



Writing Annotations

Grade: **7**

Date Used: February 2008

Year Originated: 2001

Scoring: 4-Strand by 4-Levels

Mode: Persuasive

Prompt: *Your school is planning its first "kick-off" assembly for the next school year. You have been asked to recommend someone to speak to seventh graders at your school. Write a multi-paragraph letter to your principal persuading him or her to choose the person you think would be the best speaker.*

Writing Sample

0107PA16a

Grade 7 Year 2001

Content

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Organization

☐

Style

☐

Conventions

☐

Dear principal,

I am writing this letter to you in response of your inviting me to choose someone to speak to seventh graders. My first choice would be a 15 year old named H—. He hasn't been to a public school of what he said, and has a grim expression, always doing unthinkate things. He's a lot smarter than most people and he's overall a pretty good person.

After the age of 7 he couldn't get

Content

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Organization

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Style

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Conventions

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Schooled much because of his profession,
By 10, he knew what we know now. Another
person is (B), H. He is my
brother and has been to a public school.
He holds a job at Rite Aid, a pharmacy.
He's married to someone named S.
M. (it used to be O).

His social skills are top notch and
is pretty nice. The last person is
I, K, my cousin. He's also
been to public school and currently resides
at home. He's the computer guy but his
social skills are somewhat lacking. Choose
which you find best.

Your student,

Writing Sample

0107PA13a

Grade 7 Year 2001

Content

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Organization

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Style

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Conventions

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Dear Mr. A _____,

I believe that I have a great idea of who should come to speak to our school, I believe this man could positively influence our school in more ways than one. This person is Dr. Martin Luther King.

Martin Luther King was an extremely positive person. This would be a good type of person

Content

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Organization

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Style

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Conventions

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to come to this school, he also has many good values that could be taught.

I think having Martin Luther King come to our school would be a unique learning experience for everyone, he had so much to offer, and everyone would be greatly affected by his coming.

Thank you for your time.

Sincerely,

Content

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Organization

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Style

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Conventions

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Dear Mr. B—,

I think that a Holocaust survivor should come and speak to the seventh graders at our school. It would be great for the seventh graders to learn about World War Two before high school. They could learn how people, mainly Jewish people, were persecuted because of their religion. The speaker, Mr. D—, would be educational for everyone.

I know from past

Content

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Organization

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Style

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Conventions

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experience that the stories and memories that Mr. D_____ tells makes you think about everyday things you take for granted. When I was in seventh grade, I met Mr. D_____ in Seattle at the Holocaust Museum. He told me that he almost died in a concentration camp. I think he would come, since he's been here before.

My main reason for him to come though, is that the seventh grade class at our school is awfully spoiled. About 90% of them get whatever they want. Sure they are nice and friendly, but they don't seem to have a work ethic. Maybe if Mr. D_____ comes and talks with

Content

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Organization

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Style

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Conventions

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them, they would see and understand that not everyone is as lucky as they are.

So in conclusion, ~~we~~ should call Mr. D_____ and ask him to come to W_____.

The seventh grade class would both learn and understand what some people have to deal with. Well, thank you for reading my proposal to bring in the best speaker for the seventh grade class, I hope you agree. Oh, one more thing I did I mention about when I _____

went up to Seattle, Mr. D_____

showed us a movie based on his actual life? It talks about how

the Nazis came and took he and his wife away, they both lived and got reunited. This would also

be good for the seventh graders.

Thanks again.

Sincerely,

Content

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Organization

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Style

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Conventions

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To the C__ R__ Middle School principal:

last year, a man named M__ M__ came to speak about depression and its signs, and suicide. His discussion really hit my heart. So, I would like you to invite him to our school again perhaps every year or every other year.

The sixth graders would get a lot out of his speaking. M__ not only causes you to want to cry at times with his stories, but laugh too. Instead of being an every-day adult speaker, he relates to our fresh-into-teenage-years lifestyles.

Content

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Organization

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Style

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Conventions

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Through his stories, he made students think deeply of the pain of depression and suicide.

Some parents may say this discussion shouldn't take place, it--depression and suicide--being such a touchy subject. "It's not necessary. It's not that common, don't worry about it," they might say. But they need to realize--that there's no way around it and yes, it DOES happen to people, young and old. Depression or suicide does not just affect the actual victim, but their friends and family as well. Maybe if there are more talks on this subject, it can be prevented altogether.

Again, M—M—, I say, is the absolute best speaker you could possibly obtain to talk to middle school students. You may even consider recommending him to other schools in the area. He did a very high job in getting through to us.

Writing Sample

0107PA1c

Grade 7 Year 2001

Content

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Organization

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Style

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Conventions

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Thank you for your time; please consider
this!

Sincerely,

Everett Public Schools

Writing Annotations Seventh Grade Trimester 2

Paper # 0107PA16

PERSUASIVE PROMPT: Your school is planning its first "kick-off" assembly for the next school year. You have been asked to recommend someone to speak to seventh graders at your school. Write a multi-paragraph letter to the principal persuading him or her to choose the person you think would be the best speaker.

1+ CONTENT

By wandering and failing to **focus** on one subject in this short letter, the writer did not develop any of his or her choices for the speaker: "My first choice would be a 15 year old named H..., Another person is B- M..., The last person is J- K-, my cousin." The author offered these insufficient **reasons** and **evidence** to explain and convince why the school should have any of the persons as a speaker: "His social skills are top notch and is pretty nice... his social skills are somewhat lacking." The **message** was a simplistic list of thoughts.

☐ LEVEL 4: ADVANCED

- ☐ A. Focus purposeful throughout
- ☐ B. Reasons purposeful, fully support thesis/position
- ☐ C. Evidence purposeful, relevant, elaborated to fully support reasons, clarifies
- ☐ D. Message insightful, clarifies, goes beyond, anticipates questions

☐ LEVEL 3: PROFICIENT

- ☐ A. Focus narrowly maintained
- ☐ B. Reasons significant, relevant to support thesis
- ☐ C. Evidence significant, relevant & elaborated, supports reasons
- ☐ D. Message interesting, important; may be obvious

☐ LEVEL 2: BASIC

- ☐ A. Focus generally focused throughout
- ☒ B. Reasons connected; inadequately supports thesis
- ☐ C. Evidence connected; inadequately supports reasons; implied
- ☐ D. Message present; simplistic; flawed; needs interpretation

☒ LEVEL 1: BELOW BASIC

- ☒ A. Focus wanders; focus lost
- ☐ B. Reasons do not support thesis; missing
- ☒ C. Evidence does not support reasons; missing
- ☐ D. Message missing or random thoughts

2- ORGANIZATION

A straightforward **introduction** was present but the **ending** lacked closure and was unconvincing: "Choose which you find best!" There was little organization; extraneous details were introduced without apparent connection to the argument: "He's married to someone named S M (it used to be O-)." While transitions were evident, i.e., because, Another, The last... also, they weren't enough to make the piece cohesive. This, combined with the lack of focus, left the reader confused and with no sense of wholeness or completeness (**middle**).

☐ LEVEL 4: ADVANCED

- ☐ A. Introduction creatively presents thesis in context; draws reader in with strong sense of direction
- ☐ B. Middle purposefully arranged in a logical pattern; clearly fit together
- ☐ C. Transitions clearly provide cohesion that covers the bulk of the text; intentionally signals/implies relationship connections
- ☐ D. Conclusion provides thought-provoking resolution, connection to the broader, or call for action

☐ LEVEL 3: PROFICIENT

- ☐ A. Introduction presents thesis in some context; provides reader with direction
- ☐ B. Middle prepared in a logical pattern to show thesis
- ☒ C. Transitions show, signal, or maintain basic and sequencing connections
- ☐ D. Conclusion ties up loose ends with consequences, connection to the broader, or call for action

☒ LEVEL 2: BASIC

- ☒ A. Introduction restates title or prompt, unclear, or only a little sense of direction
- ☐ B. Middle loosely patterned; outline-like
- ☐ C. Transitions telling/sequencing connections
- ☐ D. Conclusion limited; restates main points

☐ LEVEL 1: BELOW BASIC

- ☐ A. Introduction missing; no direction
- ☒ B. Middle randomly or illogically ordered
- ☐ C. Transitions incorrectly used, omitted, or repetitive
- ☒ D. Conclusion missing; restates topic; text abruptly ends

2+ STYLE

There was some variety of **sentence** structures. However, phrasing was not always natural. **Word choices** were sometimes inappropriate for and contradictory to the intended purpose: "... and has a grim expression, always doing unthinkable things, ...currently resides at home." There was little (**voice**) sense of the person behind the words.

☐ LEVEL 4: ADVANCED

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

☐ LEVEL 3: PROFICIENT

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

☒ LEVEL 2: BASIC

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

☐ LEVEL 1: BELOW BASIC

- ☐ A. Sentences are similar in beginnings, length, and/or structure; **no/minimal** "**sentence sense**"; does **not invite** reading aloud
- ☐ B. Word Choice **redundancy**; incorrect/omission; **confuses**
- ☐ C. Voice lacking; **insufficient** commitment; boredom; audience/purpose **not** addressed

3- CONVENTIONS

Conventions skills were best likened to the 6-8 GLEs. However, **paragraphs** did not clearly present connected ideas. **Spelling** and **Capitalization** was mostly correct. **Punctuation** included more than end marks.

☐ 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.

☐ 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.

To proceed to level 3, grade 3-5 grade level expectations must be met.

☒ LEVEL 2: BASIC

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

☐ LEVEL 1: BELOW BASIC

Inconsistently applies usage, spelling, capitalization, punctuation and paragraphs; **errors interfere** with meaning and/or readability.

Everett Public Schools

Writing Annotations Seventh Grade Trimester 2

Paper # 0107PA13

PERSUASIVE PROMPT: Your school is planning its first "kick-off" assembly for the next school year. You have been asked to recommend someone to speak to seventh graders at your school. Write a multi-paragraph letter to the principal persuading him or her to choose the person you think would be the best speaker.

2 CONTENT

The writer's **focus** was rather broad. Even though this letter had some supporting **reasons** for the writer's choice of speaker, the **details** were general and repetitive: "I believe this man could positively influence our school..., Martin Luther King was an extremely positive person. This would be a good type of person to come to this school. He also has many good values that could be taught." Nowhere is it clarified with examples or evidence what is positive, good, or valuable about the proposed speaker. The **message** wasn't drawn from the writer's personal experiences.

☐ LEVEL 4: ADVANCED

- ☐ A. Focus purposeful throughout
- ☐ B. Reasons purposeful, fully support thesis/position
- ☐ C. Evidence purposeful, relevant, elaborated to fully support reasons, clarifies
- ☐ D. Message insightful, clarifies, goes beyond, anticipates questions

☐ LEVEL 3: PROFICIENT

- ☐ A. Focus narrowly maintained
- ☐ B. Reasons significant, relevant to support thesis
- ☐ C. Evidence significant, relevant & elaborated, supports reasons
- ☐ D. Message interesting, important; may be obvious

☒ LEVEL 2: BASIC

- ☒ A. Focus generally focused throughout
- ☒ B. Reasons connected; inadequately supports thesis
- ☒ C. Evidence connected; inadequately supports reasons; implied
- ☒ D. Message present; simplistic; flawed; needs interpretation

☐ LEVEL 1: BELOW BASIC

- ☐ A. Focus wanders; focus lost
- ☐ B. Reasons do not support thesis; missing
- ☐ C. Evidence does not support reasons; missing
- ☐ D. Message missing or random thoughts

3- ORGANIZATION

A weak **introduction** provided the reader with some direction: "I believe that I have a good idea of who should come to speak..." The letter was organized but the lack of specific details left little sense of completeness with the reader. Connecting **transitions** were limited to "also" which did little in helping idea connections. The **conclusion** simply restated the writer's want for the speaker.

☐ LEVEL 4: ADVANCED

- ☐ A. Introduction creatively presents thesis in context; draws reader in with strong sense of direction
- ☐ B. Middle purposefully arranged in a logical pattern; clearly fit together
- ☐ C. Transitions clearly provide cohesion that covers the bulk of the text; intentionally signals/implies relationship connections
- ☐ D. Conclusion provides thought-provoking resolution, connection to the broader, or call for action

☒ LEVEL 3: PROFICIENT

- ☒ A. Introduction presents thesis in some context; provides reader with direction
- ☒ B. Middle prepared in a logical pattern to show thesis
- ☐ C. Transitions show, signal, or maintain basic and sequencing connections
- ☐ D. Conclusion ties up loose ends with consequences, connection to the broader, or call for action

☐ LEVEL 2: BASIC

- ☐ A. Introduction restates title or prompt, unclear, or only a little sense of direction
- ☐ B. Middle loosely patterned; outline-like
- ☒ C. Transitions telling/sequencing connections
- ☒ D. Conclusion limited; restates main points

☐ LEVEL 1: BELOW BASIC

- ☐ A. Introduction missing; no direction
- ☐ B. Middle randomly or illogically ordered
- ☐ C. Transitions incorrectly used, omitted, or repetitive
- ☐ D. Conclusion missing; restates topic; text abruptly ends

2 STYLE

The **voice** seemed reasonably sincere; however, the tone of the writing was flat and risk free. Word choice was appropriate, but predictable and vague: "great, positive(ly), good." Similarly the sentence variety was limited with three of the eight sentences beginning with I believe or I think; the remainder began with other subject-verb combinations.

☐ LEVEL 4: ADVANCED

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

☐ LEVEL 3: PROFICIENT

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

☒ LEVEL 2: BASIC

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

☐ LEVEL 1: BELOW BASIC

- ☐ A. Sentences are similar in beginnings, length, and/or structure; **no/minimal** "sentence sense"; does **not invite** reading aloud
- ☐ B. Word Choice **redundancy**; incorrect/omission; **confuses**
- ☐ C. Voice lacking; **insufficient** commitment; boredom; audience/purpose **not addressed**

3 CONVENTIONS

Conventions were generally intact for the GLEs in the 6-8 grade level range. **Punctuation, spelling** and **capitalization** were nearly always correct. **Paragraphs** were evident to chunk repeating ideas. This letter would need moderate editing in Standard English **usage** for a run-on sentence.

☐ 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.

☒ 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.

To proceed to level 3, grade 3-5 grade level expectations must be met.

☐ LEVEL 2: BASIC

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

☐ LEVEL 1: BELOW BASIC

Inconsistently applies usage, spelling, capitalization, punctuation and paragraphs; **errors interfere** with meaning and/or readability.

Everett Public Schools

Writing Annotations Seventh Grade Trimester 2 Paper # 0107PA6

PERSUASIVE PROMPT: Your school is planning its first "kick-off" assembly for the next school year. You have been asked to recommend someone to speak to seventh graders at your school. Write a multi-paragraph letter to the principal persuading him or her to choose the person you think would be the best speaker.

3 CONTENT

This letter stayed **focused** and provided adequate supporting detail for the reasons the writer would choose Mr. D to speak: "...educational for everyone, ...think about everyday things you take for granted, ... he almost died in a concentration camp, ...[students] would see and understand that not everyone is lucky as they are."

☐ LEVEL 4: ADVANCED

- ☐ A. Focus purposeful throughout
- ☐ B. Reasons purposeful, fully support thesis/position
- ☐ C. Evidence purposeful, relevant, elaborated to fully support reasons, clarifies
- ☐ D. Message insightful, clarifies, goes beyond, anticipates questions

☒ LEVEL 3: PROFICIENT

- ☒ A. Focus narrowly maintained
- ☒ B. Reasons significant, relevant to support thesis
- ☒ C. Evidence significant, relevant & elaborated, supports reasons
- ☒ D. Message interesting, important; may be obvious

☐ LEVEL 2: BASIC

- ☐ A. Focus generally focused throughout
- ☐ B. Reasons connected; inadequately supports thesis
- ☐ C. Evidence connected; inadequately supports reasons; implied
- ☐ D. Message present; simplistic; flawed; needs interpretation

☐ LEVEL 1: BELOW BASIC

- ☐ A. Focus wanders; focus lost
- ☐ B. Reasons do not support thesis; missing
- ☐ C. Evidence does not support reasons; missing
- ☐ D. Message missing or random thoughts

3 ORGANIZATION

The **introduction** proposed that a Holocaust survivor should speak: "...learn how people, mainly Jewish people, were persecuted because of their religion." With this as the start, the **message** of the writer was based on comments about his/her experience with the speaker through a museum visit. **Reasons** offered had support with **evidence** to support these reasons was examples: "...he talks about how the Nazis came and took his wife away..., both lived and got reunited." The reasons and examples were logically presented (**middle**) and included **transitions**, e.g., because, My main reason..., One more thing..., that served to connect thoughts. A small lapse in organization appears near the end of the letter: "Well, thank you for reading my proposal. . . Oh, one more thing..." This did not, however, seriously detract from the piece's sense of wholeness and completeness.

☐ LEVEL 4: ADVANCED

- ☐ A. Introduction creatively presents thesis in context; draws reader in with strong sense of direction
- ☐ B. Middle purposefully arranged in a logical pattern; clearly fit together
- ☐ C. Transitions clearly provide cohesion that covers the bulk of the text; intentionally signals/implies relationship connections
- ☐ D. Conclusion provides thought-provoking resolution, connection to the broader, or call for action

☒ LEVEL 3: PROFICIENT

- ☒ A. Introduction presents thesis in some context; provides reader with direction
- ☒ B. Middle prepared in a logical pattern to show thesis
- ☒ C. Transitions show, signal, or maintain basic and sequencing connections
- ☒ D. Conclusion ties up loose ends with consequences, connection to the broader, or call for action

☐ LEVEL 2: BASIC

- ☐ A. Introduction restates title or prompt, unclear, or only a little sense of direction
- ☐ B. Middle loosely patterned; outline-like
- ☐ C. Transitions telling/sequencing connections
- ☐ D. Conclusion limited; restates main points

☐ LEVEL 1: BELOW BASIC

- ☐ A. Introduction missing; no direction
- ☐ B. Middle randomly or illogically ordered
- ☐ C. Transitions incorrectly used, omitted, or repetitive
- ☐ D. Conclusion missing; restates topic; text abruptly ends

3 STYLE

Word choice was appropriate for the intended audience and purpose, and **sentence** structure and length were somewhat varied. By describing the affect the speaker had on the writer, and how he or she hoped the speaker will effect the students, the writer conveyed a sense of the person behind the words.

☐ LEVEL 4: ADVANCED

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

☒ LEVEL 3: PROFICIENT

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

☐ LEVEL 2: BASIC

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

☐ LEVEL 1: BELOW BASIC

- ☐ A. Sentences are similar in beginnings, length, and/or structure; **no/minimal "sentence sense"**; does **not invite** reading aloud
- ☐ B. Word Choice **redundancy**; incorrect/omission; **confuses**
- ☐ C. Voice lacking; **insufficient** commitment; boredom; audience/purpose **not addressed**

3 CONVENTIONS

Conventions were mostly intact for the GLEs in the 6-8 grade level range. Paragraphing helped clarify.

☐ 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.

☒ 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.

To proceed to level 3, grade 3-5 grade level expectations must be met.

☐ LEVEL 2: BASIC

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

☐ LEVEL 1: BELOW BASIC

Inconsistently applies usage, spelling, capitalization, punctuation and paragraphs; **errors interfere** with meaning and/or readability.

Everett Public Schools

Writing Annotations Seventh Grade Trimester 2

Paper # 0107PA1

PERSUASIVE PROMPT: Your school is planning its first "kick-off" assembly for the next school year. You have been asked to recommend someone to speak to seventh graders at your school. Write a multi-paragraph letter to the principal persuading him or her to choose the person you think would be the best speaker.

4- CONTENT

The **topic** in this letter was focused on a man named M M who addresses the issue of suicide and depression. Ample supporting details were evident about the speaker's skills: "...made students think deeply of the pain of depression and suicide..., if there are more talks on this subject, it can be prevented alltogether." The writer also presented counter arguments to parents who may feel the topic is inappropriate: "Some parents may say..., ...there's no way around it..., does not only effect the actual victim but their friends and family..." From the start the reader was aware of the letter's purpose.

☒ LEVEL 4: ADVANCED

- ☒ A. Focus purposeful throughout
- ☐ B. Reasons purposeful, fully support thesis/position
- ☒ C. Evidence purposeful, relevant, elaborated to fully support reasons, clarifies
- ☒ D. Message insightful, clarifies, goes beyond, anticipates questions

☐ LEVEL 3: PROFICIENT

- ☐ A. Focus narrowly maintained
- ☒ B. Reasons significant, relevant to support thesis
- ☐ C. Evidence significant, relevant & elaborated, supports reasons
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☐ LEVEL 2: BASIC

- ☐ A. Focus generally focused throughout
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- ☐ D. Message present; simplistic; flawed; needs interpretation

☐ LEVEL 1: BELOW BASIC

- ☐ A. Focus wanders; focus lost
- ☐ B. Reasons do not support thesis; missing
- ☐ C. Evidence does not support reasons; missing
- ☐ D. Message missing or random thoughts

3+ ORGANIZATION

The **introduction** posited the writer's choice and previous experience with the speaker: " ...came to speak,... His discussion really hit my heart." With this as the start, the **message** was personal and insightful. The organization (**middle**) was logical, and transitions clearly connected ideas: not only, instead of, again. The **conclusion** summarized and asked the reader for some action.

☐ LEVEL 4: ADVANCED

- ☒ A. Introduction creatively presents thesis in context; draws reader in with strong sense of direction
- ☐ B. Middle purposefully arranged in a logical pattern; clearly fit together
- ☐ C. Transitions clearly provide cohesion that covers the bulk of the text; intentionally signals/implies relationship connections
- ☐ D. Conclusion provides thought-provoking resolution, connection to the broader, or call for action

☒ LEVEL 3: PROFICIENT

- ☐ A. Introduction presents thesis in some context; provides reader with direction
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- ☐ A. Introduction restates title or prompt, unclear, or only a little sense of direction
- ☐ B. Middle loosely patterned; outline-like
- ☐ C. Transitions telling/sequencing connections
- ☐ D. Conclusion limited; restates main points

☐ LEVEL 1: BELOW BASIC

- ☐ A. Introduction missing; no direction
- ☐ B. Middle randomly or illogically ordered
- ☐ C. Transitions incorrectly used, omitted, or repetitive
- ☐ D. Conclusion missing; restates topic; text abruptly ends

3+ STYLE

Word choice was strong: "...His discussion really hit my heart; Instead of being an every-day adult speaker, he relates to our fresh-into-teenage years lifestyles; ...yes, it DOES happen to people, young and old; and ...absolute best speaker you could possibly obtain.. " This also demonstrated the writer's strong commitment to the topic and a clear sense of the person behind the words. Variations in **sentence** beginnings and length supported the writing to flow smoothly.

☐ LEVEL 4: ADVANCED

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

☒ LEVEL 3: PROFICIENT

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

☐ LEVEL 2: BASIC

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

☐ LEVEL 1: BELOW BASIC

- ☐ A. Sentences are similar in beginnings, length, and/or structure; **no/minimal "sentence sense"**; does **not invite** reading aloud
- ☐ B. Word Choice **redundancy**; incorrect/omission; **confuses**
- ☐ C. Voice **lacking; insufficient** commitment; boredom; audience/purpose **not addressed**

3+ CONVENTIONS

Conventions were mostly intact for the GLEs in the 6-8 grade level range. **Paragraphing** helped to clarify.

☐ 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.

☒ 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.

To proceed to level 3, grade 3-5 grade level expectations must be met.

☐ LEVEL 2: BASIC

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

☐ LEVEL 1: BELOW BASIC

Inconsistently applies usage, spelling, capitalization, punctuation and paragraphs; **errors interfere** with meaning and/or readability.