

## Grade 7 Baseline Annotation – Expository Writing - #711AS

**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 - 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.

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**Focus:** Focus is **general and simplistic throughout paper**: “my dad is the one above all others who has influenced me my whole life”. The writer sticks to a manageable thesis, but has failed to address how what his dad has done has truly “made a difference” in the student’s life.

**Reasons:** The reasons are **connected** but they stay simplistic and **do not provide enough support for thesis**: friendly, baseball, and giving amazing gifts.

**Elaboration:** Elaboration is **connected but it does not adequately support the reasons** listed. Though there are some specific **details and examples** in some of the paragraphs, but they do not move beyond the surface level of detailing what the dad has done, instead of elaborating on how they made a difference (e.g., How does your dad sharing his fork influence you?). In other areas student uses general statements and provides no elaboration (e.g., list of gifts the father has given).

**Message:** Message is **simplistic, and requires interpretation to make sense**. The student does not show or explain the importance and influence of the dad giving the iPod or sharing a fork.

\***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.

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**Introduction:** The introduction is limited, primarily a **restatement of topic** and presentation of thesis in a limited context. There is a brief attempt at an **introduction strategy**: generalization, however it needs to be developed more. The thesis is formulaic and includes a list of the three characteristics to be addressed; the simplicity of the introduction and thesis causes a **lack of engagement in the reader**.

**Middle:** The body paragraphs are **loosely shaped and outline-like: formulaically** following the three reasons/characteristics listed in the thesis. The lack of development in the reasons, causes a **lack in completeness**.

**Transitions:** The transitions are **limited to telling/sequencing transitions between paragraphs** (e.g., “Lastly”, “My dad is [this] but”

**Conclusion:** The conclusion is **limited** to a **summary** of the thesis and **main points**, and as an **attempt** to use a **conclusion strategy**, the student asks a question and gives a “call to action”, although it stays very basic and low level: “Do you have someone who made a difference in your life? If you should write about them.”

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<u>Style - 2</u>	<u>Conventions - 2</u>
<p><b>Level 3: Proficient</b></p> <p>A. <u>Sentences</u> create an appropriate cadence for a designated audience/purpose/form through a variety of beginnings, structures and lengths.</p> <p>B. <u>Word Choice</u> is specific, precise and persuasive/compelling; strengthens writing, and shows use of active verbs.</p> <p>C. <u>Voice</u> <b>uses tone that is appropriate for designated audience.</b> Writing conveys the person behind the words</p> <p><b>Level 2: Basic</b></p> <p>A. <u>Sentences</u> <b>a cadence that is troublesome for audience/purpose/form due to limited variety of beginnings, structures and lengths.</b></p> <p>B. <u>Word Choice</u> <b>is limited, does not enhance writing,</b> may show thesaurus overload, <b>and/or mostly uses passive verbs.</b></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 <b>cadence is trouble for audience due to a limited variety of beginnings, structures and lengths.</b> Majority of the sentences are very basic, and errors were common in the compound sentences, or when sentences should be combined and aren't (e.g. "Finnally he gave me the best gift ever was life and he made me existent in the world"; Also this gave me a chance to make friends. Since I move from state to state because my dad's in the navy").</p> <p>Word Choice: The word choice is <b>limited, and does not enhance the writing.</b> Although there are a few close to grade level words used (e.g. "extremely", "persuasive", "introduced"), the student often relies on basic, lower level, words (e.g. "stuff", "huge", "friendly", "tough"). The student also uses a multitude of <b>passive verbs</b> (e.g. "he has great leadership"; "why is because being friendly is his natural attitude"; "It was the best gift I got that year").</p> <p>Voice: Although the voice can be considered <b>appropriate</b> for the <b>desired audience</b>, the word choice, and basic sentence structure do not make it <b>appropriate for the form/purpose</b> of the essay, keeping the overall score in the Level 2 range.</p> <p><small>*<b>Bold</b> text in descriptions indicates language from the rubric.</small></p>	<p><b>Level 2: Basic</b> consistently <b>applies lower grade-level usage, spelling, capitalization, punctuation and/or paragraph expectations; lower grade-level errors do not interfere with meaning and/or readability.</b></p> <p style="text-align: center;">*****</p> <p>The student does apply <b>some lower grade-level usage, spelling, capitalization, punctuation and paragraph expectations.</b> He/she does make a variety of mistakes throughout the essay, from spelling (finnally), word usage ("to small", "There has been many people in my life"), punctuation (commas missing after introductory words and in compound sentences, question mark missing after question: "why should I sit inside when I could go play baseball."), errors in capitalization ("christmas" "navy"). <b>Errors do not interfere with meaning.</b></p> <p><small>*<b>Bold</b> text in descriptions indicates language from the rubric.</small></p>