

Grade 7

Annotation Papers

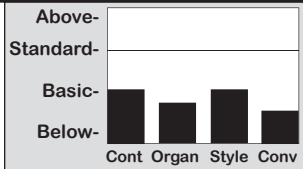
Expository Prompt:

Write a multi-paragraph letter to a person from 100 years ago explaining what it is like to be someone your age in the year 2007.

Writing Annotations

Grade: 7 Year: 2002

Paper: 027EA10a
Mode: Expository



Prompt: Write a multi-paragraph letter to a person from 100 years ago explaining what it is like to be someone your age in the year 2001. (original prompt was 2001)

Annotation:

The writer generally shows an inadequate ability to explain effectively.

Right out of the chute the inconsistent **focus** confused; first it was fun being a kid and then it wasn't. The vague **introduction** noted the differences between "13 yearolds" and adults, but the rest of the letter attempted to discuss assorted good and bad changes: "tecknology has increased by alot... the bad thing is the population has increased." These **reasons** were minimally elaborated ("like computers, TV, boats, and cars") with **details**, thus the **message** was simplistic. There was an outline-like attempt at an organizational **body** and the paper simply ended with a very weak **closing**: "One last thing..." thus bringing up a new idea rather than drawing the piece together. **Transitions** bounced between basic conjunctives and telling phrases: And, so, but, "The one/another/last thing...", "Though there..." **Word choice** was limited and repetitious: "...I don't like is the cost of everything. It is to much..." **Sentences** varied a little. **Voice** fluctuated on commitment but did show some risk taking and a person behind the words. Preponderance of grades 3-5 GLEs in conventions have yet to be met but the meaning could be inferred. **Usage** had homophone (your for you're) and missing verb problems. **Spelling** errors were present (privlages, yearold, teknoogy, vilont), but the meaning was not lost. **Capitalization** was mostly correct. **Paragraphs** were present and consistent but could have better managed the text. **Punctuation** had repeated problems with contractions and a missing end mark.

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

Being a 13 yearold in 2001 is fun. But you dont get all the privlages adults do. Though there are some advantags you dont have to pay for your hole family, and your not working all the time.

The great thing about being in year 2001 the teknoogy has increased by alot like computers, TV, boats, and cars. And I get to enjoy them. The bad thing is the population has increased so all the free space is being filled up. The one thing about being in the year 1901 it is less

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SCORING

- 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** missing; **no direction** (1+)
 - ✓B. **Middle** loosely patterned; outline-like (2)
 - ✓C. **Transitions** telling/sequencing **connections** (2+/3-)
 - ✓D. **Conclusion** missing; restates topic; text **abruptly** ends (1)

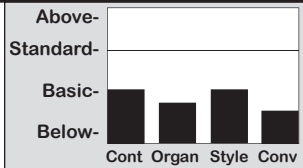
- 2** **Style**
- ✓A. **Sentences** vary in beginnings, length, and/or structure, **usually** flow smoothly, easily read aloud (3-)
 - ✓B. **Word Choice** limited; does **not enhance**; thesaurus overload, **passive** verbs (2)
 - ✓C. **Voice** distracted commitment; tone **inconsistent**; yet to be invited-in; audience/purpose is weak (2+)

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

Writing Annotations

Grade: 7 Year: 2002

Paper: 027EA10b
Mode: Expository



Prompt: Write a multi-paragraph letter to a person from 100 years ago explaining what it is like to be someone your age in the year 2001.

vilont than here. The other thing I
dout like is the cost of everything
It is to much to pay for unless your
rich. One last thing the cloths here
are the best thing that happend
for a 13 year old.

Annotation:

The writer generally shows an inadequate ability to explain effectively.

Right out of the chute the inconsistent **focus** confused; first it was fun being a kid and then it wasn't. The vague **introduction** noted the differences between "13 yearolds" and adults, but the rest of the letter attempted to discuss assorted good and bad changes: "tecknology has increased by alot... the bad thing is the population has increased." These **reasons** were minimally elaborated ("like computers, TV, boats, and cars") with **details**, thus the **message** was simplistic. There was an outline-like attempt at an organizational **body** and the paper simply ended with a very weak **closing**: "One last thing..." thus bringing up a new idea rather than drawing the piece together. **Transitions** bounced between basic conjunctives and telling phrases: And, so, but, "The one/another/last thing...", "Though there..." **Word choice** was limited and repetitious: "...I don't like is the cost of everything. It is to much..." **Sentences** varied a little. **Voice** fluctuated on commitment but did show some risk taking and a person behind the words. Preponderance of grades 3-5 GLEs in conventions have yet to be met but the meaning could be inferred. **Usage** had homophone (your for you're) and missing verb problems. **Spelling** errors were present (privlages, yearold, teknołgy, vilont), but the meaning was not lost. **Capitalization** was mostly correct. **Paragraphs** were present and consistent but could have better managed the text. **Punctuation** had repeated problems with contractions and a missing end mark.

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

Page 2 of 2

SCORING

- 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** missing; no direction (1+)
 - ✓B. **Middle** loosely patterned; outline-like (2)
 - ✓C. **Transitions** telling/sequencing connections (2+/3-)
 - ✓D. **Conclusion** missing; restates topic; text abruptly ends (1)

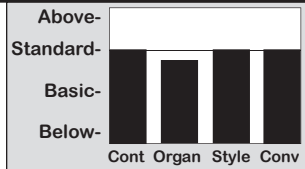
- 2** **Style**
- ✓A. **Sentences** vary in beginnings, length, and/or structure, **usually** flow smoothly, easily read aloud (3-)
 - ✓B. **Word Choice** limited; does not enhance; thesaurus overload, passive verbs (2)
 - ✓C. **Voice** distracted commitment; tone inconsistent; yet to be invited-in; audience/purpose is weak (2+)

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

Writing Annotations

Grade: 7 Year: 2002

Paper: 027EA6a
Mode: Expository



Prompt: Write a multi-paragraph letter to a person from 100 years ago explaining what it is like to be someone your age in the year 2001.

Annotation:

The writer generally shows an sufficient ability to explain effectively.

The letter **focused** on the how great it was to be young in 2001. The writer used adequate **details** to support the three or four **reasons**: *school five days a week; access to more; many opportunities*. There was an occasional lapse in focus. For example, in the school paragraph the writer wandered into a discussion of looks and what to wear. A few **transitions** were used in an attempt to connect ideas: *At school, Some bigger differences, also*. In general the **message** was predictable, in part, because the **body** was organized logically. The **opening** sentence was a grabber and hinted at a direction. But the writer simply popped right into the message. Similarly the **closing** only restated a main point. **Word choice** was adequate, though not complex: *We have computers, which everyone knows how to use or learns how to use*. There was variety in **sentence** structure and length. The writer conveyed a sense of the person behind the words (**voice**): *I think we get more respect than children 100 years ago did, but, are also expected to earn that respect*. Preponderance of grades 3-5 GLEs were met. Standard English **usage** was consistently applied. **Spelling** was nearly always correct, though not particularly challenging, and the same for **Capitalization**. **Paragraphs** were present and consistent. **Punctuation** was mostly correct.

This paper has just yet met the district's performance standard.

Dear Person from 100 years ago,

To be young in 2001 is great. We have to go to school five days a week. At school you meet alot of friends and get to know alot of people. We can play school sports, participate in school clubs, or outside of school we can do more things. Every one who is around my age worries about looks and what to wear. We all want to.

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SCORING

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

- 3** **Organization**
- ☒ A. **Introduction** **presents thesis** in some **context**; provides reader with **direction** (3)
 - ☒ B. **Middle** prepared in a **logical pattern** to show thesis (3)
 - ☒ C. **Transitions** **telling/sequencing connections** (2)
 - ☒ D. **Conclusion** **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)

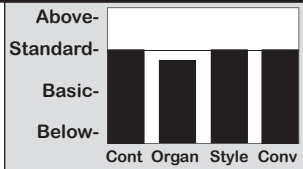
- 3** **Conventions**
- ☒ Level 3: Proficient (According to grade level expectations)
Competent use of conventions; **mostly** and **consistently** applies correctly usage, spelling, and punctuation; does not interfere with meaning and/or readability. (3)

Writing Annotations

Grade: 7 Year: 2002

Paper: 027EA6b
Mode: Expository

Prompt: Write a multi-paragraph letter to a person from 100 years ago explaining what it is like to be someone your age in the year 2001.



be trendy but unique at the same time. Those are some personal ideas of what it's like. Some bigger differences are kids these days have access to more than you did when you were young. We have computers which every one knows how to use or learns how to use in school. Computers also bring the internet which we are expected to know how to use for research. Telephones are better now and every one knows how to and does use them all the time. We are lucky to have such technology

Annotation:

The writer generally shows an sufficient ability to explain effectively.

The letter **focused** on the how great it was to be young in 2001. The writer used adequate **details** to support the three or four **reasons**: school five days a week; access to more; many opportunities. There was an occasional lapse in focus. For example, in the school paragraph the writer wandered into a discussion of looks and what to wear. A few **transitions** were used in an attempt to connect ideas: *At school, Some bigger differences, also*. In general the **message** was predictable, in part, because the **body** was organized logically. The **opening** sentence was a grabber and hinted at a direction. But the writer simply popped right into the message. Similarly the **closing** only restated a main point. **Word choice** was adequate, though not complex: *We have computers, which everyone knows how to use or learns how to use*. There was variety in **sentence** structure and length. The writer conveyed a sense of the person behind the words (**voice**): *I think we get more respect than children 100 years ago did, but, are also expected to earn that respect*. Preponderance of grades 3-5 GLEs were met. Standard English **usage** was consistently applied. **Spelling** was nearly always correct, though not particularly challenging, and the same for **Capitalization**. **Paragraphs** were present and consistent. **Punctuation** was mostly correct.

This paper has just yet met the district's performance standard.

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SCORING

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

- 3** **Organization**
- ☒ A. **Introduction** **presents thesis** in some **context**; provides reader with **direction** (3)
 - ☒ B. **Middle** prepared in a **logical pattern** to show thesis (3)
 - ☒ C. **Transitions** **telling/sequencing connections** (2)
 - ☒ D. **Conclusion** **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)

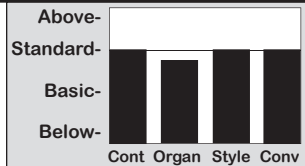
- 3** **Conventions**
- ☒ Level 3: Proficient (According to grade level expectations)
Competent use of conventions; **mostly** and **consistently** applies correctly usage, spelling, and punctuation; does not interfere with meaning and/or readability. (3)

Writing Annotations

Grade: 7 Year: 2002

Paper: 027EA6c
Mode: Expository

Prompt: Write a multi-paragraph letter to a person from 100 years ago explaining what it is like to be someone your age in the year 2001.



Annotation:

The writer generally shows an sufficient ability to explain effectively.

The letter **focused** on the how great it was to be young in 2001. The writer used adequate **details** to support the three or four **reasons**: *school five days a week; access to more; many opportunities*. There was an occasional lapse in focus. For example, in the school paragraph the writer wandered into a discussion of looks and what to wear. A few **transitions** were used in an attempt to connect ideas: *At school, Some bigger differences, also*. In general the **message** was predictable, in part, because the **body** was organized logically. The **opening** sentence was a grabber and hinted at a direction. But the writer simply popped right into the message. Similarly the **closing** only restated a main point. **Word choice** was adequate, though not complex: *We have computers, which everyone knows how to use or learns how to use*. There was variety in **sentence** structure and length. The writer conveyed a sense of the person behind the words (**voice**): *I think we get more respect than children 100 years ago did, but, are also expected to earn that respect*. Preponderance of grades 3-5 GLEs were met. Standard English **usage** was consistently applied. **Spelling** was nearly always correct, though not particularly challenging, and the same for **Capitalization**. **Paragraphs** were present and consistent. **Punctuation** was mostly correct.

This paper has just yet met the district's performance standard.

Being young in 2001 gives us many opportunities also. Girls or boys can play sports, be friends with who ever they want, go shopping, earn money, be an individule, or do practically any thing that is not illegal. I think we get more respect than children 100 years ago did, but, are also expected to earn that respect. children these days also get a better education which lets them grow up to be almost any thing they want. Children in 2001 are better off than children in 1901.

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SCORING

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

- 3** **Organization**
- ☒ A. **Introduction** **presents thesis in some context**; provides reader with **direction** (3)
 - ☒ B. **Middle** prepared in a **logical pattern** to show thesis (3)
 - ☒ C. **Transitions** **telling/sequencing connections** (2)
 - ☒ D. **Conclusion** **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)

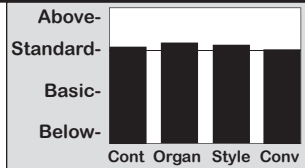
- 3** **Conventions**
- ☒ Level 3: Proficient (*According to grade level expectations*)
 - Competent** use of conventions; **mostly** and **consistently** applies correctly usage, spelling, and punctuation; does not interfere with meaning and/or readability. (3)

Writing Annotations

Grade: 7 Year: 2002

Paper: 027EA5a
Mode: Expository

Prompt: Write a multi-paragraph letter to a person from 100 years ago explaining what it is like to be someone your age in the year 2001.



Annotation:

The writer consistently demonstrates a satisfactory ability to explain effectively.

The writer chose to **focus** on explaining to *Mr. Ford* the ways in which cars are different today and the energy changes that need to be made in the future. Adequate **details**, in a logical organizational pattern in the **body**, were used to support those **reasons**. Essentially, after a lengthy **introduction**, the paper was divided into two parts. The first part explained how much more common cars are today; the second half focused on this generation's need to find a new energy source for cars (*that won't run out/pollute*). **Transitions** were used to connect ideas: *Now, When, almost, By the time*. The **conclusion** had a strong call for personal action. **Word choice** was adequate, and, at times, compelling: *I hate hacking and coughing from it; I hope that I am up for it*. There was some **sentence** variety: *Almost every adult owns a car in the United States now a days. I've grown up with them. A sense of the person behind the words (voice) emerged in the latter half of the letter: It's hard being young, we will have to do a lot for this dying country and this dying world.* **Spelling, punctuation, and capitalization** were nearly always correct. Same for usage of Standard English. Paragraphing could have been improved give more clarity. Preponderance of GLEs were met.

This paper has met the district's performance standard.

Dear Mr. Ford,

Now in the twenty-first century most cars are not made by hand in assembly lines, but by machines. The machines still use a type of assembly line. When you were making cars they were very special and not everyone had one. Now we need to change cars and it's my young generation that has to do it.

Almost every adult owns a car in

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SCORING

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

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

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

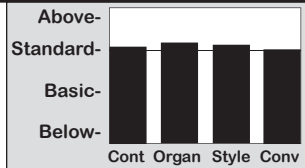
- 3** **Conventions**
- ☒ Level 3: Proficient (According to grade level expectations)
Competent use of conventions; **mostly** and **consistently** applies correctly usage, spelling, and punctuation; does not interfere with meaning and/or readability. (3)

Writing Annotations

Grade: 7 Year: 2002

Paper: 027EA5b
Mode: Expository

Prompt: Write a multi-paragraph letter to a person from 100 years ago explaining what it is like to be someone your age in the year 2001.



Annotation:

The writer consistently demonstrates a satisfactory ability to explain effectively.

The writer chose to **focus** on explaining to *Mr. Ford* the ways in which cars are different today and the energy changes that need to be made in the future. Adequate **details**, in a logical organizational pattern in the **body**, were used to support those **reasons**. Essentially, after a lengthy **introduction**, the paper was divided into two parts. The first part explained how much more common cars are today; the second half focused on this generation's need to find a new energy source for cars (*that won't run out/pollute*). **Transitions** were used to connect ideas: *Now, When, almost, By the time*. The **conclusion** had a strong call for personal action. **Word choice** was adequate, and, at times, compelling: *I hate hacking and coughing from it; I hope that I am up for it*. There was some **sentence** variety: *Almost every adult owns a car in the United States now a days. I've grown up with them. A sense of the person behind the words (voice) emerged in the latter half of the letter: It's hard being young, we will have to do a lot for this dying country and this dying world. Spelling, punctuation, and capitalization were nearly always correct. Same for usage of Standard English. Paragraphing could have been improved give more clarity. Preponderance of GLEs were met.*

This paper has met the district's performance standard.

the United States now a days, I've grown up with them, When you were making the old model-T's you were lucky to own one, I see them every where, about two-hundred pass my house everyday, maybe more. Too many cars are polluting the air today and it makes me sick. I hate hacking and coughing from it.

We need to change cars for the better and my generation is going to do something about it. The world is quickly loosing its gasoline and as you know cars run on gasoline. My generation has to come up with a solution for this horrible problem. By the time I'm dead the idea of cars running on gasoline will be a legend. It's hard being young, we will have to do a lot for this dying country and

Page 2 of 3

SCORING

8

3 Content

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

3 Organization

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

3 Style

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

3 Conventions

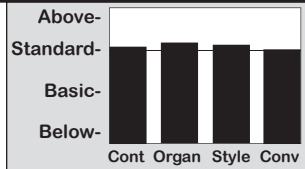
- ☒ Level 3: Proficient (According to grade level expectations)
Competent use of conventions; **mostly** and **consistently** applies correctly usage, spelling, and punctuation; does not interfere with meaning and/or readability. (3)

Writing Annotations

Grade: 7 Year: 2002

Paper: 027EA5c
Mode: Expository

Prompt: Write a multi-paragraph letter to a person from 100 years ago explaining what it is like to be someone your age in the year 2001.



Annotation:

The writer consistently demonstrates a satisfactory ability to explain effectively.

The writer chose to **focus** on explaining to *Mr. Ford* the ways in which cars are different today and the energy changes that need to be made in the future. Adequate **details**, in a logical organizational pattern in the **body**, were used to support those **reasons**. Essentially, after a lengthy **introduction**, the paper was divided into two parts. The first part explained how much more common cars are today; the second half focused on this generation's need to find a new energy source for cars (*that won't run out/pollute*). **Transitions** were used to connect ideas: *Now, When, almost, By the time*. The **conclusion** had a strong call for personal action. **Word choice** was adequate, and, at times, compelling: *I hate hacking and coughing from it; I hope that I am up for it*. There was some **sentence** variety: *Almost every adult owns a car in the United States now a days. I've grown up with them*. A sense of the person behind the words (**voice**) emerged in the latter half of the letter: *It's hard being young, we will have to do a lot for this dying country and this dying world*. **Spelling, punctuation, and capitalization** were nearly always correct. Same for usage of Standard English. Paragraphing could have been improved give more clarity. Preponderance of GLEs were met.

This paper has met the district's performance standard.

this dying world. I hope that I am up for it.

Page 3 of 3

SCORING

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

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

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

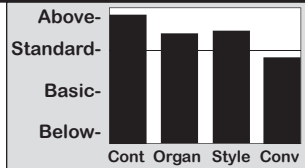
- 3** **Conventions**
- ☒ Level 3: Proficient (*According to grade level expectations*)
Competent use of conventions; **mostly** and **consistently** applies correctly usage, spelling, and punctuation; does not interfere with meaning and/or readability. (3)

Writing Annotations

Grade: 7 Year: 2002

Paper: 027EA1a
Mode: Expository

Prompt: Write a multi-paragraph letter to a person from 100 years ago explaining what it is like to be someone your age in the year 2001.



Annotation:

The writer generally demonstrates an agreeable ability to explain effectively.

An emphatic **opening** (*It's so amazing here in the 21st century. Everything is different. All the things you have we have, but it's bigger or better...*) paved the way for an amply **elaborated**, logically organized **middle** discussion of the most amazing thing... the new technology. Computers, the internet, e-mail, cell phones, automobiles, and airplanes were described/explained. The **message** was interesting and examples connected main ideas together nicely. The **closing** brought the past to the future and a call for the future to visit the past some day. **Transitions** in the body of paragraphs helped the flow of ideas where paragraphing was weak. The writer's audience awareness remained consistent throughout the letter and helped to unify ideas and to convey a **voice** (sense of the person behind the words): *Phones have become much better then from what your used to; There are so many new car companies... the only one you would know is Ford; different kinds of music... You got to hear it; I wish you could see this place... Hope to see you when they invent a time machine.* **Word choice** was appropriate for the audience, and **sentences** varied: *They (NASA) explore space and build satilites. The system works because the signals given off by the phone bounce of one of the many satilites to whoever your talking to around the world.* **Punctuation** and **capitalization** were mostly correct but repeating contraction and homophone problems were evident (theres, your, there) and the dropping of letters (of for off). None of this interfered with meaning.

This paper has met the district's performance standard.

Page 1 of 5

4 Content

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

3 Organization

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

3 Style

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

3 Conventions

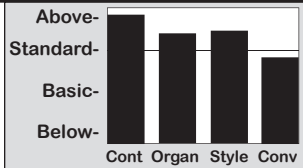
- ☒ Level 3: Proficient (According to grade level expectations)
Competent use of conventions; **mostly** and **consistently** applies correctly usage, spelling, and punctuation; does not interfere with meaning and/or readability. (3-)

SCORING

Writing Annotations

Grade: 7 Year: 2002

Paper: 027EA1b
Mode: Expository



Prompt: Write a multi-paragraph letter to a person from 100 years ago explaining what it is like to be someone your age in the year 2001.

Annotation:

The writer generally demonstrates an agreeable ability to explain effectively.

An emphatic **opening** (*It's so amazing here in the 21st century. Everything is different. All the things you have we have, but it's bigger or better...*) paved the way for an amply **elaborated**, logically organized **middle** discussion of the most amazing thing... the new technology. Computers, the internet, e-mail, cell phones, automobiles, and airplanes were described/explained. The **message** was interesting and examples connected main ideas together nicely. The **closing** brought the past to the future and a call for the future to visit the past some day. **Transitions** in the body of paragraphs helped the flow of ideas where paragraphing was weak. The writer's audience awareness remained consistent throughout the letter and helped to unify ideas and to convey a **voice** (sense of the person behind the words): *Phones have become much better then from what your used to; There are so many new car companies... the only one you would know is Ford; different kinds of music... You got to hear it; I wish you could see this place... Hope to see you when they invent a time machine.* **Word choice** was appropriate for the audience, and **sentences** varied: *They (NASA) explore space and build satilites. The system works because the signals given off by the phone bounce of one of the many satilites to whoever your talking to around the world.* **Punctuation** and **capitalization** were mostly correct but repeating contraction and homophone problems were evident (theres, your, there) and the dropping of letters (of for off). None of this interfered with meaning.

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a printer. Another new invention called the Internet you can find all kinds of information you need in a matter of seconds. All you do is type in a subject word and click on search. It will bring you to a website with the information you want and nothing more. Email is another new invention. Email is like writing a letter to someone except you don't need to go the post office. Instead you type in their Email address. You can send pictures and other documents to the person your sending to as well.

Theres also an other version of a computer but smaller, more personal, and much cheaper. It stores calanders, scheduals, and adress books. Phones have become much better then from

Page 2 of 5

SCORING

4 Content

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

3 Organization

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

3 Style

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

3 Conventions

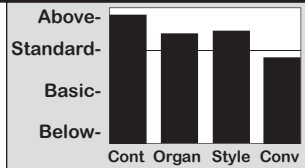
- ☒ Level 3: Proficient (According to grade level expectations)
Competent use of conventions; **mostly** and **consistently** applies correctly usage, spelling, and punctuation; does not interfere with meaning and/or readability. (3-)

Writing Annotations

Grade: 7 Year: 2002

Paper: 027EA1c
Mode: Expository

Prompt: Write a multi-paragraph letter to a person from 100 years ago explaining what it is like to be someone your age in the year 2001.



Annotation:

The writer generally demonstrates an agreeable ability to explain effectively.

An emphatic **opening** (*It's so amazing here in the 21st century. Everything is different. All the things you have we have, but it's bigger or better...*) paved the way for an amply **elaborated**, logically organized **middle** discussion of the most amazing thing... the new technology. Computers, the internet, e-mail, cell phones, automobiles, and airplanes were described/explained. The **message** was interesting and examples connected main ideas together nicely. The **closing** brought the past to the future and a call for the future to visit the past some day. **Transitions** in the body of paragraphs helped the flow of ideas where paragraphing was weak. The writer's audience awareness remained consistent throughout the letter and helped to unify ideas and to convey a **voice** (sense of the person behind the words): *Phones have become much better then from what your used to; There are so many new car companies... the only one you would know is Ford; different kinds of music... You got to hear it; I wish you could see this place... Hope to see you when they invent a time machine.* **Word choice** was appropriate for the audience, and **sentences** varied: *They (NASA) explore space and build satilites. The system works because the signals given off by the phone bounce of one of the many satilites to whoever your talking to around the world.* **Punctuation** and **capitalization** were mostly correct but repeating contraction and homophone problems were evident (theres, your, there) and the dropping of letters (of for off). None of this interfered with meaning.

This paper has met the district's performance standard.

Page 3 of 5

SCORING

4 Content

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

3 Organization

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

3 Style

- ☒ A. **Sentences** vary in beginnings, length, and/or structure, usually flow smoothly, easily read aloud (3+)
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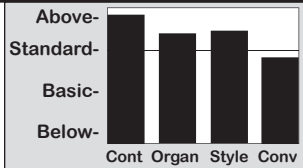
- ☒ Level 3: Proficient (According to grade level expectations)
Competent use of conventions; **mostly** and **consistently** applies correctly usage, spelling, and punctuation; does not interfere with meaning and/or readability. (3-)

Writing Annotations

Grade: 7 Year: 2002

Paper: 027EA1d
Mode: Expository

Prompt: Write a multi-paragraph letter to a person from 100 years ago explaining what it is like to be someone your age in the year 2001.



Annotation:

The writer generally demonstrates an agreeable ability to explain effectively.

An emphatic **opening** (*It's so amazing here in the 21st century. Everything is different. All the things you have we have, but it's bigger or better...*) paved the way for an amply **elaborated**, logically organized **middle** discussion of the most amazing thing... the new technology. Computers, the internet, e-mail, cell phones, automobiles, and airplanes were described/explained. The **message** was interesting and examples connected main ideas together nicely. The **closing** brought the past to the future and a call for the future to visit the past some day. **Transitions** in the body of paragraphs helped the flow of ideas where paragraphing was weak. The writer's audience awareness remained consistent throughout the letter and helped to unify ideas and to convey a **voice** (sense of the person behind the words): *Phones have become much better then from what your used to; There are so many new car companies... the only one you would know is Ford; different kinds of music... You got to hear it; I wish you could see this place... Hope to see you when they invent a time machine.* **Word choice** was appropriate for the audience, and **sentences** varied: *They (NASA) explore space and build satilites. The system works because the signals given off by the phone bounce of one of the many satilites to whoever your talking to around the world.* **Punctuation** and **capitalization** were mostly correct but repeating contraction and homophone problems were evident (theres, your, there) and the dropping of letters (of for off). None of this interfered with meaning.

This paper has met the district's performance standard.

used around the world. There so much faster than they used to be. You can fly from here in S. to New York in about 5 hours. You can fly anywhere in the world even Antartica.

School hasn't changed, I don't think. Except we use internet and computers for information. My Friends I hang out with like girls, sports, and different kinds of music, like rock, pop, rap, and reggae. You got to hear it. Sports have changed alot. Theres so many new sports that you wouldn't know like surfing, skate boarding, body boarding, snow boarding, and mauntain Biking.

I wish you could see this place. Theres so much more to see than

Page 4 of 5

SCORING

4 Content

- ☒ A. **Topic** purposeful throughout (4-)
- ☒ B. **Reasons** purposeful, fully support thesis/position (4)
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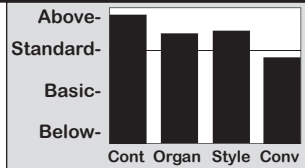
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Writing Annotations

Grade: 7 Year: 2002

Paper: 027EA1e
Mode: Expository



Prompt: Write a multi-paragraph letter to a person from 100 years ago explaining what it is like to be someone your age in the year 2001.

just what I said. Hope to see you
when they invent a time machine.

Annotation:

The writer generally demonstrates an agreeable ability to explain effectively.

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SCORING

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