

## Georgia Grade 8 Writing Assessment

### Expository Prompt used in the 2007 Administration and Sample Papers

#### Expository Writing Topic 8219

##### Writing Situation

The students at your school are not purchasing lunch from the cafeteria. Your principal has decided to add fast food restaurants to the menu. The principal knows that this one change may not solve the problem.

##### Directions for Writing

Decide what changes you think the principal needs to make in your school cafeteria. Write a letter to the principal explaining how adding fast food and other changes you recommend will solve the school lunch problem. Include specific examples and details so that the principal will understand your ideas.

Changing the lunch menu.

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They should changing the lunch menu. We should have ChianKan on Monday. on Thuse day tococe and some Rich wensday we should have some hamburger for lunch hamsnewith on Thre day ~~per~~ or they should have pizza. They might have some stake and PIZZA ChianKan, Rich, ~~They~~ <sup>we</sup> should make how ondoezen for dezort like gillow, cake, apple & grapes and other food.

PLEASE DO NOT



Paper 11

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## **Annotations for Paper 11**

### **Prompt 8219 – Expository**

#### **Ideas Score: 1**

This paper consists of a list of foods that the school should offer. It is perfectly relevant for a writer to mention specific foods that the school should serve. In this case, however, the writer never develops any of his recommendations. Why should the school serve chicken on Monday and tacos on Tuesday? There is not enough evidence to determine even minimal competence in Ideas.

#### **Organization Score: 1**

There is insufficient writing to determine competence in Organization. The paper lacks an ending and includes an ineffective, one sentence introduction. The only evidence of sequencing is listing menu items by days of the week. There is no evidence of an overall organizational strategy.

#### **Style Score: 1**

The writer does not demonstrate control of any of the components of Style. Tone is flat throughout the response. Word choice is imprecise and repetitive (“they should,” “we should”). There is no sense of the writer’s voice or an awareness of audience. The writer speaks of the audience in the third person (“They should changing the lunch meun.”).

#### **Conventions Score: 1**

This brief paper contains frequent and severe errors in sentence formation, usage, and mechanics. There are not enough correct instances to demonstrate even minimal competence.

**Performance Level: Does Not Meet the Standard**

The principal needs to change a lot of things first how the lunch room ~~appears~~. It looks disgusting. The food does not look like something I would want to eat. It's all weird and gross. It looks like they don't even cook it, they just go dumpster diving for it.

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Then there's the taste. It doesn't even taste like it should. It's some times so bad you lose your appetite just smelling it. The lunch room stinks. you could spray something in there. The garbage dumpster is right outside the door. I don't want to smell all that rotten food.

It's too crowded in there. It's like lunch between us. There just isn't enough room. you should consider letting us eat outside for a while. They say it wouldn't smell as bad or be as loud.

Here are ways you could change the lunch room. you could have better food or cooks. you could have some body kill all the flies. They could close the door so we don't have to smell the dumpster. The benches could be spread out a little more so we could eat outside. Then finally make them wear better hair nets, I hate when I find hair in my food.

PLEASE DO NOT



Paper 12



## Annotations for Paper 12

### Prompt 8219 – Expository

#### Ideas Score: 2

The writer's position is clear (the cafeteria's food, smell and crowdedness need improvement), but development is quite thin. The writer claims that the food is "weird and gross," but he never explains why. He briefly explains the cafeteria's odor and crowdedness. In the final paragraph, he lists various solutions to these problems but develops none of them. There is no sense of completeness. Inadequate support keeps this paper in the "2" range.

#### Organization Score: 2

The paper demonstrates minimal control of the components of Organization. After an ineffective introduction ("The principal needs to change a lot of things"), the writer lists a several negative aspects of school lunch (appearance, taste, crowded cafeteria). These problems are grouped in paragraphs, but the subsequent list of recommendations is listed in no apparent order. The paper ends abruptly without a conclusion. The writer includes few transitions to link ideas.

#### Style Score: 3-

Word choice is generally engaging ("It looks like they don't even cook it, they just go dumpster diving for it.") with lapses into ordinary language. Although the language is somewhat informal for addressing a principal, it does indicate the strength of the writer's feelings about the situation ("The lunchroom stinks." "I hate when I find hair in my food."). There is a sense of the writer's voice in the opinions he expresses. The writer addresses the principal directly throughout the paper. There is not much variety in sentences.

#### Conventions Score: 2

The paper demonstrates minimal control of the components of Conventions. Some sentences are formed correctly, but there are also several run-ons ("It looks disgusting, The food does not look like something I would want to eat." "It looks like they don't even cook it, they just go dumpster diving for it."). Subject-verb agreement is generally correct, but there are also some incorrect word forms ("*loose* your appatitie," "*to* crowded in there," "*Its* sometimes so bad"). There are missing apostrophes in contractions, and many necessary commas are missing. Some words are spelled incorrectly ("appatite," "finaly," "enough," "inch"). Overall, the paper is a mixture of correct and incorrect instances of Conventions.

**Performance Level: Does Not Meet the Standard**



## Annotations for Paper 13

### Prompt 8219 – Expository

#### **Ideas Score: 2**

The response minimally addresses the expository purpose. The writer presents a clear outline for improving school lunch, but development is general and repetitive. The writer announces his three solutions (“lower lunch prices, add a buffet, and make a survey, for kids, to see what kind of food they like”) in the introduction and repeats these ideas several times throughout the paper. He elaborates on these three solutions with a few sentences of development. While the elaboration is relevant, the repetition keeps the paper in the “2” range.

#### **Organization Score: 2**

The organizing strategy is formulaic as the writer announces three supporting ideas in the introduction, repeats the supporting ideas to begin each body paragraph, and then repeats them again in the conclusion. Transitions are formulaic (“Three ways are,” “Those are just three ways,” “the first way,” “another way,” “there are manys but there is three I chose”). There is some evidence of grouping and sequencing in the body paragraphs.

#### **Style Score: 2+**

The language is somewhat formulaic and repetitive (“there are many ways,” “the first way,” “Another way”), and much of the conclusion is a verbatim summary of phrases used in the introduction and the body paragraphs (lower lunch prices, add a buffet, make a survey). The tone is not entirely flat or inappropriate because there is some sentence variety and some sense of the audience as the writer addresses the principal (“If the buffet will not get kids to eat in the cafeteria then try a survey.”). Overall, there is a sense that the writer is speaking *to* someone, even if the language is not particularly engaging.

#### **Conventions Score: 3**

The majority of sentences are correct, but there is an occasional awkward sentence (“A survey that the kids could pick the types of food they want to eat in the cafeteria.”). Most subjects and verbs agree, but there are some word form errors (“there are manys but there is three I chose”). Despite an occasional spelling error (afford) and some missing commas, mechanics is generally correct. Overall, the paper demonstrates sufficient control of the components of Conventions.

**Performance Level: Does Not Meet the Standard**



lunch line. we stand there a while so  
the lunch line is to slow. Every thing  
should be ready after class hours. not  
putting down our lunch ladies but  
some one need to do something about the  
food. I can say they do okca sometimes  
but not all.

We should be able to sit  
were ever we want in the lunch room.  
I mean we never get to talk to the  
other team that much we should atleast  
be able to eat lunch with them. So  
do you think we could try if we  
behave just once its the least you  
could do. So maybe we could talk to  
them some time. I really you would  
try and make some of these things  
happen if you would take it in  
concentration please. Also if maybe  
I could get enough to sign and  
agree you would do something about  
our lunch.

If you would make these  
changes I bet we would have  
a better lunch and it would put  
smile on faces. So please think  
about it and I'll see about the  
list of students who fill the same.

## Annotations for Paper 14

### Prompt 8219 – Expository

#### Ideas Score: 3

The writer produces a sufficiently developed response. The controlling idea (several changes need to occur to improve school lunch) is clear, and the supporting ideas (improve the food, increase portion sizes, speed up the lunch lines, allow students to socialize during lunch) are relevant and informative. The writer occasionally incorporates specific details into his argument (“When we Bite in the meat it mostly looks really pink on the inside and are fries are allways raw”; “They also give us little nuggets. When we have them we only get five we should at least get eight. then we might be full”). Overall, development is uneven.

#### Organization Score: 2

The writer begins offering suggestions without introducing the issue or setting up the writer’s plan to improve lunch. There is minimal evidence of sequencing as the writer shifts from one idea to the next with few transitions (“also” is used to link some ideas). The paper does have a conclusion as the writer asks the principal to make the recommended changes. Unrelated ideas are included in some paragraphs. Overall, the paper demonstrates only minimal control of the components of Organization.

#### Style Score: 2

Word choice is usually simple and ordinary (“What I think you should do so we could have a better lunch time is”) but sometimes imprecise (“leadice [lettuce] don’t fill us up”). There is, however, a consistently pleading tone, and a sense of the writer behind the words on the page (“When we have them we only get five we should at least get eight,” “I know we can bring our on lunch,” “We also need faster service in the lunch line,” “I mean, we never get to talk to the other team”). Most of the second page is directly addressed to the principal indicating an awareness of audience. The writer is clearly attempting to persuade, even though the response lacks engaging language

#### Conventions Score: 1

The paper does not demonstrate minimal control of the components of Conventions. There are more sentence fragments (“To have the lunch ladies wear thicker hair nets. So then it wont get in our food. Also so we wont tast it. Also better coods so the food is at least all the way done.”) and run-ons (“I mean we never get to talk to the other team that much we should at least be able to eat lunch with them.”) than correctly formed sentences. There are also frequent word form errors (“sit were ever we want,” “put smile on faces,” “our parent can bring it,” “I fill our parents,” “are fries”) and spelling errors (“tast,” “nuggets,” “favoret,” “mabey,” “conceteration”). There is no internal punctuation, and capitalization is erratic (first words in sentences are sometimes not capitalized, while other words are unnecessarily capitalized).

**Performance Level: Does Not Meet the Standard**

Dear Principal B

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We have a situation here at J High School Cafeteria. Some of the students are complaining about the school food. We don't think we should have fast food at our school, because it's not healthy for us. Some of those greasy fries and hamburgers are very fattening and we shouldn't have them on the school menu.

The other thing is when we go to the cafeteria and have to wait in those long lines, our food gets cold, when it should be warm and hot. Plus, I think we should have two lines instead of one. Sometimes there are not enough seats for the students to sit down and enjoy their meal.

Also, we think that the food is way too high every day. Some of us have to pay \$2.00 right when we get the food. That's why you see so many students bringing

their lunch.

We also think that the food should be good, because lunch time is the only time we can eat and socialize. In class we can't talk and in the hallways we don't have time to talk, because we are going from class to class.

So please, if you could just read what I have to say, then this school will get better and better throughout the school year.

Thank you,

Students

and

and Students

## Annotations for Paper 15

### Prompt 8219 – Expository

#### Ideas Score: 3-

There is not a tremendous amount of development in this paper, but all of it is relevant and informative. The controlling idea (fast food is not healthy, so the school should resort to other tactics for improving school lunch) is sufficiently developed. The supporting ideas (add another lunch line, lower the lunch prices, and allow students to socialize during lunch) address some reader concerns while advancing the controlling idea. There are only a few sentences of development for each of the supporting ideas, but these details are somewhat specific (“Some of us have to pay \$2.00 right when we get the food”; “In class we can’t talk and in the hallways we don’t have time to talk, because we are going from class to class”). While development could be much stronger, the writer stays focused on informing the principal about school lunch problems, a fact that helps keep the paper in the low “3” range.

#### Organization Score: 3

The writer’s ideas are arranged in a clear sequence. The organizing strategy (introduction, recommendations, conclusion) is appropriate to expository writing. The opening paragraph introduces the school food situation, and the body paragraphs include several suggestions. Related ideas are generally grouped together in paragraphs. The final paragraph is brief, but it is an adequate, if not effective, conclusion. The writer uses transitions to ideas (“The other thing,” “Plus,” “Also,” “We also think,” “In class,” “in the hallways”).

#### Style Score: 3-

Word choice is often engaging (“We have a situation here,” “complaining,” “those greasy fries,” “those long lines,” “socialize”), but there are frequent lapses into more ordinary language. The indignant tone of the paper is consistent. The strength of the paper is the sense of the writer’s voice (chronicling the difficult life of an eighth grader). The writer addresses the principal directly in the final line (“So please, if you could read what I have to say”). There is some variation in sentence structure (“In class we can’t talk and in the hallways we don’t have time to talk, because we are going from class to class.”).

#### Conventions Score: 3

The writer demonstrates sufficient control of the components of Conventions. A majority of the sentences are correct, but there is one sentence that begins with “so.” Subject verb agreement is generally correct, but there are some incorrect word forms (“there are not enough,” “food is way too high”). Although there is an occasional missing apostrophe or comma, internal punctuation is generally correct. Spelling is generally correct (except “fatning”).

**Performance Level: Meets the Standard**



Pizza places usually have sales going on, and give schools discounts. Selling pizza at the school is a great idea to get students to buy lunches, and a good way to make money for the school.

The final suggestion I have to make students buy lunches is to sell additional items. Instead of just selling milk and juice, you could sell other things. Some of the things you could sell in addition to the lunches are drinks and icecreams. I'm sure many students rather drink Gatorades and Cokes than milk. You could also sell icecream and ppsides. This would also attract students, and make them want to buy lunches. Selling drinks, and other things would be a great way to get students to buy lunches.

In conclusion, there are many things that you could do to make students buy lunches. You could order, then sell slices of pizza. You could also ~~lower~~ lower some of the prices, so that lunches are affordable. You could sell drinks at the school. There are tons of ways to make kids buy lunches.

## Annotations for Paper 16

### Prompt 8219 – Expository

#### Ideas Score: 3

The writer sufficiently develops three ideas to improve school lunch (lower the prices, offer pizza once a week and sell a greater variety of drinks). The writer uses relevant details to develop the paper but rarely uses specific examples to address reader concerns. It would be helpful to know how much cheaper lunch should be. What pizza place should deliver on pizza day? How much should a slice cost? The writer does mention specific drinks that the school should offer, and there is sufficient information to provide a sense of completeness.

#### Organization Score: 3

The organizational strategy (introduction, suggestions, conclusion) is generally appropriate to persuasive writing. The introduction states the writer's position and offers some suggestions. The conclusion restates the writer's position and repeats the writer's supporting ideas. Related ideas are generally grouped together in paragraphs (lowering the prices, sell pizza, sell additional items). The writer uses transitions, but they are not particularly varied ("One way," "another way," "the final suggestion I have," "In conclusion").

#### Style Score: 3

The enthusiastic, helpful tone is consistent with the writer's purpose. Word choice is a mix of engaging ("Make the food more affordable," "lowering the prices," "too expensive," "additional items") and monotonously repetitive ("students buy lunches" is used nearly a dozen times in the response.). The writer addresses the principal directly throughout the response ("I think you," "One way you," "You should pick," "This way you are still making money," "You could also sell"). Sentences structures are varied, giving the paper flow. We hear the writer's voice as "everystudent," speaking to what changes would appeal to the average middle grader.

#### Conventions Score: 4

The writer demonstrates consistent control of the components of Conventions. Sentences are consistently correct with some subordination and coordination. Usage is consistently correct with few errors. Although some commas are used when they are not needed ("There are many things you could do, to make students buy lunches again"), most elements of Mechanics are demonstrated.

**Performance Level: Meets the Standard**

Dear Ms. B.

I have noticed that many students have been bringing their lunches from home, instead of buying lunch from school. This probably means the school isn't getting much money from lunch buyers. I have heard of your new plan to add fast food restaurants to

is menu. This idea could be a huge ~~Success~~ <sup>Success</sup>, but I think some other plans might make it even bigger.

Fast food restaurants would get more students to buy lunch because they would enjoy the food more. Attracting more buyers could mean big money for the school. When students think of lunch, they wouldn't think of pre-cooked cafeteria food. Instead, they would imagine their favorite fast food and would want to buy lunch.

Have you ever had a type of food three times in a row? Well it gets pretty boring with the same thing over and over again. That's why I think we need more choices of food. Students are diverse and they all don't like the same foods. A plan like this would make sure every student was happy with their lunch.

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PLEASE DO NOT



Paper 17



After ~~luch~~ lunch, some students still feel hungry. <sup>to</sup> ~~the~~ & satisfy that hunger, they could eat a snack or something extra. This is why ~~extras~~ <sup>extra snacks</sup> would be a good idea. Also, ~~with~~ with a wide variety of extra snacks, each student can choose ~~that~~ what he or she is hungry for.

I believe that these changes will help the school with finances and make the cafeteria a better place to dine. As a student of \_\_\_\_\_, I would appreciate a change in the ~~cafeteria~~ of cafeteria. If these changes were made, we most likely wouldn't have a problem with buying lunch. Thank you for your time.

Sincerely,

## Annotations for Paper 17

### Prompt 8219 – Expository

#### Ideas Score: 3

The controlling idea (fast food in school is a good idea, but other improvements would also help) is sufficiently developed. The supporting ideas are relevant and informative (students like fast food better than school lunch, there should be a greater variety of lunch choices, and the school should sell snacks that students can enjoy). While the writer uses some detail to expand on the supporting ideas, specific details are largely absent from the response. What types of foods would make the menu more diverse? What sorts of snacks would students prefer, and should the students be able to take the snacks outside of the cafeteria? Still, the response sufficiently addresses the expository task, and there is a sense of completeness.

#### Organization Score: 4

The overall organizational strategy (Introduction, how fast food would improve the school lunch, conclusion) is appropriate to the assigned topic and genre. The introduction sets the stage for the writer's suggestions ("This idea [fast food] could be a huge success, but I think some other plans might make it even bigger."). Related ideas are grouped logically in paragraphs (fast food, more choices, extra snacks). The conclusion reiterates how these changes will help the school and make students buy lunch. The writer uses questions and varied transitions to link ideas and parts of the paper ("Attracting more buyers," "Instead," "A plan like this," "After lunch," "Also," "As a student," "If these changes were made").

#### Style Score: 3

Word choice is generally engaging ("Attracting more buyers could mean big money," "To satisfy that hunger") with lapses into ordinary language. The tone is respectful and helpful (your idea *might* work, but I think mine will work better). The writer addresses the principal with flattery ("This idea could be a huge success") and questions ("Have you ever had a type of food three times in a row?"). The writer's voice is clear ("Well it gets pretty boring."). Sentences are varied.

#### Conventions Score: 4

The writer demonstrates consistent control of the components of Conventions. Sentences are consistently clear and correct. Subjects and verbs agree throughout the paper. There are a few minor mechanics errors such as a missing apostrophe in a contraction (thats) and two spelling errors ("resturaunts," "problem"), but these errors do not interfere with meaning.

**Performance Level: Meets the Standard**

To: Principal T

From: J

8th Grade

Topic: Changes in our cafeteria

I have heard of the changes you have made in our school cafeteria. It has been known that you have decided to add fast food restaurants to our ~~se~~ menu because of the low number of purchases of school lunches. I have also heard that you realize that this alone may not change the current situation and you would like some suggestions from students. In this letter, I have included my recommendations for the changes that I believe will help the problem.

First, I would advise that you change the settings and characteristics of our school cafeteria. You have to admit that ~~is~~ it is not very neat nor clean. I believe that if you focus on straightening up a little, it will help the current problem. Our tables could use a little better of a wash. Also, the chairs and trays could use some work. This is a main recommendation of mine.

Also, I truly believe that if you add extra desserts and drinks that may be purchased only if a lunch is purchased, students will be more willing to buy lunches. I have seen this help many other schools. This may cost a little extra money, but I completely believe that it will help us

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overcome our problem.

The last recommendation I have for you is to better organize our cafeteria. There seems to always be a crowd when we go to purchase our lunches. I think that this makes students unwilling to wait in line. The system we are using to get students through the lunch lines simply is not working. Maybe we could have longer lunch periods to let ~~every~~ everyone get in and out of the cafeteria. I have heard many students say that they feel like they are being rushed in the cafeteria.

Together, I completely believe that these changes will help to solve our current issue. From what I have heard, these are the main causes of the situation. Hopefully, our school will overcome this difficult challenge. I wish you the best of luck in finding a solution, and I hope that my few recommendations will help. Thank you for the chance to offer my suggestions.

## Annotations for Paper 18

### Prompt 8219 – Expository

#### Ideas Score: 3+

The writer produces a sufficiently developed response to the assigned task. The controlling idea (fast food alone will not solve the school lunch problem) is clear, and the supporting ideas (clean the lunch room, add extra drinks and desserts, and extend the lunch period) are relevant and informative. Development in these paragraphs is sufficient. Some reader concerns are not addressed. For example, how much more time for lunch should the students receive? What sorts of drinks and desserts should the school offer to students who buy lunch? Moreover, first two body paragraphs are not as well developed as the third. The response is well focused and addresses some reader concerns (extra drinks and desserts may be more expensive, but they are worth it), but development is not strong enough to move the paper out of the high “3” range.

#### Organization Score: 4

The overall organizing strategy (introducing the issue, recommending changes, thanking the principal for the chance to provide suggestions) is appropriate to the writer’s ideas and the assigned task. The introduction sets the stage for the writer’s recommendations for lunch. Related ideas are grouped logically within paragraphs (cafeteria setting, add extra desserts and drinks, better organize the cafeteria). The writer uses transitions to link ideas and parts of the paper (“First,” “Also,” “The last recommendation,” “Together,” “Hopefully,” but some transitional phrases are repeated (“I have included my recommendations for the changes, This is a main recommendation of mine, I hope that my few recommendations will help.”).

#### Style Score: 4

The tone is consistent with the writer’s purpose. Word choice is precise and engaging (“would advise that you change the settings and characteristics,” “straightening up a little,” “that may be purchased,” “unwilling to wait in line”). There is some attention to audience in all parts of the paper. The writer addresses the principal directly several times (“I believe that if you will focus on...”). The strongest component is the writer’s voice, present in every paragraph (“This may cost a little extra money, but I completely believe that it will help us overcome our problem.”). The use of the collective noun “we” indicates that the writer takes some ownership and interest in the problem. Sentences are varied.

#### Conventions Score: 5

The writer demonstrates a full command of the components of Conventions. The writer uses consistently correct sentences, and a variety of subordination and coordination strategies. Subjects and verbs consistently agree. All elements of Usage and Mechanics are demonstrated in a variety of contexts.

**Performance Level: Meets the Standard**



is to take a poll! Ask students and their parents why they are not buying lunch and what they would like to see on the menu instead. Also ask the kids what they ~~would~~<sup>did</sup> like on the ~~the~~ menu, so that we can keep those foods. Hopefully, hearing the parents and kids opinions and ideas will help the school decide on a lunch menu that everybody approves of.

Thank you for taking the time to read this. I hope that this has given you some ideas for getting more people to buy cafeteria lunches. You and the lunch staff have taken the first step forward to changing the lunches, and I encourage you to keep trying. Our school needs the money and support from our student body!

Sincerely yours,

## Annotations for Paper 19

### Prompt 8219 – Expository

#### Ideas Score: 4

The controlling idea (adding fast food will not solve the school’s lunch problems) is well developed with relevant supporting ideas (fast food is unhealthy, the school should offer greater variety and the school should poll the students to see what types of foods they prefer). The writer resorts to specific details to draw out many of his supporting ideas (“Many parents would not like their children eating 500 calorie meals everyday at school”; “Creating a salad bar or sandwich bar that kids could always count on to be there...would add more buyers”). The first and third body paragraphs are not quite as fully developed as the second, but the writer is consistently focused on the expository task. There is a sense of completeness.

#### Organization Score: 4

The introduction sets the stage for the writer’s ideas to improve lunch (“I know that you and the lunch staff have noticed this and are trying to help by adding fast food to the menu, but just that one addition will not change everything”). The writer’s suggestions are presented in a clear sequence (offer fast food three times a week, more variety, take a poll) and related ideas are logically grouped within paragraphs. Rather than simply repeating the supporting ideas in the conclusion, the writer encourages the principal and the lunch staff to go beyond the first step and keep trying to improve lunch. Although transitions from one idea to the next are not sophisticated (One of the main reasons, another way, the last way), transitions within paragraphs are varied and effective.

#### Style Score: 4

Word choice is precise and engaging (“just that one addition will not change everything,” “eating 500 calorie meals,” “a lunch menu that everyone approves of,” “have taken the first step”). The tone, which is somewhat patronizing, is consistent and appropriate for making recommendations. The writer demonstrates attention to audience by directly addressing the principal (“I know that you and the lunch staff have noticed this”), using imperatives (“Ask students and their parents why...”), and encouraging the principal to keep trying. Sentences vary in length and structure.

#### Conventions Score: 5

The writer demonstrates a full command of the components of Conventions. Sentences are consistently correct with a variety of subordination and coordination strategies. Usage and mechanics are correct in a variety of contexts. Errors are minor and infrequent (“*their* not in that mood”).

**Performance Level: Exceeds the Standard**



School if it had a name among smaller restaurants. That's why I think we can get them to support us. These places are great restaurants, and could feed even the pickiest person in the world. This way, we would have a great school lunch.

I think that school lunch is a great way to pick up a few extra dollars. You have to know what the consumer is thinking, though. Well, I'm a consumer, and I'm telling you what I think! Fast food is a great idea, but not if it's McDonald's. Free monthly giveaways could encourage people to eat school lunch. If we became popular, even some big restaurants would support us. I think my ideas could save school lunch!

Sincerely,

## Annotations for Paper 20

### Prompt 8219 – Expository

#### Ideas Score: 5

The response is fully developed with relevant, informative details. The writer devises a three-part plan for promoting school lunch (offer better fast food, give away prizes and bring in local restaurants to spice things up a bit). Throughout the response, the writer uses specific details to elaborate on his plan (specific fast food restaurants students like, specific prizes the school could give away and specific local restaurants (and food) that the students are sure to enjoy). The response is always focused on informing the principal about students' preferences, and the writer addresses several reader concerns. The paper is full and complete.

#### Organization Score: 5

The introduction engages the reader (“I think that your choice of fast food, McDonald’s, is just as disgusting as the old food”) and thoroughly sets the stage for the writer’s plan to improve school lunch. Related ideas are grouped in a logical manner within paragraphs, and ideas are sequenced in a logical manner (switching fast food restaurants, free give-aways, getting a local restaurant to support the school). The conclusion provides closure as the writer reiterates a plan to improve the school from the perspective of the consumer. Varied transitional devices link all elements of the paper (“You know as well as I do,” “recently,” “Also,” “Other restaurants,” “even if you changed the menu,” “for the girls in my grade,” “After hearing about our success”). The overall organizational strategy is appropriate to expository writing and facilitates the communication of the writer’s ideas.

#### Style Score: 5

Word choice is varied, precise, and engaging (“From the standpoint of money, you could adjust the price,” “After hearing about our success,” “You can expand your knowledge,” “You have to know what the consumer is thinking”). The confident tone is sustained throughout the paper. There is sustained attention to the audience as the writer addresses the principal directly (“You should keep your fast food idea, but change the restaurants you order from.”), through questions (“Can you get all of this through school?”), and through the consistent use of engaging language. There is a very distinctive voice behind the words on the page (“You know, as well as I do,” “What they don’t like is what you’ve put on the menu!” “A LOT!” “Little do they know,” “Well I’m a consumer, and I’m telling you what I think.”). Sentences are extensively varied.

#### Conventions Score: 5

The paper demonstrates a full command of the components of Conventions. The writer demonstrates correct instances of sentence formation, usage, and mechanics in a variety of contexts. There are a variety of subordination and coordination strategies, and internal punctuation is correct in many contexts.

**Performance Level: Exceeds the Standard**