

Grade: 6

Year: 2003

Scoring: 4-Strand by 4-Levels

Modes:

Pages:
Persuasive 1 - 14

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 school and classroom level summaries will be reported in whole numbers only. Individual student scores may be reported as whole numbers and whole numbers with pluses and minuses; e.g., 3+, 3, or 3-.

Paper: 03688 Mode: Persuasive

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

Prompt: Some students think the mascot for your school should be changed. Do you think it should be changed? Take a position. Would a new creature, image, person, or animal be better to represent your school's spirit or is your current mascot a good one.

In a letter to your principal <u>persuade</u> him/her that the mascot should or shouldn't be changed and why.

1 Dear: no. S.
2
3 el think the school marcot should
4 le changed of think the school marcet
5 should be changed to a teacher
6 showing a students paper with an At The
7 teacher should be souing no student
8 leaves without A's" On the other side it shows
9 as sevent going to high school saying
10 I studied hard now clam going to do
11 the same in high school Please change
12 tel mascote
13
14 Later Days and Market
15

Page 1 of 1

Grade: 6 Year: 2003

Annotation:

The writer consistently shows a weak ability to write persuasively.

The **topic** about changing the school mascot is generally presented. Reasons and offered evidence weakly support the topic and as such the paper is weakly developed. The message the writer is sending has not been clearly thought out to support the change but rather to explain the new design. The brief introduction is more a restatement of the prompt, and provides the reader with little sense of direction. The brevity of the writing allows for few middle supporting ideas, and transitions are at a minimum, "On the other side...". The four-word conclusion is very limiting. While there is some variety in sentence structure, oral reading could be awkward with only some degree of fluency. A limited vocabulary hinders word choice and offers no enhancement. The writers' voice has yet to invite the reader in, and appears distracted. At best the **conventions** resemble 3-5 GLEs that are not completely mastered. Spelling is mostly correct, although only common words. As for punctuation, there are a few serious mistakes with commas and colons, e.g., "Dear: $\mathcal{M}s$ \mathcal{L} ", are not used correctly. Usage of Standard English has one run-on sentence, "I studied hard now I am going to do the same in high school." but capitalization is mostly correct. A paragraph is present and designated correctly, but unclear.

This paper has not yet met the district's performance

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)

Organization

☑A. Introduction restates title or prompt, unclear, or only a little sense of direction

☑B. Middle loosely patterned; outline-like (2)

☑C. <u>Transitions</u> telling/sequencing connections (2)

☑D. Conclusion limited; restates main points

☑A. <u>Sentences</u> have **some** variety in beginnings, length, and/or structure; awkward: troublesome to read aloud (2)

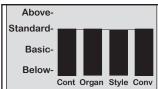
☑B. Word Choice limited; does not enhance: thesaurus overload, passive verbs (2)

☑C. Voice distracted commitment; tone inconsistent; yet to be invited-in; audience/purpose is weak (2)

Conventions ☑ Level 2: Basic

Consistently applies usage, spelling, capitalization, punctuation and paragraphs; minimal errors do not interfere with meaning and/or readability. (2+)

Paper: 03652a Mode: Persuasive



Prompt: Some students think the mascot for your school should be changed. Do you think it should be changed? Take a position. Would a new creature, image, person, or animal be better to represent your school's spirit or is your current mascot a good one.

In a letter to your principal <u>persuade</u> him/her that the mascot should or shouldn't be changed and why.

1 Dear Mr. B
2
3
4
5 I live our moscot and I don't think it should be changed.
6 I think it goes with our school. The people in
7 H Middle school kind of act like birds, like some
8 pende are not amoving, and some are very nice. Our school
9 building colors are brown and so are the Hawks that represent
10 our Exhaol. Also they both start with a H.
11
12
13 Don't change this bird because it has good spirit
14 for U.S. Most people show pride in our school massot.
15 Also Most people like Hawks just a S a bird.
16 It is also a very good example to us. It is a
17 good example for use be cause their not annoying and
18 doesn't get in the way.
19
20
21 Most of the people love the bird because they
22 are fun to look at. They also thy funny compared to
23 crows and other birds. They Also don't eat garbage so they
24 don't get hit by case as much as crows do. Unlike crows they
25 are not disturbing. They are pretty me low and mostly just
26 Stay up in the oir and away from cos and people. That
27 is why most people love the birds that represent

Page 1 of 2

Grade: 6 Year: 2003

Annotation:

The writer generally demonstrates a barely adequate ability to persuade effectively.

The author in writing to keep the school mascot as it is, presents a weakly maintained narrow topic. As evidence is developed to support relevant reasons, the details and examples are not always relevant or elaborated: "Our school building colors are brown and so are the hawks that represent our school." There is predictability in the message, thoughts are obvious, but the points are not always interesting. The introduction which seeks to keep the school mascot displays the main idea and draws the reader in by offering some direction. Middle events are supporting and are prepared in a logical pattern: "Most people like Hawks just as a bird. It is also a very good example for us." Provided connections, e.g., "also", are more like "telling" transitions between and within paragraphs. As the writer pleads with the principal not to change the school mascot, the conclusion is only restating main points already covered. Sentence fluency offers some variation. But there is awkwardness in some of the sentence structures making reading aloud troublesome. Appropriate word choice maintains strength in the writing, while use of active verbs contributes as well. Commitment within the writer is persistent but weak and it does not hook the reader. Convention-wise, most 3-5 and grade 6 GLEs appear to be met much of the time. Usage of Standard English is mostly correct, as well as spelling and punctuation. Paragraphs are indicated the same way. There is some randomness to capitalization that is inconsistently applied, but the meaning is not effected.

This paper has met the district's performance standard.

Content

☑A. Topic narrowly maintained

☑B. Reasons significant, relevant to support thesis

☑C. Evidence connected; does not support the reasons; implied (2)

☑D. Message interesting, important; may be obvious

Organization

☑A. Introduction present thesis in some context; provides reader with direction

☑B. Middle prepared in a logical pattern to show thesis (3)

☑C. Transitions telling/sequencing connections (2)

☑D. Conclusion limited; restates main points (2)

Style

☑A. <u>Sentences</u> have **some** variety in beginnings, length, and/or structure; awkward: troublesome to read aloud (2+)

☑B. Word Choice specific; strengthens writing; shows use of active verbs

☑C. Voice shows commitment; readerwriter interaction; tone attracts reader; audience/purpose addressed (3)

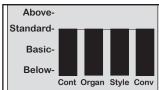
Conventions

☑ 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.

Fverett Public Schools

Paper: 03652b Mode: Persuasive



Prompt: Some students think the mascot for your school should be changed. Do you think it should be changed? Take a position. Would a new creature, image, person, or animal be better to represent your school's spirit or is your current mascot a good one.

In a letter to your principal <u>persuade</u> him/her that the mascot should or shouldn't be changed and why.

28 Our School and are respected by Many Creatures.
29
30
31 The bird is respected by many people. I respect
32 the birds because of their cool colors of their feathers.
33 I also like them because they fly cool. Also instead
34 of crows they eat worms and not garbage. That's why
35 they are respected by many different animals.
36
37
38 SO Mr.B please DO Not change our moscot.
39 Our Mascot is respected. It has very accord spirit.
40 Most people like Hawks. Lost Most Hawks are very
41 respected animals by the agreement and by Me.
42
43
44 Sincerely,
45

Page 2 of 2

Grade: 6 Year: 2003

Annotation:

The writer generally demonstrates a barely adequate ability to persuade effectively.

The author in writing to keep the school mascot as it is, presents a weakly maintained narrow topic. As evidence is developed to support relevant reasons, the details and examples are not always relevant or elaborated: "Our school building colors are brown and so are the hawks that represent our school." There is predictability in the message, thoughts are obvious, but the points are not always interesting. The introduction which seeks to keep the school mascot displays the main idea and draws the reader in by offering some direction. Middle events are supporting and are prepared in a logical pattern: "Most people like Hawks just as a bird. It is also a very good example for us." Provided connections, e.g., "also", are more like "telling" transitions between and within paragraphs. As the writer pleads with the principal not to change the school mascot, the conclusion is only restating main points already covered. Sentence fluency offers some variation. But there is awkwardness in some of the sentence structures making reading aloud troublesome. Appropriate word choice maintains strength in the writing, while use of active verbs contributes as well. Commitment within the writer is persistent but weak and it does not hook the reader. Convention-wise, most 3-5 grade 6 GLEs appear to be met much of the time. Usage of Standard English is mostly correct, as well as spelling and punctuation. Paragraphs are indicated the same way. There is some randomness to capitalization that is inconsistently applied, but the meaning is not effected.

This paper has met the district's performance standard.

Content

☑A. Topic narrowly maintained

☑B. Reasons significant, relevant to support thesis

☑C. Evidence connected; does not support the reasons; implied (2)

☑D. Message interesting, important; may be obvious

Organization

☑A. Introduction present thesis in some context; provides reader with direction

☑B. Middle prepared in a logical pattern to show thesis (3)

☑C. Transitions telling/sequencing connections (2)

☑D. Conclusion limited; restates main points (2)

☑A. <u>Sentences</u> have **some** variety in beginnings, length, and/or structure; awkward: troublesome to read aloud (2+)

☑B. Word Choice specific; strengthens writing; shows use of active verbs

☑C. Voice shows commitment; readerwriter interaction; tone attracts reader; audience/purpose addressed (3)

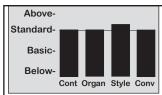
Conventions

☑ 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.

Fverett Public Schools

Paper: 03685 Mode: Persuasive



Prompt: Some students think the mascot for your school should be changed. Do you think it should be changed? Take a position. Would a new creature, image, person, or animal be better to represent your school's spirit or is your current mascot a good one.

In a letter to your principal <u>persuade</u> him/her that the mascot should or shouldn't be changed and why.

1	Dear Mrs. Wala,
2	I think that G Middle School could have a better mascot, When I think
3	Of G I don't think of a Guardian, I think of Wilderness because G
4	Middle School is surronds by forest that have deerrability, and other animals. When I
5	think of a forest, T think of congars. Congars rule the forest, and all the prey inside
6	of it. G is one of the only buildings in the forest so we are like the congars, we
7	rule this forest! Cougars also camouflage into their surrondings. When you look at the gate
8	to the school you can't see the school or the flaggades. This is our territory!
9	
10	A Guardian on the other hand closesn't have to really do with the school, besides the fact
11	that the adults gourd us which other schools do. When a caugar fights another animal it
	wins most of the time because it is on top of the food chain. G is like that
13	because in the sports people participate in the teams in other schools don't stand a chamel
14	5 seems to win all the baseball, softball, basketball, football, and a lot of other
15	Sports except a few, which is the same with caugars. Our school bunts down other
16	school teams to play against. Cougars also remind me of our teachers, strict but
17	not demanding.
18	
19	Hopefully now you see that a congar as a mascat is better then a guardian
20	Knight. There are lots of reasons that prove that congars are the best mascot to
21	have. Maybe you'll think about it now, which one is better. I hope that caugars
	come out on top (as usual).
23	
24	Since tely,
25	Eastern Addresser Page 1 of

Grade: 6 Year: 2003

Annotation:

The writer consistently demonstrates a fitting ability to persuade effectively.

An insightful **message** is presented in the opening of this paper with hope of changing the school's mascot. Personal experiences are drawn upon and enlighten the reader: "...I think of wilderness because Gateway Middle School is surrounds (sp) forest... When I think of a forest, I think of cougars... Cougars rule the forest..." A narrow topic is being maintained, incorporating relevant reasons and clarifying evidence for support. The reader is easily pulled in through the introduction, which leads to middle events that purposefully fit together. "...we are like the cougars, we rule the forest!... This is our territory!" Transitions help connect the bulk of the text clearly, e.g., "...on the other hand", "So we are like...". The conclusion provides closure with optimism but its call for change is not very strong. Sentences have variation in beginnings and length allowing for smooth oral reading. Appropriate word choice gives the writing strength, and is vivid in some of its examples, e.g., "...hunts down...." The writers' voice shows commitment as the audience and the writers' purpose is addressed. Conventions are pretty grade appropriate, GLE-wise. Standard English usage, spelling, capitalization, and punctuation are all mostly correct. Paragraphs are indicated the same way.

This paper has met the district's performance standard.

Content

✓A. <u>Topic</u> **narrowly** maintained

☑B. <u>Reasons</u> significant, **relevant** to support thesis (3)

☑C. Evidence purposeful, relevant, elaborated to fully support reasons, clarifies (4-)

☑D. Message insightful, clarifies, goes beyond, anticipates questions (4-)

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. <u>Transitions</u> show, signal, or maintain basic and sequencing connections (3)

☑D. <u>Conclusion</u> **limited**; restates main points(2)

<u>Style</u>

☑A. <u>Sentences</u> 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+)

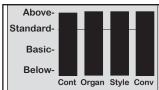
☑C. <u>Voice</u> shows **commitment**; readerwriter interaction; tone attracts reader; audience/purpose **addressed** (3)

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)

Paper: 03653a Mode: Persuasive



Prompt: Some students think the mascot for your school should be changed. Do you think it should be changed? Take a position. Would a new creature, image, person, or animal be better to represent your school's spirit or is your current mascot a good one.

In a letter to your principal <u>persuade</u> him/her that the mascot should or shouldn't be changed and why.

1	April 23, 2003
2	
3 Dear Mr. Ball	
4	
5 My name is Dan Hamm, and I am a si	xth grader in
6 Mrs. 5 5 block class. It has come to my at	tention that our
7 school is considering changing our beloved mason	of the hawk, into
8 another animal. I strongly disagree with the	decision to change
9 OUR MAKENT. We already how a marcot with a good M	eaning for our school
10 our school does not need a knew image, and it will	not help our school
11 in any means what so ever	
12 Our current school mascot, as you know	is the hawk. Not
13 one animal besides the hawk, could fit our school	ool more perfectly. Like
14 our school, this elegant creature sours above the res	+, and like the hawk
15 our school watches over everything and everyon	e protecting, and making
16 sure every little aspect of our school is in order	. Some people say
17 a new mascot could give our school a deeper mean	ring how much deeper
18 can you get than a hawk. This exquisite animal	can bestow a higher
19 honer than any other being on this earth. This creat	ure is the ideal choice
20 for our school.	
21 Middle School is one of	the most outstanding
22 schools in all of Washington. Our school is marked	
23 are thought of as the best, marked means you to	ry your hardest to give
24 110% every day at school! What better animal.	could uphold this glory
25 than the howk? A new mascot would not help o	
26 and is completely unnecessary. If we changed o	ur maccot, some people
27 might think we had no self pride. They might this	alk the only reason

Page 1 of 2

Content

☑A. Topic narrowly maintained

- ☑B. Reasons purposeful, fully support thesis/position (4-)
- ☑C. Evidence significant, relevant & elaborated, supports reasons (3+)
- ☑D. Message insightful, clarifies, goes beyond,

Organization

- ☑A. Introduction presents thesis in context; provides reader with direction (3+)
- ☑B. Middle purposefully arranged in a logical pattern; clearly fit together (4)
- ☑C. <u>Transitions</u> 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)

Grade: 6 Year: 2003

Annotation:

The writer thoroughly shows a strong ability to write a persuasive paper.

The meaning of this paper is so very clear. The writer is persuading the school principal to not change the school mascot, and the topic is narrowly maintained. Specific and relevant details help elaborate the reasons given: "Like our school, this elegant creature soars above the rest, and like the hawk our school watches over everything and everyone..." Clarity of message goes beyond the obvious and personal experience is drawn upon. At the thought of having to pick a new mascot: "I hate to even ponder the thought. It's utterly degrading to think we don't have any self pride. I would never like to be thought of that way, and neither would you." A good sense of direction draws the reader in as part of the introduction. Supporting ideas are purposefully arranged in a logical pattern that clearly fit together. Transitions between and within paragraphs provide cohesion throughout the text allowing for consistency. This thought provoking conclusion: "I know if you find the true hawk within yourself, you will know that keeping this majestic bird as our school mascot will not be something you will soon regret." is truly a call for action in not changing the school mascot. Sentences flow easily with a lovely cadence. Reading this paper aloud would be a joy. Vivid word choice is never overdone, and appears natural e.g., "exquisite, bestow, ponder, thriving, and perseverance." The writer is a risk taker, committed to the topic, the audience is hooked, and the **voice** is set. The meaning of the text is clear following abovegrade GLEs. The Standard English usage and capitalization are nearly always correct. Punctuation is mostly correct with only some repeating problems in comma use. Paragraphs are indicated the same way and clarify meaning. Spelling is mostly correct.

This paper has met the district's performance standard.

☑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)

Conventions

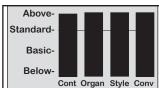
☑ Level 4: Advanced (According to grade) level expectations)

Good **command** of conventions; **applies** usage, spelling, and punctuation to enhance meaning; may break rules for style purposes. (4)

anticipates questions (4)

Fverett Public Schools

Paper: 03653b Mode: Persuasive



Prompt: Some students think the mascot for your school should be changed. Do you think it should be changed? Take a position. Would a new creature, image, person, or animal be better to represent your school's spirit or is your current mascot a good one.

In a letter to your principal <u>persuade</u> him/her that the mascot should or shouldn't be changed and why.

28 we changed our mascot, was to startfresh because we thought are school wasn't
29 good enough. I hate to even wonder the thought. It's utterly
30 degrading to think we don't have any self pride. I would never like to
31 be thought of that way, and neither would you.
32 Changing our school mascot will not help our schools grades
33 at all. Our school is already thriving above others, and a new muscot will
34 only lessen our opportunities to obtain four goal to become a better
35 school. Some people might say that a new muscut will start us off
36 fresh, and that this would build more confidence in a child, so they will get
37 higher grades. This is true, but a muscut cannot provide a great enough
38 level of confidence, whichis why as a school we must become better,
39 The only things that can change a child's grades are persoverance, and
40 a strong will to succeed not a symbol.
41 Getting a new school mascot will not improve our school in any
42 accommodating ways. Regardless of our mascot, our school has a
43 ferminal group of children in its midst. They are respected, and a new
44 march would only deprive them of their glory. I know if you find
45 the tree howh within yourself you will know that keeping this
46 Majestic Lird as our school mascot, will not be something you will soon
47 regret.
48
49 Sincerely,
50
E1

Page 2 of 2

Organization

☑A. Topic narrowly maintained

Content

☑B. Reasons purposeful, fully support thesis/position (4-)

☑C. Evidence significant, relevant & elaborated, supports reasons (3+)

☑D. Message insightful, clarifies, goes beyond, anticipates questions (4)

- ☑A. Introduction presents thesis in context; provides reader with direction (3+)
- ☑B. Middle purposefully arranged in a logical pattern; clearly fit together (4)
- ☑C. <u>Transitions</u> 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)

☑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

Grade: 6 Year: 2003

Annotation:

The writer thoroughly shows a strong ability to write a persuasive paper.

The meaning of this paper is so very clear. The writer is persuading the school principal to not change the school mascot, and the topic is narrowly maintained. Specific and relevant details help elaborate the reasons given: "Like our school, this elegant creature soars above the rest, and like the hawk our school watches over everything and everyone..." Clarity of message goes beyond the obvious and personal experience is drawn upon. At the thought of having to pick a new mascot: "I hate to even ponder the thought. It's utterly degrading to think we don't have any self pride. I would never like to be thought of that way, and neither would you." A good sense of direction draws the reader in as part of the introduction. Supporting ideas are purposefully arranged in a logical pattern that clearly fit together. Transitions between and within paragraphs provide cohesion throughout the text allowing for consistency. This thought provoking conclusion: "I know if you find the true hawk within yourself, you will know that keeping this majestic bird as our school mascot will not be something you will soon regret." is truly a call for action in not changing the school mascot. Sentences flow easily with a lovely cadence. Reading this paper aloud would be a joy. Vivid word choice is never overdone, and appears natural e.g., "exquisite, bestow, ponder, thriving, and perseverance." The writer is a risk taker, committed to the topic, the audience is hooked, and the **voice** is set. The meaning of the text is clear following abovegrade GLEs. The Standard English usage and capitalization are nearly always correct. Punctuation is mostly correct with only some repeating problems in comma use. Paragraphs are indicated the same way and clarify meaning. Spelling is mostly correct.

This paper has met the district's performance standard.

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		# 03688	
	6r	Grade 6 Year 2003	
Content	Organization	Style	Conventions
1 Dear: 7	nr.S.		
3 De change	Hink + 100 x	had mare	of should
6 Skowing o 7 Cocher Sh.	out As On	her other 2	an At The
SUPPLE STATE	Ray Syden	Lam gan	sa to day
12 the masses			
14	J	ater Lays	

Writing Sample #03652a Grade 6 Year 2003	Content Organization Style Conventions	Dear Mr. Permitted and I don't think it should be chaqed. Thise are mosted and I don't think it should be chaqed. He middle sorral ring of at like body live, sorre having nice, Our school building color are they noth attact with nich. Our school building color are they hath attact with a H. Sorry change this bird because it has good spirit the Most people show pride a aux school most of the Most people show pride a aux school most of the Most people show pride a aux school most of the most people show pride a aux school most of the case of the most of the this Itis a accordant for use the cause their not annoying and doesn't get in the way. Most of the people love the bird because they are love that and most they we law and most they we had also they are not distanting, they are not also that con the people, love the birds that represented the cuby, most and most they we love and they we had contained they are not and most they are as a much as charts that they are not and most they are they are not and most they are that they are not and they had they are that they are not and they are they are not and they are they are not and most they are they are not and they are they are they they are they that they are they are also also they they are they are they are not and they are they are also also they they are they are they are also they they are they are they are they are they they are they
		1 2 8 4 3 0 0 11 12 13 13 13 13 13 2 8 4 8 8 7 8 8 1 8 13 13 13 13 13 13 13 13 13 13 13 13 13

# 03652b	Grade 6 Year 2003	Style Conventions	ded by many crople. I respect the cool colors of their feathers. Why many prople. I respect that cool instead and rate gardogs. That's why many different orinnals, we to be not though one wing the government and by Me. Sincerely, Sincerely,
Writing Sample	•	Organization	ord one respect the because of the because of the beauty of the banks. Language Language of the sample by the mimode by the banks. Language of the banks.
Writin		Content	28 30 31 31 32 34 34 35 35 36 37 38 38 39 39 30 30 30 30 30 30 30 30 30 30 30 30 30

	Writing Sample	sample	# 03685			
			Grade 6	Year 2003		
	Content	Organization	3 , ——	Style	Conventions	
	Dear Mrs. W					
2	I think that G	Middle School	Could have	bottler make	Middle School could have a hotter masent when I think	
Ö	3 Of G I don't think	I don't think of a Guardian, I think of Wilderness because G	r think of	Wilderness her	ause G	
4	Middle Schoo	by forest that	have deepral	wits, and other	onimals. When I	
Ŋ	think of a forest, I think of cougars. Covagers rule the forest, and all the previncible	of covigars. Co	rygars rule 1	the forest, and	all the preyinside	
9	of it. G is one o	is one of the only buildings in the forest so we are like the coupons, we	in the fores	t so we are like	the coupors, we	
<u>N</u>	7 rule this forest! Cougars also camputlage into their surrendings. When you look at the gate	o camouflage into	o their surre	ndings. When you	bok at the gade	-
00	to the school you con't see the school or the flagholes. This is our territory!	see the school or	r the flagnale	5. This is our	territory!	
2, 5						
1 1	9	er hand doesn't have	to really de	s with the school	1, besides the fact	-
1 2	wins most of th	which Other Scha	eds do. When	n a cougar fights	gaura us which other schools do. When a cougar fights another animal it	
13	13 because in the sports pe	pole participate in	the teams	in other school	Sports people participate in the teams in other schools don't stand a chimal	
14 G	seems 4	the baseball, sof	tball, baskette	All, football, and	seems to win all the baseball, softball, basketball, football, and a lot of other	
15	Sports except a few, which is the same with caugars. Our school hunts down other	a is the same wi	th cougars.	Jur school hun	ts down other	
16		ainst. Cougars e	150 remind m	ie of our teach	ers, etrick but	
17		>				
18						
19	Hopefully now you see that a cougar as a mascat is better then a quardian	c that a couga	ras a ma	scot is better	then a awardian	
20	kng	ceasons that p	stove that c	ougars are the	best mascot to	

hope that cougans

better. I

have. Maybe you'll think about it now, which one is

come out on top las usual)

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Sincerely

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	2003	Conventions	April 23,2003 Hertica that our cet the hawk, into decision to change newing fer our school not help our school not help our school wis the hawk, Not wis the hawk, Not con like the hawk st, and like the hawk st, and like the hawk the jordtecting, and making er. Some people say aning how much deeper can bestew a higher ture is the ideal choice ture is the ideal choice ture is the ideal choice our school in any way
	Year 2003	Style	And Sond Son a son and son a s
Writing Sample # 03653a	Grade 6	Content Organization	My name is Don Honging come to my attention that courselved is considering changing our belowed mossel the health, into another coinnel. I strangly disease with the decision to change the office our school for school and the coinnel. I strangly disease with the decision to change the office our school in one mesor. What so mand with a good neoring for our school for current school massel, with a good neoring for our school in one mesor what so ear above the new in the house, cour school massel, what seems above the rest con school in our school white early thing and everyour protecting, and making our school white early this elegant creature seems above the rest con like the house our school white early this elegant creature seems above the rest con like the house our school is in order. Some people say on new massel could give our school is in order. Some people say on new massel could give our school is in order. Some people say on new massel than a hawk. This exquisite animal can bester a higher than an all of Washington. Our school is marked. Marked mens your echocies in all of Washington. Our school is marked. Marked mens your school of any the howelf of a the best massed mens you try your hands the facility the howelf of a the house the order school in any way fand the howelf the high the coll the hole of the high feeden wight think we had no self pride. They wight think the only recession. It has a changed our massed the hole of your feeden wight the holy feel they had a solf pride.
			1 2 5 4 3 3 5 7 5 6 5 7 5 7 5 7 5 7 5 7 5 7 5 7 5 7

	2003	Conventions	our moscot was to startfresh because we thought are school wested to that the ever pander the thought. Its utterly of this have don't have one self pride. I would never like to of that was and neither would not help our schools greates school is already thriving above others, and one wassed will not help our schools greates school is already thriving above others, and a childse thristill get the people might say that a new muscot will start as off the this world boild more confidence in a childse thriving at the people might say that a nessed complete and the people with the confidence in a childse thriving at the people of the confidence in a childse thriving at the people of the confidence is a child of the people of the confidence of the
53b	Year	Style	antfresh because we thought. It would any self pride. I would you. Ther would you. That would you. That a new musch will have a school we anot revide as a school will not improve of sor or a child's orders are per a school. Mascot will not improve of sor or you will not be searthing. Their alory. I know that I secontify that I have a school by that I have a school.
# 03653b	Grade 6		was to startfresh because we the don't have any self pride. I was and neither would you. I school mascat will not help already thriving above others, and closed thriving above others, and build more confidence in a close that what as a school we must any that a new forder are ed, not a symbol. Regardless of our mascat, our dran it its midst. They are response then of their alory. I know that yourself you will know that school mascat, will not be some
imple		Organization	has cot was to startfresh hate to even punder think we don't have on s that way and neither we aging our school mascat how is already thriving ab report traities to obtain report traities to obtain this is true but a mascan this is true but a mascan this is true but a mascan the succeed not a symbol. ing a new school mascat only deprive then of their thishin yourself, you a suithin yourself, you a sa our school mascat, will Sincerely
Writing Sample		Content C	28 we during our most of was to start from a dood everyly. I hate to ever pand 30 degrading to think we don't have an alther 31 be thought of that way and neither 32 deall. Our school is already thining 32 deall. Our school is already thining 33 deall, and that this would boild more 35 school. Some people might say that 35 school. Some people might say that 35 school. Some people might say that 36 seek, and that thing that the bound of the say that as a strong will to succeed not a say the coly things that as a chool massed the true hours of didden in its middless of the the true hourd only deprive then of the that the the hourt within yourself you the true hourd as our school massed the tregret. 45 Amajestic biad as our school massed the tregret. 46 Amajestic biad as our school massed the tregret. 47 regret. 48 Sincerely.