

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

**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 - 3

#### Level 3: Proficient

- A. Focus **is maintained and consistent throughout the paper centered on a manageable thesis/position.**
- B. Reason(s) **are relevant and support the thesis/position.**
- C. Elaboration **is meaningful, relevant and specific; uses details/examples/facts/anecdotes to support thesis/reasons; explains reasons.**
- D. Message **is present, interesting or important; goes beyond the obvious** although may be anticipated.

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Focus: Student **maintains focus** on a **manageable thesis** throughout the entirety of the essay, using each body paragraph to lead the reader through the steps and process of his/her change.

Reasons: The reasons/main points are **relevant and they support the thesis**, and together they give **a sense of completeness to the thesis**: the main points are arranged to show the events and change.

Elaboration: Student uses **relevant** and **specific details and examples** in order to elaborate on/**support** the statements he/she makes. Instead of simply stating he/she is a procrastinator, the student shows how that is evident “I put off my homework, I dragged my feet in the morning, and was almost late for school, and sometimes I didn’t even turn my homework in.”

Message: The message is **present and interesting**. The student gives the reader a clear picture of his/her values and beliefs about the change he/she went through, **going beyond the obvious**.

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

### Organization - 3

#### Level 3: Proficient

- A. Introduction **presents thesis/position.** Effectively uses one or more of the introduction strategies. **Engages the reader. Gives a sense of direction.**
- B. Middle **reasons/elaboration are arranged in a** unified, cohesive and/or **logical pattern to develop the thesis/position; has a sense of completeness.**
- C. Transitions **show, signal, or maintain connections (between/within-paragraphs).**
- D. Conclusion **provides a strong wrap up that effectively connects to the thesis and body of paper, more than a summary. Effectively uses at least one or more of the conclusion strategies.**

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Introduction: The introduction is weak, however, it can be argued the student is using an overview of the reason the essay is being written (loosely **an introduction strategy**). After the restatement of the prompt, the student effectively leads into thesis, **engaging the reader and providing a clear direction**. (“Tyler changed my life by showing me what the outcome of my life could be if I continued down the same path I was on now”).

Middle: The middle paragraphs are organized in a **logical** way: to show the progression of the student’s behavior from before being influenced (lazy, procrastinator, irresponsible) to where he/she is now (helpful around the house, and on top of homework), as well as to show how the change happened and why. The organization of the middle paragraphs **show the thesis with a sense of completeness**.

Transitions: Student uses transitions between paragraphs to **signal connections** and **maintain the links** between ideas, (e.g., one paragraph ends with “and lucky for me that would all soon change [...]” which leads to the paragraph introducing the person who would be in the influencer. Other transitions signal the movement from one idea to the next (e.g., “during the time he was at my grandmother’s house he had three chances [...]).

Conclusion: Student provides a **strong wrap up** that effectively **connects the thesis to the main points within the essay**. The concluding statement reaches beyond the summary, as well as beyond the student’s own life, and states “my only hope now is that Tyler can find a good influence and turn his life around also.”

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### Style - 3

#### Level 3: Proficient

- A. Sentences create an appropriate cadence for a designated audience/purpose/form through a variety of beginnings, structures and lengths.
- B. Word Choice is specific, precise and persuasive/compelling; strengthens writing, and shows use of active verbs.
- C. Voice uses tone that is appropriate for designated audience. Writing conveys the individual.

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Sentences: Student creates an **appropriate cadence** by employing a **variety of sentence lengths, beginnings, and structures**. Most sentences are longer and complex, which can occasionally ramble, but in a few instances it was clearly stylistic “her job didn’t stop there, she also had to sweep and mop the kitchen floor, vacuum the living room, dust the house, clean the windows, make dinner, bake 300 cookies for the credit union once a month, and occupy my little cousin Otis, and I didn’t even help with a single one of those things[...]”. The purpose being to effectively show the exhaustion and never ending to-do list the grandmother has.

Word Choice: is **appropriate** and shows use of **active verbs** (e.g., “I dragged my feet”; “throw them in the closet”; “I realized”). Use of metaphors **strengthens writing** (e.g., “as lazy as a cat sunbathing on a warm day”; “his life speeded down hill faster than a cheetah on rocket powered roller skates”).

Voice: Tone is not only **appropriate for the form and purpose of the essay, it conveys the individual behind the words**, giving insight into the values and viewpoints of the student.

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### Conventions - 3

#### Level 3: Proficient

lower grade level expectations must have been met. Accurately applies grade-level usage, spelling, punctuation and paragraph expectations; errors do not interfere with meaning and/or readability; has competent use of conventions.

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Student has a **solid grasp on lower grade level convention expectations** and has made a few attempts at **grade level expectations**, including parallel construction of elements in a list, the correct use of adverbs and adjectives (Recently, immediately). Any errors (spelling and abnormal tense forms: speeded vs. sped) do not interfere with the meaning or readability of text.

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