

# Georgia Grade 8 Writing Assessment



# Table of Contents

Part I:Introduction

Part II:Genres

Part III:Writing Topics

Part IV:Rubrics

Part V:Ideas

Part VI:Organization

Part VII:Style

Part VIII: Conventions

Part IX:Preparing to Score Student Writing Samples

Part X:Sample Student Papers

Part XI:Additional Practice Papers

Part XII.Writing Instruction Resources

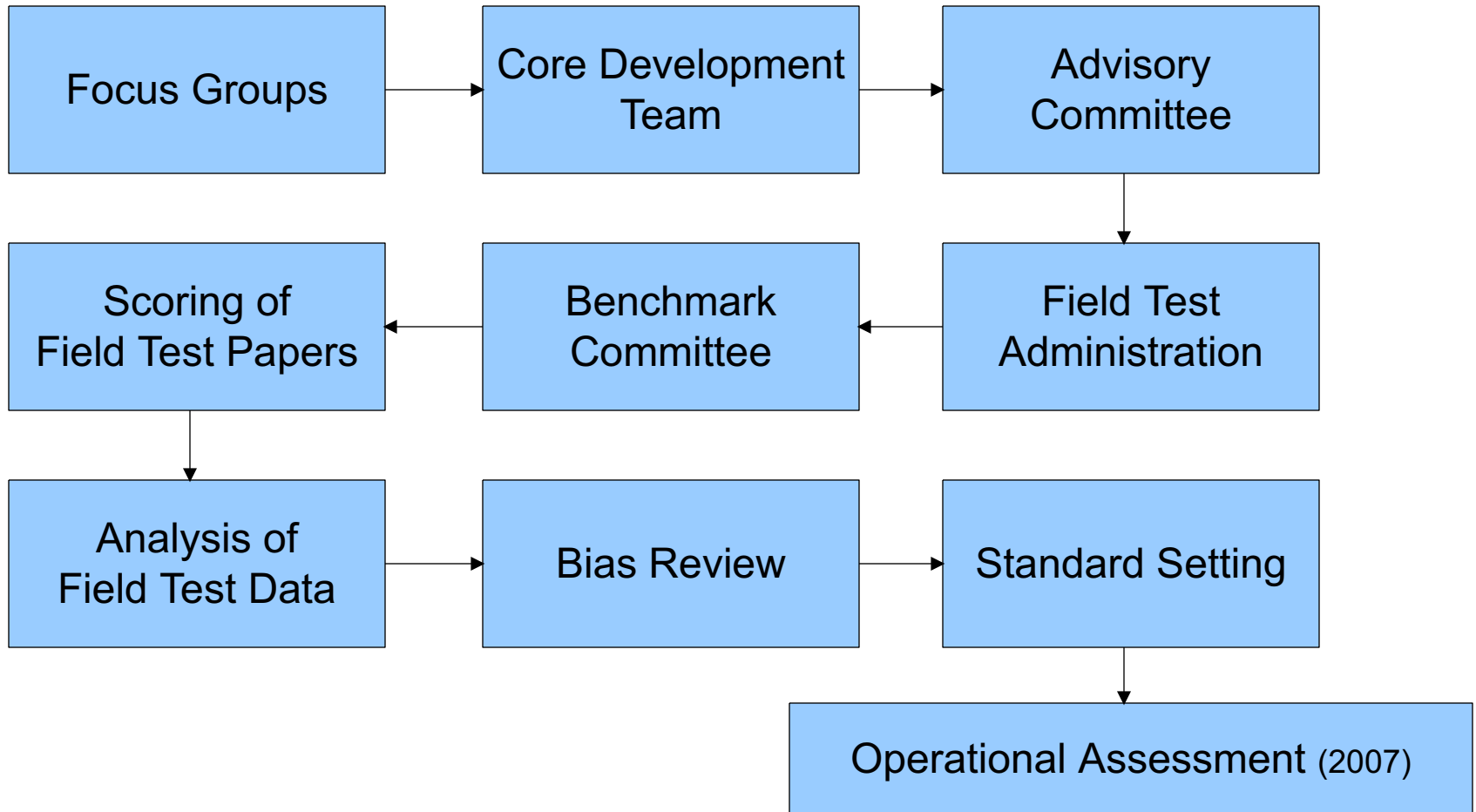
# Part I: Introduction

1. Why is the writing assessment for the middle grades changing?
2. Test Development Process
  - Grade 8 Core Development Team
  - Grade 8 Advisory Committee
  - About the Test Document Released
  - Grade 8 Field Test: Administration
  - Benchmarking
  - Grade 8 Field Test: Scoring
  - Bias Review Committee
  - Standard Setting
3. Changes in Administering the Test
4. Scoring Information
  - Domains
  - Score Scale
  - Weighting of Domains
  - Calculating the Weighted Raw Score
  - Performance Level Descriptors
5. GPS Alignment

# Why is the writing assessment for the middle grades changing?

- When the Quality Core Curriculum was replaced by the Georgia Performance Standards, it became necessary to review all the statewide writing assessments in order to align them with the new performance standards.
- In March 2005, the Georgia Department of Education (GaDOE) held focus groups with educators from around the state to discuss what they liked/disliked in the current writing assessment program. Educators made recommendations about all aspects of the current assessment programs. One of the recommendations was more consistency in the writing assessments across grades 3, 5, 8, and 11.
- Teachers from every part of the state came together to develop the scoring rubrics, the writing topics, the administration conditions, and the performance levels for the new assessment based on the Georgia Performance Standards.

# Test Development Process: 2005-07



# Grade 8 Core Development Team

- Convened in June 2005
- Primary responsibilities:
  - Review existing Middle Grades Writing Assessment
  - Align assessment with the Georgia Performance Standards
  - Develop structure for new Georgia Grade 8 Writing Assessment
  - Select genres of writing: Persuasive and Expository
  - Draft new Grade 8 scoring rubrics
    - Analytic scoring with four new domains
      - Ideas
      - Organization
      - Style
      - Conventions
    - Preliminary low, middle, high descriptions

# Grade 8 Advisory Committee

- Convened in June 2005
- Provided additional feedback to GaDOE about decisions made by Core Development Team
  - Genres
  - Rubrics
  - Administration conditions
  - Identification of markers for each genre based on the GPS and development of specific definitions for each genre
- Drafted the “Grade 8 About the Test” document
- Prompt development
  - 50 writing topics (prompts) developed for field testing
    - 25 expository
    - 25 persuasive
    - Recommended releasing the writing prompts and samples of student writing each year after the assessment

# “About the Test” Document

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



# Grade 8 Field Test: Administration

- Why field test?
  - To try out prompts with a sample student population
  - To collect data on the prompts
    - Differences across subgroups of students: (gender, ethnicity)
    - Difficulty of Prompts
  - To select only those prompts for operational assessments that meet technical quality standards
- 50 prompts were field tested in October 2005
  - Approximately 1,000 students from across the state wrote on each prompt
  - Each student in a classroom received a different prompt
  - 25 expository prompts and 25 persuasive prompts

# Benchmarking

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

# Grade 8 Field Test: Scoring

- December 2005
- Each rater completed a training program and passed a qualifying test for each genre that was assessed
- Field test papers were scored by a minimum of 2 raters

# Bias Review

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

# Standard Setting

- June 2006
- Committee members used Performance Level Descriptors to determine the score ranges for the three performance levels:
  - Does Not Meet the Standard
  - Meets the Standard
  - Exceeds the Standard

# Changes in Test Administration

- First administration: January 17, 2007
- Session Length: 100 minutes
- Main Administration: One day
- Make-up Administration: One day  
(January 18<sup>th</sup>, 2006)

# Changes in How the Grade 8 Writing Assessment is Scored: Domains

## **Middle Grades Writing Assessment**

### Five Scoring Domains

- Content/Organization
- Style
- Sentence Formation
- Usage
- Mechanics

## **New Grade 8 Writing Assessment**

### Four Scoring Domains

- Ideas
- Organization
- Style
- Conventions

# Changes in How the Grade 8 Assessment is Scored: The Score Scale

## Middle Grades Writing Assessment

- Four score points in each scoring domain
- A score of “4” represents the highest level of competence in each domain.

## New Grade 8 Writing Assessment

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



# Changes in How the Domains are Weighted

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

<u>Middle Grades Writing Assessment</u>	
<u>Weight</u>	
Content/Organization	3
Style	2
Sentence Formation	1
Usage	1
Mechanics	1

<u>Grade 8 Writing Assessment</u>	
<u>Weight</u>	
Ideas	2
Organization	1
Style	1
Conventions	1

# Weighting of Domains

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

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

# Domain Score to Total Weighted Raw Score Conversion

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

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

# Performance Level Descriptors for Grade 8

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

# GPS Alignment

The Grade 8 Writing Assessment is based on the following Georgia Performance Standards. The domains under which each element is evaluated are listed in the “Area(s) of the Assessment” column.

## Domain Abbreviations

I= Ideas

O= Organization

S= Style

C = Conventions

	Standard	Area(s) of the Assessment
ELA8W1	The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.	I, O, S
ELA8W2	The student demonstrates competence in a variety of genres.	I, O, S
ELA8C1	The student demonstrates understanding and control of the rules of the English Language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.	C

# GPS Alignment

Standard	Elements	Area(s) of the Assessment
ELA8W1	<ul style="list-style-type: none"> <li>Selects a focus, organizational structure and a point of view based on purpose, genre expectations, audience, length, and format requirements.</li> </ul>	I, O
	<ul style="list-style-type: none"> <li>Writes texts of a length appropriate to address the topic or tell the story.</li> </ul>	I, O, S
	<ul style="list-style-type: none"> <li>Uses traditional structures for conveying information.</li> </ul>	O
	<ul style="list-style-type: none"> <li>Uses appropriate structures to ensure coherence.</li> </ul>	O
	<ul style="list-style-type: none"> <li>Supports statements and claims with anecdotes, descriptions, facts, statistics, and specific examples</li> </ul>	I

# GPS Alignment

Standard	Elements	Area(s) of the Assessment
ELA8W2 Expository	<ul style="list-style-type: none"> <li>Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.</li> </ul>	I, S
	<ul style="list-style-type: none"> <li>Develops a controlling idea that conveys a perspective on the subject.</li> </ul>	I
	<ul style="list-style-type: none"> <li>Creates an organizing structure appropriate to purpose, audience, and context.</li> </ul>	O
	<ul style="list-style-type: none"> <li>Develops the topic with supporting details.</li> </ul>	I
	<ul style="list-style-type: none"> <li>Excludes extraneous and inappropriate information.</li> </ul>	I
	<ul style="list-style-type: none"> <li>Follows an organizational pattern appropriate to the type of composition.</li> </ul>	I,O
	<ul style="list-style-type: none"> <li>Concludes with a detailed summary linked to the purpose of the composition.</li> </ul>	I, O

# GPS Alignment

Standard	Elements	Area(s) of the Assessment
ELA8W2 Persuasive	<ul style="list-style-type: none"> <li>Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.</li> </ul>	I, S
	<ul style="list-style-type: none"> <li>States a clear position or perspective in support of a proposition or proposal.</li> </ul>	I
	<ul style="list-style-type: none"> <li>Creates an organizing structure that is appropriate to the needs, values, and interests of a specified audience, and arranges details, reasons, and examples.</li> </ul>	O
	<ul style="list-style-type: none"> <li>Includes appropriate relevant information and arguments.</li> </ul>	I
	<ul style="list-style-type: none"> <li>Excludes information and arguments that are irrelevant.</li> </ul>	I
	<ul style="list-style-type: none"> <li>Provides details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counter-arguments.</li> </ul>	I,O
	<ul style="list-style-type: none"> <li>Supports arguments with detailed evidence, citing sources of information as appropriate</li> </ul>	I
	<ul style="list-style-type: none"> <li>Anticipates and addresses reader concerns and counterarguments</li> </ul>	I
	<ul style="list-style-type: none"> <li>Provides a sense of closure to the writing.</li> </ul>	I,O



# GPS Alignment

Standard	Elements	Area(s) of the Assessment
ELA8C1	<ul style="list-style-type: none"><li>• Declines pronouns by gender and case, and demonstrates correct usage in sentences.</li><li>• Analyzes and uses simple, compound, complex, and compound-complex sentences correctly, punctuates properly, and avoids fragments and run-ons.</li><li>• Demonstrates appropriate comma and semicolon usage (compound, complex, and compound-complex sentences, split dialogue, and for clarity)</li><li>g. Produces final drafts/presentations that demonstrate accurate spelling and the correct use of punctuation and capitalization.</li></ul>	Conventions

# Part II: Genres

1. Changes in the Genres Assessed
2. Expository Writing
  - Defining Expository Writing
  - Expository Writing in the GPS
  - What Expository Writing Is and Is Not
3. Persuasive Writing
  - Defining Persuasive Writing
  - Persuasive Writing in the GPS
  - What Persuasive Writing Is and Is Not

# Changes in the Genres Assessed

## Middle Grades Writing Assessment

- Students had a choice of a narrative, persuasive, or expository genre to address a writing topic
- All students receive the same writing topic

## New Grade 8 Writing Assessment

- Persuasive and expository genres are assessed
- Students are assigned the genre
- Teachers distribute prompts in the order in which they are packaged
- Each student will be assigned either a persuasive writing topic or an expository writing topic on the same subject and must write in the assigned genre

# Defining Expository Writing

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

## Method

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

# Expository Writing in the GPS

## ELA8W2

**The student produces writing (multi-paragraph expository composition such as description, explanation, comparison and contrast, or problem and solution) that:**

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

# What Expository Writing Is and Is Not

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

# What Expository Writing Is and Is Not

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

# Defining Persuasive Writing

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

## Method:

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



# Persuasive Writing in the GPS

## ELA8W2

### The student produces a multi-paragraph persuasive essay that:

- a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.
- b. States a clear position or perspective in support of a proposition or proposal.
- c. Creates an organizing structure that is appropriate to the needs, values, and interests of a specified audience, and arranges details, reasons, and examples.
- d. Includes appropriate, relevant information and arguments.

# Persuasive Writing in the GPS

## ELA8W2

### The student produces a multi-paragraph persuasive essay that:

- e. Excludes information and arguments that are irrelevant.
- f. Provides details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counter-arguments.
- g. Supports arguments with detailed evidence, citing sources of information as appropriate.
- h. Anticipates and addresses reader concerns and counterarguments.
- i. Provides a sense of closure to the writing.

# What Persuasive Writing Is and Is Not

An effective persuasive composition . . .	An effective persuasive composition is NOT:
Clearly establishes a position on the issue	Copying words or information from the writing topic
Fully develops an argument with specific details and examples	Formulaic writing or a repetitive, standard five-paragraph formula that repeats the writer's position and supporting reasons
Defends the writer's position with relevant evidence that is appropriate for the audience identified in the writing topic	A list of irrelevant ideas or supporting ideas that are inappropriate for the audience identified in the writing topic
Demonstrates that the writer can anticipate and counter the audience's position on the issue	Writing that fails to consider the audience's position on an issue
Uses specific facts, personal experience and knowledge, and/or statistics to support the writer's position	A list of facts, a story, and/or personal anecdotes that are unrelated to the writer's position
Includes appeals to logic and/or emotion	A chance for the writer to simply vent about a topic
Contains an organizational structure appropriate for persuasion	

# What Persuasive Writing Is and Is Not

<b>An effective persuasive composition . . .</b>	<b>An effective persuasive composition is NOT:</b>
Contains an organizational structure appropriate for persuasion	Writing in which ideas are presented in an illogical or confusing order
Is multi-paragraph writing that supports a specific side of an issue	A single paragraph
Uses appropriate writing voice to engage the reader	Flat, uninteresting writing
Uses precise language and varied sentences	An essay that contains imprecise language and little sentence variety
Introduces the reader to the issue, fully develops a position, and provides a sense of closure	Writing that presents ideas without introducing, developing, and/or providing closure
May contain a short narrative in the introduction or a skillful extended narrative that supports the writer's position	A story that does not address the persuasive purpose of the topic
Contains correct sentences, usage, grammar, and spelling that make the writer's ideas understandable	Incorrect sentences, usage, grammar, and spelling that distract the reader from the writer's ideas

# Part III: Writing Topics (Prompts)

1. Changes in the Format of the Writing Topics
2. Understanding the Writing Topic
3. Format of the Writing Task
4. The Writing Checklist

# Changes in the Format of the Writing Topics on the new Grade 8 Writing Assessment

## **Sample Expository Writing Topic**

### Writing Situation

Your class has been given the opportunity to design a brand new television show for children. It could be a news show, a talk show, a game show, a cartoon, or any kind of show you want for children.

### Directions for Writing

Write a report to be read to your class in which you explain your idea for the new children's television show. Be sure to include specific details so that your classmates will understand what the new show will be like.

# Changes in the Format of the Writing Topics on the new Grade 8 Writing Assessment

## **Sample Persuasive Writing Topic**

### Writing Situation

Your favorite television show has been cancelled. The president of the television network has announced that he might change his mind about canceling the show if enough people write letters to complain about his decision.

### Directions for Writing

Write a letter to the president of the television network to convince him or her to bring back your favorite show. Include specific details to support your position.

# Understanding the Writing Topic: The Writing Situation

- All Grade 8 writing topics contain two sections – the Writing Situation and the Directions for Writing.
- The Writing Situation gives the background for the writing assignment.
- The first sentence of the Writing Situation introduces the general topic.
- The remaining sentences in the Writing Situation help students think about different classes of (television shows), realize that they do know enough about the topic to write, and then to focus their individual responses.



# Understanding the Writing Topic: The Directions for Writing

- The Directions for Writing tell what the students are supposed to do for the writing assessment.
- The first sentence of the Directions for Writing provides the students with a format for writing and gives the students an identifiable audience.
- The final sentence of the Directions for Writing reminds the students to give many specific examples and ideas to elaborate their supporting ideas.

# Format of the Writing Task

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

# The Writing Checklist

## Student Writing Checklist for Expository Writing

### **Prepare Yourself to Write**

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

### **Make Your Paper Meaningful**

- Use your knowledge and/or personal experiences that are related to the topic.
- Explain, clarify, and define your ideas.
- Establish a clear controlling idea.
- Fully develop your controlling idea with specific, supporting details.
- Organize your ideas in a clear and logical order.
- Write an expository essay and stay on topic.

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

- Think about what would be interesting to the reader.
- Use a lively writing voice that shows your interest in the topic.
- Use precise, descriptive, vivid words.
- Vary the type, structure, and length of your sentences.

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

- Indent to start a new paragraph.
- Use effective transitions.
- Write in complete and correct sentences.
- Capitalize, spell, and punctuate correctly.
- Make sure your subjects and verbs agree.

# The Writing Checklist

## Student Writing Checklist for Persuasive Writing

### **Prepare Yourself to Write**

- Read the Writing Situation and Directions for Writing carefully.
- Brainstorm for ideas.
- Consider how to address your audience.
- Decide what ideas to include and how to organize them.
- Write only in English.

### **Make Your Paper Meaningful**

- Use your knowledge and/or personal experiences that are related to the topic.
- Express a clear point of view.
- Fully support your position with specific details, examples, and convincing reasons.
- Include an appeal to logic and/or emotions.
- Organize your ideas in a clear and logical order.
- Write a persuasive paper and stay on topic.

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

- Use examples and details that would be convincing to your audience.
- Use appropriate voice that shows your interest in the topic.
- Use precise, descriptive, vivid words.
- Vary the type, structure, and length of your sentences.
- Use effective transitions.

### **Edit and Revise Your Paper**

- Consider rearranging your ideas and changing words to make your paper better.
- Add additional information or details to make your paper complete.
- Proofread your paper for usage, punctuation, capitalization, and spelling.

# Part IV: Rubrics

1. The Rubric Top to Bottom
2. Overview of Score Points 1 – 5: Five Levels of Competence
3. New Grade 8 Rubrics
  - Ideas
  - Organization
  - Style
  - Conventions
4. Landscaped (horizontal) Rubrics for Ideas, Organization, Style, and Conventions

# Using the New Grade 8 Scoring Rubric: The Rubric Top to Bottom

Domain Title and Overview

Domain Components

Level of Competence

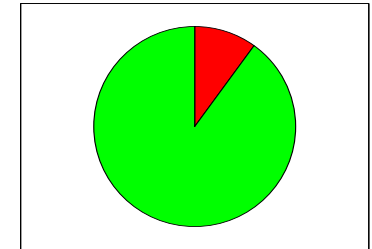
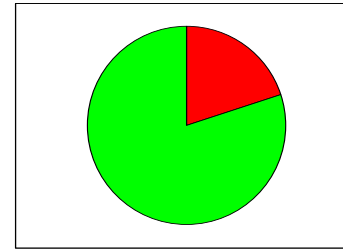
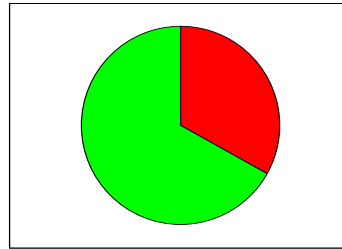
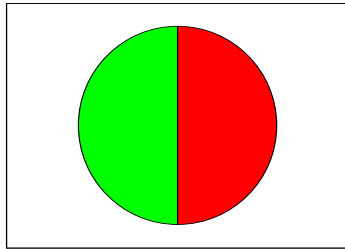
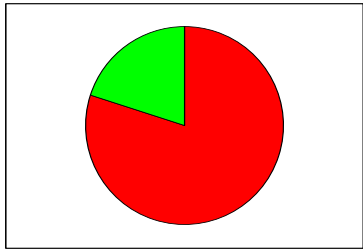
Score Point Descriptions (1-5)

<b>Domain 1: IDEAS.</b> The degree to which the writer establishes a controlling idea and elaborates the main points with examples, illustrations, facts, or details that are appropriate to the assigned genre.	
<u>Components</u>	
* Controlling Idea/Focus	• Depth of Development
* Supporting Ideas	• Sense of Completeness
* Relevance of Detail	• Awareness of Genre

5	<p><b>Full command of the components of Ideas. The writing is characterized by most or all of the following:</b></p> <ul style="list-style-type: none"> <li>• Consistent focus on the assigned topic and purpose</li> <li>• Fully developed controlling idea that addresses all aspects of the assigned writing task</li> <li>• Supporting ideas and elaboration are relevant to the writer's topic, assigned genre of writing, and audience</li> <li>• Supporting ideas are fully elaborated throughout the paper with logical examples and details</li> <li>• Response contains information that fully addresses reader concerns and perspectives</li> <li>• Uses genre-appropriate strategies to develop the writer's ideas</li> </ul>
4	<p><b>Consistent control of the components of Ideas. The writing is characterized by most or all of the following:</b></p> <ul style="list-style-type: none"> <li>• Consistent focus on the assigned topic and purpose</li> <li>• Well developed controlling idea that addresses the assigned writing task</li> <li>• Supporting ideas and elaboration are relevant to the writer's topic and assigned genre of writing</li> <li>• Supporting ideas are developed with specific examples and details</li> <li>• Response contains information that addresses reader concerns and perspectives</li> <li>• Response is appropriate to the assigned genre</li> </ul>
3	<p><b>Sufficient control of the components of Ideas. The writing is characterized by most or all of the following:</b></p> <ul style="list-style-type: none"> <li>• Generally consistent focus on the assigned topic and purpose</li> <li>• Developed controlling idea that addresses the assigned writing task</li> <li>• Most supporting ideas and elaboration are relevant to the writer's topic and assigned genre of writing</li> <li>• Supporting ideas are developed with some examples and details; some parts of the paper are well developed, but other parts of the paper are only partially developed</li> <li>• Response contains sufficient information to address the topic and some reader concerns and perspectives</li> <li>• Response is generally appropriate to the assigned genre</li> </ul>
2	<p><b>Minimal control of the components of Ideas. The writing is characterized by most or all of the following:</b></p> <ul style="list-style-type: none"> <li>• Limited focus on the assigned topic and purpose</li> <li>• Minimally developed controlling idea that addresses some aspect of the assigned writing task</li> <li>• Supporting ideas are vague, general, and/or undeveloped (or some ideas may be partially developed, while others are simply listed without development)</li> <li>• Response lacks sufficient information (due to brevity and/or repetition) to provide a sense of completeness and address reader concerns</li> <li>• Some points and details may be irrelevant or inappropriate for the writer's assigned topic, audience, and assigned genre of writing</li> <li>• Response does not demonstrate genre awareness</li> </ul>
1	<p><b>Lack of control of the components of Ideas. The writing is characterized by most or all of the following:</b></p> <ul style="list-style-type: none"> <li>• Lack of focus on the assigned topic and purpose</li> <li>• Lack of a controlling idea</li> <li>• Absence of supporting ideas (or unclear supporting ideas)</li> <li>• Development is lacking due to brevity of the response and/or repetition of ideas</li> <li>• Lacks a sense of completeness and fails to address reader concerns</li> <li>• Majority of details are irrelevant</li> <li>• Response is inappropriate to the assigned genre</li> <li>• Insufficient student writing (due to brevity or copying the prompt) to determine competence in Ideas</li> </ul>

# Overview of Score Points 1-5

## Five Levels of Competence



Score: 1

**Lack of  
Control**

(of the  
elements of  
the domain)

Score: 2

**Minimal  
Control**

(of the  
elements of  
the domain)

Score: 3

**Sufficient  
Control**

(of the  
elements of  
the domain)

Score: 4

**Consistent  
Control**

(of the  
elements of  
the domain)

Score: 5

**Full  
Command**

(of the  
elements of  
the domain)

**GREEN** = The degree to which the  
writer demonstrates control of the  
components.

**Georgia Grade 8 Writing Assessment: Scoring Rubric**

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

Components

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

<b>5</b>	<p><b>Full command of the components of Ideas. The writing is characterized by most or all of the following:</b></p> <ul style="list-style-type: none"> <li>• Consistent focus on the assigned topic and purpose</li> <li>• Fully developed controlling idea that addresses all aspects of the assigned writing task</li> <li>• Supporting ideas and elaboration are relevant to the writer’s topic, assigned genre of writing, and audience</li> <li>• Supporting ideas are fully elaborated throughout the paper with logical examples and details</li> <li>• Response contains information that fully addresses reader concerns and perspectives</li> <li>• Uses genre-appropriate strategies to develop the writer’s ideas</li> </ul>
<b>4</b>	<p><b>Consistent control of the components of Ideas. The writing is characterized by most or all of the following:</b></p> <ul style="list-style-type: none"> <li>• Consistent focus on the assigned topic and purpose</li> <li>• Well developed controlling idea that addresses the assigned writing task</li> <li>• Supporting ideas and elaboration are relevant to the writer’s topic and assigned genre of writing</li> <li>• Supporting ideas are developed with specific examples and details</li> <li>• Response contains information that addresses reader concerns and perspectives</li> <li>• Response is appropriate to the assigned genre</li> </ul>
<b>3</b>	<p><b>Sufficient control of the components of Ideas. The writing is characterized by most or all of the following:</b></p> <ul style="list-style-type: none"> <li>• Generally consistent focus on the assigned topic and purpose</li> <li>• Developed controlling idea that addresses the assigned writing task</li> <li>• Most supporting ideas and elaboration are relevant to the writer’s topic and assigned genre of writing</li> <li>• Supporting ideas are developed with some examples and details; some parts of the paper are well developed, but other parts of the paper are only partially developed</li> <li>• Response contains sufficient information to address the topic and some reader concerns and perspectives</li> <li>• Response is generally appropriate to the assigned genre</li> </ul>
<b>2</b>	<p><b>Minimal control of the components of Ideas. The writing is characterized by most or all of the following:</b></p> <ul style="list-style-type: none"> <li>• Limited focus on the assigned topic and purpose</li> <li>• Minimally developed controlling idea that addresses some aspect of the assigned writing task</li> <li>• Supporting ideas are vague, general, and/or undeveloped (or some ideas may be partially developed, while others are simply listed without development)</li> <li>• Response lacks sufficient information (due to brevity and/or repetition) to provide a sense of completeness and address reader concerns</li> <li>• Some points and details may be irrelevant or inappropriate for the writer’s assigned topic, audience, and assigned genre of writing</li> <li>• Response does not demonstrate genre awareness</li> </ul>
<b>1</b>	<p><b>Lack of control of the components of Ideas. The writing is characterized by most or all of the following:</b></p> <ul style="list-style-type: none"> <li>• Lack of focus on the assigned topic and purpose</li> <li>• Lack of a controlling idea</li> <li>• Absence of supporting ideas (or unclear supporting ideas)</li> <li>• Development is lacking due to brevity of the response and/or repetition of ideas</li> <li>• Lacks a sense of completeness and fails to address reader concerns</li> <li>• Majority of details are irrelevant</li> <li>• Response is inappropriate to the assigned genre</li> <li>• Insufficient student writing (due to brevity or copying the prompt) to determine competence in Ideas</li> </ul>



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

Components

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

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

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

Components

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

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

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

<b>Components</b>		
<u>Sentence Formation</u>	<u>Usage</u>	<u>Mechanics</u>
<ul style="list-style-type: none"> <li>• correctness</li> <li>• clarity of meaning</li> <li>• complexity</li> <li>• end punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• subject-verb agreement</li> <li>• standard word forms</li> <li>• possessives</li> <li>• contractions</li> </ul>	<ul style="list-style-type: none"> <li>• internal punctuation</li> <li>• spelling</li> <li>• paragraph breaks</li> <li>• capitalization</li> </ul>

<b>5</b>	<p><b>Full command of the components of Conventions. The writing is characterized by most or all of the following:</b></p> <ul style="list-style-type: none"> <li>• Clear and correct simple, complex, and compound sentences with correct end punctuation</li> <li>• Variety of subordination and coordination strategies</li> <li>• Correct usage in a variety of contexts: subject-verb agreement, word forms (nouns, adjectives, adverbs), pronoun-antecedent agreement</li> <li>• Correct mechanics in a variety of contexts: punctuation within sentences, spelling, capitalization, and paragraph indentation</li> <li>• Infrequent, if any, errors</li> </ul>
<b>4</b>	<p><b>Consistent control of the components of Conventions. The writing is characterized by most or all of the following:</b></p> <ul style="list-style-type: none"> <li>• Correct simple, complex, and compound sentences with correct end punctuation and few errors</li> <li>• Correct usage with few errors</li> <li>• Correct mechanics with few errors</li> <li>• Errors are generally minor and do not interfere with meaning</li> </ul>
<b>3</b>	<p><b>Sufficient control of the components of Conventions. The writing is characterized by most or all of the following:</b></p> <ul style="list-style-type: none"> <li>• Sentences are generally correct with generally correct end punctuation</li> <li>• Some errors in complex and compound sentences, and occasional sentence fragments, run-ons, or awkward sentences. Few errors with simple sentences</li> <li>• Generally correct usage, but may contain some errors in subject-verb agreement, word forms, pronoun-antecedent agreement, verb tense, and commonly confused homonyms</li> <li>• Generally correct mechanics, but may contain some errors in spelling, capitalization, paragraph indentation, and punctuation within sentences</li> <li>• Few errors interfere with meaning</li> </ul>
<b>2</b>	<p><b>Minimal control of the components of Conventions. The writing is characterized by most or all of the following:</b></p> <ul style="list-style-type: none"> <li>• Minimal control in the three components of conventions or one component may be strong while the other two are weak</li> <li>• Simple sentences formed correctly, but other sentences may be incomplete or overloaded</li> <li>• Sentence structure is awkward and/or end punctuation may be missing or incorrect</li> <li>• May have frequent errors in usage and/or mechanics</li> <li>• Some errors may interfere with meaning</li> <li>• Demonstration of competence limited by the brevity of the response</li> </ul>
<b>1</b>	<p><b>Lack of control of the components of Conventions. The writing is characterized by most or all of the following:</b></p> <ul style="list-style-type: none"> <li>• Frequent sentence fragments, run-ons, and incorrect sentences</li> <li>• End punctuation incorrect or lacking</li> <li>• May contain frequent and severe errors in both usage and mechanics</li> <li>• Errors may interfere with or obscure meaning</li> <li>• Insufficient student writing (due to brevity or copying the prompt) to determine competence in Conventions</li> </ul>

## Georgia Grade 8 Writing Assessment: Scoring Rubric (Landscape Version)

### Domain 1: Ideas

1	2	3	4	5
<ul style="list-style-type: none"> <li>• Lack of focus on the assigned topic and purpose</li> <li>• Lack of a controlling idea</li> <li>• Absence of supporting ideas (or unclear supporting ideas)</li> <li>• Development is lacking due to brevity of the response and/or repetition of ideas</li> <li>• Lacks a sense of completeness and fails to address reader concerns</li> <li>• Majority of details are irrelevant</li> <li>• Response is inappropriate to the assigned genre</li> <li>• Insufficient student writing (due to brevity or copying the prompt) to determine competence in Ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Limited focus on the assigned topic and purpose</li> <li>• Minimally developed controlling idea that addresses some aspect of the assigned writing task</li> <li>• Supporting ideas are vague, general, and/or undeveloped (or some ideas may be partially developed, while others are simply listed without development)</li> <li>• Response lacks sufficient information (due to brevity and/or repetition) to provide a sense of completeness and address reader concerns</li> <li>• Some points and details may be irrelevant or inappropriate for the writer's assigned topic, audience, and assigned genre of writing</li> <li>• Response does not demonstrate genre awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Generally consistent focus on the assigned topic and purpose</li> <li>• Developed controlling idea that addresses the assigned writing task</li> <li>• Most supporting ideas and elaboration are relevant to the writer's topic and assigned genre of writing</li> <li>• Supporting ideas are developed with some examples and details; some parts of the paper are well developed, but other parts of the paper are only partially developed</li> <li>• Response contains sufficient information to address the topic and some reader concerns and perspectives</li> <li>• Response is generally appropriate to the assigned genre</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent focus on the assigned topic and purpose</li> <li>• Well developed controlling idea that addresses the assigned writing task</li> <li>• Supporting ideas and elaboration are relevant to the writer's topic and assigned genre of writing</li> <li>• Supporting ideas are developed with specific examples and details</li> <li>• Response contains information that addresses reader concerns and perspectives</li> <li>• Response is appropriate to the assigned genre</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent focus on the assigned topic and purpose</li> <li>• Fully developed controlling idea that addresses all aspects of the assigned writing task</li> <li>• Supporting ideas and elaboration are relevant to the writer's topic, assigned genre of writing, and audience</li> <li>• Supporting ideas are fully elaborated throughout the paper with logical examples and details</li> <li>• Response contains information that fully addresses reader concerns and perspectives</li> <li>• Uses genre-appropriate strategies to develop the writer's ideas</li> </ul>

## Georgia Grade 8 Writing Assessment: Scoring Rubric (Landscape Version)

### Domain 2: Organization

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

## Georgia Grade 8 Writing Assessment: Scoring Rubric (Landscape Version)

### Domain 3: Style

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

**Georgia Grade 8 Writing Assessment: Scoring Rubric (Landscape Version)**  
**Domain 4: Conventions**

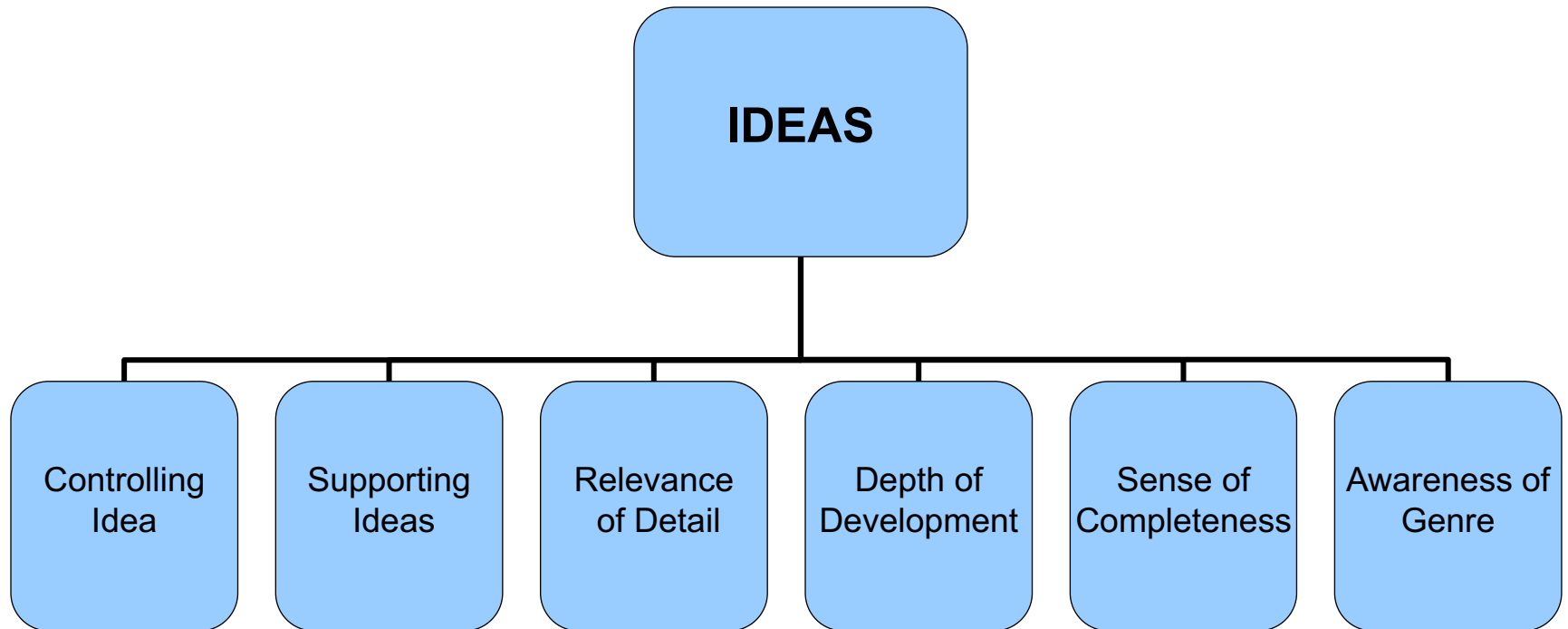
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<ul style="list-style-type: none"> <li>• Frequent sentence fragments, run-ons, and incorrect sentences</li>   <li>• End punctuation incorrect or lacking</li>   <li>• May contain frequent and severe errors in both usage and mechanics</li>           <li>• Errors may interfere with or obscure meaning</li>   <li>• Insufficient student writing (due to brevity or copying the prompt) to determine competence in Conventions</li> </ul>	<ul style="list-style-type: none"> <li>• Simple sentences formed correctly, but other sentences may be incomplete or overloaded</li>   <li>• Sentence structure is awkward and/or end punctuation may be missing or incorrect</li>   <li>• May have frequent errors in usage and/or mechanics</li>   <li>• Minimal control in the three components of conventions or one component may be strong while the other two are weak</li>   <li>• Some errors may interfere with meaning</li>   <li>• Demonstration of competence limited by the brevity of the response</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences are generally correct with generally correct end punctuation</li>   <li>• Some errors in complex and compound sentences, and occasional sentence fragments, run-ons, or awkward sentences. Few errors with simple sentences</li>   <li>• Generally correct usage, but may contain some errors in subject-verb agreement, word forms, pronoun-antecedent agreement, verb tense, and commonly confused homonyms</li>   <li>• Generally correct mechanics, but may contain some errors in spelling, capitalization, paragraph indentation, and punctuation within sentences</li>   <li>• Few errors interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Correct simple, complex, and compound sentences with correct end punctuation and few errors</li>         <li>• Correct usage with few errors</li>     <li>• Correct mechanics with few errors</li>   <li>• Errors are generally minor and do not interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Clear and correct simple, complex, and compound sentences with correct end punctuation</li>   <li>• Variety of subordination and coordination strategies</li>   <li>• Correct usage in a variety of contexts: subject-verb agreement, word forms (nouns, adjectives, adverbs), pronoun-antecedent agreement</li>   <li>• Correct mechanics in a variety of contexts: punctuation within sentences, spelling, capitalization, and paragraph indentation</li>   <li>• Infrequent, if any, errors</li> </ul>

# Part V: Ideas

1. The Components of Ideas
2. Controlling Idea
3. Elements of Supporting Ideas
4. Relevance of Detail
5. Development of Ideas
6. Depth of Development
  - Examples of Depth of Development (Expository)
  - Examples of Depth of Development (Persuasive)
7. Sense of Completeness
8. Evaluating Genre Awareness
9. Genre Awareness in Ideas
10. Reader Concerns



# The Components of Ideas



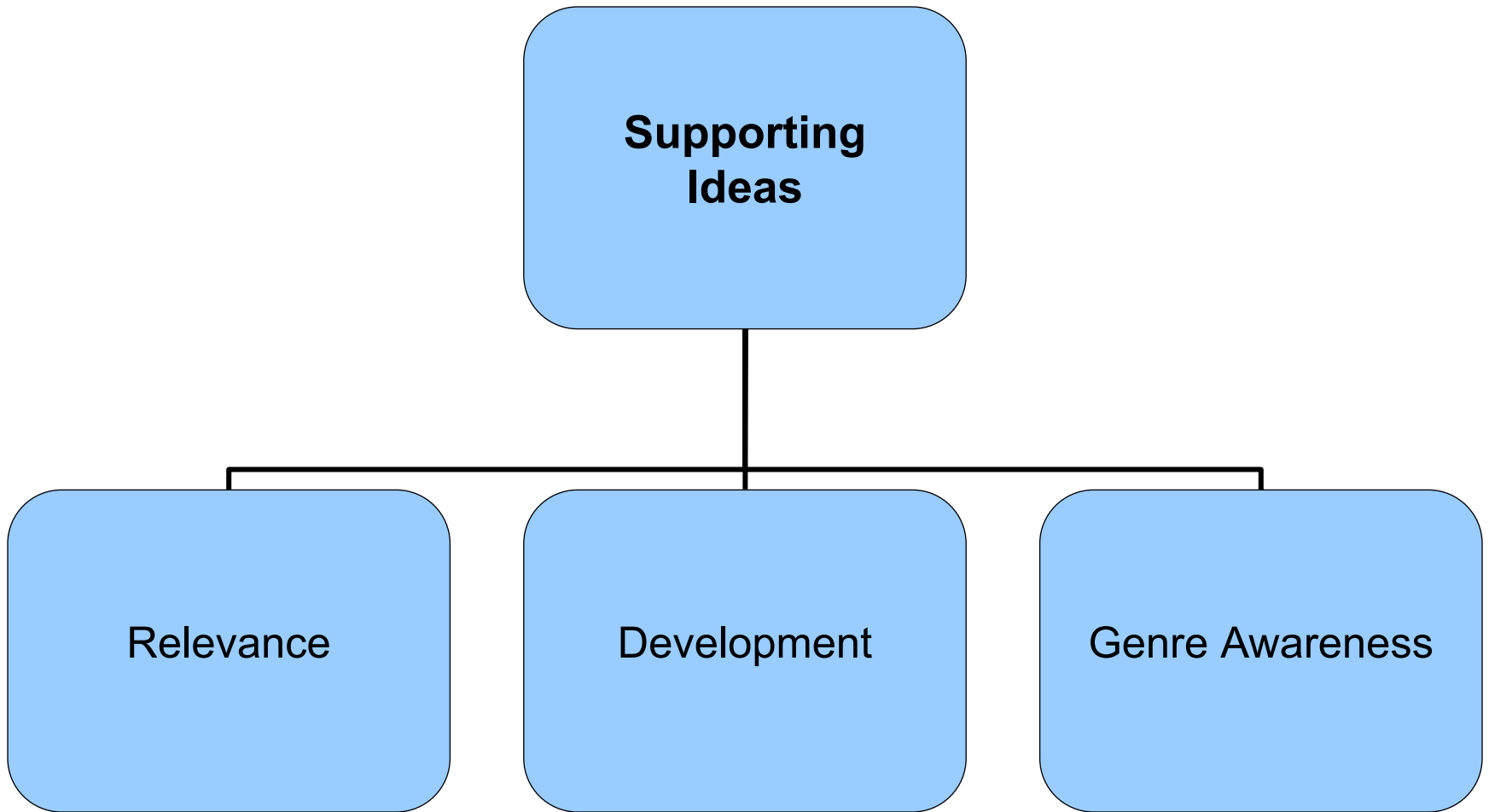
Ideas: The degree to which the writer establishes a controlling idea and elaborates the main points with examples, illustrations, facts, or details that are appropriate to the assigned genre.

# Controlling Idea

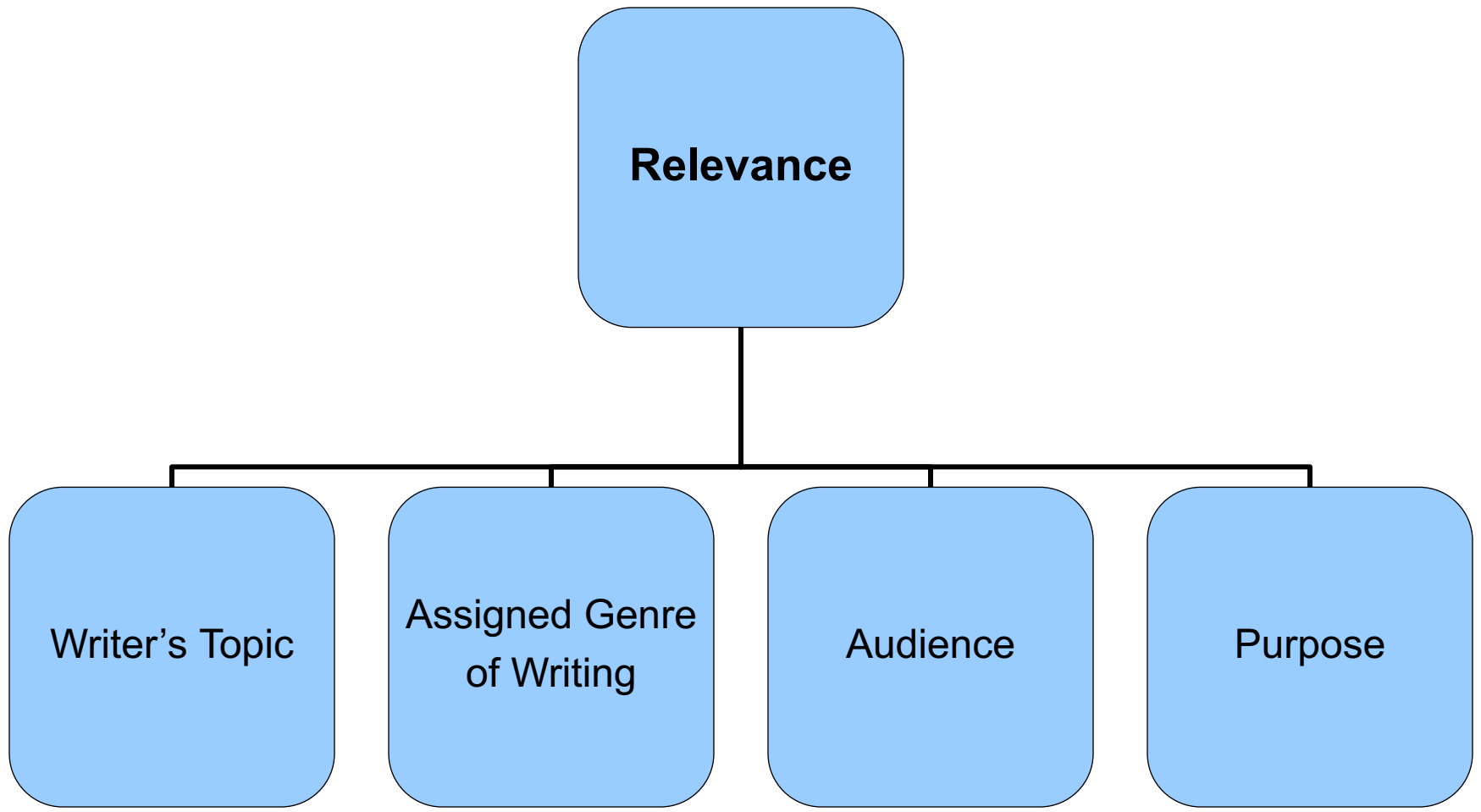
## An effective controlling idea:

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

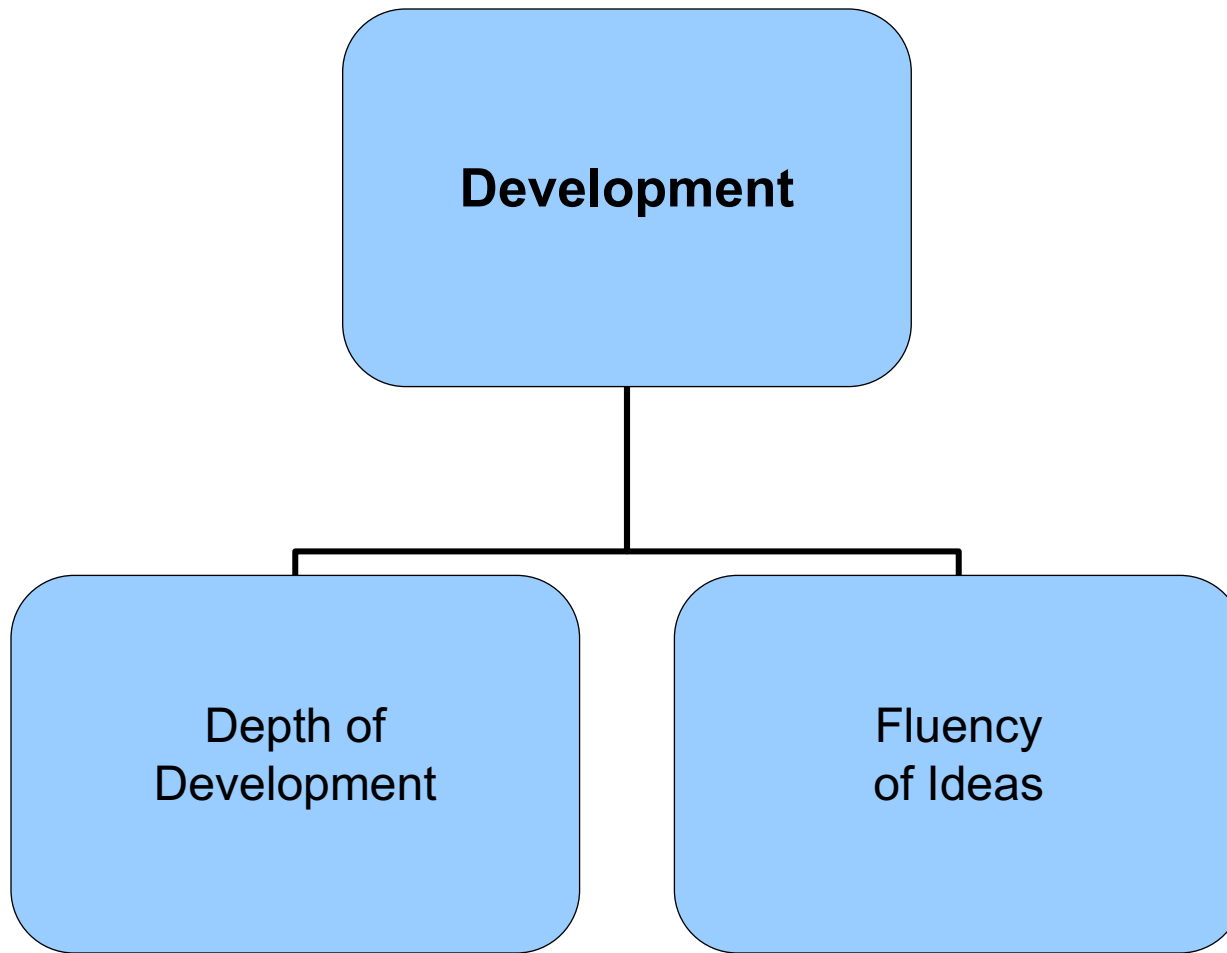
# Elements of Supporting Ideas



# Relevance of Detail

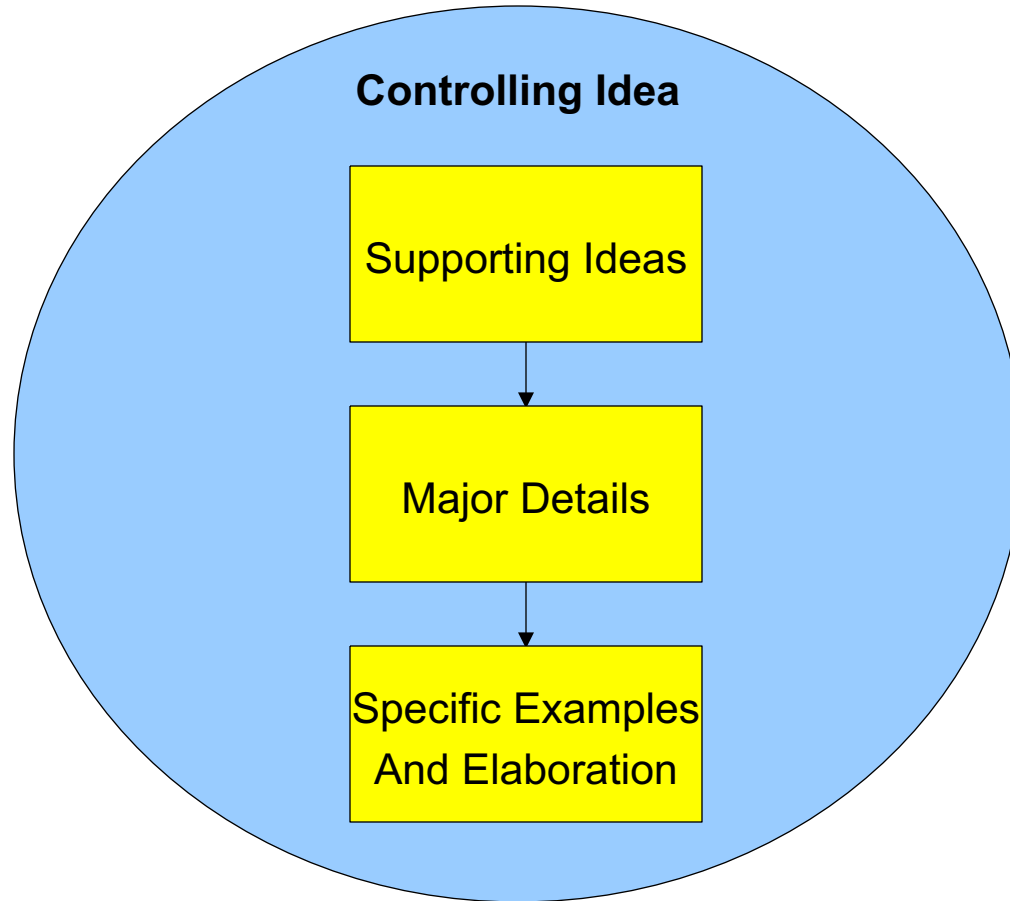


# Development of Ideas



Ideas

# Depth of Development



Ideas

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

## Ideas Score 5 Topic: Design a TV Show

When producers are making a television show, they look for things that are exciting and will bring in as many viewers as possible to the show. That is why every show needs to have a specific audience in mind, and for my show that is children. For my talk show I am going to include special guests and an exciting host, we are going to talk about things in the media, and even have jokes and reward other citizens.

To have a talk show you first need a host. The host's job is to interview guests and lead the show. For my talk show I am going to have someone that is well known and who has had experience in this field of work, like Ryan Seacrest from American Idol. I mentioned earlier that we are going to have guests on the show, and the host is going to need to be able to talk to those guests. The guests we chose are going to be people that can talk about things that have been in the media and are suitable for children.

Most people want to learn about popular things and my show is going to be able to help them. For example, skateboarding is a very popular sport so we might have Tony Hawk come and teach us some tricks about skateboarding. We want to have people that are going to appeal to our audience and will entertain them. Most children don't want to have the head of Homeland Security come and talk about things, so we need to have the people that children will recognize and enjoy.

Something that mostly all kids enjoy are jokes. So I plan to perform practical jokes on people. These jokes will not be harmful or offensive. Things that can harm or offend someone aren't funny and you shouldn't encourage children to do things like that. Instead, we will have innocent and simple jokes that are also entertaining. I like seeing people in weird situations like on Punk'd.

I also think that we should recognize people that have done something in their community. After Hurricane Katrina lots of people tried to collect money and supplies for the victims of the storm. If we show a young person that has raised a lot of money for the Red Cross by having a lemonade stand, then that might encourage others to help people in need. We should expose children to things that they will benefit from, not to something that could hurt them or they could get in trouble for.

The purpose of my talk show is to entertain children. All of the ideas, that I have stated will support this idea. Some shows that are entertaining are also harmful and not suitable for young children, but my show will be fun to watch and also suitable. There are already too many shows on television that are violent or negative. My show will be the one thing that is positive.

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

## Ideas Score 4 Topic: Design a TV Show

When producers are making a television show, they look for things that are exciting and will bring in as many viewers as possible to the show. For my talk show I am going to include special guests, we are going to talk about things in the media, and even have jokes and reward other citizens.

Most people want to learn about popular things and my show is going to be able to help them. For example, skateboarding is a very popular sport so we might have Tony Hawk come and teach us some tricks about skateboarding. We want to have people that our audience will like and will entertain them. Most children don't want to have the head of Homeland Security come and talk about things, so we need to have the people that children will recognize and enjoy.

Something that mostly all kids enjoy are jokes. So I plan to perform practical jokes on people like on Punk'd. These jokes will not be harmful or offensive. Things that can harm or offend someone aren't funny and you shouldn't encourage children to do things that can harm or offend someone. Instead, we will have innocent and simple jokes that can also entertain children like throwing pies.

I also think that we should give awards to people that have done something in their community. If we show a young person that has raised a lot of money for the Red Cross by having a lemonade stand, then that might encourage others to help people in need. We should expose children to things that they will benefit from, not something that could hurt them or they could get in trouble for.

The purpose of my talk show is to entertain children. All of the ideas, that I have stated will support this idea. Some shows that are entertaining are also harmful and not suitable for young children, my show will be fun to watch and also suitable. There is already too much stuff in the media that is negative and my show will be the one thing that is positive.



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

## Ideas Score 3 Topic: Design a TV Show

My class has the chance to design a TV show. I would like to do a talk show. For my talk show I am going to have guests and a host, we are going to talk about things kids care about, and even have jokes and give awards to kids.

Most kids care about popular things and my show is going to give them what they want. Because skateboarding is a popular sport we could have Tony Hawk come and teach us some tricks about skateboarding. We only want to have guests that entertain kids. Most kids don't want to have the head of Homeland Security come and talk about things, so we need to have guests that kids will like.

Something that mostly all kids enjoy are jokes. So I plan to perform practical jokes on people. These jokes will not hurt anybody. Things that can hurt someone aren't funny and you shouldn't show kids how to do things that can hurt people. We will have funny jokes that make kids laugh like throwing pies.

I also think we should give awards to people who have done something in their town. If we showed someone who raised a lot of money for the Red Cross, it might make other kids want to help.

This talk show will entertain kids. My show will be fun to watch. There is already too much stuff on TV that isn't good for kids.

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

## **Ideas Score 2 Topic: Design a TV Show**

Hey class! I want to tell you about a great new talk show for kids. It will be like this. I am going to have guest stars and a host. We are going to talk about things kids care about, and even have jokes and awards for kids.

Skateboarding is a very fun sport. We could have Tony Hawk come and teach us some tricks about skateboarding. We only want to have people that kids like. Something that mostly all kids like are jokes. So I will do practical jokes on people. We will have funny jokes that make kids laugh like throwing pies. I also think that we should talk to kids who did something good in there town. If we show somebody who collecked money for the Red Cross after the hurricane that might make other kids to want to help people. This talk show will be fun for kids. You'll like it. Bye!

## **Ideas Score: 1 Topic: Design a TV Show**

I want to desing a talk show because most of the childrens like to wach them. It will be like this. We are going to talk about things kids care about, and have jokes. We could have Tony Hawk come and tell us about skateboarding. We only want to have people that kids will like. Something that mostly all kids enjoy are jokes. We will have funny jokes that make kids laugh like throwing pies. This talk show will be fun for kids. You'll like it.

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

## Ideas Score 5 Topic: Cancelled TV Show

Dear President of ABC,

This is a letter of my complaint about the cancellation of the show “Full House” on your network. I would like you to know that I am extremely crushed to hear your decision to cancel the show, and would like you to bring it back on the air. Not only was this show entertaining, it was family appropriate, and brought many viewers to your network.

Everyday after school, I would come home looking forward to watching my favorite show. This was always my only time to relax, and what a better way to wind down than with my favorite characters D.J., Stephanie, and Michelle. I have been watching “Full House” since I was a young girl, and it has become much like a tradition. It was painful to hear that this tradition would come to an end. I’m certain that you have traditions that are significant in your life, too. Imagine if they abruptly disappeared. I’m sure that you can understand my emotions.

In addition to the show being cancelled, the new series that airs in its place is not appropriate for the entire family to watch. Many kids come home from school between 3:00 and 4:00 pm, and do not flip to ABC anymore. “Full House,” unlike the new drama, is a show that families can relate to and can all enjoy watching together, no matter their age. This show includes suspense, humor, drama, mystery, and romance, all of which bring us pleasure. When the characters cry, I cry, when they laugh, I laugh harder. I felt a connection with them that you have taken away from me.

Lastly, because your new show is not suitable for all audiences, your network receives less publicity than it did with “Full House” on the air. Think how many less viewers are tuning in to your channel everyday. Your decision is causing you to lose viewers permanently. They will no longer tune in to your other shows either. You will lose most of your advertising money. If you bring the show back, your viewers will feel like you really care about their feelings, and they will be loyal to your network.

Now that you have heard my perspective, I hope that you will find the heart to see it through and bring “Full House” back to ABC. Not only will this bring smiles to people’s faces once again, but it will also benefit your network. I want to thank you for your time and patience with me.

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

## Ideas Score 4 Topic: Cancelled TV Show

Dear President of ABC,

This is a letter of my complaint about the cancellation of the show “Full House” on your network. I would like you to know that I am extremely crushed to hear your decision to cancel the show, and would like you to bring it back on the air. Not only was this show entertaining, it was family appropriate, and brought many viewers to your network.

Everyday after school, I would come home looking forward to watching my favorite show. This was always my only time to relax, and what a better way to wind down than with my favorite characters. I have been watching “Full House” since I was a young girl, and it has become much like a tradition. It was painful to hear that this tradition would come to an end. I’m certain that you have traditions that are significant in your life, too. I’m sure that you can understand my emotions.

In addition to the show being cancelled, the new series that airs in its place is not appropriate for the entire family to watch. Many kids come home from school between 3:00 and 4:00 pm, and do not flip to ABC anymore. “Full House,” unlike the new drama, is a show that families can relate to and can all enjoy watching together, no matter their age. This show includes suspense, humor, drama, mystery, and romance, all of which bring us pleasure. When the characters cry, I cry, when they laugh, I laugh harder. I felt a connection with them that you have taken away from me.

Lastly, because your new show is not suitable for all audiences, your network receives less publicity than it did with “Full House” on the air. Think how many less viewers are tuning in to your channel everyday.

Now that you have heard my perspective, I hope that you will find the heart to see it through and bring “Full House” back to ABC. Not only will this bring smiles to people’s faces once again, but it will also benefit your network. I want to thank you for your time and patience with me.

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

## Ideas Score 3 Topic: Cancelled TV Show

Dear President of ABC,

This is my letter of complaint about the cancellation of the show “Full House.” This show was entertaining, it was family appropriate, and brought many viewers to your network.

Everyday after school, I would come home looking forward to watching my favorite show. I have been watching “Full House” since I was a little girl, and it has become like a tradition. I’m sure that you have traditions that are important in your life too. I’m sure that you can understand my emotions.

The new series that airs in place of “Full House” is not suitable for the entire family to watch. Kids come home from school between 3:00 and 4:00 pm, and do not flip to ABC anymore. “Full House” is a show that families can all enjoy watching together. This show has humor, drama, and romance. When the characters cry, I cry, when they laugh, I laugh harder. I felt a connection with them.

Lastly, your new show is not suitable for all audiences so your network receives less publicity than it did with “Full House.” Think how many less viewers are tuning in to your channel everyday.

Now that you have heard my feelings, I hope that you will bring “Full House” back to ABC. This will bring smiles to people’s faces again, but it will help your network. Thank you for your time.

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

## **Ideas Score 2**Topic: **Cancelled TV Show**

Dear President of ABC,

This is my letter of complaint. I would really like it if you would put Full House back on TV. I really wish that you will change your mind about this. Everyday I come home from school to watch my favorite show. I have watched Full House since I was a little girl. That TV show means a lot to me. Kids come home from school between 3:00 and 4:00 pm, and do not flip to ABC anymore. Full House is a show the whole family can watch. More than half the United States watches this television program. Full House is funny and sometime sad. When the characters cry, I cry too. Your new show is horrible and I don't think that many people will watch that show. I know how important ratings are to you. In conclusion I would like you to remember that Full House is a very good show and alot of people watch it. I'm sure that you'll have more ratings with Full House.

## **Ideas Score 1**Topic: **Cancelled TV Show**

Mr./Ms president of television networks I am sending you a complaint about you canceling my favorite show. Everyday when I come home from school I turn on the television to see if my favorite show is on and there was another show in its place. Everyday I was looking forward to watch that show and have a good laugh. With the upmost respect, I would be glad if you would bring my favorite television show back on air. Just wanted to let you know so I guess I have to go.

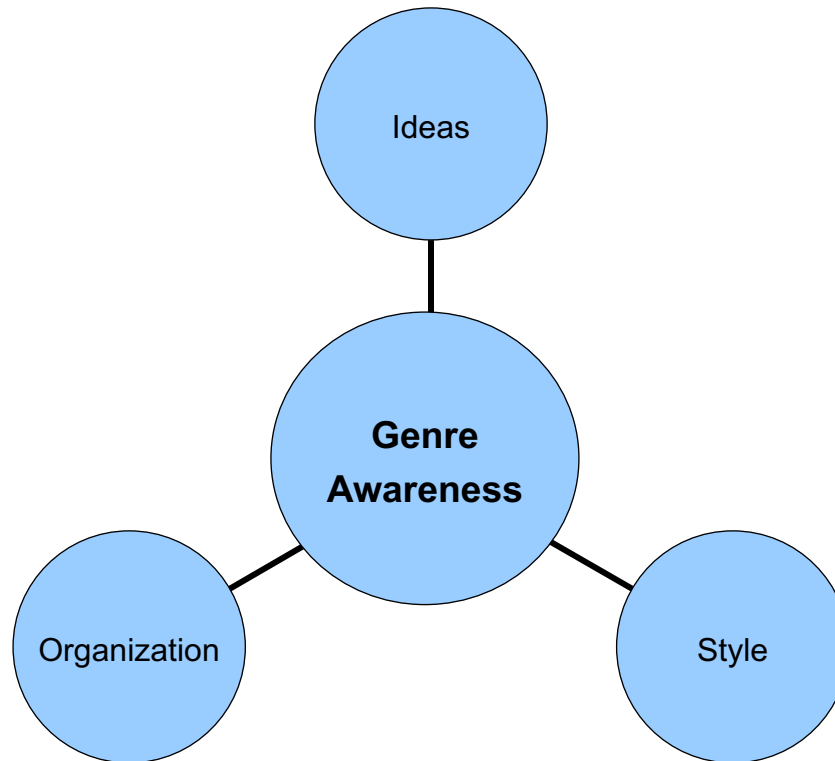
# Sense of Completeness

Two features give a paper a sense of completeness:

1. Fullness of information
  2. The paper drawing to a natural close
- Having a sense of completeness is not the same as having a concluding statement or paragraph. A paper may have a conclusion and still leave the reader feeling that the information or argument presented is incomplete.
  - The paper must be both fully developed and draw to a natural close.

# Genre Awareness

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





# Genre Awareness in Ideas

## Demonstrating Awareness of the Expository Purpose

- Establishes a clear controlling idea on the assigned topic
- Provides relevant details that explain or describe the writer's topic
- Defines any technical terms the reader may not know

## Demonstrating Awareness of the Persuasive Purpose

- Establishes a clear position on the issue
- Provides relevant supporting ideas
- Selects convincing details and examples appropriate to the audience assigned in the writing prompt.
- Anticipates and addresses reader concerns and counter-arguments

# Reader Concerns in Expository and Persuasive Writing

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

## General reader concerns:

A reader needs enough information to understand the writer's purpose and message.

A reader should be able to read a paper without knowing the assigned prompt or assigned genre and be able to identify the writer's purpose.

A reader should be able to tell if he/she is reading a report, or an argument.

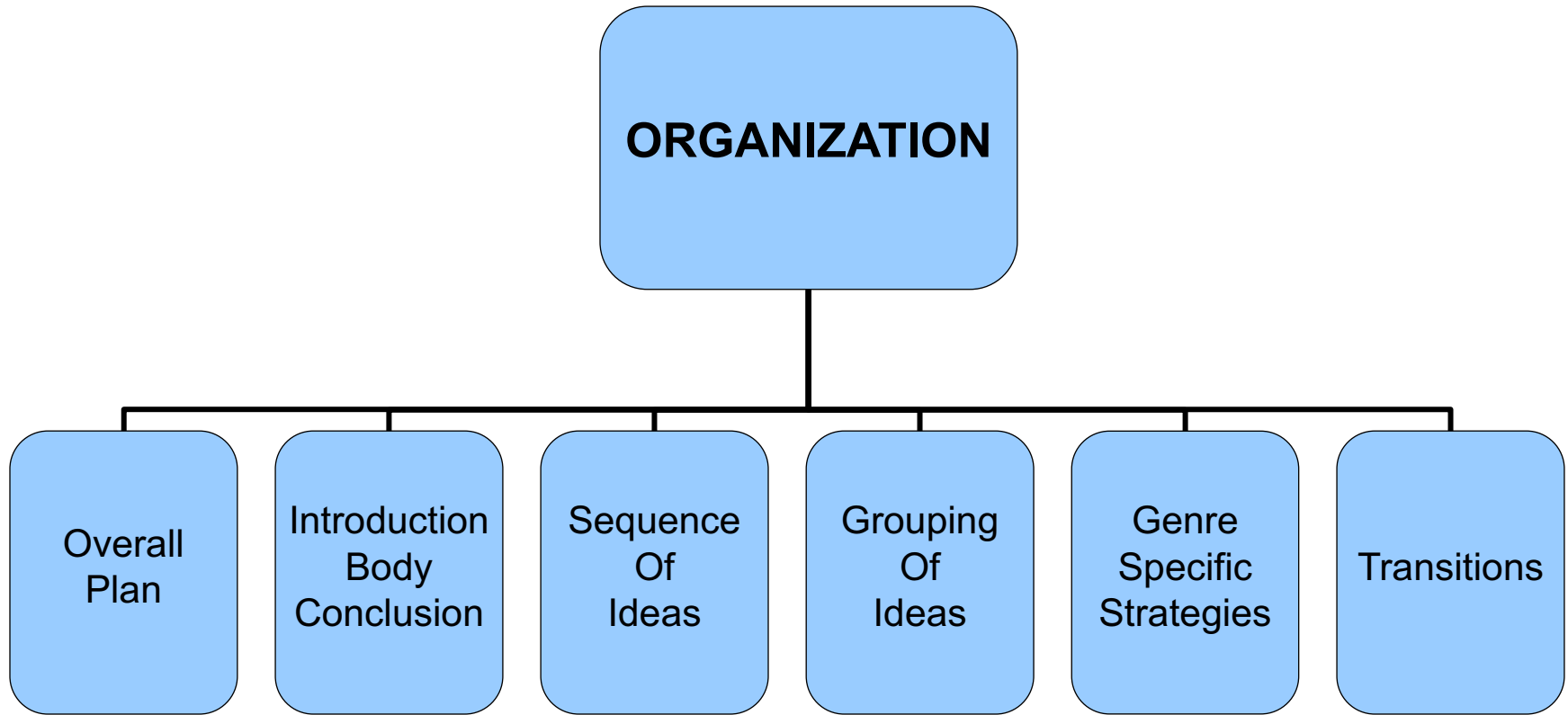
## Specific reader concerns:

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

# Part VI: Organization

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

# The Components of Organization



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

# Types of Organizational Patterns

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

# Formulaic Writing

## Characteristics of A Formulaic Paper

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

# Sample of Formulaic Writing

I am writing to let you know that you should not have cancelled my favorite TV show. Lots of people watched this show and they are very disappointed. You should put this show back on TV because it is entertaining, it teaches kids how to make good decisions, and lots of people love the show.

The first reason you should put my favorite show back on TV is because it is entertaining. It is one of the funniest shows on TV, and it has a lot of excitement. No other show gives you so much entertainment.

The second reason you should bring back my show is because it teaches kids how to make good decisions. There are kids my age on the show and they go through the same things I do. So the show can help kids who have the same problems.

The third reason you should bring back my show is because lots of people love this show. It will make lots of people happy if they could watch the show again. I know if you put the show back on, it will have lots of viewers.

So in conclusion, I have told you three reasons why you should bring back my favorite show. It is entertaining, it teaches kids to do the right thing, and lots of people want to watch the show. Therefore, you should put it back on TV.

# Effective Organization

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



# Introduction-Body-Conclusion

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

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

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

# Sequencing of Ideas

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

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

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

# Grouping of Ideas

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

# Genre-Specific Organizational Strategies

Informational Writing	Persuasive Writing
<ul style="list-style-type: none"> <li>-Introduction</li> <li>-Descriptive information</li> <li>-Conclusion</li> </ul>	<ul style="list-style-type: none"> <li>-Introduction</li> <li>-Supporting reasons</li> <li>-Conclusion</li> </ul>
<ul style="list-style-type: none"> <li>-Introduction</li> <li>-Description of events in chronological order</li> <li>-Conclusion</li> </ul>	<ul style="list-style-type: none"> <li>-Argument</li> <li>-Address Counter argument</li> <li>-Conclusion</li> </ul>
<ul style="list-style-type: none"> <li>-Introduction</li> <li>-Comparison/contrast</li> <li>-Conclusion</li> </ul>	<ul style="list-style-type: none"> <li>-Introduction</li> <li>-One side of the issue</li> <li>-Another side of the issue</li> <li>-Conclusion</li> </ul>
	<ul style="list-style-type: none"> <li>-Introduction</li> <li>-Anecdote illustrating position</li> <li>-Conclusion</li> </ul>

# Transitions

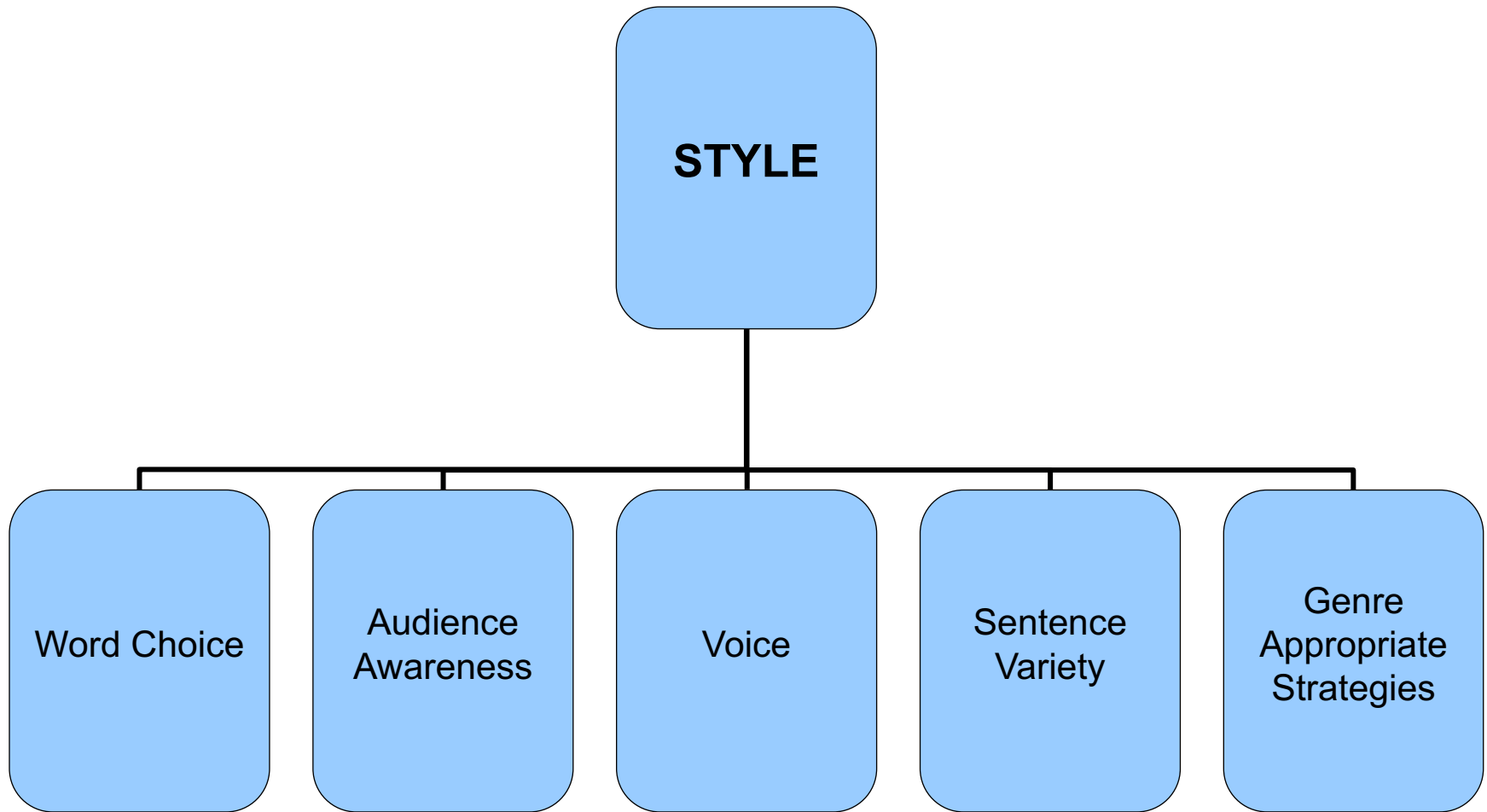
## Making Connections Between Ideas

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

# Part VII: Style

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

# The Components of Style



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

# Word Choice

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



# Levels of Language

(described in the Grade 8 Style Scoring Rubric)

<u>Level</u>	<u>Example</u>
Precise and Engaging	“I’m <b>certain</b> you have <b>traditions</b> that are <b>significant</b> in your life, too. <b>Imagine</b> if they <b>abruptly disappeared</b> . I’m sure that you can <b>understand my emotions</b> .”
Simple and ordinary:	“It is a good show and a lot of people like it.”

# Types of Language

## (described in the Grade 8 Style Scoring Rubric)

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

# Audience Awareness and Tone

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

# Voice

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

Ralph Fletcher:

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

# Sentence Variety

## How Sentences Vary:

### 1. **Length**

- The number of words
- Word length

### 2. **Structure**

- Simple
- Complex
- Compound
- Compound-complex

### 3. **Type**

- Declarative
- Interrogative
- Imperative

# Genre Appropriate Strategies

## Expository Writing

- Descriptive Details
- Figurative Language: Imagery, similes, metaphors
- Authoritative voice
- Technical Language
- Addressing the reader: “Wouldn’t you want to watch this show?”

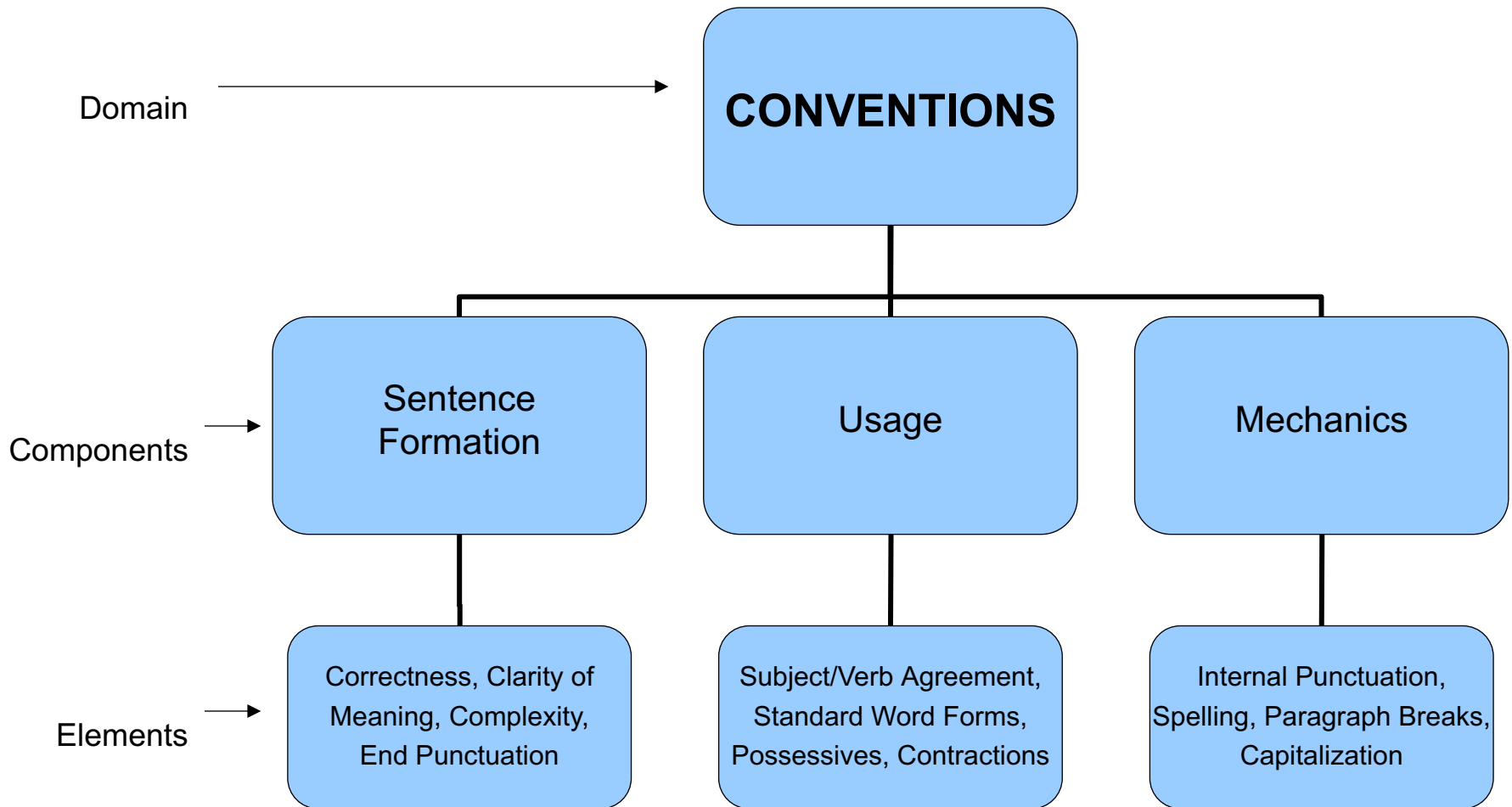
## Persuasive Writing

- Emotional Appeals
- Figurative Language
- Connotative Meanings
- Evocative Voice
- Rhetorical Questions; “What kinds of television shows do kids want?”
- Addressing the reader: “You should” or “We all should”

# Part VIII: Conventions

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

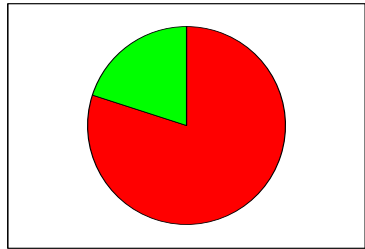
# The Components and Elements of Conventions





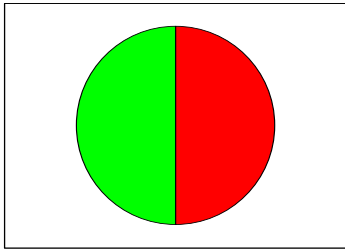
# Overview of Score Points 1-5

## Levels of Competence in Conventions



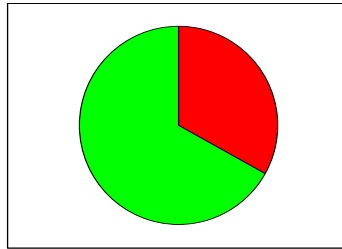
Score: 1

**Lack of  
Control**



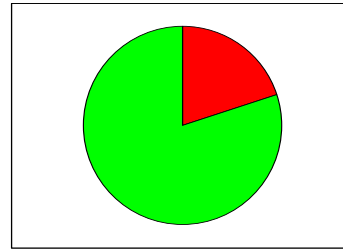
Score: 2

**Minimal  
Control**



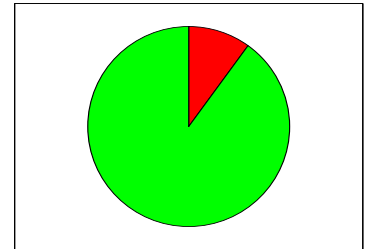
Score: 3

**Sufficient  
Control**



Score: 4

**Consistent  
Control**



Score: 5

**Full  
Command**

**GREEN** = The degree to which the writer demonstrates control of the components of Conventions.

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

## Score Point 5

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

## Score Point 4

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

## Score Point 3

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

## Score Point 2

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

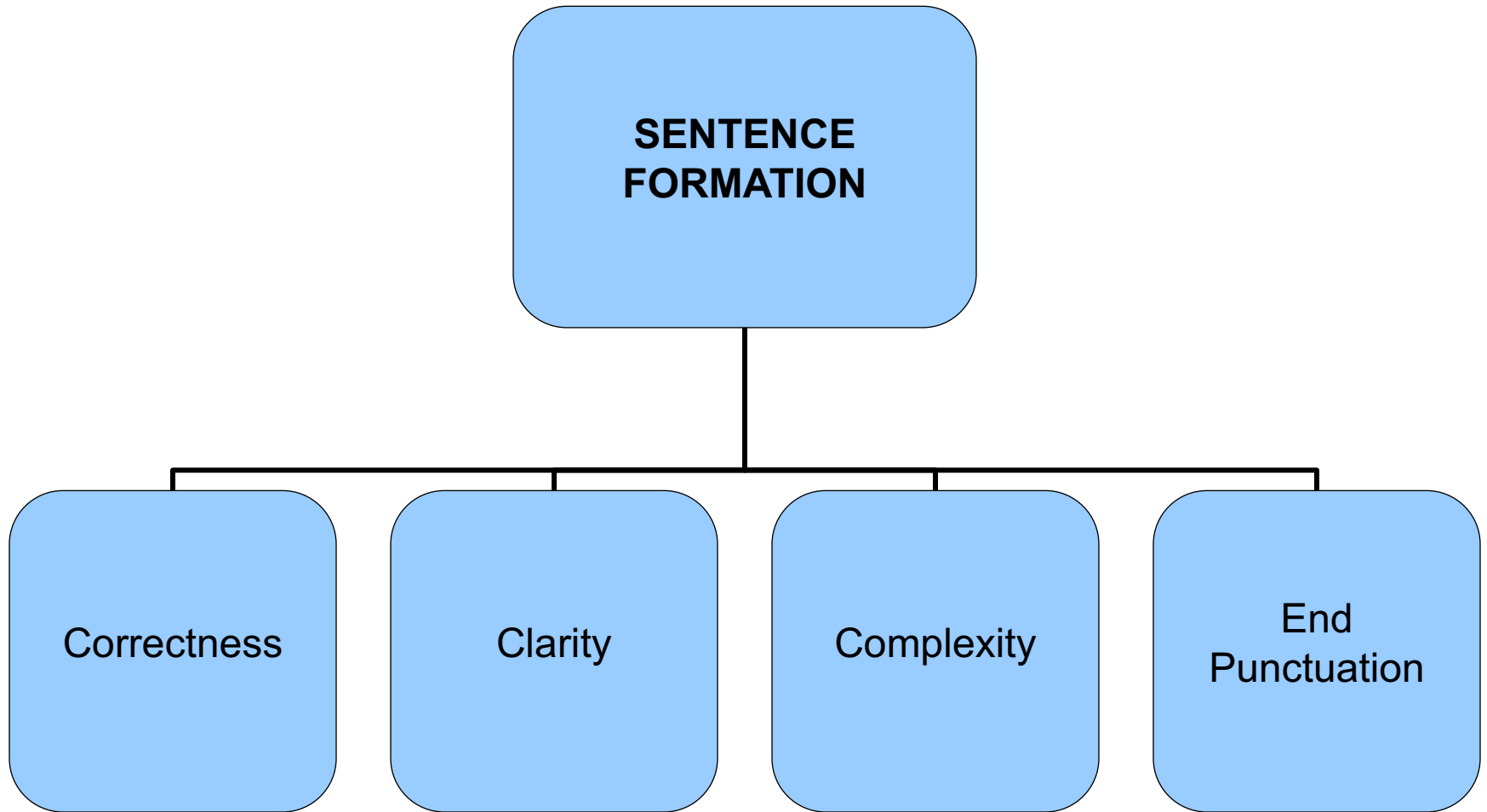
## Score Point 1

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

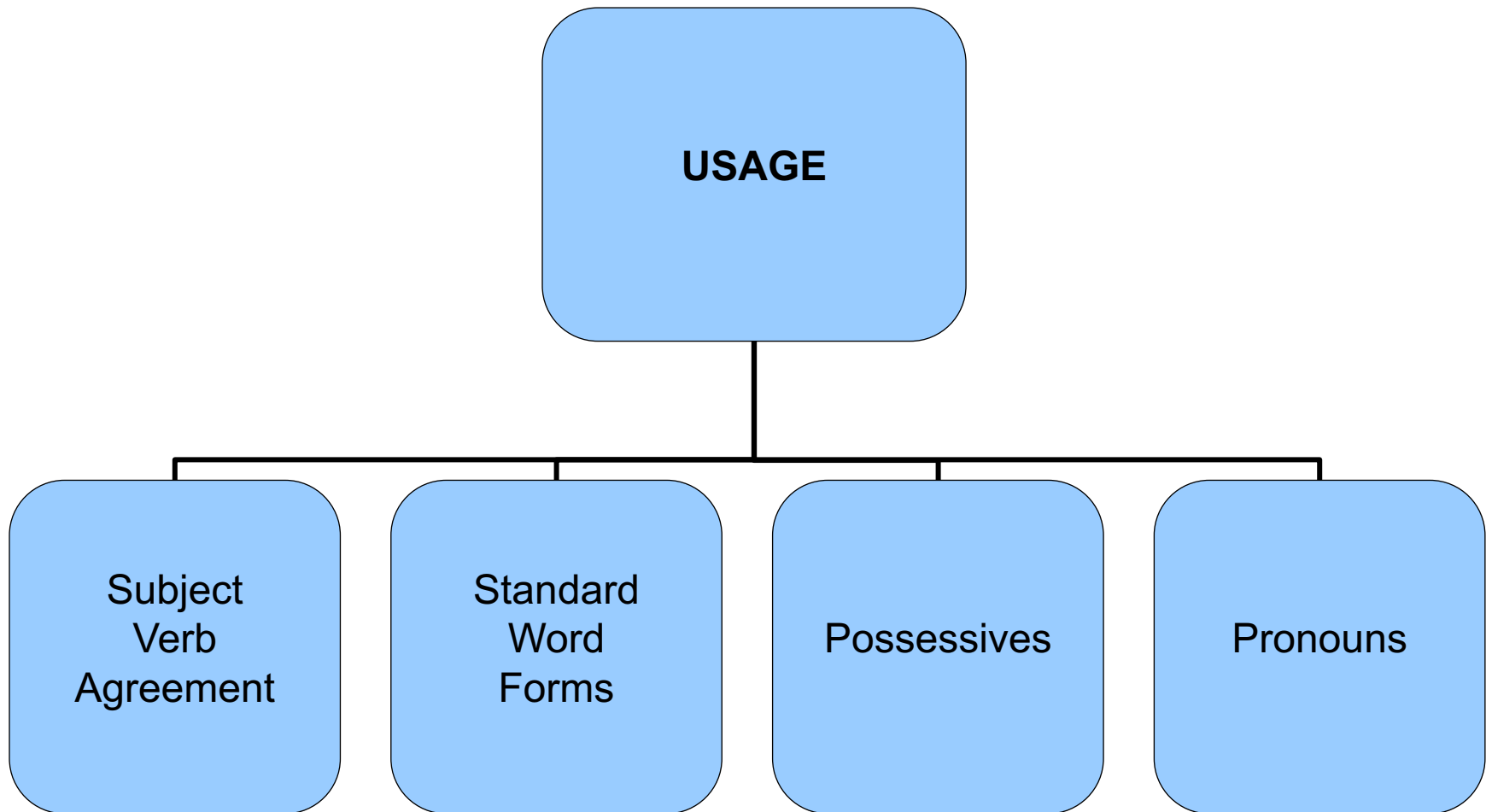
# Determining Competence in Conventions

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

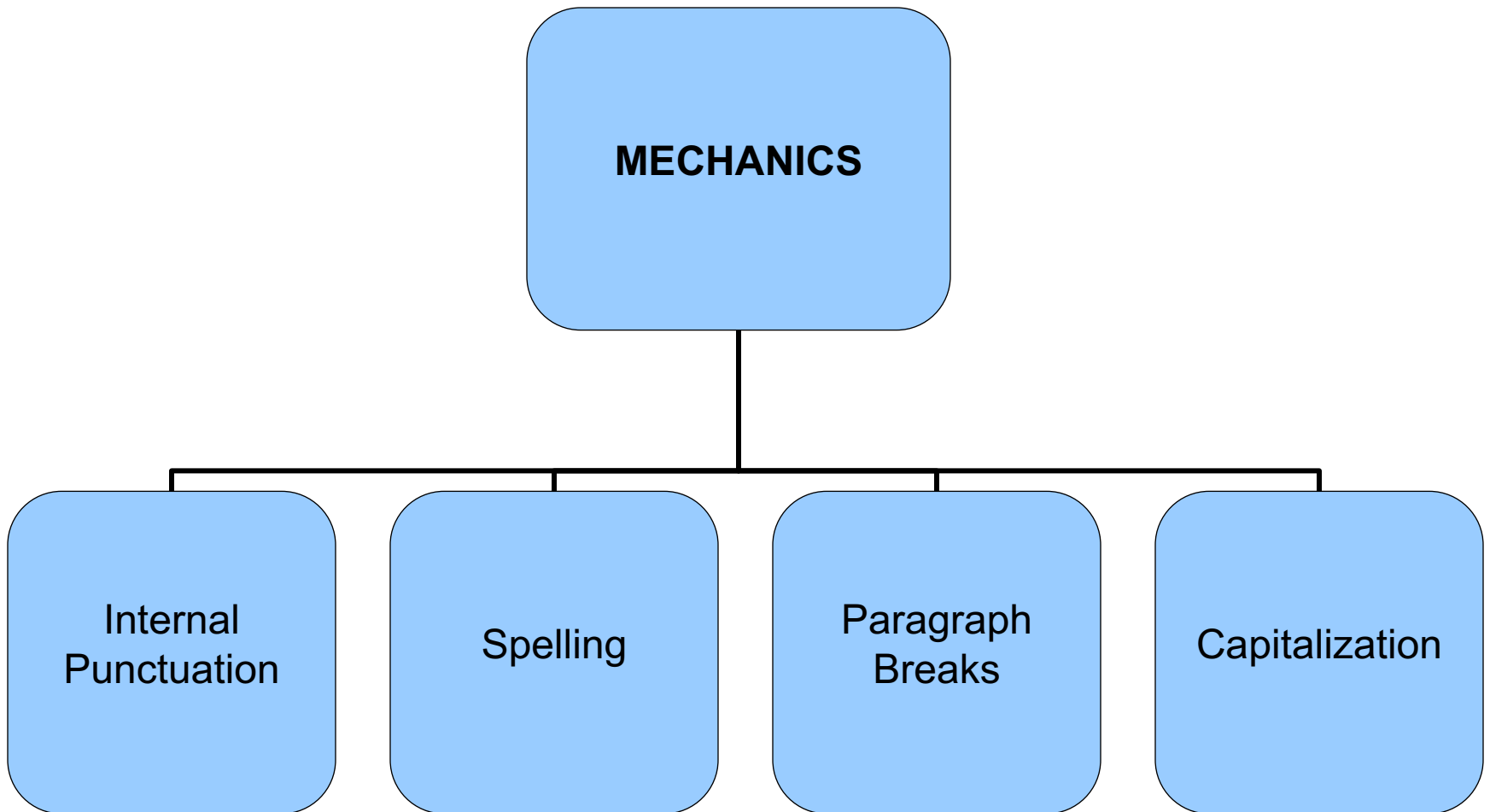
# The Elements of Sentence Formation



# The Elements of Usage



# The Elements of Mechanics



# Part IX: Preparing to Score Student Writing Samples

1. Applying the Analytic Scoring Guidelines
2. Scoring Cautions

# Applying the Analytic Scoring Guidelines

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



# Scoring Cautions

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

# Part X: Sample Student Papers

## 1. Expository Writing

- Expository Writing Topic
- 10 Expository Papers with Score Point Annotations

## 2. Persuasive Writing

- Persuasive Writing Topic
- 10 Persuasive Papers with Score Point Annotations

# Sample Student Papers

Expository Papers with Score  
Point Annotations

# Expository Writing Topic

## Writing Situation

Your class has been given the opportunity to design a brand new television show for children. It could be a news show, a talk show, a game show, a cartoon, or any kind of show you want for children.

## Directions for Writing

Write a report to be read to your class in which you explain your idea for the new children's television show. Be sure to include specific details so that your classmates will understand what the new show will be like.

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

What I would make as a television  
 show would be a sports show. It would  
 include: freestyle, dirt bike racing, basket ball,  
 football, soccer, and BMX riding. It would also  
 include information about the best in  
 the world and what they do to  
 pass the time and what they do  
 for a living. That would be what my  
 television show would be like.

Form Number			
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# Annotations for Expository Paper 1

## **Ideas: 1**

- A controlling idea is not established. Although it is clear that the writer is attempting to explain a design for a sports show, development is lacking due to the brevity of the response. After listing the six sports that will be included in the show, the writer lists three very general types of content (the best in the world, what they do to pass the time, what they do for a living) and the paper closes.

## **Organization: 1**

- Although there is an opening sentence, closing sentence, and a two sentence body, there is insufficient writing to grant competence in Organization.

## **Style: 1**

- There is insufficient student writing to determine competence in Style.

## **Conventions: 1**

- There is insufficient student writing to determine competence in Conventions.

Why I have design a news show for a New television show. First, News can safe someone's life. Next, You can know what is happening around the world. Finally, News is a most important reason for us to buy a television.

Form Number			
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		9	9

News can safe someone's life, because if you watching a news like weather you should know what to accept. like when there is hurican, tander ~~or~~ storm, rain ~~and~~ <sup>or</sup> wind. You can also know by watching or listening to the news some strages thing happening around you. That is why I said News can safe your life.

Knowing what is happening around the world is ~~very~~ very important to me. I have family and friend in many part of the world, and so by watching the news show I would be able to know what is happening in that parts of the world. If I saw a news man saying that for exmple five to six people died in Somalia. I would be able to contact with my family to know how there doing. ~~With out~~ the news wouldn't be able to contact my family that fast.

News is most important reason for us to buy a television. I know that television is not good for most of us, because most of us we don't do our homework, and we will not study. But News Show is good thing to spend your time because you have to know what is happening in this entire world. I don't know about you but me I have to know. That is why I watch news everyday.

In conclusion, And so its clear that news show is important. news show can save your life. If you watch a news show you can know what is happening around the world. A news show is most important reason for us to buy a television show because you couldn't be able to watch a news show, but you can <sup>listen</sup> ~~listen~~ to radio. I know that most of us children we want something to watch. that is why I <sup>design</sup> ~~design~~ a news show for the new television show. Thank you



## Annotations for Expository Paper 2

### Ideas: 2

- Instead of describing what the TV show will be like, this writer presents a series of reasons for why a news show is important. The supporting ideas (news can save your life, news lets you know what's happening in the world, news is a good reason to buy a TV) would be appropriate for a persuasive essay, but they seem to prevent the writer from fully explaining the nature of the "news show for children." Overall, the supporting ideas are vague and repetitive. The paper lacks sufficient information about the show to provide a sense of completeness and address reader concerns. In the conclusion, the writer again demonstrates a lack of genre awareness ("that's why I design a news show").

### Organization: 2

- The overall organizational plan is formulaic and not appropriate to expository writing. The writer repeats phrases from the introduction to start each body paragraph. Related ideas are grouped together in paragraphs, but transitions are limited. The conclusion restates information from the introduction and the body paragraphs.

### Style: 2

- The word choice in this paper is generally simple and repetitive ("News show is good thing," "that is why I said news can save your life"). There is minimal sentence variety. The writer demonstrates some audience awareness ("You have to know what is happening in this entar world"), but the overall tone is flat.

### Conventions: 1

- The paper contains severe and frequent usage errors ("Why I have design a news show," "News can safe someone life," "I have family and friend in maney part of the world," "how there doing," "news show is good thing"). There are also frequent misspellings ("reson," "hurican," "tander," "stom," "waching," "strages," "maney," "exmple," "entar," "wach," "sameting"). Although there are some correctly formed sentences, there are also many fragments and run-ons. Overall, the writer lacks control of the components of Conventions.

If I had a chance to make my own t.v. show it would be about reaching out to people. It would be about children will mostly teens. It would talk about what they go through in everyday life. From waking up a six o'clock to taking a bath a night.

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It would talk about smoking, drugs, drinking, and teen girls become moms. I would be the kids talking to the parents not the parents talking to the kids. It would tell why the kids did it and if they wanted to do it and why.

It would talk about younger and older sisters and brothers, and why they get on our nerves and Maybe why they lie so much about nothing to lie about, and how their little brats.

This would be basically what my show would be about or anything I really feel like talking about. These is all I have to write about so I guess these <sup>is</sup> ~~is~~ it.

## Annotations for Expository Paper 3

### **Ideas: 2**

- The controlling idea (How I would design a television show about reaching out to people) is clear, but only minimally developed. Supporting ideas (target audience, topics, siblings) are listed but not developed with specific details. Although the writer maintains focus on the assigned expository topic, there is not enough information to provide a sense of completeness or to address reader concerns. (For example, one reader concern might be wanting to know more about how controversial topics would be handled appropriately for younger viewers.)

### **Organization: 2**

- The organizational plan is generally appropriate to the expository purpose, but there is only minimal evidence of sequencing. The two body paragraphs could be rearranged without affecting the meaning of the piece. Ideas in the first paragraph are arranged in a meaningful order, but ideas in the remaining paragraphs are not. The introduction is effective, but the conclusion is not (“this is all I have to write about so I guess these is it.”). Transitions are repeated (“It would,” “This would.”).

### **Style: 2**

- The tone of the paper is flat throughout most of the response, although the writer’s critical attitude toward brothers and sisters is clear. Word choice and sentence structure are repetitive; nearly every sentence begins with “It would.” There is little sense of the writer’s voice outside of the paragraph on brothers and sisters. The writer demonstrates only limited awareness of audience.

### **Conventions: 2**

- The writer demonstrates minimal control in sentence formation, usage, and mechanics. Although there are only two sentence errors (a fragment and a run-on), there are only eight sentences in the entire paper. Usage is correct but very repetitive as the writer uses the same simple subject and verb forms. The writer demonstrates minimal control of capitalization, spelling, and formatting (mechanics). Demonstration of competence is limited by the brevity of the paper.

My class has the opportunity to design a children's show. It could be a talk show, a cartoon, or another kind of show. I picked it to be a game show. The three reasons why I picked it is because children will finally have their own show, they could win stuff, and they will be judged by three judges on how funny they are.

Form Number	
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2	2
●	1
●	0
●	0
●	1
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●	2
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●	8
●	8
●	9
●	9

## Expository Paper 4

The first reason why I picked a game show is because children will finally have their own show. No adults can get in this game show. The age limit would be 6-12 years old. You couldn't be over or under the age limit to play. It's just like American Idol but you have to make the audience laugh.

The next reason why I chose a game show would be that the children could win some cool stuff. They could win money. They could also win other cool prizes. If they don't like what they win they could trade it with something of the same value. This concludes the second paragraph of why I picked my show to be a game show.

The third reason I picked a game show would be that the children would be judged on how funny they are. You have to be funny to win on this show. If you make the whole audience laugh your for sure going to win. There will be three judges that will have been specially trained

to judge these kids. So if your not very funny don't come because your not going to win. This sentence concludes why I picked a game show to be the next children's show.

You have read why I picked a game show to be a children's show. The three reason's were the game show was only for children, the children could win cool stuff, and they will be judged on how funny they are. This concludes my essay on why a game show should be the next children's show.

# Annotations for Expository Paper 4

## Ideas Score: 2

- The controlling idea (How I would design a game show) is clear and addresses the expository purpose. Supporting ideas (children will have their own show, children could win stuff, children will be judged on funniness) are relevant, but are only minimally developed. Although the writer lists some examples about age limits, money, prizes, and judging, there is not enough information to provide a sense of completeness. Another weakness is the repetition of ideas from introduction to the topic sentences in each body paragraph to the conclusion. Some ideas are repeated three times.

## Organization: 2

- The organizational plan is formulaic. The writer announces his main points in the first paragraph, begins each body paragraph with a restatement of one main point, and repeats all the main points again in the conclusion. This is not an effective form of introduction or conclusion. Related supporting ideas are grouped within paragraphs, however, there is only minimal sequencing within paragraphs.

## Style: 2

- The tone of the paper is uneven as the writer's enthusiasm for the television show only comes through occasionally ("So if your not very funny don't come because your not going to win."). Most word choice is simple and ordinary ("You have read why I picked a game show to be a children's show."). The writer demonstrates only limited awareness of audience. Some of the writer's comments to the audience are appropriate ("If you make the whole audience laugh your for sure going to win."),, but others are not appropriate to the expository purpose ("This concludes my essay on why a game show should be the next children's show."). There is only a minimal sense of the writer's voice.

## Conventions: 4

- The writer demonstrates consistent control of the components of Conventions. Sentences are clear, correct, and complex. Usage is correct with the exception of the wrong form of "you're" and "The three reasons why I picked it is." Most of the four elements of mechanics are demonstrated correctly, but commas are often missing after introductory clauses. Lack of variety in all elements keeps this paper in the "4" range.

When I was younger I always wanted to learn how to speak in another language, like Spanish. Since they didn't teach any language at school, I was out of luck, I didn't learn another language.

Form Number			
8	2	2	2
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	●	1	1
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		9	9

For our show I think we should try to help young children learn Spanish. We could have a character that spoke English but said a few words in Spanish. For example: the character could say hello in Spanish, then say that is how you say hello in Spanish.

Another idea I had was to target the show toward young children. Since children's minds are very absorbant to information they will learn words and not realize they are learning something.

I think we should also include a villain that is either mischevious or a prankster. We shouldn't include a villain that is evil or dangerous and influences very bad things. If we do some parents may think that the show is not suitable for their children to watch.

One other idea I had was to make the show a cartoon. Since most children watch cartoons it would be familiar to them.

By making a show that is helping young children learn basic words in Spanish will increase their intelligence and expand their brain.

Also by speaking Spanish you learn about the Spanish culture even more. This concludes my plans for our television show.



# Annotations for Expository Paper 5

## **Ideas: 3**

- The controlling idea (How I would design a show to teach Spanish) is clear and focused on the assigned task and expository purpose. Supporting ideas (bilingual characters, making learning fun, villain/prankster character, including cartoons) are relevant and developed with some examples and details. The paragraph about the villain is more fully developed than the other main points. All the information included is relevant, and reader concerns are addressed by explaining that the villain will not be unsuitable for children to watch.

## **Organization: 3**

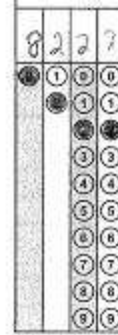
- The organizational plan is generally appropriate to the expository purpose. There is a generally clear sequence of ideas. The introduction and conclusion are appropriate. Related ideas are not always grouped together. The writer jumps from discussing characters to the benefits of learning Spanish and back again during the paper. A more effective grouping would have placed all the benefits of learning together and all the examples about characters on the show together. There are transitions within paragraphs and linking parts of the paper. Overall, the writer demonstrates sufficient control.

## **Style: 3**

- The thoughtful tone of the paper is consistent as the writer demonstrates concern for making the show both interesting and educational for children. Word choice is generally engaging (“character,” “absorbant,” “mischevious,” “suitable”). Awareness of audience is demonstrated by the writer’s use of the inclusive “we” (“If we do, some parents may think that the show is not suitable for their children to watch.”). The writer’s voice is clear (“I was out of luck, I didn’t learn another language.”). Sentences are varied in length and structure.

## **Conventions: 3**

- The writer demonstrates sufficient control of all three elements of Conventions. The majority of the sentences are clear and correct (except “Scince they didn’t teach any language...” and “By making a show that is helping young children..”). In usage, subjects and verbs agree and most word forms are correct (except the wrong form of “their”). There are frequent but minor errors in all the elements of mechanics.



Television shows can be hard. However, some have very little tasks. Comedy shows may be easy. Game shows may be the hardest one. Sport shows are the most easiest ones

If I made a comedy show, it will never have profanity. It will just be clean comedy with nobody getting hurt. It will have some special guests like Martin Lawrence, Dave Chappell, and Chris Rock. It will have kids in every comedy show telling jokes. It will be the best comedy show for kids.

On the game show, it will have kids going against their parents. It will be a comedy game where people do stunts for prizes. Five minutes before the end, if the adults or kids win, they will have a comedy obstacle course for the grand prize. It will be a perfect game show. Everyone will love it.

Sport shows will be the easiest. It will have one gang of superstars playing against other superstars. Kids will be the coaches. It will be like a professional game, but with a little comedy. The kids and superstars will pull punch lines before, during, and after plays. Afterwards, sports will never be the same.

In conclusion, these shows will all be easy to make. I just hope the parents and kids love it. The shows will be on UPN. They will all be 30 minutes long. They will be played on Friday and will be reran on the weekend. I know it will be a hit and everybody will enjoy it.

# Annotations for Expository Paper 6

## **Ideas: 3**

- Instead of describing one TV show, this writer designs three types of TV shows. This is an acceptable response to the assigned task. The supporting ideas (Comedy show, game show, sports show) are developed with some details and examples (there will be no profanity, no one will get hurt, who will appear on the comedy show, the show will have kids telling jokes too). The conclusion gives additional information about how long the shows will be, what channel they will be on, and when they will be played. There is sufficient information to address the topic and some reader concerns.

## **Organization: 3**

- The opening paragraph introduces the three types of shows, then the body paragraphs describe how the writer would design each type of show. The conclusion gives additional information about the shows and provides closure. This organizational plan is appropriate to the writer's topic and expository purpose. Although the writer starts with an easy type of show to design, then describes the hardest one, and then the easiest, there is a generally clear sequence of ideas. Related ideas are grouped in paragraphs, and transitions link parts of the paper ("afterwards," "in conclusion").

## **Style: 3**

- Word choice is generally engaging ("obstacle course," "one gang of superstars playing against other superstars," "professional game," "perfect game show," "special guests") with some lapses into ordinary language ("television shows can be hard," "kids going against their parents"). There is some variation in sentence length and structure. The informative tone is consistent with the writer's topic and the expository genre.

## **Conventions: 4**

- The paper demonstrates consistent control of the components of Conventions. There is one spelling error ("obstacle"). Sentence formation and mechanics are not demonstrated in a wide variety of contexts, but they are consistently correct. There are minor errors in verb tense ("If I made a comedy show, it will never have") and word forms ("most easiest"), but overall the paper demonstrates consistent control.

I think making a drama ~~about~~ that has topic on friendship, family problems etc. is great for a new television show for children. I watched a lot of drama when I was in Korea and now, too. It always give me ideas how to solve problems and what to do with friends <sup>when they</sup> ~~that~~ are mad at me. I think other kids can learn something from it, too. They might have a lot of common with characters in the show, and watch it like if they're hanging out or talking with a friend. Also they might have some problems that the character has, and get ideas how to solve it, like I did.

Form Number			
8	2	2	2
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●	④	⑤	⑥
●	⑦	⑧	⑨
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●	⑯	⑰	⑱
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To make a great show, we have to do a lot of work. First of all, we need to research or survey on what children like or what they are like. And we might need to add some fun parts that they can laugh with as they watch the show. So it won't be boring. I think we also need to make the show as easy as children can understand. Once, when I was young, like my niece, I watched a show and it was really hard to understand. So I just quit watching. That's when I thought kids, like me don't like what they can't understand unless you really like it. The show need to be realistic. It is okay if it's what children think it's real, like Santa talking doll or something like that. But if it's ~~not~~ too ~~to~~ not real, they might think the character is a liar. I think we need to put some parts that children can follow and do with as they watch. I liked a

Show that has some easy dancing or singing. Kids will enjoy it because they can do what the character on TV can do. If they have some favorite parts like that, they will join the show a very often. Try to put 2 topics in one chapter. If some kids don't like the first topic, they might want to watch just second topic. Then you need to send them out in one time. Like, going back and forth between 2 topic (or situations)

Do not put violent or sexual parts in the show. I know it's a ~~comen~~ common thing that you shouldn't do, but just reminding. Kids are too young for those. They might get shocked. Be sure to have characters that children like. Or make some characters that children will like. But don't copy any characters from other show. That's called, cheating.

I know making a drama sounds so hard and it is hard because it takes a lot of people and acting. But as long as I believe in "NO PAIN, NO GAIN", I vote for making a drama for a brand-new television show.

# Annotations for Expository Paper 7

## Ideas: 4

- The writer's controlling idea (describing what should be included in a great show about friends and problems) is clear and developed with relevant supporting ideas. The writer describes several features that the show should include (fun parts, easy for children to understand, realistic, dancing and singing, two topics in each episode, characters the children like) and develops these supporting ideas with specific examples and details. The writer also includes personal experiences with television shows to develop this expository topic. All of the writer's ideas are focused on what it takes to make the show interesting to children and are appropriate to the expository genre.

## Organization: 3

- The introduction sets the stage for the description of the writer's show, and the body paragraphs describe exactly what should or should not be included in the show. The conclusion provides closure (making a drama is hard). Related ideas are not always grouped together within paragraphs. Transitions link parts of the paper ("To make a great show," "First of all," "Once"). The overall organizational structure is appropriate to expository writing.

## Style: 3

- The writer maintains a consistent authoritative voice ("To make a great show, we have to do a lot of work") that addresses the audience and is appropriate to the expository genre. There is some variation in sentence length and structure. Word choice is generally engaging, but some words are imprecise and inaccurate (especially prepositions). Despite some awkward phrases, the strong, consistent tone keeps this paper in the 3 range.

## Conventions: 2

- The paper demonstrates minimal control of the components of Conventions. There are frequent usage errors ("It always give me," "the show need to be," "do with as they watch," "make the show as easy as children can understand"). There are some run-ons, and numerous sentences begin with "But," "so," and "or." Spelling is generally correct, but there are a few errors ("lier," "chaper"). There are also incorrect prepositions ("a lot of common," "fun parts that they can laugh with").



learning by asking each other questions. To teach the children the chose topic "The Learnosors" show them a cartoon that will help them learn it in a fun and interesting way. Hopefully the children will be fascinated by the first cartoon and continue watching. The children will then begin to learn.

"The Learnosors" will show for one hour on weekend days and for half an hour on weekdays. On ~~\*~~ Saturdays it will come on at 9:00 a.m. to 10:00 a.m. On Sundays it will show at 4:00 p.m. to 5:00 p.m. Every weekday "The Learnosors" will begin at 1:30 p.m. to 2:00 p.m. <sup>show again</sup> and at 3:00 p.m. to 3:30 p.m. The one session on a weekend day is longer than ~~\*~~ <sup>one</sup> session on a weekday because more parents and children are at home on weekends. There are two thirty minute sessions every weekday because there're fewer children and parents at home on those days.

It is important that toddlers learn how to be good people at an early age. "The Learnosors" helps them do that. I hope my show will be a great success. Because I really want to help toddlers. I also hope that toddlers will learn from my show.



## Annotations for Expository Paper 8

### Ideas: 4

- The writer's controlling idea (What the Learnosors will be like) is well developed with relevant supporting ideas (the characters, what the show will teach, when it will come on) that are appropriate to expository writing. The supporting ideas are developed with specific details and examples (the types of dinosaurs, schedule), but some are more developed than others. The response contains information that addresses reader concerns.

### Organization: 5

- The writer establishes the need for an educational show in the introduction and sets the stage for the description of "The Learnosors." In the body paragraphs, the writer first introduces the characters, then the content of the show, and then when the show will be on TV. Ideas are arranged in a logical order within paragraphs and across parts of the paper. Rather than repeating information or simply summarizing the paper, the conclusion explains the purpose of the show and what the writer hopes the show will accomplish. The writer uses a variety of transitional elements to link parts of the paper and ideas within paragraphs ("*Hopefully* the children will be fascinated by the *first* cartoon and *continue* watching. The children will *then* begin to learn.")

### Style: 4

- Word choice is consistently precise and engaging ("charming personalities and constructive behaviors," "delightful people," "extremely important," "ethnic and racial groups," "everyday problems," "thirty minute sessions"). The writer's concern for the learning of children is appropriate to the topic and sustained throughout the paper. Sentences are effectively varied by length and structure. There is evidence of audience awareness throughout the paper.

### Conventions: 4

- The writer demonstrates consistent control of the components of Conventions. There are a few errors in each component (two spelling errors: "develope," "dinosors"; two sentences that begin with coordinating conjunctions; a few missing commas; and an incorrect word form: "there're"), but these errors are minor and do not interfere with meaning.

I would like to create a reality show for children called "King of the Kids." In this show, children would be required to participate in challenges to win prizes and rewards. Participants would have to use different skills from life that they have accumulated over the years. The participants would stay in a New York hotel suite for the duration of the show. This show would take place over a period of one month, and would show a new episode weekly.

Form Number			
8	2	2	2
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●	●	①	①
		●	●
		①	①
		④	④
		⑤	⑤
		⑥	⑥
		⑦	⑦
		⑧	⑧
		⑨	⑨

## Expository Paper 9

First of all, I would choose people thirteen to fifteen years old. This age is a time when you would have sufficient skills, knowledge, and experience to complete the challenges. This is also an age that children would like to watch. An equal number of boys and girls would be chosen for the show. At the beginning, the challenges would be boys versus girls, but would later become individual, after half of the ten participants are eliminated. Participants would stay in hotel suites until they are either eliminated or they win.

People on the show would be required to participate in a wide variety of challenges that the majority of children would enjoy. One challenge would be that they would have to design a video game. They would work as a team and have support from a technical staff and an experienced game designer. Another challenge could be that they have to design a television show of their own, as long as it is appropriate for the show. They would have help from television writers and producers. Challenges would also require them to use knowledge to secure victory for their team or for themselves. Participants would have to participate in a "Jeopardy" type round, where they would have to answer questions to score points and avoid being eliminated. At the end of the show, there would be a large final challenge

where the two remaining people would have to use the skills that they accumulated throughout the season.

Participants would be eliminated based on their performance in the challenges. In group challenges, a panel of judges would review what the groups accomplished in the challenge. An select the one person from each team who did the worst, or hampered other members of his/her team. Those two would be asked questions and the one with the weakest response would be eliminated. In individual challenges you would just be eliminated based on your performance. Group rewards would be activities such as bungee jumping, sky diving, rock climbing, etc. Whereas individual rewards would be items such as a TV or money. The final prize would be a two-week stay in the Bahamas ~~and~~ for the winner and his/her family, ~~and~~ \$1,000, and the title "King of the Kids." The runner-up receives nothing.

King of the Kids would be an excellent show for children to watch. They would find the show exciting and interesting and wouldn't be able to wait until the next episode. They would enjoy watching teams struggle through challenges and the team reward activities. King of the Kids would be one of the most exciting shows on television for children.

## Annotations for Expository Paper 9

### Ideas: 5

- The writer maintains a consistent focus on the expository topic and purpose. The controlling idea (How I would design a reality show for children) is fully developed and addresses all aspects of the assigned task. Supporting ideas (participants, target audience, stunts and challenges, selecting the winners) are relevant and fully developed with specific examples and details. The writer addresses reader concerns by providing many details, covering each aspect of the television show in depth, and comparing parts of the new show to shows that are probably well known to the reader (Jeopardy).

### Organization: 5

- The writer demonstrates a full command of the components of Organization. The overall plan is appropriate to the expository purpose (report). Ideas are logically sequenced across parts of the paper as the writer moves from discussing who the contestants and the targeted audience would be to the physical and mental challenges faced by the contestants during each show. Within each paragraph, related supporting ideas and detailed examples are logically grouped. Transitions are varied and effective (“People on the show,” “At the end of the show”).

### Style: 5

- Word choice is consistently precise throughout the paper (“Children would be required to participate in challenges to win prizes and rewards.” “This age is a time when you would have sufficient skills, knowledge and experience to complete the challenges.”). The authoritative voice is sustained throughout the paper. Sentences are extensively varied. The writer demonstrates awareness of audience in the introduction, body, and conclusion by helping the reader picture the events that will occur during the television show.

### Conventions: 5

- This extensive paper demonstrates a full command of sentence formation, usage, and mechanics. Errors are minor: two sentence fragments, one misspelled word, a few unnecessary commas. Sentences are clear, complex, compound, and correctly punctuated. Usage and mechanics are correct in a variety of contexts.

When most children sit in class every day with their heads buried in their books, they are not very motivated to learn. In order for them to be interested in subjects and willing to learn, education has to be fun and enjoyable. There are many ways to apply learning while having a good time. My idea is to create a game show, similar to "Wheel of Fortune" and "Jeopardy", that contains questions pertaining to different subjects. It is called "Wheel of Jeopardy". There are rules, topics, and bonus rounds. So, what are the rules for this fundamental game?

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## Expository Paper 10

In this game, we have three children competing against each other to win a prize, such as a trip, money, preferred item, etc. Each contestant will, one by one, spin a wheel and answer the question given to them. The wheel will be color-coded: blue for Math, red for Language Arts, and yellow for trivia questions. Correct answers to questions will be awarded a certain number of points, depending on the number on which they landed. Higher numbers will be given harder questions. At the end, the child with the highest number of points wins and will be able to participate in a bonus round. This game is a beneficial way to learn, containing topics having to do with Math, Language Arts, and other pieces of information as well.

The three topics, previously mentioned, are Math, Language Arts, and trivia. In the math section, children will answer questions containing equations, word problems, and other forms of mathematic questions. Language arts requires the ability to spell words correctly, understanding of word meanings, and comprehension skills to explain the meanings of certain passages. They will be asked about well-known pieces of information if having landed on trivia. This information includes trivia questions about

shows, comics, and events going on in the world. The child who has managed to acquire the most points, when time is up, will move on to the bonus round.

The bonus round is where a child has a great number of opportunities. He/she is given a bag and blindfolded, so as not to be able to see. They are put in an enclosed area filled with slips of paper, each with a symbol for something. When told to begin, a fan will turn on causing all the paper to blow in different directions. It is all very chaotic. The child must grab as many pieces of paper as he/she can and stuff them in the bag, because those papers have symbols on them standing for money, trips, games, etc. Once in the bag, the child receives whatever each paper symbolizes, children only have a minute to do this, so they must be quick.

"Wheel of Jeopardy" brings fun and learning to children of all ages. I have told you of the rules of the game and the different types of questions asked. There is also a bonus round afterwards! Since most kids do not enjoy going to school because of all the studying they must do and the continuous book work, I have developed an easier way, to help them learn. I hope it is very beneficial and wish that all teachers would include activities like this in their daily schedule.

## Ideas Score: 5

- The controlling idea (How I would design a quiz show for kids) is fully developed with supporting ideas that are relevant to the writer's topic and the expository purpose. Supporting ideas (the contestants, the content of the questions, the bonus round) are fully elaborated with logical examples and details (the types of questions, how to earn points, the enclosed area in which prize strips are blown by a fan). The response fully addresses reader concerns by helping the reader understand exactly how an episode of the quiz show would proceed.

## Organization: 5

- The overall organizational plan is appropriate to the writer's topic and the expository purpose. The writer sets the stage by explaining the necessity of making learning fun. Each body paragraph explains both what will occur and why it will be entertaining and educational. The conclusion reiterates that this game show provides an easier, more motivating way to learn. Ideas are sequenced logically across the paper as the writer takes the reader from what the game looks like to the content of the game to the creative way of determining prizes for the contestants. Related supporting ideas are grouped together within paragraphs. Each of the writer's ideas is linked to an idea that precedes it.

## Style: 5

- Word choice is consistently precise and varied throughout the paper ("fundamental game, participate, beneficial, comprehension skills, opportunities, symbolizes, continuous book word"). The technical language is appropriate to expository writing and the writer's topic of an educational game. The writer's authoritative tone is sustained throughout the paper and indicates an understanding of genre. The writer uses a variety of sentence beginnings, structures, and lengths. Awareness of audience is also sustained ("Since most kids do not enjoy going to school because of all the studying they must do and the continuous book work, I have developed an easier way to help them learn."). Overall, the writer's full command of the components of Style is demonstrated throughout the paper.

## Conventions: 5

- The writer demonstrates a full command of all three elements of Conventions. All sentences are clear and correct. Usage is correct and varied with the exception of one unclear pronoun reference ("on which they landed."). Mechanics is correct and varied with particular strength demonstrated in internal punctuation.

# Sample Student Papers

Persuasive Papers with Score  
Point Annotations



# Persuasive Writing Topic

## Writing Situation

- Your favorite television show has been cancelled. The president of the television network has announced that he might change his mind about canceling the show if enough people write letters to complain about his decision.

## Directions for Writing

- Write a letter to the president of the television network to convince him to bring back your favorite show. Include specific details to support your position.

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



# Annotations for Persuasive Paper 1

## **Ideas: 1**

- It is clear that the writer wants his favorite show back on the air, but the development of the writer's position is lacking due to the brevity of the response and repetition of ideas. The writer begins to offer support for his position in the first paragraph (new show is horrible, ratings), but these ideas are repeated in the brief second and third paragraphs. The paper lacks a sense of completeness and fails to address reader concerns.

## **Organization: 1**

- There is no evidence of an overall organizational plan. The writer begins with a one-sentence introduction and then proceeds to list reasons. The second and third paragraphs repeat ideas from the first paragraph. The paper lacks transitions and a conclusion. There is no clear sequence of ideas in the paper.

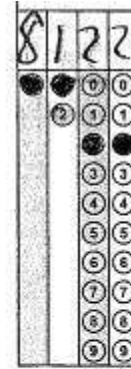
## **Style: 2**

- The writer demonstrates some audience awareness (remarks are directly addressed to the president of the television network), and some of the language used is appropriate to the audience ("you are always concerned about ratings"). Language is generally simple and ordinary, but there are some precise words ("previous show," "horrible"). Overall, the demonstration of competence is limited by the brevity of the response.

## **Conventions: 2**

- The writer demonstrates minimal control in the components of Conventions. There are only six sentences, but all are correct and many are complex. Usage is correct with the exception of "you all." Errors in spelling ("complain," "thing," "mor") are minor and do not interfere with meaning. Commas are missing after introductory clauses, and formatting is often incorrect, but there are enough correct instances in the other elements of Conventions to grant minimal control.

To Whom this may CONCERN,



## Persuasive Paper 2

I think you should bring my favorite television show back on air. The person for this concern is that everyday when I come home from school, I turn on the television to see if my favorite show is on. Well, one day I turned it on and there was another show in its place. I truly hope that you understand me saying this, but I miss watching that show. Everyday I was looking forward to watch that show and have a good laugh. With the up most respect, I would be glad if you would keep the show steady, for a little while longer. I kindly thank you for your time and your undivided attention. I hope that this letter has affected you like this show has affected me. I understand that you are a pretty busy person, and I thank you for the time that you have allowed me to share with you. Maybe this has changed your mind, and I really and truly hope this letter of concern meant something to you.

Sincerely,

## Annotations for Persuasive Paper 2

### **Ideas: 1**

- Although the writer thanks the reader for taking the time to read the letter and understands that the reader is a busy person, the writer doesn't anticipate audience concerns about the topic. Virtually no support in favor of keeping the show on the air is provided. Development is limited to two statements ("When I come home from school, I turn on the television," "I miss watching that show.").

### **Organization: 2**

- The writer includes a brief opening that announces the topic and concludes with an effective appeal to the reader. Unfortunately, there is not much of a body to the paper. Therefore, the demonstration of competence in Organization is limited by the brevity of the response.

### **Style: 2**

- The writer is certainly aware of the audience and includes some effective word choice ("I kindly thank you for your time and your undivided attention," "I really and truly hope this letter of concern meant something to you."). The demonstration of competence in Style, however, is limited by the brevity of the response.

### **Conventions: 2**

- The writer demonstrates minimal control of the components of Conventions. There are ten correct sentences, some of which are compound and complex. Subjects and verbs agree. The errors in word forms are minor ("upmost respect," "back on air," "keep the show steady"). Spelling is correct. It is not possible to determine competence in capitalization because the writer tends to use the upper case form of "R" and many other letters.

Dear president of television Network,

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## Persuasive Paper 3

I would like to complain about your decision, about canceling my favorite television show which is music videos. It is a very good show and a lot of people love it.

There is a lot of good music and people like it, there is all kind of music. For example, there is in Spanish and in English, music. All of them are really good they also have music videos and their great.

I wouldn't have anything else to watch because music videos is all I watch. Music videos is all I watch because I love listening to their songs and watching the videos. I'm sure other people enjoy them too.

In conclusion I would like you to remember that is a very good show and a lot of people enjoy it. I hope you change your decision about canceling my and other people's favorite television show.

Sincerely,

## Annotations for Persuasive Paper 3

### Ideas Score: 2

- The controlling idea (Why music videos should not be cancelled) is only minimally developed. Supporting ideas (people like them, they're bilingual, they're good, that's all I watch) are listed rather than developed with specific examples. All of the writer's ideas are appropriate to the persuasive purpose, but overall there is not enough information in this brief paper to provide a sense of completeness.

### Organization: 2

- There is an introduction and a conclusion, but the conclusion merely restates what has already been said in the introduction. There is minimal sequencing of ideas within the body paragraphs. Transitions are ineffective ("In conclusion").

### Style Score: 2

- Word choice is simple and ordinary ("It is a good show and a lot of people enjoy it.") The writer's enthusiasm for the show is clear making the tone appropriate to the persuasive purpose. Sentences vary little in length or structure: most sentences begin with "their" or "I." Little awareness of audience is demonstrated except "I hope you change your decision..." and "I would like to complain."

### Conventions: 2

- The writer demonstrates minimal control in the components of Conventions. There are twelve sentences, but the majority are correct. There are usage errors in pronouns, one example of a subject and verb that don't agree ("music videos is all I watch."), and use of the wrong form of "there." Spelling, capitalization, and formatting are generally correct, but little is demonstrated in internal punctuation (commas and apostrophes for possessive forms). The writer's skill in the component of sentence formation is stronger than the skills in other components, but overall the writer demonstrates only minimal competence.





# Annotations for Persuasive Paper 4

## **Ideas: 2**

- The controlling idea (How canceling Law & Order SVU will affect my life and thousands of other people's lives) is only minimally developed. The writer lists but does not develop supporting ideas: people will be devastated, I won't have anything to look forward to or gossip about, everyday routines will be disrupted, many people will be depressed. There is insufficient information to provide a sense of completeness.

## **Organization: 2**

- There is minimal evidence of sequence and transitions in this cause-effect organizational plan. The paper contains a brief opening which introduces the topic and a one-sentence conclusion which is limited to a plea for the network president to reconsider the decision to cancel the show. Most of the second paragraph repeats what has already been stated earlier. There are transitions linking ideas within paragraphs.

## **Style: 2**

- Word choice is simple and ordinary ("This show has been coming on television for years and now you want to cancel it."). There is minimal sentence variety. There is some sense of the writer's voice as the writer attempts to impart the importance of Law And Order in his or her life ("Canceling the show would probably drive me crazy."). The writer attempts to engage the audience by addressing the reader directly several times ("I just wish you would think twice about this big step to make.").

## **Conventions: 2**

- The writer demonstrates minimal control of the three components of Conventions. All of the sentences are correct. Usage is a mixture of correct and incorrect instances ("I won't have nothing," "Me and my friends"). Most spelling is correct (except "remeber" and "devasted"), but there are frequent minor errors in the elements of mechanics. Most of the errors do not interfere with meaning.

Dear Mr. J

Well first all i'd like to thank you for even considering to let explain why we would not want the show cancelled. I have a bunch of reason why wouldn't want 7<sup>th</sup> heaven to be cancelled.

One reason would be because it inspires children to do nice things. Like help someone when they need help. Like when Simon accidentally hit that kid on his bike and Ruthy was getting picked on at school. So her friend told the bully to pick on someone his own size. Then the bully said if he could beat Ruthy friend for three minutes without him crying or breaking anything. He would leave Ruthy alone. So Ruthy's friend agreed with it without Ruthy knowing and the bully did leave her alone.

Another thing is it's not only my favorite but it also kids all over the worlds favorite show and it's going to disappoint them to. They probably love watching it just as much as me. Because at times it's funny, sad, exciting, and fearfull but it still a good show.

Another things is it teaches kids not to do drugs. Like when Simon join an art group. But it turn out the art kids where sniffing spray paint and one of the boys got put in the hospital. Because he sniffed to much. That a good thing Simon didnt do it.

One other thing would be it teaches you not to judge someone you dont even know. Even if your friends are doing it. Cause it could hurt someones feelings. It could make them cry or even kill the person that they are picking. They could hurt or kill themselves.

Last but not least. It teaches you to stand up for what you believe in. Even if your friends dont agree with it. Like when Mary's friends were

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## Persuasive Paper 5

picking on a girl. So Mary went to talk to her and the girl told Mary. That even if she didn't pick her it was wrong. She said it's just as bad to sit by and watch. So Mary told ~~to~~ her friends to leave the girl alone.

So you see teachers kicks a lot. It should stay on to teach them more though. But I guess that all I have to say. Hope you change your mind

Sincerely

# Annotations for Persuasive Paper 5

## Ideas: 3

- The controlling idea of this paper (7th Heaven should not be cancelled) is clear and developed with relevant supporting reasons (it inspires children, it's the favorite show of kids all over the world, it teaches you not to judge others, it teaches you to stand up for your beliefs). All of these supporting ideas are appropriate to the persuasive genre, but some ideas are not developed with examples and details. Two supporting ideas (inspires children, stand up for beliefs) are developed with anecdotes from some of the show's episodes, while the other supporting ideas are somewhat general and undeveloped. There is sufficient information to address reader concerns.

## Organization: 3

- The overall organizational plan is appropriate to the persuasive genre, but both the introduction and conclusion are somewhat weak. The introduction states the writer's opinion on the issue but does little to set the stage. Likewise, the conclusion restates the writer's position, but adds little else. Related ideas are grouped together in paragraphs. The paper contains transitions to link parts of the paper, but they are somewhat formulaic ("one reason," "another thing," "One other thing," "Last but not least"). Overall, the paper contains a generally clear sequence of ideas.

## Style: 2

- Word choice is generally simple and ordinary ("that a good thing Simon didn't do it," "one reason would be," "it still a good show"). The tone of the paper is somewhat flat given that the writer is apparently angry at the show being cancelled. There is a minimal variety of sentence lengths and structures.

## Conventions: 1

- The writer demonstrates a lack of control of sentences and usage. There are many sentence fragments, and many sentences begin with "so," "because," "but," or "like." There is a word form error in nearly every sentence ("That a good thing."). In mechanics, the writer does not capitalize the personal pronoun "I," and many commas are missing. Spelling and formatting are generally correct. The weaknesses in usage and sentence formation outweigh the few strengths in mechanics.

Dear Sir/Madam

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Cancelling CSI would be the worst decision you could ever make. CSI is an all around good show. You would lose money if it is cancelled. If you continue the show, viewers will appreciate your station more than they did before. Don't cancel the only good show that comes on on Thursday nights.

CSI teaches are generation how Federal Agent and detectives do their jobs. It informs you of what terrible thing people can do to harm you. The actors are so good that it makes the show seem like it is real. This show is good for both the female and male viewers.

Cancelling CSI would hurt your station dramatically. Your company would lose money from advertisement because no one would want to watch the show you put in its place. It would also cost more money for a new show, you would have to build a set, have auditions, and write new lines. The companies popularity would hurt.

If you save the show viewers would show their gratitude towards the network. The viewers would see that you really care about their thoughts and their opinions. The original viewers would tell their friends and families about the network and more people would watch the show. Your ratings would improve drastically.

Continuing the show would be the best decision

Persuasive Paper 6

you could ever make. Viewers would be satisfied, and your popularity rating would improve. While your ratings are improving people would be learning. More people might want to be detectives and our country would be a better and safer place to live.

### **Ideas: 3**

- The controlling idea (CSI should not be cancelled) is sufficiently developed to provide a sense of completeness. Supporting ideas are not evenly developed throughout the paper. The first body paragraph (“CSI teaches our generation”) begins with an undeveloped list of what viewers can learn from the show, then switches to describing the actors, and then the viewers. The next body paragraph is somewhat more developed by describing specific consequences for the network. The third body paragraph includes some specific details about how keeping the show would cause ratings to improve. The writer demonstrates genre awareness by choosing supporting ideas that make what the writer wants (CSI back on the air) also seem to be in the best interest of the TV network (improved ratings).

### **Organization: 3**

- The introduction is clear. The conclusion is a summation of the writer’s argument. A summary can be an effective conclusion if it provides a sense of closure for the audience. Ideas in the second paragraph are not grouped logically, but ideas are related in the other paragraphs. Transitions effectively link parts of the paper (“Continuing the show...”). The writer demonstrates sufficient control of the components of Organization.

### **Style: 3**

- Word choice is generally engaging (“our generation,” “informs,” “gratitude,” “improve dramatically”). The writer frequently addresses the audience directly (“Don’t cancell the only good show that comes on on Thursday nights.”). The writer’s voice is appropriate to the persuasive purpose. Sentences vary more in length than in structure.

### **Conventions: 3**

- The majority of sentences are clear and correct. In usage, there are minor word form errors (“loose” for “lose,” “are” for “our,” “there” for their”), and a single case of a subject and verb that do not agree (“While your rating are improving”). In mechanics, formatting, capitalization, and the majority of spelling is correct (except “veiwers,” “cancell,” “beter”). Overall, the strengths outweigh the weaknesses, and the writer demonstrates a sufficient control of the components of Conventions.

Dear President of UPN:

I heard your announcement yesterday that you may change your mind about canceling the show "Big City". There are many reasons why I think that you should not keep the show cancelled. The first reason is that I enjoy watching your television program every day at 8:00. By this time I am finishing my shower and I am almost ready for bed. While I am watching "Big City," I can relax as the day comes to an end.

Another reason you should bring the show back is because it occupies my time and keeps it alot quieter around my house. When "Big City" came on at eight o'clock I had already completed all of my homework, eaten, played outside, and taken a shower. Without "Big City" coming on, I have argued with my younger brother more often. When "Big City" is on, I am in my own room away from my brother and he does not bother me. This makes both of my parents happier when they do not have to fuss at me or my brother.

When I go to school every day, I have something to look forward to after school. For this reason, I want to get my work done so the time will pass faster. When you just sit in class all day staring all around, watching the clock, and wondering when the class is going to be over the day seems to go by a great deal slower than if you were thinking about your work. Not only do I do my work at school, I want to do complete it at home too. In order to watch television I have to finish all of my homework. As a result of this my grades are higher and my family is proud.

Your television show "Big City" is a good way to learn how to treat other people. When someone on the show is being nice to

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## Persuasive Paper 7



others, their friends may take them out to dinner. When a person is rude and mean on the show, they never get what they want in the end. From "Big City" you can learn simple life lessons.

Last of all, this show is loved by kids my age. We talk about this show every day in our free time. When we talk about "Big City", this prevents kids from talking about other people and being mean. At school we always have a good time, so please do not cancel "Big City"! "Big City" is a great show and me and all of my friends love to watch it.

Sincerely,

# Annotations for Persuasive Paper 7

## **Ideas: 4**

- The controlling idea of this paper (You should change your mind about canceling Big City) is clear and well developed. The writer provides several relevant reasons why the show should remain on the air (keeps it quieter around the house, something to look forward to, teaches you how to treat people). The supporting ideas are developed with specific examples and details. The response contains information (how the day goes by faster, what the show teaches you) that addresses reader concerns.

## **Organization: 4**

- The organizational plan is appropriate to the writer's topic and the persuasive purpose. The writer begins by developing the benefits of the cancelled show to his/her own life and moves logically into the benefits of the show to others. The opening paragraph introduces the writer's favorite show and the writer's position that the show should not be cancelled. Supporting ideas are presented in a clear order. Related ideas are grouped together in parts of the paper. The conclusion ends the paper without repetition. Although some of the transitions are formulaic (first reason, another reason), the writer uses many effective transitions that link ideas within paragraphs and across parts of the paper.

## **Style: 4**

- Word choice is generally precise and engaging ("relax as the day comes to an end," "argued with my younger brother more often," "a great deal slower," "simple life lessons"). The writer's enthusiasm for the show and the concerned tone of the paper are appropriate to the persuasive purpose. Sentences vary by length and structure.

## **Conventions: 4**

- The writer demonstrates consistent control of the components of Conventions. With the exception of a pronoun reference error (a person. . .they), usage is consistently correct. Simple, complex, and compound sentences are formed correctly with correct end punctuation. Although there are some missing commas, the writer demonstrates control in the other elements of mechanics.

Dear president of ABC,

This is a letter of my complaint about the cancellation of the show "Full House" on your network. I would like you to know that I am extremely crushed to hear your decision to cancel the show, and would like you to bring it back on the air. Not only was this show entertaining, it was family appropriate, and brought many viewers to your network.

Everyday after school, I would come home looking forward to watching my favorite show. This was always my only time to relax, and what a better way to ~~rest~~ wind down than with my favorite characters. I have been watching "Full House" since I was a young girl, and it has become much like a tradition for me, as well as friends and family. It was painful to hear that this tradition would come to an end. I'm certain you have traditions that are significant in your life, too. Imagine if they abruptly disappeared. I'm sure that you can understand my emotions.

In addition to the show being cancelled, the new series that air in it's place is not appropriate for the entire family to watch. Many kids come home from school between 3:00 and 4:00 pm, and do not flip to ABC anymore. "Full House," unlike the new drama, is a show that families can relate to and can all enjoy watching together,

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no matter their age. This show includes suspense, humor, drama, ~~and~~ mystery, and romance, all of which bring us pleasure. When the characters cry, I cry, when they laugh, I laugh harder. I felt a connection with them that you have taken away from me.

Lastly, because your new show is not suitable for all audiences, your network receives less publicity than it did with "Full House" on the air. Think of how many less viewers are tuning in to your ~~the~~ channel everyday.

Now that you have heard my perspective, I hope that you will find the heart to see it through and bring "Full House" back to ABC. Not only will this bring smiles to people's faces once again, but it will also benefit your network. I want to thank you for your time and patience with me.

Sincerely,

## Annotations for Persuasive Paper 8

### Ideas: 4

- The controlling idea (Bringing back Full House would benefit both viewers like myself and your network) is well developed and effectively addresses the persuasive task. Some supporting ideas (Why the show is an important tradition) are more well developed than others (family appropriateness and network publicity). The paper begins much more strongly than it ends, but overall the writer demonstrates consistent control of the components of Ideas. The support is particularly well chosen to address a television network president's concerns.

### Organization: 4

- There is a clear organizational strategy: why the show is important to me, why Full House's replacement is not as effective, how the show is important to your network's well-being. Ideas are logically sequenced across the paper, and transitions are effective and varied. The explanation of why families are no longer watching leads very naturally into the argument that this cancellation will affect the well-being of the network.

### Style: 5

- Word choice is varied, precise, and engaging ("extremely crushed," "much like a tradition," "not appropriate for the entire family," "abruptly disappeared," "suitable for all audiences"). The writer uses an extensive variety of sentence lengths, structures, and beginnings. The writer's assertive voice is appropriate to the persuasive task and is sustained throughout the response. Carefully crafted phrases create a sustained tone and advance the writer's purpose ("I'm certain you have traditions that are significant in your life, too. Imagine if they abruptly disappeared. I'm sure that you can understand my emotions.").

### Conventions: 5

- The writer demonstrates a full command of the components of Conventions. Usage is correct throughout the paper. An extensive variety of simple, complex, and compound sentences are formed correctly. There is one spelling error (recieves), but otherwise mechanics is consistently correct. Internal punctuation is used correctly in a variety of contexts (commas in a series, after introductory clauses, before coordinating conjunctions).

Dear President of the television network:

I was shocked and greatly disappointed when I heard that my favorite show "Wishes, Kisses, and Pigs" was cancelled. Although I am only an eighth grader, I feel that you should bring back the show because this show has become a major part of my life. I do not adjust well to changes, and I don't know what to do, now that my favorite show has been ripped out of my life. One thing I do know is that many others feel the same way.

"Wishes, Kisses, and Pigs" has everything a teenager looks for in a television show, and also teaches us valuable lessons on life. It has wishes, which is something every teenager has, kisses, which stand for the romance we ~~strive~~ strive to find, and "pigs," meaning teenagers that just love to eat. This show has prevented me from making various mistakes. One of the many lessons that I learned was to never go on a starvation diet. I saw how sick and unhappy the main character got after not eating for three whole days and made a mental note to never starve myself, no matter how fat others said I am.

"Wishes, Kisses, and Pigs" not only teaches many lessons, but is also hilarious. Many ~~thing~~ things happen in school that often get me down, but this show has always perked me up almost every single ~~time~~ time. This show has humorous jokes, and dramatic events that are entertaining. I remember the time my boyfriend dumped

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Persuasive Paper 9

me, and I was very depressed. After watching this show and laughing until tears were coming out of my eyes, I realized that I didn't need a boyfriend to be happy.

Another thing that is so amazing about this show is the fact that it does not cuss, or use offensive language. Cussing is something I hear around me all the time, and this show has stopped me from doing it. Unlike most ~~shows~~ on television shows on television, this show captures your attention without using offensive language. All the jokes on this show ~~is~~ are not perverted, and ~~do~~ not make fun of others. I think this is an important feature in a television show, and this show is one of the few that has it.

Therefore, please change your mind. This show has everything a teenager needs. It has love, wishes that come true, delicious food, humor, and to add chocolate syrup to that, it even uses clean language. This show connects ~~the teenagers~~ us teenagers, and teaches us valuable lessons, while we enjoy ourselves during the process. I hope that due to this letter you will bring back "Wishes, Kisses, and Pigs".

Sincerely,

## Annotations for Persuasive Paper 9

### **Ideas: 5**

- The controlling idea (My favorite show, “Wishes, Kisses, and Pigs,” should be brought back) is clear and fully developed. The writer provides relevant reasons to support this position (it teaches valuable lessons, it’s hilarious, it doesn’t use offensive language). For each supporting reason, the writer includes specific examples and details to illustrate why the show should return. The writer addresses reader concerns by providing specific information about how the show affected his/her life.

### **Organization: 5**

- The overall organizational plan (introduction, supporting reasons and examples, conclusion) is appropriate to the writer’s topic and the persuasive purpose. The introduction begins with the writer’s reaction to the cancellation of the show and sets the stage for the writer’s argument. Supporting ideas are presented in a clear, logical order. The conclusion provides closure and addresses the reader directly. Varied transitions effectively link parts of the paper and ideas within paragraphs.

### **Style: 5**

- Word choice is effectively varied and engaging throughout the paper. The writer uses an extensive variety of sentence lengths, structures, and beginnings. The writer’s disappointment that the show was cancelled and the writer’s admiration of the show are evident throughout the paper (“I was shocked and greatly disappointed”). Carefully crafted phrases create a sustained tone and advance the writer’s purpose (“Unlike most shows on television, this show captures your attention without using offensive language”).

### **Conventions: 5**

- The writer demonstrates a full command of sentence formation, usage, and mechanics. Usage is consistently correct, and the writer demonstrates correct formation of simple, complex, and compound sentences. The elements of mechanics are demonstrated in a variety of contexts.



I brushed a fluffy, white tissue against my soft, brown face as a tear ran down the left side of my cheek.

I couldn't believe that my favorite television show, America's Next Top Model, has been cancelled. The president of the television network would be doing something terrible by cancelling this show because it helps young girls plan for the future, it's a form of entertainment, and can help young girls survive in the real world.

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## Persuasive Paper 10

To begin with, America's Next Top Model is an awesome show. It helps adolescent females like me, plan ahead. By broadcasting a show about modeling, it gives us another career opening to think about. For example, this show has brought me to think: "Not only do I want to become a pediatrician, but I also might consider thinking about becoming a model." America's Next Top Model shows you how your life could be like if you became a model. So you see, by cancelling this show, you would be closing an opportunity for teen girls.

In addition, my favorite show, America's Next Top Model, is also a great form of entertainment. Without it, girls would be bored and have nothing to look forward to. For instance, let's say that I was having a bad Wednesday. I failed a test, missed the bus, got toothpaste all over my pretty pink blouse, and spilled chocolate milk all over my new sparkling, fluorescent pants. It's eight o'clock, and America's Next Top Model is about to come on. I'm so excited that finally, something that's interesting to the eye. By cancelling it, my whole day would be ruined, and I would also be very depressed. After all, watching America's Next Top Model could give young girls something to look forward to.

Last but not least, America's Next Top Model can also give spirited, young females tips on how to survive in the real world. Tyra Banks is a great inspiration to me. She has traveled through the many streets of Rome and Paris. Tyra has even experienced the breathtaking scenery of Africa and Brazil. To me, that's an experience of a lifetime. This show is a lesson on survival. For example, it teaches you how being with different kinds of people can affect your behavior. In college, you are placed in a dorm with one or more people of different personalities. In this show, thirteen aspiring models are also placed in one house with one another. They have to adapt and respect everyone else's rights. Seeing real models actually competing for the same international title is an inspiration to conclude, by cancelling America's Next Top Model, <sup>you</sup> would be making a huge mistake because it would limit giving young girls tips on survival.

In conclusion, the president of the television network may have decided to cancel America's Next Top Model, but that doesn't mean that I can't continue dreaming, dreaming of success. Now that you have 'tried' to crush my dreams and limited the only thing I look forward to, that only means that I am going to try even harder. America's Next Top Model supplied me with the excellent knowledge of knowing how to survive in the real world. It gave me a career to think about, and entertainment. If you don't see of my success now, you will later, because I will be America's Next Top Model.

# Annotations for Persuasive Paper 10

## **Ideas: 5**

- The controlling idea (My favorite show, America's Next Top Model, should be brought back) is fully developed and addresses all aspects of the assigned task. The writer maintains consistent focus on the persuasive purpose, and all the information included is relevant. Supporting ideas (planning for the future, entertaining, teaches survival skills) are fully elaborated with examples and details (career information, curing the blues, how to be adaptable and respect others). The writer successfully uses examples from her personal experience to establish the validity of her position (how important this show is in my life).

## **Organization: 5**

- The writer's overall plan is appropriate to the persuasive purpose. Ideas are sequenced logically as the writer leads the reader from general information about the show to what she has learned from individual episodes. Within paragraphs, related supporting ideas are grouped together. The introduction sets the stage for how much the writer values watching America's Next Top Model. The conclusion reveals the writer's determination to apply all the survival skills she has learned by watching the show. Transitions link each new idea to the ideas that precede it.

## **Style: 5**

- Word choice is varied and engaging throughout the paper ("I brushed a fluffy white tissue against my soft brown face as a tear ran down the left side of my cheek."). The sense of the writer's voice is sustained, especially as she takes the reader through a day in which everything goes wrong for her and later as she reiterates her determination to be a successful model. The writer demonstrates consistent attention to audience by painting pictures of her everyday life as well as her dreams of the future. Most paragraphs end with a direct appeal to the reader. There is an extensive variety of sentence lengths and structures which add to the flow of the paper.

## **Conventions: 5**

- The writer demonstrates a full command of sentence formation, usage, and mechanics. Each element of each component is demonstrated in many contexts. Sentences are correct and complex. Usage and mechanics are correct and varied. The writer demonstrates strength in internal punctuation. The occasional awkward or missing word and unnecessary comma are the only errors.

# Part XI: Additional Practice Papers

## 1. Expository Writing

- Score Sheet for Expository Practice Papers
- Expository Practice Papers 1-10
- Answer Key for Expository Papers

## 2. Persuasive Writing

- Score Sheet for Persuasive Practice Papers
- Persuasive Practice Papers 1-10
- Answer Key for Persuasive Papers

# Score Sheet for Expository Practice Papers

Paper #	Ideas	Org.	Style	Conv.
1				
2				
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The player. One of the buckets contains a key to unlock the trivia room. The first team to do so wins the event game, and three points.

While in the trivia room, the two teams will be asked a series of twenty questions. Each question is worth one point. ~~The team~~ When the game is finished, the team with the most points wins. If there happens to be a tie, each team will be continually asked questions until one team makes a mistake. Then, the team with the most points wins.

My class chose a game show for children. All of this information is how the game show will be played. The children are going to love it!

Practice Paper 2  
Expository

A game show I like games, something I hate game  
because I don't have one when I do get a game I leave it up  
because I get mad at home with my brother 12 sister, so I  
love games. Games is, sorry sometime when they leave up  
on you I don't have one but I know about them. Because my  
friend and I played him and his game keep excuse up on  
me so I don't like him. His game is old anyway.

Form Number			
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●	①	①	①
	●	●	●
	③	③	③
	④	④	④
	⑤	⑤	⑤
	⑥	⑥	⑥
	⑦	⑦	⑦
	⑧	⑧	⑧
	⑨	⑨	⑨



My class has been given a chance to design a brand new television show for children. I have lots of ideas for the show. ~~SENCE~~ <sup>SENCE</sup> almost all children love cartoons, I've decided to make the characters animated.

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●	④	⑤	⑥
	⑦	⑧	⑨
	⑩	⑪	⑫
	⑬	⑭	⑮
	⑯	⑰	⑱
	⑲	⑳	㉑
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## Practice Paper 3 Expository

The cartoon show would be about zoo animals who want to be friends, but the zoo keepers won't let them play together because of their differences. Through out the show the animals struggle to get to one another. It's like the animals go on everyday journeys. On these exciting, funny, or sad journeys they always find a way to play. In each show there is something to keep children interested.

The moral of the story would be the most different things can come together and become the best of things. For example the animals in the ~~story~~ cartoon show would be totally different, like a lion being best friends with a mouse, or a shark who was best friends with a seal, a plankton being friends with a whale. They would be totally different, but friends. Not everyone thinks of opposites being friends, I think it would keep lots of children interested.

I think it would also teach children that not everyone is the same, and you should give everyone a chance at friendship. You never know you may be surprised. Those are my ideas for our television show. ~~I hope everyone likes them, and can use them.~~

# "The Reality of Middle School"

The TV show I've come up with is a reality TV show. The show will follow an 8<sup>th</sup> grade student for one month. The show will show people what it takes to get ready for school. It will show what it takes to get to school. It will also show what it takes to get good grades in school. This show will show the reality of being a teenager.

This is what it takes to get ready for school in the morning. You probably wake up around 6:30 A.M. You take a shower, brush your teeth, and comb your hair. You have to find something to wear, get dressed, and head to the bus stop.

This is what it takes to get to school in the morning. You wait for the bus in the morning. The bus finally gets to your house. You ride the bus forever. Then you finally get to school.

This is what it takes to get good grades at school. You must first go to your locker and get all of your books. Then make it to your class on time so you won't be late. Then when you get to class you must listen to the teacher very well about what to do. Then when you get home at the end of the day you must do your homework.

This TV show would be pretty cool. Following around an 8<sup>th</sup> grade student for a month that's ~~awesome~~ awesome! This is the show of the year for children.

Form Number			
8	2	2	2
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●	1	1	1
	●	●	●
	3	3	3
	4	4	4
	6	6	6
	6	6	6
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	8	8	8
	8	8	8

## Practice Paper 4 Expository

This is a great show I hope you think so too.



second thing the third thing is we are going to teach them how <sup>to do</sup> their add, multiplication table and how to divide if they know all this we are going to put some test or the <sup>compute</sup> ~~upte~~ if they do that test and they pass we are going to do a game set show. The game show will have many types of game that children can play with this show will be the best show of cartoon they even see parent will take their children to this show to play with the game if some children are see their friend or the set show they will come to play with their friend and they will be happy together this is how we are going to design the show we are going to design the show by putting below in the show children will be happy to see how this types of game and below some children can play a game on their computers they will see the show on their television and they can go to play with the go on their computer or visit house in the game player and play with all types of game they what to

## Practice Paper 5 (page two)

I would like to create a reality show for children called "King of the Kids." In this show, children would be required to participate in challenges to win prizes and rewards. Participants would have to use different skills from life that they have accumulated over the years. The participants would stay in a New York hotel suite for the duration of the show. This show would take place over a period of one month, and would show a new episode weekly.

First of all, I would choose people thirteen to fifteen years old. This age is a time when you would have sufficient skills, knowledge, and experience to complete the challenges. This is also an age that children would like to watch. An equal number of boys and girls would be chosen for the show. At the beginning, the challenges would be boys versus girls, but would later become individual, after half of the ~~to~~ ten participants are eliminated. Participants would stay in hotel suites until they are either eliminated or they win.

People on the show would be required to participate in a wide variety of challenges that the majority of children would enjoy. One challenge would be that they would have to design a video game. They would work as a team and have support from a technical staff and an experienced game designer. Another challenge could be that they have to design a television show of their own, as long as it is appropriate for the show. They would have help from television writers and producers. Challenges would also require them to use knowledge to secure victory for their team or for themselves. Participants would have to participate in a "Jeopardy" type round, where they would have to answer questions to score points and avoid being eliminated. At the end of the show, there would be a large final challenge

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## Practice Paper 6 Expository

where the two remaining people would have to use the skills that they accumulated throughout the season.

Participants would be eliminated based on their performance in the challenges. In group challenges, a panel of judges would review what the groups accomplished in the challenge. An select the one person from each team who did the worst, or hampered other members of his/her team. Those two would be asked questions and the one with the weakest response would be eliminated. In individual challenges you would just be eliminated based on your performance. Group rewards would be activities such as bungee jumping, sky diving, rock climbing, etc. Whereas individual rewards would be items such as a TV or money. The final prize would be a two-week stay in the Bahamas ~~and~~ for the winner and his/her family, ~~and~~ \$1,000, and the title "King of the Kids." The runner-up receives nothing.

King of the Kids would be an excellent show for children to watch. They would find the show exciting and interesting and wouldn't be able to wait until the next episode. They would enjoy watching teams struggle through challenges and the team reward activities. King of the Kids would be one of the most exciting shows on television for children.



The new television show is going to be a fun and hilarious game show called ~~parents~~ parents vs kids. One parent and their child have to answer questions and go through obstacle courses but if they get the question wrong or if they ~~lose~~ lose in the obstacle course they may get slimed with green molded Slime.

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

## Practice Paper 7 Expository

This fantastic game show would be a great way to bring families closer together and it would be fun to watch and fun to be on. Kids would love to embarrass their parents and parents would love to have fun with their child. Kids love to prank their parents and I believe this show is a fun and hilarious way to do it.

To get on the show first you would need to send out a post card telling why you would want to be on this exciting game show. Once you have sent out your post card you would have to wait until the beginning of the next show to call your name on national television. Next the game show will send you a plane ticket to Orlando, Florida and you and your parents would be on this exhilarating game show called Parents vs Kids.

Once you are on the show you and your parent would be asked a question about anything and who ever gets the question right go to the obstacle course while the other person is asked a different question. Who ever completes the obstacle course first will win but, who ever comes last in the obstacle course will be slimed.

At the end of the show who ever wins more obstacles will be

rewarded with anything behind the ~~curtains~~ red curtains.  
There could be anything ~~be~~ behind the red curtains  
such as fortune, a free trip to anywhere in the world,  
a car, and even slime. At the end of the show someone  
is leaving out happy or miserable and maybe both parent and child  
would leave out miserable but I'm sure they both will have fun  
and other people would have fun watching it.



17 I could have a talk show it would be called "Anger In Progress". I would have special guest, live performance. "Anger In Progress" will be built with a pride showing attitude and known throughout my country and state. It would be feature on commercials and on display of boards, and magazines. It would be the number one talk show dealing with anger.

Form Number			
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●	●	●	●
●	●	●	●

## Practice Paper 9 Expository

My special guest would rappers, actors, R&B singers, athletes they would talk about kind of phrases they go through, when anger approach. I would make suggestions on what they should do to help control it. I would be the youngest in talk show history to have a talk show. I'm going to talk about what I do to release my anger. It would involve counseling and taking anger management classes. My actors would act out how they control their anger problems.

The live performance would come from the rappers, R&B singers and actors. It would be a live ordinance, who also have anger problems and is taking advise, that's why their here. It would be live 1 on 1 chats or talks. It would be a different topic every show. Musicians would stop by to talk or take advise on something.

It would be give away prizes, gifts, money and much more. How it would effect you if you don't think this wouldn't be America's #1 talk show, the president is going to vote my show.

"Anger In Progress" will be hosting special events and Celebrations, such as Christmas parties, Halloween Party, Mother Father Day and Black History Month. WE would also be reflect on traget times and events that took place.

The show will be reconize through Anger an emotion or feeling someone or thing go through everyday. Confidence I have in Hosting this talk show. Anger comes from stress or feelin not expressin yourself. If you do not try to be ~~off~~ organize it would bring anger.

## Practice Paper 10 Expository

As a kid myself, it would be an honor to design a television show. I think it would be cool to design a show only involving kids. So I thought up a game show called "Kid's Bowl." It will be a quiz bowl with one host, 10 competitors, and an audience. The competitors will be two groups of five people on each team. This may sound boring, but the best part is that it will be boys vs. girls! The questions will be based on several different topics, such as the latest fashion, types of video games, and animals. Before I get on with this any further, here will be the basic rules: 1. Only kids 10 and up are allowed to compete. 2. The battle will be boys vs. girls. 3. No fighting. 4. Play fair. Others will be added as we go on.

Form Number			
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		9	9

On the quiz bowl, one person will be hosting the show and asking questions. The two groups will have 5 girls and 5 boys on each team. One person from each group will say the answer. The person will be allowed to talk with the team. Each question will be based on the topic for that week, and each week different kids will be competing. Each question will be timed for 30 seconds, and will be asked to each team. The team with the right answer will get the points.

Instead of the game host picking the questions, the team leader will pick a card with a number on it shown on the screen. When you pick a card that has the word "bonus" on it, then the question will be a level higher than the normal questions. The normal questions will be two points, and the bonus will be worth five points. At the end, if the scores were a tie, we would give a tie-breaker question, which would be worth 10 points. There will be approximately 25 cards, meaning 25 questions will be asked.

After all the hard work, we would be devils if we didn't give them anything. So, what I thought up was to give a prize. But not those trophies or medals that you just put on top of a counter and forget about it. I know what boys and girls want this year of age. For girls, it would be such as a 50 dollar gift certificate to the mall, and for boys, it would be a 50 dollar gift certificate to the game store.

In conclusion, I think of the "Kid's Bowl" as very unique and enjoyable to watch. It will also be educational, as you keep on watching. Someday, you will even want to be competing on the show, probably. I know I want to. Now, I will conclude this report.

# Answer Key for Expository Practice Papers

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



# Persuasive Practice Papers

# Score Sheet for Persuasive Practice Papers

Paper #	Ideas	Org.	Style	Conv.
1				
2				
3				
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Dear President,

It's been a long two weeks without my favorite show, East Park. I was a bit skeptic when my ~~favorite~~ <sup>parents</sup> told me the show had been cancelled. I thought they were joking at first but then they showed me the Atlanta Journal Constitution. I could barely talk to my friends on the bus that day because I was so deaf. Everyone at school was talking about East Park's cancellation and how they were so clueless to why it cancelled in the middle of its season.

I realize you probably had a good reason for ending the show, but there are so many great reasons why you should put East Park back on the air. The overall story plot is not only relateable to kids, but it is fun and enjoyable for adults too. The characters are so funny and people really look up to them, even though it might not seem like it. With all of the violence and profanity in television now days, this is a show that most kids in communities, like mine, watch and compare themselves to.

Every night I have dinner, do homework, then watch East Park. Since East Park is basically the only show I watched, there's nothing for me to look forward to when I go home. I taped all of the episodes leading up to the last one, but those are only amusing the first twelve times I saw them. I realize you are a very busy man, and have many other ideas for shows you have planned out, but I am asking you very brightly to please bring back the show everyone in Georgia and probably America, loves and cares about.

I don't want it to seem I want the show to sign for

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

## Practice Paper 1 Persuasive

a ten season contract because I know that is unethical. If you could finish this season and then have at least two more after that; I promise you will never regret your decision. We need East Park back on the air Mr. President, and I hope when you're done reading this, you come to the same conclusion.

Sincerely,

I can you put back the Bug and  
Daffy show. I don't know  
why you are cancelled  
that show it was the best  
show a around? why are you  
cancelled this? and another  
thing why are you cancelled  
Rc aey made life the show is the  
best of then all can you put the  
show back on the network The end

Form Number			
8	1	2	2
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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Mr. President,

I was recently informed that a television show on your network has been cancelled. Many people all over the country watched it all the time because it came on ~~when~~ when teenagers were at home. The actors did their job very well. On some episodes I felt like I was actually there. The network had to be making a big profit from the show because everyone loved it. I just don't understand why the show had to be canceled because it was doing so well. If your network had to cancel a show it could have been a show that a lot of people did not watch.

This show was very interesting because teenagers today could relate to it. It showed what could really happen if students listened to their peers and did things that sound great at the time. This show helped many teenagers make good decisions in life. It also helped us to see that there are teenagers all over the country with the same problems that we have all the time. It is very helpful to know that we are not the only one.

Form			
Number			
8	1	2	2
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	●	3	3
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## Practice Paper 3 Persuasive

I realize that as the president of a television network you would not have the same opinions as a thirteen year old. You don't know how much the show means to me and millions of other teenagers around the country. You grew up in different times and now it is very hard for young people. We have many obstacles that try to stop us on a daily basis. We need encouragement. For me personally I find it on this show and I don't know what I would do without it. This was my favorite show of all the shows on T.V. and if you put it back on air it would mean so much to me.

Sincerely,

Dear President, my name is M  
and I live in Georgia. I would  
just like to thank you for having  
a show like this and to say  
how much I like "The Roof" The  
ROOF is very funny, I like it  
because there is a lot of shows  
out there trying to do the same things  
you are doing but it doesn't come out  
right. What I really like about your show  
is the different kinds of music you'll  
play and the dancers like Amy, Marisol,  
Stephanie, Mary, etc they are really  
good dancers and I think it gives the  
show a lot more flavor and how you  
change the places up every night like  
when you do tropical days and dance  
salsa and a lot of different Latin music  
that's really cool. A lot of my friends like  
to watch "The Roof" as well because it's on  
every night Monday - Friday those are good  
days because we have something good  
to watch after school, you can do  
your things that you need to do then  
at 8:00pm you can sit and relax  
and watch the show. Every night you  
have different shows I like that because

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	9	9	9

## Practice Paper 4 Persuasive



ya never repeat the shows and it  
obsernt get so boring, different  
quest too, they perform and joke and  
they the good thing is that we can call  
ya at the show and talk to ya  
live on the show and talk to every-  
body over there and give shout outs and  
ask questions like if they can play  
music videos. And if one of your favorite  
rappers or singers or whatever and  
ask them questions and talk to them.  
as well. I also like it when ya do  
"Roof on the Road" I think that that  
is really cool because you get to go  
see your favorite rapper or singer sing  
and not have to pay for it. We really enjoy  
having ya on mun<sup>2</sup> because I + SU  
like ya mtv for latinos so please think  
about not canceling the show.

Thanks...

Dear, President of USA Television

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## Practice Paper 5 Persuasive

Mr. President of USA Television Station, I was surprised to hear that you wanted to cancel the Law+Order SVU show. I really hope you don't because I really enjoy watching it, It mostly keeps me out of trouble, occupied, and busy. Sometimes I even take notes how my favorite detectives Melion and Olivia get information on how the perso that died or how many people saw something to do with the case, or even if that person had a mental, or special problems. Another example is how someone might try and put it all on somebody else (set them up). Watching Law+Order SVU helps me in everyday real life. This helps me because if someone is trying to hide something or do something horrible to hurt someone, I can put two and two together and figure out what is going on.

One a particular episode of the show I realized that I've learned alot about crime and how this will help me in the future. The reason why I said that is because as I watch your show ~~eat~~ I've gained alot of interest in forinsicts. I would like to do this as I get older, but if you cancel your show I might lose my inspration to do this in the

future or probably take this to college and possibly go on to a professional level. Some people don't believe how I have such a heart for this special where I come from people don't have the courage to believe in themselves. And I do. I want to get out of the tough states that I live in, and do something good for myself but it all starts here. Every day when I come home from school, I can't wait until 7:00pm to watch Law + Order SVU everyday it gives me something to look forward to. Sometimes it gets me pumped, now don't get me wrong I love school but I adore Law + Order SVU more. One of my favorite episodes is when Alex has to go under the witness protection program. The reason why she had to do this is because a person that she was prosecuting was threatening her, her life if she wouldn't prosecute him. Alex didn't give up because she didn't want any other criminal on the streets. So Alex prosecuted him, but he came after her, and shot her in the shoulder. The catch is she isn't dead she is alive and kicking.

These are all the reasons why I don't want you to cancel the show, please take this into consideration



I just do <sup>cause</sup> and I like it and like I said it been  
around me for years. This show has been through  
a lot of stuff like at first no body did not  
like it at first then every body start watching  
it. That show became so popular now you want  
to take it off the air. why? That is one of my  
favorite shows, now it's all gone for good. I  
hope not.

In conclusion, this \* show is gone  
of the air cause of what. I don't know for  
what but all I know is I hope this letter I am  
writing the president will convince him to put  
it back on the air.



The Daily Show is a great show. It is ~~out~~  
~~ou~~t ragesly funny to watch the show. It tells me a lot  
about the world and is funny while boing it. I wish that  
you would please reconider canceling the show.

Sincerely,

## Practice Paper 8 Persuasive

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I was a hot scorching school day sitting in my last period class. My focus wasn't even on the teachers. I just wanted to get home and watch my favorite tv show. When the bell rang my mind shattered with joy. I ran to my locker to get my stuff. The teachers said "stop running so I want full" I said, "It will be alright." The intercom came on and said, "release walkers-and-riders." As soon as they said that I tried to run, but the teachers would have said something.

I was running to get home so that I could watch my favorite show. I had forgot about the dogs that lived on my street. They came blasting like a jet out of a boat. I took my bag off my back and hog-tail all the way home. When I got in the house my dad said, "How was your day at school?" I said, "it was alright although we didn't do nothing wonderful."

I finally could put on my pajamas. I ran in the Den and hopped on the sofa. There was no one in here. I said to my self, "I guess my family didn't want to watch it to day." I was laying on the sofa waiting for the show to come on. The time was going by fast as a dog running after a cat. Finally I just went to pop some popcorn. When it had finish. I started eating it. I walked back in the Den with a ~~small~~ mouth full of popcorn. The tv read ~~there~~ there would not be no more CSI. The CSI has been canceled for permanent. My mouth had dropped wide open and all the popcorn that was in my mouth fell out. My eyes open like a big full moon. I was so mad that my show was gone for permanent. The things I had did was for nothing.

I finally walked up to my room and laid on my bed. My mother finally came in and said that our show is now gone off of the tv. I told her, "now you want to tell me that the show is gone off!" My mom said, "Honey I was doing the laundry." My mom had finally left out my ~~room~~ room. Then my big brother comes in and tells me, the show we all always



watch as a family is now gone off for good. I yelled, "Get out of my room I have heard that 250 million times already." I ran in the hall way and yelled, "I don't need no body to tell me that my favorite show is gone off."

I told myself, "I got to get my show back on tv. I said, I am going to write a letter to the president. When I got finish I put it in the mail box and flip the flag up. The mail carrier was just coming through. I went back in the house. The days was passing, two weeks had finally went by. I turn on the tv and the president was reading the paper I had wrote. My face had turn happy. The next day I was coming from school. My whole family was in the Den looking at something. I had stayed in my room for about 20 min listening to ~~my~~ my music. I had finally come out of my room. I was just coming around the corner and thump my small toe. It was hurting so bad. I fell to the floor and yelled hard as I could. I got up and saw that my show were on. I was so happy although my toe was hurting. I came limping in the Den. This day made me feel so remarkable that my favorite show in the world was now back on tv like it was. My whole family laughing like old times. That's the way it goes. May God bless my essay.

Dear Mr. President, (10/12/05)

I have noticed that one of my favorite t.v. shows is not on t.v. anymore. I want to be informed on why you happened to do that. The name of it is "Thundercats." That was a very educational t.v. show in some way to kids. I really would like it if you would put it back on t.v. They were one of the top heroes on t.v. I see that you still have Spiderman and Batman on there. That is like you retiring one of the heroes from t.v. That show reminds me of when I was a little kid. I really want the kids to experience what I did or to get to see what I saw on that t.v. show. I really wish that you will change your mind about this. And to refresh your memory or mind a little bit do you remember when the cats used to get ready to fight crime or is called to fight crime they used to say a chant like "Thundercats, Thundercats, Thundercats ho..... Then they would go to where the crime scene was taking place and they would fight them, then throw them in jail. When they got done with that they would be known for the number one super heroes. After that they would go off and they would show you previews of the

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	6	6	6
	7	7	7
	8	8	8
	9	9	9

## Practice Paper 9 Persuasive

next show and it will come on or another t.v  
show would come on. I know that reminds  
you of your childhood cause it does to me.  
and I know it make u feel good inside. I  
could tell you one thing that it teaches kids.

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spread like wildfire. Gossip tends to target famous or important people who have done something that has disappointed people. You have all the characteristics to be a gossip victim, you are famous and you have done something that has disappointed people, you cancelled the most awesome show ever! With gossip, people will start talk harshly about you, and tell lies. Once the gossip has started, expect the image the world has seen you as to be damaged forever.

This letter has only been a warning to tell you about all the terrible things that may happen. Losing money from lack of viewers for your shows, being talked badly about by the viewers and others are things no one should endure. Those consequences, however, can be avoided, and it would be quite wise to avoid them at all costs. The only way to not suffer would be to return the show, that you cancelled, back to television. With the show returned to television, there will be many happy people, including me! So you see, it would be most wise to air my favorite television show again. Thank you.

- From the Fan of That  
Television Show,

Practice Paper 10  
(page two)

# Answer Key for Persuasive Practice Papers

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

# Part XII. Writing Instruction Resources

The following resources were recommended by Georgia educators.

<b>Author</b>	<b>Title</b>
Janet Allen	<i>Tools for Teaching Content Literacy</i>
Nancie Atwell	<i>Lessons that Change Writers</i>
Atwell, Nancie	<i>In the Middle: New Understandings about Writing, Reading, and Learning</i>
David Booth	<i>Reading &amp; Writing in the Middle Years</i>
Jim Burke	<i>Writing Reminders</i>
Ross Burkhardt	<i>Writing for Real: Strategies for Engaging Adolescent Writers</i>
Ruth Culham	<i>6+1 Traits of Writing The Complete Guide Grades 3 and Up</i>
Sharon Hamilton	<i>Solving Common Writing Problems</i>
Ralph Fletcher	<i>A Writer's Notebook: Unlocking the Writer Within You</i>
Ralph Fletcher	<i>How Writer's Work: Finding a Process that Works for You</i>
Ralph Fletcher	<i>Live Writing: Breathing Life into Your Words</i>
Ralph Fletcher	<i>Poetry Matters: Writing a Poem from the Inside Out</i>
R. Fletcher & J. Portalupi	<i>Craft Lessons: Teaching Writing K-8</i>
R. Fletcher & J. Portalupi	<i>Nonfiction Craft Lessons: Teaching Informational Writing K-8</i>
R. Fletcher & J. Portalupi	<i>Writing Workshop - The Essential Guide</i>

# Writing Instruction Resources

<b>Author</b>	<b>Title</b>
Great Source	<i>Write Source: Grades 6, 7, 8</i>
Great Source	<i>Write Source: Writer's Inc</i>
Stephanie Harvey	<i>Nonfiction Matters: Reading, Writing, and Research in Grades 3-8</i>
Brock Haussamen	<i>Grammar Alive!</i>
Georgia Heard	<i>The Revision Toolbox: Teaching Techniques that Work</i>
Georgia Heard	<i>Awakening the Heart: Exploring Poetry in Elementary and Middle School</i>
Jane Bell Kiestler	<i>Blowing Away The State Writing Assessment Test</i>
Barry Lane	<i>After the End: Teaching and Learning Creative Revision</i>
Denise Leograndis	<i>Fluent Writing</i>
McDonald Press	<i>Persuasive Writing Pen Pals</i> <i>Expository Writing Pen Pals</i> <i>Descriptive Writing Pen Pals</i>
A. Ruggers & G. Chrisenbury	<i>Writing on Demand</i>
Edgar H. Schuster	<i>Breaking the Rules: Liberating Writers through Innovative Grammar Instruction</i>
J. Weston Walch	<i>100 Writing Starters for Middle School</i>
Constance Weaver	<i>Teaching Grammar in Context</i>
Alan Ziegler	<i>The Writing Workshop Vols. 1 and 2</i>



# Writing Websites

## Website

Colorado State Universities Online Writing Lab

Exemplars: Developing Writers

Learning-Focused Writing Assignments K-12

Purdue University's Online Writing Lab

ReadWriteThink

Write Source

The Writing Site

## URL

[www.writing.colostate.edu](http://www.writing.colostate.edu)

[www.exemplars.com/materials/rwr/index.html](http://www.exemplars.com/materials/rwr/index.html)

[www.learningfocused.com](http://www.learningfocused.com)

[www.owl.english.purdue.edu](http://www.owl.english.purdue.edu)

[www.readwritethink.org](http://www.readwritethink.org)

[www.thewritesource.com](http://www.thewritesource.com)

[www.thewritingsite.org](http://www.thewritingsite.org)