

Grade 10 Baseline Annotation – Expository Writing - #1011KS

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 - 1

Level 1: Below Basic

- A. Focus is lost or wanders throughout paper; no thesis/position evident.
- B. Reason(s) do 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: Focus gets **lost and wanders throughout paper**, jumping from one topic to the next: car, racing, cooking, nickname, and being nice. There is no clear thesis, and any statement made that could be construed as a thesis, fails to become one because the rest of the paper does not support it.

Reasons: Reasons are **missing**, due in large part to the lack of a clear focus or thesis.

Elaboration: **Missing** elaboration for any of the statements made, except about the car mentioned in first paragraph (a 2011 GT Mustang, it is going to be black with two white lines crossing the middle part of the car). Many statements were made with no additional details or explanation, leaving the reader wondering (e.g., “Someone told me they would never forget me from a nick-name they gave me. I laugh every time they call me that name, but to the most part I want to be remembered for the good things I have done.”).

Message: The message is **missing**. Essay is a simple list of **random thoughts** on how the student wants to be remembered. Majority of list is about things done or that will be done, rather than a focus on personality. Very little self reflection evident.

Commentary: No commentary attempted at all (**missing**). Each statement is followed by a slightly more specific statement, or a completely new idea/statement (e.g., “[...] my classmates and teachers can agree I am a good cook. I want to be known as a guy with a good sense of humor”).

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

Organization - 1

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: An introduction is **missing, with no attempt made at an introduction strategy**, and it leaves the reader with **no sense of direction**: student begins essay with one way to be remembered, and continues the rest of the essay following the pattern of a list.

Middle: Paragraphs and ideas are **randomly ordered** and **do not work together to shape the thesis/purpose**. Each paragraph contains multiple ways to be remembered, with no cohesion or sense of organization. (One paragraph contains “want to be remembered for my sweet car”, “I want to be remembered when I beat Colton P. in a race”, and “I would like to be remembered as the guy who was so nice”).

Transitions: Transitions are **omitted** between paragraphs, (e.g., end of one paragraph reads “a guy who wasn’t a nobody but a somebody to everyone”, and the next paragraph starts with “Someone told me they would never forget me from a nick-name they gave me”). Transitions within the paragraphs are omitted as well. The essay jumps from one idea to the next with no connection or flow (e.g., “the best way I will be known is for being the best Javilin thrower in the J.H.S. Track team. Sometimes I cook and bring my cooking to school for anyone who wants to try it [...]”).

Conclusion: **No attempt at using a conclusion strategy**. In fact, the letter **ends abruptly** with no indication it was concluded. “I want to be remembered for the good things I have done, such as making new friends, joining club events, and all things I do that are kind and not selfish”).

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<u>Style - 1</u>	<u>Conventions - 1</u>
<p>Level 1: Below Basic</p> <p>A. <u>Sentences</u> a cadence that is awkward for audience/purpose/form with minimal variety of beginnings, structures and lengths.</p> <p>B. <u>Word Choice</u> shows redundancy, is incorrect/has omissions, or confuses and weakens the writing.</p> <p>C. <u>Voice</u> uses tone that does not address the designated audience.</p> <p style="text-align: center;">*****</p> <p>Sentences: the cadence is awkward for the purpose of the essay due to the short choppy sentences, awkward run-ons and the occasional incomplete thoughts within sentences. Sentences are primarily declarative and minimalistic in variety of structure, length, and beginnings (e.g. “want to be remembered for my sweet car”; “I think the best way I will be known is for being the best javilin thrower in the J.H.S. Track team”; “I laugh everytime they call me that name, but to the most part I want to be remembered for the good things I have done”).</p> <p>Word Choice: Redundant, basic words, and even in places where more content specific language should have been used, it wasn’t. (e.g., Instead of saying “black with two white lines crossing the middle part”, he should have said Racing Stripes to fit the GLE for using appropriate “technical” words.)</p> <p>Voice: The tone does not address the designated audience or purpose, due in large part to the fact it is flat, leaving the essay to read like a grocery list of bulleted ideas to choose from. No attempt was made to connect with the reader, or to convey the person behind the words, or with the reflective aspect of the prompt.</p> <p><small>*Bold text in descriptions indicates language from the rubric.</small></p>	<p>Level 2: Basic consistently applies lower grade-level usage, spelling, capitalization, punctuation and/or paragraph expectations; lower grade-level errors do not interfere with meaning and/or readability.</p> <p>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.</p> <p style="text-align: center;">*****</p> <p>Student made no attempts at grade level punctuation or sentence structures. There are misspellings of basic words (remebered, makeing), as well as words one would expect the student to know if he/she is knowledgeable and participates in what is being claimed (e.g., Javilin). Essay contains tense consistency issues, as well as word usage errors: “but to the most part I want to be remembered for the good things I have done”. Although convention errors do not affect readability, the student does not consistently apply lower grade-level spelling (makeing), capitalization (chevy), punctuation (commas missing), or paragraph expectations (indented, but each paragraph was not complete based on expectations of a paragraph) so a score of 1+ would be acceptable.</p> <p><small>*Bold text in descriptions indicates language from the rubric.</small></p>