

## Anchor Papers: Student Writing Samples

This section provides sample written responses to the eight Georgia Format Writing Assessments along with comments explaining the performance levels.

### Form A: Informational

#### Does Not Meet Standard

## Sandwiches

I liek penut butter and jelli. Its good. Some times I make them. Sometimes my dad does. After you mak one you can ete it.

**Ideas**—examples and details are limited and may be irrelevant; insufficient information to explain the topic

**Organization**—little or no evidence of an organizational pattern; ideas are not arranged in a meaningful order

**Style**—language is simple, repetitive, or imprecise; little or no awareness of audience

**Conventions**—little or no variation in sentence structure; frequent and severe spelling errors that may distract the reader, including misspellings of common words

## Meets Standard

# Turkey Sandwich

My favorite sandwich is a turkey sandwich. To make it, you need two slices of bread. Put some turkey on one of the slices. I put lettuce on top of the turkey. On the other slice of bread I spread mustard. Then I put the two parts together and cut it in half. Turkey sandwiches are great. I think I'll go make one now!

**Ideas**—generally consistent focus; sufficient information to explain the topic

**Organization**—contains an introduction, body, and conclusion; one part of the paper may not be as strong as the others; related ideas are generally grouped together

**Style**—some sensory details are used; some attention to the audience

**Conventions**—majority of clear and correct sentences; agreement is generally correct with some mistakes; spelling errors do not distract the reader

## Exceeds Standard

# My Favorite Sandwich

My favorite sandwich is a ham and cheese sandwich. It is really easy to make, all you need is two slices of bread, ham, cheese, and mustard. First, you put the bread on a plate. I like to use wheat bread. Next, you spread mustard on one of the slices. Then you put the ham and the cheese on top of the slice with the mustard. I use cheddar cheese but my brother likes American cheese. After that, you put the second slice of bread on top, and cut it in half. Put the sandwich on a plate and enjoy!

**Ideas**—relevant examples, facts, anecdotes, and details are used throughout the paper; complete information

**Organization**—clear and appropriate organizational pattern with a strong introduction, body, and conclusion; varied transitional elements link parts of the paper

**Style**—attention to the audience in the introduction, body, and conclusion

**Conventions**—consistently clear and correct sentences with some complex or compound sentences; a variety of sentence structures; correct capitalization and punctuation in a variety of contexts

## Form A: Persuasive

### Does Not Meet Standard

# Sports

I like tennis. Its real fun. We shud play it in gym class. Thats what I think. I bet my frends wud agree with me two.

**Ideas**—little or no evidence of focus, persuasive purpose, or point of view; insufficient information to address the issue

**Organization**—ideas are not arranged in a meaningful order

**Style**—language is simple, repetitive, or imprecise; little or no awareness of audience

**Conventions**—little or no variation in sentence structure; frequent mistakes forming contractions; frequent and severe spelling errors

## Meets Standard

# Soccer

My favorite sport is soccer. I play it with my dad and my sister a lot. It keeps you very strong. This is why I think we should play it in gym class. Sometimes in gym class we play sports where all we do is standing around. That is not the point of gym class. In soccer, there is no standing around. Everyone gets more exercise.

Also, soccer is a big sport all over the world. Learning about it would help us learn about other countries. This would make gym class better too.

**Ideas**—generally consistent focus; states a clear position; sufficient information to address the issue

**Organization**—contains an introduction, body, and conclusion; one part of the paper may not be as strong as the others; transitions are used but may not be varied

**Style**—a mix of interesting language and simple, ordinary language; some attention to the audience

**Conventions**—majority of clear and correct sentences; some variation in sentence structure; spelling errors do not distract the reader

## Exceeds Standard

# My Favorite Sport

My favorite sport is kickball. I think we should play kickball in gym class because it is a good team sport that everyone can play. To play kickball, you need to know how to kick, catch, roll, and throw a ball. Luckily, there are lots of different positions so if you are only good at one or two of these things you can still play. This makes it a good sport for class because no one feels left out. Also, I think kickball is easier to learn than lots of other sports. There are no confusing rules and it's very easy to teach to people that have never played before. Kickball is a great sport. All of my friends love it too. We should start playing it in gym class today!

**Ideas**—establishes and develops a clear position; relevant examples, facts, anecdotes, and details are used throughout the paper

**Organization**—related ideas are consistently grouped together; varied transitional elements link parts of the paper

**Style**—consistent use of strong verbs and adjectives to enhance the persuasive purpose; attention to the audience in the introduction, body, and conclusion

**Conventions**—a variety of sentence structures; consistently correct singular, plural, and possessive nouns; consistently correct spelling

## Form A: Narrative

### Does Not Meet Standard

# The north pole

It cold hear. Very. Theirs lots of snow. Were at the north pole.  
I don't liek cold.

A poler bare says hi. So do a pengin. Then i leaf.

**Ideas**—little or no evidence of focus, purpose, or point of view; examples and details are limited; insufficient information to tell a story

**Organization**—little or no evidence of an organizational pattern or transitions

**Style**—little or no descriptive language; language is simple, repetitive, or imprecise

**Conventions**—frequent and severe agreement mistakes; frequent errors in capitalization; frequent and severe spelling errors that may distract the reader

## Meets Standard

# The North Pole

One day I went to the North Pole. It was fun but cold. On the first day there were polar bears and penguins everywhere. They were friendly. I got to pet a polar bear. It was very exciting.

One of the polar bears led us back to her cave. There were some baby polar bears there. They were very cute and little. When it was night time, I had to leave. I said good bye to my new friends. I hope I can go visit them again someday.

**Ideas**—generally consistent focus; includes some relevant examples, facts, anecdotes, and/or details

**Organization**—contains a beginning, middle, and end; one part of the paper may not be as strong as the others; ideas are generally presented in a chronological sequence

**Style**—some descriptive adjectives and verbs; a mixture of interesting language and simple, ordinary language

**Conventions**—majority of clear and correct sentences; agreement is generally correct with some mistakes; generally correct spelling; spelling errors do not distract the reader

## Exceeds Standard

# The North Pole

Last year, I went to the North Pole with my family. There were lots of things to see and do. We went for walks on a frozen lake. It was very cold, but we were dressed in lots of layers and had special winter coats on.

We also saw lots of animals. Polar bears and penguins live in the North Pole. We could look at them but you are not supposed to touch them. There were special spots where we could stand to take pictures. We took some great pictures. Whenever I look at them, I remember my trip to the North Pole. It always makes me smile.

**Ideas**—sustained focus, purpose, and point of view; relevant examples, facts, anecdotes, and details are used throughout the paper

**Organization**—clear narrative organizational pattern with a strong beginning, middle, and end; transitions are used consistently and effectively throughout the paper

**Style**—consistent use of descriptive adjectives and verbs; consistent use of specific sensory details

**Conventions**—consistently clear and correct sentences with some complex or compound sentences; few, if any, agreement mistakes; consistently correct spelling

## Form A: Response to Literature

### Does Not Meet Standard

# My favorite book

My favorite book is alexander and the terrible, horrible, no good, very bad day. I liek it becus its funny. And ive had a bad day. So I understand. Everyone can.

**Ideas**—little or no evidence of focus, purpose, or point of view; does not formulate a position in response to the text; insufficient information to develop a point of view

**Organization**—ideas are not arranged in a meaningful order

**Style**—language is simple, repetitive, or imprecise; little or no sensory detail

**Conventions**—more incorrect and unclear sentences than correct, clear sentences; frequent mistakes forming contractions; frequent and severe spelling errors that may distract the reader

## Meets Standard

# “Strega Nona”

Strega Nona is a lot like my life. I can relate to the character Big Anthony. Last summer, my big sister went to overnight camp. She wanted me to watch her plants. I thought it would be better to give them more water. I flooded the plants. Luckily my sister got back and the plants were ok.

This is just like Big Anthony and the pasta pot. He was trying to do a good job. Luckily, Strega Nona got back in time to save fix Big Anthony’s mistake too.

**Ideas**—some evidence of a purpose and point of view; begins to formulate a position and connect the text to self and the outside world

**Organization**—contains an introduction, body, and conclusion; one part of the paper may not be as strong as the others

**Style**—a mixture of interesting language and simple, ordinary language

**Conventions**—majority of clear and correct sentences; generally correct personal and possessive pronouns; generally correct spelling

## Exceeds Standard

# “The Giving Tree”

A book that is very important to me is The Giving Tree. I think everyone can relate to it because it is about growing up. I feel a special connection because there is an apple tree in my backyard. My parents planted it when my big brother was born.

I think my life is different from the book in some ways, too. My brother and I never want to cut down our apple tree. We want to pick apples from it every fall for as long as we can. Still, one of my favorite things to do is to read The Giving Tree out by my apple tree.

**Ideas**—sustained focus, purpose, and point of view; formulates and supports a position in response to the text

**Organization**—related ideas are consistently grouped together

**Style**—sustained use of interesting language

**Conventions**—consistently clear and correct sentences; few, if any, agreement mistakes; consistently correct spelling

## Form B: Informational

### Does Not Meet Standard

# Hopscotch

I liks hopscotch. Is a good game. Use a rok and chawk. I playing with my sisteres. Plays all the tim. You shud to.

**Ideas**—examples and details are limited and may be irrelevant; insufficient information to explain the topic

**Organization**—little or no evidence of an organizational pattern

**Style**—little or no sensory detail; little or no awareness of audience

**Conventions**—frequent and severe agreement mistakes; frequent and severe mistakes in noun forms; frequent and severe spelling errors that may distract the reader

## Meets Standard

# Hide and Go Seek

I like to play hide and go seek. It is real easy to play. You need at least three people. One person is it. The person who is it closes their eyes and counts to fifty. The other people hide. Then it says “ready or not here I come”! It begins to look for the other people. The other people have to try and run back to base without it seeing them. If it catches you, you have to be it. Otherwise it stays it.

Hide and go seek is fun to play with a group. You should try it!

**Ideas**—generally consistent focus; includes some relevant examples, facts, anecdotes, and/or details

**Organization**—related ideas are generally grouped together; transitions are used but may not be varied

**Style**—some sensory details are used; some attention to the audience

**Conventions**—majority of clear and correct sentences; some variation in sentence structure; generally correct use of contractions; generally correct spelling

## Exceeds Standard

# Four Square

Four square is a really fun game! It is best when you have lots of people. You definitely need at least four. On the sidewalk, draw a big box and then make it into four little squares. One person stands in each square. The person in square four serves to square two. Then you bounce the ball into other squares. You have to try and hit the ball into someone else's square and only let it bounce once in your square. It is best to use a kickball ball because it bounces and doesn't hurt if you get hit. If you let the ball go out of your square or let it bounce twice you are out. The goal is to be in square four and to stay as long as you can. But be careful, people will try and get you out!

**Ideas**—sustained focus, purpose, and point of view; relevant examples, facts, anecdotes, and details are used throughout the paper

**Organization**—clear and appropriate organizational pattern with a strong introduction, body, and conclusion

**Style**—sustained use of interesting, descriptive language; attention to the audience in the introduction, body, and conclusion

**Conventions**—consistently clear and correct sentences with some complex or compound sentences; few, if any, agreement mistakes

## Form B: Persuasive

### Does Not Meet Standard

# Tacos

I like tacos. Their from mexico. They have meet and cheese and letuce and tomatos. They are spicey when you put salsa on them. You shud try them to.

**Ideas**—little or no evidence of focus, persuasive purpose, or point of view; examples and details are limited and may be irrelevant

**Organization**—ideas are not arranged in a meaningful order; little or no evidence of transitions

**Style**—language is simple, repetitive, or imprecise

**Conventions**—little or no variation in sentence structure; frequent mistakes in noun forms; frequent and severe spelling errors that may distract the reader

## Meets Standard

# Crepes

Yesterday I went to a French restaurant with my dad. We got crepes. Crepes are like real thin pancakes. They are filled and folded. We had one filled with cheese and vegetables, and one filled with chocolate and bananas. The cheese one was warm and gooey. The chocolate one was very sweet. They both good. I think everyone should try a crepe.

**Ideas**—states a clear position; includes some relevant examples, facts, anecdotes, and/or details

**Organization**—contains an introduction, body, and conclusion; related ideas are generally grouped together

**Style**—a mixture of interesting language and simple, ordinary language; some attention to the audience

**Conventions**—majority of clear and correct sentences; agreement is generally correct with some mistakes

## Exceeds Standard

# Falafel

My new favorite food is falafel. Falafel is from the Middle East. It is made of chick peas that are mixed with spices and fried. Most people eat falafel as a sandwich. You eat it in a type of bread called pita, with lettuce, cucumber, and tomato. There is a sauce called tahini that you can put on it too. Falafel has a very interesting flavor because of the spices that are in it. It is usually served warm. The tahini is sort of like peanut butter, and helps cool it off. If you ever get the chance to try falafel, you really should. It's great!

**Ideas**—sustained focus, purpose, and point of view; relevant examples, facts, anecdotes, and details are used throughout the paper

**Organization**—clear and appropriate persuasive organizational patterns with a strong introduction, body, and conclusion

**Style**—consistent use of strong verbs and adjectives to enhance the persuasive purpose; attention to the audience in the introduction, body, and conclusion

**Conventions**—a variety of sentence structures; consistently correct capitalization and punctuation in a variety of contexts; consistently correct spelling

## Form B: Narrative

### Does Not Meet Standard

# The zoo

Miss james my family went to the zoo. I liekd the zebras the mostest. They is cool looking. I liek there stripes. Then we went home. A good day. Thanks, Mark

**Ideas**—examples and details are limited and may be irrelevant; insufficient information to tell a story

**Organization**—little or no evidence of an organizational pattern; little or no evidence of transitions

**Style**—little or no descriptive language; little or no awareness of audience

**Conventions**—more incorrect and unclear sentences than correct, clear sentences; frequent and severe agreement mistakes; frequent and severe errors in capitalization and punctuation; frequent and severe spelling errors

## Meets Standard

# The Aquarium

To Miss James,

Last weekend, my family went to the aquarium. The first part we went to had all sorts of fish. There were even sting rays. After that, we saw the sharks. After that, we saw the turtles and pengwins. They aren't fish but they live in water so they are at the aquarium.

After that, we went to the dolphin show. This was the best part! The dolphins could do all sorts of tricks. They jumped out of the water and twisted and followed directions. The whole day was a lot of fun.

Sincerely,

Mark

**Ideas**—generally consistent focus; sufficient information to tell a story

**Organization**—ideas are generally presented in a chronological sequence; transitions are used but may not be varied

**Style**—some descriptive adjectives and verbs; some sensory details

**Conventions**—majority of clear and correct sentences; generally correct capitalization, punctuation, and spelling

**Exceeds Standard**

## **The Science Museum**

Dear Miss James,

Last weekend, my family went on a fun trip to the science museum. We got there early in the morning so it wasn't too crowded and we had time to see all of the exhibits. My favorite exhibit was about clouds and weather. There were lots of models of clouds so you could see how rain and snow form. There was also a big map like the weatherman on TV uses. You could stand in front of it and record your own weather report.

My little sister's favorite part was the bubble show. I liked that too but I think it's more for little kids. It was a good day. I hope we can go back again soon!

Sincerely,

Mark

**Ideas**—sustained focus, purpose, and point of view; relevant examples, facts, anecdotes, and details are used throughout the paper

**Organization**—clear narrative organizational pattern with a strong beginning, middle, and end

**Style**—sustained use of interesting language

**Conventions**—a variety of sentence structures; few, if any, agreement mistakes; consistently correct spelling

## Form B: Response to Literature

### Does Not Meet Standard

# “The Puppy”

The puppy is liek my life. Becuz I have a puppy. His name is barley. I tak him for waks.

**Ideas**—little or no evidence of focus, purpose, or point of view; insufficient information to develop a point of view

**Organization**—ideas are not arranged in a meaningful order; little or no evidence of transitions

**Style**—language is simple, repetitive, or imprecise

**Conventions**—more incorrect and unclear sentences than correct, clear sentences; frequent and severe spelling errors that may distract the reader, including misspellings of common words

## Meets Standard

# “Night Comes . . .”

I can relate to “Night Comes . . .” because I used to be afraid of the dark. It used to be scary when the sun went away because I knew the dark was coming. Now, I know that there is no reason to be afraid. I even really like to stand outside and look at the stars.

**Ideas**—generally consistent focus; includes some relevant examples, facts, anecdotes, and/or details

**Organization**—related ideas are generally grouped together; transitions are used but may not be varied

**Style**—a mixture of interesting language and simple, ordinary language

**Conventions**—some variation in sentence structure; generally correct spelling; errors do not distract the reader

## Exceeds Standard

# “It Fell in the City”

I really like the poem “It Fell in the City.” It snows a lot where I live so I can relate to the poem. My favorite time to see the snow is early in the morning, before it starts to get dirty from plows and cars and people. This poem describes how the snow looks before it is disturbed, when everything is white. When I read it, I think of winter mornings and why I love snow.

**Ideas**—sustained focus, purpose, and point of view; connects the text to self and the outside world

**Organization**—related ideas are consistently grouped together

**Style**—sustained use of interesting language; consistent use of specific sensory details to establish the writer’s voice

**Conventions**—a variety of sentence structures; correct capitalization and punctuation in a variety of contexts; consistently correct spelling