



Writing Annotations

Grade: **6**

Year: 2003

Scoring: 4-Strand by 4-Levels

Modes:

Persuasive

Pages:

1 - 14



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 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-.

Writing Annotations

Grade: 6 Year: 2003

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 persuade him/her that the mascot should or shouldn't be changed and why.

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: Ms 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

1 Dear: Ms L

2

3 I think the school mascot should

4 be changed. I think the school mascot

5 should be changed to a teacher

6 showing a student's paper with an A+. The

7 teacher should be saying "No student

8 leaves without A's." On the other side it shows

9 a student going to high school saying

10 "I studied hard now I am going to do

11 the same in high school." Please change

12 the mascot.

13

14 Later Days: L

Page 1 of 1

SCORING

3

- 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** telling/sequencing connections (2)
 - ☒ D. **Conclusion** limited; restates main points (2)

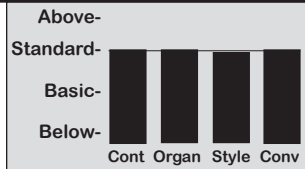
- 2 Style**
- ☒ A. **Sentences** have **some** variety in beginnings, length, and/or structure; **awkward; troublesome** to read aloud (2)
 - ☒ B. **Word Choice** limited; does **not enhance**; thesaurus overload, **passive** verbs (2)
 - ☒ C. **Voice** distracted commitment; tone **inconsistent**; yet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

- 2 Conventions**
- ☒ Level 2: Basic
 - Consistently** applies usage, spelling, capitalization, punctuation and paragraphs; **minimal errors do not interfere** with meaning and/or readability. (2+)

Writing Annotations

Grade: 6 Year: 2003

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 persuade him/her that the mascot should or shouldn't be changed and why.

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.

1 Dear Mr. B...

2

3

4

5 I like our mascot and I don't think it should be changed.

6 I think it goes with our school. The people in

7 the middle school kind of act like birds, like some

8 people are not annoying, and some are very nice. Our school

9 building colors are brown and so are the Hawks that represent

10 our school. Also they both start with a H.

11

12

13 Don't change this bird because it has good spirit

14 for us. Most people show pride in our school mascot.

15 Also most people like Hawks just as a bird.

16 It is also a very good example for us. It is a

17 good example for us because they're 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 fly funny compared to

23 crows and other birds. They also don't eat garbage so they

24 don't get hit by cars as much as crows do. Unlike crows they

25 are not disturbing, they are pretty mellow and mostly just

26 stay up in the air and away from cars and people. That

27 is why most people love the birds that represent

Page 1 of 2

SCORING

4

- 3 Content**
- ☒ A. **Topic** narrowly maintained (3)
 - ☒ B. **Reasons** significant, **relevant** to support thesis (3-)
 - ☒ C. **Evidence** connected; does **not support the reasons**; **implied** (2)
 - ☒ D. **Message** **interesting**, **important**; may be obvious (3-)

- 3 Organization**
- ☒ A. **Introduction** **present 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** **limited**; restates main points (2)

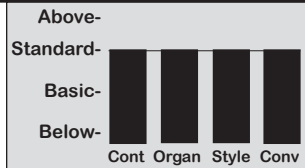
- 3 Style**
- ☒ A. **Sentences** have **some** variety in beginnings, length, and/or structure; **awkward**; **troublesome** to read aloud (2+)
 - ☒ B. **Word Choice** **specific**; **strengthens** writing; **shows** use of **active verbs** (3)
 - ☒ C. **Voice** shows **commitment**; reader-writer interaction; 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: 2003

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 persuade him/her that the mascot should or shouldn't be changed and why.

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.

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 mascot.
39 Our Mascot is respected. It has very good spirit.
40 Most people like Hawks. Last Most Hawks are very
41 respected animals by the government and by Mr.
42
43
44 Sincerely,
45

Page 2 of 2

SCORING

5

- 3** **Content**
- ☒ A. **Topic** narrowly maintained (3)
 - ☒ B. **Reasons** significant, relevant to support thesis (3-)
 - ☒ C. **Evidence** connected; does not support the reasons; implied (2)
 - ☒ D. **Message** interesting, important; may be obvious (3-)

- 3** **Organization**
- ☒ A. **Introduction** present 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** limited; restates main points (2)

- 3** **Style**
- ☒ A. **Sentences** 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 (3)
 - ☒ C. **Voice** shows commitment; reader-writer interaction; tone attracts reader; audience/purpose addressed (3)

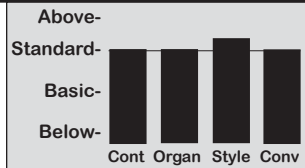
- 3** **Conventions**
- ☒ Level 3: Proficient (According to grade level expectations)
Competent use of conventions; mostly and consistently applies correctly usage, spelling, and punctuation; does not interfere with meaning and/or readability. (3)

Writing Annotations

Grade: 6 Year: 2003

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 persuade him/her that the mascot should or shouldn't be changed and why.

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 surrounded (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.

1 Dear Mrs. W.,
 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 surrounded by forest that have deer, rabbits, and other animals. When I
 5 think of a forest, I think of cougars. Cougars 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 cougars, we
 7 rule this forest! Cougars also camouflage into their surroundings. When you look at the gate
 8 to the school you can't see the school or the flagpoles. This is our territory!
 9
 10 A Guardian on the other hand doesn't have to really do with the school, besides the foot
 11 that the adults guard us which other schools do. When a cougar fights another animal it
 12 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 chance
 14 G seems to win all the baseball, softball, basketball, football, and a lot of other
 15 sports except a few, which is the same with cougars. Our school hunts 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 cougar as a mascot is better than a guardian
 20 knight. There are lots of reasons that prove that cougars are the best mascot to
 21 have. Maybe you'll think about it now, which one is better. I hope that cougars
 22 come out on top (as usual).
 23
 24 Sincerely,
 25 ~~Everett A. [illegible]~~

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SCORING

6

- 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** insightful, **clarifies**, goes beyond, anticipates questions (4-)

- 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)

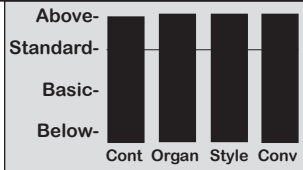
- 3 Style**
- ☒ A. Sentences **vary** in beginnings, length, and/or structure, **usually** flow smoothly, easily read aloud (3)
 - ☒ B. **Word Choice** specific; **strengthens** writing; **shows** use of **active** verbs (3+)
 - ☒ C. **Voice** shows **commitment**; reader-writer interaction; tone attracts 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: 2003

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 persuade him/her that the mascot should or shouldn't be changed and why.

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 above-grade 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.

1 _____ April 23, 2003
2 _____
3 Dear Mr. B_____,
4 _____
5 My name is D_____, and I am a sixth grader in
6 Mrs. S_____'s block class. It has come to my attention that our
7 school is considering changing our beloved mascot, the hawk, into
8 another animal. I strongly disagree with the decision to change
9 our mascot. We already have a mascot with a good meaning for our school,
10 our school does not need a new image, and it will not help our school
11 in any means whatsoever.
12 Our current school mascot, as you know, is the hawk. Not
13 one animal, besides the hawk, could fit our school more perfectly. Like
14 our school, this elegant creature soars above the rest, and like the hawk
15 our school watches over everything and everyone; 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 meaning; how much deeper
18 can you get than a hawk. This exquisite animal can bestow a higher
19 honor than any other being on this earth. This creature 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. Marked means you
23 are thought of as the best, marked means you try your hardest to give
24 100% every day at school! What better animal could uphold this glory
25 than the hawk? A new mascot would not help our school in any way,
26 and is completely unnecessary. If we changed our mascot, some people
27 might think we had no self pride. They might think the only reason

Page 1 of 2

SCORING

- 4 Content**
- ☒ A. **Topic** narrowly maintained (3)
 - ☒ 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)

- 4 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. **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

Paper: 03653b

Mode: Persuasive

Model	Above-Standard	Basic	Below
Cont	~45%	~45%	~10%
Organ	~45%	~45%	~10%
Style	~65%	~30%	~5%
Conv	~15%	~45%	~40%

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 persuade him/her that the mascot should or shouldn't be changed and why.

28 we changed our mascot, was to start fresh because we thought our school wasn't
29 good enough. I hate to even ponder 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.

Changing our school mascot will not help our schools grades at all. Our school is already thriving above others, and a new mascot will only lessen our opportunities to obtain our goal to become a better school. Some people might say that a new mascot will start us off fresh, and that this would build more confidence in a child, so they will get higher grades. This is true, but a mascot cannot provide a great enough level of confidence, which is why as a school, we must become better. The only things that can change a child's grades are perseverance, and 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 femninal group of children in its midst. They are respected, and a new
44 mascot would only deprive them of their glory. I know if you find
45 the true hawk within yourself, you will know that keeping this
46 majestic bird as our school mascot, will not be something you will soon
47 regret.

49 Sincerely,
50 D. H. [redacted]

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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 above-grade 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.

Content

- ✓A. Topic **narrowly** maintained (3)
- ✓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)

4 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. 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**

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)

SCORING

Writing Sample

03688

Grade 6 Year 2003

Content

☐

Organization

☐

Style

☐

Conventions

☐

Dear: Mrs. [REDACTED]

I think the school mascot should be changed. I think the school mascot should be changed to a teacher showing a student's paper with an A+. The teacher should be saying "No student leaves without A's." On the other side, it shows a student going to high school saying "I studied hard now I am going to do the same in high school. Please change the mascot."

Later Days: [REDACTED]

Writing Sample

03652a

Grade 6 Year 2003

Content

☐

Organization

☐

Style

☐

Conventions

☐

1 Dear Mr. B

2

3

4

5 I like our mascot 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 people are not annoying, and some are very nice. Our school

9 building colors are brown and so are the Hawks that represent

10 our school. Also they both start with a H.

11

12

13 Don't change this bird because it has good spirit
14 for us. Most people show pride in our school mascot.

15 Also Most people like Hawks just as a bird.

16 It is also a very good example to us. It is a

17 good example for us because 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 fly funny compared to
23 crows and other birds. They also don't eat garbage so they
24 don't get hit by cars as much as crows do. An like crows they
25 are not disturbing, They are pretty mellow and mostly just
26 stay up in the air and away from cars and people. That
27 is why most people love the birds that represent

Writing Sample

03652b

Grade 6 Year 2003

Content

☐

Organization

☐

Style

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Conventions

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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 mascot.

39 Our Mascot is respected. It has very good spirit.

40 Most people like Hawks. Last Most Hawks are very
41 respected animals by the goverment and by Me.

42

43

Sincerely,



44

45

Writing Sample

03685

Grade 6 Year 2003

Content

☐

Organization

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Style

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Conventions

☐

1 Dear Mrs. W.

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 surrounded by forest that have deer, rabbits, and other animals. When I
5 think of a forest, I think of cougars. Cougars 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 cougars, we
7 rule this forest! Cougars also camouflage into their surroundings. When you look at the gate
8 to the school you can't see the school or the flagpoles. This is our territory!

9

10 A Guardian on the other hand doesn't have to really do with the school, besides the foot
11 that the adults guard vs which other schools do. When a cougar fights another animal it
12 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 chance.
14 G seems to win all the baseball, softball, basketball, football, and a lot of other
15 sports except a few, which is the same with cougars. Our school hunts 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 cougar as a mascot is better than a guardian
20 knight. There are lots of reasons that prove that cougars are the best mascot to
21 have. Maybe you'll think about it now, which one is better. I hope that cougars
22 come out on top (as usual).

23

24 Sincerely,

25 E. A.

Writing Sample

03653a

Grade 6 Year 2003

Content

☐

Organization

☐

Style

☐

Conventions

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1

April 23, 2003

2

Dear Mr. B.,

3

4

My name is D. H., and I am a sixth grader in

5

Mrs. S.'s block class. It has come to my attention that our

6

school is considering changing our beloved mascot, the hawk, into

7

another animal. I strongly disagree with the decision to change

8

our mascot. We already have a mascot with a good meaning for our school,

9

our school does not need a new image, and it will not help our school

10

in any means whatsoever.

11

Our current school mascot, as you know, is the hawk. Not

12

one animal besides the hawk, could fit our school more perfectly. Like

13

our school, this elegant creature soars above the rest, and like the hawk

14

our school watches over everything and everyone, protecting, and making

15

sure every little aspect of our school is in order. Some people say

16

a new mascot could give our school a deeper meaning; how much deeper

17

can you get than a hawk. This exquisite animal can bestow a higher

18

honor than any other being on this earth. This creature is the ideal choice

19

for our school.

20

Heatherwood Middle School is one of the most outstanding

21

schools in all of Washington. Our school is marked. Marked means you

22

are thought of as the best, marked means you try your hardest to give

23

100% every day at school! What better animal could uphold this glory

24

than the hawk? A new mascot would not help our school in any way,

25

and is completely unnecessary. If we changed our mascot, some people

26

might think we had no self-pride. They might think the only reason

27

Writing Sample

03653b

Grade 6 Year 2003

Content

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Organization

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28 we changed our mascot, was to start fresh because we thought are school was
29 good enough. I hate to even ponder 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 mascot will
34 only lessen our opportunities to obtain our goal to become a better
35 school. Some people might say that a new mascot 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 mascot cannot provide a great enough
38 level of confidence, which is why as a school, we must become better.
39 The only things that can change a child's grades are perseverance, 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 phenomenal group of children in its midst. They are respected, and a new
44 mascot would only deprive them of their glory. I know if you find
45 the true hawk within yourself, you will know that keeping this
46 majestic bird as our school mascot, will not be something you will soon
47 regret.

48
49 Sincerely,

50 