

Grade 10 Baseline Annotation – Expository Writing - #1011CT

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 - 2

Level 3: Proficient

A. Focus

is maintained and consistent throughout the paper centered on a manageable thesis/position.

Level 2: Basic

A. Focus

is general throughout the paper; thesis/position may be vague, unmanageable or simplistic

B. Reason(s)

are generally connected; may not adequately support the thesis/position.

C. Elaboration

is sometimes connected but does not adequately support the thesis/reasons; connection may be implied; may confuse reader.

D. Message

is present; may be simplistic, obvious or may require interpretation to make sense.

E. Commentary (8th-HS)

may connect elaboration, reason(s), and thesis/position in a general way; **reader may have to infer the connections.**

Focus: The focus is **maintained and consistent** on the thesis (“I would like people to look in retrospect and see me as hardworking, funny and nice”), which is why this paper scored a 3 solely in that one small section of Content; however, due to the simplicity of the thesis, and the rest of the categories in Content earn a 2 at most, the focus is not sufficient to make this paper a 3 or even a 3-.

Reasons: The reasons may be **connected** but they are simplistic and **do not adequately support the thesis**. The student uses the exact words from the thesis in the topic sentence, which makes the reasons less supportive and more of a restatement, (“I am a workingman and want to be remembered for it!”; “I would like to be remembered for being funny”; “I want to be remembered for being a nice person”).

Elaboration: The details and elaboration within the paragraphs are **sometimes connected**, but many times they are missing, or do **not adequately support the thesis**. Of the three body paragraphs, only the first one uses specific details as elaboration (e.g., “He works at Safeway, works four days a week and he’s never late”). The other paragraphs are dependent solely on a list of statements with nothing to support them (e.g., “I brighten up people’s days when they are down in the dumps”; “I encourage others and give them compliments”).

Message: The message is **present, but simplistic**; student does not go **beyond the obvious**.

Commentary: The commentary must be inferred by the reader in order to find the **connection between elaboration, reasons and thesis**. When the commentary is written out, it is basic, and primarily a restatement of the main point, (e.g., “When I make people happy, it makes me happy”; “In the end, staying positive is crucial for my busy schedule at all times”; “It’s not easy having a cramped schedule all the time, but I work very diligently every day!”).

Organization - 2

Level 2: Basic

A. Introduction

may only state main points or restate prompt. Attempts one or more of the introduction strategies. Does not attempt to engage the reader. Limited sense of direction.

B. Middle

reasons/elaboration are loosely arranged or are outline-like (formulaic); may lack completeness.

C. Transitions

are telling/sequencing connections (between/within-paragraphs).

D. Conclusion

is limited to summarizing. Attempts one or more of the conclusion strategies.

Introduction: The introduction is **limited**; the student does **attempt an introductory strategy** – a rhetorical question: “Have you ever thought about how people will remember you after high school?” - but it is simplistically used and does not show the sophistication expected for high school level introductions. The introduction leads to a very formulaic thesis.

Middle: The body paragraphs are arranged very **formulaically**, and the lack of elaboration and connections, make the organization of these paragraphs **outline-like**, and not fully complete.

Transitions: Transitions are **telling/sequencing between, and within the paragraphs**, (e.g., between the paragraphs student uses “Furthermore”, “The last quality” and “In conclusion”. Within paragraphs student uses transitions like “I also[...]” and “Also, I [...]”).

Conclusion: The conclusion is **limited to restating the main points**, with only one additional thought: “I do not want to be looked back on and be seen as a bully or a slacker”, which is not even necessarily a new thought but rather the antithesis of the main points/thesis. Although very simplistic the student uses the conclusion strategy of an echo, going back to the thesis, though it can be argued it is simply just a restatement.

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

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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.

<u>Style - 2</u>	<u>Conventions - 2</u>
<p>A. <u>Sentences</u> a cadence that is troublesome for audience/purpose/form due to limited variety of beginnings, structures and lengths.</p> <p>B. <u>Word Choice</u> is limited, does not enhance writing, may show thesaurus overload, and/or mostly uses passive verbs.</p> <p>C. <u>Voice</u> uses tone that is inconsistent with relationship to designated audience.</p> <p style="text-align: center;">*****</p> <p>Sentences: The cadence is troublesome due to limited variety of beginnings, structures, and lengths. The student does use a few different sentence structures, sometimes starting with an introductory word, phrase or clause (e.g., “Now and again, I have a couple hours of homework”; “In the end, staying positive[...]”), but often the introductory words are sequencing transitions (e.g., “Finally, I have [...]”; “Furthermore, I would like to be [...]"). Compound sentences are used, but typically stick to the two sentences connected by a conjunction. The beginnings of sentences also followed a repetitious pattern, often starting with “I”.</p> <p>Word Choice: The word choice is limited: student often stays with the “safe” verbs and adjectives from elementary school “push, funny, hard working, nice”, however, student does make some attempt at higher level and more specific word choice in other areas: “cramped, diligently, chuckles, crucial, quality, retrospect”.</p> <p>Voice: The tone is inconsistent with the relationship to the designated audience and purpose of the essay. The student uses so many statements instead of elaboration, and stays “safe”, the reader is left wondering about the student’s relationship/connection with reader/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 style="text-align: center;">*****</p> <p>The student makes a few errors in elementary level punctuation (e.g., apostrophes to show possession “peoples food” and in contractions “dont”; incorrect capitalization “Being Popular”, missing commas in compound sentences,), and the majority of the punctuation, sentence structure, word usage, and spelling are lower level constructs (typically only indicative of grades K-4 conventions). There are higher level convention errors within paper as well: parallel structure issues, (e.g., “being popular or some dumb fight will be what people remember people for”. The student also uses an abundance of exclamation marks, indicating lower level writing. The student does not demonstrate the necessary command of grade level conventions in order to receive a 3.</p> <p><small>*Bold text in descriptions indicates language from the rubric.</small></p>