

Grade 6 Baseline Annotation – Expository Writing - #611RT

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 - 2

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 **general throughout**, due in large part to the **vague/broad and unmanageable** thesis: “my favorite book is Ella Enchanted. The reason why I like the book [...] is because it’s a very good book”. The entirety of the essay is focused primarily on summarizing the novel, with a few statements thrown in as reasons.
- Reasons:** The reasons are connected **but do not adequately support the thesis** because they are often just statements like, “My favorite part of the book”, and “The one I love about this book is that it has magic in it.” The reasons are surface level, and therefore are inadequate in regards to their support of the thesis.
- Elaboration:** The student uses elaboration through detail and summary of the novel, however, the elaboration does **not adequately support the thesis or the reasons**; sometimes the elaboration does not fit the original reason of the paragraph, veering off to another reason (e.g., “[...] it has magic in it[...] The book also teaches some lessons for people to learn. The book is so good, and interesting, that it even won a newbery award”).
- Message:** The message is **simplistic**: everyone should read and enjoy this book because the student did. (“So this would be an extremely awesome book for everyone.” “I would suggest that you read the book Ella Enchanted, because my opinion is that it is a very good book. So take my advise”).

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

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 very limited: the student simplistically begins with the **introduction strategy of making an announcement** (“Hi my name is L____, and my favorite book is[...]”), followed by a list of reasons why the book is his/her favorite (e.g., “it’s a very good book. There is so many details and idea’s in it”). The introduction and thesis **do not engage the reader**, and give a **limited sense of direction**.
- Middle:** The body paragraphs **loosely shape the thesis**. Within the body paragraphs the elaboration is list like and formulaic: **outline like** (“it has so many subjects” “it has magic” “my favorite part of the story is...”).
- Transitions:** Transitions are often **telling**, lower level transitions between and within paragraphs (e.g., “And now that you know what my favorite book is, I will tell you a little more about it”; “Another good part is when she [...]”; “So now you know what my favorite book is”). In some instances, the student **omits transitions** (e.g., “If you like adventures, this would be a great book for you. The book Ella Enchanted has funny parts, sad parts, romantic parts, and happy parts”).
- Conclusion:** The conclusion does attempt a **conclusion strategy**: call to action. The student writes “I would suggest that you read the book Ella Enchanted [...] so take my advise [sp]”. The rest of the conclusion is a **restatement of the thesis** (e.g., “my opinion is that it is a very good book [...] So that is why I love the book”).

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<u>Style - 2</u>	<u>Conventions - 2</u>
<p>Level 2: Basic</p> <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 for the audience. Although the student attempts a variation in sentence length and structures, the repetition weakens the writing (e.g. “a book that [...]”; “my favorite book”; “a good part”; “Ella Enchanted has funny parts, sad parts, romantic parts, and happy parts”). Incomplete ideas/thoughts within other sentences cause confusion (e.g. “The one I love about this book” what is “the one”).</p> <p>Word Choice: The word choice is limited and does not enhance writing. The student often relies on lower level words to describe the book (e.g., “it’s a very good book”; “mostly everybody would love”; “this would be a great book for you”; “has funny parts, sad parts, romantic parts, and happy parts”). The student uses many passive verbs throughout (e.g., “would be”; “has funny”; “good part is when”).</p> <p>Voice: The student’s tone is inconsistent with the designated audience, often relying too much on summary than connections or personal reflection.</p> <p><small>*Bold text in descriptions indicates language from the rubric.</small></p>	<p>Level 2: Basic</p> <p>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 applies lower grade-level usage, spelling, capitalization, paragraph expectations. There are many errors in lower and grade-level punctuation and spelling (e.g. commas are used incorrectly throughout much of the paper; word usage errors like “more funner”; “there is so many”; underlining title of novels, capitalizing “newbery award” misspelling (“churned”, “awsome”, “ogors”, “newbery”) and other punctuation errors like apostrophe incorrectly used “adventure’s”), however, with the denseness and variety of conventions within the text, the errors made do not push the paper below a 2; the errors do not interfere with the meaning.</p> <p><small>*Bold text in descriptions indicates language from the rubric.</small></p>