

# Grade 6

# Annotation Papers

## **November 2005 Expository Prompt:**

Most of us have had to learn a task that was challenging, such as skateboarding, researching and writing a report, or presenting a project. Think about something that was hard for you to learn.

In three or more paragraphs, explain to your teacher what was difficult for you and why.

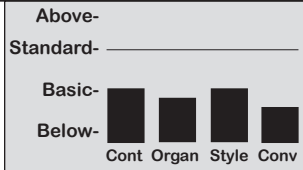


# Writing Annotations

Grade: 6 Year: 2002

Paper: 026081

Mode: Expository



Prompt: Most of us have had to learn a task that was challenging, such as skateboarding, researching and writing a report, or presenting a project. Think about something that was hard for you to learn.

In three or more paragraphs, explain to your teacher what was difficult for you and why.

1 Finding some info for a report must be one of  
2 the hardest things I've ever done. Like last year I  
3 had to find some info for a about my culcher  
4 and my mom and dad did not know what are cukher  
5 was and we could not call my grat grand ma  
6 sats she only speak Spanish and my mom did not  
7 know how to spek Spanish. So we asked if we  
8 could just write about Mexeco and lakley she said  
9 "yes" so we did some resech on Mexeco but it  
10 was still hard but we still got it done. But we forgot  
11 one part we had to bring in some sort of food  
12 from where we come from so we had to figure  
13 out what to bring but we figurd out what  
14 to bring after awhile of thinking so we brat  
15 torteas

Page 1 of 1

Annotation:

This paper is generally an inadequate example of an expository paper.

While this writer shows an awareness of the **topic**, the ideas need to be developed more completely. "I had to find some info for a [missing report] about my culcher and my mom and dad did not know what are culcher was and..." In part because of the multiple run-on sentences, the reader has difficulty discerning the main thought. Everything seems important and somewhat random, i.e., a search for **reasons**. Thus, there is little **evidence** to support the content and the **message** is flawed. The organizational pattern (**middle**) more like an outline with basic conjunctions for **transitions**. While there is a recognizable **introduction**, which repeats part of the prompt, there is no **conclusion**. The paper simply ends. **Voice**, **word choice**, and **sentence fluency** are all lifeless and basic. The writer's **style** has no sense of the person behind the words. Much of the paper is run-on sentences. A cadence is missing and endless connectives, i.e., "and or "so" are used to separate thoughts. **Convention** use is poor. There are enough errors that the reader is distracted from the text but it is decipherable, "...we had to figure out what to bring but we figured out what to bring after awhile of thinking so we brat torteas..." The major errors are in the use of spelling rules, e.g., figurd, I've, grat, (phonetic efforts with culcher or cukher for culture and lakley for luckily) and use of complete sentences

This paper has not yet met the district's performance standard.

SCORING

2

## 2 Content

- ☒ A. **Topic** generally focused throughout (2+)
- ☒ B. **Reasons** connected; does **not support the thesis** (2)
- ☒ C. **Evidence** connected; does **not support the reasons; implied** (2)
- ☒ D. **Message** present; simplistic; flawed; needs interpretation (2)

## 2 Organization

- ☒ A. **Introduction** restates title or prompt, unclear, or only a **little sense** of direction (2)
- ☒ B. **Middle** loosely patterned; outline-like (2)
- ☒ C. **Transitions** incorrectly used, omitted, or **repetitive** (1+)
- ☒ D. **Conclusion** missing; restates topic; text **abruptly** ends (1)

## 2 Style

- ☒ A. **Sentences** have **some** variety in beginnings, length, and/or structure; **awkward**; **troublesome** to read aloud (2)
- ☒ B. **Word Choice** limited; does **not enhance**; thesaurus overload, **passive** verbs (2)
- ☒ C. **Voice** distracted commitment; tone **inconsistent**; yet to be invited-in; audience/purpose is weak (2-)

## 1 Conventions

- ☒ Level 1: Below Basic
- Inconsistently** applies usage, spelling, capitalization, punctuation and paragraphs; **errors interfere** with meaning and/or readability. (1+)

# Writing Annotations

Grade: 6 Year: 2002

Paper: 026040

Mode: Expository

Above-Standard-				
Basic-				
Below-				
	Cont	Organ	Style	Conv

Prompt: Most of us have had to learn a task that was challenging, such as skateboarding, researching and writing a report, or presenting a project. Think about something that was hard for you to learn.

In three or more paragraphs, explain to your teacher what was difficult for you and why.

1 Tying my shoes was difficult  
2 for me. I just couldn't get it right.  
3 My mom and grandma tried to help me  
4 but there was no success. Maybe it was  
5 the fact my shoes always seemed to  
6 be too big. I ~~also~~ always thought  
7 that maybe a light bulb was burnt  
8 out in my head because I could  
9 not get it for the life of me.  
10 ~~the~~ Usually went on the bus with my  
11 shoes untied.  
12 My grandma would yell,  
13 "tie your shoes!"  
14 I would answer, "When  
15 I get on the bus." I was  
16 not always truthful. I used  
17 to have the lady on recess duty tie  
18 them for me up until 2nd grade  
19 she tied them.  
20 Finally I was determine to  
21 tie them. I had my mom show me  
22 time and time again. Then it clicked  
23 the lightbulb was one full force. I thought  
24 yow that was so easy. How could  
25 I not get it? Dun! My mom must have  
26 flicked the switch on! Well there is  
27 one of my difficult tasks for ya!

Page 1 of 1

Annotation:

This paper maintains an adequate example of expository writing.

"Tying my shoes was difficult for me. I just couldn't get it right..." opened this little paper. Sufficient and narrow focus was maintained on this main topic. **Reasons** and **evidence** were adequate but more development of the topic and more supporting details would have added depth to the writing. The **message** was cute and interesting but could have had more substance. An organizational pattern was evident in the paper's **body**. There was a brief, contextualized **introduction**, logical sequencing, and a fairly nice tying-up, **concluding** paragraph. However the paragraph would have been better without the last sentence, "Well there is one of my difficult tasks for ya!" **Transitions** were mostly telling and basic (finally, because, but, then), providing only some cohesion across or within paragraphs. **Voice** and **word choice** were some of the stronger traits in this paper. A sense of the personality behind the writer is revealed: "I always thought that maybe a light bulb was burnt out in my head because I could not get it for the life of me." "Then it clicked the light bulb was on full force." **Sentences** were routinely structured, with some variety in beginnings. For the most part, **conventions** were adequate. Although moderate editing is needed for missing words and end marks, the errors in usage and punctuation did not affect the readability of this paper. Spelling errors were minor: Tying, one for on.

As such, this paper has just met the district's performance standard.

SCORING

3

## 3 Content

- ☒ A. **Topic** purposeful throughout (4-)
- ☒ B. **Reasons** significant, **relevant** to support thesis (3)
- ☒ C. **Evidence** significant, **relevant & elaborated**, supports reasons (3)
- ☒ D. **Message** **interesting**, **important**; may be obvious (3)

## 3 Organization

- ☒ A. **Introduction** presents thesis in some **context**; provides reader with **direction** (3)
- ☒ B. **Middle** prepared in a **logical pattern** to show thesis (3)
- ☒ C. **Transitions** **telling/sequencing** **connections** (2)
- ☒ D. **Conclusion** **ties up** loose ends with **consequences**, connection to the broader, or **call for action** (3)

## 3 Style

- ☒ A. **Sentences** **vary** in beginnings, length, and/or structure, **usually** flow smoothly, easily read aloud (3)
- ☒ B. **Word Choice** **specific**; **strengthens** writing; **shows** use of **active** verbs (3-)
- ☒ C. **Voice** shows **commitment**; reader-writer interaction; tone attracts reader; audience/purpose **addressed** (3)

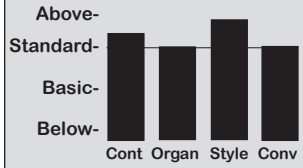
## 3 Conventions

- ☒ Level 3: Proficient (According to grade level expectations)  
**Competent** use of conventions; **mostly** and **consistently** applies correctly usage, spelling, and punctuation; does not interfere with meaning and/or readability. (3-)

# Writing Annotations

Grade: 6 Year: 2002

Paper: 026017a  
Mode: Expository



Prompt: Most of us have had to learn a task that was challenging, such as skateboarding, researching and writing a report, or presenting a project. Think about something that was hard for you to learn.

In three or more paragraphs, explain to your teacher what was difficult for you and why.

1 Something that was and is hard  
2 for me to learn, is basketball. One  
3 reason this sport was hard for me to learn  
4 was my little brother already knew how to  
5 play. This made learning difficult, because  
6 he always distracted me, and kept reminding  
7 me of my previous failures. Another way he  
8 made it hard for me to learn was  
9 the way he always bragged of being my  
10 better at this sport. After I learned  
11 the basics my brother would always  
12 argue and tease me about how I played.  
13 Another thing that made the sport  
14 of basketball hard for me to learn was  
15 the rules. All the different rules and  
16 fouls. There are a lot of fouls in  
17 basketball. The rules were not as hard  
18 to learn as the fouls, but I still found  
19 them very confusing.  
20 The hardest part to learn was  
21 the game itself. I had and still do, the  
22 hardest time with dribbling and shooting  
23 the ball, without it getting stolen  
24 by the opposing team or player. Not  
25 being allowed to dribble with both  
26 hands was the hardest part of  
27 learning to dribble. The hardest

Page 1 of 2

Annotation:

This writer consistently demonstrates a satisfactory ability to write an expository paper.

The **introduction** of this agreeably written paper was fresh and interesting. The main **topic** was controlled by the writer, purposefully focused, and supported with accurate **reasons** and **details**. For the most part the **message** was interesting and relevant. The **body** of this paper flowed logically. **Transitions** were mostly quite helpful and at other times just telling-like: "Another way..., Even though..., after, but, because" While there was a recognizable **conclusion**, more information would have given it more strength. As it was it mostly was too limited and failed to connect or tie-up loose ends. **Style-wise**, the writer spoke to the reader in a way that conveyed clearly how the writer felt about learning basketball. "... my little brother already knew how to play. This made learning difficult because he always distracted me, and kept reminding me of my previous (precious) failures." **Voice** showed good commitment to the topic and often the writer took a risk in the examples s/he cited. There were some colorful **word** phrases: "...using enough force and aim...", "...being my better...", but except for precise terms for the sport most of the language was more functional than imaginative. **Sentence fluency** was solid with a natural rhythm: "The rules were not as hard to learn as the fouls, but I still found them very confusing." Variety in sentence structure kept the pace interesting and smooth. The writer used **conventions** to add personality to the paper. Little editing is needed on this paper: missing verb (was in line 3) and minor spelling errors.

This paper has met the district's performance standard.

SCORING

- 3** **Content**
- ☒ A. **Topic** purposeful throughout (4-)
  - ☒ B. **Reasons** purposeful, fully support thesis/position (4)
  - ☒ C. **Evidence** significant, relevant & elaborated, supports reasons (3)
  - ☒ D. **Message** interesting, important; may be obvious (3)

- 3** **Organization**
- ☒ A. **Introduction** presents thesis in some context; provides reader with direction (3-)
  - ☒ B. **Middle** purposefully arranged in a logical pattern; clearly fit together (4-)
  - ☒ C. **Transitions** show, signal, or maintain basic and sequencing connections (3)
  - ☒ D. **Conclusion** limited; restates main points (2+)

- 4** **Style**
- ☒ A. **Sentences** vary in beginnings, length, and/or structure, usually flow smoothly, easily read aloud (3+)
  - ☒ B. **Word Choice** specific; strengthens writing; shows use of active verbs (3+/4-)
  - ☒ C. **Voice** engaging, confident, commitment, takes a risk; hooks reader; audience/purpose strongly addressed (4)

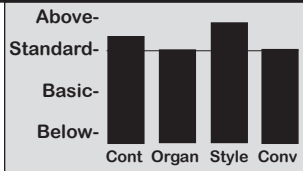
- 3** **Conventions**
- ☒ Level 3: Proficient (According to grade level expectations)  
**Competent** use of conventions; mostly and consistently applies correct usage, spelling, and punctuation; does not interfere with meaning and/or readability. (3+)



# Writing Annotations

Grade: 6 Year: 2002

Paper: 026017b  
Mode: Expository



Prompt: Most of us have had to learn a task that was challenging, such as skateboarding, researching and writing a report, or presenting a project. Think about something that was hard for you to learn.

In three or more paragraphs, explain to your teacher what was difficult for you and why.

28 part of shooting for me was using  
29 enough force and aim to get the  
30 ball in the basket. Even though all  
31 the hard work, learning the sport  
32 of basketball was worth it.

## Annotation:

This writer consistently demonstrates a satisfactory ability to write an expository paper.

The **introduction** of this agreeably written paper was fresh and interesting. The main **topic** was controlled by the writer, purposefully focused, and supported with accurate **reasons** and **details**. For the most part the **message** was interesting and relevant. The **body** of this paper flowed logically. **Transitions** were mostly quite helpful and at other times just telling-like: "Another way..., Even though..., after, but, because" While there was a recognizable **conclusion**, more information would have given it more strength. As it was it mostly was too limited and failed to connect or tie-up loose ends. **Style-wise**, the writer spoke to the reader in a way that conveyed clearly how the writer felt about learning basketball. "... my little brother already knew how to play. This made learning difficult because he always distracted me, and kept reminding me of my previous (precious) failures." **Voice** showed good commitment to the topic and often the writer took a risk in the examples s/he cited. There were some colorful **word** phrases: "...using enough force and aim...", "...being my better...", but except for precise terms for the sport most of the language was more functional than imaginative. **Sentence fluency** was solid with a natural rhythm: "The rules were not as hard to learn as the fouls, but I still found them very confusing." Variety in sentence structure kept the pace interesting and smooth. The writer used **conventions** to add personality to the paper. Little editing is needed on this paper: missing verb (was in line 3) and minor spelling errors.

This paper has met the district's performance standard.

Page 2 of 2

SCORING

3

### Content

- ☒ A. **Topic** purposeful throughout (4-)
- ☒ B. **Reasons** purposeful, fully support thesis/position (4)
- ☒ C. **Evidence** significant, relevant & elaborated, supports reasons (3)
- ☒ D. **Message** interesting, important; may be obvious (3)

3

### Organization

- ☒ A. **Introduction** presents thesis in some context; provides reader with direction (3-)
- ☒ B. **Middle** purposefully arranged in a logical pattern; clearly fit together (4-)
- ☒ C. **Transitions** show, signal, or maintain basic and sequencing connections (3)
- ☒ D. **Conclusion** limited; restates main points (2+)

4

### Style

- ☒ A. **Sentences** vary in beginnings, length, and/or structure, usually flow smoothly, easily read aloud (3+)
- ☒ B. **Word Choice** vivid, precise, apt, natural & never overdone; various active verbs (4-)
- ☒ C. **Voice** engaging, confident, commitment, takes a risk; hooks reader; audience/purpose strongly addressed (4-)

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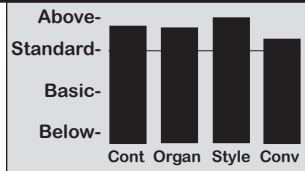
### Conventions

- ☒ Level 3: Proficient (According to grade level expectations)  
**Competent** use of conventions; mostly and consistently applies correct usage, spelling, and punctuation; does not interfere with meaning and/or readability. (3+)

# Writing Annotations

Grade: 6 Year: 2002

Paper: 026042a  
Mode: Expository



Prompt: Most of us have had to learn a task that was challenging, such as skateboarding, researching and writing a report, or presenting a project. Think about something that was hard for you to learn.

In three or more paragraphs, explain to your teacher what was difficult for you and why.

Annotation:

This writer demonstrates an outstanding ability to explain something throughout a paper.

From the lead words and sentences, this writer's **introduction** commands the reader's attention. While wording like this from an older student might be trite, it works at this grade level. The **topic** was well developed and relevantly supported with ample and creative **reasons** and **details**. The writer seemed to be writing from experience, which gave the paper authenticity. Organizational efforts enhanced the writing. The sequencing in the paper's **middle** was logical with good pacing. **Transitions** were quite cohesive both across and within paragraphs: "Which reminds me!", "...as well as...", "And like always...". The wrap-up in the **conclusion** was insightful: "...I would be taking away an important lesson that I learned... nothing is impossible, unless you think it is." Engaging and revealing best describe the **voice** of this paper: "Even the memories are still painful! Yes, I'm sure now! Learning to ride a bike was definitely the hardest thing I have ever had to do." There was a strong commitment to the topic. Colorful **word choices** were combined with a variety of **sentence** structures that contributed to the quality of the writing. Sentences flowed naturally: "I had to overcome my fear of blood as well as falling. Which reminds me! I was also afraid of crashing, losing control..." **Convention** use was as solid as the rest of the traits were. In some instances it was creative and helped add interest to the paper. Little editing is needed for this paper to be published.

This paper has surpassed the district's performance standard.

Page 1 of 2

SCORING

6

## 4 Content

- ☒ A. **Topic purposeful** throughout (4)
- ☒ B. **Reasons** significant, **relevant** to support thesis (3+)
- ☒ C. **Evidence** significant, **relevant & elaborated**, supports reasons (3)
- ☒ D. **Message insightful**, **clarifies**, goes beyond, anticipates questions (4)

## 4 Organization

- ☒ A. **Introduction creatively** presents thesis in context; draws reader in with **strong** sense of direction (4-)
- ☒ B. **Middle** prepared in a **logical pattern** to show thesis (3)
- ☒ C. **Transitions show, signal**, or **maintain** basic and sequencing connections (3+)
- ☒ D. **Conclusion** provides **thought-provoking** resolution, connection to the broader, or call for action (4)

## 4 Style

- ☒ A. Sentences vary **widely** in beginnings, length, and/or structure, flow **easily**; **cadence**, **invites** reading aloud (4-)
- ☒ B. **Word Choice vivid, precise**, apt, **natural** & never overdone; **various active** verbs (4-)
- ☒ C. **Voice engaging, confident**, commitment, **takes a risk**; hooks reader; audience/purpose **strongly** addressed (4)

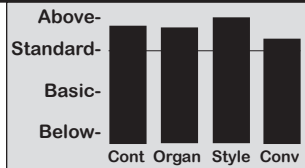
## 3 Conventions

- ☒ Level 3: Proficient (According to grade level expectations)  
**Competent** use of conventions; **mostly** and **consistently** applies correctly usage, spelling, and punctuation; does not interfere with meaning and/or readability. (3+)

# Writing Annotations

Grade: 6 Year: 2002

Paper: 026042b  
Mode: Expository



**Prompt:** Most of us have had to learn a task that was challenging, such as skateboarding, researching and writing a report, or presenting a project. Think about something that was hard for you to learn.

In three or more paragraphs, explain to your teacher what was difficult for you and why.

28 pride I felt. I also kept going because of all the consta  
29 nt support I was receiving. My mom and dad were always  
30 out there with me helping me, urging me on, and caring  
31 for my injuries. My best friends were also coming over  
32 to my house to give me hints and to show me how to  
33 ride a bike correctly. And also my grandparents, uncles, and  
34 aunts were always willing to watch me try to learn  
35 and to watch my progress.  
36 Then there was that day, that glorious day, when ever-  
37 ything clicked, and I glided down that hill like I had been  
38 doing it for years. And like always my friends and family  
39 all came over to celebrate my latest achievement and con-  
40 gratulate me for learning how to ride a bike. I was so ha-  
41 ppy! And excited to ride some more!  
42 Looking back now I know that the main reason it took  
43 me so long was that I always focused on the bad stuff,  
44 and never looked at the bright side of the story. I know  
45 this because right before I finally learned how to ride my  
46 bike instead of beating myself up, I told myself that  
47 I could do it, and that I was capable of anything. Part  
48 of me wants to go back in time and tell myself the secret  
49 to learning, but if I could I probably wouldn't why? Because  
50 even though I would have avoided all the pain, I would be  
51 taking away an important lesson that I learned... Nothing  
52 is impossible, unless you think it is.

Page 2 of 2

## Annotation:

This writer demonstrates an outstanding ability to explain something throughout a paper.

From the lead words and sentences, this writer's **introduction** commands the reader's attention. While wording like this from an older student might be trite, it works at this grade level. The **topic** was well developed and relevantly supported with ample and creative **reasons** and **details**. The writer seemed to be writing from experience, which gave the paper authenticity. Organizational efforts enhanced the writing. The sequencing in the paper's **middle** was logical with good pacing. **Transitions** were quite cohesive both across and within paragraphs: "Which reminds me!", "...as well as...", "And like always...". The wrap-up in the **conclusion** was insightful: "...I would be taking away an important lesson that I learned... nothing is impossible, unless you think it is." Engaging and revealing best describe the **voice** of this paper: "Even the memories are still painful! Yes, I'm sure now! Learning to ride a bike was definitely the hardest thing I have ever had to do." There was a strong commitment to the topic. Colorful **word choices** were combined with a variety of **sentence** structures that contributed to the quality of the writing. Sentences flowed naturally: "I had to overcome my fear of blood as well as falling. Which reminds me! I was also afraid of crashing, losing control..." **Convention** use was as solid as the rest of the traits were. In some instances it was creative and helped add interest to the paper. Little editing is needed for this paper to be published.

This paper has surpassed the district's performance standard.

SCORING

7

### 4 Content

- ☒ A. **Topic** purposeful throughout (4)
- ☒ B. **Reasons** significant, relevant to support thesis (3+)
- ☒ C. **Evidence** significant, relevant & elaborated, supports reasons (3)
- ☒ D. **Message** insightful, clarifies, goes beyond, anticipates questions (4)

### 4 Organization

- ☒ A. **Introduction** creatively presents thesis in context; draws reader in with **strong** sense of direction (4-)
- ☒ B. **Middle** prepared in a **logical pattern** to show thesis (3)
- ☒ C. **Transitions** show, signal, or maintain basic and sequencing connections (3+)
- ☒ D. **Conclusion** provides **thought-provoking** resolution, connection to the broader, or call for action (4)

### 4 Style

- ☒ A. Sentences vary **widely** in beginnings, length, and/or structure, flow **easily**; **cadence**, invites reading aloud (4-)
- ☒ B. **Word Choice** **vivid**, **precise**, apt, **natural** & never overdone; **various** active verbs (4-)
- ☒ C. **Voice** **engaging**, **confident**, commitment, **takes a risk**; hooks reader; audience/purpose **strongly** addressed (4)

### 3 Conventions

- ☒ Level 3: Proficient (According to grade level expectations)  
**Competent** use of conventions; **mostly** and **consistently** applies correct usage, spelling, and punctuation; does not interfere with meaning and/or readability. (3+)