

Grade 7 Baseline Annotation – Expository Writing - #711DE

Prompt: Think of a person who made a difference in your life. It could be a friend, family member, neighbor, coach, teacher – anyone who has changed your life. Write a multiple-paragraph essay to a teacher explaining how this person made a difference in your life.

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.**

Focus: The **focus wanders** throughout the paper. The student generally stays focused on the fact that he/she has a little brother, but the student does not delve into the difference he has made in his/her life. There is no clear thesis, and the essay is filled with various, and random side jaunts that are difficult for the reader to connect back the purpose of the essay.

Reasons: The reasons are either **missing or do not support the thesis**. One aspect of the thesis is never addressed (“he’s helped me make lots of choices in my life”). At no point do the main points of the essay mention how the younger brother has influenced the student beyond stating that the brother has “helped me make a lot of choices in my life”. Other statements are made that show the younger brother as annoying, but still loveable, and fun to be around.

Elaboration: The student is **missing elaboration**, depending on unsupported statements to support the essay (e.g., no elaboration on what makes the brother annoying, or even what makes him loveable other than being cute). The anecdotes that are used within the body of the essay are either not elaborated or explained enough, or are seemingly unconnected (e.g. playing game).

Message: The message is **simplistic and obvious**, “I love my little brother”, which would technically be a level 2 message, however, the randomness and lack of focus on the specific purpose of the essay makes the paper a level 1.

***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.**

Introduction: The introduction begins with an answer to the prompt, but not as a complete sentence. The student begins with “My little brother Tyler F__.” The statements following the intro sentence are character traits of the little brother, and the final sentence seems **to imply a direction for the readers** (“he is still my little brother and he’s helped me make lots of choices in my life”), but the **direction is false**, as the student does not go on to explain/show that. **No introduction strategy used.**

Middle: The reasons **do not shape the thesis**, and the statements in each paragraph (main point) are **randomly ordered** (“He is annoying [...] he’s still sweet and my little brother”; All his friends love him. My parents love him and I love him”; “But most of all he is my little brother, always has been always will be”).

Transitions: Transitions are omitted.

Conclusion: The conclusion is simply a **restatement** of the redundant and repetitive statement that “I love him and he’s my little brother”. **No conclusion strategy used**, and the essay **abruptly ends**.

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

Grade 7 Baseline Annotation – Expository Writing - #711DE

Prompt: Think of a person who made a difference in your life. It could be a friend, family member, neighbor, coach, teacher – anyone who has changed your life. Write a multiple-paragraph essay to a teacher explaining how this person made a difference in your life.

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.**

Sentences: The **cadence is awkward for audience/purpose due to the lack of variety in sentence structure, length, and beginnings.** The student repeats sentences or phrases frequently, something he/she even acknowledges in the conclusion: “Overall I’ve said a million times before I love him and he’s my little brother. So yeah I do love him very much.”

Word Choice: The word choice **is limited and shows redundancy.** The student uses the phrase “love him” as well as “he is my little brother”. The other words are primarily low level (sweet, cute, get along), or too casual for an essay: “cause”. The use of **passive verbs** is prevalent throughout the essay as well (e.g. “he’s fun to be around”; has helped me make lots of chocies”; he’s still sweet”; “he is still loveable”).

Voice: The tone **does not address the designated audience.** The sentences, words, and ideas ramble and give the reader an impression of a much younger student.

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

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.**

The student makes a variety of convention errors throughout entire essay, and does not attempt any at **grade level conventions.** Basic errors from early elementary school (using “where” instead of “were”, “me and tyler” instead of Tyler and I” (as well as the capitalization of the name Tyler), as well as using both the apostrophe ‘s’ to show the contraction “he is” but then following it with another is). Misspellings also occur throughout the paper (e.g. annyoining, chocies). Due to the variety and the lack of density within the text, the student **does not show a command of conventions.**

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