

Everett Public Schools
Writing Annotations
Seventh Grade Mid-Year

Paper# 027PA7

PERSUASIVE PROMPT:

Choose a state, city or neighborhood you have enjoyed living in or one in which you would like to live. Write a multiple-paragraph letter to a seventh-grade student persuading him or her to select your location as a place to live for a year.

2

CONTENT

Level 4: Advanced

- ☐ A. Focus
- ☐ B. Reasons
- ☐ C. Evidence
- ☐ D. Message

purposeful; concentrated throughout
purposeful; fully support thesis/position
purposeful; relevant; elaborated to fully support reasons;
clarifies for reader
insightful; clarifies; goes beyond; anticipates questions

☐ Level 3: Proficient

- ☐ A. Focus
- ☐ B. Reasons
- ☐ C. Evidence
- ☐ D. Message

narrowly maintained
significant; relevant to support thesis
significant; relevant & elaborated, supports reasons
interesting; important; predictable; obvious

☒ Level 2: Basic

- ☒ A. Focus
- ☒ B. Reasons
- ☒ C. Evidence
- ☒ D. Message

general throughout paper
connected; do not adequately **support the thesis**
connected; does not adequately **support reasons; implied**
present; simplistic; flawed; needs interpretation

☐ Level 1: Below Basic

- ☐ A. Focus
- ☐ B. Reasons
- ☐ C. Evidence
- ☐ D. Message

wanders; focus lost
do **not support** thesis; **missing**
does **not support** reasons; **missing**
missing or **random** thoughts

2

ORGANIZATION

☐ Level 4: Advanced

- ☐ A. Introduction
- ☐ B. Middle
- ☐ C. Transitions
- ☐ D. Conclusion

creatively presents thesis in context;
draws reader in with **strong** sense of direction
purposefully arranged in a **logical** pattern; **clearly** fit together with completeness
clearly provide **cohesion** that covers the bulk of the text;
intentionally signals/implies **relationship** connections
provides **thought-provoking** resolution, connection to the broader, or call for action

☐ Level 3: Proficient

- ☐ A. Introduction
- ☐ B. Middle
- ☐ C. Transitions
- ☐ D. Conclusion

presents thesis in some context; provides reader with **direction**
prepared in a **logical pattern** to show thesis and sense of **completeness**
are used to show, signal or maintain connections
ties up loose ends with **consequences**, connection to the broader, or call for action

☒ Level 2: Basic

- ☒ A. Introduction
- ☒ B. Middle
- ☒ C. Transitions
- ☐ D. Conclusion

restates title or prompt; **unclear**; only a **little sense** of direction
loosely patterned; outline-like
telling/sequencing connections
limited; restates main points

☐ Level 1: Below Basic

- ☐ A. Introduction
- ☐ B. Middle
- ☐ C. Transitions
- ☒ D. Conclusion

missing; **no direction**
randomly or illogically ordered
incorrectly used; omitted; or repetitive
missing restates topic; text **abruptly** ends

2

STYLE

☐ 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**; **memorable**; **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 (2-)

☒ 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**, do **not invite** reading aloud

☐ B. Word Choice

redundancy; incorrect/omission; **confuses**

☐ C. Voice

lacking; **insufficient** commitment; boredom; audience/purpose **not addressed**

2

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.

☐ Level 3: Proficient (*According to grade-level expectations*)

Competent use of conventions; **mostly** and **consistently** applies correct usage, spelling, and punctuation; errors do **not interfere** with meaning and/or readability

To proceed to level 3, 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.

The writer generally showed an inadequate ability to write a persuasive letter. The writer **focused** on his or her opening statement: "*My location is great for an exchange student.*" Then the letter gave six stated or implied reasons for this assertion.

The **body** has a list like organizational pattern that included brief **introductory** and **concluding** remarks and rudimentary **transitions** (*My school is cool; They have...; They also have...; They also have...*). **Sentences** were somewhat varied in length and structure; word choice had mostly general vocabulary ("*It will be fun. The weather here is nice. It is a great place...*") to more engaging use of language ("*There is one thing I know you will never forget. FOOD!*") One line showed some voice, but it wasn't enough to show commitment to the topic. Conventions were below grade level. There were usage problems in parallel tense and object agreement (me and my family) as well as run-on and incomplete sentences. Spelling (restaurants and circular) also needed editing.

Everett Public Schools
Writing Annotations
Seventh Grade Mid-Year

Paper # 027PA13

PERSUASIVE PROMPT:

Choose a state, city or neighborhood you have enjoyed living in or one in which you would like to live. Write a multiple-paragraph letter to a seventh-grade student persuading him or her to select your location as a place to live for a year.

1+

CONTENT

Level 4: Advanced

- ☐ A. Focus
- ☐ B. Reasons
- ☐ C. Evidence
- ☐ D. Message

purposeful; concentrated throughout
purposeful; fully support thesis/position
purposeful; relevant; elaborated to fully support reasons;
clarifies for reader
insightful; clarifies; goes beyond; anticipates questions

☐ Level 3: Proficient

- ☐ A. Focus
- ☐ B. Reasons
- ☐ C. Evidence
- ☐ D. Message

narrowly maintained
significant; relevant to support thesis
significant; relevant & elaborated, supports reasons
interesting; important; predictable; obvious

☐ Level 2: Basic

- ☒ A. Focus
- ☒ B. Reasons
- ☐ C. Evidence
- ☐ D. Message

general throughout paper
connected; do not adequately **support the thesis**
connected; does not adequately **support reasons; implied**
present; simplistic; flawed; needs interpretation

☒ Level 1: Below Basic

- ☐ A. Focus
- ☐ B. Reasons
- ☒ C. Evidence
- ☒ D. Message

wanders; focus lost
do **not support** thesis; **missing**
does **not support** reasons; **missing**
missing or **random** thoughts

1

ORGANIZATION

☐ Level 4: Advanced

- ☐ A. Introduction
- ☐ B. Middle
- ☐ C. Transitions
- ☐ D. Conclusion

creatively presents thesis in context;
draws reader in with **strong** sense of direction
purposefully arranged in a **logical** pattern; **clearly** fit together with completeness
clearly provide **cohesion** that covers the bulk of the text;
intentionally signals/implies **relationship** connections
provides **thought-provoking** resolution, connection to the broader, or call for action

☐ Level 3: Proficient

- ☐ A. Introduction
- ☐ B. Middle
- ☐ C. Transitions
- ☐ D. Conclusion

presents thesis in some context; provides reader with **direction**
prepared in a **logical pattern** to show thesis and sense of **completeness**
are used to show, signal or maintain connections
ties up loose ends with **consequences**, connection to the broader, or call for action

☐ Level 2: Basic

- ☒ A. Introduction
- ☐ B. Middle
- ☐ C. Transitions
- ☐ D. Conclusion

restates title or prompt; **unclear**; only a **little sense** of direction
loosely patterned; outline-like
telling/sequencing connections
limited; restates main points

☒ Level 1: Below Basic

- ☐ A. Introduction
- ☒ B. Middle
- ☒ C. Transitions
- ☒ D. Conclusion

missing; **no direction**
randomly or illogically ordered
incorrectly used; omitted; or repetitive
missing restates topic; text **abruptly** ends

1

STYLE

- ☐ **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**; **memorable**; **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 (2-)
 - ☒ 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**, do **not invite** reading aloud
 - ☒ B. Word Choice **redundancy**; incorrect/omission; **confuses**
 - ☐ C. Voice lacking; **insufficient** commitment; boredom; audience/purpose **not addressed**

1

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

To proceed to level 3, 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.

The writer generally showed an inadequate ability to write a persuasive letter.

After tempting a peer to visit, i.e., "I think you need a break from your home town.", the writer sustained a random **middle** organizational pattern **focused** generally on the fun places his or her community offers. The writer provided very little **evidence** on the list of places and activities. There were minimal **introductory** and **concluding** remarks. **Transitions** were weak (*when, so*), and few variations in **sentence** structure and length appeared. References to "...good old S---"and to the reader's likely wish to "fit in with other people" as well as repetitious use of the word *fun*, indicated an effort to convey some sense of the person behind the words in this vague and incomplete response.

Overall, the **message** felt random and lacked content. The conventions demonstrated were significantly below the 6-8 grade level. The paper lacked density making demonstration of grade level conventions difficult.

Everett Public Schools
Writing Annotations
Seventh Grade Mid-Year

Paper # 027PA8

PERSUASIVE PROMPT:

Choose a state, city or neighborhood you have enjoyed living in or one in which you would like to live. Write a multiple-paragraph letter to a seventh-grade student persuading him or her to select your location as a place to live for a year.

2+

CONTENT

Level 4: Advanced

- ☐ A. Focus
- ☐ B. Reasons
- ☐ C. Evidence
- ☐ D. Message

purposeful; concentrated throughout
purposeful; fully support thesis/position
purposeful; relevant; elaborated to fully support reasons;
clarifies for reader
insightful; clarifies; goes beyond; anticipates questions

☐ Level 3: Proficient

- ☒ A. Focus
- ☐ B. Reasons
- ☐ C. Evidence
- ☐ D. Message

narrowly maintained
significant; relevant to support thesis
significant; relevant & elaborated, supports reasons
interesting; important; predictable; obvious

☒ Level 2: Basic

- ☐ A. Focus
- ☒ B. Reasons
- ☒ C. Evidence
- ☒ D. Message

general throughout paper
connected; do not adequately support the thesis
connected; does not adequately support reasons; implied
present; simplistic; flawed; needs interpretation

☐ Level 1: Below Basic

- ☐ A. Focus
- ☐ B. Reasons
- ☐ C. Evidence
- ☐ D. Message

wanders; focus lost
do not support thesis; **missing**
does not support reasons; **missing**
missing or random thoughts

2

ORGANIZATION

☐ Level 4: Advanced

- ☐ A. Introduction
- ☐ B. Middle
- ☐ C. Transitions
- ☐ D. Conclusion

creatively presents thesis in context;
draws reader in with **strong** sense of direction
purposefully arranged in a **logical** pattern; **clearly** fit together with completeness
clearly provide **cohesion** that covers the bulk of the text;
intentionally signals/implies **relationship** connections
provides **thought-provoking** resolution, connection to the broader, or call for action

☐ Level 3: Proficient

- ☒ A. Introduction
- ☐ B. Middle
- ☐ C. Transitions
- ☐ D. Conclusion

presents thesis in some context; provides reader with **direction**
prepared in a **logical pattern** to show thesis and sense of **completeness**
are used to show, signal or maintain connections
ties up loose ends with **consequences**, connection to the broader, or call for action

☒ Level 2: Basic

- ☐ A. Introduction
- ☒ B. Middle
- ☒ C. Transitions
- ☐ D. Conclusion

restates title or prompt; **unclear**; only a **little sense** of direction
loosely patterned; outline-like
telling/sequencing connections
limited; restates main points

☐ Level 1: Below Basic

- ☐ A. Introduction
- ☐ B. Middle
- ☐ C. Transitions
- ☐ D. Conclusion

missing; no direction
randomly or illogically ordered
incorrectly used; omitted; or repetitive
missing restates topic; text **abruptly** ends

2

STYLE

☐ 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**; **memorable**; **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 (2-)

☒ 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**, do **not invite** reading aloud

☐ B. Word Choice

redundancy; incorrect/omission; **confuses**

☐ C. Voice

lacking; **insufficient** commitment; boredom; audience/purpose **not addressed**

1

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.

☐ Level 3: Proficient (*According to grade-level expectations*)

Competent use of conventions; **mostly** and **consistently** applies correct usage, spelling, and punctuation; errors do **not interfere** with meaning and/or readability

To proceed to level 3, 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.

The letter was **focused** on persuading a reader to stay "with me & my family" and provided three **reasons**. There was a clear **middle** organizational pattern, including a functional **introduction** (state reasons to be discussed). The **message** was predictable. **Transitions** between ideas were telling/sequencing: "One reason..., Another reason..., The last reason..., because". **Word choices** were simple. The **conventions** fell well below grade level in the areas of spelling (neighborhood), punctuation (commas and apostrophes), capitalization (America, Nintendo, Pizza Hut), and parallel verb structure.

Everett Public Schools
Writing Annotations
Seventh Grade Mid-Year

Paper # 027V3

PERSUASIVE PROMPT:

Choose a state, city or neighborhood you have enjoyed living in or one in which you would like to live. Write a multiple-paragraph letter to a seventh-grade student persuading him or her to select your location as a place to live for a year.

3

CONTENT

Level 4: Advanced

- ☐ A. Focus
- ☐ B. Reasons
- ☐ C. Evidence
- ☐ D. Message

purposeful; concentrated throughout
purposeful; fully support thesis/position
purposeful; relevant; elaborated to fully support reasons;
clarifies for reader
insightful; clarifies; goes beyond; anticipates questions

☒ Level 3: Proficient

- ☒ A. Focus
- ☒ B. Reasons
- ☒ C. Evidence
- ☒ D. Message

narrowly maintained
significant; relevant to support thesis
significant; relevant & elaborated, supports reasons
interesting; important; predictable; obvious

☐ Level 2: Basic

- ☐ A. Focus
- ☐ B. Reasons
- ☐ C. Evidence
- ☐ D. Message

general throughout paper
connected; do not adequately **support the thesis**
connected; does not adequately **support reasons; implied**
present; simplistic; flawed; needs interpretation

☐ Level 1: Below Basic

- ☐ A. Focus
- ☐ B. Reasons
- ☐ C. Evidence
- ☐ D. Message

wanders; focus lost
do **not support** thesis; **missing**
does **not support** reasons; **missing**
missing or **random** thoughts

3-

ORGANIZATION

☐ Level 4: Advanced

- ☐ A. Introduction
- ☐ B. Middle
- ☐ C. Transitions
- ☐ D. Conclusion

creatively presents thesis in context;
draws reader in with **strong** sense of direction
purposefully arranged in a **logical** pattern; **clearly** fit together with completeness
clearly provide **cohesion** that covers the bulk of the text;
intentionally signals/implies **relationship** connections
provides **thought-provoking** resolution, connection to the broader, or call for action

☒ Level 3: Proficient

- ☒ A. Introduction
- ☒ B. Middle
- ☐ C. Transitions
- ☐ D. Conclusion

presents thesis in some context; provides reader with **direction**
prepared in a **logical pattern** to show thesis and sense of **completeness**
are used to show, signal or maintain connections
ties up loose ends with **consequences**, connection to the broader, or call for action

☐ Level 2: Basic

- ☐ A. Introduction
- ☐ B. Middle
- ☒ C. Transitions
- ☒ D. Conclusion

restates title or prompt; **unclear**; only a **little sense** of direction
loosely patterned; outline-like
telling/sequencing connections
limited; restates main points

☐ Level 1: Below Basic

- ☐ A. Introduction
- ☐ B. Middle
- ☐ C. Transitions
- ☐ D. Conclusion

missing; **no direction**
randomly or illogically ordered
incorrectly used; omitted; or repetitive
missing restates topic; text **abruptly** ends

3

STYLE

☐ 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**; **memorable**; **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 (2-)

☐ 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**, do **not invite** reading aloud

☐ B. Word Choice

redundancy; incorrect/omission; **confuses**

☐ C. Voice

lacking; **insufficient** commitment; boredom; audience/purpose **not addressed**

3-

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.

☒ Level 3: Proficient (*According to grade-level expectations*)

Competent use of conventions; **mostly** and **consistently** applies correct usage, spelling, and punctuation; errors do **not interfere** with meaning and/or readability

To proceed to level 3, 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.

An emphatic **introduction** (*I would like to invite you to come and live in our community for a year. Don't worry you won't be bored.*) paved the way for an amply **elaborated**, logically organized **middle** discussion of why to visit. Hunting, fishing, baseball, and "...*what kids wait for all year...*" were used adequately for illustrations to persuade.

The **conclusion** summarized. **Transitions** in the body (*"If you like..., In addition..., Finally,... so..., Last year..., also, Another thing."*) were telling/sequencing. The writer's audience awareness remained consistent throughout the letter and helped to unify ideas and to convey a style (sense of the person behind the words): *Everyone has a blast..., Everyone has a big party..., I hope to be seeing or hearing from you soon.*

Word choice was appropriate for the audience and included some precise labeling (of animals) "*upland game birds*" and *kneeboarding*. On the other hand, more descriptive words and imagery in the words and phrases would have helped the persuasive aspects of the letter. **Sentences** varied and made the letter flow smoothly. **Conventions** were mostly correct. Parallel verb usage and semicolon use were the only problems. They did not, however, interfere with the meaning.