

Grade 9 Baseline Annotation – Expository Writing - #911JT

Prompt: Think about classes you have taken and identify one class that is memorable. Write a multiple-paragraph letter to a teacher explaining what made that class unforgettable. (For confidentiality purposes, please do not name the teacher.)

Content - 1

Level 1: Below Basic

- A. Focus is lost or wanders throughout paper; no thesis/position evident.
- B. Reason(s) does not support the thesis/position or are missing.
- C. Elaboration does not support thesis/reasons; is missing.
- D. Message is missing severely flawed or random thoughts that make no discernable point.
- E. Commentary (8th-HS) is missing or does not connect elaboration, reason(s), and thesis/position.

Focus: Student **wanders throughout the paper**, no clear, specific thesis beyond a statement that a specific class (or technically the sub) was the student's favorite.

Reasons: The reasons are so **general** they can be considered **missing** "you were the best teacher [...], "one of the most unforgettable"). There is a lack of connection/**support** between main points of each paragraph and the thesis beyond the very basic connection of being events or memories of the class itself.

Elaboration: Student uses statements and an anecdote (story of the cray fish) in an attempt to elaborate, however, without a reason or a clear thesis, the elaboration's purpose is lost on the reader. In the second paragraph the student does not provide any elaboration, making only two statements: "You were the best teacher slach sub for the whole year and that was the most memorable. Also that was the year I met two of my best friends I still know them today".

Message: The message is missing, and the entire essay is made up of **random thoughts** and memories of the student.

Commentary: **Missing**.

***Bold** text in descriptions indicates language from the rubric.

Organization – 1

Level 2: Basic

- A. Introduction may only state main points **or restate prompt**.

Level 1: Below Basic

- A. Introduction is missing. **Introduction strategy is not attempted.**
Leaves reader with no direction.
- B. Middle **reasons/elaboration are randomly** or illogically **ordered;**
may lack completeness
- C. Transitions are incorrectly used, **omitted, or repetitive in use**
(between/within-paragraphs).
- D. Conclusion is missing or **restates topic/thesis** or the text abruptly ends. **Conclusion strategy is not attempted.**

Introduction: The introduction simply **restates the topic**, leading with the thesis. The student **does not attempt an introduction strategy**. The reader is left with only a vague sense of direction for the essay (That class was unforgettable. Becuse the teacher was onley their the first two day becuse she had a baby and then you came"

Middle: The middle **is randomly ordered** and not developed **enough to fully support the thesis**.

Transitions: Transitions are primarily **missing**; occasionally repetitive telling transitions between and within paragraphs (e.g., "one of the most unforgettable moments" "Also"). The student typically used the transition as a reason or as the conclusion.

Conclusion: The conclusion **does not use a conclusion strategy**, simply ending with a restatement of the "thesis": "So that was the most memorable class I had", followed by "I hope you had as much fun as I did that day", leaving the reader confused and lost in the purpose and message of the writing.

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Style - 1

Level 1: Below Basic

- A. Sentences a cadence that is awkward for audience/purpose/form with minimal variety of beginnings, structures and lengths.
- B. Word Choice shows redundancy, is incorrect/has omissions, or confuses and weakens the writing.
- C. Voice uses tone that does not address the designated audience.

Sentences: The cadence is **awkward for the reader to follow with minimal variety of beginnings, structures and lengths**. The multitude of sentence fragments make the fluency and flow disjointed and difficult to follow (e.g., “One of the most unforgettable moments in that class was”; But the janader got him with the broom” “Becuse the teacher was onley their the first two day becuse she had a baby and then you came”).

Word Choice: The word choice shows **redundancy** and low level vocabulary. The student relies heavily on words from the prompt “memorable” and “unforgettable”, as well as other basic passive verbs and adjectives (e.g., “we got”; “janader got” “one got out of the cage”).

Voice: The tone does **not address the designated audience** beyond a reference to the “designated teacher”. The student does not create a connection with the reader, or **convey his/herself** through the writing.

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Conventions - 1

- Level 1: Below Basic **inconsistently applies lower grade-level usage, spelling, capitalization, punctuation, and/or paragraph expectations; lower grade-level errors interfere with meaning and/or readability.**

The student **inconsistently applies lower grade level conventions**: multitude of misspellings of lower level words (e.g., “becuse, onley, slach, tryed, janader, senserly, cathing”). Beyond the misspellings, the student uses the wrong homonym of “their”/there; Punctuation errors (e.g. use of : instead of , after closing (grade 2), periods in places there shouldn’t be “One of the most unforgettable moments in that class was. When we got cray fish [...]”), and errors in consistently showing plurality (e.g., “the first two day”); errors in paragraph expectations (e.g. second paragraph is 2 unconnected sentences). Consistent **errors interfere with the readability of the text**.

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