



Georgia Grade 8 Writing Assessment 2010 Writing Topics and Sample Papers

Expository Writing Topic 8221

Writing Situation

In some countries, students are responsible for the basic cleaning of their school buildings. Fifteen minutes is set aside each day for all students to sweep, dust, and clean their classrooms and hallways. Think about what your class could do to clean the school.

Directions for Writing

Write a letter to your teacher explaining your solution for cleaning the school. Provide specific details so that your teacher will understand what your class will do.

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Persuasive Writing Topic 8121

Writing Situation

In some countries, students are responsible for the basic cleaning of their school buildings. Fifteen minutes is set aside each day for all students to sweep, dust, and clean their classrooms and hallways. Think about how you would feel if students were responsible for cleaning your school.

Directions for Writing

Write a letter to your teacher in which you convince the teacher that students should or should not be required to clean your school. Defend your position with specific reasons and detailed examples.

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Paper 1

Dear Mrs. _____ ;
~~There are so many things th~~
There are so many things that students
can do to keep our school clean. Some of
these things can be as simple as washing
our desks or organizing the room and
especially not messing it up in the first
place.

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

So I would be willing to ~~bet~~ bet that if
we all help, by washing our desks, organizing the
room, and maturely ~~enough~~ keep the school clean
in the first place, we will all prosper. So what, it's
so may take ~~it~~ ~~ten~~ minutes out of class, but we will all
be better off in the end. I hope you consider my
thoughts.

Sincerely

Annotations for Paper 1

Expository Prompt 221

Ideas Score: 1

The writer's position is stated (there are some practical things that students can do to keep the school clean), but the supporting ideas (washing desks, organizing the room, and not "messing up" the school in the first place) lack development. There is insufficient writing in this response to determine competence in Ideas.

Organization Score: 2

The writer demonstrates minimal control of the components of Organization in this brief response. There is an introduction, body, and conclusion, and a few of the ideas are sequenced (e.g., "There are so many things that students can do to keep our school clean." → "Some of these things can be as simple as..."). Demonstration of competence, however, is limited by the brevity of the response.

Style Score: 2

The writer demonstrates minimal control of the components of Style. Some of the word choice is interesting (e.g., "willing to bet," "maturely enough," and "we will all prosper"). There is also some evidence of the writer's voice and an enthusiastic tone (e.g., "So what, it's may take ten menits out of class, but we will all be beter of in the end"). Demonstration of competence, however, is limited by the brevity of the response.

Conventions Score: 1

There are very few correct sentences in this paper. The second sentence is overloaded, the third a fragment, and the fourth ineffective ("So what, it's may take ten menits out of class, but we will all be beter of in the end"). There are errors in usage (e.g., "it's may take" and "beter of in the end") and mechanics (e.g., misspellings like "exspesuly," "organizeing," and "menits"). Overall, the writer does not demonstrate control of the components of Conventions.

Performance Level: Does Not Meet the Standard

Paper 2

Schools should be kept very clean. All the staff members and students should work together as a team. Schools should be kept clean for health reasons such as: asthma or bronchitis. They should be kept clean by cleaning out the vents or by sweeping and mopping the floors. These things should be done about once a week, just so our school looks and feels safe and clean.

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

Students are a big part in keeping our school clean such as: helping the teachers clean their classroom and by cleaning their lockers. Just because we are kids doesn't mean that we can't clean. People in other countries who clean their schools everyday are learning responsibility. This should be done about every day. This should be done so we are healthy and we can learn responsibility. This could be done by the students just by walking around and cleaning out corners or by dusting low things.

Teachers, however, can do big things like climbing on top of ladders and dusting high things, or just by simply cleaning out their desks. Teachers are a big part in a child's education, and if the schools aren't clean then the teachers won't want to come to school everyday and teach. Teachers should dust their stuff about once a week, and clean out their desks about once a month. They should do this so that they will look and be organized. They could help by doing large things and by helping the students.

Cleaning classrooms is an important job, because you have to get into every little thing so that you can have a clean classroom. Classrooms should be clean for health reasons, for conferences, and for the principal. Classrooms should be presentable. Classrooms should be cleaned everyday so that you can have a clean classroom every morning. Classrooms can be kept clean by rearranging the

bookshelves or by dusting the computers, and by wiping down desks. Chores can be done by anybody. Chores can be simple or they can be hard. If you are in a class and you have to clean it everyday, then you should assign chores. Chores should be assigned about once a month, so that everyone has a chance to do that chore. These things should be done because it teaches responsibility and how to clean stuff. Chores can be assigned by a teacher or by a selected student. This is how my class would help clean the school.

Annotations for Paper 2

Expository Prompt 221

Ideas Score: 3

The controlling idea (both teachers and students can take practical steps to keep the school clean) is sufficiently developed. Supporting ideas (students should participate, teachers should participate, the classrooms should be cleaned, and everyone should do classroom chores) are relevant, and the writer develops them with relevant examples and details. Some parts of the paper are well developed (e.g., paragraph three, about teacher involvement, is well developed with specific details and elaboration like “Teachers ... should clean out their desks about once a month. They should do this so that they will look and be more organized”). Other parts of the paper are developed only partially (e.g., in paragraph four about cleaning the classroom, the writer lists several details about keeping the classroom clean without elaborating on them (e.g., “Classrooms should be cleaned ... for conferences, and for the principal” and “Classrooms should be presentable”). Overall, there is sufficient information in the paper to address some reader concerns (e.g., who will clean?).

Organization Score: 3

There is a clear organizing strategy (Introduction-Body-Conclusion) that is appropriate to the expository purpose. After a few brief introductory statements, the writer begins to develop the cleaning plan in the first paragraph (cleaning the school for health reasons). In the body of the paper, the writer groups related ideas about student participation, teacher participation, cleaning the classroom, and doing chores. Ideas within paragraphs follow a generally clear sequence: sometimes logical (e.g., “They should be kept clean by cleaning out the vents or by sweeping and mopping the floors” → “These things should be done about once a week...”); other times less so (e.g., “People in other countries who clean their school everyday are learning responsibility. This should be done about every day”). Some transitions link parts of the paper (e.g., “Teachers, however, can do big things”). The one sentence conclusion (“This is how my class would help clean the school”) is not particularly effective because it is so brief.

Style Score: 3

Word choice is generally interesting (“kept clean for health reasons such as: asthma or bronchitis,” “learning responsibility,” and “Classrooms should be presentable”). There are lapses, however, into simpler, more ordinary language (e.g., “These things,” “dusting low things,” and “Teachers should dust their stuff”). The tone is clear; the writer has a positive attitude about cleaning the school. The writer’s voice is evident as well (e.g., “if the schools aren’t clean then the teachers won’t want to come to school everyday and teach”). There is some variation in sentence length and structure. Overall, the writer demonstrates sufficient control of the components of Style.

Conventions Score: 4

Simple, compound, and complex sentences are consistently correct with appropriate end punctuation. Most elements of usage are correct, with the exception of a few awkward verb forms (e.g., “Students are big part in keeping the school clean”). Most elements of mechanics are correct as well, except for a few misspellings (e.g., “latters” and “bookshelves”). Although there is not extensive variety demonstrated in the elements of Conventions, the writer demonstrates consistent control.

Performance Level: Meets the Standard

In my school we keep it clean. We could make the school more clean than it is now by putting the trash in the trash containers. So that the hallways don't get too dirty. If we don't do that things we could make it dirtier than it is now. We could also put some boys and girls to tell all boys and girls to put the trash where it should be. In lunch when all people is finish eating the teachers could tell them to put the trash in the trash container. The teacher could make the people that doesn't want to put the trash where it should be to make them to clean all the cafeteria. All the people from the school should not make it dirty by ~~not~~ not putting the trash on the floor, by not putting paper on the floor and by not spitting gum on the floor. We could make it dirty by putting paper on the floor, putting trash on the floor and by spitting gum on the floor. We should keep it clean by putting the trash it should be, by cleaning the hallways, the classrooms, and by washing the restrooms.

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

Annotations for Paper 3

Expository Prompt 221

Ideas Score: 2

The controlling idea (the students should clean the school by disposing of waste properly) is minimally developed. Supporting ideas are relevant (e.g., keeping the hallways free of trash, keeping the lunchroom clean, and cleaning the classrooms and restrooms). Some of the supporting ideas are partially developed (e.g., keeping the lunchroom clean by allowing teachers to “make the people that doesn’t want to put the trash where it should be ... to clean all the cafeteria). Others are listed without further development (e.g., cleaning the classrooms and “washing the restrooms”). There is not enough information in the response to provide a sense of completeness.

Organization Score: 2

The writer demonstrates minimal control of the components of Organization. There is a brief introduction (“In my school we keep it clean. We could make the school more clean than it is now”), a body, and a concluding statement (“We should keep it clean by putting the trash it should be, by cleaning the hallways, the classrooms, and by washing the restrooms”). There is some evidence of sequencing in the body of the paper (e.g., “In lunch when all people is finish eating the teachers could told them to put trash in the trash contanior.” → “The teacher could make the people that doesn’t want to put the trash where it should be to make them to clean the cafeteria”). Because of the limited amount of writing in the body of the paper, there is little evidence of grouping (i.e., there are few ideas to group together). Transitions are few (e.g., “If we don’t do that things”).

Style Score: 2

Word choice is simple and ordinary (e.g., “if we don’t do that things” and “All the people from the school should not make it dirty”). There is some sense of the writer’s voice and a tone (e.g., “We could make the school more clean then it is now”). There is little variation in sentence length and structure. Overall, the writer demonstrates minimal control of the components of Style.

Conventions Score: 2

Many of the sentences in this relatively brief response are correct, except for a fragment (“So that the hallways doen’t get too dirty”) and a sentence missing a word (the final sentence). Most of the errors in the paper are usage-related (e.g., “more clean then it is,” “put some boys and girls to told all boys and girls,” and “when all people is finish”). Regarding mechanics, there are misspellings (e.g., “contanior,” “puting,” and “spiting”). Overall, the writer demonstrates minimal control of the components of Conventions.

Performance Level: Does Not Meet the Standard

Dear Mrs. F

Form Number			
8	2	2	1
●	①	②	③
●	●	④	⑤
●	●	⑥	⑦
●	●	⑧	⑨
●	●	⑩	⑪
●	●	⑫	⑬
●	●	⑭	⑮
●	●	⑯	⑰
●	●	⑱	⑲

One day I was walking around the school and I saw a piece of paper on the floor and I picked it up and threw it in the trash can. Then all of a sudden I had an idea what is a better way to keep this school clean? The next thing that happened was I listed three things to keep the school in a better condition.

The first thing is to start a fund raiser on buying better cleaning equipment for the school. Then it hit ^{me} we would have a car wash. The price is five dollars for your car to get clean. The reason is we need the buy windex to keep the schools windows shiny, air freshener to keep our classrooms smelling good because some people don't know how to use d.o., and better carpet cleaning solution so our floors will stay clean and not ~~diff~~ ^{will be} floating around on them.

The second thing to keep the school clean is to make sure every student and teachers participate in cleaning the school. The reason is some students don't give any interest in the school. The other reason is if you are in a dirty environment you kind of get distracted. Then there is the teachers some teachers do care about there environment and others just don't care and they are the ones who need to be fired and not teach at this school.

The third is that the school's dishes are some times still dirty from the first time you ate off them. I propose we need to help them clean the dishes so it will be easier on them. That is why I want to eat off clean dishes.

These are the three reasons we need to clean our school. It is also healthy for your body. When you help you feel good about yourself. Then you are finished cleaning the school.

Sincerely,

Annotations for Paper 4

Expository Prompt 221

Ideas Score: 3

The writer's plan for cleaning the school is sufficiently developed. Supporting ideas (having a fund raiser to raise money for cleaning supplies, promoting student and teacher involvement, and making sure the lunch dishes are spotless) are relevant. They are elaborated with examples and details (e.g., "The reason is we need to buy windex to keep the schools windows shiny," "if you are in a dirty environment you kind of get distracted," and "the school's dishes are sometimes still dirty from the first time you ate off them"). The final body paragraph about cleaning the lunch dishes is not as well developed as the other two body paragraphs. Overall, there is sufficient information to address some reader concerns (e.g., what kind of fundraiser should the school have, and what will the proceeds go towards?).

Organization Score: 3

The overall organizational strategy (introduction-supporting ideas-conclusion) is appropriate to the writer's ideas and the expository genre. The introduction establishes the topic, and briefly sets the stage for the cleaning plan that follows ("Then all of a sudden I had a idea what is a better way to keep this school clean"). The writer groups related ideas about fundraising, student and teacher participation, and cleaning the lunch dishes. Ideas are sequenced in a generally clear fashion (e.g., "make sure every student and teachers participate in cleaning the school." → "The reason is some students don't give any interest in the school"). Some transitions link ideas within paragraphs (e.g., "Then it hit me," and "Then there is the teachers"). Transitions between body paragraphs, however, are not especially effective ("The first thing," "The second thing," and "The third"). The conclusion is clear.

Style Score: 3

Word choice is generally interesting (e.g., "Then all of a sudden," "keep the schools windows shiny," and "kind of get distracted"). There are lapses into simpler, more ordinary language (e.g., "listed three things" and "smelling good"). The tone is clear: the writer has a positive attitude about cleaning the school. Phrases like "Then it hit me" demonstrate the writer's voice. There is some variation of sentence length and structure. Overall, the writer demonstrates sufficient control of the components of Style.

Conventions Score: 3

Most of the sentences are correct, including examples of compound and complex sentences. Sentence errors are mostly limited to run-ons in paragraphs one and three. Usage is mostly correct, except for some incorrect word forms (e.g., "every student and teachers" and "there environment"). The elements of mechanics are generally correct as well. Overall, the writer demonstrates sufficient control of the components of Conventions.

Performance Level: Meets the Standard

Dear Ms.

Form Number	
8	221
1	2
3	2
4	2
5	2
6	2
7	2
8	2
9	2

The halls and classrooms are not as good looking as they can be. Every day, the students have fifteen minutes to clean the classrooms and the halls, but everything does not get cleaned. Your students can help out and take a lead role in cleaning up the school. Too many people spend their time solely on one thing, but their friends also focus their attention on the same matter. Productivity could increase if each student does a different cleaning activity, or a few help on the big problems. If an equal amount of your students help sweep the classes, the halls, wipe the desks, the lockers, clean the doors, door knobs, and the windows, wipe down the overhead projectors, the televisions, the chalkboards, and the whiteboards, and recycle paper everyday, life in school may turn out a lot cleaner.

Even though there are many jobs to be finished, if each and every student does an equal share, all of the set tasks will be completed within the time constraint. Using two people to sweep the class's floor and two people to move the desks for the sweepers, the floor will look as glossy as ever. If a handful of your students help sweep the hallways, you will see rapid improvement in productivity. Having a few people in the classroom wipe the desks, the desks will look shinier than a brand new car after a short period of time. Having about ~~five~~ five of six kids wiping the lockers will make the lockers looking sleek. Cleaning the doors, door knobs, and windows of a classroom will make the classroom look friendly and

Paper 5 (page two)

Page 4

welcoming. Just have two or three students do this task. The overhead projectors and the television will look wonderful once cleaned, which is important because the two objects are important in a learning experience. Wiping and erasing the whiteboards and chalkboards are essential to learning because the students will be able to see clearer. Only one person per board is necessary. Finally, recycling paper makes the classroom not only look neater, but also protects the environment. Only one person is needed to empty the bins, even if there is more than one. If any leftover students are available, use them to help out with others, or use them for any other attention-seeking tasks you have found. I seriously think that these ideas will help clean and rid bacteria in the school.

Thankyou, Ms. Butler, for taking the time and considering this letter about cleaning the school. I appreciate that you took the time reading this, and hope very much for the school's and its inhabitants sake that these measures will be put into action soon. If you follow these ideas, the school will be looking its full potential each and every day.

Sincerely,

Annotations for Paper 5

Expository Prompt 221

Ideas Score: 4

The controlling idea (give small groups of students specific jobs to eliminate cleaning redundancies) is well developed. Supporting ideas are relevant (one team will sweep, one will wipe down desks, another will clean whiteboards, etc.). The writer elaborates these supporting ideas with specific details and reasoning (e.g., “Using two people to sweep the class’s floor and two people to move the desks for the sweepers,” and “Wiping down and erasing the whiteboards and chalkboards are essential to learning because the students will be able to see clearer”). Although the supporting ideas are not fully developed, the paper contains specific information that addresses reader concerns (e.g., how many students will be assigned to each job, and what, specifically, will they be doing?).

Organization Score: 4

The writer demonstrates consistent control of the components of Organization, using a problem-solution strategy that is appropriate for the assigned topic and persuasive purpose. In the introduction, the writer sets the stage by first identifying a problem that is occurring at the school (“Too many people spend their time solely on one thing, but their friends also focus their attention on the same matter”). In the body of the paper, the writer groups a series of solutions to address this concern. Most of these ideas are sequenced logically (e.g., “Cleaning the doors, doorknobs, and windows of a classroom will make the classroom look friendly and welcoming.” → “Just have two or three students do this task”). The writer concludes by highlighting the positive consequences of this plan (e.g., “the school will be looking its full potential each and every day”).

Style Score: 5

Throughout the response, the writer uses carefully crafted phrases to establish an authoritative tone and distinctive voice (e.g., “Your students can help out and take a lead role in cleaning up the school,” “all of the set tasks will be completed within the time constraint,” and “these measures will be put into action soon”). This precise language is appropriate to the assigned topic and expository purpose. There is extensive variation in sentence lengths, structures, and beginnings. Attention to the audience is sustained (e.g., “Thank you, Ms. Butler, for taking the time and considering this letter”).

Conventions Score: 5

The writer correctly forms a variety of simple, compound, complex, and compound-complex sentences, with appropriate end punctuation. The paper is essentially free of usage and mechanics errors, and even more complex constructions are consistently correct (e.g., internal punctuation is nearly always used correctly). Overall, the writer demonstrates a full command of the elements of Conventions.

Performance Level: Exceeds the Standard

Dear Ms _____

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

I thought that our homeroom class could organize a group, (just our homeroom class) to keep the school clean. We all could do things like, pick up any paper in classrooms, and in the hallways; clean of any offensive language, and marks off of the walls, and keep all bathrooms neat and clean. But the main part of three parts of the school building we should really clean, and keep clean are our classrooms, bathrooms, and our hallways.

In a school building, there are always new people going in and out of the school, so I thought we could clean our hallways, and keep paper, and little things like that off of the floors in the hallways.

Most bathrooms in a school building aren't always neat and clean, but if our homeroom could see to it that the bathrooms in our school building stay clean, and neat that would be great.

For the most part, most of the classrooms in our building are clean. I think if we could see to it that they stay that way, that would be good. For the classrooms that are not clean, see to it that our homeroom can clean them up a bit.

Well, Ms. D I don't mean to keep you, I just would you to take heed to my idea. After you read my letter make sure you write me back. Thank You,

Annotations for Paper 6

Expository Prompt 221

Ideas Score: 2

The controlling idea (there are three main areas of the school that students should clean) is minimally developed. Supporting ideas are relevant (e.g., clean the hallways, clean the bathrooms, and clean the classrooms) but underdeveloped (e.g., “Most bathrooms in a school building aren’t always neat and clean,” and “For the classrooms that are not clean, see to it that our homeroom can clean them up a bit”). Overall, there is not enough information in the paper to provide a sense of completeness.

Organization Score: 3

The organizing strategy (introduction-supporting ideas-conclusion) is appropriate to the assigned topic and the expository purpose. In the introduction, the writer establishes the specific parts of the school that the students should clean. Although there are not many ideas in each body paragraph, the writer groups them together (e.g., ideas about cleaning the hallways, cleaning the bathrooms, and cleaning the classrooms). Generally speaking, the ideas within these body paragraphs are sequenced clearly (e.g., “For the most part, most of the classrooms in our building are clean.” → “I think we could see to it that they stay that way”). Some transitions link parts of the paper (e.g., “In a school building,” and “For the most part”). The conclusion is clear. There is not a tremendous amount of writing in this response, but the writer still manages to demonstrate sufficient control of the components of Organization.

Style Score: 3

Word choice is generally interesting (e.g., clean off any offensive language,” “if our homeroom could see to it,” and “take heed of my idea”). The tone is clear as well: the writer’s attitude about cleaning the school is positive. Some explicit appeals to the teacher demonstrate audience awareness and voice (e.g., “Well, Ms. Davis don’t mean to keep you”). There is some variation in sentence length and structure. Overall, the writer demonstrates sufficient control of the components of Style.

Conventions Score: 3

Most of the sentences in the paper are correct, including simple, compound, and complex sentences. There is one fragment at the end of the first paragraph (“But the three parts...”). Most of the usage is correct, except for a few incorrect word forms (e.g., “won’td”). The elements of mechanics are correct, for the most part. Although the amount of evidence in Conventions is not extensive, the writer demonstrates sufficient control.

Performance Level: Meets the Standard

thirty people to help in the morning. I know that it wouldn't take many people to clean.

In fact, a couple of years ago, the hallway was really dirty. ~~Five~~ Five people came in and we cleaned the entire hallway in about ten minutes. The best time to clean is in the beginning of the day, so you don't have to think about it later.

Last, ~~but~~ but not least, students could make rules about cleanliness. One rule could be, if you make a mess then you shall clean it up. Teachers can't just make rules, they must enforce them. Unfortunately, kids think that rules were made to be broken. If teachers enforce the rules, students will change their minds. Although this may seem strict, we could improve school hygiene severely.

These ways to become clean are very easy to do and work well. With all the students helping, schools would be spotless. The students would impact the teachers also by making their jobs easier. This is a serious conflict that is in almost every school. I know that I want to learn in a clean environment.

Annotations for Paper 7

Expository Prompt 212

Ideas Score: 4

The writer's plan for cleaning the school is well developed. Supporting ideas are relevant (assign cleaning jobs, have students come in early to clean, and make cleaning rules). The writer elaborates these supporting ideas with specific examples and details (e.g., "a couple of years ago, the hallway was really dirty. Five people came in and we cleaned the entire hallway in about ten minutes," and "One rule could be, if you make a mess then you shall clean it up"). Although the paper is not developed fully, the writer includes information that addresses reader concerns (e.g., what will the specific cleaning jobs be, and is there reason to believe that these methods will be effective?).

Organization Score: 4

The problem-solution organizing strategy is appropriate to the assigned topic and expository purpose. In the introduction, the writer sets the stage for his/her cleaning plan by acknowledging that students are making messes, and that the students need to address them. In the body of the paper, the writer groups related ideas about assigning students cleaning jobs, having students come in early to clean, and making cleaning rules. Ideas within these body paragraphs follow a logical sequence (e.g., "It is also easier on the custodians." → "Their job is plenty tough, so with students helping them, schools will be much cleaner"). A variety of transitions link body paragraphs and ideas within them (e.g., "Although this idea is helpful," "In fact," and "Unfortunately"). A few of the transitions are less effective (e.g., "It is also easier," and "Another way"). The writer uses the conclusion to focus on the benefits of this cleaning plan ("These ways to become clean are very easy to do and work well). Overall, the writer demonstrates consistent control of the components of Organization.

Style Score: 4

The language and positive tone are appropriate to the assigned topic and expository purpose. Word choice is consistently engaging (e.g., "This is a serious conflict," "students could greatly improve the cleanliness of the school," and "Unfortunately, kids think that rules were made to be broken. This effective word choice helps establish a distinctive voice (e.g., "Teachers can't just make the rules, they must enforce them"). Sentences vary in length and structure. Overall, the writer consistently controls language to engage the audience.

Conventions Score: 5

Simple, compound, complex, and compound-complex sentences are consistently correct, with appropriate end punctuation. There are very few errors in usage, with the exception of a few incorrect word forms (e.g., "Their are a number of ways," and "teachers don't have to worry about mess"). Nearly every element of mechanics is correct; in particular, the writer uses internal punctuation appropriately in a variety of contexts. Control of the elements of Conventions is clear in over 90% of the paper.

Performance Level: Exceeds the Standard

Paper 8

Days	Chores	Supplies
mon	Sweep hallways	brooms 6
tue	pick up trash	mops 6
Wens	mop hallways + Classrooms	buckets
thurs	clean windows	Window 6
fri	clean Cafeteria	trashbags 3

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

Dear, Mr. _____

The Only way we can make our school as clean as possible is, by assigning chores for each different day. The chart at the top can tell you what days were going to do what. Our workings hours will be from 4:30-5:30, for each day. If okay with you can we maybe get more employees to come help us? Well those are our working hours and what we will do each day.

In order for us to do our job. We will be needing some funding money for supplies. Maybe about 100-150 dollars a week if thats okay. As you can at the top of the paper are our supplies we need for doing this job. So if you could get back with us and let us know that will be good.

Thank You
Love Students

Annotations for Paper 8

Expository Prompt 221

Ideas Score: 2

The controlling idea (the students should have a set schedule of chores and be provided with the appropriate supplies to complete these chores) is minimally developed. Supporting ideas are relevant (students will do certain chores each day of the week from 4:30 – 5:30, and the school should fund the supplies needed for these jobs). In addition to a few brief details in the two paragraphs, the writer uses a chart at the top of the page to develop the supporting ideas (e.g., mon: sweep hallways; supplies: 6 brooms). It is acceptable for a writer to use a visual aid (e.g., a chart) when developing the controlling idea, but overall, there is not enough information in this brief response to provide a sense of completeness.

Organization Score: 2

The writer demonstrates minimal control of the components of Organization. There is a one sentence introduction and conclusion. In the body of the paper, there is minimal evidence of grouping, as the writer first discusses the chores and then the supplies needed. Some ideas are sequenced as well (e.g., “We will be needing some funding money for supplies.” → “Maybe 100 – 150 dollars a week if thats okay”). Few transitions are used (e.g., “As you can see at the top of the paper”). Demonstration of competence in Organization is limited by the brevity of the response.

Style Score: 2

There is some interesting word choice in the paper (e.g., “assigning chores”), as well as a rhetorical question demonstrating audience awareness (“If okay with you can we maybe get more employees to come help us?”). Overall, though, demonstration of competence in Style is limited by the brevity of the response.

Conventions Score: 2

There are some correct sentences in the first paragraph, but there are three fragments in the second (e.g., “In order for us to do our job”). Some elements of usage are correct, but there are also incorrect word forms (e.g., “workings hours”). There are paragraph breaks and correct examples of capitalization and spelling, but there is little internal punctuation in the response (e.g., “thats okay”). Demonstration of competence in Conventions is limited by the brevity of the response.

Performance Level: Does Not Meet the Standard

Form Number	
0	2
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Dear all the teachers,

Teachers, in some countries, students are responsible for the basic cleaning of their school buildings. I think that if all students and teachers are together, we can have this school very clean. I think that is very important to have a school clean because if you don't have something clean sometimes the people died because the water that we drink is too dirty. That's why is very important to have the schools very clean. All students can help me to have all schools clean, we can do it, if everybody are agree with me special students and teachers that are in other countries because if they don't help me to clean all schools I can't do it by myself.

Please, help me to have all schools clean.

Love,

Annotations for Paper 9

Expository Prompt 221

Ideas Score: 1

The writer states a position (it is important to clean the school). Instead of developing this position, however, the writer reiterates several times that the school should be cleaned. Accordingly, a controlling idea is not established.

Organization Score: 1

The writer demonstrates little control of the components of Organization. The introduction is ineffective because it comes directly from the prompt. In the body of the paper, there is little evidence of grouping, sequencing, or transitions because there are so few ideas to organize. The final sentence (“Please help me to have all schools clean”) is repeated from the body of the paper.

Style Score: 1

There is little evidence that the writer can control language to engage the audience. Word choice is mostly imprecise (e.g., “have a school clean” and “if everybody are agree with me special students and teachers that are in other countries because if they don’t help me to clean”). This lack of precision affects the writer’s ability to establish voice. There is little variation in sentence length and structure.

Conventions Score: 1

The first few sentences are correct, but about midway through the paper, the attempted sentences merge into an extended run-on (“All students can help me to have...”). There are errors in usage (e.g., “the water is ... to dirty” and “if everybody are agree with me”) and mechanics (e.g., “thats why”). In such a brief response, there needs to be greater control of the elements of Conventions to demonstrate even minimal competence.

Performance Level: Does Not Meet the Standard

Dear Teacher,

In other less fortunet countries the students have to take time out of the day and clean their school. Here in the great USA we are lucky enoff to afford janitors to help keep our school looking nice, but I and a few other classmates feel we too can help out.

Form Number			
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		⑨	⑨

Let me go into further deatail of our master plain.

I and five other students have come up with a glorious idea, we would enjoy coming to the school every other Saturday and clean. That's right, clean! We have already gachered the nessasory cleaning equipments. Also the janitors think us helping clean is a great idea. They have already allowed us to use their equipment for our noble task.

Let me tell you of how we think we can help. On early Saturday morning we can arrive at the school. Then we will get to work! We will first get to work on the hallways. The glue bits from the already removed posters still remains on the walls, we can easily remove these eye soues with a scraper. The dirty hand prints^{bits} by kids on the hallway walls can be removed with a good scurling. After my crew and I are finished with the hall we will head out to the class rooms.

Everytime someone comes in from the outside, they seem to bring a sandstorm of dirt with them. This

Paper 10 (page two)

can cause the ~~classroom~~ classroom to be dirty. We can fix this by sweeping and putting friendly reminders to wipe your feet before entering the school by every door. Secondly we would enjoy sanitizing all the desks. The classroom can be a place of learning, but it can also house many illness causing germs. For instance, if someone sneezes on a desk and another person touches said desk germs are spread. I find this very gross.

When finished with the halls and classrooms the locker rooms are last on our to do list. With the constant leakage of roaches and unpleasant smells we have a work cutout for us. The smell can be controlled with a few well placed air fresheners around the room. Maybe after a good scrubbing of the locker rooms the bugs may leave. If this does not work we may need to call an exterminator.

I and the other students feel this would really help the school look better. We are ready and willing to go the extra mile to keep the school looking its best. Maybe after the other classrooms see what we have done they will join us on our cleaning spree. Thank you clearly for your time in this matter, I hope you will approve of ~~our~~ our solution.

Sincerely,
The Cleaning Gang

Annotations for Paper 10

Expository Prompt 221

Ideas Score: 5

The writer’s plan for cleaning the school is fully developed. Supporting ideas are relevant (when the students will come, cleaning the hallways, cleaning the classrooms, and cleaning the locker room). These supporting ideas are fully elaborated with specific examples and details (e.g., “The glue bits from the already removed posters still remains on the walls, we can easily remove these eye soars with a scraper,” and “With the constant berauge of roaches and unpleasant smalles we have are work cutout for us”). The information in the paper addresses several reader concerns (e.g., what will the students clean, and why should they clean these areas?). The writer addresses all aspects of the assigned task.

Organization Score: 5

The overall organizational strategy (providing a rationale for the cleaning plan in the introduction, communicating the details of the plan in the body, and highlighting the benefits of the plan in the conclusion) is logical and appropriate to the assigned topic and expository purpose. Related ideas about when students will clean, cleaning the hallways, cleaning the classrooms, and cleaning the locker room are grouped together. The writer sequences ideas logically in the body paragraphs (e.g., “Everytime someone comes in from the outside, they seem to bring a sandstorm of dirt with them.” → “This can cause the classroom to be dirty”). Varied transitional elements link all parts of the response (e.g., “After my crew and I are finished with the hall,” “For instains,” and “If this does not work”). The conclusion provides clear closure without repetition.

Style Score: 5

The writer uses a variety of carefully crafted phrases to engage the audience and to establish a “can-do-it” tone (e.g., “The dirty hand prints left by kids on the hallway walls can be removed with a good scrubing,” and “The classroom can be a place of learning, but it can also house many illness causing germs”). There is extensive variation in sentence length and structure. The writer’s authoritative voice can be heard throughout the response (e.g., “We are ready and willing to go the extra mile to keep the school looking its best”). Throughout the response, the writer controls language to keep the audience engaged.

Conventions Score: 4

Simple, compound, and complex sentences are consistently correct, with appropriate end punctuation. Errors in sentence formation are few (there are a few run-ons, like “I and five other students have come up with a glorious idea, we would enjoy coming to the school every other Saturday and clean”). Usage is consistently correct, with few errors (e.g., “The glue bits ... still remains,” and “Everytime someone comes in ... they seem to bring”). Regarding mechanics, there are quite a few misspellings (e.g., “dealtail,” “aquipment,” “sanatizing,” and “controled”), as well as some missing commas.

Performance Level: Exceeds the Standard

Paper 11

Dear Teacher,

Students should never be required to clean their school themselves. This extra working time wastes the educational and teaching time of the students and teachers of a school. The fumes from the cleaners could be what some people are allergic to. Also, some people are ^{really} ~~very~~ allergic to dust. Also, this act would take away a man or woman's paying job. Chaos could then break out in the nation.

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The extra work could waste a few precious minutes of excellent educational and teaching time. Students would get slightly behind in their classwork because they would be too busy working. The teachers' teaching time would be delayed and the children would be a little confused because of constantly being behind. Grades could really suffer from this problem.

Different people are allergic to different things. For example, many people are allergic to dust and certain chemicals that can be found in cleaning supplies. It would be pretty hard to find a cleaner that everyone isn't allergic to. Dust is also a big problem and is found almost everywhere. When people start dusting, the dust flies everywhere in the air and can make someone have a hard time breathing. Allergies could create a lot of stress for the school.

If all of the students started cleaning up the school, the ~~janitors~~ ^{janitors} wouldn't have much of a job to do. Their pay could get smaller, and they could quit to find a better paying job. It would be really hard to find new janitors, and the students would have to clean everything. It would be hard to learn while you're cleaning a whole school.

Paper 11 (page two)

More clearing ~~streaming~~ may benefit the school, but there are some flaws ⁱⁿ ~~to~~ that plan. How could we keep up with the knowledge that is givin to us now if we become too tired? Our grades would slip and the school couldn't be ~~the~~ ^{the} best could be. So, this extra work can cause quite a few problems.

Annotations for Paper 11

Persuasive Prompt 121

Ideas Score: 3

The controlling idea (students should not participate in cleaning the school) is sufficiently developed with relevant supporting ideas (cleaning time would cut into learning time, students may be allergic to dust and cleaning supplies, and the janitors would lose their jobs). The writer elaborates on these supporting ideas with relevant details (e.g., “Students would get slightly behind in their classwork, because they would be too busy working,” and “Their pay would get smaller, and they could quit to find a better paying job”). Although there are not many specific details in the response, there is sufficient information to provide a sense of completeness and to address some reader concerns (e.g., why should students be exempt from cleaning the school?).

Organization Score: 3

The organizing strategy (introduction / supporting paragraphs / conclusion) is appropriate to the assigned topic and persuasive purpose. In the introduction, the writer clearly establishes his/her position. Related ideas about how cleaning compromises learning time, how students may be allergic to cleaning products and dust, and how the janitors could lose employment are grouped together. Ideas within body paragraphs follow a generally clear sequence (e.g., “Dust is also a big problem and is found almost everywhere.” → “When people start dusting, the dust flies everywhere in the air and can make someone have a hard time breathing”). Some transitions link ideas (e.g., “For example,” and “If all of the students started cleaning the school”). The conclusion provides closure, but in it, the writer repeats some of the ideas found in the body of the paper (e.g., “our grades would slip”). Overall, the writer demonstrates sufficient control of the components of Organization.

Style Score: 4

Word choice is consistently engaging (e.g., “chaos could then break out in the nation,” “a few precious minutes of excellent educational and teaching time,” and “dust flies everywhere”). This effective language helps the writer establish a concerned tone and a distinctive voice. Rhetorical questions demonstrate audience awareness (e.g., “How could we keep up with the knowledge that is given to us now if we become too tired?”). Sentences vary in length and structure. Overall, the writer demonstrates consistent control of the components of Style.

Conventions Score: 4

Simple, compound, and complex sentences are consistently correct, with appropriate end punctuation. The elements of usage and mechanics are consistently correct as well. The length of the paper affects the writer’s ability to demonstrate control in a wide variety of contexts. Overall, though, control of the elements of Conventions is consistent.

Performance Level: Meets the Standard

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IF I WAS RESPONSIBLE FOR cleaning up the school I would be kind of upset because I have to clean-up after people. I would be thinking of something like why do I have to clean-up, and I do not like this. But if you sit down and think about it they have you doing this responsible cleaning so you can be an responsible adult. Some Parents don't teach there kids how to be responsible and when your not responsible as a kid your not going to be responsible as an adult. So when I'm doing jobs responsibly I'm being a responsible person. I would still be upset a little but but all this responsible cleaning is helping me be a responsible person and that's a good thing for me.

Thank You

Annotations for Paper 12

Persuasive Prompt 121

Ideas Score: 1

The position is stated (students should clean the school). The writer cites one supporting idea to develop this position (it will make students into responsible adults). There is very little elaboration for this supporting idea, however (e.g., “Parents don’t teach there kids how to be responsible and when your not responsible as a kid, your not going to be responsible as an adult). Other than this one detail, the writer only repeats that cleaning helps students become responsible (which is a reiteration of the supporting idea). There is too little development to establish a controlling idea.

Organization Score: 2

The organizing strategy is minimally effective. There is an introduction, body, and conclusion. In the introduction, the writer notes that the idea of cleaning makes him/her upset. In the body of the paper, the writer concedes, though, that cleaning would be good for the students. In the conclusion, the writer reiterates that cleaning is upsetting but good for students. Some of the ideas in the paper are sequenced (e.g., “If I was responsible for cleaning up the school I would be kind of upset because I have to clean-up after people.” → “I would be thinking of something like why do I have to clean up...”). There are too few ideas in the body of the paper to demonstrate grouping, but there are a few transitions (e.g., “but if you sit down and think about it”). Overall, the writer demonstrates minimal control of the components of Organization.

Style Score: 2

Word choice is mostly simple (e.g., “a little bit”) and repetitive (e.g., “responsible” and responsibility”). A tone is evident, though; the writer’s attitude about cleaning is generally positive. There is some voice and audience awareness in the response as well (e.g., “but if you sit down and think about it”). Sentence variety is limited due to the brevity of the response. Overall, the writer demonstrates minimal control of the components of Style.

Conventions Score: 2

There is one fragment. Other sentences are not only correct but also more complex constructions (e.g., “I would still be upset a little bit but all this responsible cleaning is helping me be a responsible person and that’s a good thing for me”). Most often, the writer controls the usage in these longer sentences, but there are a few incorrect word forms (e.g., “there kids” and “your not responsible”). Most elements of mechanics are correct. Overall, though, competence in Conventions is limited by the brevity of this response.

Performance Level: Does Not Meet the Standard

→ In some countries around the world students are held responsible for cleaning their own schools. I think that is a very unfair requirement for those children. It takes away from valuable school time that children should be using to learn, not sweep the floors.

Most schools hire professionals to clean the school. If a school already has someone to clean it, then why should children have to? The men and women who are hired to clean by the schools are rewarded with paychecks, but students receive nothing even though they do the exact same thing. In fact, cleaning seems as more of a punishment for the students, because they miss class time. My suggestion for schools who can't afford to hire professionals to clean is to have children that misbehave during the day stay after and clean. By doing this the child would be punished and the school would stay clean without students missing class. Fifteen minutes each day might not seem like much at first. However, in an average 180-day school year, students would have wasted 1,350 minutes cleaning.

Several children have chores at home, so I believe it's extremely unfair to give them chores at school as well. If children must clean their schools then they shouldn't be held responsible for cleaning their houses. However, this isn't an option for many families. If both parents are working then someone must keep the house clean. This responsibility usually falls on the children. After having already cleaned at schools, kids may start to feel like servants instead of children.

Another issue with having children clean is the schools may not

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Paper 13 (page two)

be as clean as custodians would keep them. Custodians know all the proper cleaning methods, but most children don't. Therefore, some things wouldn't be cleaned right or would not be cleaned at all. Then, not only would the school be unclean, but children would have missed class for no reason. Forcing students to clean schools would also lower the employment rate, because there would be no jobs as custodians in the schools. Some kids also have to leave school at an early age, or don't get to attend much. This leads me to believe that all the time in school they have should be used very wisely. They should spend that time learning things, not cleaning. Knowledge is what will help them in the world and allow them to get good jobs. Cleaning won't.

I would be very upset if I was forced to clean my own school. I want a future with a good high-paying job. I don't want to work as a custodian for the rest of my life. Children should be held responsible for things in school, but not for things such as dusting and sweeping. They should be responsible for obtaining all the knowledge they possibly can in the time they have, and for using that knowledge to build a better future for themselves, their families, and the world around them.

Annotations for Paper 13

Persuasive Prompt 121

Ideas Score: 5

The controlling idea (students should not clean the school) is fully developed with relevant supporting ideas (schools already have custodians to clean, many students already have cleaning responsibilities at home, and students would not clean as well as custodians do). The writer elaborates on these supporting ideas with specific examples, details, and reasoning (e.g., “Fifteen minutes each day might not seem like much as first. However, in an average 180-day school year, students would have wasted 1,080 minutes cleaning,” “After having already cleaned at schools, kids may start to feel like servants instead of children,” and “Knowledge is what will help them in the world and allow them to get good paying jobs. Cleaning won’t”). Overall, the response contains an abundance of information that addresses several reader concerns (e.g., why should the school have custodians clean rather than students?).

Organization Score: 5

The organizing strategy (introduction / supporting paragraphs / conclusion) is appropriate to the assigned topic and persuasive purpose. In the introduction, the writer establishes his/her position. Related ideas about how janitors already clean the school, how students clean at home, and how janitors are more qualified to clean are grouped together. Ideas within body paragraphs are sequenced logically (e.g., “If children must clean their schools then they shouldn’t be held responsible for cleaning their houses.” → “However, this isn’t an option for many families.”). Varied transitions link ideas throughout the response (e.g., “In fact,” “However,” and “Then, not only ... but”). The conclusion provides closure without repetition. Overall, the writer demonstrates full command of the components of Organization.

Style Score: 5

Word choice is consistently precise, and the writer uses a variety of carefully crafted phrases to engage the reader (e.g., “rewarded with paychecks,” “This responsibility usually falls on the children,” and “proper cleaning methods”). The concerned tone is appropriate for persuasive writing (e.g., “I want a future with a good high paying job. I don’t want to work as a custodian for the rest of my life”). Sentences vary in length and structure. The writer’s voice is distinctive, and it engages the audience throughout the response.

Conventions Score: 5

A variety of simple, compound, complex, and compound-complex sentences are correct, with appropriate end punctuation. All elements of usage (e.g., subject-verb agreement and word forms) are correct, with few errors. The elements of mechanics, particularly the internal punctuation, are correct, in a variety of contexts. Overall, the writer demonstrates full command of the elements of Conventions.

Performance Level: Exceeds the Standard

Paper 14

I think that students should not have to clean the school each day for 15 minutes, because they are only obligated to go to school and learn not to work. Cleaning the school is a job for an highly skilled adult, besides children wouldn't know what kind of chemicals could hurt them and which ones couldn't, well to be honest no chemical is a safe one all chemicals have a certain poison in them that could harm anyone. It is very hazardous to let a child use chemicals unsupervised. The children could make a bomb and think that its cool but one day you could leave them unsupervised and the next day the school could be up in flames. That's why they need to stop being stubborn and pass a law stating that are not allow to use chemicals or anything that they could swallow or choke on. Okay lets switch the scenario around lets say that the children were in charge and they made ~~you~~ clean the school on your freetime every day for 15 minutes. How would you feel that's right I don't think you would feel to good, you would say that is unfair. I could see if a child said to the principal or whoever was in charge, I would like to volunteer my time each day to help the students clean the school, but nine times out of ten an average child wouldn't say that. Becaus an average child only thinks about having fun and watching cartoons all day. You can't one day just decide to say you are

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Paper 14 (page two)

are going to have to work each and every day for 15 minutes or until I say stop. So by making them work you are physically abusing them instead of you being nice and concerned about the health of your students you would hire someone to clean the school you make them work. I conclude by saying that if u went someone to clean the school hire someone and don't ask the children. Also be kind and courteous to the students, because without the students you would have no job or no school and you wouldn't want that. I know that working everyday is hard, but just relax and have fun with it. In the words of Smokey the Bear " Only you can prevent forest fires" well in this case fires in general. Just think if your child had to clean the school around harmful chemicals each day what would you do?

Annotations for Paper 14

Persuasive Prompt 121

Ideas Score: 3

The controlling idea (students should not clean the school) is sufficiently developed with relevant supporting ideas (students could harm themselves with cleaning chemicals, teachers would not want to clean the schools, so why would students, and students should not be made to do things that they don't want to do). The writer develops these supporting ideas with relevant details (e.g., "all chemicals have a certain poison in them that could harm anyone," "How would you feel that's right I don't think you would feel to good," and "So by making them work you are physically abusing them instead of you being nice and concerned about the health of your students"). There is enough information in the paper to provide a sense of completeness and to address some reader concerns (e.g., why should students be exempt from cleaning?).

Organization Score: 3

The organizing strategy (introduction / supporting paragraphs / conclusion) is appropriate to the assigned topic and persuasive purpose. In the introduction, the writer establishes a position and maps out the supporting ideas. There is not a clear transition between the introduction and the first body paragraph, but related ideas about harmful chemicals and the students' disdain for cleaning are grouped together. Ideas within body paragraphs follow a generally clear sequence (e.g., "lets sat that the children were in charge and they made you clean the school on your freetime everyday for 15 minutes." → "how would you feel"). Some transitions link parts of the paper (e.g., "Okay lets switch the scenario around" and "I conclude by saying"). The conclusion provides closure, even though the "Smokey the Bear" analogy is not immediately clear.

Style Score: 3

Word choice is generally interesting (e.g., "highly skilled adult," "let a child use chemicals unsupervised," and "physically abusing them"). There are occasional lapses into more ordinary language (e.g., "chemicals or anything" and "feel to good"). The strong audience awareness and voice are the stylistic strengths of the paper (e.g., "well to be honest," "How would you feel that's right I don't think you would," and "you wouldn't want that"). There is some variation in sentence length and structure. Overall, the writer demonstrates sufficient control of the components of Style.

Conventions Score: 2

Some simple sentences are formed correctly, but missing punctuation results in several runs-ons (e.g. "Cleaning the school is a job for an highly skilled adult, besides children wouldn't know what kind of chemicals could hurt them..."). The writer demonstrates more control in usage than in sentence formation. There are some incorrect words forms, however (e.g., "an highly skilled adult" and "that are not allow to use chemicals"). Regarding mechanics, the spelling is generally correct, but the paper lacks paragraph breaks, and there is some missing internal punctuation (e.g., "its cool" and "lets switch"). Overall, the writer demonstrates minimal control of the elements of Conventions.

Performance Level: Meets the Standard

Dear Teachers,

It is my belief that students should be responsible for the basic cleaning of our school. This includes sweeping, dusting, and cleaning their classrooms and hallways. I believe this would be a great learning experience because it would help make and keep our school a cleaner place, show people what they have to look forward to if they do not get a good education, and the students would have more respect for our school.

It would help keep our school cleaner, in that the students would pick up after themselves better. Some of the reasons are so they would not have as much to clean up during the fifteen minutes at the end of the day. Also the students would have more respect for our school. This is because they would know how much work it takes to keep it as clean as the janitors do.

Helping with the basic cleaning of our school would show people who do not want to get an education what kind of jobs they have to look forward to, if any.

In conclusion, I have given you some good points of view on why the students should have to do the basic cleaning of our school. I am hoping that you will not take this lightly but will consider this a way to benefit our school. It would help keep our school cleaner, get students to respect our school more and also help decrease the average of students dropping out of school.

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Annotations for Paper 15

Persuasive Prompt 121

Ideas Score: 2

The controlling idea (the students should participate in cleaning the school) is minimally developed. Supporting ideas are relevant (e.g., the school would be cleaner, and students would be motivated to get a better education and avoid cleaning buildings for a career). The writer includes few details to develop them, however (e.g., students “would know how much work it takes to keep it as clean as the janators do”). There is not enough information in the paper to provide a sense of completeness.

Organization Score: 3

The organizing strategy (introduction / supporting paragraphs / conclusion) is appropriate to the assigned topic and persuasive purpose. The introduction is clear, and, in the body of the paper, related ideas about keeping the school cleaner and focusing on getting a good education are grouped together. Ideas follow a generally clear sequence as well (e.g., “It is my belief that students should be responsible for the basic cleaning of our school.” → “This includes sweeping, dusting, and cleaning their classrooms and hallways”). Some transitions link parts of the paper (“This is because,” and “In conclusion”). There is some repetition in the conclusion, but it provides closure.

Style Score: 3

Word choice is generally interesting (e.g., “what they have to look forward to,” “pick up after themselves,” and “not take this lightly”). This language helps establish a clear voice. Audience awareness is somewhat limited to the conclusion (“I am hoping that you will not take this lightly but will consider this a way to benefit our school”). There is some variation in sentence length and structure. Overall, the writer demonstrates sufficient control of the components of Style.

Conventions Score: 3

The writer forms simple and complex sentences correctly, with appropriate end punctuation. The elements of usage and mechanics are correct, for the most part, as well. Although the paper does not contain an extensive amount of writing (there are about 9-10 words per line), the writer demonstrates sufficient control of the elements of Conventions.

Performance Level: Meets the Standard

I don't think kids should have to clean
at school. Kids have their own chores to do that
why the school has janitor they have their own
chores and kids have their own for example
Janitors for school bathroom clean and
Janitors have their own bathroom to clean and kids
keep their own clean. Children want to school
to learn not to wash walls or scrub toilets
it can interfere with their study and can make them sick

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Annotations for Paper 16

Persuasive Prompt 121

Ideas Score: 1

Although the writer's position is stated (students should come to school to learn, not to clean), there is insufficient writing in this response to determine minimal competence in Ideas.

Organization: 1

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

Style: 1

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

Conventions: 1

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

Performance Level: Does Not Meet the Standard

Dear Ms.

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I think that the students at our school should help participate in cleaning our school because when we are at school, it's like we are all one big learning and educating family. I think that students can make a cleaner place to be in. If I had to make a decision, I would choose to help clean our learning environment because who wants to learn in a unsatisfying school, I'd rather learn and go to a school that is clean and spotless, wouldn't you? I think that you and I should set good expectations for others, what do you think? Honestly, between me and you, I think we are others role models because your students look up to you, just like me. Also, my classmates look up to me. We should convince others that cleaning our school is not a hard crisis to make, how about we start a Fellowship member group, convincing and inspiring the ones who believes in helping. We all can become successful people in life. Well tell me what you think, it's time to go to lunch, so we should be called inspiration leaders, because that's what we do, inspire others.

Sincerely,

Annotations for Paper 17

Persuasive Prompt 121

Ideas Score: 2

The controlling idea (students should help clean the school) is minimally developed. Supporting ideas are relevant (who wants to attend a dirty school, and we can convince the students that this is the right choice) but underdeveloped. The writer develops them with few details (e.g., “I’d rather learn and go to a school that is clean and spotless,” and “how about we start a Fellowship member group, convincing and inspiring the one’s who believes in helping”). There is not enough information in the paper to provide a sense of completeness.

Organization Score: 2

The writer demonstrates minimal control of the components of Organization. The writer establishes his/her position in the introduction. There is some evidence of grouping in the body of the paper (e.g., the writer groups related details about wanting to attend a clean school and working with the principal to garner support for the idea). Some of the ideas in the paper are sequenced (e.g., “who wants to learn in a unsatisfied school,” → “I’d rather learn and go to a school that is clean and spotless, wouldn’t you?”). Transitions are few (e.g., “Honestly,” and “Also”). The final sentence before the post-script is more of a concluding statement than an effective conclusion. Overall, the writer demonstrates minimal control of the components of Organization.

Style Score: 2

Although there are examples of engaging word choice (e.g., “help clean our learning environment”), the language is often simpler (e.g., “make a cleaner place to be in”) and occasionally lacking clarity (e.g., “cleaning our school is not a bad crisis to make”). The stylistic strength of the paper is the writer’s voice and clear demonstration of audience awareness (e.g., “wouldn’t you,” “between me and you,” and “that’s what we do, inspire others”). In such a relatively brief response, however, the writer needs to establish more consistent command of engaging word choice to demonstrate more than minimal control in Style.

Conventions Score: 2

Some sentences are formed correctly, but there are about just as many run-ons (e.g., “I think that you and I should set good expectations for others, what do you think?”). Most elements of usage are correct, with the exception of an occasional agreement error (e.g., “the one’s who believes”). Regarding mechanics, internal punctuation, especially apostrophe use, is somewhat erratic (e.g., “student’s can make,” and “the one’s who”). In a relatively brief response like this, greater control of the elements of Conventions is needed to demonstrate more than minimal competence.

Performance Level: Does Not Meet the Standard

Dear teachers,

As you know, in this day and age, our wonderful United States has changed the way we operate our schools. At first, there was one school house where the teacher would clean up after school was out for the day. Eventually, the class sizes grew, and now there is a big school house, with a lot of classrooms inside. Now, in these classrooms it would get a little messy, and usually paid and working adults come into the classrooms to clean up. But in some countries students are responsible for cleaning their schools. I think we, the students, shouldn't be required to clean our schools because most students already have house chores, we wouldn't get paid for it, and there are adults who need jobs.

Students should not be required to clean their schools because if you're a kid like me, you already have to do house chores. No kid wants to do extra cleaning, because it's not fun. Now I have "school pride" but I, myself don't like cleaning all the time. On Saturdays, at my home, we have to clean the whole house. For me, it would probably take at least four hours to clean my one house, let alone a school.

Another reason students shouldn't have to clean their schools is the school wouldn't pay us. Even if they did what would be the point in paying twenty-five kids money when all you have to do is pay one or two adults who need the money, more than kids. If I was required to clean my school, and not get paid, I would go on strike, and encourage other kids to go strike too. Plus if there are teachers, they might as well clean the classrooms. I wouldn't think that it would be that hard to clean the classrooms if you're in it all day, every day.

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Paper 18 (page two)

The final reason why kids shouldn't be responsible for having their school clean is, with all of the poverty in this world, the schools could help out by educating worthy adults, so that they could become teachers. It could be an easy trade, teachers for money, then the school would get money, and the cycle would start over again. I'm sure the adults who have mouths to feed at home wouldn't mind the job at all. I know that I wouldn't care being a custodian, as long as my children have food in their mouth and a roof over their heads. If my parents did that for me, I would feel mighty proud because that really says "I love you!"

Overall, students shouldn't be required to clean their schools because they don't have to or need to. Cleaning schools is not going to boost your health, or help you get a job, unless you want or need to be a custodian. Plus in this country, I don't think you will be able to do that anyway because of child labor laws. Most adults tell me to "be a kid as long as it can be," but cleaning when you don't have to is definitely not my choice of having fun. And basically that's all kids want to do

Sincerely,

The Students

Annotations for Paper 18

Persuasive Prompt 121

Ideas: 4

The controlling idea (students should not be required to clean the school) is well developed with relevant supporting ideas (e.g., students already have several house chores, students would not be paid to clean, and students should focus on schooling and leave the cleaning to custodians who need jobs). The writer develops these supporting ideas with specific examples, details, and reasoning (e.g., “On Saturdays, at my home, we have to clean the whole house. For me, it would probably take at least four hours to clean my one house, let alone a school,” and “I know that I wouldn’t care being a custodian, as long as my children have food in their mouth and a roof over their head”). Some of the details in the paper would benefit from fuller elaboration (e.g., “It could be an easy trade, teachers for money, then the school would get money, and the cycle would start over again”). The response contains information that addresses reader concerns (e.g., why should students be exempt from cleaning the school?).

Organization: 4

The organizing strategy (introduction / supporting paragraphs / conclusion) is appropriate to the assigned topic and persuasive purpose. In the introduction, the writer shows how schools have evolved and gotten bigger, necessitating custodians. This beginning sets the stage for the writer’s argument that students should not clean the school. Related ideas about students’ other chores, how students will not be paid for their effort, and how students should leave the cleaning jobs to custodians are grouped together. Ideas within body paragraphs follow a logical sequence (e.g., “Plus if there are teachers, they might as well clean the classrooms.” → “I wouldn’t think that it would be that hard to clean the classrooms if you’re in it all day, everyday”). A variety of transitions link ideas within paragraphs (e.g., “Now I have ‘school pride’ but,” “Even if they did,” and “If my parents did that for me”). Transitions between body paragraphs are not particularly effective (e.g., “Another reason” and “The final reason”). The conclusion provides closure without repetition. The writer demonstrates consistent control of the components of Organization.

Style: 4

Word choice is consistently engaging (e.g., “changed the way we operate schools,” “encourage other kids to go on strike too,” and “I would feel mighty proud”). This effective language helps establish an authoritative tone that is appropriate to the persuasive purpose. The writer’s voice is distinctive (e.g., “Now I have ‘school pride’ but,” “what would be the point,” and “It would be an easy trade”). Sentences vary in length and structure. Overall, the writer consistently controls language to engage the audience.

Conventions: 5

A variety of simple, compound, complex, and compound-complex sentences are formed correctly, with appropriate end punctuation. There is one run-on in the fourth paragraph and a fragment in the conclusion, but these errors are, by far, the exception. There are very few usage errors, and mechanics problems are minor (e.g., “its not fun,” “I dont think,” and “thats all kids”). Overall, the writer controls the elements of Conventions in over 90% of the paper.

Performance Level: Exceeds the Standard

An other disadvantage I think is that the students would not agree with this change. Many teens and younger kids have to do many chores to do at home. Cleaning the school would take time out from what they come to school for, to learn. Plus I think that that would be too much cleaning for a student to do.

I don't know about other schools but here at Middle we have a busy curriculum. If we put our students to work the teachers might not be able to teach all the things that he or she may want. Something is always getting dirty and we can't always take our time out to clean.

In conclusion, I think that we should stick with the janitors cleaning the school. Not the students attending the schools. I'm not saying that the other countries' method is wrong. I just think that we are not ready for a change like that just yet.

Love Always

Annotations for Paper 19

Persuasive Prompt 121

Ideas Score: 3

The controlling idea (the students should not participate in cleaning the school) is sufficiently developed with relevant supporting ideas (if the students clean, the janitors will be out of a job; students have many other chores to attend to; the curriculum is too involved to make room for cleaning). The writer develops these supporting ideas with relevant details (e.g., “Janitors ... work hard for thier money. I don’t think it’s right to take thier job from them,” and “If we put our students to work the teachers might not be able to teach all the things that he or she many want”). There is sufficient information in the response to provide a sense of completeness and to address some reader concerns (e.g., why should students be exempt from cleaning the school?).

Organization Score: 3

The organizing strategy (introduction / supporting paragraphs / conclusion) is appropriate to the assigned topic and persuasive purpose. In the introduction is clear; in it, the writer establishes his/her position and supporting ideas. In the body of the paper, the writer groups related ideas about how cleaning takes work away from janitors, how students have many other chores to do, and how the current curriculum is too involved to allow time for cleaning. Ideas within body paragraphs follow a generally clear sequence (e.g., “If we put our students to work the teachers might not be able to teach all things that he or she many want.” → “Something is always getting dirty and we cant always take our time out to clean”). Some transitions link parts of the paper (e.g., “An other disadvantage” and “In conclusion”). The conclusion provides closure. Overall, the writer demonstrates sufficient control of the components of Organization.

Style Score: 3

Word choice is generally interesting (e.g., “we would regret the change” and “we have a busy curriculum”). There are some lapses into more ordinary language, however (e.g., “Janitors are always doing something” and “teach all the things”). The concerned tone is appropriate for persuasive writing, and the writer demonstrates some voice and audience awareness through the use of rhetorical questions (e.g., “How will they pay their bills”). There is some variation in sentence length and structure, as well. Overall, the writer demonstrates sufficient control of the components of Style.

Conventions Score: 3

The writer demonstrates sufficient control of the components of Conventions. Simple, compound, and complex sentences are generally correct, with appropriate end punctuation. The fragment in the conclusion is functional (“Not the students attending the schools”). Most of the usage is correct, but there are some incorrect word forms (e.g., “An other” and “to much cleaning”). The elements of mechanics are generally correct, although there are some missing apostrophes (e.g., “dont think its right,” and “Im not saying”).

Performance Level: Meets the Standard

In my opinion is we need to clean our school cause is our responsibility of have one school clean and try to tell the other student to help and explain to him/she why is important to have one school clean why cause when do you pick all trash can, and wash your hand before you go to the bathroom do you finish with the bacteria or take out all do you think what is bad for your health maintain clean your classroom cause sometimes some people come to see of the school. come to see how do you have your school if do you have clean or dirty and he/she make a report to the maintenance clean and if do you have your school clean and all around he/she make a good report. but if do you have a bad school and you never clean he/she make a bad report about your school how do you maintain clean your school. You need to pick up out and in all trash, maintain clean the bathroom, dont write in the wall, and dont write in the desk and put one bucket with bag in where are the door cause when do you find one paper in the floor pick up and put in the trash can and put one paper what say put the trash in the trash can thats how do you school maintain clean.

Sincerely _____

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Annotations for Paper 20

Persuasive Prompt 121

Ideas Score: 2

The controlling idea (the students should help clean the school) is minimally developed. Supporting ideas are relevant (a dirty school is bad for one's health, the school might get a bad report from an inspector if the school is dirty, and there are some specific cleaning tasks that should be done) but underdeveloped. There is partial development for the point that the school should be kept clean for others who come "see the school"). The other supporting ideas, however, are mostly listed without further development (e.g., "dont write in the wall" and "dont write in the desk"). Overall, there is not enough information in the paper to provide a sense of completeness.

Organization Score: 2

The writer demonstrates minimal control of the components of Organization. In the brief introductory statement, the writer states his/her position. There is some evidence of grouping (e.g., the writer groups related ideas about keeping the school clean for visitors). The writer sequences some ideas, as well (e.g., "clean your classroom cause sometimes some people come to see othe school." → "Come to see how do you have your school..."). There are few transitions in the response. The final sentence is more of a concluding statement than a proper conclusion.

Style Score: 1

Word choice is often imprecise and confusing (e.g., "do you finish with the bacteria or take out all do you think what is bad for your health," and "come to see how do you have your school if do you have clean or durty"). This ineffective word choice limits the writer's ability to establish a clear tone and voice. There is little variation in sentence length and structure. Overall, the writer does not control language to engage the audience.

Conventions Score: 1

Most of the attempted sentences in the paper result in fragments and fused or overloaded sentences. There are severe and repeated usage errors (e.g., "explain to him/she why is important," "maintein clean your classroom," and "put one bucket with bag in where are the door"). Paragraph breaks are mostly missing, capitalization is erratic, and internal punctuation is often absent (e.g., "dont write on the desk). Control of the elements of Conventions is present in less than 50% of the response.

Performance Level: Does Not Meet the Standard