

# Everett Public Schools

## Writing Annotations

### Sixth Grade Mid-Year

Paper # 010612

#### PERSUASIVE PROMPT:

Your school has decided to start a new after-school club for students. Transportation will be provided for kids interested in staying. The principal wants student ideas about possible clubs. What club would you most like to see included? Write a multiple-paragraph letter to your principal persuading him or her to select your proposed after-school club.

#### CONTENT

1

A general but wandering **focus** was present in this letter. It had no main idea (topic) but rather a list of ideas. The ideas were repetitious and everything seemed equally important. The author has yet to develop general **reasons** and **evidence** to account for or explain and convince why the school should have a Sports Club: "I want...", "I want... etc." The writers' **message** reflected a simplistic list of thoughts.

#### ORGANIZATION

1

No introduction or conclusion was present. "Reasons" mentioned had little pattern in the body of the text and could occur in any order (**middle**). As a result, the text did very little service as a letter whose purpose was to persuade.

##### 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

##### ☐ 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

## STYLE

1

There was essentially no variety of **sentence** structures and while oral reading was not difficult, awkwardness in the sentences did exist. Many sentences began with "I want....: Phrasing was not natural, and the paper did not invite oral reading. At one point a verb was missing. Word choice showed little enhancement or precision: "...big swimming pool..., a lot of board games..., all the kinds of pizza and hamburgers...: The writer's **voice** remained consistently flat and lacking in feeling or commitment.

### ☐ 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**

## CONVENTIONS

1

Conventions were significantly below grade level. **Conventions** skills were best likened to below basic. **Paragraphs** were not presented.

### ☐ 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.

Everett Public Schools  
Writing Annotations  
Sixth Grade Mid-Year

Paper # 010616

PERSUASIVE PROMPT:

Your school has decided to start a new after-school club for students. Transportation will be provided for kids interested in staying. The principal wants student ideas about possible clubs. What club would you most like to see included? Write a multiple-paragraph letter to your principal persuading him or her to select your proposed after-school club.

CONTENT

2

The writer's focus in this letter was rather broad. The **message** seemed to draw from the writer's observations about people with disabilities and the use of horses in muscle coordination therapy: *"...it would provide people who don't have good balance to work on their balance skills... work their hands and legs in sync..."* Only one reason was given with a little bit of elaboration. The reader was left with many questions.

ORGANIZATION

2-

A weak introduction provided the reader with some direction: "I have a great idea for an after School club!" But the letter's middle focused only on the balance issue. The writer needed to better direct the topic and have examples. Connecting transitions were limited to "so" and "because" which did little in helping idea sequencing or connecting. The conclusion simply restated the writer's want for a club.

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

☐ 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

## STYLE

2

The **voice** seemed sincere; however, the tone of the writing was flat and risk free. The **word choice** was functional, lacked specificity, and often was redundant. Many sentences began with "I think..." One sentence was especially long and rambling. **Sentence** beginnings, structure, and length rarely varied.

## CONVENTIONS

1+

**Conventions** were below grade level and because the text lacked density, the student scored at the below basic level.

### ☐ 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**

### ☐ 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.

# Everett Public Schools Writing Annotations Sixth Grade Mid-Year

Paper # 010625

## PERSUASIVE PROMPT:

Your school has decided to start a new after-school club for students. Transportation will be provided for kids interested in staying. The principal wants student ideas about possible clubs. What club would you most like to see included? Write a multiple-paragraph letter to your principal persuading him or her to select your proposed after-school club.

## CONTENT

2

The **topic** in this letter was presented in a narrow manner. The reader was aware of the letter's purpose. **Reasons** offered had some support for the proposal, but **evidence** to support these reasons was not present. The message was present, but simplistic.

## ORGANIZATION

2

The **introduction** lets the reader know that the writer wanted a soccer club, however, besides knowing he/she wanted a club there isn't much direction. Ideas were loosely presented (**middle**). The few **transitions** used (because and so) served for connecting thoughts and not sequencing ideas. The **conclusion** restated the topic.

### 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

### ☐ 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

## STYLE

2

Variety in *sentence* length and structure usually flowed smoothly. *Word choice* **did not enhance** the writing and the paper did not demonstrate a strong voice.

## CONVENTIONS

2

**Conventions** were mostly intact for the GLEs in the 3-5 grade level range. **Punctuation** and **capitalization** were usually correct. Standard English **usage**, as well as **spelling**, was mostly correct except for the homophone confusion of "except" for "accept".

### ☐ 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**

### ☐ 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.



# Everett Public Schools Writing Annotations Sixth Grade Mid-Year

Paper # 010608

## PERSUASIVE PROMPT:

Your school has decided to start a new after-school club for students. Transportation will be provided for kids interested in staying. The principal wants student ideas about possible clubs. What club would you most like to see included? Write a multiple-paragraph letter to your principal persuading him or her to select your proposed after-school club.

## CONTENT

3

The writer showed throughout an apt ability to write a persuasive letter. With a well-formatted letter this author narrowed the **focus** on what she/he saw as the benefits to students of having a drama club. The **reasons** and **evidence** were supportive and relevant. The message convinced the reader that the writer was speaking from a personal drama class experience.

## ORGANIZATION

3

The **introduction** adequately linked the writer to the reader and provided direction: "...I know these clubs will achieve so much..., In my opinion, a club that will provide many educational purposes is a drama club." The offered reasons and examples were logically patterned in the letter (**middle**). Within and across paragraph, **transitions** were telling and sequencing - Also, One reason, Another, for example..., whether. The **conclusion** was convincing: "I know that the kids will thrive... and you will make the best choices for the education...".

### 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

### ☐ 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

## STYLE

3

There was a variety of **sentence** structures and oral reading had a good cadence. **Word choice** showed enhancement and imagery: *"...children learn to cope with various personalities and lifestyles..., In drama clubs, the same concept is enforced..."* The **voice** was full of commitment and feeling.

### ☐ 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**

## CONVENTIONS

3

**Conventions** were consistently applied and were best likened to the 6<sup>th</sup> grade GLEs. Paragraphing would enhance the readability.

### ☐ 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.



# Everett Public Schools Writing Annotations Sixth Grade Mid-Year

Paper # 010633

## PERSUASIVE PROMPT:

Your school has decided to start a new after-school club for students. Transportation will be provided for kids interested in staying. The principal wants student ideas about possible clubs. What club would you most like to see included? Write a multiple-paragraph letter to your principal persuading him or her to select your proposed after-school club.

## CONTENT

3-

This author generally stayed focused on what it would be like to have and conduct a book club at her/his school. The only issue that causes the paper to border on being at standard is the part that gives details as to how the club would be organized. The **reasons** and **evidence** were strong and relevant: "...had someone to discuss the books I read..., encourage reading..., find good books..., have adventures..." The evidence was there to support the two reasons. The writers' **message** was only flawed because of the description of the club structure.

## ORGANIZATION

2+

The **introduction** provided some direction but just restated the prompt: "I am writing this letter to you... so you can have my opinion and ideas about what I think the new after school club should be." The offered reasons and examples were purposefully organized in the body of the letter (**middle**). Within and across paragraph **transitions** sequenced the text, e.g., Whenever, also Then, Another, "once again". The **conclusion** summarized what the club would offer the participant.

### ☐ Level 4: Advanced

- ☐ A. Focus **purposeful; concentrated** throughout
- ☐ B. Reasons **purposeful; fully** support thesis/position
- ☐ C. Evidence purposeful; relevant; elaborated to fully support reasons;  
**clarifies for reader**
- ☐ 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; predictable; obvious**

### ☐ Level 2: Basic

- ☒ A. Focus **general** throughout paper
- ☐ B. Reasons connected; do not adequately **support the thesis**
- ☐ C. Evidence connected; does not adequately **support 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

### ☐ 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 with completeness
- ☐ 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 and sense of  
**completeness**
- ☐ C. Transitions **are used to show, signal or maintain** 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**; 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

## STYLE

3

There was a variety of **sentence** structures and oral reading had a good cadence. **Word choice** showed enhancement and imagery: *"...children learn to cope with various personalities and lifestyles..., In drama clubs, the same concept is enforced..."* The **voice** was full of commitment and feeling.

### ☐ 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**

## CONVENTIONS

3-

**Conventions** skills were consistently applied and were best likened to 6<sup>th</sup> grade GLEs.

### ☐ 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.