



Writing Annotations

Grade: **8**

Year: 2003

Scoring: 4-Strand by 4-Levels

Modes:

Expository

Pages:

1 - 18



Writing Annotations

Directions:

The following annotations are **organized** by mode and from low to higher skilled papers within the mode. Each prompt/mode has four papers.

Use these annotations when reading/rating your papers to rate each strand called for on the scoring guide. It's usually thought best to rate holistic traits first, i.e., Organization and Style, and then the more detail-oriented traits, i.e., Content and Conventions. Each set of four papers includes a basic-below paper, two at-standard papers (low-at-standard and high-at-standard), and an above paper.

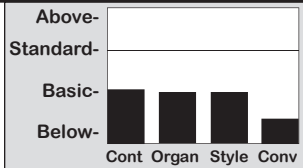
When **recording** your students' scores include the student's name (and ID, if required), four scores, and the prompt ID. Class averages are optional. Individual student and class level record/data sheets are near the end of this document.

Scores for district purposes should be reported in whole numbers 1-4. In the classroom setting, you might want to use half step intervals. e.g., 3.5, or whole numbers with pluses and minuses. e.g., 3+ to designate the upper or lower range of any score. The scoring guide has been reproduced on the last pages.

Writing Annotations

Paper: 03808

Mode: Expository



Prompt: Do grades on tests and report cards indicate how successful someone will be in the future? What do you think? Take a position and give several supporting details.

Consider older students or adults you know. What do you think their grades were? Did grades predict anything in their lives?

In several paragraphs describe to a teen magazine editor your point of view and **explain why** you take that position.

1 I feel that if your not successful on test or
2 reportcards it will effect you in the future. Also
3 if you want to get a good job that you can make
4 good money with you need a diploma or your ged.
5 Another why it can effect your future is by not
6 getting a diploma or ged because then it is
7 much harder to get a good job with a good pa-
8 y also most jobs that don't ask if you have
9 got your diploma or ged don't pay as much as
10 a job with a diploma or ged would so that
11 is just one more reason why it is so importen
12 to have you diploma or ged to get a good paying
13 job.
14

Page 1 of 1

Grade: 8 Year: 2003

Annotation:

The writer regularly lacks the ability to explain effectively.

In explaining why being successful on tests is important, the writer presents an inconsistent **focus** on the main idea. With unconnected statements and lists of reasons, **reasons** and **ideas** lack relevance in what is being explained. Since the **message** has unclear thoughts, it is difficult to understand why good grades are important to the writer. Given that the prompt has been basically restated: "...your not successful on test or reportcards it will effect you in the future.", the **introduction** provides the reader with only a little sense of direction. **Middle** events appear to be random with little evidence of order. Weak and telling use of **transitions**, e.g., *Also... So...*, contribute to the lack of organization. However, there are some stronger transitions but they do not enhance meaning: "Another why... because then..." Seeing as the text ends abruptly, any **conclusion** is missing. There is minimal variety in the sentences, which are usually awkward, disallowing reading aloud. With limited **word choice**, the writer does not allow the writing to be enhanced. The writers' **voice** is inconsistent, as distracted commitment does not invite the reader in. Incorrect Standard English **usage** (*your for you're*) does affect meaning, as well as limited use of **punctuation**. **Capitalization** is inconsistent (*ged*). **Spelling** has basic rule errors (*whant, getting, reson, and d-b reversals*), but meaning is not always lost. **Paragraphs** are present, but their purpose is not clear.

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

SCORING

2 Content

- ☒ A. **Topic** generally focused throughout (2)
- ☒ B. **Reasons** do **not** support thesis; **missing** (1)
- ☒ C. **Evidence** does **not** support reasons; **missing** (1)
- ☒ 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** **telling/sequencing connections** (2+)
- ☒ 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

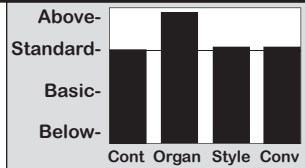
- ☒ Level 1: Below Basic
- Inconsistently** applies usage, spelling, capitalization, punctuation and paragraphs; **errors** **interfere** with meaning and/or readability. (1+)

Writing Annotations

Grade: 8 Year: 2003

Paper: 03826a

Mode: Expository



Prompt: Do grades on tests and report cards indicate how successful someone will be in the future? What do you think? Take a position and give several supporting details.

Consider older students or adults you know. What do you think their grades were? Did grades predict anything in their lives?

In several paragraphs describe to a teen magazine editor your point of view and **explain why** you take that position.

Annotation:

The writer generally shows a sufficient ability to explain effectively.

A narrowly maintained **focus** appears throughout this paper. Relevant **reasons** allow the writers' ideas to develop, as the predictable **message** is expanded upon: "Overall, tests and report cards will show how successful someone will become." The evidence does seem purposeful and clarifying: "Doing good in school means... hard worker,... serious about education... learned from your previous mistakes and fixed them... ahead of everyone..." The reader is provided with direction during the **introduction**, as supporting ideas are prepared in a logical pattern. The capable use of **transitions**: "...in addition... It means... with these in mind; for example..." shows connections between and within paragraphs. The **conclusion**, however, is limited, short (buried in a long paragraph of new thoughts) and only restates the main points. With a variety of beginnings and lengths, **sentences** usually flow smoothly: "Doing good in school means that you're a hard worker, smart, and you are serious about education." Writing is strengthened by means of appropriate **word choice**, revealing enough **voice** within the text to show a tone of commitment allowing the writer to hook the reader. **Usage** of standard English is mostly correct (except for your for you're) and the same for **spelling** (except for ciriculum, freind), while **capitalization** and **punctuation** are nearly always correct. **Paragraphs** are indicated correctly the same way and help clarify meaning.

This paper has met the district's performance standard.

1 Tests and report cards may or may not indicate success for
2 someone in the future. I strongly think that it does. For example, if a
3 person studied, was fully prepared, and truly tried on an exam, I would
4 suspect that he would get at least a B. In addition, if that
5 same person got a 3.2 G PA or higher, I would conclude
6 that that person would become a successful man or woman.
7 I believe this because tests and report cards show many
8 things have good and bad outcomes. These can show if anybody
9 will become successful.

10
11 Report cards and tests show progress in his or her academic
12 abilities. For example, they show progress and motivate you to
13 improve. If you had bad grades and brought them up, it would
14 be a sign of great progress. If you had bad grades all the
15 way throughout the term(s), that would be a sign showing that
16 you need improvement. In addition, they will show your strengths
17 and weaknesses. Your strengths show what your good at and that you
18 know a lot about it. Your weaknesses show what your bad at and
19 that you either need a little or a lot of improvement. With these
20 in mind, tests and grade reports really show how someone
21 will become a success.

22
23 Next, the outcomes will show if you will become
24 successful. For example, if your grades are good, it means
25 that your doing good in school. Doing good in school means that
26 you're a hard worker, smart, and you are serious about education.
27 It also means that you've learned from your previous mistakes

Page 1 of 2

SCORING

3

Content

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

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** clearly provide **cohesion** that covers the bulk of the text; intentionally signals/**implies relationship** connections (4)
- ☒ D. **Conclusion** **limited**; restates main points (2+)

3

Style

- ☒ A. **Sentences** vary **widely** in beginnings, length, and/or structure, flow **easily**; **cadence**, **invites** reading aloud (4)
- ☒ 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

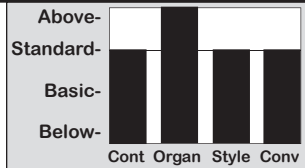
Conventions

- ☒ 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

Paper: 03826b

Mode: Expository



Prompt: Do grades on tests and report cards indicate how successful someone will be in the future? What do you think? Take a position and give several supporting details.

Consider older students or adults you know. What do you think their grades were? Did grades predict anything in their lives?

In several paragraphs describe to a teen magazine editor your point of view and **explain why** you take that position.

28 and fixed them, or you are ahead of everyone in your
29 class. In addition, if you are bad, it means 2 things. It means
30 that you don't care about school and just want to have fun.
31 Or, it means that you don't turn in assignments and you
32 don't understand the curriculum. These outcomes can motivate
33 you to do better or to keep up the good work. Overall, tests
34 and report cards will show how successful someone will become.

35
36 I know many older students and adults. Their
37 grades in school range from bad to excellent. Grades
38 predicted to me that they would become successful. I know
39 an adult that worked and studied in school so hard, they
40 had perfect grades. He is now my doctor and makes a very
41 desirable living. My friend also studies hard. He gets 4.0's and
42 he has a great future. With his positive attitude, I think
43 that he will become very successful. All in all, hard work
44 pays off by making you successful.

45
46 In conclusion, grades indicate how successful someone will
47 be in the future. Many of my Dad's friends have become very
48 successful, but those who slacked off during school weren't
49 as successful. Likewise, I have friends that are very smart, but
50 I also have friends that aren't as smart. I can say that
51 those who aren't smart that tend to care less about education
52 will sadly become unsuccessful. In summary, I want to say
53 again that grades and test scores truly indicate how successful
54 someone will be in the future.

Page 2 of 2

Grade: 8 Year: 2003

Annotation:

The writer generally shows a sufficient ability to explain effectively.

A narrowly maintained **focus** appears throughout this paper. Relevant **reasons** allow the writers' ideas to develop, as the predictable **message** is expanded upon: "Overall, tests and report cards will show how successful someone will become." The evidence does seem purposeful and clarifying: "Doing good in school means... hard worker,... serious about education... learned from your previous mistakes and fixed them... ahead of everyone..." The reader is provided with direction during the **introduction**, as supporting ideas are prepared in a logical pattern. The capable use of **transitions**: "...in addition... It means... with these in mind; for example..." shows connections between and within paragraphs. The **conclusion**, however, is limited, short (buried in a long paragraph of new thoughts) and only restates the main points. With a variety of beginnings and lengths, **sentences** usually flow smoothly: "Doing good in school means that you're a hard worker, smart, and you are serious about education." Writing is strengthened by means of appropriate **word choice**, revealing enough **voice** within the text to show a tone of commitment allowing the writer to hook the reader. **Usage** of standard English is mostly correct (except for your for you're) and the same for **spelling** (except for *circiculum*, *freind*), while **capitalization** and **punctuation** are nearly always correct. **Paragraphs** are indicated correctly the same way and help clarify meaning.

This paper has met the district's performance standard.

SCORING

3 Content

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

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** clearly provide **cohesion** that covers the bulk of the text; intentionally signals/**implies relationship** connections (4)
- ☒ D. **Conclusion** **limited**; restates main points (2+)

3 Style

- ☒ A. **Sentences** vary **widely** in beginnings, length, and/or structure, flow **easily**; **cadence**, **invites** reading aloud (4)
- ☒ 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

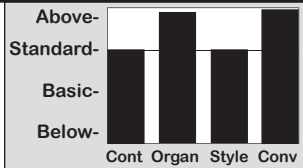
- ☒ Level 3: Proficient (According to grade level expectations)
- Competent** use of conventions; **mostly and consistently** applies correctly usage, spelling, and punctuation; does not interfere with meaning and/or readability. (3)

Writing Annotations

Grade: 8 Year: 2003

Paper: 03820a

Mode: Expository



Prompt: Do grades on tests and report cards indicate how successful someone will be in the future? What do you think? Take a position and give several supporting details.

Consider older students or adults you know. What do you think their grades were? Did grades predict anything in their lives?

In several paragraphs describe to a teen magazine editor your point of view and **explain why** you take that position.

Annotation:

The writer provides flashes of a strong ability to explain an idea effectively.

"What do you want to be when you grow up? I utter the same response: an otolaryngologist." This begins a unique and purpose-filled way to show, as the writer says, "...that I have to manage good grades in order to achieve..." As the **topic** is narrowly presented, the writer develops relevant **reasons** and **evidence**. But the latter doesn't always clarify. The prose seems to be offered more as sparks of word power or imagery and not as credible support: "...like an annoying bee; glancing at the person and responding, 'It is an ear, nose, and throat surgeon'" is an example. The writers' **message** leaves the reader with batches of examples that good grades predict the future: "...certain studying can determine your life's course." The **introduction** offers interesting questions: "How would you manage that [i.e., become a surgeon]?" and ends with the paper's thesis. The reader has a clear sense of direction. Supporting anecdotes throughout the **middle** are prepared in a logical pattern that displays the writers' position. The well-chosen **transitions**: "Remember the carefree days... If you flash forward... No longer do you..." help to signal connections within. A summary at the **end** ties up the issues raised in the beginning questions: "No longer will people... have that twinkle of sheer amasement...." **Sentences** generally flow smoothly with wide variations. **Word choice** is vivid but not always natural. But it does give the writing strength and adds color: "...freezing and barren hospital..." The writers' committed (sarcastic?) **voice** hooks the reader. The writer is proficient in conventions. Standard English **usage**, **spelling**, and **capitalization** are nearly always correct. **Punctuation** is mostly correct (overuse/errors of semicolons) and complex sentences do use colons and commas correctly. **Paragraphs** provide clarify.

This paper has met the district's performance standard.

1 To whom it may concern:

2
3 Sir, when someone asks me the same bland question, "What
4 do you want to be when you grow up?" I utter the same
5 response: an otolaryngologist. That is when the undesirable
6 blank stare spreads upon their puzzled faces. A quick and
7 sharp reminder flash buzzes to my brain like an
8 annoying bee; glancing at the person and responding, "It is
9 an ear, nose, and throat surgeon" is my quickest way out
10 of the conversation. A twinkle of sheer amusement
11 appears upon their eyes, as they ask me, "How will you
12 manage that?" Once I inform them that I have to
13 manage good grades in order to achieve my goal, they
14 unbelievably seem to understand.

15
16 Remember the carefree days when all you would carry
17 about was if the beloved Good Humor man would glide into
18 your neighborhood, along with that sweet song that you
19 will remember forever? When the ultimate goal in life was
20 to be able to swing around the bar on your favorite
21 swingset at the local park? Or the only thing you would
22 have to study was how big the yellow calluses on your
23 hands were from the endless summer days spent on the
24 monkey bars at the playground? If you flash forward
25 from the age of four to fourteen, you will indefinitely
26 see the vast differences from the undertakings of middle
27 school. No longer do you have to study the rough yellow

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SCORING

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** 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** purposefully arranged in a **logical** pattern; clearly fit together (4)
- ☒ C. **Transitions** clearly provide **cohesion** that covers the bulk of the text; intentionally signals/**implies relationship** connections (4)
- ☒ D. **Conclusion** **ties up** loose ends with **consequences**, connection to the broader, or **call for action** (3+)

3 Style

- ☒ A. **Sentences** vary **widely** in beginnings, length, and/or structure, flow **easily**; **cadence**, **invites** reading aloud (4)
- ☒ 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)

4 Conventions

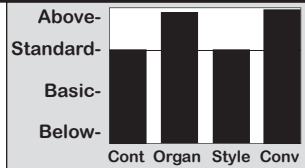
- ☒ Level 4: Advanced (According to grade level expectations)
Good **command** of conventions; **applies** usage, spelling, and punctuation to **enhance** meaning; **may break rules** for style purposes. (4)

Writing Annotations

Grade: 8 Year: 2003

Paper: 03820b

Mode: Expository



Prompt: Do grades on tests and report cards indicate how successful someone will be in the future? What do you think? Take a position and give several supporting details.

Consider older students or adults you know. What do you think their grades were? Did grades predict anything in their lives?

In several paragraphs describe to a teen magazine editor your point of view and **explain why** you take that position.

Annotation:

The writer provides flashes of a strong ability to explain an idea effectively.

"What do you want to be when you grow up? I utter the same response: an otolaryngologist." This begins a unique and purpose-filled way to show, as the writer says, "...that I have to manage good grades in order to achieve..." As the **topic** is narrowly presented, the writer develops relevant **reasons** and **evidence**. But the latter doesn't always clarify. The prose seems to be offered more as sparks of word power or imagery and not as credible support: "...like an annoying bee; glancing at the person and responding, 'It is an ear, nose, and throat surgeon'" is an example. The writers' **message** leaves the reader with batches of examples that good grades predict the future: "...certain studying can determine your life's course." The **introduction** offers interesting questions: "How would you manage that [i.e., become a surgeon]?" and ends with the paper's thesis. The reader has a clear sense of direction. Supporting anecdotes throughout the **middle** are prepared in a logical pattern that displays the writers' position. The well-chosen **transitions**: "Remember the carefree days... If you flash forward... No longer do you..." help to signal connections within. A summary at the **end** ties up the issues raised in the beginning questions: "No longer will people... have that twinkle of sheer amazement..." **Sentences** generally flow smoothly with wide variations. **Word choice** is vivid but not always natural. But it does give the writing strength and adds color: "...freezing and barren hospital..." The writers' committed (sarcastic?) **voice** hooks the reader. The writer is proficient in conventions. Standard English **usage**, **spelling**, and **capitalization** are nearly always correct. **Punctuation** is mostly correct (overuse/errors of semicolons) and complex sentences do use colons and commas correctly. **Paragraphs** provide clarity.

This paper has met the district's performance standard.

hills and valleys that seem to have been engraved on your hand; now certain studying can help determine your life's course.

R. K., my dad's good friend, attended a four-year university, and he is currently an otolaryngologist. If someone requests his thoughts on how to be successful, his normal exceedingly cheerful composure evolves into a serious standard of a human being. He happens to inform me that the way he changed from R. K. to Dr. K. was by taking his studies seriously.

So far in the far in the fourteen years of my life, I have achieved a grade point average of a 4.0, and I am consistent with the grades that I earn. In twenty years, I see myself walking down a freezing and barren hospital wing, stethoscope wound around my neck, when I walk into a patient's room that is precariously filled with bright colored flowers. Informing them that their tympanoplasty (re-grafting of the eardrum, and rearranging bones in the middle ear) was successful. Masing on back to my windowless beige office, there will be certificates of my achievements: graduating from Brown University, receiving my doctorate degree, and all sorts of odds and ends that made a genuine difference in my life.

The way someone achieves their dreams in life is by working hard; planning to study and excel will lead me on to reaching my goals. No longer will people older and wiser than me have that twinkle of sheer amazement in their eyes when I answer what my life career shall be. Proving to them what I can accomplish will

Page 2 of 3

SCORING

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** 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** purposefully arranged in a **logical** pattern; clearly fit together (4)
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3

Style

- ☒ A. **Sentences** vary **widely** in beginnings, length, and/or structure, flow **easily**; **cadence**, **invites** reading aloud (4)
- ☒ 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)

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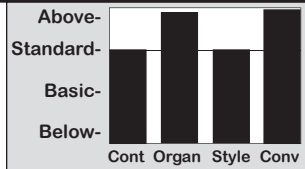
Conventions

- ☒ Level 4: Advanced (According to grade level expectations)
Good **command** of conventions; **applies** usage, spelling, and punctuation to **enhance** meaning; **may break rules** for style purposes. (4)

Writing Annotations

Paper: 03820c

Mode: Expository



Prompt: Do grades on tests and report cards indicate how successful someone will be in the future? What do you think? Take a position and give several supporting details.

Consider older students or adults you know. What do you think their grades were? Did grades predict anything in their lives?

In several paragraphs describe to a teen magazine editor your point of view and **explain why** you take that position.

Show any unbelievers what you are capable of.

Grade: 8 Year: 2003

Annotation:

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"What do you want to be when you grow up? I utter the same response: an otolaryngologist." This begins a unique and purpose-filled way to show, as the writer says, "...that I have to manage good grades in order to achieve..." As the **topic** is narrowly presented, the writer develops relevant **reasons** and **evidence**. But the latter doesn't always clarify. The prose seems to be offered more as sparks of word power or imagery and not as credible support: "...like an annoying bee; glancing at the person and responding, "It is an ear, nose, and throat surgeon" is an example. The writers' **message** leaves the reader with batches of examples that good grades predict the future: "...certain studying can determine your life's course." The **introduction** offers interesting questions: "How would you manage that [i.e., become a surgeon]?" and ends with the paper's thesis. The reader has a clear sense of direction. Supporting anecdotes throughout the **middle** are prepared in a logical pattern that displays the writers' position. The well-chosen **transitions**: "Remember the carefree days... If you flash forward... No longer do you..." help to signal connections within. A summary at the **end** ties up the issues raised in the beginning questions: "No longer will people... have that twinkle of sheer amazement...." **Sentences** generally flow smoothly with wide variations. **Word choice** is vivid but not always natural. But it does give the writing strength and adds color: "...freezing and barren hospital...." The writers' committed (sarcastic?) **voice** hooks the reader. The writer is proficient in conventions. Standard English **usage**, **spelling**, and **capitalization** are nearly always correct. **Punctuation** is mostly correct (overuse/errors of semicolons) and complex sentences do use colons and commas correctly. **Paragraphs** provide clarity.

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Page 3 of 3

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3

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Conventions

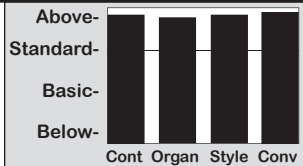
- ☒ Level 4: Advanced (According to grade level expectations)
Good **command** of conventions; **applies** usage, spelling, and punctuation to **enhance** meaning; **may break rules** for style purposes. (4)

Writing Annotations

Grade: 8 Year: 2003

Paper: 03805a

Mode: Expository



Prompt: Do grades on tests and report cards indicate how successful someone will be in the future? What do you think? Take a position and give several supporting details.

Consider older students or adults you know. What do you think their grades were? Did grades predict anything in their lives?

In several paragraphs describe to a teen magazine editor your point of view and **explain why** you take that position.

Annotation:

The writer demonstrates throughout the paper a strong ability to explain an idea effectively.

An insightful **message** that goes beyond the obvious is presented in this beautifully written paper. "Are the 4.0 students bound for CEO positions while those who fall below standard are doomed for manual labor? This may seem reasonable, but the answer is no." So starts this purposefully written paper. Relevant **reasons** with specific **details** elaborate on this: "Albert Einstien's life demonstrates this fact. While he was in school, Einstien was much less than a perfect student... With a school career like this, most thought Einstien would become a factory worker." A narrow **topic** is maintained as the writers' main ideas are purposefully offered. With a strong sense of direction, the reader is drawn in through the **introduction**. The **middle** is purposefully arranged to elaborate and give supporting ideas clearly, which hold the main idea together: "Many say that intelligence and an ability to understand are the things that can lead you to success. If this is true, then grades are not a reliable tool in measuring potential for future success." **Transitions** clearly provide cohesion throughout the writing: "...Ultimately... Even though", offering connections the entire time. The **conclusion** provides a thought-provoking piece: "Success in life is found by those who pursue it, not by those who prepare for it." With widely varied **sentence** beginnings, sentences flow easily. Enhancing, vivid and precise **word choice** is everywhere: "People are not blessed with prosperity, but must strive for it." An engaging **voice** shows confidence, "...I am no expert, but..." **Usage** of standard English is nearly always correct as well as **capitalization** and **punctuation**. The presence of **paragraphs** helps to clarify meaning, and is indicated correctly the same way. **Spelling** is mostly correct for both common and difficult words.

This paper has met the district's performance standard.

1 Does being successful in school have any
2 connection with a person's potential to find success
3 in the future? Are the 4.0 students bound for CEO
4 positions while those who fall below standard are doomed
5 for manual labor? This may seem reasonable, but
6 the answer is no. An individual's grades in school do
7 not reflect, and do not show any indication of how
8 successful that individual will be.
9 Albert Einstien's life demonstrates this fact.
10 While he was in school, Einstien was much less than a
11 perfect student. He would often skip class, was infamous
12 for failing exams, and not one of his teachers saw any
13 potential in him. With a school career like this, most
14 thought Einstien would become a factory worker. Einstien,
15 however, did not work in a factory, but instead blossomed
16 into the most influential and highly regarded man of his
17 time. He shattered barriers in the fields of physics,
18 biology, chemistry, and even helped to create the atom
19 bomb. His work was decades ahead of its time, and even
20 today's leading doctors, scientists, and professors marvel at his
21 genius and innovation. Einstien's life and the accomplishments
22 he made are proof that a fruitful life isn't dependant
23 on good grades.
24 Many say that intelligence and an ability to
25 understand are the things that can lead you to success.
26 If this is true, then grades are not a reliable tool in
27 measuring potential for future success. A GPA does not

Page 1 of 2

SCORING

4 Content

- ☒ A. **Topic** purposeful throughout (4)
- ☒ B. **Reasons** purposeful, fully support thesis/position (4)
- ☒ C. **Evidence** purposeful, relevant, elaborated to fully support reasons, **clarifies** (4)
- ☒ 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** purposefully arranged in a **logical** pattern; clearly fit together (4)
- ☒ C. **Transitions** clearly provide **cohesion** that covers the bulk of the text; intentionally signals/**implies relationship** connections (4)
- ☒ 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)

4 Conventions

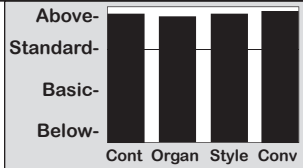
- ☒ Level 4: Advanced (According to grade level expectations)
Good **command** of conventions; **applies** usage, spelling, and punctuation to **enhance** meaning; **may break rules** for style purposes. (4)

Writing Annotations

Grade: 8 Year: 2003

Paper: 03805b

Mode: Expository



Prompt: Do grades on tests and report cards indicate how successful someone will be in the future? What do you think? Take a position and give several supporting details.

Consider older students or adults you know. What do you think their grades were? Did grades predict anything in their lives?

In several paragraphs describe to a teen magazine editor your point of view and **explain why** you take that position.

28 reflect on one's intelligence, but rather their ability
29 to complete an assigned task. I am no expert, but
30 merely because someone can turn in all their papers shouldn't
31 mean that they will find success. Having success in
32 school and finding it in life are very different. In school,
33 success lies in simply finishing assignments and turning
34 them in on time. In life, one must acquire a better
35 understanding of purpose, and must develop an appreciation
36 for what they're doing to be truly successful.
37 Ultimately, success is something that must be pursued.
38 People are not blessed with prosperity, but must strive for
39 it. Even though someone may not achieve excellence while
40 in school, they still have the potential to dedicate themselves
41 to their work and find success in life. Around the world
42 and throughout time, dismal school careers have led to
43 amazing lives.
44 Good grades in school will not lead to success any
45 faster than low grades. Success in life is found by those who
46 pursue it, not by those who prepare for it. The chance to
47 shine in life does not end at high school graduation, but
48 continues on. No matter their history, everyone has
49 the ability, the aptitude, and the opportunity to find success
50 in their life.

Page 2 of 2

Annotation:

The writer demonstrates throughout the paper a strong ability to explain an idea effectively.

An insightful **message** that goes beyond the obvious is presented in this beautifully written paper. "Are the 4.0 students bound for CEO positions while those who fall below standard are doomed for manual labor? This may seem reasonable, but the answer is no." So starts this purposefully written paper. Relevant **reasons** with specific **details** elaborate on this: "Albert Einstien's life demonstrates this fact. While he was in school, Einstien was much less than a perfect student... With a school career like this, most thought Einstien would become a factory worker." A narrow **topic** is maintained as the writers' main ideas are purposefully offered. With a strong sense of direction, the reader is drawn in through the **introduction**. The **middle** is purposefully arranged to elaborate and give supporting ideas clearly, which hold the main idea together: "Many say that intelligence and an ability to understand are the things that can lead you to success. If this is true, then grades are not a reliable tool in measuring potential for future success."

Transitions clearly provide cohesion throughout the writing: "...Ultimately... Even though", offering connections the entire time. The **conclusion** provides a thought-provoking piece: "Success in life is found by those who pursue it, not by those who prepare for it." With widely varied **sentence** beginnings, sentences flow easily. Enhancing, vivid and precise **word choice** is everywhere: "People are not blessed with prosperity, but must strive for it." An engaging **voice** shows confidence, "...I am no expert, but..." **Usage** of standard English is nearly always correct as well as **capitalization** and **punctuation**. The presence of **paragraphs** helps to clarify meaning, and is indicated correctly the same way. **Spelling** is mostly correct for both common and difficult words.

This paper has met the district's performance standard.

SCORING

4

Content

- ✓A. **Topic** purposeful throughout (4)
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- ✓C. **Evidence** purposeful, relevant, elaborated to fully support reasons, **clarifies** (4)
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4

Conventions

- ✓ Level 4: Advanced (According to grade level expectations)
Good **command** of conventions; **applies** usage, spelling, and punctuation to **enhance** meaning; **may break rules** for style purposes. (4)

Writing Sample

3808

Grade 8 Year 2003

Content

☐

Organization

☐

Style

☐

Conventions

☐

1 I feel that if your not successful on test or
2 reportcards it will effect you in the future. Also
3 if you want to get a good job that you can make
4 good money with you need a diploma or your ged.
5 Another why it can effect your future is by not
6 getting a diploma or ged because then it is
7 much harder to get a good job with a good pa-
8 y if also most jobs that don't ask if you have
9 got your diploma or ged don't pay as much as
10 a job with a diploma or ged would so that
11 is just one more reason why it is so importan
12 to have you diploma or ged to get a good paying
13 job.

Writing Sample

3826a

Grade 8 Year 2003

Content

☐

Organization

☐

Style

☐

Conventions

☐

1 Tests and report cards may or may not indicate success for
2 someone in the future. I strongly think that it does. For example, if a
3 person studied, was fully prepared, and truly tried on an exam, I would
4 suspect that he would get at least a B. In addition, if that
5 same person got a 3.2 GPA or higher, I would conclude
6 that that person would become a successful man or woman.
7 I believe this because tests and report cards show many
8 things and have good and bad outcomes. These can show if anybody
9 will become successful.

10
11 Report cards and tests show progress in his or her academics
12 abilities. For example, they show progress and motivate you to
13 improve. If you had bad grades and brought them up, it would
14 be a sign of great progress. If you had bad grades all the
15 way throughout the term(s), that would be a sign showing that
16 you need improvement. In addition, they will show your strengths
17 and weaknesses. Your strengths show what your good at and that you
18 know a lot about it. Your weaknesses show what your bad at and
19 that you either need a little or a lot of improvement. With these
20 in mind, tests and grade reports really show how someone
21 will become a success.

22
23 Next, the outcomes will show if you will become
24 successful. For example, if your grades are good, it means
25 that your doing good in school. Doing good in school means that
26 you're a hard worker, smart, and you are serious about education.
27 It also means that you've learned from your previous mistakes

Writing Sample

3826b

Grade 8 Year 2003

Content

☐

Organization

☐

Style

☐

Conventions

☐

28 and fixed them, or you are ahead of everyone in your
29 class. In addition, if you are bad, it means 2 things. It means
30 that you don't care about school and just want to have fun.
31 Or, it means that you don't turn in assignments and you
32 don't understand the curriculum. These outcomes can motivate
33 you to be better or to keep up the good work. Overall, tests
34 and report cards will show how successful someone will become.

35
36 I know many older students and adults. Their
37 grades in school range from bad to excellent. Grades
38 predicted to me that they would become successful. I know
39 an adult that worked and studied in school so hard, they
40 had perfect grades. He is now my doctor and makes a very
41 desirable living. My friend also studies hard. He gets A's and
42 he has a great future. With his positive attitude, I think
43 that he will become very successful. All in all, hard work
44 pays off by making you successful.

45
46 In conclusion, grades indicate how successful someone will
47 be in the future. Many of my Dad's friends have become very
48 successful, but those who slacked off during school weren't
49 as successful. Likewise, I have friends that are very smart, but
50 I also have friends that aren't as smart. I can say that
51 those who aren't smart that tend to care less about education
52 will sadly become unsuccessful. In summary, I want to say
53 again that grades and test scores truly indicate how successful
54 someone will be in the future.

Writing Sample

3820a

Grade 8 Year 2003

Content

☐

Organization

☐

Style

☐

Conventions

☐

1 To whom it may concern:

2

3 Sir, When someone asks me the same bland question, "What
4 do you want to be when you grow up?" I utter the same
5 response: an otolaryngologist. That is when the undesirable
6 blank stare spreads upon their puzzled faces. A quick and
7 sharp reminder flash buzzes to my brain like an
8 annoying bee! glancing at the person and responding, "It is
9 an ear, nose, and throat surgeon" is my quickest way out
10 of the conversation. A twinkle of sheer amusement
11 appears upon their eyes, as they ask me, "How will you
12 manage that?" Once I inform them that I have to
13 manage good grades in order to achieve my goal, they
14 unbelievably seem to understand.

15

16 Remember the carefree days when all you would carry
17 about was if the beloved Good Humor man would glide into
18 your neighborhood, along with that sweet song that you
19 will remember forever? When the ultimate goal in life was
20 to be able to swing around the bar on your favorite
21 swingset at the local park? Or the only thing you would
22 have to study was how big the yellow calluses on your
23 hands were from the endless summer days spent on the
24 monkey bars at the playground? If you flash forward
25 from the age of four to fourteen, you will indefinitely
26 see the vast differences from the undertakings of middle
27 school. No longer do you have to study the rough yellow

Writing Sample

3820b

Grade 8 Year 2003

Content

☐

Organization

☐

Style

☐

Conventions

☐

hills and valleys that seem to have been engraved on your
hand; now certain studying can help determine your life's
course.

31
32 ~~R. K.~~, my dad's good ~~friend~~ friend, attended a
33 four-year university, and he is currently an otolaryngologist.
34 If someone requests his thoughts on how to be successful,
35 his normal exceedingly cheerful composure evolves into a
36 serious standard of a human being. He happens to inform me
37 that the way he changed from ~~R. K.~~ to Dr. ~~K.~~ was
38 by taking his studies seriously.

39
40 So far in the far in the fourteen years of my life, I have
41 achieved a grade point average of a 4.0, and I am
42 consistent with the grades that I earn. In twenty years,
43 I see myself walking down a freezing and barren hospital
44 wing, stethoscope wound around my neck, when I walk
45 into a patient's room that is precariously filled with
46 bright colored flowers. Informing them that their temporoplasty
47 (re-grafting of the eardrum, and rearranging bones in the
48 middle ear) was successful. Moving on back to my windowless
49 beige office, there will be certificates of my achievements:
50 graduating from Brown University, receiving my doctorate
51 degree, and all sorts of odds and ends that made a
52 genuine difference in my life.

53
54 The way someone achieves their dreams in life is by
55 working hard; planning to study and excel will lead me on
56 to reaching my goals. No longer will people older and
57 wiser than me have that twinkle of sheer amusement
58 in their eyes when I answer what my life career
59 shall be. Proving to them what I can accomplish will

Writing Sample

3820c

Grade 8 Year 2003

Content

☐

Organization

☐

Style

☐

Conventions

☐

Show any unbelievers what you are Capable of.

Writing Sample

3805a

Grade 8 Year 2003

Content

☐

Organization

☐

Style

☐

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☐

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13 potential in him. With a school career like this, most
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21 genius and innovation. Einstein's life and the accomplishments
22 he made are proof that a fruitful life isn't dependant
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24 Many say that intelligence and an ability to
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Writing Sample

3805b

Grade 8 Year 2003

Content

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Organization

☐

Style

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