

Grade 10 Baseline Annotation – Expository Writing - #1011ZE

Prompt: In two years, you will graduate from high school. How would you like to be remembered by your classmates? Write a multiple-paragraph letter to a teacher explaining how you would like to be remembered.

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.
- E. Commentary (8th-HS) connects elaboration, reason(s), and thesis/position.

Level 2: Basic

- E. Commentary (8th-HS) may connect elaboration, reason(s), and thesis/position in a general way: **reader may have to infer the connections.**

Focus: Focus is maintained and **consistent throughout paper, centered on the manageable thesis**, “I for one want to be remembered as someone who reached out for others, who worked for peace, and who was strong through difficult situations”.

Reasons: The student uses **relevant** and **specific** main points that directly correspond to/**support** the thesis statement.

Elaboration: For each main point the student relies on **anecdotes** and **examples** to strengthen each paragraph, (e.g., “In 6th grade I met a boy whose parents had abandoned him [...]”; “my uncle was diagnosed with a brain tumor near the end of January [...]”). Occasionally student uses provides too much evidence, creating a weak/surface/list-like paragraph (3rd paragraph).

Message: The message is clear and **present** throughout, revolving around the idea of being remembered for spreading positivity through all the lives encountered.

Commentary: The student makes an attempt at commentary throughout the essay, occasionally leaving it up to the reader to infer, (e.g., “Everyone deals with situations that are overbearing at times but those times will pass and the strength of overcoming that time will be the souvenir”; “I want people to realize that fighting causes drastic consequences and should never be done”; “Emergencies like this change one’s who lifestyle and way of thinking [...]”). Some, specifically the last example, related to the evidence only, instead of the reason/thesis, but in other places, the commentary **connected the elaboration, reasons and thesis.**

***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.

Introduction: Introduction introduces the **context** of thesis creatively “Tick...tock...tick... tock. Time is ticking and graduation is nearly here [...] Graduation is a time to reflect on one’s journey and lives one touches, and intertwines with”. (Intro strategy: a description).

Middle: Each paragraph contains one main point that coincides with the thesis of the paper as a whole. The paragraphs are **organized in a logical pattern** that leads the reader through this student’s life and how he/she views the impact he/she has had. (e.g., paragraph about overlooking differences leads into the next paragraph about how differences can cause conflict; also tie between fighting and conflict being just one of the stressful situations that “require strength” leading to Uncle’s illness).

Transitions: Transitions between and within paragraphs **signal** connections (“Differences lead to conflict; conflict is the enemy of peace, and I am the preserver of peace”; “Along with fights there are other stressful situations [...]”). A few of the transitions are borderline **telling** connections (level 2), but there is more evidence showing level 3 transitions.

Conclusion: **Effectively** connects to the thesis and body of paper and **wraps up** the paper without restating or summarizing the letter. “Everyone is unique and important and should be remembered by the positive and amazing things we stand for [...] I want to be remembered as a person who tried to spread positivity through all the lives I encountered”. (Conclusion strategy: almost a self-reflection, but still fairly surface).

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

Grade 10 Baseline Annotation – Expository Writing - #1011ZE

Prompt: In two years, you will graduate from high school. How would you like to be remembered by your classmates? Write a multiple-paragraph letter to a teacher explaining how you would like to be remembered.

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 person behind the words.

Sentences: Student uses a variety of **sentences lengths** and **structures** to create an **appropriate cadence for designated audience**: from short basic sentences like “I socialize with all different types of people” to longer more complex sentences like “Differences lead to conflict; conflict is the enemy of peace, and I am the preserver of peace.” The student does show weakness in varying **beginnings**, often starting with “I try” or “I want” (used at least 9 times, mostly within paragraphs 2 and 3).

Word Choice: Student uses **specific words**, both adjectives and **active verbs**, that **strengthen** the writing, (e.g., vibrantly, intertwines, peace preservers), however, it did not go so far as to be **vivid** or **memorable**.

Voice: the **tone is very appropriate for the designated audience**. The student is casual without being too informal, and **conveys him/herself through the words** and sentences written.

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

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.

Student shows a command of lower level and at grade level conventions in **spelling, usage, and punctuation**, (e.g., use of the ellipse to signal time passing in the first sentence. “Tick...tock...tick...tock: stylistic use of punctuation; use of an em-dash for emphasis “[...] remember me as one of the few students who never broke hearts – but one who only broke up conflict”; use of parallel structure “I now have to balance the stress of Junior year: grades, volunteer work, financial issues, along with the stress of my uncle being sick.” Active voice is also consistently used.

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