

# Grade 7

# Annotation Papers

**Persuasion Prompt (February 2006):**

Write a multi-paragraph letter to a seventh-grade student from another country to convince him or her to select your community as a place to live for a year. (WASL 2002)



# Writing Annotations

Grade: 7

Year: 2002

Scoring: 4-Strand by 4-Levels

Modes:

Persuasive

Pages:

4 - 20



# Writing Annotations

## Directions:

The following annotations are **organized** by mode and from low to higher skilled papers within the mode. Each prompt/mode has four papers.

**Use** these annotations when reading/rating your papers to rate each strand called for on the scoring guide. It's usually thought best to rate holistic traits first, i.e., Organization and Style, and then the more detail-oriented traits, i.e., Content and Conventions. Each set of four papers includes a basic-below paper, two at-standard papers (low-at-standard and high-at-standard), and an above paper.

When **recording** your students' scores include the student's name (and ID, if required), four scores, and the prompt ID. Class averages are optional. Individual student and class level record/data sheets are near the end of this document.

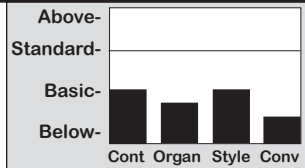
**Scores** for school and classroom level summaries will be reported in whole numbers only. Individual student scores may be reported as whole numbers and whole numbers with pluses and minuses; e.g., 3+, 3, or 3-.

# Writing Annotations

Grade: 7 Year: 2002

Paper: 027PA13a  
Mode: Persuasive

Prompt: Write a multi-paragraph letter to a seventh-grade student from another country to convince him or her to select your community as a place to live for a year.



Dear B—,

Hi my name is J—, I am a 7<sup>th</sup> grade student at m— middle school. I think you need a break from your home town. You can stay at my house and I can show you good old s—. It is a great place for tourists so you will fit in with other people.

Page 1 of 2

Annotation:

The writer generally showed an inadequate ability to write a persuasive letter.

After tempting a peer to visit, i.e., "I think you need a break from your home town," the writer sustained a skeletal **middle** organizational pattern **focused** generally on the fun places his or her community offers. The writer provided little **evidence** on the list of places and activities, although minimal **introductory** and **concluding** remarks demonstrated an attempt to create a sense of completeness. **Transitions** were weak (*when, so*), and few variations in **vocabulary** or in **sentence** structure and length appeared. References to "...good old s——" and to the reader's likely wish to "...fit in with other people", as well as repetitious use of the word *fun*, indicated an effort to convey some sense of the person behind the words in this vague and incomplete response. Overall, the **message** was simple and lacked interesting content. Add to that the conventions had consistent misunderstandings of capitalization (s—, r—), punctuation (commas), and homophone (are for our) usage.

This paper has not yet met the district's performance standard.

SCORING

- 2** **Content**
- ☒ A. **Topic** generally focused throughout (2)
  - ☒ B. Reasons do **not** support thesis; **missing** (1)
  - ☒ C. **Evidence** connected; does **not** support the reasons; **implied** (2)
  - ☒ D. **Message** **present**; simplistic; flawed; needs interpretation (2)

- 2** **Organization**
- ☒ A. **Introduction** **restates** title or prompt, unclear, or only a **little** sense of direction (2)
  - ☒ B. **Middle** **loosely patterned**; outline-like (2)
  - ☒ C. **Transitions** **incorrectly used, omitted, or repetitive** (1+)
  - ☒ D. **Conclusion** **limited**; restates main points (2)

- 2** **Style**
- ☒ A. **Sentences** are similar in beginnings, length, and/or structure; **no/minimal** "sentence sense"; does **not** invite reading aloud (1+)
  - ☒ B. **Word Choice** **limited**; does **not** enhance; thesaurus overload, **passive** verbs (2)
  - ☒ C. **Voice** **distracted** commitment; tone **inconsistent**; yet to be invited-in; audience/purpose is weak (2+)

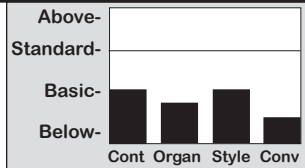
- 1+** **Conventions**
- ☒ Level 1: Below Basic
  - Inconsistently** applies usage, spelling, capitalization, punctuation and paragraphs; **errors interfere** with meaning and/or readability. (1+)

# Writing Annotations

Grade: 7 Year: 2002

Paper: 027PA13b  
Mode: Persuasive

Prompt: Write a multi-paragraph letter to a seventh-grade student from another country to convince him or her to select your community as a place to live for a year.



we will go to parks and fun  
places like the mall. you  
will love r ————— park that  
is the funest place. When the fair  
comes in the fall we will go  
there and spend all are money.  
this will beso fun I cant wait.  
write back if you think it will  
be fun,

Sincerely

Page 2 of 2

Annotation:

The writer generally showed an inadequate ability to write a persuasive letter.

After tempting a peer to visit, i.e., "I think you need a break from your home town.", the writer sustained a skeletal **middle** organizational pattern **focused** generally on the fun places his or her community offers. The writer provided little **evidence** on the list of places and activities, although minimal **introductory** and **concluding** remarks demonstrated an attempt to create a sense of completeness. **Transitions** were weak (*when, so*), and few variations in **vocabulary** or in **sentence** structure and length appeared. References to "...good old S----" and to the reader's likely wish to "...fit in with other people", as well as repetitious use of the word *fun*, indicated an effort to convey some sense of the person behind the words in this vague and incomplete response. Overall, the **message** was simple and lacked interesting content. Add to that the conventions had consistent misunderstandings of capitalization (*s---*, *r----*), punctuation (commas), and homophone (*are* for *our*) usage.

This paper has not yet met the district's performance standard.

SCORING

- 2** **Content**
- ✓A. **Topic** generally focused throughout (2)
  - ✓B. **Reasons** do **not** support thesis; **missing** (1)
  - ✓C. **Evidence** connected; does **not** support the reasons; **implied** (2)
  - ✓D. **Message** **present**; simplistic; flawed; needs interpretation (2)

- 2** **Organization**
- ✓A. **Introduction** missing; **no direction** (1)
  - ✓B. **Middle** **loosely patterned**; outline-like (2)
  - ✓C. **Transitions** **incorrectly used, omitted, or repetitive** (1+)
  - ✓D. **Conclusion** **limited**; restates main points (2)

- 2** **Style**
- ✓A. **Sentences** are similar in beginnings, length, and/or structure; **no/minimal "sentence sense"**; does **not** invite reading aloud (1+)
  - ✓B. **Word Choice** **limited**; does **not** **enhance**; thesaurus overload, **passive** verbs (2)
  - ✓C. **Voice** **distracted** commitment; tone **inconsistent**; yet to be invited-in; audience/purpose is weak (2+)

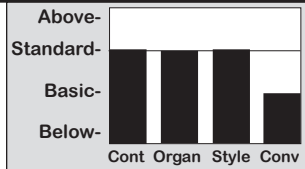
- 1+** **Conventions**
- ✓ Level 1: Below Basic
  - Inconsistently** applies usage, spelling, capitalization, punctuation and paragraphs; **errors interfere** with meaning and/or readability. (1+)

# Writing Annotations

Grade: 7 Year: 2002

Paper: 027PA8a

Mode: Persuasive



Prompt: Write a multi-paragraph letter to a seventh-grade student from another country to convince him or her to select your community as a place to live for a year.

Dear Y \_\_\_\_\_,

How are you! I heard that you were coming to the US so I decided that you should stay with me & my family. It is a really safe neighborhood, theres plenty of fun things to do, & plenty of places with good food.

Page 1 of 3

Annotation:

The writer generally showed an adequate ability to persuade except for the convention problems.

The letter was **focused** on persuading a reader to stay "with me & my family" and provided three **reasons** with adequate elaboration and some supporting **detail** for each. With its clear **middle** organizational pattern, including a functional **introduction** (stated reasons to be discussed) and **conclusion**, the response conveyed a sense of wholeness and completeness. As such the **message** was interesting and predictable. **Transitions** between ideas were adequate: "One reason..., Another reason..., The last reason..., because". **Word choices** were simple, yet appropriate to the audience: "...heard that you were coming to the U.S..., calm and peaceful neighborhood..., plenty of fun..., ...you'll never go hungry." A variety of **sentence** structures contributed to the fluency of the letter, and the use of persuasive language in a concluding call to action: "I hope you come to America & join my family and I in K----- WA for a year". This **style** provided the reader with some sense of the person behind the words. The **conventions** fell short of meeting the standard in the areas of spelling (neighborhood), punctuation (commas and apostrophes), capitalization (america, nintendo, Pizza hut), and parallel verb structure.

This paper has just missed meeting the district's performance standard mainly because of conventions concerns.

SCORING

**3** **Content**

- ☒ A. Topic **narrowly** maintained (3)
- ☒ B. Reasons significant, **relevant** to support thesis (3-)
- ☒ C. Evidence connected; does **not support the reasons; implied** (2)
- ☒ D. Message **interesting, important**; may be obvious (3-)

**3** **Organization**

- ☒ A. **Introduction presents thesis in some context**; provides reader with **direction** (3)
- ☒ B. **Middle** prepared in a **logical pattern** to show thesis (3)
- ☒ C. **Transitions show, signal, or maintain** basic and sequencing connections (3-)
- ☒ D. **Conclusion ties up** loose ends with **consequences**, connection to the broader, or **call for action** (3-)

**3** **Style**

- ☒ A. Sentences **vary** in beginnings, length, and/or structure, **usually** flow smoothly, easily read aloud (3-)
- ☒ B. **Word Choice limited**; does **not enhance**; thesaurus overload, **passive** verbs (2)
- ☒ C. **Voice** shows **commitment**; reader-writer interaction; tone attracts reader; audience/purpose **addressed** (3)

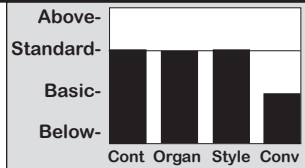
**2-** **Conventions**

- ☒ Level 2: Basic
- Consistently** applies usage, spelling, capitalization, punctuation and paragraphs; **minimal errors do not interfere** with meaning and/or readability. (2-)



# Writing Annotations

Paper: 027PA8b  
Mode: Persuasive



Prompt: Write a multi-paragraph letter to a seventh-grade student from another country to convince him or her to select your community as a place to live for a year.

One reason is because it is a very safe neighborhood. We don't have gangs, shootings or drug bust. We have a very calm & peaceful neighbor hood

Another reason is that there is plenty of fun things to do around here.

Like during the summer we can go to the water slides or the pool. We can go to the skate park the arcade or just hang out around here & play some nintendo.

The last reason is because there is great places to eat. Like Taco Bell Taco Johns Pizza hut & the Double Dragon. So you'll never go hungry as long as you have money.

Page 2 of 3

Grade: 7 Year: 2002

Annotation:

The writer generally showed an adequate ability to persuade except for the convention problems.

The letter was **focused** on persuading a reader to stay "with me & my family" and provided three **reasons** with adequate elaboration and some supporting **detail** for each. With its clear **middle** organizational pattern, including a functional **introduction** (stated reasons to be discussed) and **conclusion**, the response conveyed a sense of wholeness and completeness. As such the **message** was interesting and predictable. **Transitions** between ideas were adequate: "One reason..., Another reason..., The last reason..., because". **Word choices** were simple, yet appropriate to the audience: "...heard that you were coming to the U.S..., calm and peaceful neighborhood..., plenty of fun..., ...you'll never go hungry." A variety of **sentence** structures contributed to the fluency of the letter, and the use of persuasive language in a concluding call to action: "I hope you come to America & join my family and I in K----- WA for a year". This **style** provided the reader with some sense of the person behind the words. The **conventions** fell short of meeting the standard in the areas of spelling (neighborhood), punctuation (commas and apostrophes), capitalization (america, nintendo, Pizza hut), and parallel verb structure.

This paper has just missed meeting the district's performance standard mainly because of conventions concerns.

SCORING

5

## 3 Content

- ☒ A. Topic **narrowly** maintained (3)
- ☒ B. Reasons significant, **relevant** to support thesis (3-)
- ☒ C. Evidence connected; does **not support the reasons; implied** (2)
- ☒ D. Message **interesting, important**; may be obvious (3-)

## 3 Organization

- ☒ A. Introduction **presents thesis in some context**; provides reader with **direction** (3)
- ☒ B. Middle prepared in a **logical pattern** to show thesis (3)
- ☒ C. **Transitions show, signal, or maintain** basic and sequencing connections (3-)
- ☒ D. Conclusion **ties up** loose ends with **consequences**, connection to the broader, or **call for action** (3-)

## 3 Style

- ☒ A. Sentences **vary** in beginnings, length, and/or structure, **usually** flow smoothly, easily read aloud (3-)
- ☒ B. **Word Choice limited**; does **not enhance**; thesaurus overload, **passive** verbs (2)
- ☒ C. **Voice** shows **commitment**; reader-writer interaction; tone attracts reader; audience/purpose **addressed** (3)

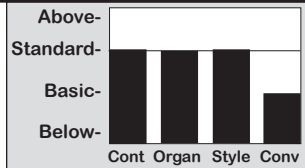
## 2- Conventions

- ☒ Level 2: Basic
- Consistently** applies usage, spelling, capitalization, punctuation and paragraphs; **minimal errors do not interfere** with meaning and/or readability. (2-)

# Writing Annotations

Grade: 7 Year: 2002

Paper: 027PA8c  
Mode: Persuasive



Prompt: Write a multi-paragraph letter to a seventh-grade student from another country to convince him or her to select your community as a place to live for a year.

Annotation:

The writer generally showed an adequate ability to persuade except for the convention problems.

The letter was **focused** on persuading a reader to stay "with me & my family" and provided three **reasons** with adequate elaboration and some supporting **detail** for each. With its clear **middle** organizational pattern, including a functional **introduction** (stated reasons to be discussed) and **conclusion**, the response conveyed a sense of wholeness and completeness. As such the **message** was interesting and predictable. **Transitions** between ideas were adequate: "One reason..., Another reason..., The last reason..., because". **Word choices** were simple, yet appropriate to the audience: "...heard that you were coming to the U.S..., calm and peaceful neighborhood..., plenty of fun..., ...you'll never go hungry." A variety of **sentence** structures contributed to the fluency of the letter, and the use of persuasive language in a concluding call to action: "I hope you come to America & join my family and I in K----- WA for a year". This **style** provided the reader with some sense of the person behind the words. The **conventions** fell short of meeting the standard in the areas of spelling (neighborhood), punctuation (commas and apostrophes), capitalization (america, nintendo, Pizza hut), and parallel verb structure.

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Well Y. thats it I hope  
you come to america + join my  
family + I in K WA for  
a year.

Sincerely,

Page 3 of 3

SCORING

- 3** **Content**
- ☒ A. Topic **narrowly** maintained (3)
  - ☒ B. Reasons significant, **relevant** to support thesis (3-)
  - ☒ C. Evidence connected; does **not support the reasons; implied** (2)
  - ☒ D. Message **interesting, important**; may be obvious (3-)

- 3** **Organization**
- ☒ A. Introduction **presents thesis in some context**; provides reader with **direction** (3)
  - ☒ B. Middle prepared in a **logical pattern** to show thesis (3)
  - ☒ C. **Transitions show, signal, or maintain** basic and sequencing connections (3-)
  - ☒ D. Conclusion **ties up** loose ends with **consequences**, connection to the broader, or **call for action** (3-)

- 3** **Style**
- ☒ A. Sentences **vary** in beginnings, length, and/or structure, **usually** flow smoothly, easily read aloud (3-)
  - ☒ B. **Word Choice limited**; does **not enhance**; thesaurus overload, **passive** verbs (2)
  - ☒ C. **Voice** shows **commitment**; reader-writer interaction; tone attracts reader; audience/purpose **addressed** (3)

- 2-** **Conventions**
- ☒ Level 2: Basic
  - Consistently** applies usage, spelling, capitalization, punctuation and paragraphs; **minimal errors do not interfere** with meaning and/or readability. (2-)

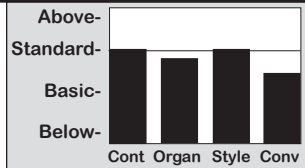


# Writing Annotations

Grade: 7 Year: 2002

Paper: 027PA7a  
Mode: Persuasive

Prompt: Write a multi-paragraph letter to a seventh-grade student from another country to convince him or her to select your community as a place to live for a year.



Annotation:

The writer consistently demonstrated a sufficient ability to persuade a reader but the conventions fell short.

The writer **focused** on his or her opening statement: "My location is great for an exchange student." Then the letter listed six reasons for this assertion, each supported by adequate **reasons**, elaboration and some specific **detail**: "...when Oktoberfest arrives. There are little shops all over the place. They also have hay mazes, corn mazes, horse rides, they even have a big balloon thing you can jump in." With its **body** having a reasonably logical organizational pattern that included brief **introductory** and **concluding** remarks and adequate, though rudimentary **transitions** (My school is cool; They have...; They also have...; They also have...), the response conveyed a sense of wholeness and completeness. **Sentences** were somewhat varied in length and structure; **word choice** ranged from general vocabulary ("It will be fun. The weather here is nice. It is a great place..") to more engaging use of language ("There is one thing I know you will never forget. Food! ") This enthusiasm also contributed to the **voice** with a sense of the person behind the words. Where it let down was in **conventions**. There were usage problems in parallel tense and object agreement (me and my family) as well as run-on and complete sentences. Spelling (resturaunts and circular) also needed editing.

This paper has not yet met the district's performance standard.

Dear M ———,

Want to come and visit me and my family for a year? It will be fun. My location is great for an exchange student. We can play outside any time we want, except for when we are at school.

My school is cool. They have good electives and P.E. They also have good teachers. They also have extra circular activities.

At home we can do our homework then go ride bikes anywhere we want to because there isn't much traffic. The only time there is a lot of traffic is when

Page 1 of 3

SCORING

- 3** **Content**
- ☒ A. **Topic** narrowly maintained (3-)
  - ☒ B. **Reasons** significant, **relevant** to support thesis (3-)
  - ☒ C. **Evidence** significant, **relevant & elaborated**, supports reasons (3)
  - ☒ D. **Message** **interesting, important**; may be obvious (3)

- 3-** **Organization**
- ☒ A. **Introduction** **restates** title or prompt, unclear, or only a **little sense** of direction (2)
  - ☒ B. **Middle** prepared in a **logical pattern** to show thesis (3-)
  - ☒ C. **Transitions** **telling/sequencing connections** (2+)
  - ☒ D. **Conclusion** **ties up** loose ends with **consequences**, connection to the broader, or **call for action** (3-)

- 3** **Style**
- ☒ A. **Sentences** **vary** in beginnings, length, and/or structure, **usually** flow smoothly, easily read aloud (3)
  - ☒ B. **Word Choice** **specific**; **strengthens** writing; **shows** use of **active** verbs (3)
  - ☒ C. **Voice** shows **commitment**; reader-writer interaction; tone attracts reader; audience/purpose **addressed** (3)

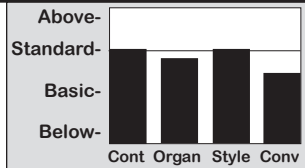
- 2+** **Conventions**
- ☒ Level 2: Basic
  - Consistently** applies usage, spelling, capitalization, punctuation and paragraphs; **minimal errors do not interfere** with meaning and/or readability. (2+)

# Writing Annotations

Grade: 7 Year: 2002

Paper: 027PA7b  
Mode: Persuasive

Prompt: Write a multi-paragraph letter to a seventh-grade student from another country to convince him or her to select your community as a place to live for a year.



Annotation:

The writer consistently demonstrated a sufficient ability to persuade a reader but the conventions fell short.

The writer **focused** on his or her opening statement: "My location is great for an exchange student." Then the letter listed six reasons for this assertion, each supported by adequate **reasons**, elaboration and some specific **detail**: "...when Octoberfest arrives. There are little shops all over the place. They also have hay mazes, corn mazes, horse rides, they even have a big balloon thing you can jump in." With its **body** having a reasonably logical organizational pattern that included brief **introductory** and **concluding** remarks and adequate, though rudimentary **transitions** (My school is cool; They have...; They also have...; They also have...), the response conveyed a sense of wholeness and completeness. **Sentences** were somewhat varied in length and structure; **word choice** ranged from general vocabulary ("It will be fun. The weather here is nice. It is a great place..") to more engaging use of language ("There is one thing I know you will never forget. Food!") This enthusiasm also contributed to the **voice** with a sense of the person behind the words. Where it let down was in **conventions**. There were usage problems in parallel tense and object agreement (me and my family) as well as run-on and complete sentences. Spelling (resturaunts and circular) also needed editing.

This paper has not yet met the district's performance standard.

Page 2 of 3

**3** **Content**

- ☒ A. **Topic** narrowly maintained (3-)
- ☒ B. **Reasons** significant, **relevant** to support thesis (3-)
- ☒ C. **Evidence** significant, **relevant & elaborated**, supports reasons (3)
- ☒ D. **Message** **interesting**, **important**; may be obvious (3)

**3-** **Organization**

- ☒ A. **Introduction** **restates** title or prompt, unclear, or only a **little sense** of direction (2)
- ☒ B. **Middle** prepared in a **logical pattern** to show thesis (3-)
- ☒ C. **Transitions** **telling/sequencing connections** (2+)
- ☒ D. **Conclusion** **ties up** loose ends with **consequences**, connection to the broader, or **call for action** (3-)

**3** **Style**

- ☒ A. **Sentences** **vary** in beginnings, length, and/or structure, **usually** flow smoothly, easily read aloud (3)
- ☒ B. **Word Choice** **specific**; **strengthens** writing; **shows** use of **active** verbs (3)
- ☒ C. **Voice** shows **commitment**; reader-writer interaction; tone attracts reader; audience/purpose **addressed** (3)

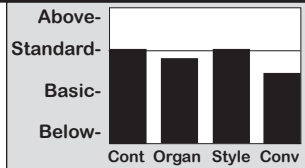
**2+** **Conventions**

- ☒ Level 2: Basic
- Consistently** applies usage, spelling, capitalization, punctuation and paragraphs; **minimal errors do not interfere** with meaning and/or readability. (2+)

SCORING

# Writing Annotations

Paper: 027PA7c  
Mode: Persuasive



Prompt: Write a multi-paragraph letter to a seventh-grade student from another country to convince him or her to select your community as a place to live for a year.

100 degrees. I am sure you will have  
fun here. It is a great place. Tell  
me when you decide.  
sincerely,

Grade: 7 Year: 2002

Annotation:

The writer consistently demonstrated a sufficient ability to persuade a reader but the conventions fell short.

The writer **focused** on his or her opening statement: "My location is great for an exchange student." Then the letter listed six reasons for this assertion, each supported by adequate **reasons**, elaboration and some specific **detail**: "...when Oktoberfest arrives. There are little shops all over the place. They also have hay mazes, corn mazes, horse rides, they even have a big balloon thing you can jump in." With its **body** having a reasonably logical organizational pattern that included brief **introductory** and **concluding** remarks and adequate, though rudimentary **transitions** (My school is cool; They have...; They also have...; They also have...), the response conveyed a sense of wholeness and completeness. **Sentences** were somewhat varied in length and structure; **word choice** ranged from general vocabulary ("It will be fun. The weather here is nice. It is a great place..") to more engaging use of language ("There is one thing I know you will never forget. Food! ") This enthusiasm also contributed to the **voice** with a sense of the person behind the words. Where it let down was in **conventions**. There were usage problems in parallel tense and object agreement (me and my family) as well as run-on and complete sentences. Spelling (restaurnats and circular) also needed editing.

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Page 3 of 3

SCORING

- 3** **Content**
- ☒ A. **Topic** narrowly maintained (3-)
  - ☒ B. **Reasons** significant, **relevant** to support thesis (3-)
  - ☒ C. **Evidence** significant, **relevant & elaborated**, supports reasons (3)
  - ☒ D. **Message** **interesting, important**; may be obvious (3)

- 3-** **Organization**
- ☒ A. **Introduction** **restates** title or prompt, unclear, or only a **little sense** of direction (2)
  - ☒ B. **Middle** prepared in a **logical pattern** to show thesis (3-)
  - ☒ C. **Transitions** **telling/sequencing connections** (2+)
  - ☒ D. **Conclusion** **ties up** loose ends with **consequences**, connection to the broader, or **call for action** (3-)

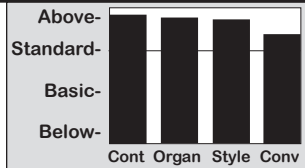
- 3** **Style**
- ☒ A. **Sentences** **vary** in beginnings, length, and/or structure, **usually** flow smoothly, easily read aloud (3)
  - ☒ B. **Word Choice** **specific; strengthens** writing; **shows** use of **active** verbs (3)
  - ☒ C. **Voice** shows **commitment**; reader-writer interaction; tone attracts reader; audience/purpose **addressed** (3)

- 2+** **Conventions**
- ☒ Level 2: Basic
  - Consistently** applies usage, spelling, capitalization, punctuation and paragraphs; **minimal errors do not interfere** with meaning and/or readability. (2+)

# Writing Annotations

Grade: 7 Year: 2002

Paper: 027V3a  
Mode: Persuasive



Prompt: Write a multi-paragraph letter to a seventh-grade student from another country to convince him or her to select your community as a place to live for a year.

4311 S. Elm St.  
K\_\_\_\_\_, WA 99337  
April 29, 2002

Dear L M\_\_\_\_,

My name is A\_\_\_\_. I'm a 7<sup>th</sup> grader  
from H\_\_\_\_ H\_\_\_\_ H\_\_\_\_ Middle School in K\_\_\_\_,  
Washington. I would like to invite you to come

Annotation:

The writer consistently demonstrated an agreeable ability to persuade effectively.

An emphatic **introduction** (*I would like to invite you to come and live in our community for a year. Don't worry you won't be bored.*) paved the way for an amply **elaborated**, logically organized **middle** discussion of why to visit. Hunting, fishing, baseball, and "...*what kids wait for all year...*" were used adequately for illustrations to persuade. The **message** was clarifying and examples connected main ideas together nicely. The **conclusion** did a nice job of summarizing and calling the reader to respond. **Transitions** in the body (*"If you like..., In addition..., Finally..., so..., Last year..., also, Another thing;"*) helped the flow of ideas. The writer's audience awareness remained consistent throughout the letter and helped to unify ideas and to convey a **style** (sense of the person behind the words): *Everyone has a blast..., Everyone has a big party..., I hope to be seeing or hearing from you soon.* **Word choice** was appropriate for the audience and included some precise labeling (of animals) "*upland game birds*" and *kneeboarding*. On the other hand, more descriptive words and imagery in the words and phrases would have helped the persuasive aspects of the letter. **Sentences** varied widely and made the letter flow smoothly. **Conventions** were mostly correct. Parallel verb usage and semicolon use were the only problems. They did not, however, interfere with the meaning..

This paper has met the district's performance standard.

Page 1 of 4

SCORING

## 4- Content

- A. **Topic** purposeful throughout (4-)
- ☒ B. **Reasons** purposeful, fully support thesis/position (4)
- ☒ C. **Evidence** purposeful, relevant, elaborated to fully support reasons, **clarifies** (4)
- ☒ D. **Message** insightful, **clarifies**, goes beyond, anticipates questions (4-)

## 4- Organization

- ☒ A. **Introduction** **creatively** presents thesis in context; draws reader in with **strong** sense of direction (4-)
- ☒ B. **Middle** purposefully arranged in a **logical** pattern; clearly fit together (4-)
- ☒ C. **Transitions** show, signal, or maintain basic and sequencing connections (3+)
- ☒ D. **Conclusion** ties up loose ends with **consequences**, connection to the broader, or call for action (3)

## 4- Style

- ☒ A. **Sentences** vary **widely** in beginnings, length, and/or structure, flow **easily**; **cadence**, invites reading aloud (4)
- ☒ B. **Word Choice** **specific**; **strengthens** writing; **shows** use of **active** verbs (3+)
- ☒ C. **Voice** **engaging**, **confident**, commitment, **takes a risk**; hooks reader; audience/purpose **strongly** addressed (4-)

## 3+ Conventions

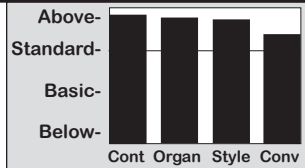
- ☒ Level 3: Proficient (*According to grade level expectations*)  
**Competent** use of conventions; **mostly** and **consistently** applies correctly usage, spelling, and punctuation; does not interfere with meaning and/or readability. (3+)



# Writing Annotations

Grade: 7 Year: 2002

Paper: 027V3b  
Mode: Persuasive



Prompt: Write a multi-paragraph letter to a seventh-grade student from another country to convince him or her to select your community as a place to live for a year.

Annotation:

The writer consistently demonstrated an agreeable ability to persuade effectively.

An emphatic **introduction** (*I would like to invite you to come and live in our community for a year. Don't worry you won't be bored.*) paved the way for an amply **elaborated**, logically organized **middle** discussion of why to visit. Hunting, fishing, baseball, and "...what kids wait for all year..." were used adequately for illustrations to persuade. The **message** was clarifying and examples connected main ideas together nicely. The **conclusion** did a nice job of summarizing and calling the reader to respond. **Transitions** in the body (*"If you like..., In addition..., Finally..., so..., Last year..., also, Another thing;"*) helped the flow of ideas. The writer's audience awareness remained consistent throughout the letter and helped to unify ideas and to convey a **style** (sense of the person behind the words): *Everyone has a blast..., Everyone has a big party..., I hope to be seeing or hearing from you soon.* **Word choice** was appropriate for the audience and included some precise labeling (of animals) "*upland game birds*" and "*kneeboarding*". On the other hand, more descriptive words and imagery in the words and phrases would have helped the persuasive aspects of the letter. **Sentences** varied widely and made the letter flow smoothly. **Conventions** were mostly correct. Parallel verb usage and semicolon use were the only problems. They did not, however, interfere with the meaning..

This paper has met the district's performance standard.

and live in our community for a year. Don't worry you won't be bored. There are many fun things to do in the T-C like go fishing and hunting, go to T-C D D games, and do various things in the summer.

If you like hunting and fishing, T-C is a great area for that. Lots of people go down to the C R or family fishing pond. There are many different kinds of fish you can catch. Even if you don't catch anything it's still fun just trying. People also go hunting in areas around the T-C. That's one good thing about living here, you don't have to drive that long to find a good hunting spot. The different species you can hunt for are waterfowl, upland game birds, elk, deer, bear, and cougars.

Page 2 of 4

SCORING

## 4- Content

- A. **Topic** purposeful throughout (4-)
- ☒ B. **Reasons** purposeful, fully support thesis/position (4)
- ☒ C. **Evidence** purposeful, relevant, elaborated to fully support reasons, **clarifies** (4)
- ☒ D. **Message** insightful, **clarifies**, goes beyond, anticipates questions (4-)

## 4- Organization

- ☒ A. **Introduction** **creatively** presents thesis in context; draws reader in with **strong** sense of direction (4-)
- ☒ B. **Middle** **purposefully** arranged in a **logical** pattern; clearly fit together (4-)
- ☒ C. **Transitions** **show, signal, or maintain** basic and sequencing connections (3+)
- ☒ D. **Conclusion** **ties up** loose ends with **consequences**, connection to the broader, or **call for action** (3)

## 4- Style

- ☒ A. **Sentences** vary **widely** in beginnings, length, and/or structure, flow **easily**; **cadence**, **invites** reading aloud (4)
- ☒ B. **Word Choice** **specific**; **strengthens** writing; **shows** use of **active** verbs (3+)
- ☒ C. **Voice** **engaging, confident**, commitment, **takes a risk**; hooks reader; audience/purpose **strongly** addressed (4-)

## 3+ Conventions

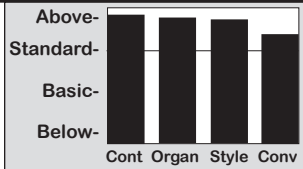
- ☒ Level 3: Proficient (*According to grade level expectations*)  
**Competent** use of conventions; **mostly** and **consistently** applies correctly usage, spelling, and punctuation; does not interfere with meaning and/or readability. (3+)



# Writing Annotations

Grade: 7 Year: 2002

Paper: 027V3c  
Mode: Persuasive



Prompt: Write a multi-paragraph letter to a seventh-grade student from another country to convince him or her to select your community as a place to live for a year.

Annotation:

The writer consistently demonstrated an agreeable ability to persuade effectively.

An emphatic **introduction** (*I would like to invite you to come and live in our community for a year. Don't worry you won't be bored.*) paved the way for an amply **elaborated**, logically organized **middle** discussion of why to visit. Hunting, fishing, baseball, and "...what kids wait for all year..." were used adequately for illustrations to persuade. The **message** was clarifying and examples connected main ideas together nicely. The **conclusion** did a nice job of summarizing and calling the reader to respond. **Transitions** in the body (*"If you like..., In addition..., Finally..., so..., Last year..., also, Another thing;"*) helped the flow of ideas. The writer's audience awareness remained consistent throughout the letter and helped to unify ideas and to convey a **style** (sense of the person behind the words): *Everyone has a blast..., Everyone has a big party..., I hope to be seeing or hearing from you soon.* **Word choice** was appropriate for the audience and included some precise labeling (of animals) "*upland game birds*" and *kneeboarding*. On the other hand, more descriptive words and imagery in the words and phrases would have helped the persuasive aspects of the letter. **Sentences** varied widely and made the letter flow smoothly. **Conventions** were mostly correct. Parallel verb usage and semicolon use were the only problems. They did not, however, interfere with the meaning..

This paper has met the district's performance standard.

In addition to hunting and fishing, going to a T-C-D-D baseball game is really fun. They are a triple A team, so some of them go on to the major leagues. Last year was their first year they gave out a lot of things, and had fireworks. If you enjoy baseball, you could play in Babe Ruth league, a baseball league for ages 13-15.

Finally, what kids wait for all year is the summer. There are tons of things to do. Everyone has a blast. The number one thing kids like to do is go to the water park. There is 5 big slides, 3 drop off slides, 1 family slide, a hot tub, and a big pool with a small stream connecting to a pool where the little kids slides are. There is also many golf courses here if you like to golf. A lot of people go water skiing, kneeboarding,

Page 3 of 4

SCORING

12

## 4- Content

- A. **Topic** purposeful throughout (4-)
- ☒ B. **Reasons** purposeful, fully support thesis/position (4)
- ☒ C. **Evidence** purposeful, relevant, elaborated to fully support reasons, **clarifies** (4)
- ☒ D. **Message** insightful, **clarifies**, goes beyond, anticipates questions (4-)

## 4- Organization

- ☒ A. **Introduction** **creatively** presents thesis in context; draws reader in with **strong** sense of direction (4-)
- ☒ B. **Middle** **purposefully** arranged in a **logical** pattern; clearly fit together (4-)
- ☒ C. **Transitions** **show, signal, or maintain** basic and sequencing connections (3+)
- ☒ D. **Conclusion** **ties up** loose ends with **consequences**, connection to the broader, or **call for action** (3)

## 4- Style

- ☒ A. **Sentences** vary **widely** in beginnings, length, and/or structure, flow **easily**; **cadence**, **invites** reading aloud (4)
- ☒ B. **Word Choice** **specific**; **strengthens** writing; **shows** use of **active** verbs (3+)
- ☒ C. **Voice** **engaging, confident**, commitment, **takes a risk**; hooks reader; audience/purpose **strongly** addressed (4-)

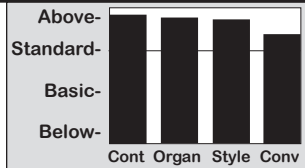
## 3+ Conventions

- ☒ Level 3: Proficient (*According to grade level expectations*)  
**Competent** use of conventions; **mostly** and **consistently** applies correctly usage, spelling, and punctuation; does not interfere with meaning and/or readability. (3+)

# Writing Annotations

Grade: 7 Year: 2002

Paper: 027V3d  
Mode: Persuasive



Prompt: Write a multi-paragraph letter to a seventh-grade student from another country to convince him or her to select your community as a place to live for a year.

Annotation:

The writer consistently demonstrated an agreeable ability to persuade effectively.

An emphatic **introduction** (*I would like to invite you to come and live in our community for a year. Don't worry you won't be bored.*) paved the way for an amply **elaborated**, logically organized **middle** discussion of why to visit. Hunting, fishing, baseball, and "...what kids wait for all year..." were used adequately for illustrations to persuade. The **message** was clarifying and examples connected main ideas together nicely. The **conclusion** did a nice job of summarizing and calling the reader to respond. **Transitions** in the body (*"If you like..., In addition..., Finally..., so..., Last year..., also, Another thing;"*) helped the flow of ideas. The writer's audience awareness remained consistent throughout the letter and helped to unify ideas and to convey a **style** (sense of the person behind the words): *Everyone has a blast..., Everyone has a big party..., I hope to be seeing or hearing from you soon.* **Word choice** was appropriate for the audience and included some precise labeling (of animals) "*upland game birds*" and *kneeboarding*. On the other hand, more descriptive words and imagery in the words and phrases would have helped the persuasive aspects of the letter. **Sentences** varied widely and made the letter flow smoothly. **Conventions** were mostly correct. Parallel verb usage and semicolon use were the only problems. They did not, however, interfere with the meaning..

This paper has met the district's performance standard.

inter tubing, wakeboarding, and jet skiing down at the river. Also in the river during the summer is the hydroplane races. Everybody has a big party while its going on. Another thing held at the river is the 4th of July. A big barge comes and people light off fireworks. Last during the summer is the fair. There is rodeos, concerts, dirtbike racing, animals, carnival rides, and food.

In conclusion, I hope you think about coming to live down here for a year. It's a fun place to live with many things to do like fishing and hunting, go to baseball games, and do a lot of stuff in the summer. I hope to be seeing or hearing from you soon!

Sincerely,  
A C

Page 4 of 4

SCORING

## 4- Content

- A. **Topic** purposeful throughout (4-)
- ✓B. **Reasons** purposeful, fully support thesis/position (4)
- ✓C. **Evidence** purposeful, relevant, elaborated to fully support reasons, **clarifies** (4)
- ✓D. **Message** insightful, **clarifies**, goes beyond, anticipates questions (4-)

## 4- Organization

- ✓A. **Introduction** **creatively** presents thesis in context; draws reader in with **strong** sense of direction (4-)
- ✓B. **Middle** **purposefully** arranged in a **logical** pattern; clearly fit together (4-)
- ✓C. **Transitions** **show, signal, or maintain** basic and sequencing connections (3+)
- ✓D. **Conclusion** **ties up** loose ends with **consequences**, connection to the broader, or **call for action** (3)

## 4- Style

- ✓A. **Sentences** vary **widely** in beginnings, length, and/or structure, flow **easily**; **cadence**, **invites** reading aloud (4)
- ✓B. **Word Choice** **specific**; **strengthens** writing; **shows** use of **active** verbs (3+)
- ✓C. **Voice** **engaging, confident**, commitment, **takes a risk**; hooks reader; audience/purpose **strongly** addressed (4-)

## 3+ Conventions

- ✓ Level 3: Proficient (*According to grade level expectations*)  
**Competent** use of conventions; **mostly** and **consistently** applies correctly usage, spelling, and punctuation; does not interfere with meaning and/or readability. (3+)

# Writing Sample

# 027PA13

Grade 7 Year 2002

Content

☐

Organization

☐

Style

☐

Conventions

☐

Dear B\_\_\_\_,

Hi my name is J\_\_\_\_, I am a 7th grade student at M\_\_\_\_ Middle School. I think you need a break from your home town. You could stay at my house and I can show you good old S\_\_\_\_. It is a great place for tourists so you will fit in with other people  
We will go to parks and fun places like the mall. you will love R\_\_\_\_ park that is the funest place. When the fair comes in the fall we will go there and spend all are money. this will beso fun I can't wait. Write back if you think it will be fun.

Sincerely,

J\_\_\_\_

# Writing Sample

#027PA8

Grade 7 Year 2002

Content

☐

Organization

☐

Style

☐

Conventions

☐

Dear Y\_\_\_\_,

How are you! I heard that you were coming to the US so I decided that you should stay with me + my family. It is a really safe neighborhood. theres plenty of places with good food.

One reason is because it is a very safe neighborhood. We don't have a very gangs, shootings or drugbust. We have a very calm and peaceful neighborhood

Another reason is that there is plenty of fun things to do around here. Like during the summer we can go to the water slides or the pool. We can go to the skate park the arcade or just hang out around here and play some nintendo.

The last reason is because there is great places to eat. Like Taco Bell Taco Johns Pizza hut + the Double Dragon. So you'll never go hungry as long as you have money.

Well Y\_\_\_\_ thats it I hope you come to America + join my family + I in K\_\_\_\_ WA for a year.

Sincerely,

\_\_\_\_\_

# Writing Sample

# 027PA7

Grade 7 Year 2002

Content

☐

Organization

☐

Style

☐

Conventions

☐

Dear Mr. \_\_\_\_\_,

Want to come and visit me and my family for a year? It will be fun. My location is great for an exchange student. We can play outside any time we want, except for when we are at school.

My school is cool. They have good electives and P.E. They also have good teachers. They also have extra ciricular activities.

At home we can do our homework then go rides bikes anywhere we want to because there isn't much traffic. The only time there is a lot of traffic is when October fest arrives. There are little shops all over the place. They also have hay mazes, corn mazes, horse rides, they even have a big balloon thing you can jump in.

If you want we can go to the S\_\_\_\_\_ C\_\_\_\_\_ hockey games. Or even the Globtrotters.

There is one thing I know you will never forget. Food! We have resuraunts from Italian to Chinese. My favorite is Mexican food. We even have fast food resturaunts.

If you like basketball, you can play for the school, or even play AAU. It is very competitive.

The weather here is nice. We get a lot of snow during winter. If you come I will teach you how to snowboard, it is the funnest thing on snow. And in the Summer it can get up to 100 degrees. I am sure you will have fun here. It is a great place. Tell me when you decide.

Sincerely,



# Writing Sample

#027V3

Grade 7 Year 2002

Content

☐

Organization

☐

Style

☐

Conventions

☐

4311 S. Elm St.

K■■■■, WA■■■■

April 29, 2002

Dear L■■■■ M■■■■,

My name is A■■■■. I'm a 7th grader from H■■■■ H■■■■ Middle School in K■■■■, Washington. I would like to invite you to come and live in our community for a year. Don't worry you won't be bored. There are many fun things to do in the T■■■■ -C■■■■ like go fishing and hunting, go to T■■■■-C■■■■ games, and do various things in the summer.

If you like hunting and fishing, T-C is a great area for that. Lots of people go down to the C■■■■ R■■■■ or family fishing pond. There are many different kinds of fish you can catch. Even if you don't catch anything it's still fun just trying. People also go hunting in areas around T■■■■-C■■■■. That's one good thing about living here, you don't have to drive that long to find a good hunting spot. The different species you can hunt for are waterfowl, upland game birds, elk, deer, bear and cougars.

In addition to hunting and fishing, going to C■■■■ D■■■■ D baseball games is really fun. They are a triple A team, so some of them go on to the major leagues. Last year was their first year they gave out a lot of things and had fireworks. If you enjoy baseball, you could play in Babe Ruth league, a baseball league for ages 13-15.

Finally, what kids wait for all year is the Summer. There are tons of things to do. Everyone has a blast. The number one thing kids like to do is go to the waterpark. There is 5 big slides, 3 drop off slides, 1 family slide, a hot tub, and a big pool with a small stream connecting to a pool where the little

# Writing Sample

# 027V3 continued

Grade 7 Year 2002

Content

☐

Organization

☐

Style

☐

Conventions

☐

kids slides are There is also many golf courses here is you like to golf. A lot of people go water skiing, kneeboarding, intertubing, wakeboarding, and jet skiing down at the river. Also, in the river during the summer is hydroplane races. Everybody has a big party while its going on. Another thing held at the river is the 4th of July. A big barge comes and people light off fireworks. Last during the Summer is the fair. There is rodeos, concerts, dirtbike racing, animals, carnival rides, and food.

In conclusion, I hope you think about coming to live down here for a year. It's a fun place to live with many things to do like fishing and hunting, go to baseball games, and do a lot of stuff in the Summer. I hope to be seeing or hearing from you soon!

Sincerely,

A C