



Georgia Grade 5 Writing Assessment 2010

Writing Topic and Sample Papers

Persuasive Writing Topic 5114 (Papers 1-7)

Your school is creating a Student Wall of Fame for students who have done well in the classroom, in sports, or in the community. The principal will select students and put their names and pictures on the Wall of Fame.

Write a letter to your principal about the student you think should be on the Wall of Fame. Convince the principal to select this student for the Wall of Fame.

Informational Writing Topic 5211 (Papers 8-14)

You have been chosen by a company to make a new product. Your product could be a food, a toy, a game, or any other item you want.

Write a report for the company that describes your idea for a new product and explains how it can be used.

Narrative Writing Topic 5309 (Papers 15-20)

Scientists have created a city that is at the bottom of the ocean. You have a chance to live in the underwater city for a day.

Write a story about your day in the underwater city.



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Hello Mr. Principal, My name is Chanelle. I am in the Fifth grade in Ms. Smith's class and I'm here to give you my opinion on who I think should be on the Wall of Fame. First off, I would like to tell you who has been helping our community. Some students are picking up trash on our school yard, others are helping our school lunch ladies cook and some help serve. But I would like to tell you this one student who I have been supervising for the past week or two and her name is Jane Jones. She has done a lot of good things to help our community like helping out at some of our pet centers, help the elderly clean their houses and more!

Second off is sports. Some sports like foot ball, baseball, tennis, and more are doing pretty well, but one of our schools best sports associations are the swim team. They have been working to the bone. Our team has won over 15 tournaments this past year. I'm so happy for them. But I was supervising again and I found Jane Jones as my MVP. She has been working her hardest since she started. Last year she came in first at the State Champion Ships. Her family has been so proud!

And last but not least, helping around the classroom. Some people are helping around the classroom by cleaning up, sorting things out and all kinds of stuff like that. As you know I always supervise and again I got, Jane Jones has been doing some amazing things. She even stays after school to help teachers. She says "It doesn't hurt to stay after school a couple of hours and

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help the teachers. It also sometimes can even be
great! I think that's great!

Mr. Principal, I think that you should put Jane Jones
on the WALL OF FAME for this month because she has
a lot of things to help our school. She doesn't even mind
staying after school helping teachers, and I think that's
great. And that who I think should be on the Wall of
Fame for this Month!

The End

Annotations for Paper 1

Persuasive Prompt 114

Ideas Score: 4

The controlling idea (out of many students who are excelling, Jane Jones should be added to the Wall of Fame) is well developed with relevant supporting ideas. Not only does the writer show how several students are achieving at high levels, but she also goes further to single out Jane Jones for her community service, her star role on the swim team, and her model service to the school's teachers. The response contains specific examples and details (e.g., "helping out at some of our pet centers, help the elderly clean their houses and more"; "Last year she came in first at the State Championships"; "She says, 'It doesn't hurt you to stay after school a couple of hours and help the teachers. It also sometimes can be fun'"). The information in the paper provides a sense of completeness and addresses reader concerns (e.g., why, out of so many candidates should Jane be added to the Wall of Fame?).

Organization Score: 4

The writer uses an effective compare-contrast organizing strategy to show how Jane Jones is especially worthy of the award. After a brief but clear introduction, the writer structures three body paragraphs in similar fashion, first noting that many students are achieving and then singling out Jane Jones for her particular accomplishments. Related ideas about community service, the swim team's success, and helping around the classroom are grouped together. Ideas within paragraphs are sequenced logically (e.g., "I found Jane Jones as my MVP." → "She has been working her hardest since she started." → "Last year she came in first at the State Championships." → "Her family is so proud."). Varied transitions link parts of the paper (e.g., "First off," "But I would like to tell you this one student," and "As you know"). There is some repetition in the conclusion, but, overall, the writer demonstrates consistent control of the components of Organization.

Style Score: 4

There is an enthusiastic tone in this paper, and word choice is consistently engaging ("working to the bone," "Her family has been so proud," and "she doesn't even mind staying after school"). There is attention to the audience in the introduction, body, and conclusion (e.g., "I would like to tell you," "As you know," and "Mr. Principal, I think that you should"). Sentences vary in length and structure. The writer's voice is consistent throughout the response. Overall, the writer demonstrates consistent control of the components of Style.

Conventions: 3

Most of the sentences in the paper are correct, but there are also fragments and some ineffectively formed clauses (e.g., "As you know I always supervise and again I got, Jane Jones has been doing some amazing things"). Usage is generally correct, although some word forms are incorrect (e.g., "clean their houses," "are the swim team," and "that who"). The elements of mechanics are generally correct, with the exception of missing apostrophes (e.g., "doesn't" and "that's"). Overall, the writer demonstrates sufficient control of the elements of Conventions.

Performance Level: Meets the Standard

Dear Mrs. M

To: Principal

Form Number	
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Our school should have some one who deserves to be on the wall of fame. That is why I think that Victoria M. should be on the wall of fame. She is a very good student. Victoria has been at this school since kindergarten. Which is six years. Victoria has had many teachers and has learned a lot. I have asked teachers and they have said "She is doing very well in school and deserves to be on the wall of fame!"

This girl is also in a community which is call Girl Scouts. I've bet that you have heard of it. It helps girls reach out and help the community. Also it builds strength and integrity. These girls are given projects and out reach programs that help out. Such as the Clothline where poor people or hurrican victims can come and get cloths for free and another program called Rivers Alive where they go and Clean up a river that is dirty with junk.

In addition she is on News. Who gives reports to the whole school. I think that that is a big resposnability. Don't You? Although she is scrip director, I think is a very big job, not many other kids have that privilage. She was chosen out of sixty or so kids

• News team is the one group who gives a report on what is going on in the school, world and other places.

This can be made clear she is one of the best students I have ever seen. Only one infraction in the entire year too! An infraction is something that you get when you are in trouble. She has had all A's except for two. One in the 4th grade and one in the 3rd grade. Never has she been sent to the principal's office to be talked to. So you can see, I have expected a lot out of her as a classmate and I have gotten it.

So you can see Victoria should be and hopeful will be on the wall of fame. It is all up to you though. Remember when you pick someone to be on the wall of fame, she has special privileges for a reason. Such as News Team and Girl Scouts. She can keep up with all of it perfectly too.

Sincerely,

Annotations for Paper 2

Persuasive Prompt 114

Ideas Score: 5

The writer is consistently focused on the assigned topic and persuasive purpose. The controlling idea (Victoria should be added to the Wall of Fame) is fully developed with relevant supporting ideas (she is on the Girl Scouts, she is “scrip director” on the school news team, and she is one of the best students in the school). The writer develops these supporting ideas with specific examples and details (e.g., “Such as the Clothline where poor people or hurrican victims can come and get cloths for free,” “She was chosen out of sixty or so kids,” and “She has had all A’s except for two. One in the 4th grade and one in the 3rd grade”). The response contains full information that addresses several reader concerns (e.g., what evidence is there that Victoria should be added to the Wall of Fame?).

Organization Score: 5

The writer demonstrates a full command of the components of Organization. In the introduction, the writer sets the stage for her position by citing teachers’ impressions on Victoria (“She is doing very well in school and deserves to be on the wall of fame”). In the body of the paper, related ideas about Victoria’s involvement with the Girl Scouts, her position on the school news team, and her academic successes are grouped together. Ideas within paragraphs are sequenced logically (e.g., “Only one infraction in the entire year too!” → “An infraction is something that you get when you are in trouble”). Varied, effective transitions link all elements of the response (e.g., “I’ve bet you never heard of it,” “In addition,” “that privilage,” and “This can be made clear”). In the conclusion, the writer effectively summarizes her main points.

Style Score: 4

Word choice is consistently engaging, which helps establish a tone of admiration (e.g., “it builds strength and integraty,” “not many other kids have that privilage,” and “Only one infraction in the entire year too”). Lapses into less effective language are rare (e.g., “learned a lot”). There is attention to the audience throughout the response (e.g., “I’ve bet that you have heard of it,” “Don’t you,” and “So you can see”). Sentences vary in length and structure. Overall, the writer demonstrates consistent control of the components of Style.

Conventions: 3

A majority of the sentences in the paper are correct, but there are also fragments (e.g., “Who gives reports to the school”) and run-ons (e.g., “This can be made clear she is one of the best students”). Usage is generally correct, although some word forms are incorrect (e.g. “I’ve bet” and “talken to”). The elements of mechanics are generally correct, with the exception several misspellings (e.g., “Wich,” “learned,” “hurrican,” and “execpt”). Overall, the writer demonstrates sufficient control of the elements of Conventions.

Performance Level: Exceeds the Standard

I think that Ruahem should be on the wall of fame. Because he's helpful, caring, and loving and I know that he is helpful because he helps old people cross the street he helps the blind people take down the flag and I know he's caring because there was a boy at lunch who didn't have any lunch so he gave him an apple and some juice and some cookies. And I know he's loving because of all the things he did all of the things I listed above. And he makes all A's & B's and he is obedient and he is great in great ball he can sense an touchscreen without screen being touched and he can also do the same thing with an underaction or a pass and still make an make an touch down. And I know that if you put him on the wall of fame you will never have to take him off.

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Annotations for Paper 3

Persuasive Prompt 114

Ideas Score: 2

The controlling idea (Rushum should be added to the Wall of Fame) is minimally developed. Some supporting ideas are listed (e.g., he helps people cross the street, and he helps take down the flag.). Others (he is kind to others at lunch, and he is an excellent football player) are partially developed with relevant details (e.g., he gave someone an apple and a cookie, and he makes several touchdowns). Overall, the response lacks sufficient information to provide a sense of completeness.

Organization Score: 2

The writer demonstrates minimal control of the components of Organization. In the brief introduction, the writer provides a rationale for selecting Rushum. Due mostly to brevity, there is limited evidence of grouping and sequencing in the body of the paper. Few transitions link ideas (mostly the coordinating conjunction “and”). The brief conclusion provides some closure. Demonstration of competence in Organization is limited by the brevity of the response.

Style Score: 2

Word choice is mostly simple and ordinary (e.g., “all of the things,” “the things I listed,” and “he can also do the same thing”). There is some evidence of an appropriate tone (e.g., “I know he’s loving”) and audience awareness (e.g., “I know that if you put him on the wall of fame you will never have to take him of”). There is little variation in sentence length and structure. Overall, demonstration of competence in Style is limited by the brevity of the response.

Conventions: 2

The paper consists mostly of fragments and run-ons. Usage, however, is more effective than sentence formation. Nearly all the word forms are correct, and subjects and verbs often agree. Control in mechanics is mixed. There are misspellings (e.g., “carring”), but there is also evidence of correct internal punctuation. Competence in Conventions is limited by the brevity of the response.

Performance Level: Does Not Meet

Students of the Wall of Fame

Form Number	
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I think that Alberta should go on the Wall because she helps people in her community and she is very smart in school. She will help anyone whenever they need help with something. She is nice and kind to people at school, on the bus, and in her community. Most of the times she is the teacher's person who helps her in mostly everything. She likes her teacher Mrs. G, and all the other teachers. The teachers said that she's a pleasure to teach. When the teacher leave out of the room she just put her head down on her desk and ignore the people who is trying to talk to her. When some people tries to fight her, she just walk away from the situation. When she is the monitor on the bus, she just jot down their names when they're talking, without speaking to them. She've won the Problem of the Week, she's a good student and citizen. She shows her feelings and is always ready to do something. So that's why I think she should be on the Wall of Fame.

I think Camille should be on the Wall of Fame also. She feels welcome when she goes somewhere. She be on her best behavior when we go someplace else away from the school. She will help someone who's left behind in something. She is nice to people. She has her work and finish it on time. She comes to school every single day from the first beginning of

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school. She shows good sportsmanship. She is nice to classmates and teachers. She will help anyone with their work. I think that she should be the first one to get put on the wall of fame. Whenever anyone needs help she is always by their side to help them to remember and focus on school work. She will do anything for the teacher on time enough to start a new lesson. That is why I think Camille should be on the Wall of Fame.

I think Allyria should be on the Wall of Fame too. She shows good sportsmanship. She supports her team groups too. She loves Choice Day in P.E. She loves to help coach and cheer. She likes to play basketball and jump rope. That is why I think she should be on the Wall of Fame.

Annotations for Paper 4

Prompt 114

Ideas Score: 3

In this response, the writer chooses three different people to nominate for the Wall of Fame (Allesia, Camille, and Allysia). The writer includes relevant supporting ideas to show why these three girls should be added (e.g., they are helpful to teachers and students at school, they avoid conflict with other students, they exhibit good sportsmanship, etc.). The writer develops most supporting ideas with relevant details (e.g., “When the teacher have out of the room she just put her head down on her desk and ignore the people who is trying to talk to her” and “When she is the monitor on the bus, she just jot down their names when they’re talking”). Some of the supporting ideas are only partially developed, however (e.g., there is little development related to how Camille and Allysia show good sportsmanship). Overall, the response contains sufficient information to provide a sense of completeness.

Organization Score: 3

The writer demonstrates sufficient control of the components of Organization. The introduction is incomplete because it relates only to Allesia and not Camille and Allysia. There is better control demonstrated in the body of the paper however. Related ideas about why Allesia, Camille, and Allysia should be added to the Wall of Fame are grouped together. Ideas within body paragraphs follow a generally clear sequence (especially in the first paragraph). Some transitions link ideas (e.g., “So that’s why,” “also,” and “Whenever someone needs help”). The paper lacks a clear conclusion, but, overall, the writer demonstrates sufficient control.

Style Score: 3

Word choice is generally engaging (e.g., “a pleasure to teach,” “walk away from the situation,” and “she is always by their side”). There are occasional lapses into ordinary and repetitive language (e.g., “need help with something,” “helps her in mostly everything,” and “she will help anyone”). The positive tone is appropriate to the assigned topic and persuasive purpose, and the writer’s voice is clear. Sentences vary in length, but there is less variation with regard to sentence beginnings (e.g., “She will,” “She does,” and “She shows”). Overall, the writer demonstrates sufficient control of the components of Style.

Conventions: 3

Except for a few fragments, most of the sentences in the papers are clear and correct, including examples of compound and complex sentences. The writer demonstrates less control with regard to usage. There are several agreement errors (e.g., “When the teacher leave,” “she just walk away from,” and “when someone need help”) as well as incorrect word forms (e.g., “She’ve won”). The elements of mechanics are mostly correct. Strengths in two of the three components (sentence formation and mechanics) demonstrate sufficient control of the elements of Conventions.

Performance Level: Meets the Standard

Dear Principal

I want to be in the Hall of fame
Because I am a good student, I play
football for the vikings, I am the all time
running back and a lot of other positions.
I have made five touchdowns. I'm
fast so nobody can catch me I have
got good sportsmanship. I am good
at football and its my favorite sport.

One day I will be playing in the NFL.

I have made a lot of tackles and
I have sacked the quarter back about
twenty times. My main position on offence is
running back. My main position on defence
is mainly defensive end but sometimes I'm
nose guard. I have made about two hundred
yards running the football. So Principal
that's why you should pick me to
be on the Hall of fame because I
am a good student and I am a
great football player.

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Annotations for Paper 5

Prompt 114

Ideas Score: 2

The controlling idea (I should be added to the Wall of Fame) is minimally developed. Supporting ideas (I excel in football) are elaborated with some details (e.g., “I’m fast so nobody can catch me” and “I have made about two hundred yards running the football), but there is not enough information in the paper to provide a sense of completeness.

Organization Score: 2

The brief introduction is not particularly appropriate. The writer begins by claiming he is a good student; throughout most of the paper, however, he focuses on how he excels in football. Demonstration of competence in grouping, sequencing, and transitions is limited by the brevity of the response. The one sentence conclusion provides some closure. Overall, the writer demonstrates minimal control of the components of Organization.

Style Score: 2

There is some interesting word choice (e.g., “sportsmanship” and “nose guard”), but the language is mostly simple and ordinary (e.g., “I have got good,” “I am good at,” and “alot of”). The positive tone is appropriate for the persuasive purpose, but there is limited variation with regard to sentence beginnings (e.g., “I have”). Demonstration of competence in Style is limited by the brevity of the response.

Conventions: 2

Most of the sentences in the paper are correct, including simple and compound sentences. There are more errors in usage (e.g., “I have got good”) and mechanics (e.g., “its my favorite,” “deffence,” and “thats why”). Overall, demonstration of competence is limited by the brevity of the response.

Performance Level: Does Not Meet

Form Number			
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	4	●	●
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Dear principal,
 I think that Zack, the back-up quarterback of the football team, should be on the Wall of Fame. He was 7 for 7 in passes and scored 4 touchdowns!

Zack also does well in school. He beats everyone in Around the World and gets straight A's. He can even do long long division!

Plus, he picks up trash around the school. Zack now makes that one of his hobbies. He even takes out other people's trash in his neighborhood! Who else does all those things?

Beatty anyone can beat him at football, or any other sport, Around the World, or picking up trash. That's why I think Zack should be on the Wall of Fame.

Sincerely,

Annotations for Paper 6

Prompt 114

Ideas Score: 2

The controlling idea (Zack should be added to the Wall of Fame) is minimally developed. Supporting ideas are relevant (Zack does well in football, school, and in the game Around the World; he picks up trash around the community). The writer does not include many details, however (e.g., “He is 7 for 7 in passes and scored 4 touchdowns” and “He can even do long division). There is not enough information in the paper to provide a sense of completeness. Note that the paper is much shorter than it appears, given that the writer skips two lines between paragraphs.

Organization Score: 2

In the brief introduction, the writer establishes his position. There is limited evidence of grouping and sequencing, in large part because the body paragraphs are so short. There are few transitions linking ideas (e.g., “Also” and “Plus”). The one sentence conclusion provides some closure. Overall, competence in Organization is limited by the brevity of the response.

Style Score: 2

There is some engaging word choice in the response (e.g. “7 for 7 in passes” and “makes that one of his hobbies”). The positive tone is appropriate to the persuasive purpose, and there is some evidence of the writer’s voice (e.g., Who else dose all those things?”). The brevity of the response prevents the writer from demonstrating sufficient control of Style.

Conventions: 2

While most of the sentences are correct, they are predominantly simple. Usage is mostly correct as well. Errors in the paper occur mostly in mechanics (e.g., “straght,” “peoples trash” and “hobbys”). Overall, competence in Conventions is limited by the brevity of the response.

Performance Level: Does Not Meet

Paper 7 (page two)

she can also help adults. Emma cares about EVERYONE! IF you select Emma, it would probably show people how to treat others better.

Emma has three other things that are great about her. She can be funny, serious, or just herself. She is the best friend anyone could ask for. Please select Emma to be the kid selected for the Wall of Fame for students.

After all, she is GREAT; inside and out!

Annotations for Paper 7

Prompt 114

Ideas Score: 3

The controlling idea (Emma should be added to the Wall of Fame) is sufficiently developed. The writer is focused on the assigned topic and persuasive purpose, and the supporting ideas are relevant (she is “responsible and trustworthy,” she does well in school, she cares for people, and she has an attractive personality). The writer develops these supporting ideas with relevant details (e.g., “You could tell her a secret and she would never tell anyone about it,” and “She not only helps children, but she can also help adults”). Although few of these details are specific, there is enough information in the paper to provide a sense of completeness.

Organization Score: 3

The writer demonstrates sufficient control of the components of Organization. The introduction is clear, and the writer groups related ideas about how Emma is “responsible and trustworthy,” how she does well in school, how she cares for people, and how she has an attractive personality. Ideas within paragraphs follow a generally clear sequence, and some transitions link ideas (e.g., “Emma doesn’t just be nice to act cool” and “All of these little things add up”). The final sentence provides some closure.

Style Score: 4

Word choice is precise and engaging (e.g., “every situation,” “responsible and trustworthy,” “awesome characteristics”). The enthusiastic tone is appropriate for persuasive writing (e.g., “After all she is GREAT; inside and out”). The writer’s voice is consistent throughout the response, and sentences vary in length and structure. Overall, the writer consistently controls language to engage the audience.

Conventions Score: 4

Simple, compound, and complex sentences are consistently correct, with appropriate end punctuation. Usage is correct in a variety of instances; errors in this component are minor and do not interfere with meaning (e.g., a missing word in the clause “In sports never quits” and an incorrect verb form in “she can makes friends”). Most elements of mechanics are correct. There is not quite enough evidence for a “5,” given that the writer skips lines between paragraphs, making the paper appear longer than it is. The writer does, however, demonstrate consistent control of the elements of Conventions.

Performance Level: Meets

Hye, my is I... a... I have just
came on to one of the greatest game ever
made. This game is called "The Iner Street
Racer". On this game you race at midnight so
5,0 won't catch you. To make this game even
funner it has different races on it. So when
your ready to race beware of the racers.

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

On this game you can customize your car You
can also install how much nitro englisen.

Annotations for Paper 8

Prompt 211

Ideas Score: 1

While the few details about the game “Iner Street Racer” are relevant to the assigned topic and expository purpose, the response contains insufficient writing to determine competence in Ideas.

Organization Score: 1

There is insufficient writing in this response to determine competence in Organization.

Style Score: 1

There is insufficient writing in this response to determine competence in Style.

Conventions Score: 1

There is insufficient writing in this response to determine competence in Conventions.

Performance Level: Does Not Meet

Paper 9

Form Number			
5	2	1	1
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Hi, my name is I'm S... I am ten years old and in the fifth grade.

My new product is a waterproof camera. It's a small camera that can take pictures anywhere, including water. When a picture is taken in the water it will come out clear.

I think most people will like this new product and will start buying it. This product is very helpful because some one might accidentally spill liquid on their camera and that will cause it to break. But with this new technology you can spill liquid and it won't break.

Please put this product in your company. If some one buys this product, it will come with a free charger. The charger and camera must not be placed in hot liquid. This product will make your company famous.

Take this product and tell me how is it. It will be the largest selling product in America. Thank you for selecting me.

Annotations for Paper 9

Prompt 211

Ideas Score: 2

The controlling idea (the new product is a waterproof camera) is minimally developed. The supporting ideas are relevant (pictures can be taken anywhere with the camera, and it comes with a charger). The writer does not include many details, however (e.g., “When a picture is taken in the water it will come out clear”). Overall, there is not enough information in the response to provide a sense of completeness.

Organization Score: 2

The writer demonstrates minimal control of the components of Organization. The introduction is not particularly effective; the writer simply tells the reader his name and age. In the body of the paper, there is some evidence of grouping, sequencing, and transitions, but competence in these components is limited by the brevity of the response. The brief conclusion provides some closure.

Style Score: 2

There is some engaging word choice in the response (e.g., “one might accidentally spill liquid on their camera” and “must not be placed in hot liquid”). There is also some variation in sentence length and structure. Competence in Style, however, is limited by the brevity of this response.

Conventions Score: 2

Most of the sentences in this paper are correct, with the exception of one fragment (“But with this new technology you can spill liquid and it won’t break”). The elements of usage and mechanics are mostly correct. Competence in Conventions, however, is limited by the brevity of this response.

Performance Level: Does Not Meet

Form Number			
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	●	●	●
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Imagination Inc., I introduce to you the toy that's sweeping kids off their feet and making them play to the Robotic Simon's beat. Say hello to fun in the future, it's Robotic Simon. This toy is so awesome it comes in three modes. I bet your wondering what a robot named Simon can do. Well, it can do everything you do in this first mode. I call this mode "Simon Says". (get it?) In this mode Simon does everything you do. Wherever you go he goes. You lift your arm, he lifts his. You lift your leg, he lifts his. Even if you jump, he has springs in shoes so he can jump. Lets say you get tired of Simon being your shadow. Then break out the controller to control Simon. With this controller you can make Simon do a weird dance. Maybe you can make him spin or jump. Now Simon wants to be the boss. So I call his third mode the "Bossy mode". In this mode Simon goes wherever he wants. If he wants to walk he walks. Maybe he wants to dance then he'll dance. Just for the fun of it he jumps then he will jump. Now that told you about

Paper 10 (page two)

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Simon it's time to introduce Simorina. Simorina is exactly like Simon just acts like him in a more female way. Okay now that you have played with Simon/Simorina with all your energy and you want to put him/her away. The only problem is you can't find the off switch. All you do is clap your hands and he/she turns off. Make sure she/he is not on "Simon Says" mode or he'll/she'll just clap. Let's say a child under three tries to eat Simon/Simorina. This toy sees the danger with its eyes and plays a lullaby. The baby puts Simon/Simorina down and goes to sleep. This toy is completely safe. This a toy that kids in the future will play with all day. Our moto is "Make every kids imagination run free" and that's exactly what Simon/Simorina is going to do.

Annotations for Paper 10

Prompt 211

Ideas Score: 5

The controlling idea (the new product is called Simon & Simorina) is fully developed. The supporting ideas (the three modes of Simon/Simorina, turning off Simon/Simorina, and how the product is safe) are relevant, and the writer elaborates them fully with specific examples and details (e.g., “Even if you jump, he has springs in his shoes so he can jump” and “Lets say a child under three tries to eat Simon/Simorina. This toy sees the danger with its eyes and plays a lullaby”). The response contains full information that addresses a variety of reader concerns (e.g., what the product does, how it is easy to use, and how it a safe toy for children”).

Organization Score: 5

The engaging introduction sets the stage for the writer’s description of Simon/Simorina (“I introduce to you the toy that’s sweeping kids off their feet and making them play to the Robotic Simon’s beat”). The writer groups related ideas about Simon/Simorina’s three modes, how to turn the toy off, and safety concerns. Ideas within paragraphs follow a logical sequence (e.g., “Lets say a child under three tries to eat Simon/Simorina.” → “This toy sees the danger with its eyes and plays a lullaby”). The writer uses a variety of transitions to link all parts of the paper (e.g., “In this mode,” “Now Simon wants to be the boss,” and “All you do is”). The conclusion provides a sense of closure. Overall, the writer demonstrates full command of the components of Organization.

Style Score: 5

The writer uses several carefully crafted phrases to create an enthusiastic tone that is appropriate to the expository purpose (e.g., “sweeping kids off their feet and making them play to the Robotic Simon’s beat,” “then break out the controller to control Simon,” and “This toy sees the danger in its eyes and plays a lullaby”). There is sustained attention to the audience throughout the response (e.g., “I bet your wondering,” “Lets say you get tired of being your shadow,” and “Okay now that you’ve played with Simon”). The writer’s voice is consistent and appropriate, and there are a variety of sentence lengths, structures, and beginnings. Overall, the writer demonstrates full command of the components of Style.

Conventions Score: 4

Most of the sentences in the paper are correct, but there are occasional run-ons (e.g., “Say hello to fun in the future, its Robotic Simon,” and “You lift your leg, he lifts his”). Most elements of usage are correct, with the exception of some word forms (e.g., “I bet your wondering”). Most elements of mechanics are correct as well, but the formatting is somewhat erratic, and there are some missing apostrophes (e.g., “Lets say”). Overall, the writer demonstrates consistent control of the elements of Conventions.

Performance Level: Exceeds the Standard

People of the gas company,
I Matt D. am writing this
to explain how make cheaper, better
gas for your gas stations!

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I have found by combining
water and mashed pills mixed
together, if you put it in a old,
wrecked car, and drive as fast as
possible, the car will go as fast as a
Ferrari.

Even right now, as you're reading
this document, I'm thinking this gas
should be shipped to every gas station
in the United States of America.

You're probably thinking this gas
cost a million dollars. Although you're
terribly wrong, this gas only cost 1¢ a
gallon, while normal gas cost \$3 a
gallon.

This gas is perhaps the cheapest
gas in history.

This gas is compatible with: hummers,
vans, monster trucks, sports cars, pick-up
trucks, D. M. V. s, cadillacs, and regular cars.
This is also compatible with all the com-
panies: chrysler, Ford, Chevy etc.

This gas is proven to work on future

Paper 11 (page two)

cars, and is recyclable; although results may vary.

So I think this gas should be used on all of the U.S.A.

I hope you think this is a good idea, customers will enjoy it, and customers might even leave a big tip. That way, you will have happy customers, and the gas company won't fall apart.

This might sound a little demanding, but being my invention, I will get 60% of your profits (including tips).

Annotations for Paper 11

Prompt 211

Ideas Score: 4

The controlling idea (this new gasoline is superior to other fuels) is well developed. The supporting ideas (how the fuel works, how much it costs, on which vehicles it works, how much profit the writer would like to make) are relevant. The writer elaborates these supporting ideas with specific examples and details (e.g., “combining water and mashed pills mixed together,” “this gas only cost 1¢, a gallon, while normal gas cost \$3 a gallon,” and “This is also compatible with all the companies: Infiniti, Ford, Chevy, etc.”). The response contains information that addresses reader concerns (e.g., how would this gas be an improvement over current fuels?).

Organization Score: 4

The writer demonstrates consistent control of the components of Organization. The brief introduction is clear. Related ideas about how the fuel works, how much it costs, and in which vehicles it works are grouped together. Sequencing is mostly logical and appropriate (e.g., “You’re probably thinking this gas cost a million dollars.” → “Although you’re terribly wrong, this gas cost only 1¢, a gallon...”). A variety of transitions link ideas throughout the paper (e.g., “Even right now,” “You’re probably thinking,” and “That way”). Instead of repeating ideas in the conclusion, the writer aims to strike a bargain with the company.

Style Score: 4

Word choice is consistently engaging (e.g., “mashed pills mixed together,” “perhaps the cheapest gas in history,” “compatible with,” and “proven to work on”). This effective language helps create a knowledgeable, confident tone that is appropriate to the informational purpose. There is an awareness of the audience throughout the response (e.g., “as you’re reading this document,” and “That way you will have happy customers”). There is variation in sentence length and structure. Overall, the writer demonstrates consistent control of the components of Style.

Conventions Score: 4

With the exception of a run-on in paragraph four, most of the sentences in the paper are correct, including examples of compound and complex sentences. Usage is consistently correct; errors in this component are minor and do not interfere with meaning (e.g., “this gas only cost”). Most elements of mechanics are correct as well. Overall, the writer demonstrates consistent control of the elements of Conventions.

Performance Level: Exceeds the Standard

Annotations for Paper 12

Prompt 211

Ideas Score: 3

The controlling idea (the Altralode 3000 is the new product) is sufficiently developed. Supporting ideas (e.g., description of the car's color, its rims, its cost, its heated seats, etc.) are relevant. The writer develops them with relevant details (e.g., "I mean the rims a sooooo big that you can pick up cable and satlight with them for your tv's and you xm radio" and "the heated seats get so hot and cozy you can fry eggs and bacon on it"). Some of the details show the writer's enthusiasm for the car but do not convey much information about it (e.g., "My car is sooooooo classsssy it'll make you 89 year old great grandmother hopp up out her wheel chair and do the Holy Ghost"). Overall, though there is enough information to provide a sense of completeness.

Organization Score: 2

The introduction is clear, but there is limited evidence of grouping (e.g., in the final paragraph, the writer discusses cost, the grill, and the car's heated seats). Control of sequencing is more evident (e.g., "I mean the rims a so big..." -> "As a result my car has the highest rate"). Some transitions link ideas in the paper (e.g., "As a result" and "I mean"). The paper lacks a conclusion. Although the paper has some qualities of higher score points Organization (e.g., some effective sequencing and transitions), overall it is more like a two (a higher-end two).

Style Score: 3

The word choice in the paper is generally engaging (e.g., "custom made," "pick up cable and satilight with them," and "The heated seats get so hot and cozy"). Occasionally, the writer loses control of language (e.g., "My car is custom made heated seats" and "the grill on the altralode is so big when sit it up it gets three feet taller"). The enthusiastic tone is appropriate to the expository purpose, and the writer's voice is clear (e.g., Ewwweeee isn't this car off the chain"). There is some variation in sentence length and structure. Overall, the writer sufficiently controls language to engage the audience.

Conventions Score: 2

There is about an even mix of correct and incorrect sentences. For example, in the first paragraph, there are correct simple sentences, as well as a run on ("I have a chose a car the name of my car is ...") and an ineffective sentence (e.g., "My car is custom made, heated seats ..."). There are several usage errors (e.g., "I have chose a car," "the rims a soooo big," "you tv's and you xm radio," "hopp up out her wheel chair," and "My car cost). The elements of mechanics are generally correct, but overall the writer demonstrates minimal control.

Performance Level: Meets the Standard

My Fablus Toy

One day I was working on a toy for kids. And then I found the solution. So I went to try it out at KHF well in case you don't know what that means all tell you what KHF means Kids Have Fun. So I went and they Appreciate. So I went and made some more. When I went to the store all of the toys were sold out but I'm glad I brought some more. Before I knew it it was the hottest toy around it help kids in math and it dance, sing, tells jokes. Parents loved it to and kids I think you know how much they loved it. So the VST was the most wanted toy in the world. Before I knew it they were sent all over the world. Even stars liked it so much for these kids they brought me 14 of my toys. And I gave 10 to kids that can't afford to go to school. I tell you it help so much math grads came improving that why schools bought so many that I had to make more. The VST was and is the hottest toy at the market. So many kids wanted to get one of my toy I decided to give them cheaper \$20⁰⁰

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is good. So because of that I had to make more and more. I was always asked can I have a VST. And I always say yes plus I was making a lot of money, so I kept making more toys I was so happy that I made that toy. Even adults use it. It was the most popular toy that was invented it was an excitement to see kids play with it. I was so happy when it was used. Now the MFT take it place. But I still remember the first time I saw the happiness in a kid playing with the VST. I felt so glad and I'm still I'm. I hope the VST helped a lot of kids & adults liked it too as much as I did too. But look on the bright side there's a new toy that is helping kids learn.

Annotations for Paper 13

Prompt 211

Ideas Score: 2

In this narrative response to prompt 211, the writer invents a new toy, called the VST, and takes it to KHF, a store that agrees to sell it. Many of the details in the narrative focus on the volume of VST sales (even “stars liked it so much for there kids”). These details do little to inform the reader about VST and how it works. There are however, some descriptive details that are directly relevant to the informational purpose of the prompt (e.g., “it help kids in math and it dance, sing, and tell jokes,” “math grades can imperfing (i.e., improving) that why schools bought so many,” and “So many kids wanted to get one of my toy a dicided to give them cheper \$20.00 is good”). Overall, there is minimal development that describes the VST—not enough to provide a sense of completeness.

Organization Score: 3

The writer demonstrates sufficient control of the components of Organization. The introduction is clear; it shows how the writer finally “found the soloson (i.e., solution)” to his invention, the VST. In the body of the paper, narrative events are grouped together (e.g., taking the VST to KHF, its brisk climb to popularity, creating a cheaper model so more kids could afford it, and finally, the next generation VST: the MFT). Ideas are sequenced logically. Some transitions link ideas (e.g., “And then I found,” “Before a knew it,” and “But I still remember”). The brief conclusion provides some closure.

Style Score: 2

There is an enthusiastic tone in the response (e.g., “The VST was and is the Hotist toy at the market.” Most of the language, however, is simple and repetitive (e.g., “So I went,” “some more,” “it help so much,” “a lot of money,” and “a lot of kids”). There is evidence of audience awareness and voice (e.g., “all tell you what KHF means,” “I tell you it help so much,” and “But look on the Brigh side”). Sentence variation is limited, however. Overall, the writer demonstrates minimal control of the components of Style.

Conventions Score: 2

The writer demonstrates minimal control of the elements of Conventions. There are correct examples of simple, compound, and complex sentences, but there are also several fragments and run-ons (e.g., “So I want to try it out at KHF well in case you don’t know what that means all tell you what KHF means Kids Have Fun”). Some elements of usage are correct, but others are not (e.g., “Before a knew it,” “there kids,” and “it help so much”). In mechanics, there are no paragraph breaks after the first indentation, and there are several misspellings (e.g., “soloson,” “hotist,” “imperfing,” and “cheper”). Errors occasionally interfere with meaning (e.g., “So I went and the Appest (i.e., accept).

Performance Level: Does Not Meet

The genius bike

The genius bike is a bike that can never get broken. You can change it into a bigger bike. You can do every thing with it. If you want one there on sale at Walmark for two hundred dollars. This bike even have a radio on it. When you started riding it comes on. You can get it with training wheels on it. They are for older kids and younger kids. Also they come in many sizes to. They have lots of different colors, and they have a water bottle strapped on it. They also have helmet, and knee pads for protection. The bike have a great alarm just in case if somebody tries to steal it. There is a chin that goes with it to keep it locked. It even have speed. You can go up to ninety-five per hour. Sometime you don't have to paddle. You can just put it on rest, and it will go by it self. The genius bike is a wonderful bike to have. If you really want the bike you have to take care of it all the time. Sometime you can't let everybody ride it because it have a memory of the owner and when you let somebody else ride the bike might think that somebody trying to steal it. So com to Walmark and get one for your children. Call this number to order one.

(770)-555-3344

The End

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		⑨	⑨

Annotations for Paper 14

Prompt 211

Ideas Score: 3

The controlling idea (The genius bike is the new product) is sufficiently developed. Supporting ideas (e.g., its cost, the accessories with which it comes, how fast it goes, etc.) are relevant, and the writer develops them with relevant details (e.g., “there on sale at Walmork for tow hundred darlles,” “The bike have a great alarm just in case if somebody try to steal it,” and “Yo can go up to ninety-five per hour”). There is just enough information in this response to provide a sense of completeness.

Organization Score: 2

There is not a clear introduction to the paper; the writer immediately begins to develop information about the genius bike. There is limited evidence of grouping and sequencing in the response. The writer often moves indiscriminately from one unique feature of the bike to another (e.g., “Also they come in many sizes to. They have lots of different colors, and they have a water bottle strapped to it. They also have a helmet”). There are few transitions linking ideas (e.g., “also”). The brief conclusion provides some closure. Overall, the writer demonstrates minimal control of the components of Organization.

Style Score: 3

Word choice is generally engaging (e.g., “a water bottle strapped to it,” “knee pads for prttection,” and “memory of the owner”). The enthusiastic tone is appropriate to the expository purpose, and there is clear evidence of audience awareness (e.g., “If you want one” and “So com to Walmark and get one for your children”). There is limited sentence variety in the response, but the writer’s voice is clear. Overall, the writer demonstrates sufficient control of the components of Style.

Conventions Score: 2

Most of the sentences, although simple, are formed correctly. There are several usage errors, however (e.g., “there on sale,” “The bike even have,” “they come in many sizes to,” “Their is a” and “Sometime you can’t). There are also several spelling errors (e.g., “darlles,” “straped,” “trys,” and “eles”). There are too many errors in this relatively brief response for the writer to demonstrate more than minimal control in Conventions.

Performance Level: Meets the Standard

Rrrrrrrrrrrrrrr!! Round the speed boat "And why am I going to an underwater facility?" I asked the captain of the speed boat "Because your mom is a good friend of Doctor Eric B, the creator of the under water city." He responded.

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Rrrrrrr!! the boat round chir broom! "Huh? what was that?" I asked. "oh looks like a storm is coming in." the captain said. "A storm?!" I asked worried. Then suddenly the wind started howlin then it started pouring, down rain! "ah!" I yeld as the captain put up the roof. "don't worry kid were almost there the captain told me

Then to my relife we reached the facilitys dock. The captain told me to go into a door and I found myself going down a glass elevator shaft, and to my surprise I was over a coral reef! I saw hundreds of fish! blow fish, stingrays, clown fish, eel, angle fish, cat fish, star fish, sun fish, Parot fish and then something horable swam right past the shaft a Huge killer shark!

when I got inside the facility a tour guide told me that every thing inside the facility was open to the public. "cool" I exclaimed. Then I ran off.

It wasn't long before I saw a door with an Authorized Personnel only sign. "Hhmm, must be a joke or something." I said as I looked inside. There were green cillinders with a goey looking substance inside.

Paper 15 (page two)

"Huh?!" I said "what could it be?" I asked myself. "NONE of your buessnes." A deep voice said behind me!

I turned around and a man was standing there and he closed the door. then suddenly there was a big slam and the facility shook! "what was that?!" the man yelled as red lights bleeped on and of!

then there was another slam, and another! and another as stuff fell onto the floor. Then I heard a gurgling sound and a wave of water swept me off the ground!

I managed to grab onto a pipe as the rushing water flowed by me. then it calmed and gave me time to move. I started wading in the water and then I heard a whole bunch of people rushing past me then I saw a shark! I fled as fast as I could!

It wasn't long before a dude slipped and fell then there was thrashing and yelling as the water turned red I ran even faster and jumped into a hole in the wall then the hole lit up and there was a series of flasks and I realised it was an escape pod! I was saved!

"Yeah right. You think I'm going to believe that?" My friend Dante asked, "what? you don't believe me? It's all true I tell you it's all true!!!"

Annotations for Paper 15

Prompt 309

Ideas Score: 5

The writer's account of his/her experience in the underwater city is fully developed. All aspects of the story are relevant (e.g., getting to the underwater city, seeing the varieties of aquatic life, being swept away by a deluge of water, carnage with a shark, and finally escaping through a hole in the wall). The writer develops these narrative events with specific details (e.g., "Then suddenly the wind started howlin then it started pouring down rain," "There were green cylinders with a goey looking substance inside," and "then there was thrashing and yelling as the water turned red"). The information in the story addresses a variety of reader concerns (e.g., what happens in the underwater city, and how does the writer get away?).

Organization Score: 5

The writer demonstrates full command of the components of Organization. The introduction engages ("Rrrrrrrrr!! Roard the speed boat") and sets the stage for the story about the underwater city. The writer groups narrative events about getting to the underwater city, seeing the varieties of aquatic life, being swept away by a deluge of water, carnage with a shark, and finally escaping through hole in the wall. The chronological sequencing is appropriate to the narrative purpose. A variety of transitions link all aspects of the paper (e.g., "Huh? What was that?," "Then to my relief," "It wasn't long befor," and "then there was"). The conclusion provides closure; repetition in the final two sentences adds emphasis and suspense.

Style Score: 5

The writer includes a variety of carefully crafted phrases to engage the reader (e.g., "Then sudnely the wind started howlin," "to my surprise I was over a coral reef," "there was a big slam and the facility shook," and "as the water turned red I ran even faster and Jumped into a hole in the wall"). The dialogue, particularly between the narrator and the "deep voice," adds intrigue and shows audience awareness. The suspenseful tone is appropriate for narrative writing, and the writer's voice is distinctive throughout the response (e.g., "Its all true I tell you its all true!!!"). Overall, the writer demonstrates a full command of the components of Style.

Conventions Score: 3

Although most of the sentences in the paper are correct, there are also several run-ons that occur during dialogue (e.g., the first sentence in the response and "'Huh?' I said 'What could it be'" I asked myself"). Most elements of usage are correct, but with regard to mechanics, there are several misspellings (e.g., "facillty," "sudenly," "horable," "exclamed," etc.) as well as missing internal punctuation (e.g., "were almost there," "Im going to," and "its all true"). Overall, the writer demonstrates sufficient control of the elements of Conventions.

Performance Level: Exceeds the Standard

Paper 16

The under city would be fun but there will be a lot of water. And if there was an under water city we could not breath without airtanks. But if I were there there will be a lot of fish and dolphins. It would be OK to live under water.

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Annotations for Paper 16

Prompt 309

Ideas Score: 1

There is some information in the paper that is relevant to the assigned topic (e.g., “we could not breath without airtanks” and “their will be a lot of fish and dolphins”), but, overall, development is lacking due to the brevity of the response.

Organization Score: 1

There is insufficient writing in this response to determine competence in Organization.

Style Score: 1

There is insufficient writing in this response to determine competence in Style.

Conventions Score: 1

There is insufficient writing in this response to determine competence in Conventions.

Performance Level: Does Not Meet

I was invited to go to a city that was in the bottom of the ocean it was so cool because I could go snorkling. I would see fish. It look like a rite city. they hade graby shouse I bout some shouse. when I walk on the wall the shouse turton off. th: that was the last tim I'm doing that. they have the movies. they had the 2006 movies. that does not come out next year. you have no school! that cool. I dumped on the bed. that was the best bed. It was a nice bed to have. do you have TV? they said "yes". you don't have more than TV. you have Ps3, Game cube revlosion, xbox 360, PSP! yes they said. nice and cool! That does not come out into 2006. Frist I was going to play Ps3, xbox 36, Ga cbr. I know what to do under water with my friend solomon, Armoan, Rayn, JP, victor, the two Auston, Bryce, Jacobe and more. You know who wond solomon, Bryce, me. we had fun no! we had a blast! and that was the end of that. I went! to eat some face at face shake. I drove my car. I went to my water ship it like a submarine but faster. that the end.

Annotations for Paper 17

Prompt 309

Ideas Score: 2

The writer's narrative about being in the underwater city is minimally developed. Some of the narrative events are partially developed (e.g., jumping on the bed and playing video games), while others are listed without further development (e.g., going snorkeling, looking at fish, and eating tacos). Overall, there is not enough information in the paper to provide a sense of completeness.

Organization Score: 2

The writer demonstrates minimal control of the components of Organization. Some of the ideas are sequenced chronologically (e.g., "you don't have more than TV...you have PS3, Game Cube...." → "Yes they said, nice and cool"). Other ideas in the paper are arranged in a less meaningful way (e.g., there is an abrupt shift from the writer walking on a wall to asking if "they have movies"). There are few transitions linking ideas (e.g., "and that was the end of that"). The response lacks a conclusion.

Style Score: 2

Most of the word choice is simple, ordinary, and repetitive (e.g., "they have the movies. they had the 2006 movies," "that was the best bed," "a nice bed," and "they said, nice and cool"). There is little sentence variety. At times, the writer seems excited to be in the underwater city (e.g., "We had a blast"), but he/she does not control language sufficiently to engage the reader.

Conventions Score: 1

Some simple sentences are formed correctly, but there are also several run-ons (e.g., "I went to my water ship it like a submrine but faster"). There are several usage errors in the response (e.g., "It look like," "you know who wond," and "went to eat some tace [taco]"). In mechanics, there are misspellings (e.g., "hade," "withe," and "submrine") as well as erratic formatting and capitalization. Errors occasionally interfere with meaning (e.g., "It look like rile city" and "when I walk on the wall the shouse turton on"). Overall, the writer demonstrates little control of the elements of Conventions.

Performance Level: Does Not Meet

I just got home from school I checked the mail just like usual and went into the house and gave mam the mail there was only one thing in there. I started to do my homework while my mam looked at the mail suddenly my mam said "Candace you get to go to the Under Water City how did you manage to do that?" I said "What are you talking about? I don't know how I did that." Then I heard a horn honk so I looked out the window and parked near the mail boxes there was a limo. I looked at the letter and there it said that a limo would pick me up from home. We went out there and told them to hold on I need to get my things. They told us that they had every thing that I need. I said O.K, and off I go. I said goodbye to everyone. The limo dropped me off at the air port. The airplane was right next to me and I got in it. I fell asleep... they woke me they said I had to get in scuba gear so I did. Then me and an adult scientist jumped off the plane into the water we swam till we got on the ocean floor. We walked to the door of the

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dome. The Scientist opened the door to the dome water flowed in and the scientist closed the door then something sucked out the water we opened the other door and took off our suits. The dome looks like a big dome. The glass can last through anything and the glass is very shiny. I really hope you can see it.

This is what I did. I got to slip on scuba gear so I could go in the ocean and see the sea creatures. They're so beautiful. I felt like I was in an underwater heaven. I was very excited to be there and get that privilege.

I ate fish and a very fat turkey that I brought from home. I drank orange juice squeezed from a real orange.

I slept in a big room with toys and a tv and there was a window so that I could see the animals. I liked it there.

Annotations for Paper 18

Prompt 309

Ideas Score: 4

This narrative about the writer's trip to the underwater city is well developed. Note that the opening section, in which the writer describes how she was invited to the underwater city, is relevant, even though these details do not relate directly to what happens in the underwater city. The narrative events (receiving an invitation in the mail, going to the airport, jumping out of the airplane, finding an underwater dome, exploring, and falling asleep in the dome) are relevant. The writer develops these events with specific details (e.g., "I heard a horn honk so I looked out the window and parked near the mail boxes was a limo," "me and an adult scientist jumped off the plane into the water we swam till we got on the ocean floor," and "I slept in a big room with toys and a tv and there was a window so that I could see animals"). Overall, the writer demonstrates consistent control of the components of Ideas.

Organization Score: 3

In the introduction, the writer sets the stage for the remainder of the narrative by describing how she was invited to the underwater city. The writer then groups narrative events about receiving an invitation to the underwater city, diving down to the dome, and exploring are grouped together. The chronological sequencing is appropriate for narrative writing. Some transitions link ideas, but they are not varied (e.g., "Then"). The paper ends rather abruptly as well ("I liked it there"). Overall, though, the writer demonstrates sufficient control of the components of Organization.

Style Score: 3

Word choice is generally engaging (e.g., "how did you manage," "very shiny," and "squeased from a real orange"). There are some lapses, however, into simple and ordinary language (e.g., "only one thing in there" and "I got in it. I fell asleep...They woke me they said"). The enthusiastic tone is appropriate for narrative writing, and the writer's voice is clear. There is some variation in sentence length and structure. Overall, the writer demonstrates sufficient control of the components of Style.

Conventions: 3

There are some correct sentences in the paper, but there are also several run-ons (e.g., "We went out there and told them to hold on I need to get my things"). Usage is generally correct, with the exception of some incorrect word forms are incorrect (e.g., "me and an adult." Most elements of mechanics are correct, but there are some misspellings (e.g., "goodby," "heven," "squeased"). Control in two of the three components of Conventions (Usage and Mechanics) makes this response more like a 3 than a 2.

Performance Level: Meets the Standard

I could not wait until this afternoon. The Scientists have been working all morning and a year on a City under the ocean. And it was time. The hotel was Sweetwater. I see why they called it that. And the view, Oh, Oh! I can't even tell you how good it looked. But when I step out side it changed. I see water air planes. As they flew away they was waving fish fins. As I was walking I see a desert ahead. It had shark, dinosaur bones in it. It was a dogs Paradise. On a hot day I need the ocean's favorite hot water sundae. All of a sudden it start snowing. I rented a snow board and start striding the snow. I was at the thirty-six snow off X Games. It was sun while it last. I went back to the hotel and went to the Sweetwater skating ring. I could not skate because a man named Sweetness. And was doing some Sweet moves. The girls loved him. The competition started. He did a few of Sweet moves. But I had something for that. I beat him with a few tricks up my sleeve. The girls screamed. I went to my room and watch tv. And went to a restaurant. I

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Paper 19 (page two)

Page 4

Came back and went to sleep like
a baby. And the next morning I bought a
house and stayed there.

Annotations for Paper 19

Prompt 309

Ideas Score: 3

The narrative about the underwater city is sufficiently developed. The narrative events are relevant (e.g., “seeing underwater airplanes, visiting a desert in the ocean, going to the “sweet water skating ring”), albeit somewhat difficult to envision at times (e.g., how is it that snow started to fall underwater?). Note that the plausibility of the ideas is not being assessed; this point is particularly true in an imaginative narrative context like this one. The writer develops the narrative events with relevant details (e.g., “As they flew away they was waving fish fins,” and “I beat him with a few tricks up my sleve. The girls screamed”). Although some reader concerns are not addressed (e.g., what kind of skating tricks did the narrator have up his “sleve?”), the response contains sufficient information to provide a sense of completeness.

Organization Score: 3

The overall plan is appropriate for narrative writing. The introduction points to the excitement to come, and the writer groups narrative events (e.g., seeing underwater airplanes, visiting a desert in the ocean, going to the “sweet water skating ring). The chronological sequencing is appropriate. Some transitions link ideas (e.g., “As they flew away” and “the next morning”). The final sentence offers some closure to the story.

Style Score: 3

Word choice is generally engaging (e.g., “waving fish fins,” “doing some sweet moves,” and “The girls screamed”). The writer’s voice is clear (e.g., “And the view, Oh!, Oh!”), and there is evidence of audience awareness (e.g., “I cant even tell you how good it looked”). The enthusiastic tone is appropriate for narrative writing. Overall, the writer demonstrates sufficient control of the components of Style.

Conventions: 2

Some sentences are correct, but there are also sentence fragments (“And it was time” and “But I had something for that”). There are several incorrect word forms (e.g., “when I step outside it changed,” “it start snowing,” and “I went to my room and watch t.v.”). Regarding mechanics, there are no paragraph breaks, missing apostrophes (e.g., “a dogs paradise”), and some misspellings (e.g., “paridise” and “compation”). Overall, the writer demonstrates minimal control of the elements of Conventions.

Performance Level: Meets the Standard

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When I was chosen to go under water for a day in a new citie. I jumped for jaw when I heard my name on the radio. So I packet my suit case and got on the road an went to the dock where 3 other kids where after 20 minutes later bubbles came out of the water it was a very small vesalle. When we got to the citie it looked boring.

Then one of the kids pointed to a tall man walking their way. Then he sed in a low voice "let me show your to your rooms". Our room where very small and messy. The man sed. "Dinner will be served in 9 hours". So I went to the bathroom to wash my hands and brush my teeth but there was no toothpaste or fresh runing water. So I went to dinner only to find a chese stick, 3 crackers, and 2 peices of lettuce sence I was a vegetarian. After dinner the captian took us to the glass room. To see fish

Paper 20 (page two)

or maby a shark or two. But then I saw a huge shadow the captian sed "Good job boy you found a whale." Then me and the other kids went back and started packing. Got back in to the vesalle and went home and told my mom that the captian was crazy. The I talked about the glass room and dinner and also it was the best day ever but now I think I'll go to bed." Goodnight:

Annotations for Paper 20

Prompt 309

Ideas Score: 3

The narrative about the underwater city is sufficiently developed. The narrative events are relevant (e.g., “waiting on the dock to go to the underwater city, eating dinner, and spotting a whale from the glass room”). The writer develops the narrative events with relevant details (e.g., “went to the dock where 3 other kids where,” “I went to dinner only to find a cheese stick, 3 crackers, and 2 peices of lettuce,” and ““Good job boy you found a whale””). Although there is not an extensive amount of development in the story, there is enough information to provide a sense of completeness.

Organization Score: 3

The overall plan is appropriate for narrative writing. The introduction shows how the writer gained access to the underwater city, and narrative events are grouped together (e.g., getting to the underwater city, freshening up in the hotel room, eating dinner, seeing a whale, etc.). The chronological sequencing is appropriate. Some transitions link ideas (e.g., “When we got to the citie,” “only to find,” and “after dinner). The conclusion—told by the writer to his/her mother— provides a summary of the adventure. Overall, the writer demonstrates sufficient control of the components of Organization.

Style Score: 3

Word choice is generally engaging (e.g., “very small vesalle,” “fresh running water,” and “huge shadow”). The enthusiastic tone (“I jumped for jow”) is appropriate for narrative writing. The writer’s voice is clear, and some examples of effective dialogue engage the reader (e.g., ““Good job boy you found the whale””). There is little variation in sentence length and structure, but, overall, the writer demonstrates sufficient control of the components of Style.

Conventions: 2

There are several fragments in the response (e.g., “So I packt my suitcase,” “To see fish or maby a shark or two,” and “Got back in to the vesalle and went home and told my mom...”). There are some incorrect word forms as well (e.g., “where three other kids where,” “Our room where very small,” and “Then me and the other kids”). Most of the mechanics errors are misspellings (e.g., “packt,” “bubles,” “vesalle,” and sence”). Overall, the writer demonstrates minimal control of the elements of Conventions.

Performance Level: Meets the Standard