

Grade 10 Baseline Annotation – Expository Writing - #1011DB

Prompt: In two years, you will graduate from high school. How would you like to be remembered by your classmates? Write a multiple-paragraph letter to a teacher explaining how you would like to be remembered.

Content - 4

Level 4: Advanced

- A. Focus is narrow and concentrated throughout the paper and centered on a substantive thesis/position.
- B. Reason(s) are significant; fully support the thesis/position.
- C. Elaboration is significant, purposeful, specific and precise, uses combination of details/examples/facts/anecdotes to fully support thesis/reasons; clarifies.
- D. Message is insightful, distinct and/or anticipates questions.
- E. Commentary (8th-HS) tightly connects elaboration, reason(s), and thesis/position to help the reader understand

Focus: The student stays **focused** on the prompt: each main point is an aspect of his/her personality, keeping the paper **centered on the thesis** (“I want them to have seen me the way I see myself: I’m loud; I dress like a bird of paradise; I tend to march to the beat of my own mixed-metaphor drum”).

Reasons: Each reason **fully supports the thesis**: “I’m loud”; “I’m colorful”; “people know me for being off-beat”.

Elaboration: Student provides the reader with various pieces of evidence to support the main points: concrete **examples** (e.g., rainbow hoodies, Hello Kitty vs. Superheroes), various viewpoints (e.g., “anyone who has ever had a class with me knows how loud I am”, “teachers always know when I’m gossiping at a whisper”), and **precise details** (my clothes are a cacophony of colors, from solid black to gaudy floral prints”).

Commentary: The student uses commentary throughout the essay to **tightly connect elaboration, reasons and the thesis**, to either clarify the evidence and its relation to the main point, or to **help the reader understand** the significance of the evidence (e.g., “Having so many things allows me to connect to more kids my age”, and “I’m sure that my max-volume and frequent talking is going to keep my classmates’ ears ringing for years”).

Message: While sticking to the purpose and topic of the prompt, the student is able to create a **distinct** message of not only how she hopes to be remembered, but also why she is the way she is, **anticipating questions** the reader may have.

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

Organization - 4

Level 4: Advanced

- A. Introduction uniquely presents thesis/position. Uses one or more of the introduction strategies. Creatively engages the reader. Gives a strong sense of direction.
- B. Middle reasons/elaboration are tightly and purposefully arranged in a unified, cohesive and/or logical pattern to develop the thesis/position; has a sense of completeness.
- C. Transitions intentionally signal/imply connections throughout the text; clearly provide a sense of cohesion (between/within-paragraphs).
- D. Conclusion signals a thought-provoking and insightful wrap up that tightly connects to the thesis and body of the paper. Uniquely uses one or more conclusion strategies.

Introduction: The student **uniquely** begins the essay with the introduction strategy of a risky contrasting situation as context (I can’t tell you what I want my peers to remember me by, because I honestly don’t care”), giving the reader insight into not just the thesis, but also the thoughts about the topic, and his/her personality. The thesis gives the reader **a strong sense of direction**.

Middle: The body paragraphs are **purposefully arranged** in such a way the reader can progress from one main idea to the next (from a description of how loud the student is, to his/her colorfulness, and then on to the idea of being offbeat), while at the same time building on the previous points, and giving the paper a sense of **completeness**.

Transitions: The **transitions clearly provide cohesion** and flow to the essay, between and within each paragraph (e.g., between: “more than anything”, within: “I maintain that it’s because I’m enthusiastic, but I’m sure that it’s due more to the fact that I’m something of a temperamental drama queen”).

Conclusion: The student’s conclusion echoes back to the introduction and the idea that the student does not care if he/she is remembered (“As I stated in the beginning, I don’t give a rip about what my classmates think about me”). The conclusion itself is an **insightful wrap up** of main points, and gives a **thought-provoking** reflection on a present and future understanding of self. (“Maybe I don’t know how to not be so loud. Maybe I dress like a parrot so I don’t feel invisible in a crowd. And maybe I learn about and try so many things because I’m still trying to figure out who I am”) (Self-Reflection conclusion strategy).

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Style - 4

Level 4: Advanced

- A. Sentences create a suitable cadence to address a designated audience/purpose/form through an intentional use of beginnings, structures and lengths.
- B. Word Choice is vivid, apt, memorable; is natural and never overdone; uses various active verbs.
- C. Voice uses tone that engages designated audience; may take risks.

Sentences: The student creates a **suitable cadence** through an **intentional use** of variety in sentence structures, beginnings and lengths, allowing the paper to be read aloud fluently and giving the paper the feel of rhythm, much like the off-beat personality the student is focusing on (e.g. “I’m colorful, to say the least. Between my love for glitter and my obsession with tie-dye, my peers will be haunted by rainbows for the rest of their lives”)

Word Choice: The word choice is **vivid** and **memorable**, combining **apt** descriptors and metaphors (e.g., “bird of paradise”, “mixed-metaphor drum”, and “blatant contradictions”) with **various active verbs** (e.g., “haunted by rainbows”, “I stole their attention with clashing colors and sparkles”).

Voice: The student’s strong and confident voice is apparent within all of his/her choices in vocabulary, organization and content, and it **engages** the reader from the very beginning. The student’s personality is **conveyed** through his/her **words**

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Conventions - 4

Level 4: Advanced

intentionally applies usage, spelling, capitalization, punctuation and paragraphs to enhance meaning; may break rules for style purposes; demonstrates good command of conventions.

Student demonstrates a solid grasp of conventions, both basic and stylistic. He/she **intentionally applies** a variety of basic and higher level conventions (hyphenating, semi-colons, colons, underlining for emphasis), as well as taking artistic freedom in instances like “tomato/tomahto”. **Spelling** and word **usage** is correct, and grade level appropriate.

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