



Georgia Grade 8 Writing Assessment 2011 Writing Topics and Sample Papers

Expository Writing Topic 8204

Writing Situation

Celebrities are often considered role models simply because they are famous. Many younger students in your school admire entertainers and athletes. Think about the qualities you look for in a role model.

Directions for Writing

In a letter to a younger student, explain what makes a good role model. Include specific details that a younger student would understand.

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Persuasive Writing Topic 8104

Writing Situation

Celebrities are often considered role models simply because they are famous. Many younger students in your school admire entertainers and athletes. Decide whether you think celebrities make good role models for students.

Directions for Writing

Write a letter to a younger student expressing your opinion about whether celebrities make good role models. Support your position with specific details and examples.

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Paper 1

Fantasia is a great role model. Fantasia won American Idol in 2004. She can sing and dance, and very helpful. Fantasia sings all kinds of different type of songs like Gospel, R&B and many more. Fantasia used to like ~~street~~ ^{school} in middle school. Some girls tried to bully her because they were jealous of her voice.

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She couldn't take it anymore so she tried to be nice to the bullies. High School came and then she drop out. She was smart but not the best reader and not the best in math.

Now all the bullies wish they were her best friend. She going back to school all the people/students are going to be excited to go to the same school as Fantasia cause they admire her.

Fantasia is a strong, beautiful ~~the~~ person she is nice to others even the bullies. She took care of herself to win American Idol she chose the right thing most likely everyone likes Fantasia her voice and music is delightful.

* She's a great role model. *

Annotations for Paper 1

Expository Prompt 8204

Ideas Score: 2

The controlling idea (Fantasia exhibits the qualities of a good role model) is minimally developed. Supporting ideas are relevant (she sings well, she went back to school after dropping out, and she “is a strong, beautiful person”). The writer includes some details to develop these supporting ideas (e.g., she “sings all kinds of different type of songs like Gospel, R + B and many more,” a brief rationale for why she dropped out of school). 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 in this brief response. There is an introduction, body, and conclusion. A few of the ideas are grouped (e.g., details about dropping out of school) and sequenced (e.g., “Some girls tried to bully her because they were jealous of her voice. → She couldn’t take it anymore”). There are a few transitions linking ideas (e.g., “Now all the bullies”). Demonstration of competence is limited by the brevity of the response.

Style Score: 2

The writer demonstrates minimal control of the components of Style. Some of the word choice is interesting (e.g., “Gospel,” “R+B,” “admire,” and “delightful”). There is also some evidence of the writer’s voice and an enthusiastic tone (e.g., “Fantasia is a strong, beautiful person”). Overall, demonstration of competence is limited by the brevity of the response.

Conventions Score: 1

The writer does not demonstrate control of the elements of Conventions. There are a few correct sentences, but many attempts result in run-ons (e.g., “She going back to school all the people/students are going to be excited to go to the same school as Fantasia cause they admire her”). There are several examples of incorrect word forms (e.g., “different type of songs,” “She going back,” and “her voice and music is delightful”). There is little evidence of correct internal punctuation and formatting.

Performance Level: Does Not Meet the Standard

Paper 2

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Dear Jack,

I received your letter so here's my reply regarding it. A lot of people will say lots of different things about what makes a person a "good" role model. In my opinion, to be a "good" role model, that person has to have a good heart, they have to set good examples, and last but not least, they have to act disciplined. Most good role models also make sacrifices for him/herself and others.

A good role model doesn't necessarily have to be a celebrity, but most role models are, simply because they're famous. You can also choose to have more than one role model. Me myself, I have a lot of role models, but most of them I just consider are people who inspire me. There are lots of people in the world, so one of them can be your role model and it can be anyone.

For instance, one of my role models is my mom because she has a good heart and she carries herself in a very decent way. What I think really makes my mom a good role model

Paper 2 (page two)

Page 4

is the fact that she pushes me to better than I ever thought I could be or ever imagined and she pushes herself just as hard. That's basically what I look for in a person to be a good role model.

Now, there are other types of role models who aren't really considered "good" people, but are considered role models for certain acts. They display, there are also role models who are mistaken to be bad people because of something. For instance, in the case of my favorite athlete Terrell Owens, he's considered one of those mistaken ones. Nevertheless, I consider him a good role model because not only is he the best wide-receiver playing, but he's a really nice person with a good heart and he cares about others more than he cares about himself. I also like that he's cocky but not in a way in which he puts people down. He also never takes anything serious on the field, but he's still the best. Now what makes a lot of people say he's a bad person is that he tells the truth and always speaks his mind.

In conclusion, I'll just say, know what you want out of a person and you'll find a role model.

Annotations for Paper 2

Expository Prompt 8204

Ideas Score: 4

The controlling idea (there are several qualities of good role models) is well-developed. Supporting ideas are relevant (the general qualities of a good role model, how the writer's mother is a good role model, and how Terrell Owens is a good role model). The writer develops these supporting ideas with specific details and elaboration (e.g., "she pushes herself just as hard. That's what I look for in a person to be a good role model," and "not only is he the best wide-receiver playing, but he's a really nice person with a good heart, and he cares about others more than he cares about himself"). The paper could be improved by developing parts of the paper with more specifics (e.g., how does the writer's mother carry herself "in a very descent way"?).

Organization Score: 4

There is a clear organizing strategy (general qualities of a good role model / an example of someone who exhibits these qualities / by contrast, an example of someone "mistaken to be bad" who is actually a good role model). The introduction is clear, and related ideas are grouped together. Sequencing is consistently logical (e.g., "You can also choose to have more than one role model. → Me myself, I have a lot of role model, but most of them I just consider are people who inspire me"). Varied transitional elements link paragraphs and ideas within them (e.g., "For instance." "That's basically," and "Now, there are other types"). The conclusion is brief, but it provides closure.

Style Score: 3

Word choice is generally interesting ("act disciplined," "inspire," and "mistaken to be"), but there are lapses into simpler, repetitive language (e.g., "good examples," "lots of people," and "a lot of people"). The tone is clear; the writer has a positive attitude about his/her mother, Terrell Owens, and the characteristics of an effective role model. The writer's voice is evident (e.g., "know what you want out of a person and you'll find a role model."). There is some variation in sentence length and structure. Overall, the writer demonstrates sufficient control of the components of Style.

Conventions Score: 4

Most sentences, including examples of coordination and subordination, are correct. Most of the usage in the paper is correct with the exception of an occasional incorrect word form (e.g., "a lot of role model") and agreement error (e.g., "He also never take anything"). Most elements of mechanics are correct, with the exception of a few misspellings (e.g., "a descent" way). Errors do not interfere with meaning. Overall, the writer demonstrates consistent control.

Performance Level: Meets the Standard

Paper 3

IF you want to be a good role model, you need to have E.P.T. IF you want to know what E.P.T is then you need to listen. The E stands for Education, the T stands for Talent, and the P stands for personality. These words are the number one key to being a good role model.

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I wouldn't have any time for a role model without Education. How would anybody look up to a stupid person. In reality people should look for people with good decisions such as if you were hanging with your brother and he is addicted to crack and does it around you to get you started. Then you get addicted because you looked up to a stupid person then you and him are stupid. The richest person in the person in the universe is you if you have a education.

Now these days we have a friend called Personality. We all know that's why all those rapper and singers are getting awards, record deals, and fame because they know how to use their personality.

Paper 3 (page two)

For Example Lil' John everybody loves his music but they don't think since he always talk bad he doesn't have a good attitude. When Katrina hit Lil' John donated two hundred and fifty thousand dollars to help. See That's all you need's personality.

Now the main Reason we look up to celebrities because look how they got there. ~~Who can't rhyme~~ If you want to see a rapper ~~Who can't rhyme~~ then something's wrong. All we look at is talent so we can learn what they do. Just remember to use your talents.

Annotations for Paper 3

Expository Prompt 8204

Ideas Score: 3

The controlling idea (good role models will exhibit “E.P.T.”) is sufficiently developed. Supporting ideas are relevant (good role models value education, have personality, and possess talent). The writer develops these supporting ideas unevenly. The paragraph about having personality is well developed with specific details about Lil’ John. The paragraph about talent has limited development (e.g., “If you want to see a rapper who can’t rhyme then somethings wrong”). Given the development in the paragraph about education, the writer seems to interpret the term “education” to extend beyond formal training into wisdom, discretion, good judgment, etc. Therefore, someone who is “educated” will avoid a “stupid person” who abuses drugs. This interpretation of the term “education” is acceptable.

Organization Score: 3

The organizing strategy (order of importance of ideas) is appropriate to the writer’s ideas and the expository purpose. The introduction is clear, and related ideas about education, personality, and talent are grouped together. Sequencing is mostly logical (e.g., “If you were hanging with your brother and he is adicted to crack and does it around you to get you started. → Then you get adicted because you looked up to a stupid person then you and him are stupid”). Some transitions link parts of the paper and ideas within paragraphs (e.g., “In reality,” “For example,” and “Now the main reason”). The paper lacks a clear conclusion, but overall the writer demonstrates sufficient control of the components of Organization.

Style Score: 3

Word choice is generally engaging (e.g., “number one key,” “adicted to crack,” and “donated two hundred and fifty thousand dollars to help”). There are also some lapses into simpler, repetitive language (e.g., “good decisions,” “always talk bad,” and “a good attitude”). The positive tone is appropriate, and the writer’s voice is clear (e.g., “I wouldn’t have any time for a role model without Education”). Audience awareness is evident (e.g., “If you want” and “Just remember to use your talents”). There is not a great deal of sentence variety, but the writer does demonstrate sufficient control of the components of Style.

Conventions Score: 2

The writer demonstrates minimal control of Conventions. There are some correct sentences in the paper, but there are also several ineffective attempts at sentence formation (e.g., “Now the main Reason we look up to celebrities because look how they got there”). Control of usage is also mixed; there are about as many correct examples as errors (e.g., “then you and him are stupid,” “all those rapper and singers,” and “somethings wrong”). In mechanics, capitalization is inconsistent, some internal punctuation is missing (e.g., “thats why”), and there are misspellings (e.g., “adicted”).

Performance Level: Meets the Standard

Annotations for Paper 4

Expository Prompt 8204

Ideas Score: 1

The writer begins to list qualities of a good role model (e.g., “Did they finish high school, did they go to collage, do they help other people,” etc.), but does not develop any of these supporting ideas. Because the supporting ideas lack development, the paper does not have a sense of completeness and does not address reader concerns (e.g., why do these particular qualities result in a good role model?).

Organization Score: 2

The paper has a clear introduction in which the writer establishes that people should “pick their role models carefully.” In the second paragraph, there is some grouping (all details relate to the qualities of a good role model). Evidence of sequencing and transitions is minimal. There is no conclusion. Overall, competence demonstrated in Organization is limited by the brevity of the response.

Style Score: 2

There is some effective word choice in the response (e.g., “pick their role model carefully” and “behind the scenes”). There is the beginning of a thoughtful tone. The rhetorical questions establish some audience awareness and voice. Competence demonstrated in Style is limited by the brevity of the response.

Conventions Score: 2

There are not many Conventions errors in this response. Most of sentences, usage constructions, and elements of mechanics are correct. Although there are few errors (e.g., “been lock up”), competence demonstrated in Conventions is limited by the brevity of the response.

Performance Level: Does Not Meet the Standard

Dear student,

Celebrities are often considered role models because they are well known. Some can fall into that category because of their true character, but not many do.

There is much more to a good role model than just being famous. They have to be caring. A role model sets an example for younger and older people alike.

Young people often pick up on the activities of older influences. That is why we should be models for them to look upon. They should be able to think things through rather than to decide on an impulse.

Role models should have a healthy lifestyle. It's not good to be lying around idle, wasting away your muscles and valuable time. To keep healthy you need to exercise. They should also eat sensibly. We want them to support other people, just not the junk food industry.

Role models should encourage people to take up a hobby. They should have fun. Not so much a good time that they get out of control, but fun. Maybe a Saturday shopping with a friend or going for a movie would be okay.

Role models must have a nice, clean cut look, too. We can't have the next generation running around half naked in little scraps of fabric passed off

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Paper 5 (page two)

as clothing. That is unacceptable! Young ladies should not want to have layers of gunk smeared on their faces that makes them "prettier." A light coating of cosmetics that hints at your features is better.

You also don't want to go trotting around in four inch heel shoes that can cause pain and damage to your feet. Girls do not need a whole armful of silver dangling from one wrist, either. You do not need earrings that hang all the way to your shoulders or multiple necklaces strung around your throat.

A good role model would always look modest, and nice, but not too extravagant. A good role model does helpful projects, has a healthy lifestyle, thinks things through, dresses modestly, has a hobby, receives good grades, stays in school, sets an example, and I could continue on forever.

Think about the people you look up to. Do they have any of the previously mentioned qualities? If they don't, you might need to talk to them or find someone else. It's always been a monkey-see-monkey-do concept.

Sincerely,

a good role model

Annotations for Paper 5

Expository Prompt 8204

Ideas Score: 4

The controlling idea (there are several qualities of a good role model) is well developed. Supporting ideas are relevant (role models have a healthy lifestyle, they have hobbies, and they look and dress sensibly). The writer develops these supporting ideas with specific details and elaboration (e.g., “Maybe a Saturday shopping with a friend,” “A light coating of cosmetics that hints your features is better,” and “Girls do not need a whole armful of silver dangling from one wrist, either”). Fuller development in parts of the paper would better address reader concerns (e.g., how should role models avoid impulsivity and “eat sensibly?”). Overall, the writer is consistently focused on the expository purpose.

Organization Score: 4

The introduction sets the stage for the idea that not all celebrities make good role models; instead, people who set good examples “for younger and older people alike” are true models. Related ideas about having a healthy lifestyle, hobbies, and sensible fashion tastes are grouped together. Ideas consistently follow an appropriate, logical sequence (e.g., “They should also eat sensibly. → We want them to support other people, just not the junk food industry”). Transitions between body paragraphs are not especially effective, but transitions within paragraphs are effective (e.g., “That is why,” “Not so much a good time,” and “If they don’t”). The conclusion provides an effective summary in addition to a relevant question for readers to consider (e.g., “Do they have any of these previously mentioned qualities?”). Overall, the writer demonstrates consistent control of the components of Organization.

Style Score: 4

Word choice is precise and engaging (e.g., “decide on an impulse,” “running around half naked in little scraps of fabric passed off as clothing,” and “four inch heel shoes that cause pain and damage to your feet”). This effective language creates an appropriately cynical tone and distinctive voice. There is not much variety in sentence structure; several sentences begin with some variation of the phrase “role models should” or “they should”). Overall, the writer consistently controls language to engage the audience.

Conventions Score: 4

The writer demonstrates consistent control of the elements of Conventions. Simple, compound, and complex sentences are consistently clear and correct. There are very few usage errors, and the elements of mechanics are consistently correct. It is true that the writer does not demonstrate control in a large variety of contexts (e.g., a variety of compound and complex sentences are not attempted), but errors in the response are infrequent, and they do not interfere with meaning.

Performance Level: Meets the Standard

Paper 6

What makes a good role model? In my own words, a role model is a person that one looks up to, admires, or expresses an interest in wanting to be like. Role models are often celebrities, but they can be more than that. Family members, friends, teachers, preachers, soldiers, ~~fire~~ and firemen are all excellent examples of people that can be role models. However, it is helpful to understand what makes a good role model, how role models can affect one, and examples of specific role models.

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There are several qualities of a good role model. Passion, leadership, and dedication are a few of them. Passion, especially for celebrities, is important. Celebrities are often appreciated and admired for what they are famous for doing, such as sports, music, acting, etc. However, a lot of ~~pe~~ them do those things for what seems to be the object of attention: money. Money is what changes lives and for some people, ~~is~~ ^{and it's} all they care about. It is an excellent quality for these people to be passionate for these people to be passionate for what they work for because it means that they ~~love~~ love what they do, not what they get out of it. It also takes dedication. They have to be dedicated to not only what they do, but to being a good role model and all around citizen. Dedication should be expressed by appreciating fans, having good judgement, and constantly be working to be the best that they can be. Because role models are so important, they can often have a strong influence on one.

Role models can change the way one makes decisions, the way one acts, and one's goals in life. Career choices, such as someone looking up at an athlete, may be affected because he or she may want to follow in their footsteps and play the same sport. They can change the way one acts. For example, if someone was ~~a~~ very generous and volunteered a lot, it might make someone else want to be like that.

Paper 6 (page two)

Another important thing is the choices they make in life. If a role model was abusing drugs, their fan might waste away their life by doing the same. That's why it is so important to choose role models carefully.

I, personally, have several role models. My "celebrity" role models are the Dixie Chicks. However, my love for them is because of much more than fame. I became a huge fan of them in the second grade. To be honest, I do partly believe that at that time, I did look up to them because they were famous. Now it's much more than that. Their music literally makes me feel things I've never felt before, and Martie, one of the three musicians, inspired me to play the fiddle and the mandolin. I can really tell that they have a "passion" for what they do. A few years ago, the lead singer, Natalie Maines, made a negative comment about the United States President. It caused a huge controversy, so she apologized, but did not back down. To me, her using her rights to stand up for what she believed in shows a great deal of "leadership." I've actually met a girl with severe cancer that got to go to the Make A Wish Foundation. She wished to meet the Dixie Chicks. Fortunately, she got her wish and spent a week with them. After that week, she has been in the hospital a few times, and they went and saw her every time. In my opinion, that shows a great deal of "dedication" to their fans, and that is why they are fantastic role models.

Role models are very important because they help one to have goals and gives one an idea of where he or she wants to go in life. Celebrities can be great, but they are not necessarily always the best. At the end of the day we are all just normal people. It should be known what makes a good role model, how they affect one, and for everyone to know who their own role models are.

Annotations for Paper 6

Expository Prompt 8204

Ideas Score: 5

The controlling idea (good role models exhibit specific qualities and are aware that others look up to them) is fully developed and consistently focused on the expository task. Supporting ideas are relevant (good role models are passionate and dedicated, they make appropriate life decisions, the Dixie Chicks are good role models). The writer develops these supporting ideas with logical, specific details and elaboration (“Dedication should be expressed by appreciating fans, having good judgment, and constantly be working to be the best they can be.”). Overall, the writer achieves impressive depth of development in this response by moving beyond generalities into more specific explanations about the qualities of good role models.

Organization Score: 5

The overall organizational structure (introduction, supporting paragraphs, conclusion) is appropriate to the expository genre. The introduction engages the reader by first asking a rhetorical question (“What makes a good role model?”), and then sets the stage by defining the wide range of people who could potentially serve as good role models in life. Ideas are logically sequenced across the entire paper (what makes a good role model, how role models affect their fans, the writer’s own celebrity role models). Related ideas are grouped logically and presented in a clear sequence (moving from the general to the specific). Transitioning extends beyond the use of words and phrases as each sentence is logically related to the one that follows or precedes it.

Style Score: 4

Word choice is precise and engaging (“They have to be dedicated to not only what they do but to be a good role model and all around citizen.” “It caused a huge controversy so she apologized, but she did not back down.”). The writer’s voice is consistent and distinctive because she explains that at a younger age she, too, might have been overly influenced by fame alone (“To be honest, I do partly believe that at the time, I did look up to them because they were famous.”). There is attention to audience in all parts of the response: the writer uses rhetorical questions and directly addresses the audience (“However, it is helpful to understand”). Sentences vary in length and structure.

Conventions Score: 4

Simple, compound, and complex sentences are consistently correct with appropriate end punctuation. There is a variety of coordination and subordination strategies used. The elements of mechanics are correct in a wide variety of contexts with only the occasional spelling errors (“servere,” “expresed”). In sentence formation and mechanics components, the writer demonstrates the control of a “5” level writer. Most of the errors in the response are usage errors involving pronoun agreement: the writer often uses a plural pronoun (“their”) for a single subject (“fan”).

Performance Level: Exceeds the Standard

Paper 7

Who or what is a good role model? A celebrity? An athlete? Well, it could be, but not all athletes or celebrities have good characteristics. Younger people look up to celebrities and athletes just for fame and fortune, although, there are more important things than fame of celebrities and athletes. Some things, or characteristics, a role model should have are: be educated, ungreedy, and not self-conscious. Good role models have more than these characteristics, but those are some of the main ones. It is important to pick a right role model because they can affect people in different ways.

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Role models should, of course, be educated. First of all, without education, people will have a very slight chance of getting anywhere in life. Secondly, if children advise other people who are not educated, they would not put as much time or effort into education and will not get far in life. If young children are not educated, they will not succeed or move forward. Therefore, it is important for a role model to be educated and also for children to be educated.

Also, role models should be ungreedy. It is better to give than to receive. If role models are greedy, slowly children will also become greedy. We do not need greedy people in the world at the moment. Ungreedy people make good role models because in the future, the ungreedy children will know to give and help the needy. This is a reason why role models need to be ungreedy.

It is very important for a role model to not be self-conscious. They have to remember that they are not the only people in the world. Other people matter just as much as they do. Self-conscious people will probably not help other people out in their time of need. That doesn't get self-conscious people liked, it even gets them very disliked. Therefore, a good role model should not be self-conscious.

Paper 7 (page two)

Even though not every one is perfect, good role models exist. Younger children should not be misled by fame or fortune. They should set their goals high, pick good role models, and continue with education. A good role model is educated, ungreedy, and not self-conscious. Role models have more characteristics, but these are the main ones. Look around, search carefully, and pick a good role model.

Annotations for Paper 7

Expository Prompt 212

Ideas Score: 3

The controlling idea (there is more to being a good role model than being famous) is sufficiently developed. Supporting ideas are relevant (good role models should be educated, they should be “ungreedy,” and they should not be self-conscious). The writer develops the supporting ideas with some details and elaboration (e.g., “If children admire other people who are not educated, they would not put as much time or effort into education and will not get far in life,” and “Self-conscious people will probably not help other people out in their time of need”). There are not many specific examples in the response, but there is enough information 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 good role models being educated, “ungreedy,” and confident (i.e., not self-conscious). Ideas follow a generally clear sequence, and some transitions link parts of the paper (e.g., “Therefore,” “This is a reason why,” and “That doesn’t”). There is some repetition in the conclusion, and the writer repeats his supporting ideas at the end of his body paragraphs, which gives the paper a somewhat formulaic feel.

Style Score: 3

Word choice is generally engaging (e.g., “they can affect people in different ways,” “a very slight change of getting anywhere,” and “search carefully”). There are some lapses into simpler, less controlled language (e.g., “Some things,” “ungreedy,” and “gets them very disliked”). The rhetorical questions in the introduction provide evidence of audience awareness, and the generally positive tone and voice are appropriate. There is some variation in sentence length and structure. Overall, the writer demonstrates sufficient control of the components of Style.

Conventions Score: 4

Simple, compound, complex, and compound-complex sentences are consistently correct with appropriate end punctuation. There are few errors in sentence formation (e.g., in the first paragraph the writer tries to use “although” as a coordinating conjunction, resulting in a run-on; there is also a run-on in paragraph four: “That doesn’t get self-conscious people disliked, it even gets them very disliked”). There are very few errors in usage, and nearly every element of mechanics is correct; in particular, the writer uses commas correctly in a variety of contexts. Overall, the writer demonstrates consistent control of the elements of Conventions.

Performance Level: Meets the Standard

Paper 8

To a younger student a good role model is some one who is a good and nice person. a role model is some one for you to look up ~~to~~ and to follow in their footsteps and all that stuff like that

like Chipper Jones he was my role model until one day I met him and he was a jerk so just because some one is good at something doesn't mean he or she is a good person to look up to.

so not any body could be a good role model some people just aren't cut for the job but look around there are plenty of good people around like your dad, mom, brother, sister, teachers but don't just settle for the rest go for the best of the pick.

so pick wisely who you want your role model to be because just because they are rich or famous doesn't mean they care about being a good role model they could probelgy care less about god.

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Annotations for Paper 8

Expository Prompt 8204

Ideas Score: 2

The controlling idea (what to look for in a role model) is minimally developed. The supporting ideas are relevant to the assigned task (a good role model is a good and nice person, someone who is rich and famous may not be “cut for the job”). The supporting ideas are underdeveloped (the brief example of meeting Chipper Jones; Dad, Mom, brother, sister, teachers are models you can look up to, care about you, and whose footsteps you can follow). There is not enough information in the response to provide a sense of completeness.

Organization Score: 2

There is minimal evidence of an organizing strategy in this response. The writer begins to develop the description of a good role model in the opening sentence. An essay this brief provides little evidence of sequencing: the anecdote about Chipper Jones is followed logically by the comment that “some people just ain’t cut for the job, but look around you....” Supporting ideas are grouped together, but there are not enough details overall to arrange in a meaningful order. Transitions are limited (“until one day,” “so just because,” “so not any body,” “so pick wisley”), repetitive, and inappropriate (conjunctions are not transitions). The conclusion reinforces the writer’s ideas. Overall, the writer demonstrates minimal control of the components of Organization.

Style Score: 2

Word choice is simple and ordinary (“good and nice,” “plenteys of good people”). There are some instances of interesting language (“follow in there footsteps,” “don’t settle for the rest go for the best”). Audience awareness is demonstrated as the writer addresses the reader directly (“look around,” “don’t settle...,” “pick wisley who you wan’t”). There is some sense of the writer’s voice and caring tone in some of the comments (“...jerk,” “don’t settle”). There is little variation in sentence length and structure. Competence demonstrated in Style is limited by the brevity of the response.

Conventions Score: 2

The writer demonstrates minimal control of the components of Conventions. A majority of the sentences are run-on sentences and fragments with end punctuation sometimes missing. Usage is mostly correct -- particularly subject-verb agreement. There are errors in mechanics (erratic capitalization, apostrophe usage, and spelling). None of the errors interfere with meaning. This is an example of a paper in which two of the components (sentence formation and mechanics) are weak, but one (usage) is more effective.

Performance Level: Does Not Meet the Standard

Paper 9

Dear Student,

Form Number			
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Many kids have role models. Many students' role models are celebrities, but it is simply because they are famous. Is it such a good idea for your role model to be a celebrity? The answer is if they have the right qualities.

A role model should have certain qualities. One quality that a role model should have is that they have similar goals or interests as you. One of my goals is to be a singer, so one of my role models is Martina McBride, an amazing country singer. Another important quality your role model should have is good judgement. Your role model should not be involved with the wrong type of people. A good role model is not someone involved with gangs, stealing, drugs, or alcohol. Someone who does those things is not someone you would want to be like. A role model is someone you should want to be like. By looking up to the wrong types of people, you are leading yourself down the wrong path in life.

Your role model should be someone that motivates you. They try their best at everything they do. By them doing that, you will most likely try your best as well. A good role model does not give into peer pressure. They do not do what everyone else is doing just because it's the "cool" thing to do. Your role model does not have to do drugs, be popular, lose weight, or have sex to be a good person, and neither do

Paper 9 (page two)

you. You ~~spelt~~ should stand your ground when everybody's giving in.

"Standing your ground" means staying true to yourself. Don't try to be anything you aren't. Be yourself and don't worry about what others think of you. That is something a role model should teach you. Role models should also stand up for what they believe in. They don't let others bring them down.

Last, but certainly not least, is that a role model is not perfect. Role models are human; they make mistakes just like you and me. Role models can make a few bad judgements, too. They don't have to be skinny or pretty. They aren't the best at everything either. Your role model should not be perfect, but they should be someone you would be proud to be. Your role model could be anyone; your parents, sibling, teacher, relative, celebrity, or even a friend. I hope after reading this you think about who your role model should be.

Sincerely,
A fellow student

Annotations for Paper 9

Expository Prompt 8204

Ideas Score: 4

The controlling idea (a role model should have certain qualities) is well developed and addresses the assigned writing task. Supporting ideas (share your interests, use good judgment, do your best and be yourself) and elaboration are relevant to the topic and the assigned genre. The supporting ideas are developed with specific examples and details (Martina McBride is my role model because I want to be a singer; a good role model is not involved with gangs, stealing, drugs, or alcohol; a good role model should resist peer pressure to do things to be “cool” including doing drugs, losing weight, having sex). Details about the writer’s role model are not fully developed, but overall there are enough details and elaboration to demonstrate consistent control of the components of Ideas.

Organization Score: 4

The overall organizational strategy is appropriate to the writer’s ideas and to expository writing (introduction-supporting ideas-conclusion). In the introduction, the writer states the position that celebrities are good role models if they have the right qualities, setting the stage for the explanation that follows. Ideas are logically sequenced across parts of the paper, and ideas about admirable traits are logically grouped within paragraphs. The writer uses varied transitions and linking words to create a clear flow of ideas (“Is it such a good idea...? The answer is...,” “Standing your ground means,” “Last, but certainly not least”). The conclusion is contained in the final paragraph and effectively sums up the writer’s ideas.

Style Score: 4

Word choice is consistently precise and engaging (“simply because,” “similar goals or interests,” “amazing,” “good judgement,” “leading yourself down the wrong path of life,” “motivates,” “peer pressure,” “popular,” “stand your ground,” “Role models are human; they make mistakes”). The writer’s concerned tone is consistent; the writer’s voice is distinctive for its insistence (“Your role model should not be involved with the wrong type of people.” “Your role model does not have to do ...and neither do you.”). Sentences vary in length and structure. The writer demonstrates consistent control of the components of Style.

Conventions Score: 4

Simple, compound, and complex sentences are consistently correct. End punctuation is correct. Usage is consistently correct with few errors (“model-they” or “they-model”). Internal punctuation is varied, and there are few spelling errors (e.g., “modivate”). One paragraph break is omitted (“Another important quality”), but others are correct, and capitalization is consistently correct if not extensive. Errors in mechanics do not interfere with meaning. The writer demonstrates consistent control of the components of Conventions.

Performance Level: Meets the Standard

Paper 10

There are many good qualities, to a good role model. Many younger kids just look for someone who is cool, But that is just one good quality. It take more to have a good role model. I hope younger kids choose good role models, because it can change the way they live.

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●	④	●	④
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●	⑥	●	⑥
●	⑦	●	⑦
●	⑧	●	⑧
●	⑨	●	⑨

It is very hard to find someone with a lot of good characteristics. When looking for a good role model, try to find an honest person. Trust plays a big part today. Look for someone who helps people, and does not put people down to try to be cool.

Having a good personality plays a big part to. Like being funny, smart, popular, and a positive thinker. Having a good personality can also help get a job. Also will make you more popular, and increase the # of friends you have.

If your role model is an adult, look at how they are living. Are they drug users? Do they have a great life or a bad one? Stop and think do I want to be like this person. How I want my life to be, that should help you make a good decision.

Annotations for Paper 10

Expository Prompt 8204

Ideas Score: 2

The controlling idea (qualities of a good role model) is minimally developed. Relevant supporting ideas (trustworthy, good personality, lifestyle) are partially developed. Details (honest, helpful; being funny, smart, and positive gets you jobs and friends; drug free, live the life you would like) provide some elaboration of the writer's ideas. Overall, the response lacks sufficient information to provide a sense of completeness and address reader concerns.

Organization Score: 3

The organizational strategy is generally appropriate to the writer's ideas and expository writing. The introduction establishes the writer's intent to discuss more than one "good quality" of a good role model. The sequence of ideas is generally clear and related ideas about three attributes of a good role model are grouped together. Transitions link parts of the paper ("look for someone" → "it is hard to *find* someone," "personality plays a *big part to*," "if your role model," "it take more than," "when looking," "also"). The conclusion is a single line at the end, but the series of questions preceding it also signal that the piece is coming to a close. The writer demonstrates sufficient control of the components of Organization.

Style Score: 3

Word choice is generally interesting ("cool," "change the way they live," "charectoristics," "honest," "trust," "put people down," "personality," "popular," "positive," "good desission") and the concerned tone created is appropriate. Audience awareness is demonstrated in all parts of the paper as the writer consistently addresses the reader ("I hope," "try to find," "Look for someone," "stop and think"). The writer's voice is clear ("I hope younger kids choose good role modles, because it can change the way they live). There is some variety in sentence length and structure. Sufficient control is demonstrated.

Conventions Score: 3

The majority of sentences are correct (simple, compound, and complex). There are few sentence errors ("Also will make you more popular..." lacks a subject.). The second sentence in paragraph three is a functional fragment-- not an error. Usage is generally correct (except "It take," "a honest," "to" for "too"). There are some errors in mechanics, particularly spelling ("modle," "charectoristics," "posittive," "friends," "desission"). Errors do not interfere with meaning. The writer demonstrates sufficient control of the components of Conventions.

Performance Level: Meets the Standard

Paper 11

Dear student, well celebrities come because athletes and singers that are famous. people admire them. Specially younger people like students. In my school. I know a lot of friends that want to be like those rappers and athletes. They sing good like if they were famous. Those famouse persons that they admire make them do those things. Maybe when they grow up they well be like the person they admire well in me. I like to play soccer. when I swatch a soccer game on t.v. I feel like I want to be with the players on t.v. people say I'm pretty good at that sport and I hope I can't be a soccer player like them to and been on the t.v. Sameday. Like that students would try to be like me and they would admire me.

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Annotations for Paper 11

Persuasive Prompt 8104

Ideas Score: 1

The writer seems to suggest that celebrities are influential people but never establishes a controlling idea on the issue of whether celebrities make good role models. The supporting ideas seem to be that celebrities—like singers and soccer players—are admirable. Development for these supporting ideas is lacking for the most part. There is very little detail related to singers' talents or soccer player's skills: the sorts of qualities that might make these celebrities good role models. Overall, the paper lacks a sense of completeness and does not address reader concerns.

Organization Score: 2

The writer demonstrates minimal control of the components of Organization. There is some evidence of grouping (e.g., related ideas about the influence of singers and soccer players). The introduction is not especially effective because it is so brief. There is little evidence of logical sequencing, and few transitions link ideas (there is some pronoun substitution, like "they" for "rappers and athletes"). The paper lacks a clear conclusion. Competence in Organization is limited by the brevity of the response.

Style Score: 2

Word choice is mostly simple (e.g., "a lot of friends," "They sing good," and "I'm pretty good"). This ordinary word choice leaves the voice indistinct and the tone of the response flat. There is little variation in sentence structure and minimal audience awareness. Competence in Style is limited by the brevity of the response.

Conventions Score: 2

There are some correct sentences in the paper, but there are also ineffective attempts (e.g., "Well celebrities came because athletes and singers that are famous"). Some of the usage is correct, but there are also errors (e.g., "I hope I can't be a soccer player like them to and been on the t.v."). In mechanics, there are misspellings (e.g., "famouse"), and paragraph breaks are erratic. Overall, correct examples occur about as frequently as incorrect examples. Competence in Conventions is also limited by the brevity of the response.

Performance Level: Does Not Meet the Standard

Paper 12

Dear students,

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My opinion is that having celebrities is great because you feel like ~~you~~ ^{you} want to look like the role models. Everybody has a role model because they love what they do. ~~Not~~ Lots of role models are great examples. Even though some of them risk their lives because they want other people to know that anybody can do anything. Some great examples are ~~athletes~~ ^{the athletes} athletes because they want to have good health and they love to play sports, the entertainers, make people watch them, and many other celebrities. If the students and people want to be like the celebrities, they can because there aren't any obstacles that they can force. All they do is to work hard like their role models. The students can always become like their celebrities because they have many ~~possibilities~~ ^{possibilities} if they finish school. They might even be role models for other students and for other role models. The role models are influences that many people love to follow. If they are good examples, many people want to become like them. Because of that, the role models should feel good about themselves. The role models are not good examples if they think that they are all that. ~~No, No,~~ they are role models because they do many things that other people like. My interest about this is that the role models are the ones that people want to be like them. They make the role models feel like their idols because they sometime talk about their ~~private~~ ^{private} lives. If some person or students feel about bad all they do is look at their models because the role models

Annotations for Paper 12

Persuasive Prompt 8104

Ideas Score: 2

The controlling idea (celebrities can make good role models) is minimally developed. Supporting ideas are often underdeveloped (e.g., “Some great examples are the athletes...the entertainers...and many other celebrities”) or vague (e.g., “They make the role models feel like their idols because they sometime talk about their private lives”). 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. There is an introduction in which the writer makes his/her position known. There is little evidence of grouping because there are not many related ideas in the response (e.g., a few examples of good role models; a few details about celebrities who are not good role models). Some of the ideas in the paper are sequenced (e.g., “If they are good examples, many people want to become like them. → Because of that, the role models should feel good about themselves”). Few transitions link ideas (e.g., “Because of that” and some pronoun substitution like “they” for “celebrities”). The single sentence concluding statement provides little closure.

Style Score: 2

Word choice is mostly simple (e.g., “Lots of role models are great”; “they do many stuffs”; “students feel bad”) and repetitive (e.g., “good examples”). The mostly simple word choice leads to a generally flat tone and indistinct voice. There is little evidence of audience awareness. Overall, the writer demonstrates minimal control of the components of Style.

Conventions Score: 3

Most of the sentences—including examples of subordination and coordination—are correct. There are occasional examples of ineffective sentences (e.g., “My interest about this is that the role models are the ones that people want to be like them”). Most of the usage is correct, although there are errors in word forms (e.g., “many stuffs”) and some unclear pronoun references (e.g., “They make the role models feel like their idols because they sometime talk about their private lives”). Most elements of mechanics are correct. Overall, the writer demonstrates sufficient control of the elements of Conventions.

Performance Level: Does Not Meet the Standard

Dear Billybob,

People are always looking up to celebrities, because there seems to be an air of magic associated with being famous; our heads say, "Maybe, by doing everything these people do, I can possess this magic, too." Big houses, hot rod cars, and lots of money can bring a feeling of power, like you're on top of the world and nothing can hurt you. This power makes you feel great and want more of it. Billybob, having this power isn't always a good thing. If power is abused, it can lead you into a world of law breaking, drugs, sex, and drinking.

In my opinion, most celebrities aren't fit to be role models. When I say most, I mean to not use it loosely. Athletes are perpetually being tempted to use steroids to improve their gameplay. Models smoke illegals to help keep them skinny. Still, there is the ever daunting fact of peer pressure veering towards sex and ~~and~~ alcohol. Our world isn't perfect, but we don't need the people setting examples telling everyone that it's ok to do drugs!

I'm not saying all famous people are like that, but a lot are. People think ~~like~~ when they see these people things like, "Yeah, it's ok to drink here where you're 21, because all those kids on that one show did it." This sort of mindset can be found everywhere, even the places you turn to to hide. Seeing all these people you look up to everyday have sex and drink and do other and do a lot of other things harmful to their bodies while we sit there and go, "Yeah, I'm gonna do that, too!" is NOT the way to go!

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Many people have a hard time separating the fantasy on T.V. from the reality of the world. Cameras give the illusion of reality. That's why celebrities are so looked up to and admired. The thing is, these famous people have the responsibility of setting an example for the people of the next generation. This next generation is going to decide how our lives are run in the extremely near future.

Do you want to live in a world filled with total and utter chaos, junkies and drunks deciding if we get paid, and if we get food? Do you want a world in which justice is masked by hurt and addiction? Maybe I'm exaggerating some, but I'm not far off.

Well, Billy-bob, next time you're faced with a choice between doing the right thing, ~~and~~ and the wrong thing, you make the choice. Will you follow the ways of a person with lots of money, cars, and big houses, or ~~will you~~ follow your own heart? The choice is always there, and yours for the taking.

Your opinionated friend,

Annotations for Paper 13

Persuasive Prompt 8104

Ideas Score: 5

The controlling idea (celebrities do not make good role models) is fully developed with relevant supporting ideas (celebrities though influential are also reckless, young people have a difficult time distinguishing fiction from reality, and the next generation could suffer if they look to celebrities too much). The writer develops these supporting ideas with specific examples, details, and elaboration (e.g., “Athletes are perpetually being tempted to use steroids to improve their gameplay,” and “Cameras give the illusion of reality. That’s why celebrities are so looked-up to and admired”). Overall, the response contains an abundance of information that addresses several reader concerns about why celebrities do not make good role models.

Organization Score: 5

The organizing strategy (cause/effect) is appropriate to the assigned topic and persuasive purpose. In the introduction, the writer establishes the idea that emulating celebrities “can lead you into a world of law breaking, drugs, sex, and drinking.” Body paragraphs are effectively sequenced (reckless celebrity behavior causes negative effects: younger people could follow celebrities’ examples, resulting in potentially devastating problems). Related ideas are grouped logically, and sentences within paragraphs follow a logical sequence (e.g., “Do you want a world in which justice is masked by hurt and addiction? → Maybe I’m exaggerating some, but I’m not far off”). Varied transitions effectively link ideas throughout the response (e.g., “This power,” “When I say most,” “I’m not saying all famous people are like that”). The conclusion provides an effective call to action. Overall, the writer demonstrates full command of the components of Organization.

Style Score: 5

Word choice is consistently precise, and the writer uses a variety of carefully-crafted phrases to engage the reader (e.g., “there seems to be an air of magic,” the ever daunting fact of peer pressure veering towards sex and alcohol,” “This sort of mindset,” and “a world filled with total and utter chaos”). The concerned tone advances the writer’s position, and the evocative voice invites reflection (e.g., “Will you follow the ways of a person with lots of money, cars, and big houses, or follow your own heart?”). Sentences vary in length and structure. Overall, the writer demonstrates a full command of the components of Style.

Conventions Score: 4

Sentences and usage are consistently correct; errors are infrequent (e.g., “See all these people you look up to everyday have sex and drink and do other and do a lot of other things harmful to their bodies while we ...”). Most elements of mechanics are clear and correct. Errors in mechanics are generally minor and seldom interfere with meaning.

Performance Level: Exceeds the Standard

Paper 14

Dear young student,

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I understand that you look up to celebrities, that you think they are good role models. Well, I am going to tell you what I think about that. My opinion will change your view on celebrities, such as singers, movie stars, bands, etc. I hope this will help you with how you choose your role models.

Celebrities are famous people, popular in the media for things they have done and things they haven't done. It is good to look up to some and to aim for goals at their level, for most celebrities have done good things in the world. Many donate their money to charities and relief funds, such as the Hurricane Katrina relief effort. Looking up to celebrities like these, who have a good attitude in life, are good at what they do, and are good to other people, is a good thing to do.

Some celebrities should never, ever be looked up to for the things they do, and why they decide to do them. Celebrities such as Britney Spears defile themselves in public just because they are paid to do so—something not worth it and not civilized. They are stuck up—many celebrities think they are better than the average person. They also say they do things when they really have not done a darn thing—such as lip syncing during a concert and acting "nice" to the public in front of the media to make themselves look good.

Overall, it really depends on which celebrities you look up to and why you look up to them. I believe that having a role model

Paper 14 (page two)

is a healthy thing, and most celebrities are good candidates for being one. I hope this has helped you decide on who you look up to in life.

Sincerely,

Annotations for Paper 14

Persuasive Prompt 8104

Ideas Score: 3

The controlling idea (some celebrities make good role models, but others do not) is sufficiently developed with relevant supporting ideas (some celebrities “have done good things in the world,” whereas others have behaved falsely). The writer develops these supporting ideas with some examples and details (e.g., “Looking up to celebrities like these, who have a good attitude in life, are good at what they do, and are good to other people, is a good thing to do,” and “They are stuck up – many celebrities think they are better than the average person”). Few of these details are specific (e.g., “Many donate their money to charities and relief funds, such as the Hurricane Katrina relief effort”), but there is enough information in the paper to provide a sense of completeness.

Organization Score: 4

The compare/contrast organizing strategy is appropriate to the assigned topic and persuasive purpose. The introduction is engaging because the writer uses it to challenge the notion that all celebrities make good role models, thereby setting the stage for the development that follows. Related ideas about good and bad celebrity role models are grouped together. Ideas within body paragraphs follow a logical sequence (e.g., “Some celebrities should never, ever be looked up to for the things they do and why they decide to do them. → Celebrities such as Britney Spears defile themselves in public just because they are paid to do something not worth it and not civilized”). A variety of transitions link ideas within paragraphs (e.g., “My opinion will change your view,” “celebrities like these,” and pronoun substitution like “they” for “celebrities”). The conclusion provides effective summary without repetition. Overall, the writer demonstrates consistent control of the components of Organization.

Style Score: 4

Word choice is consistently precise and engaging (e.g., “change your view on celebrities,” “popular in the media,” and “defile themselves in public”). This effective language helps establish an authoritative, occasionally cynical tone that is appropriate to the persuasive purpose. Lapses into simpler, repetitive word choice are infrequent (e.g., “Looking up to celebrities like these, who have a good attitude in life, are good at what they do, and are good to other people, is a good thing to do.” The writer’s voice is distinctive (e.g., “when they really have not done a darn thing”). Sentences vary in length and structure. Overall, the writer consistently controls language to engage the audience.

Conventions Score: 4

Sentences—including examples of coordination and subordination—are consistently clear and correct. The elements of usage and mechanics are also consistently correct. Although the writer does not attempt a variety of compound and complex sentences, there are very few errors in the response and the writer demonstrates consistent control.

Performance Level: Meets the Standard

Paper 15

In today's society many of the popular and well known actors, athletes and even music stars contribute a lot to today's entertainment industry. Many of them persuade and influence different age groups to act or do certain things. Some of the things they try and make you do are good like donating money to help less fortunate people. Other things get you to buy things such as their clothing lines, their shoes or even their sport drinks. Celebrities are not always perfect. Sometimes they mess up and do things like take drugs. Every time a celebrity takes drugs ~~or~~ does something bad the media gets hold of it and blows it way out of proportion and makes the situation seem worse than it actually is.

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Despite the media always making trouble, some celebrities help out more than you can imagine. Many help to get a cause. Recently rappers took initiative to help New Orleans evacuees. All together the rappers T.I., David Banner, and Diddy raised over 1 million dollars in funds to help fight the cause of hurricane Katrina. They cared enough to help.

These entertainers have so much power, effect, and influence on people that after they donated thousands of people wanted to help after that. People see the entertainers and see that their helping so much that they just want to be a part of all of it. It's a good thing that these entertainers are here to try to lead the way with positive music, shows, attitudes, and even have positive ~~mind~~ minds to think on.

On the other hand there are some bad role models too. These celebrities don't always do right. Some of these celebrities time to time even do drugs. No matter how small the incident is the media will always blow it way out of proportion. Then after that it's all over the news, MTV and Best.

Paper 15 (page two)

Even a simple interview, with a little cutting and pasting could turn into a
Celebrity's or entertainer's worst night more. Their worst night more is when they don't have
any respect any more.

In today's society of celebrities and entertainers they have a lot
to do with things around you. Some of the things around you are the clothes you buy, and
even the food and drinks you buy. Some help by working toward a solution by helping out and donating
money. ~~All~~ aren't perfect though some use drugs on the side and other things that are not
supposed to do and the media shows it way VA. Those are the ways I think celebrities and
entertainers ^{influence} ~~to~~ ~~influence~~ the people around me.

Annotations for Paper 15

Persuasive Prompt 8104

Ideas Score: 4

The controlling idea (some celebrities make good role models, but others don't) is well developed with relevant supporting ideas (musicians have donated money; these positive actions have influenced teens; some celebrities are caught up in drugs). The writer develops the supporting ideas with specific examples, details, and elaboration (e.g., "All together the rappers T.I., David Banner, and Diddy raised over 1 million dollars in funds to help fight the cause of hurricane Katrina," and "Thier worst nightmare is when they dont have any respect any more"). Overall, the information in the paper addresses reader concerns (e.g., how does the media exaggerate celebrities' problems?).

Organization Score: 4

The cause/effect organizing strategy is appropriate to the assigned topic and persuasive purpose. The introduction sets the stage for the development that follows. Sequencing of body paragraphs is logical: celebrities' charitable deeds cause people to join in. Related ideas are grouped together, and ideas within paragraphs follow a logical sequence (e.g., "Some of these celebrities time to time even does drugs. → No matter how small the incedent is the media will always blow it way out of proportion."). A variety of transitions link body paragraphs and ideas within them (e.g., "Despite the media always making trouble," "All together," "These entertainers," and "On the other hand"). There is some repetition in the conclusion, but overall the writer demonstrates consistent control of the components of Organization.

Style Score: 4

Word choice is consistently precise and engaging (e.g., "persuade and influence different age groups," "blows it way out of proportion," "took the enitive to help," and "no matter how small the incedent is"). This effective language helps establish a thoughtful tone that is appropriate to the persuasive purpose. Lapses into simpler word choice are infrequent (e.g., "Sometimes they mess up and do things like take drugs."). The writer's voice is distinctive (e.g., "Even a simple interview, with a little cutting and pasting could turn into a celebritie's or entertainer's worst night mare"). Sentences vary in length and structure. Overall, the writer consistently controls language to engage the audience.

Conventions Score: 3

Most of the sentences in the paper are clear and correct, although there are a few run-ons and ineffective sentences (e.g., "Celebrities are not always perfect sometimes they mess up and do things like take drugs"). Usage is generally correct, but there are quite a few incorrect word forms (e.g., "Other thing," "their helping so much," and "Some of these celebrities time to time even does drugs"). The elements of mechanics are generally correct, but there is some missing internal punctuation (e.g., "In todays society" and "dont"). Few errors interfere with meaning. Overall, the writer demonstrates sufficient control of the elements of Conventions.

Performance Level: Meets the Standard

Paper 16

Dear Young Student,

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We are both different ages so we will probably have different opinions on whether a celebrity would make a good role model. And now that I have caught your mind's attention I would like to take the time to explain to you my opinion on whether a celebrity would make a good role model.

My perspective on this is going to be different, but let me start out by telling you what would make a celebrity a good role model in my words. This celebrity would have to be someone who was a trustful person. You need to know that trust is something important to have if your a celebrity and you have many people looking up to you. Another reason a celebrity would need to have to become a good role model is, a celebrity who can stand up for what they believe is right. If this person is famous for a certain song they wrote, or for a good deed they have done, and that person can not stand up for themselves, and say what they think is right. I do not think that celebrity would be a good role model.

There are many people out there who choose celebrities as a role model, for something they have done that has affected this persons life.

Paper 16 (page two)

For example, Martin Luther King Jr. stood up for what he believed was right and is someone who would be a good role model for anybody. Another example of someone who would be a good role model in my opinion is, Rosa Parks. She also is a person who stood up for what she believed was right. She changed the lives of many black people. The last celebrity I would say is someone who would make a good role model would be, Tom Cruise. He made the movie, The Passion of the Christ. He changed people's opinions on what God did for us.

As you can see, I do think some celebrities would be good role models. In this letter you saw my opinion for the reasons I think a celebrity would be a good role model. That celebrity could be anybody! Your opinion is probably different than mine. I appreciate the time you took to read my perspective on this. I would love to hear an opinion from a young-minded student like you. So write back if you have the time!

Thank you,

Annotations for Paper 16

Persuasive Prompt 8104

Ideas Score: 3

The controlling idea (some celebrities make good role models) is sufficiently developed with relevant supporting ideas (a good celebrity role model exhibits certain qualities; three examples of famous people/celebrities who exhibit these qualities). Development for these supporting ideas is uneven: There details in paragraph two are more general (e.g., “This celebrity would have to be someone who was a trustful person”) than the examples and elaboration in paragraph three (e.g., “The last celebrity I would say is someone who would make a good role model would be, Tom Cruise. He made the movie, *The Passion of the Christ*. He changed people’s opinions on what God did for us”). Overall, there is enough information in the response to provide a sense of completeness.

Organization Score: 3

The writer demonstrates sufficient control of the components of Organization. Although it is not especially engaging, the introduction is clear. The writer groups related ideas, and ideas within paragraphs follow a generally clear sequence. The body paragraphs are sequenced logically (i.e., discussion of the characteristics of good role models followed by examples of celebrities/famous people who exhibit them). The transitions in the paper are mostly simple (e.g., “Another reason” and “Another example”). The conclusion provides closure.

Style Score: 3

Word choice is generally engaging (e.g., “My perspective on this,” “trustful person,” “stand up for themselves,” and “changed people’s opinions”). There are lapses into simpler, more repetitive language (e.g., “something important” and the overuse of the phrase “good role model”). The generally positive tone and voice are appropriate, and there is some variation in sentence length and structure. There is some audience awareness as well (e.g., “let me start out by telling you,” and “As you can see”). Overall, the writer demonstrates sufficient control of the components of Style.

Conventions Score: 3

Sentences are generally correct, but there are some ineffective attempts like fragments (e.g., “If this person is famous for a certain song they wrote, or for a good deed they have done, and that person can not stand up for themselves, and say what they think is right”). Usage is generally correct, but there are some incorrect word forms (e.g., “if your a celebrity”) and pronoun/antecedent problems (e.g., “a celebrity who can stand up for what they believe in”). Most elements of mechanics are correct, but there is some missing internal punctuation (e.g., “this persons life”). There are also some misspellings (e.g., “wether”). Overall, the writer demonstrates sufficient control of the elements of Conventions.

Performance Level: Meets the Standard

Paper 17

Dear Student,

You shouldn't be so sure that celebrities are the best role models. You should do more research about that particular person. Perhaps in a newspaper or magazine. A lot of times paparazzi (people who follow celebrities around) will team up with magazine article writers and draw up some deep information that might not make him or her such a nice person to be around. Take Bobby Brown for example. He's a great artist, but he beats up on his wife. Would you want to be like someone who makes his wife unhappy?

Celebrities are sort of like an advertising item for their the company or agent they entertain for. They make that hit single or do their special move so they can bring the money back to them. When you buy their c.d or pay for that ticket to see them play, that money adds up to pay their bills and the company or agent's bills, who are getting at least 20%. If you want someone to buy your c.d or buy that ticket to see you play so you can pay your bills, wouldn't you smile on camera, take pictures with little babies, and go to different schools to please people too? Some celebrities would do anything for more fans. Even give out their phone number nation wide.

Sometimes celebrities have problems that people don't think they could ever have. They have family problems, emotional problems, and even sometimes financial problems. Some people may say "If somebody was bringing me all that money, I wouldn't even complain." Well, what if you were someone like Gladys Knight

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Paper 17 (page two)

and you brought home a really big check that was \$20,000 and your husband walks in and take it and say "thanks" ~~and~~ and then goes to buy liquor and drugs with it and once he's drunk and high, he comes home, beats you up, and hands you \$2,000 when you started off with \$20,000, would you complain then? The point is people will stand up on one side and sit down on another. You never know how a person is doing, so you shouldn't say you want their life, house, and car because you don't know what they do to keep it.

I used to say that I want to be just like Whitney Houston. I want to sing like her and I wanted to be her daughter, but I did not know she was having drug problems. I didn't know that her husband was beating her up. When the news came out in the magazine I was so shocked. Here I was, all this time, thinking that she was doing well and she's so wonderful, but she was doing drugs. I decided I didn't want to be like her.

Once you do the research and find out that you can become successful if you follow their foot steps, then let them be your role model, but don't be fooled by the cameras and ~~they~~ the fame, because they will fool you. You should pick a celebrity who has funds for kids and the elderly. Someone who gives back to the community, like Denzel and Paulette Washington. Someone who enjoys entertaining and not just in it for money. When you find that person, its ok to have a celebrity role model.

Annotations for Paper 17

Persuasive Prompt 8104

Ideas Score: 5

The controlling idea (some celebrities do not make good role models) is fully developed. Supporting ideas are relevant (some celebrities are only in it for the money; some celebrities lead difficult lives; some celebrities have drug problems). The writer develops these supporting ideas with specific, logical examples, details, and elaboration (e.g., “If you want someone to buy your c.d. or buy that ticket to see you play so you can pay your bills, wouldn’t you smile on camera, take pictures with babies, and go to different schools to please people too”). There is an abundance of relevant information in the response, and the writer remains fully focused on the persuasive purpose.

Organization Score: 5

The writer demonstrates full command of the components of Organization. The introduction clarifies how the writer feels about celebrity role models; therefore, it sets the stage for the development that follows. Related ideas are grouped and sequenced logically throughout the response. A variety of transitional elements link all parts of the paper (e.g., rhetorical questions, pronoun substitution, transition words and phrases). The conclusion offers examples of good celebrity role models which contrasts with the ideas in the body of the paper and provides effective closure.

Style Score: 4

The consistently precise, engaging word choice creates an authoritative tone appropriate for persuasive writing (e.g., “paparazzi ... will team up with magazine article writers and draw up some deep information,” “give out their phone number nationwide,” and “fooled by the cameras and the fame”). The writer rarely loses control of language (e.g., in the sentence at the end of page one / top of page two). The writer’s voice is distinctive, and there are clear, consistent examples of audience awareness (e.g., “You never know how a person is doing, so you shouldn’t say you want their life.”). Some of the sentence beginnings lack variety (e.g., several of the sentences in paragraph four begin with “I”), but overall the writer demonstrates consistent control of the components of Style.

Conventions Score: 4

Most of the sentences—including simple, compound, and complex examples—are clear and correct. There is an overloaded sentence in the middle of the paragraph about Gladys Knight, but this example is the exception not the rule. Most elements of usage are correct except for an occasional incorrect word form (e.g., “your husband walks in a take it and say”) or pronoun/antecedent agreement problem (e.g., “You never know how a person is doing, so you shouldn’t say you want their life”). Most elements of mechanics are correct including effective use of internal punctuation. Overall, the writer demonstrates consistent control of the elements of Conventions.

Performance Level: Exceeds the Standard

Paper 18

Dear Student,

In my opinion I think celebrities are good role models for some reasons.

Celebrities are well-known throughout the U.S. They are kind, rich, and of course famous. What they are makes them good role models and what they do sets a good example to young students. Celebrities provide entertainment. Due to that people can have a good time and young students would know to make people have a good time without hurting anybody or anything. Mostly, celebrities are in good shape and healthy. With them being in good shape and healthy young students can learn to grow up healthy and strong. Then young students will feel happy about their shape so as long celebrities are in good shape their fans will probably be to if they really admire their celebrity model. Celebrities are also kind people. You never see a celebrity going around beating people up or cursing to people (unless they have a good excuse). With that not being done young students would have the knowledge of not doing that and not being bad or selfish. They would be kind and nice to everyone. Celebrities show their kindness a lot. You always hear or see someone donating to charity or giving aid to people from disasters. With celebrities doing that they show young students of what to do to be a good person. If young students follow and admire their celebrity role model, then they in the future will learn to be like them and they might be a role model for somebody else.

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Annotations for Paper 18

Persuasive Prompt 8104

Ideas Score 3

The controlling idea (celebrities make good role models) is sufficiently developed. Supporting ideas (entertaining, healthy, kind) are relevant and elaborated with some examples and details (celebrities can provide an example of how to have a good time without hurting anyone; they are healthy and in good shape which influences their admirers to stay healthy and be happy about their shape; celebrities don't "unless they have a good excuse!!" beat or curse people, celebrities donate to charity). Ideas are unevenly developed; the last idea has more details than the others. The focus on the persuasive purpose is consistently clear. Overall, there is sufficient information to address the topic and reader concerns and perspectives.

Organization Score 3

The organizing strategy (introduction-supporting ideas-conclusion) is appropriate to the writer's ideas and to persuasive writing. The introduction—a single line announcing the writer's position on the topic—is not very effective in setting the stage. Although there are not many ideas in each body paragraph, the writer groups them together. The ideas within the paragraphs are generally sequenced in a clear manner ("...young students can learn to grow up healthy and strong. *Then* young students will feel happy about their shape..."). Some transitions link parts of the paper (e.g., "Due to that," "Then," "also," "With *that* not being done"). Although the response is brief, the writer demonstrates sufficient control of the components of Organization.

Style Score 3

Word choice is generally interesting ("...kind, rich, and of course famous," "provide entertainment," "admire," "cursing," "have the knowledge," "donating to charity or giving aid to people from disasters"). The tone and voice are clear. The writer's attitude toward celebrities is consistently positive. Audience awareness is demonstrated ("You never see," "You always hear"). Sentences vary in length and structure. Sufficient control is demonstrated.

Conventions Score 3

Most of the sentences in the paper are correct including simple, compound, and complex structures with few errors (an overloaded sentence "Then young students will feel happy about their shape so as long celebrities..." that has a second "as" omitted). Usage is generally correct, but pronouns and antecedents are sometimes unclear. There are some incorrect word forms, like "to" instead of "too." Missing internal punctuation may make some sentences appear to be incorrect which creates minor interference. There are no paragraph breaks. Spelling is generally correct, and sentence beginnings are capitalized. Because the two most heavily weighted components (sentence formation and usage) are consistently correct, the writer demonstrates sufficient control of Conventions.

Performance Level: Meets the Standard

Paper 19

Celebrities are recognized and admired by millions, but they are not always ideal role models for students. Some can be uncaring about how they look to younger people. However, not all celebrities are this way. There are some that choose carefully how they want to be viewed by kids. Celebrities can have a good attitude about life, or a bad attitude all together. This, in my opinion, decides whether they are a good role model or not.

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Unfortunately, some celebrities send out the wrong message. For example, celebrities such as Donald Trump give me the impression that he thinks money is the most important thing in life. To me, this is not a good message, even if it was not intended. Britney Spears is not a good role model because of the way she dresses and acts. Also, models cause many students to feel that they need to change their bodies in order to be attractive. This often ends with unhealthy results.

Although many celebrities can be bad role models, there are many that send out positive messages. Orlando Bloom, for example, is one celebrity that I admire. He always has a positive outlook on everything he does, and he has had many great experiences. He appreciates the talent and success that has been given to him. Also, Chipper Jones is a good role model. I play softball, and his success encourages me to use my talent and improve it.

Many celebrities care about students. They mold themselves into a positive role model for kids. Many push kids to stay away from drugs and alcohol. They also encourage students to stay in school and work hard. They have the power to do all of this through music, commercials, and movies. They access these sources very easily and take advantage

Paper 19 (page two)

of them.

Celebrities choose whether they want to be a role model or not. The way they express themselves and ^{their attitudes} ~~attitudes~~ are signs of whether they are people to look up to or not. Even though there are bad celebrity role models, students are responsible for their future, and can decide who they want to look up to. I believe all celebrities are capable of being good role models if they take advantage of the resources given to them.

Annotations for Paper 19

Persuasive Prompt 8104

Ideas Score: 4

The controlling idea is well developed and addresses the assigned writing task (Not all celebrities are good role models). Supporting ideas are relevant (some celebrities send the wrong message, some celebrities send positive messages, how some celebrities show they care). The writer develops these ideas with specific examples, details, and elaboration (Donald Trump, Britney Spears, and professional models promote inappropriate ideas. Orlando Bloom has a positive outlook; Chipper Jones' success encourages me to use my talent and improve it). Reader concerns are addressed (the celebrities' attitudes about life, not their fame that determines whether they are good role models). The writer is consistently focused on the assigned topic, genre, and purpose.

Organization Score: 4

The overall organizational strategy (introduction-supporting ideas-conclusion) is appropriate to the writer's ideas and the assigned genre. The introduction establishes the writer's position on the topic and sets the stage for the writer's argument. Ideas are logically sequenced across parts of the paper (bad choices → good choices → proof of caring → restatement and summary), and related ideas are clearly grouped together. Transitions within paragraphs are varied ("However," "This, in my opinion," "For example," "such as," "even if," "Also," "Bloom-he," "Jones-his," "celebrities-they," "Even though"). The conclusion provides closure but includes some repetition.

Style Score: 4

The writer demonstrates consistent control of the components of Style. Word choice is consistently precise and engaging ("recognized and admired by millions," "ideal," "uncaring," "viewed," "attitude," "in order to be attractive," "unhealthy results," "appreciates the talent and success," "encourages," "mold themselves into," "power," "access," "resources"). This effective language helps establish an authoritative tone that is appropriate to the persuasive purpose and demonstrates awareness of the audience. The writer's voice is clear and consistent ("To me, this is not a good message, even if it was not intended." "I believe all celebrities are capable...resources given to them"). Sentences vary in length and structure.

Conventions Score: 5

The writer demonstrates a full command of the components of Conventions. Simple, complex, and compound sentences are demonstrated correctly. Subordination and coordination strategies vary ("but," "or," "who," "that," "even if," "because of," "Although," "and," "Even though," "if"). Correct usage is demonstrated in a variety of contexts with very few errors ("celebrities can have *a attitude*," "they are *a good model*," "themselves...*model*"). The writer uses correct mechanics in a variety of contexts and all the elements of mechanics are demonstrated correctly. There are a few unnecessary commas, but correct use of commas is demonstrated throughout the paper.

Performance Level: Exceeds the Standard

Dear student,

Do you look up to a celebrity as a role model? How much do you actually know about them? A lot of kids your age look up to athletes and famous celebrities without knowing much about them. Before you pick your "famous" role model, you need to look into what kind of person they are. If you really think about it, you will actually pick someone worth looking up to.

Before you choose, ask your parents if they know anything about them, it's always a good thing to know that your parents are on your side.

In my opinion, you should only look up to famous people if they are an all-around good person. For example, don't pick someone who is in jail or recently has been, and think before you pick someone who is a drug addict or has done something in the past that they regret doing.

A good example for a celebrity to pick would be Hilary Duff. Hilary is

Form Number	
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Paper 20 (page two)

a very good person all-around; she has never done any drugs and helps children in need. Don't forget, there are many more celebrities like Hillary to choose from!

My point is, think before you pick your next role model, and research about who they really are.

Sincerely,

Annotations for Paper 20

Persuasive Prompt 8104

Ideas Score: 2

The controlling idea (some celebrities can be good role models) is minimally developed. Supporting ideas are relevant (choose someone your parents approve, pick a good person), but there are few details (“if they know *anything* about them,” “don’t pick someone who is in jail,” “drug addict,” “*something* they regret doing”). The example of Hillary Duff is not elaborated further than “helping children in need.” Most of the details are vague and general; some are repeated (good person all-around, never done drugs, research who they really are). There is insufficient information to provide a sense of completeness or address reader concerns.

Organization Score: 3

Although the response is not very long, the writer demonstrates sufficient control of the components of Organization. The organizational strategy (introduction→ supporting statements→conclusion) is appropriate to the topic and to persuasive writing. The writer engages the reader with the opening lines (“Do you look up...? How much do you actually know...?”). The introduction establishes a position on the topic. The sequence of ideas is generally clear. Related ideas are grouped together (how to choose a role model, the example of Hillary Duff). Transitions link parts of the paper and ideas within paragraphs (“Before you pick,” “If you really think about *it*,” “Before you choose,” “In my opinion,” “For example,” “A good example,” “My point is”). The conclusion repeats advice given in the introduction.

Style Score: 3

Word choice is generally interesting (“someone worth looking up to,” “a good thing to know your parents are on your side,” “addict,” “regret”). Audience awareness is demonstrated (the writer addresses the reader throughout with rhetorical questions and instructions: “How much to you actually know about them?”). The writer’s voice is clear (“Don’t forget, there are many more...!”) and the concerned tone is appropriate. There is variation in sentence length and structure. The writer demonstrates sufficient control of the components of Style.

Conventions Score: 3

The sentences in the response are correct, including simple, compound, and complex structures. Usage is correct throughout. All elements of mechanics are demonstrated correctly. The writer demonstrates sufficient control of the components of Conventions.

Performance Level: Meets the Standard

Score Key – Grade 8 Sample Papers

Paper #	Ideas	Org.	Style	Conv.	Performance Level
1	2	2	2	1	Does Not Meet the Standard
2	4	4	3	4	Meets the Standard
3	3	3	3	2	Meets the Standard
4	1	2	2	2	Does Not Meet the Standard
5	4	4	4	4	Meets the Standard
6	5	5	4	4	Exceeds the Standard
7	3	3	3	4	Meets the Standard
8	2	2	2	2	Does Not Meet the Standard
9	4	4	4	4	Meets the Standard
10	2	3	3	3	Meets the Standard
11	1	2	2	2	Does Not Meet the Standard
12	2	2	2	3	Does Not Meet the Standard
13	5	5	5	4	Exceeds the Standard
14	3	4	4	4	Meets the Standard
15	4	4	4	3	Meets the Standard
16	3	3	3	3	Meets the Standard
17	5	5	4	4	Exceeds the Standard
18	3	3	3	3	Meets the Standard
19	4	4	4	5	Exceeds the Standard
20	2	3	3	3	Meets the Standard