's Mill farm is very bugg IF  
you catch my drift.

## Annotations for Informational Paper 5

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

The controlling idea of this paper (Butts Mill Farm is an interesting place) is developed with relevant supporting ideas. The writer provides many relevant details about Butts Mill Farm (located in the country, the farm has a giant bull, a monkey, snakes, and bugs, the food stand, rides). Some supporting ideas are listed without development, but the writer also includes some specific details about the farm. The writer is generally focused on the topic and informational genre, but some details (e.g., "The forecast said it would not rain but it did") do not describe the farm or explain why it was interesting. There is enough information to provide a sense of completeness.

### **Organization Score: 2**

The writer introduces the topic in the first sentence and includes a one-sentence introduction. In the body of the paper, however, there is minimal evidence of sequencing. Unrelated ideas are often included in the same paragraph. For example, the following ideas are all grouped together in the third paragraph: food stand, weather, animal food, mom bought lunch. There is minimal evidence of transitions either within paragraphs or from one paragraph to the next.

### **Style Score: 2**

Word choice is generally simple and ordinary in this paper ("so we lefted," "very nice place," "there are alot," "we rode it but it was fifty cents," "It's very hard to get to it"). Audience awareness is limited to a few statements ("You must I mean you must be fifteen." "Be sure to be careful because until this day there is still a snake in the water"). There is little variation in sentence length and structure.

### **Conventions Score: 2**

The writer demonstrates minimal control of sentence formation, usage, and mechanics. Simple sentences are formed correctly, but there are also some fragments and run-ons ("But you have to be careful because. There is snakes in the water." "We could feed them it was fifty cents." "Because you can mis the turn"). There are several errors in word forms, spelling, and punctuation ("Butt Mill Fram stay's open," "a ice cone," "we aet it," "It being to rain," "so we lefted").

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## The Cool Park

Form Number
512012

## Informational Paper 6

I went to this cool park called Sny Jesh Gardens. It is kinda like a fair and a amusement park. The only thing that separates it from a fair is it stays in one place. It doesn't take them three hours to put up and down. The way it's set up that it looks like a fair. In every other way that it's like a amusement park. So it's a pretty cool park.

I liked a lot of things there. I sorta liked this ride called Disc Co. It spins you around so fast you are so dizzy when you get off. On the ride you think you going to throw up. That's how fast you are going. You go pretty high up to a 360 is a full circle. You go about half a circle. We all know the lazy river. The only work you have to do is get in your float. It is the most horrible ride ever. It is just so nice and slow. There's only one more ride I have time write about. It is this really big water slide. It's so fun. You go up on the railing and you do big jumps. So that's what I like there.

There are some things that I didn't like there. I didn't like the Disc Co very much. When spin at the top of the ride you would get jerked down. These small water slide I didn't like either. The reason is because by the time you wanted to saw were it was over. There is one more thing that I didn't like. Remember that water slide I told

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you about. It was really un safe. The only thing you held on to  
@re this little strap. Overall it was a fun ride.

The End

## Annotations for Informational Paper 6

### **Ideas Score: 3**

The controlling idea (Why "Siybush" [Cypress?] Gardens is an interesting place) is sufficiently developed and addresses the assigned task. The writer maintains focus throughout the paper and all the information included is relevant. Keep in mind that a fifth grader's idea of interesting may not be the same as an adult's idea of interesting. Most supporting ideas (what I enjoyed, what I didn't enjoy) are elaborated with some specific details (dizziness, nausea, comfort, over quickly, unsafe). The writer addresses some reader concerns by describing the high and low points of the rides.

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

The overall organizational strategy is generally appropriate to the informational purpose. There is an effective introduction, but no conclusion. Ideas are logically sequenced from general information about the cool park to what the writer liked then what the writer did not like. Related ideas (the good points, the bad points) are grouped together. Some of the transitions are effective ("In every other way") and some are not ("There's only one more ride I have time to talk about.").

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

Language is appropriate to the informational purpose. Although the tone changes as the writer moves from describing what he/she likes to what he/she didn't like, doing a comparison/contrast is appropriate to informational writing. Word choice is generally engaging ("It spins you around so fast you are so dizzy when you get off," "It is the most confident ride ever."). Sentences vary in both length and structure. The writer's voice is clear.

### **Conventions Score: 3**

The writer demonstrates sufficient control of the components of Conventions. Control of sentence formation and usage is much stronger than mechanics. All of the sentences are correct with the exception of a couple that begin with "So." Usage is usually correct with some minor errors ("When spin."). In mechanics, spelling is the writer's weakness. Paragraphs are formatted, although without indentations. Capitalization at the beginnings of sentences is correct. Apostrophes are used correctly in contractions ("doesn't").

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watch out for different things. In places like  
jungles if you come out unharmed you are lucky. If you take  
things for granted think you could always live out there.

## Annotations for Informational Paper 7

**Ideas Score: 4+**

The controlling idea ("There are strange but interesting things in the jungle") is well developed and addresses the assigned informational genre. The writer remains consistently focused on the topic of the jungle, and narrows the scope of the topic enough to be manageable (as opposed to trying to explain everything about the jungle to the reader). All supporting ideas and details are relevant. The final sentence is the only weak point in the paper because it is unclear.

**Organization Score: 4**

The overall organizational strategy is appropriate to the informational purpose. The introduction sets the stage by preparing the reader for the strange and scary creatures and buildings in the jungle. The conclusion provides closure without repeating information. Related ideas (buildings, animals, environment) are grouped together. Ideas are sequenced logically as the writer moves from describing jungle to reassuring the reader that it can still be a fun place to visit if you are careful. Transitions within paragraphs are more effective than those between paragraphs: the phrase "In that jungle" is overused.

**Style Score:4**

The language and tone are appropriate to the informational purpose. Word choice is engaging ("It could rip my head off in one pull."). There is attention to audience in each part of the paper. In the introduction, the writer warns the reader that the jungle can be scary. In the body of the paper, the writer describes the sights of the jungle so the reader can visualize them. In the conclusion, the writer tries to reassure the reader, just in case he/she has scared the reader out of visiting the jungle. The writer's voice is consistent as the writer includes his/her reactions to the sights and environment of the jungle.

**Conventions Score: 3**

The writer demonstrates sufficient control of Conventions. The majority of sentences are correct, but there are a number of sentence fragments beginning with "Like" and "Because." Usage is generally correct. The majority of errors are in the mechanics element of spelling. Although there are many spelling errors, these do not interfere with meaning. Paragraph breaks, capitalization, and some internal punctuation are correct.

The most interesting place that I have been would be San Diego, California. We did something just about everyday. One day we went to a wedding. Another day we went to the San Diego Zoo. We also went to Lego land. We stayed in a huge hotel. It had two huge swimming pools. It also had condos so people could live there! The wedding

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Informational  
Paper 8

The wedding was outside. My cousin Eric was getting married to my new cousin Amanda. When it was time for it to begin, they drove Amanda out in a black golfcart with yellow streaks of fire on it. After the wedding was over, they had the reception and cake. They also had a big dance. I had to dance with the bride. The next day we went

The next day we went to the San Diego Zoo. It is the biggest zoo in the world! Even bigger than the Atlanta Zoo. We got to go on a cable car that went all the way to the other side of the zoo. We also got to ride on four or five double decker buses.

The next day we went to lego land. It was right next to our hotel! We could just walk across the street. We were lucky my aunt showed up or we would have had to all the across the parking lot. In Lego Land I rode three rollercoaster. There are about 6 different areas in lego land. Each one

has different rides. There's a dino knights kingdom and sports and others. My favorite one is the knight kingdom. It has a huge playground. It is five stories high. It has about 10 slides in all. The rollercoaster is in the sports area. It takes you up about 50 to 100 ft. It was the best.

I loved San Diego. It was one of the best vacations ever! Best of all we have a new family member. I hope I get to come back again sometime.

## Annotations for Informational Paper 8

### **Ideas Score: 4**

The writer successfully covers a lot of territory in this paper. Writing about an entire trip as opposed to a single place is difficult to develop evenly, but each of the supporting ideas (the wedding, the zoo, and Lego Land) is well developed. All the information included in the paper is relevant to the assigned topic. It is not necessary for the writer to *convince* the reader that the place is interesting; the assigned task is to *describe* what is interesting about the place. The writer uses specific examples and details (the golf cart, the cable car, the knight's kingdom) to develop what was interesting about the trip to San Diego.

### **Organization Score: 4**

The overall organizational strategy is very effective. The introduction sets the stage by informing the reader that the writer had many positive experiences in San Diego. The conclusion includes new information rather than paraphrasing the introduction. Ideas are sequenced logically within paragraphs and across the paper. Related ideas (the wedding, the zoo, Lego Land) are grouped appropriately. Transitions within paragraphs are more effective than those used between paragraphs: "The next day" is repeated twice.

### **Style Score: 3**

The enthusiastic tone is appropriate to a trip/vacation. It is clear to the reader that the writer enjoyed the wedding, the San Diego zoo, and Lego Land. Word choice is generally engaging ("Best of all we have a new family member"). There is some variation in sentence length and structure, but the majority of sentences are simple constructions. The writer's voice is clear. There is more awareness of audience at the end of the paper than at the beginning as the writer attempts to describe the rides at Lego Land.

### **Conventions Score: 4**

The writer demonstrates consistent control of all three components of Conventions. Sentences are correct. "Even bigger than the Atlanta zoo" is a functional fragment. There are some correct compound sentences. Usage is correct with a few minor flaws ("everyday" should be two words, "began" should be begin, "three rollercoaster" should be three roller coasters). There are minor flaws in Mechanics, but these do not interfere with meaning.

I have been to a lot of interesting places. But the Bahamas was the best best! I mean the fun beaches, the relaxing cruises, the wonderful shopping the water park, and swimming with the dolphins! It was full of excitement!

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## Informational Paper 9

The beaches were fun! They are interesting because it was many things to do. Like, I got a tan, read a good book under palm trees, went swimming, and build a sand castle. I did everything on the beach I wanted to do. I had a blast!

The most relaxing place was the cruise. It was fun. It was interesting because it was sorta like a beach. It had a pool, a relaxing place where you could read a book or get a tan.

It also had great food at its restaurant! Another reason why it is so interesting. Their bread was fresh. And when you broke it steam came out. It went good with the shrimp pasta. That was good food!

The best thing I did on foot was go shopping! I had so much fun!

I was shopping for clothes, shoes, and jewelry. The clothes were very colorful. I had a choice of many varieties. The best part about it was all the shoes matched the clothes. The jewelry matched everything also! It was like mall heaven!

The best thing I did in water was the water parks. They were full of water slides. The slides were like 15 feet high! They even had water roller coasters! I screamed my head off! I had the best time ever in the water! That's why it is so interesting.

Another great thing I did was go scuba diving. It was fantastic! I saw a great variety of fish. I saw little ones, big ones, and puffy ones. I saw striped fish and fish with dots. I even saw sting rays! Sharks too! It looked scary once you first get started. But, when you stay down for a while you learn stuff. Like there are many different sizes of a shark, a eel, and jellyfishes. That's why it is so interesting!

I had fun on my vacation in the BAHAMAS!! You would too if you go!!

## Annotations for Informational Paper 9

**Ideas Score: 5**

The controlling idea (Why the Bahamas is an interesting place) is fully developed and addresses all aspects of the assigned task. The writer maintains a consistent focus on the sights of the Bahamas, addressing reader concerns by describing many elements of her trip: the beaches, the cruise, the food, the shopping, the water parks, the wildlife, and scuba diving. Supporting ideas are fully elaborated with specific details (the bread, the jewelry, the water slides). The writer's descriptions fully address reader concerns for an understanding of the Bahamas.

**Organization Score: 5**

The writer's overall plan is appropriate to both the topic and the informational genre. The introduction sets the stage by alerting the reader to how many aspects of the Bahamas are exciting. Related supporting ideas are grouped together. Ideas are sequenced logically as the writer moves from how the Bahamas looks to all the available recreational activities. Transitions are stronger within paragraphs than across parts of the paper: "The best thing" and "Another great thing" are overused.

**Style Score: 4**

Language and the enthusiastic tone are appropriate to the informational purpose. Word choice is engaging ("And when you broke it steam came out." "I screamed my head off.") Attention to audience is demonstrated in the introduction, body and conclusion as the writer describes personal reactions to each activity. The sense of the writer's voice is consistent. Sentences are varied. The writer uses description to engage the reader.

**Conventions Score: 3**

The writer demonstrates sufficient control of Conventions. The majority of sentences are correct, but there are also fragments beginning with "But" or "Like." Some word forms are incorrect ("build" for "built," "They" for "The," "It went go," "there are"). More is demonstrated in Mechanics than the other components. Paragraph breaks and capitalization are correct. Most spelling is correct (except "vaction" and "jewlrey"). Competence in internal punctuation is mixed.



is that there's a lot of tornados and bad storms. They normally have 6 tornados per year and a lot of bad storms at night. They have bad storms because the high pressure is trying to push up from the South. The cold pressure that's there won't let it, so it starts to storm. It's like a fight between different pressure systems.

The climate for Sheboygan is cold winters, hot summers. In the winter it can get to  $-10^{\circ}$ , in the summer it can get to  $96^{\circ}$ .

The next bad thing is there's a lot of pollution. There's a lot of factory but hardly no trees. The environment is hurt very badly.

Finally, if you're a bulldog fan don't go up there. Most of the people are Wisconsin fans so you won't fit in.

Well this is my report. I hope you learned about Sheboygan. I hope you like it.

## Annotations for Informational Paper 10

### **Ideas Score: 5**

The controlling idea of this paper (Sheboygan, Wisconsin is an interesting place) is fully developed and addresses all aspects of the writing task. The writer includes extensive information about Sheboygan (where it's located, the weather, the schools, and some bad things like storms and pollution). Supporting ideas are fully elaborated throughout the paper with specific examples and details. Although some of the supporting ideas on page two (climate, pollution) are not as fully developed as others, the abundance of relevant support and specific examples keep this paper in the 5 range. The writer addresses reader concerns by offering details and explanations that would be useful to someone who has never been to Sheboygan.

### **Organization Score: 4**

Although the opening paragraph is only two sentences, it includes a rhetorical question and introduces the writer's topic. Related ideas are grouped together in paragraphs. Ideas are presented in a logical sequence across parts of the paper and within paragraphs. Transitions link parts of the paper but are somewhat repetitive ("first of all, the next thing, another thing, the bad things, the next bad thing, finally"). The caution to Bulldog fans is effective as a conclusion and would have ended the response without repetition. The final paragraph ("Well this is my report. I hope you learned about Sheboygan. I hope you like it") is unnecessary, and the paper would have had a better ending if it had been left out.

### **Style Score: 5**

The writer's informative voice is appropriate to the topic and sustained throughout the response. Language is varied, precise, and engaging ("Once a snow storm goes thru and goes to Lake Michigan the cold front shifts, and then you get the storm all over again. Every year the average of snow you get is 35.2 inches. 'Woa' that's a lot of snow." "The high pressure is trying to push up from the south. . . it's like a fight between different pressure systems"). The paper demonstrates the writer's sustained attention to the audience ("Do you want to know about Sheboygan, Wisconsin?" "Finally, if you're a bulldog fan don't go up there. Most of the people are Wisconsin fans so you won't fit in."). The paper contains an extensive variety of sentence lengths, structures, and beginnings.

### **Conventions Score: 5**

The writer demonstrates a full command of sentence formation, usage, and mechanics. The paper contains clear and correct simple, complex, and compound sentences. Subject-verb agreement is consistently correct (except for "there's alot of"). Spelling and punctuation are correct in a variety of instances. Occasional errors are minor and do not interfere with meaning ("envirment," using "your" instead of "you're," writing "a lot" as one word).

# Sample Student Papers

## **Persuasive Papers with Score Point Annotations**

1. Each paper in this section has score point annotations that explain the scores in each domain.
2. The annotations appear on the slide following the student paper.

## Persuasive Writing Topic

Your teacher just posted the sign below. What animal do you think would be the best classroom pet? Why? Write a letter to persuade your teacher to buy the pet of your choice for the classroom.

**WANTED:  
Classroom Pet**

The sample papers in this section were written in response to the above writing topic. Student names have been removed for purposes of privacy.

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1. In order for participants to gain confidence in assessing student writing samples, it is essential that they have multiple opportunities to apply the new Georgia Grade 5 Writing Rubric.
2. Remind participants that they aren't looking for an exact match with the rubric description; they are looking for a best fit. A student paper may demonstrate characteristics of two adjacent score points.



## Annotations for Persuasive Paper 1

**Ideas Score: 1**

Although the topic is clear and all the information included by the writer is relevant to the persuasive purpose, the response does not contain enough information to establish a controlling idea. If the reader were not familiar with the assigned writing topic, the reader would not know that this response was an appeal to the teacher for a classroom pet.

**Organization Score: 1**

There is some evidence of structure. The writer understands the need for an opening statement ("I would like a parrot") and a final statement ("Last it can entirtane..."). The writer may have intentionally grouped the final three sentences as evidence that parrots can do a lot of things other animals can't. Overall, however, there is not enough written to grant minimal competence in Organization.

**Style Score: 1**

Although the word choice is simple and ordinary, there is no evidence of attention to audience or sense of the writer's voice. Also, there is not enough written to determine competence in Style.

**Conventions Score: 1**

There is insufficient student writing to determine competence in Conventions.



## Annotations for Persuasive Paper 2

**Ideas Score: 1**

Although the writer is focused on the topic of pets, he/she is not focused on the assigned purpose of persuading the teacher to select a specific type of classroom pet. The writer describes a pet as if it had already been chosen, rather than listing the reasons for choosing a bird for a classroom pet. If the reader were not familiar with the assigned writing topic, it would seem that this writer had received an informational prompt about a classroom pet rather than a persuasive prompt.

**Organization Score: 2**

There is minimal evidence of an organizational strategy. The writer uses an opening sentence and a closing sentence. Some related ideas (how Spot behaves, what Spot looks like) are grouped together. There are some attempts at transitions within paragraphs but not between paragraphs.

**Style Score: 1**

The language and tone are flat (except "Spot is a great bird he's the best bird ever"). There is little attention to audience, and the writer does not address the persuasive purpose. The writer's voice is not apparent. Sentences are not varied.

**Conventions Score: 2**

The writer demonstrates minimal control of the components of Conventions. Most of the sentences are simple sentences, and there are several run-ons. Usage and Mechanics are simple and repetitive. Although errors are not frequent or severe enough to interfere with meaning, the demonstration of competence is limited by brevity.



## Annotations for Persuasive Paper 3

**Ideas Score: 2-**

The writer announces his choice of pet in the first sentence ("The classroom pet I think we should get is a bird"), but a controlling idea is only minimally developed. The writer begins listing reasons why they should get a bird (don't get out of the cage, pretty color), but then explains how the class will take care of the pet. This information (schedule for taking care of the bird and taking it home) may persuade the reader to buy a classroom pet, but it does not address why the pet should be a bird. This indicates limited focus on the assigned task. There is not enough information to provide a sense of completeness.

**Organization Score: 1**

Although the writer announces his position in the first sentence, the ideas in the rest of the paper are not presented in a clear order. The reasons given for selecting a bird could be rearranged without affecting the meaning of the paper. The paper ends without a conclusion.

**Style Score: 1**

The language and tone are flat and inappropriate to the writing task. Word choice is inaccurate and confusing ("he will clean the cage out by he self or lest he want to pick somebody"). The paper lacks sentence variety. The writer's voice is not apparent, and the writer does not indicate an awareness of audience.

**Conventions Score: 1**

The paper lacks control of the components of Conventions. The entire paper is one long run-on sentence. The paper lacks punctuation of any kind. There are severe and frequent usage errors.



## Annotations for Persuasive Paper 4

**Ideas Score: 2**

The controlling idea (We need some kind of classroom pet) is minimally developed. The writer does maintain focus on the assigned task and all the information included is relevant. Supporting ideas (what type of animal we should get, we promise to take care of it, I've taken care of pets before, fish are low maintenance, don't get a "taranchila") are underdeveloped and some are repeated ("We really need one"). There is not enough information to provide a sense of completeness.

**Organization Score: 2**

There is some evidence of an organizing strategy. The writer sequences supporting ideas by moving from why we should get a pet to why we will be capable of caring for a pet to suggestions for what to get or not get for a pet. These related ideas are grouped together. The introduction is brief, and the conclusion is a restatement of ideas already discussed (don't get a tarantula). Because the handwriting is large and there are large spaces between words, the paper is also shorter than it first appears.

**Style Score: 2**

The tone of pleading is consistent throughout the paper ("Just please don't get a taranchila"). Most of the word choice is simple, but the sense of audience is maintained. The writer is attempting to persuade by reassuring the teacher. The writer's voice is clear throughout the paper ("We've all probably had a pet or still do," "Trust me," "Please we really need a classroom pet").

**Conventions Score: 2-**

Sentence formation is ineffective. There are run-on sentences and sentences beginning with "So" and "But." There is little demonstrated in mechanics as the paragraph indentation is inappropriate, capitalization is difficult to discern, and some words are misspelled. The writer's strength is demonstrated in usage, but the brevity of the response keeps this paper in the "2" range.





## Annotations for Persuasive Paper 5

### **Ideas Score: 3**

The writer establishes a clear controlling idea (It would be good to have a hamster as a classroom pet) that is developed with relevant supporting ideas (it would be a learning experience, hamsters are fun, they are cheap and don't bite). The supporting ideas are relevant to the persuasive purpose and are developed with some specific details. Although the third supporting reason is not developed as well as the other two, the paper contains sufficient information to address the topic and some reader concerns.

### **Organization Score: 3**

The opening paragraph sets up the writer's topic (referring to the sign outside the classroom) and introduces the writer's position. The supporting ideas are presented in a generally clear sequence. The conclusion is abrupt and somewhat ineffective. The overall organizational structure (introduction, body, conclusion) is appropriate to the persuasive genre. The writer uses repetitive transition words to begin paragraphs ("Reason 1, Reason 2, Reason 3"), but there are effective transitions within paragraphs ("for instance, picture in your head").

### **Style Score: 3**

Word choice is generally engaging ("learning experience, picture in your head, drive a little car that has a hamster wheel," "the class can divide up jobs") with some lapses into simple, ordinary language ("I'll tell you the reasons," "a lot of work"). The writer's enthusiastic voice is clear and appropriate. There is some sentence variety. The writer demonstrates awareness of audience ("Come on, think about it. Picture in your head. . .").

### **Conventions Score: 3**

The paper demonstrates sufficient control of the components of Conventions. Although there are a few spelling and sentence errors, the majority of the paper consists of correct sentences, usage, and mechanics. Errors are minor and do not interfere with meaning.

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Oct 7, 2005

Dear Mrs S. (1st grade teacher),

I saw the WANTED, Class Pet sign and I think you should have a hamster because they are the cutest little thing and they are fun to watch them play.

Well you will have to buy it. You could go to PetsMart, they are having a big sale. There are signs everywhere saying low prices on hamsters. See, but you will still need equipment. You would need a cage, food, toys and lots of love.

Now, I heard you are afraid of hamsters, no need to be, they are 100% friendly. They are very playful, so you will need a lot of toys. But the one thing they love is to be held. Yes, held by kids and grown-ups too. So, hopefully you are not scared now?

I think there should be a boy and a girl. Why? So know one will fight over that I want a boy, no, I want a girl. Their names could be Bob and Gloria. Maybe, we will just have to see. I think brown hamsters are better than white, don't you think?

Hopefully you did learn a little more about hamsters. To you Mrs S., hopefully hamsters are not scary, treaty, or cat like.

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Persuasive  
Paper 6

No, they just need lots of love. So yes you  
learned a lot I say, so get a hamster  
today!

From:

(5<sup>th</sup> grader)

P.S. There is still a  
Sale going on at Petsmart

## Annotations for Persuasive Paper 6

**Ideas Score: 3**

The controlling idea (Why a hamster would make a good classroom pet) is developed and addresses the persuasive purpose. The writer includes evidence that the teacher might find convincing (hamsters are not scary). All of the supporting ideas (cost, supplies, friendly, gender) are relevant. There is sufficient information to provide a sense of completeness and to address the persuasive purpose.

**Organization Score: 4**

The overall organizational strategy is appropriate to the persuasive purpose. The introduction sets the stage by describing how cute and fun hamsters are. The conclusion summarizes without repeating important information. Ideas are logically sequenced as the writer moves from where to buy a hamster, to how friendly hamsters are, to what gender would be best (a boy and a girl hamster). Related supporting ideas are grouped together. Transitions are varied and effective as the writer uses questions as transitions between paragraphs.

**Style Score: 4**

Awareness of audience is very strong as the writer addresses the teacher in every paragraph. The writer's voice is clear. There is variation in sentence structure. Language and tone are consistent with the persuasive purpose. Word choice is engaging ("no need to freak, they are 100% friendly.")

**Conventions Score: 2**

There are multiple sentence errors. The writer does not demonstrate minimal control of sentence formation. Although Usage and Mechanics are generally correct and effective, the errors in sentences prevent this writer from demonstrating more than minimal competence in conventions.<sup>60</sup>



will work. Everyone will have a lot of  
fun with the hamster. I'll bet that  
everyone will love him or her because  
the hamster would be really cute. That  
That is why I think we should  
get a hamster for a classpet.

Your friend

P.S. I hope you chose  
a hamster.

## Annotations for Persuasive Paper 7

**Ideas Score: 3**

The controlling idea of this paper (A hamster would be a great class pet) is developed with relevant supporting ideas (why guys and girls would like them, how to take care of it). Volunteering to help clean the cage and get supplies addresses a possible reader concern. Supporting ideas are generally developed with some specific examples and details, but some supporting ideas are listed without development (we could do fun things with the hamster, we could vote on his name).

**Organization Score: 3**

The overall organizational structure (introduction, body, conclusion) is appropriate to the writer's topic and the persuasive purpose. The opening paragraph introduces the writer's position, but the conclusion simply restates that position. Related ideas are generally grouped together and presented in a clear sequence. The writer uses some transitions to link parts of the paper ("Guys," "Girls," "Also").

**Style Score: 3**

Word choice is generally engaging ("so cute, cuddely, and sometimes tiny") with some lapses into simple and ordinary language ("a lot of fun, a lot of funny things, all kinds of fun things"). There is some variation in sentence length and structure. The writer's voice is generally enthusiastic, but the tone in some parts of the paper is somewhat flat ("That is why I think we should get a hamster for a class pet").

**Conventions Score: 4**

The writer demonstrates consistent control of the components of Conventions. Simple, complex, and compound sentences are formed correctly. Usage is consistently correct. There are a few missing commas and spelling errors ("probaly, cuddely"), but they do not interfere with meaning.

Persuasive  
Paper 8

My teacher just posted a note on our class tack board. The note says that she wants some ideas about a class pet for our class. I am going to try and persuade her to buy a turtle.

Form  
Number  
5101

Turtles are easy to take care of. They are also easy to contain. Who wants an animal getting out of its cage all the time!? They are also easy to clean up after.

The class would love a turtle! We could watch it walk around in its cage and we could watch it go in its shell. You could let us feed it. That would be awesome! It would also be fun to pick up and hold. We could feel its soft belly and its hard shell. It would also be really fun to play with.

A turtle does not need a lot of attention at all. We might give it a lot of attention but it does not need it. They do not eat much either. You could give it ten lettuce leaves and it would last him the

intire school day. It does not need a fancy cage. All it needs is a good sized box with a bowl of water, some food, and some newspaper layed down on the bottom of the box.

They are not very expensive eather. Most range from about ten-twenty dollars. There are lots of different types of turtles Like the box turtle and the snapping turtle. I suggest you don't get the snapping turtle because they bite! You can find them in most pet stores. Oh, and by the way there really great pets.

## Annotations for Persuasive Paper 8

**Ideas Score: 4**

The controlling idea (Why we should get a turtle for a classroom pet) is well developed and appropriate to the persuasive purpose. The writer maintains consistent focus on the assigned task and all the information included is relevant. Supporting ideas (low maintenance, fun to watch, needs little attention, inexpensive) are developed with specific details (easy to contain, fun to hold, doesn't eat much, cost). The writer addresses the teacher's concerns by focusing on the ease and fun of having a turtle.

**Organization Score: 4**

Most of the organizational strategy is appropriate to the persuasive purpose. There is a logical sequencing of ideas across parts of the paper and within each paragraph. In the introduction, the writer temporarily loses focus and announces to the reader that he/she is going to try to convince the teacher to get a turtle rather than addressing ideas directly to the teacher. Announcing the purpose of the paper in this way interferes with the writer's argument. The conclusion is limited to a single sentence. Overall, the writer demonstrates consistent control.

**Style Score: 4**

The tone is effective as the writer consistently tries to assure the teacher that a turtle would be an appropriate (and fun) classroom pet. Word choice is precise and engaging ("Who wants an animal getting out of its cage all the time!?"). Awareness of audience is demonstrated in the introduction, body, and conclusion. The writer's voice is consistent ("We might give it a lot of attention but it doesn't need it"). Sentences are varied.

**Conventions Score: 4+**

All of the sentences are correct, and there is some variety of structures. Usage is consistently correct (except using "there" instead of "they're"). There are a few spelling errors, but formatting (and most capitalization) is correct. There is little internal punctuation. Lack of variety keeps this paper in the "4" range.

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Persuasive  
Paper 9

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Dear Mr. W ,  
I think the best pet for our classroom should be a puppy. I know they are very energetic, but somehow we should be able to overcome that. Puppies can be good if handled just right. For instance, to keep him/her from breaking a rule, say "No!"  
Training the puppy is a good way to tell it from right and wrong. In time, the puppy will be accustomed to staying in the classroom with the class inside and out. It will also obediently follow every command given. They will sometimes not follow the rules, though that can be handled.  
To know about the puppy, go to a local pet store. Bring the puppy and 1st ask what breed it is. Then he/she will help you with handling and caring for the puppy.  
To get food for it ask the owner of the pet store to kindly find the food for the puppy that it will most likely eat. Buy a couple of treats for when it's good. The best puppy to choose is one that isn't too big when it grows up and it doesn't have too much fur. You can try to teach it tricks. When it accomplishes one, you can give it a treat.  
There are more characteristics than just caring and

training the puppy. They play with people, act as a guide dog, and be with you when you most need them. It's true about what people say about them. They really are mans' best friend.

Sincerely,

P.S. Can it be a Polmeranian even though it has a lot of fur?

## Annotations for Persuasive Paper 9

**Ideas Score: 4**

The controlling idea of this paper (we should have a puppy as a classroom pet) is well developed with relevant supporting ideas (they can be trained, the pet store can help you care for the puppy, food and treats). The writer maintains a consistent focus on the assigned topic, genre, and persuasive purpose. The paper contains specific examples and details (training the puppy to be obedient, how to choose the best puppy) that address reader concerns.

**Organization Score: 5**

The overall organizing strategy (introduction, supporting ideas, conclusion) is appropriate to the writer's topic and the persuasive genre. The first paragraph introduces the writer's choice for a classroom pet (puppy) and sets the stage for the writer's argument. Supporting ideas are grouped logically together and arranged in a clear sequence. The writer uses varied transitional elements to link ideas within paragraphs ("In time," "It will also," "When it accomplishes one") and parts of the paper ("Training the puppy," "To know about the puppy," "To get food for it"). The conclusion provides closure without repeating information ("It's true about what people say about them. They really are mans' best friend.").

**Style Score: 4**

Word choice is consistently precise and engaging ("In time, the puppy will be accustomed to staying in the classroom," "obediently follow every command," "accomplishes, characteristics, energetic"). The writer's enthusiastic voice is clear and appropriate. The writer demonstrates awareness of audience in the introduction ("say No!"), body ("you can give it a treat"), and conclusion ("when you most need them"). Sentences vary in length and structure.

**Conventions Score: 5**

The writer demonstrates a full command of sentence formation, usage, and mechanics. The writer correctly forms compound and complex sentences. Usage and mechanics are consistently correct in a variety of contexts. There are a few missing commas, but the writer spells many difficult words correctly ("obediently, characteristics, accomplishes").

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I think we should get a hamster as a classmompet. We should get a hamster because they are good to take care of, people who do not have a pet can share this one with the whole class. It could also be part of our math and science lessons.

Form Number
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## Persuasive Paper 10

When we do our lessons for math and science we can include the hamster. In science we could learn about the life cycle of hamsters. How it grows from a baby to adulthood. In math we could record each day how much exercise the hamster is getting and set a goal for the end of the school year. Then at the end of the school year we can see if we have reached our goal. For math we could also see how much it grows each month, before the end of the school year.

If we do buy a pet it could be good for people who don't have a pet. They can share with the whole class. Some people can't have a pet because where they live, so this would be a chance for them to have one just share with the whole class. Some people can't have a pet because their parent doesn't think they are ready for one. This would be you giving them that chance. That would be a great joy.

Some people need help with practicing chores. I think this would be the chance for them now. A hamster is easy to clean up after. I think if we have a chart for each week someone could be the

cage cleaner and another person to replace the food and water. For example if Erin replaced the food and water and William cleaned the cage, the next week they would pick someone else to do it. It would also be a good life tool, when they become an adult.

We should have the hamster as a class room pet not just because they're cute and loveable, but because they are good pets, Mrs. B. you should really think about it. This would be a new experience for the whole class. This might even encourage a parent to buy their child their own pet. When you decide I hope you choose the hamster.

Sincerely,

Your student

Annotations for  
Persuasive Paper 10

**Ideas Score: 5**

The controlling idea of this paper (We should get a hamster for a classroom pet) is fully developed and addresses all aspects of the writing task. Supporting reasons (we could include the hamster in lessons, it would be good for students who don't have pets at home, taking care of it would teach students about chores) are fully elaborated and relevant to the writer's topic and the persuasive genre. The response contains specific details and examples (learning the life cycle of hamster, choosing students to feed the hamster and clean the cage) that address reader concerns (how the hamster will be included in lessons, how students will take care of the hamster).

**Organization Score: 4**

The overall organization structure of this paper (introduction, supporting reasons, conclusion) is appropriate to the writer's topic and the persuasive genre. The opening paragraph introduces the writer's position, and the conclusion ends the paper without repetition (suggesting that the classroom pet may encourage parents to buy their child a pet). Related ideas are grouped together and presented in a logical sequence. Varied transitions ("When we do our lessons," "If we do buy a pet," "For example," "not just. . . but because") link parts of the paper.

**Style Score: 3**

Word choice is generally engaging ("life cycle of hamsters," "reached our goal," "cute and loveable," "a great joy") with some lapses into ordinary language ("the next week they would pick someone else to do it."). The writer's knowledgeable voice is clear and appropriate. The writer includes a variety of sentence lengths and structures. The writer demonstrates some audience awareness ("When you decide I hope you choose the hamster").

**Conventions Score: 4**

The writer demonstrates consistent control of the components of Conventions. There are several missing commas and a few spelling mistakes ("exproience, excirse"), but usage and sentence formation are consistently correct. There are a few minor errors ("their" instead of "they're"), but they do not interfere with meaning. Simple, compound, and complex sentences are formed correctly.

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# Sample Student Papers

## Narrative Papers with Score Point Annotations

1. Each paper in this section has score point annotations that explain the scores in each domain.
2. The annotations appear on the slide following the student paper.

## Narrative Writing Topic

You walk in your classroom one morning and the teacher is not in the class. There is a note on your desk that says you are the teacher for the day.

Write a story about your day as the teacher.

The sample papers in this section were written in response to the above writing topic. Student names have been removed for purposes of privacy.

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1. In order for participants to gain confidence in assessing student writing samples, it is essential that they have multiple opportunities to apply the new Georgia Grade 5 Writing Rubric.
2. Remind participants that they aren't looking for an exact match with the rubric description; they are looking for a best fit. A student paper may demonstrate characteristics of two adjacent score points.

If I was a teacher I would help  
who every needs help. It be fun because  
I would learn new things. I could take  
them to specials. I'll will teach the class  
about Stuffs in since and soail. Studers and  
mairn and all rest what pland for the day.  
So that why it be fun to be a teacher. Oh if i really  
be teacher that will be really really cool.

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Narrative  
Paper 1

## Annotations for Narrative Paper 1

**Ideas Score: 1**

Instead of writing a story about what happens as teacher for a day, this writer lists a few things the class could do. A controlling idea is not established. Development is lacking due to the brevity of the response.

**Organization Score: 1**

The paper lacks evidence of an overall organizing strategy. Instead of telling a story in a chronological order, the writer lists one idea after the other in no apparent order. The paper lacks sufficient writing to determine competence in Organization.

**Style Score: 1**

There is very little attention to the audience in this brief paper. Although there is minimal sentence variety and the language is simple and ordinary rather than imprecise, the paper lacks sufficient writing to determine competence in Style.

**Conventions Score: 1**

The writer does not demonstrate minimal control of sentence formation, usage, and mechanics. There are several errors in usage and mechanics ("why it be fun," "if I really be teacher," "soail studeys"). Although there are a few correct sentences, the paper lacks sufficient writing to determine competence in Conventions.

Narrative  
Paper 2

I had Luncade a kittle. Then I eat  
some toade. I went outside and play  
I Luncade more thing then I went to the  
play inside because it was raining  
and it was when de outside then I went  
to the gym and play basketball for 10 min.  
then I drak some water and I was  
very hot. So then I cool down then I had watch  
TV. Then I went home and tell my mom and  
dad what hap 'n.

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## Annotations for Narrative Paper 2

**Ideas Score: 1**

A controlling idea is not established in this paper. If the reader were not familiar with the writing prompt, he or she could not tell that this paper is about being teacher for a day. The writer's ideas are unclear and undeveloped.

**Organization Score: 1**

The paper lacks evidence of an overall organizing strategy. The writer uses "then" to introduce new ideas, but they are not arranged in a clear sequence. The paper lacks a clear beginning and ending. The paper lacks sufficient writing to determine competence in Organization.

**Style Score: 1**

There is very little attention to the audience in this brief paper. Word choice is imprecise and confusing at times. Sentences are not varied. The paper lacks sufficient writing to determine competence in Style.

**Conventions Score: 1**

The writer does not demonstrate minimal control of sentence formation, usage, and mechanics. There are severe and repeated errors in each component of Conventions.



Here's how it would be if I was ok..  
Drink only one cup of coffee. Give them only 20 min.  
of recess. Make them do test and reports most of the  
day. Cancel the field trip. Give out treats to the super  
terrific kids. Make them stay overtime at school. Then give  
them a C.

How should I be? I asked myself. Should I be  
supernice, mean, or ok? Well lets find out what I picked. I  
drank 2 cups of coffee. Gave them 50 min. of recess. let  
them eat in the class room and watch a movie. I gave  
out treats to everyone except the horrible kids. I let them  
talk most of the day. let them watch 2 movies after  
the test. Didn't make them do much more just 2 papers.  
let them leave before the called them so they  
could get good seats on the bus. Then I graded  
them, they got a B+++ . I guess I was, nice.

The End

## Annotations for Narrative Paper 3

### Ideas Score:2

Instead of telling a story about what happens as teacher for a day, this writer describes what would happen in three different situations ("if I was super nice," "if I was mean," "if I was ok"). Then the writer describes which option was picked ("I guess I was, nice"). Responding in this way indicates a limited focus on the assigned narrative genre. Supporting ideas are listed in each section of the paper. While the ideas are relevant to the assigned topic, repeating the same general ideas with different specifics based on the writer's mood (4 cups of coffee if nice, 0 cups of coffee if mean, one cup if ok; A+++++ if nice, F+++ if mean, C if ok) is not appropriate to the narrative purpose of the prompt.

### Organization Score: 2

The paper begins without an introduction. The writer starts by describing what he/she would do if "I was super nice." Without being familiar with the prompt, the reader would not know that the paper is about being teacher for the day. The writer then lists what would happen in other scenarios ("if I was mean," "if I was ok"). Although the writer uses some transition words (then, when), ideas are not listed in a logical order. In each section of the paper, the items in the list of what would happen could be rearranged without affecting the meaning of the paper. Listing what would happen in different situations is not an appropriate organizational strategy for narrative writing.

### Style Score: 3

Word choice is generally engaging in this paper ("absolutely no coffe," "lock them in a dungen," "freezing cold," "scare them as much as possible,."). There is not much sentence variety as the writer uses many sentences that begin with verbs ("Drink onley one cup of coffe. Give them onley 20 min of recess. Make them do test and reports most of the day. Cancel the field trip. Give out treats"). The writer attempts to use humor to engage the reader ("their wonderful I mean horrible behavior").

### Conventions Score: 3

Sentence formation and usage are generally correct in this paper. There are frequent spelling errors, and occasional errors in sentence formation ("I'll grade their behavior, they get an A+."). The overuse of imperative sentences prevents the writer from demonstrating correct sentence formation in a variety of contexts. Subject-verb agreement is consistently correct.



## Annotations for Narrative Paper 4

**Ideas Score: 2**

Rather than telling a story about being teacher for the day, the writer lists what would happen if he/she were the teacher. This indicates a limited focus on the assigned narrative genre. For the most part, the supporting ideas are listed without development. There is not enough information to provide a sense of completeness.

**Organization Score: 2**

The writer groups related ideas together in paragraphs, but the overall organizational structure is not appropriate for narrative writing. Instead of telling a story with a beginning, middle, and ending, the writer starts the paper with a caution, lists ideas in the body, and then concludes with a restatement of the warning. The writer uses simple transition words to link each paragraph ("first, second, finally").

**Style Score: 3**

Word choice is generally engaging and precise ("break everything on her desk, indoor recess, loooong recess"). The writer's voice is evident in the introduction and conclusion ("I suggest you don't read this," "If you don't like the way I'd run a classroom, I suggest you never let me be teacher for the day"). There is some variety of sentence lengths and structures.

**Conventions Score: 3**

The writer demonstrates sufficient control in the components of Conventions. Sentences and usage are generally correct. There are a few punctuation errors, but they do not interfere with meaning.

Narrative  
Paper 5

Form Number
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When I walked into the class room there was a note on my desk. I was telling me that I was going to be the teacher for today. When I read the note I went right to work I went and made copies for the lesson that they was going to do. I stopped and thought for a min and I said to myself did she live any plans for me to do with the kids. I went and copied what all she left me to give the kids.

I did not look to see did she live any directions what I copied was not what she wanted me to copy. I went and looked for the stuff she wanted me to give them. I found the work she left me to give to the kids there was a math work sheet for them to do. I went down to the copy room and made copies I took it back up stairs and past it out. When they got done they brought it to me. I graded it and put it in the grad book.

I looked at the directions again and it said that they had to do science in there text book on page A36-44. They did it and when they got done they brought it to me and it was lunch time so I took them to lunch and came back up stairs and graded the papers.

The kids was smart and they did their work. The teacher came she said I am back from my meeting. She said were is my class. In lunch. She said are you the substitue yes I am. She said were is the work I left them.

Here it is on so you graded the work they  
did yes. thank you for grading the papers.

## Annotations for Narrative Paper 5

**Ideas Score: 3**

The controlling idea (The day I was teacher) is sufficiently developed and addresses the assigned narrative purpose. The writer maintains a consistent focus on the assigned task, and all the information included is relevant to a story about being teacher for a day. Most supporting ideas are developed with specific details, although the beginning of the paper is a little confusing (making copies). Overall, there is enough information to provide a sense of completeness.

**Organization Score: 3**

The overall organizational strategy (beginning, middle, end) is appropriate to the narrative purpose. There is a generally clear sequence of ideas, even with the confusion at the beginning of the paper. The introduction is appropriate to explaining that this student/teacher takes the assignment of substitute teaching seriously. The conclusion is not as strong as the reader never learns how the student/teacher feels about the day as teacher. Related ideas are grouped together. There is only a limited use of transitions.

**Style Score: 2**

The writer demonstrates only a minimal understanding of the components of style. Word choice is simple and ordinary ("I went and looked for the stuff she wanted me to give them."). There is a limited awareness of audience. The writer does use dialogue at the end of the paper, but the dialogue communicates very little about the student or the teacher's reactions to the days events ("Here it is oh so you graded the work they did yes. thank you"). There is little sense of the writer's voice. The reader does not find out who the characters are or even if this was an important event in the main character's life. Therefore, the tone is not appropriate to the narrative purpose (engaging the reader).

**Conventions Score: 1**

Most of the sentences are incorrect (run-ons). Some errors are so severe that they interfere with meaning. In the dialogue at the end of the paper, the reader must fill in the blanks of who is speaking at any given time, because the dialogue is not punctuated with quotation marks, and statements by different speakers are run together into the same sentence. There are frequent and severe errors in both usage and mechanics.

Being the Teacher for the day

One day on Monday I walked in the classroom and the teacher wasn't in there. I saw a note on my desk and it said "Dear Matthew, today I have left you in charge of the class because I am going on a vacation. Miss B" So when the bell rang I said "All of you need to get ready for some games!" But everybody was confused. So I said "The teacher left me a note saying that she left me in charge." So everybody started to laugh at me. So I called the principle and she said "Stop laughing at him." So the class and I had fun. We played Bingo and Simon says. Then we made a volcano. Reading was the best we read for 1 hour!

Next we played kick ball and our class won 80 to 5. I thought it was the best game I've ever seen in my life. I gave the class 30 extra minutes to play kick ball during math. Then I let the class draw for 20 minutes. Half the class drew and the other half read.

Then I let the class have a snack because they were so good. A boy named Matt taught a lesson on how to make comic books. I had to send a boy to the principle's office because he was throwing pencils. Then I let the class rest because they were so tired from today. Then the bell rang and everybody went home.

The End

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Narrative  
Paper 6

## Annotations for Narrative Paper 6

**Ideas Score: 3**

The controlling idea of this paper (what happened when I was teacher for the day) is clear and sufficiently developed. Supporting ideas are relevant to the topic and narrative writing. Some parts of the paper are developed with some examples and details, but other ideas are listed without much development (sending a boy to the principal's office).

**Organization Score: 3**

In the opening paragraph, the writer introduces the topic of being teacher for the day (finding the note from the teacher). Ideas are presented in chronological order with some transitions ("next, then"). Related ideas are generally grouped together. The overall organizational strategy (beginning, middle, end) is appropriate to narrative writing. An ending is present, but it is abrupt ("Then the bell rang and everybody went home.").

**Style Score: 3**

The paper contains generally engaging language ("everyone was confused," "the best game I've ever seen in my life," "left you in charge," "30 extra minutes") with some lapses into ordinary language ("So I said," "Then I let the class rest," "Then the bell rang"). The writer's voice is clear and discernable. There is some variation in sentence length and structure.

**Conventions Score: 3**

The paper demonstrates sufficient control of sentence formation, usage, and mechanics. There are several sentences that begin with 'so,' but there are also a variety of correct sentences including subordination and coordination. Usage is generally correct. There are several missing commas, but the writer uses quotation marks in dialogue. Spelling and capitalization are generally correct.



Third of all, they had another idea. That idea was to fill up those moonbounce with air and make us jump out of the rollocoaster and land on the moonbounce. It seemed like a grate idea. But we were scared that we might not land on the moonbounce and mabe not make it. But we had to face our fearce and evrey thing will turn out fine. Evrey one had jumped off fall ready exseped for me. I was the only person left on the rollocoaster. But I was scared of hight's. I had to jump off liked it or not and I did. evrey thing turn out just fine.

Fourth of all, we got back from Sixsflags evreybody got back safe and sound. That day I promised I would never be the teacher agin. I said in my mind good thing evrey body is fine because if they were not. I would of been right now in deep deep trouble.

Narrative  
Paper 7  
(page two)

## Annotations for Narrative Paper 7

**Ideas Score: 5**

The writer's story about taking the class to Six Flags is fully developed. Supporting ideas (finding out that the writer is the teacher for the day, going to Six Flags, getting stuck on a ride, being saved by fire fighters, returning home) are fully elaborated with specific examples and details. The writer addresses reader concerns by thoroughly describing the rescue attempts ("full up those moonbounce with air and make us jump out of the rollercoaster") and the writer's own fears ("It seemed like a grate idea. But we were scared," "I was scared of hight's"). All of the details are relevant to the topic and appropriate to the narrative genre.

**Organization Score: 4**

The overall chronological organizational plan is appropriate to the narrative genre. The writer sets up the story in the opening paragraphs and then presents the events of the story in a clear sequence. The writer sets up a problem at Six Flags (stuck on a ride) and then provides a resolution to the conflict. Promising never to be teacher again provides an effective conclusion to the story. Transitions link parts of the paper, but they are repetitive ("First of all, second of all, third of all, fourth of all").

**Style Score: 4**

The writer uses precise and engaging language in this paper ("Suddently, they shouted, shouted with joy, screaming, panic, seemed like a grate idea, scared of hight's, promised I would never be teacher again, deep deep trouble"). The writer's voice (initially enthusiastic, then scared) is appropriate to the events of the story. The writer not only vividly describes the action in the story, he/she also communicates thoughts and feelings. Because of the writer's lack of control of sentences, there is little sentence variety in the paper.

**Conventions Score: 2**

The writer demonstrates minimal control of the components of Conventions. The majority of the paper consists of run-on sentences. There are frequent spelling errors throughout the paper. Some word forms are incorrect ("I would of been," "full up those moonbounce," "police mens"). Subject-verb agreement is generally correct.



ME! "Oh no," I thought, "I knew Mrs. M. was  
up to something. Let's reschedule Mr. J."  
Then I remembered reading. I yelled to the class,  
"IT'S TIME FOR READING," I yelled  
so loud 5 other teachers came in the room,  
including Mrs. M. and Mr. J.

For that and the fight I got a week of  
detention. I learned my lesson never argue with  
a teacher they might make you teacher for the day.  
Got to go. I'm in detention

## Annotations for Narrative Paper 8

**Ideas Score: 4**

The writer's controlling idea (claiming to be able to do a better job than the teacher and then learning a lesson) is well developed with relevant supporting idea. Supporting ideas (arguing with the teacher, letter from the teacher, convincing the class that the writer is the teacher, being observed by the principal, remembering reading, getting detention) are developed with specific details. The writer mentions a fight in the final paragraph that is not explained, but the paper contains enough relevant details and support to warrant a 4.

**Organization Score: 5**

The introduction sets the stage for the writer's story about being teacher for the day. The paper begins with the writer in detention, and then flashes back to tell the whole story. The writer then describes how he/she became teacher for the day and all the events that happened on that day. The ideas are presented in a clear, logical sequence. The paper ends with the writer in detention, stating the lesson that was learned (never argue with a teacher). Transitions link ideas within and across parts of the paper. The overall organizational plan (alluding to the detention and then describing the events that led to it) is a sophisticated strategy and effective for narrative writing.

**Style Score: 5**

The writer's voice (at first confrontational, then understanding) is appropriate to the writer's topic. Word choice is consistently engaging and precise ("hoping it was from my greatist crush," "Yippy, I screamed in excitemet," "shoved the note in his face," "Huh another day of dentention"). The writer uses a variety of sentence beginnings, lengths, and structures. The use of dialogue engages the reader's interest. Carefully crafted phrased also capture the reader's interest ("She made science so boring, it made the class lizard fell asleep.").

**Conventions Score: 4**

The writer demonstrates consistent control of sentence formation, usage, and mechanics. The paper contains spelling errors ("sware, opend, excitemet, greatist, shore, bisket, princable, rescheduel"), but they do not interfere with meaning. There are a few minor errors in sentence formation and usage ("observate"), but there is consistent control of both components in a variety of contexts.

"Ahhh!" I said waking up with a scream. I had a dream that I was teacher for the day. It was a nightmare. I said, "Thank goodness it was only a dream." I said with a sigh, "Well, get ready for school," replied my mom. If only that was a dream. I thought, "When I got to school my teacher wasn't in the room so I thought she was just making copies or something. Then, I got to my desk there was a note it said,

Form  
Number  
5301

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Dear D. or should I say  
Ms.:

Today you are the teacher  
for the day.

I couldn't bare to read any  
father. I felt like my heart stopped.  
I was so nervous. Then I said, "Kids  
today I am the teacher. The kids  
just kept playing though. "Lighten up," said  
Jennifer. "Yeah lighten up," joined the kids.  
"Silence," I said. I had no control over the kids.  
I was going to need someone bigger

and better! "I know the principal!"

The children all got quiet. So I started with math. I loved math it was my favorite subject. So I did it for 2 hrs. The kids soon got bored. So they started complaining! I was so afraid because math was the only thing I was good at. So I did what any panicing teacher would do... "Recess" I called out. After 2 hrs. of that they complained saying, "I'm hot or The sun is beaming me! So thank goodness it was lunch. Then after lunch I got nervous. Then...

Mrs. S came in! I was so relieved to see her. She got right to work on language arts. Then I thought, "I never want to be a teacher." "Ever!" The class replied back in relief.

Narrative  
Paper 9  
(page two)

196

## Annotations for Narrative Paper 9

**Ideas Score: 4**

The controlling idea (When I was teacher for the day) is well developed and addresses the assigned narrative task. The writer is consistently focused on the purpose. All the information included is relevant. Most of the supporting ideas involve the writer's reaction to the events taking place in the classroom (crowd control, teaching math, recess). Specific examples are used throughout the paper to develop each situation from the point of view of the teacher for the day.

**Organization Score: 5**

The writer use foreshadowing (dream about being the teacher) in the beginning of the paper to engage the reader and sets the stage for the story. The overall chronological organizational structure is appropriate to the writer's topic and the narrative genre. Ideas are grouped logically throughout the paper. Although the writer overuses "so" as a transition on the second page, there area also a variety of other transitional devices used to link parts of the paper ("When I got to school," "then," "After 2 hrs").

**Style Score: 5**

The writer uses varied, precise language to engage the reader. Carefully crafted phrases create a sustained tone ("I couldn't bare to read any father," "Ahhh! I said waking up with a scream," "So I did what any panicing teacher would do. . . 'Recess!' I called out," "Thank goodness it was lunch."). The writer demonstrates sustained attention to the audience throughout the paper. The writer's nervous voice is consistent and appropriate to the topic.

**Conventions Score: 3**

The writer demonstrates sufficient control of the components of Conventions. Usage is consistently correct, but there are several sentence formation errors (run-on sentences and fragments beginning with "so"). Mechanics is generally correct with only a few minor punctuation and spelling errors.



class, I asked everyone if they wanted to go home, and of course their answer was "No!" So, I asked them what they wanted to do and a little boy in the back of the room raised his hand so I picked on him. "I want to learn science," said the little boy. I was amazed. I looked around the class to see if there was a science book anywhere. When I found it I read the first chapter. I was surprised that even I didn't know about what I was reading. Then, the little boy asked if we could do some experiments, and we did a couple. I was surprised I had learned a lot and it was actually fun. I realized that learning could be fun. These are my experiences as the teacher of the day.

Narrative  
Paper 10  
(page two)

## Annotations for Narrative Paper 10

**Ideas Score: 5-**

The writer's story about being teacher for the day is fully developed. The writer provides specific details in the beginning, middle, and end of the story (reading the note from the teacher, signaling to a friend, going outside, taking a nap, teaching science). Although the trip to Sparkles and going to lunch are not as developed, most of the supporting ideas are fully elaborated. The writer addresses reader concerns by describing how the day changed from doing fun non-school related activities to learning about science.

**Organization Score: 5**

The beginning sets the stage for the writer's story and explains how the writer became teacher for a day. Ideas are presented in a clear, chronological order. Although the paper is not formatted into separate paragraphs, related ideas are grouped together in parts of the paper. Paragraph formatting is evaluated in the Conventions domain as an element of mechanics. Varied transitions link parts of the paper and ideas within parts of the paper ("When she came, Then, When we came back in, two hours later, of course"). Although the last sentence of the paper is not necessary, the writer's commentary provides an effective ending to the story ("I was surprised I had learned a lot and it was actually fun. I realized that learning could be fun").

**Style Score: 4**

Word choice is generally engaging and precise ("I signaled her to come," "I was amazed," "of course their answer was 'yes,'" "fell asleep on the ground like little babies"). Sentences are varied by length and structure. The writer's surprised voice is evident and appropriate to the topic and genre. The writer uses dialogue to engage the reader's interest.

**Conventions Score: 4**

The paper demonstrates consistent control of the components of Conventions. The paper contains a few sentences errors (some sentences begin with "so," "When she finished reading the note."), and mechanics (missing commas, lack of paragraph formatting), but they do not interfere with meaning. Usage is consistently correct throughout the paper.

## Part XI: Additional Practice Papers

1. [Informational Practice Papers](#)
  - [Score Sheet for Informational Practice Papers](#)
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  - [Answer Key for Informational Papers](#)
2. [Persuasive Practice Papers](#)
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# Informational Practice Papers

Papers 1 - 10

## Score Sheet for Informational Practice Papers

Paper #	Ideas	Org.	Style	Conv.
1				
2				
3				
4				
5				
6				
7				
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10				





much fun! Hogwarts has teachers just like any other school, but they teach completely different things. One thing that the teachers teach is Defence Against the Dark Arts. In this class, you learn how to fight off dark wizards and objects. That is one example of things you learn at Hogwarts.

When you look outside the castle, you see interesting things. For example, there is a giant lake outside the castle. A squid lives in the lake. Every once and a while, you see the tentacles of it come out of the water. Hogwarts has interesting things outside the castle.

Hogwarts is a very interesting school and castle. I hope that by reading this you agree with me.

Informational  
Practice  
Paper 2  
(page two)

206



There are a lot of  
things you can do in the country.

The End.

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Ahh! Mexico it is so beautiful. The cool breeze, clear blue water, the smell of the ocean so clean, and the big jumping cliffs! I like hearing the waiters call out orders like, "Give me one big hotdog. They even have hammocks on the beach?"

I also love watching the dolphins jump up into the air. There are a lot of friendly people. You can even get your picture made with a macaw or parrot! Yeh! Mexico's got it all, so you think. Mexico's citizens live in old beaten down shacks! I feel so fortunate to live in a house don't you? It almost ruined my whole trip it made me so so, very much sad.

Some more things about Mexico. We stayed in a hotel that had a pool with a swim up drink place where you could get coke, water, tea, and other things. The hotel also had activities for the kids and adults too. The restaurant had good food, but it made me sick from drinking so many slushies. I mean every time you turn around they were filling up your cup, but once I got in the pool I felt better. I took a banana once into the ocean which was not smart and dropped half of it and little angle fish swam up and ate it all! It was so funny it was like little paranas.

Form Number
5202
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I enjoyed Mexico. I didn't want to  
leave, but I did and here I am writing  
This story about Mexico! Well that's  
all.

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The most interesting place is ... New York. Because it is amazing there's a lot to do there like going shopping. Once you get there you'll love it. It is a very nice place once you get to know it. New York is so popular and cool. Sometimes I wish I lived in New York. That's where most people go when there on a vacation. Most people go to the beach. Most people go to find a job. New York is kind of new but it is in tip top shape. Most people from Dublin Hospital take some of their patients to their hospital in New York. One thing that every body likes about New York is because it's nice and yummy foods. New York is a very nice place.

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



Another reason this place is historic is because once, my dad and his friends camped out here, but they had forgotten food! My dad had to hike back to town in the middle of the night to buy pizza. Meanwhile, his friends tried to catch fish. This wasn't very smart, because there wasn't any fish in the pond!

There is a rock about twelve feet above Copperace Pond that you can jump off of. It is just like a high dive. If you jump off the rock before feeling the temperature of the water, it feels like jumping in to a bucket of ice! My dad does that every time we go.

Copperace Pond is my favorite place in Lake Placid and always will be. My grandmother, father, and myself played there, and I hope to take my kids and grandkids there. I hope the log and rock will always be at Copperace Pond, so when I'm older I can remember how much fun I had when I was little.

Form Number	
5	02
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3	2
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7	1
8	1
9	2

Here is my three interesting place A soccer field. I like play soccer. I do like football, baseball, basketball but not as much as soccer.

I like interesting places because there fun and you never no win something sport is going to happen. That is why I like interesting places.

My first interesting place to go is a soccer field because we love to see the soccer game. That is one of the things to see. Some people do not like soccer. I do not know why. But that is my interesting place to go.

My second interesting place to go is outside. Because you can sleep in a tent. And hear the noise of the animals. And sleep with the animals and you.

My third interesting place is Music class. Because you can see the funny people. That is why I like to go to Music class.

These are my interesting places to go. Do you have a interesting place. This to write Three Paragraph. And send it to your mom. And she may take you to that interesting place. That all. I do not have more interesting place. That I like to go.



zoo. It was amazing! Even my drink  
was good. I had 1 hotdog, 2 cookies, 1 med  
cake, and 1 bag of Lays®. It was the best  
food I had that day!

My brother wanted to go see the  
Lions, but I didn't come, and my sister hung out.  
we had fun that day at The Atlanta  
Zoo! It was a blast!



## Clothing-

Clothing that they have there is very simple for the men and very colorful for the women. Both male and female wear a bandana on their head. The women wear a colorful pattern of clothing with mainly fruits on them. The men wear a white T-shirt and light brown slacks for work and at home they wear a T-shirt and nicer slacks. But on party nights every one dresses up.

As you can see Africa is very different from the way we do things here. It has interesting things like wild safaris, clothing, places to see like Victoria Falls and so much more. I hope you visit Africa one day. And I hope you enjoy it. Thank You for reading my story.

I love when the summer time comes because I get to go out to beach. And I love going around 7 o'clock because the sun would be just about ready to set. But when you start riding the sun must be just setting so about time you get to the beach the sun has all ready set. It will be so pretty that your eyes would glow, but when you look out it would look like the waves are jumping up in to the sun light. Then if you look hard you would see the sun reflecting in the water. It is so coome that you would want to stay all day and come back the next day to. I can't even belive how amazing the sky and the water go together and make such pretty pretor. And you may think it is just a dream at first but once you go more than two time you would known it is not.  
The End

Form Number  
52102

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

Sincerely: \_\_\_\_\_

## Answer Key for Informational Practice Papers

Paper #	Ideas	Org.	Style	Conv.
1	2	2	3	2
2	5	5	4	5
3	3	3	3	4
4	4	4	4	3
5	2	2	2	1
6	5	5	5	5
7	2	2	1	1
8	4	4	3	3
9	5	4	5	4
10	2	2	3	2

# Persuasive Practice Papers

Papers 1 - 10

## Score Sheet for Persuasive Practice Papers

Paper #	Ideas	Org.	Style	Conv.
1				
2				
3				
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A snake would make a great classroom pet. Snakes are quiet animals and they don't move around a lot so students will not be distracted by it. Students are crazy about gerbils and animals like that. Every move they make is a distraction. With snakes, nobody will want to feed them. They might even eat all those classroom bugs. Robbers will be too scared of the snake to steal anything. People won't even want to pet it. Snakes also add theme to the room. You have a desert theme? Get a desert snake. Snakes are very exotic too. They will teach students about foreign pets. They live in almost any habitat, so you have probably met a snake meaning they will suit our classroom well as an animal everyone knows about. Snakes are easy to maintain. They don't have fur so none of that mess. They won't get scared by loud noises and wreck their habitat either. If the snake does get loose (which it probably won't), it can't go very fast to escape. They also live very long. Like I said before, a snake would make a great classroom pet.

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51011
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Persuasive  
Practice  
Paper 2







Persuasive  
Practice  
Paper 6

Dear Mrs. M,

I am very sorry to hear that Slippy died. He died at five years right? Well we all loved Slippy the lizard. We all miss him too! He is in a happy place now though. I bet he has a lot of friends up there. He is probably playing foot ball with a Swiss loaf!

Anyway, I saw the sign on the door that read "classroom pet wanted" and thought we can't have a hamster! Yes a hamster. One that is brown with white spots on its belly. I talked to the class and they said yes. The only reason they did not want a hamster is because they are not furry and bad the stink and if they get sick what do we do. The reasons they said yes is because you can hold them and they run fast! And once they get going they will not stop!

We could name him Jeremy. That is your husband's name. You could take him home and Mr. Jeremy can teach Jeremy how to watch foot ball. And also eat popcorn. I have seen a hamster eat a whole slice of apple with his hands! I bet your husband will enjoy that big time!

The next day I bet he will be so fat and also cute. We could dress him up. It would be funny if his suit busted. We could also build him a playground and study him. I bet he will love that!

After that someone could bring him home and play with him every night. He gets someone new! I am all ready getting a good feeling about this. We could have the best time with him. We could keep him till "earth do us apart"! That is why "we want a hamster"! Please, please, please.

Form Number	
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As soon as my teacher posted the sign up on the wall I immediately knew she would get a pet for the class. I got so excited I was just deciding on what pet I should get. Then I stopped thinking about myself for a second and I realized other people wouldn't choose the same pet as me. Other people had different opinions with pets. Some people like furry animals and some people like hairless animals. When I thought about so many other things it was hard to choose what pet to get. Then I decided to get a genny pig. I would want to get a genny pig because a lot of people in now days have them. Another reason that I would want a genny pig is because they are very quiet, they wouldn't want to hurt anyone or anything and wouldn't disturb people during class. They are also cute, furry, and cozy animals. I hope that everyone else would pick the same animal that I want to pick. I think that the genny pig should be a choice to choose if the teacher would let us vote for one. I asked my teacher if we could start voting on what animal we

Form Number
5101
<input type="radio"/>

Persuasive  
Practice  
Paper 7

229

want. The she said, "yes that will be a wonderful idea". As soon as she said "yes" we started to vote. Everyone chose things like a cat, dog and other animals. The choices for us to choose from were a cat, dog, lion, cheetah, giraffe, monkey, genny pig, pig, cow, horse, chicken, and an eagle. Everyone voted then the pet that our teacher got was a genny pig. The class voted genny pig because all of the other choices were silly. Then our teacher got us a genny pig to take care of and everyone else in the class were happy, and that is the ending of.....  
Thinking of What Pet to Get.

Persuasive  
Practice  
Paper 7  
(page two)

Persuasive  
Practice  
Paper 8

The best pet my teacher would like is a cat. She would like a cat, because she has three cats at home and she has a poster of a cat. My teacher told us a story of her cats, and my teacher has a monkey cat on her board. She has a bag with cats on it too. My teacher would also want to have a cat, because cats scared of water and she do not have to wash the cat all the time, and cats love to drink milk. My teacher would love to have a monkey as a pet too, because monkeys love to hang from the tree, and they love to eat bananas, because they are good. She would want to have a monkey because they can be better if they wear diapers, because they look cute. My teacher would also like to have a elephant, because they can feed them with water by sucking up the water into his mouth. She might want to touch these cars and see them put water on their mouth.

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Dear Teacher,

I think the best class pet would be a hamster because they're friendly, cute, and you don't have to feed them that much. Hamsters play with children very well. They also climb on their spiny wheels so when you are gone at night they will still be entertained. A hamster would be my first choice as a class pet.

If you don't like the hamster idea maybe you will like my baby turtle one. Most turtles are nice except the snapping turtles. And when your not watching the turtle it's not a problem because their so slow- it would take a turtle about an hour to climb out of the cage.

A bird would be my next choice. Some birds are nice but they chirp and screech all day long. A problem for some birds is they won't be quiet. Like one day I went to the pet store with my family. We had a great time. The only problem was that a bird copied everything I said. To make a bird be quiet you would have to tape it's beak together.

My fourth choice for a class pet would be a fish. You don't have to feed a fish that much but all they do is swim around. I know swimming is a fun sport but watching a fish swim gets pretty boring.

My last choice would be a frog because they make loud noises. I don't blame you if you don't like frogs either. If you don't like any of those class pets I do not have anything to say to you.

Remember, a hamster as a class pet would be the best and a slimy old frog would be the worst. At least try to get one class pet that we can all enjoy.

From your quietest student,

Persuasive  
Practice  
Paper 10  
(page two)

## Answer Key for Persuasive Practice Papers

Paper #	Ideas	Org.	Style	Conv.
1	2	1	1	1
2	3	3	3	2
3	4	4	4	4
4	1	1	1	1
5	3	2	3	3
6	4	4	4	3
7	2	3	3	4
8	2	2	2	2
9	2	2	2	2
10	3	4	4	4

# Narrative Practice Papers

Papers 1 - 10

## Score Sheet for Narrative Practice Papers

Paper #	Ideas	Org.	Style	Conv.
1				
2				
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7				
8				
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237

When I got to school on Monday, there was a note on my desk. It said I was in charge for the day. The first thing I would do is order junk food, music, rock and roll, rock walls, bungee ropes, lasers, weapons, nuclear stuff, sports, monkeys, Mariachi, video games, flat screens, dragons, a zoo, roller coasters, clones, DVDs, wrestling, a throne, disco ball, spin the bottle, shopping, early release, anti-learning parties, beach, recess all day, and dis.s, and no homework! All day party after party! It was great until the A.F.F.F. showed up to stop us from having fun. I didn't mention all the teachers in school were there. It was the kids, animals, clones, wrestlers, weapons, and dragon VS A.F.F.F., teachers, and Sharyn! The war began. Wrestlers taking down teachers, kids taking down Sharyn, and animals taking down the A.F.F.F. In the end, the kids won the war and went back to our party when the bell rang. We had to find our stuff but we couldn't find our stuff when we did. It was 4:30 and our stuff

Form  
Number

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●	●	●	●

Was so sticky we couldn't peel them off  
the walls! We tried to leave without  
them but the door was locked from the  
out side what could we do!

IF you want to find out what happens  
you can find out on part 2 I'm a what  
and I'm where!



Narrative  
Practice  
Paper 3

As I walked into my classroom one morning I saw a note on my desk. It was from my teacher, Mrs. White, it said that I was teacher for the day! I was so excited I walked straight to my new desk for the day, and said, "Now class first we will do our math test." Then everyone moaned. I started handing out the tests, but then I realized I could use the paper passers. So I did. Then I went to my new desk I said, "You will have 30 minutes to finish the test."

Once everyone was done I told them to do their English while I grade their tests. A few minutes later a trouble maker known as Mad dog said "Why should we listen to you? You're just a kid like us." To that I said "Because I'm teacher for the day, and if I hear one more rude remark from you I'll give you studyhall." He said, "Make me." So I did. I gave him studyhall and a red x!

Since this was a small class, only 17 people, it didn't take me long to grade the tests and till everyone finished their English. So soon enough we were on reading and spelling. We were reading Charley Skedaddle, and since I was the teacher I didn't have to do the pop quiz! A lot of people had questions after, 10 out of 17, so I tried to answer them all, which

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0	○

I did.  
Later I needed two helpers so I chose Sarah and Cindy. They're always so sweet and caring. Which means they would never be compared to Mad dog who splashed paint on them. Suddenly a fire drill comes and everyone runs outside in seconds. Then I scream "STOP! Single file line and no talking." Then I thought "No wonder Mrs. W. picked me." After that, Mr. B.'s class came in for Science and my class goes to Social Studies. I had to give even more red X's for late work. It was almost 11:00 and I had given six red X's already!  
Around 11:30 my class went to lunch. I went to the teacher's lounge! When I came back Cindy handed me a red slip, which is not good. For punishment I had to take 20 minutes off recess, which left them ten. For that 20 minutes we did Language Arts and Writing. Suddenly from out of the blue Mrs. W. came in and said, "How was your day, class?" Then I told her what had happened all day.

You walk in the class room one morning and the teacher is not in the class. There is a note on your desk that says you are the teacher for the day.

One morning I walk in the classroom and my teacher was not there and there was a note on my desk it said you are the teacher for the day.

I was so happy I was teacher for the day. I said to my self there going to be no homework today then the kids came in the room they said Hi Mrs. McCoy and I said How are you today and get unpack and sit down and laugh and play.

You take out your lunch box and eat D. ask are we going to do any work today I said No work today your characteristic D. was bad all you did was eat, eat, eat, and sleep you scared people that wet their self but the rest of you were good D. you pass note to people talking over math and reading in here because I don't like note passer in this class today no outside time for all of you because of D. I never want this to happen again.

That's My day as the Teacher!

Form Number
5301
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## Teacher of the Day

Form Number
5301
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One morning, as I walked into the classroom, I noticed the teacher wasn't there. There was a note on my desk saying that I was going to be the teacher that day. It was great. I could do anything I wanted to do. So, I began class with science.

We aren't going to dissect a frog until seventh grade, so we should dissect them now, so we know what to do in seventh grade. I didn't want to dissect fake frogs, so I got live ones. Then, we began to dissect. First, we took out the heart. Then, we took out the lungs. Last, we took out everything else and looked at the bones.

After that, we did social studies and learned about World War II. We read about the ships, planes, and tanks. The tanks were the best. We also learned how every thing was built and used. It was awesome!

Next, we had a test in spelling. The students had to give a word for every letter in the alphabet. Like apple for A, Bee for B. The test took about ten minutes, so we moved into reading because we didn't have writing and grammar that day.

We read Goosebumps books for ten minutes

Narrative  
Practice  
Paper 5

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Then, voted on which book was the best. Almost everyone picked the book they read. Man, was it hectic.

For lunch we had my favorite. Honey Baked Ham and Fried Chicken. With carrots and apples. With a refreshing twelve ounce glass of milk. When we were done we went out for recess.

I think physical education is the best. We played lots of games. Soccer, football, dodge ball, and tennis are just some games we played for six hours. We had a blast! Finally it was time to go home.

That day was the best school day ever! I never realized how much fun teachers have. They always look so boring. Hopefully I can do it again.

Narrative  
Practice  
Paper 5  
(page two)

One day I was walking to the classroom and I saw a note. It said, "Dear Anahy you get to be the teacher today." I was so happy, so I went to tell everybody but they didn't believe me. So I went back to the classroom and took the note to show them.



Then I was waiting for everybody to come. Suddenly Gaby came. I told her you will be my assistant. I told her to write on the board, "Good morning everybody!" It was getting time for math than two girls started fighting so I took them to the principal. The principal told me that they would be on cart. So I left and I went to the classroom. It was time for science they had to write the vocabulary word. As each they were done. Then we went to recess for 30 minutes they were tired they were running out of breath. So I took them home to class and there was the teacher in the classroom. It's hard being a teacher.

Narrative  
Practice  
Paper 6



2:00 o'clock. And finally Brianna  
gets to go home at 3:15. And she  
lives happily ever after.

By:

One morning, I walked into the classroom and saw a note from the teacher that said I was to be the teacher that day. I nearly ran into the desks! I mean, me. Of all people she just had to choose me. Oh, well, Nothings going to change that, I'm going to be the teacher.

The first thing I did was write down their morning work on the board. They had to read a National Geographic magazine. As soon as the day started, I sent them off to math. When the new kids come in and saw that I was the teacher, they laughed and laughed. They realize that I was writing problems on the board. I interrupted their laughing by saying "You do these problems and you do the right or you're gonna get a pink slip!" Boy did they do those problems and boy did they do them right. The rest of math class went smoothly as they worked about prime and composite numbers.

After math, it was specials. So we went off to P.E. Unfortunately, I had to go, too. When we came back, we were all sweaty and nasty smelling. But we cooled off during reading time. They wanted me to read to them, but I said "N-O". So they read to themselves. Then, they had to write me a reading response letter. Most of them didn't finish.

Next it was time for lunch. It was hamburgers and it was good. After lunch it was word study. They had to have a spelling test (I didn't have to take it). They did

Form Number	
3	011
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	0

Narrative  
Practice  
Paper 8  
(page two)

not like it. Then it was recess. I played too. After recess  
it was time for science. I talked about the atomic theory.  
I wanted to see if they really knew it, so I gave them a  
test. They didn't like that either. At the end of the day, I  
told them what to write in their agendas. Then, we packed up.  
When I got home, I was exhausted. Being a teacher is  
hard. I don't know how they do it.





pretty good teacher! (Even if the kids didn't learn anything.) I don't think anyone told. I bet nobody will ever forget that day. I sure didn't!

~~THE END~~

Narrative  
Paper 10  
(page two)

## Answer Key for Narrative Practice Papers

Paper #	Ideas	Org.	Style	Conv.
1	3-	2	2	2
2	1	1	1	1
3	5	5	5	5
4	2	2	2	1
5	4	4	4	4
6	2	2	2	2
7	3	3	2	2
8	5	5	5	4
9	2	2	2	2
10	4	4	4	4

## Part XII. Writing Instruction Resources

The following resources were recommended by Georgia educators.

<b>Author</b>	<b>Title</b>
Janet Allen	<i>Tools for Teaching Content Literacy</i>
Janet Angelillo	<i>A Fresh Approach to Teaching Punctuation</i>
Jim Burke	<i>Writing Reminders</i>
Lucy Calkins	<i>One to One</i>
Ruth Culham	<i>6+1 Traits of Writing The Complete Guide Grades 3 and Up</i>
Ruth Culham	<i>Using Picture Books to Teach Writing with the Traits</i>
Ralph Fletcher	<i>A Writer's Notebook: Unlocking the Writer Within You</i>
Ralph Fletcher	<i>How Writer's Work: Finding a Process that Works for You</i>
Ralph Fletcher	<i>Live Writing: Breathing Life into Your Words</i>
Ralph Fletcher	<i>Poetry Matters: Writing a Poem from the Inside Out</i>
R. Fletcher & J. Portalupi	<i>Craft Lessons: Teaching Writing K-8</i>
R. Fletcher & J. Portalupi	<i>Nonfiction Craft Lessons: Teaching Informational Writing K-8</i>
R. Fletcher & J. Portalupi	<i>Writing Workshop - The Essential Guide</i>

## Writing Instruction Resources

<b>Author</b>	<b>Title</b>
Stephanie Harvey	<i>Nonfiction Matters: Reading, Writing, and Research in Grades 3-8</i>
Brock Haussamen	<i>Grammar Alive!</i>
Georgia Heard	<i>The Revision Toolbox: Teaching Techniques that Work</i>
Georgia Heard	<i>Awakening the Heart: Exploring Poetry in Elementary and Middle School</i>
Jane Bell Kiestler	<i>Blowing Away The State Writing Assessment Test</i>
Barry Lane	<i>After the End: Teaching and Learning Creative Revision</i>
Denise LeGrandis	<i>Fluent Writing</i>
McDonald Press	<i>Persuasive Writing Pen Pals</i> <i>Expository Writing Pen Pals</i> <i>Descriptive Writing Pen Pals</i>
Katie Wood Ray	<i>Wondrous Word: Writers and Writing in the Elementary Classroom</i>
Edgar H. Schuster	<i>Breaking the Rules: Liberating Writers through Innovative Grammar Instruction</i>
Alan Ziegler	<i>The Writing Workshop Vols. 1 and 2</i>

## Writing Websites

<b>Website</b>	<b>URL</b>
Colorado State Universities Online Writing Lab	<a href="http://www.writing.colostate.edu">www.writing.colostate.edu</a>
Exemplars: Developing Writers	<a href="http://www.exemplars.com/materials/rwr/index.html">www.exemplars.com/materials/rwr/index.html</a>
Learning-Focused Writing Assignments K-12	<a href="http://www.learningfocused.com">www.learningfocused.com</a>
Purdue University's Online Writing Lab	<a href="http://www.owl.english.purdue.edu">www.owl.english.purdue.edu</a>
ReadWriteThink	<a href="http://www.readwritethink.org">www.readwritethink.org</a>
Write Source	<a href="http://www.thewritesource.com">www.thewritesource.com</a>
The Writing Site	<a href="http://www.thewritingsite.org">www.thewritingsite.org</a>