

## Grade 6 Baseline Annotation – Expository Writing - #611YS

**Prompt:** Each of us has a favorite book, sport, item, or activity. Think about one of your favorites. Write a multiple paragraph essay to a teacher explaining why the book, sport, item, or activity is your favorite.

### 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.**

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**Focus:** The focus gets **lost and wanders** throughout the paper. The student begins with a thesis that gives direction (“my favorite sport is baseball, because I’ve played for 6 years”), but then loses the focus of the thesis in the first body paragraph. The student loosely stays focused on baseball as a sport, but does not stay focused on the thesis set up in the introduction.

**Reasons:** The reasons **do not support the thesis**. Student moves from an explanation of his All-Star team’s loss in the first round, to a commentary on MLB teams.

**Elaboration:** The elaboration typically builds on the reason of the paragraph, but **does not support the thesis** (e.g. “We played the best team Mill Creek all-stars, we almost beat them the score was 9-6”; “My other favorite team is New York Mets even though they’re not doing that great, they’re better than the Mariners”).

**Message:** The message is lost in **random thoughts** that make **no discernable point**.

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

### Organization - 1

#### 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.

#### 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.**

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**Introduction:** Instead of using an **introduction strategy**, the student begins with the thesis, “My favorite sport is baseball”, and then goes on to list the reasons why it is the favorite: “I was the best pitcher [...] I got to be on the all-star team. My regular season team won 2<sup>nd</sup> place [...]”. The introduction has level 2 elements, but the **sense of direction** given in the introduction does not carry over into the body of the essay.

**Middle:** The events and supporting ideas are **randomly ordered** and **do not shape the thesis**. The body paragraphs do not follow the direction of the main points listed in the introduction (e.g., student moves from “My all-star team didn’t go very far” to “My favorite baseball team are the Tampa Bay Rays” and back to “My batting average was the second highest in my league”).

**Transitions:** The student uses no **transition between paragraphs**: each paragraph is its own identity with no connection to the previous one except in the general idea of baseball. Transitions **within** the paragraphs are either **missing** or very **telling**. (e.g. telling: “My other favorite team is”; missing: “[...]they’re better than the Mariners. My favorite player is Carl Crawford on the Tampa Bay Rays”).

**Conclusion:** The conclusion is **missing**, is random additional thoughts thrown together; the text **abruptly ends** (“My all-star team was the Nationals”). There is **no attempt at a conclusion strategy**.

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### Style - 1

#### Level 2: Basic

- A. Sentences a cadence that is troublesome for audience/purpose/form due to limited variety of beginnings, structures and lengths.
- B. Word Choice is limited, does not enhance writing, may show thesaurus overload, and/or **mostly uses passive verbs.**
- C. Voice uses tone that is inconsistent with relationship to designated audience.

#### 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.**

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Sentences: The **cadence is awkward for audience/purpose with minimal variety of beginnings** (e.g. “My favorite [...]”; “My [...]”), **structures and lengths** (e.g. short choppy sentences: “My team didn’t go very far in the tournament. They only made it to the first round. We played the best team Mill Creek all-stars. We almost beat them the score was 9-6”).

Word Choice: The word choice is **redundant and weakens the writing** (e.g. “my favorite team is...” “my other favorite team is” “My favorite player is”). Most of the verbs are **passive and repetitive** (e.g. “the score was 9-6”; “I was the best pitcher I my league”; “My favorite sport is baseball”; “My other favorite team is New York Mets”; “My regular season team was the Mets”).

Voice: The **tone does not address the designated audience.** The disjointed nature of the tone and subject does not invite the reader in, and the student’s own voice and individuality are lost in the abrupt change from one idea to the next.

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### Conventions - 1

**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.**

**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.

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Student **inconsistently applies lower grade-level conventions.** Commas are inserted or omitted in random and incorrect places (e.g. “After, that I was to play summer baseball”; “my grandma lives there and they’re in first place”). Incorrect subject/verb agreement (e.g. use of are instead of is “My favorite baseball team are the Tampa Bay Rays”). The text is not dense enough to gather enough evidence of competence in lower and grade-level conventions. And although the conventions can be considered a level 2 since the **errors do not interfere with the readability**, the lack of evidence in terms of density, and variety, leaves the reader unsure of the student’s grasp of basic conventions.

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