

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

Setting the table

At home I has to set the table. For dinner. Plats and cups and forks.

At schol I eat sand wiches. So I don't need a fork or any thing. At home we eat in the kitchen. At school we eat in the cafeteria.

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

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 and severe spelling errors that may distract the reader, including misspellings of common words

Meets Standard

Cleaning Up

After eating at home, I wash the dishes. I put the plates, cups, and silverware in the dishwasher. If there are big pots or pans I leave those for my dad. Then I take a sponge and wipe off the kitchen table. At school, everyone has to help clean up after lunch. We have to throw our garbage out in the big cans. Someone has to use a sponge to clean the table.

Cleaning up at home is different from cleaning up at school. At home, it is just me and my dad. At school, everyone helps. They are the same too. In both places, everyone tries to clean up as fast as possible. That way we can move on to things that are more fun than cleaning!

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

Organization—related ideas are generally grouped together

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

Conventions—majority of clear and correct sentences; generally correct personal and possessive pronouns with only occasional mistakes; generally correct spelling

Exceeds Standard

Cleaning My Room

Every Saturday morning, I have to clean my room. I have to change my sheets and make sure all of my clothes are put away. Then I vacuum the carpet. At school, we clean the classroom every Friday before we leave. We wipe our desks off and throw away any garbage or papers we don't need. Then we all help make sure the books are put away and the whole classroom looks neat.

Cleaning my room and cleaning my classroom are very similar. I do both of them once a week, and I am in charge of cleaning my own space. They are different though because cleaning the classroom also means that sometimes I have to clean up a mess that I didn't make. That can be really annoying. Still, it feels good to have a clean room to come back to, both at school and at home.

Ideas—sustained focus, purpose, and point of view; complete information; the topic is well developed

Organization—clear and appropriate organizational pattern with a strong introduction, body, and conclusion; related ideas are consistently grouped together

Style—sustained use of interesting, descriptive language

Conventions—consistently clear and correct sentences with some complex or compound sentences; consistently correct spelling

Form A: Persuasive

Does Not Meet Standard

No littering

Littering is bad. You shoul'dnt do it. It is derty and sometims it smells. Please dont litter. At lest not at schewl.

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

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

Style—little or no use of strong verbs or adjectives; 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

No Littering!

People really shouldn't litter. When there is trash lying around our school, it makes our school look bad. Trash is dirty and smelly. It could make us sick as it rots. It is unhealthy for us to be around rotting trash. It could also attract bugs and rodents. Do you want to go to a school with bugs and rodents? That would be gross.

Littering is bad for the environment, too. It hurts the grass and trees and plants that are around our school. It also could hurt the birds and squirrels that sometimes live in the trees.

Please, pick up your trash when you eat outside.

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

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; some attention to the audience

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

Exceeds Standard

No More Littering!

The other day, I saw some students leave their trash from lunch outside. This made me very upset. Littering is a horrible thing to do. It hurts us, our school, and our environment.

Trash that's left outside can become dirty, smelly, and rotten. Being around trash like this could make us sick. Also, it makes our school look really bad. People driving by will think we don't care about picking up our trash.

The trash could also attract bugs or rodents, like rats. If the bugs and rodents are outside of our school, they could get in. Then we'd have to go to school with rats! I know I don't like that idea.

Littering is also bad for the environment. The grass, trees, and plants that make our school beautiful can't grow if they are covered with trash. The birds and other small animals that are around would be hurt, too.

Please, no more littering!

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

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

Style—sustained use of interesting language; consistent use of strong verbs and adjectives; attention to the audience in the introduction, body, and conclusion

Conventions—consistently clear and correct sentences with some complex or compound sentences; consistently correct personal and possessive pronouns; consistently correct capitalization and punctuation in a variety of contexts

Form A: Narrative

Does Not Meet Standard

Aliens

There was aliens everywhere! So many! They was green and blue and yellow! I become frends with them and that was cool. They teached me about alien stuff. Like space ships and UFOs.

Now I no that there is aliens. But a lot of peple dont beleve me. That make me mad.

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

Organization—little or no evidence of an organizational pattern

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

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

Meets Standard

My Trip to Mars

It was dark and cold when we landed on Mars. The Martians came to say hello to us. They took us into their houses and gave us dinner. Martian food is soup. There are lots of different flavors, but it is always soup. It's a good thing I like soup.

The next day we got to explore Mars. Everything was red. I had to wear a space suit. Still, Mars is pretty similar to Earth, just colder. There are mountains and hills. There were even some water.

The Martians took us all around Mars in their Martian cars. Martian cars don't have wheels. They just float everywhere. This is good because that means there's never any traffic. Mars is really cool.

After a week had gone by, it was time to leave. I had to say goodbye to my Martian friends. That was kind of hard. Maybe I'll go back next year.

Ideas—generally consistent focus; begins to develop main character(s) through action and dialogue

Organization—contains a beginning, middle, and end; one part of the paper may not be as strong as the others

Style—some descriptive adjectives and verbs; some sensory details

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

Exceeds Standard

Jupiter

As the space ship headed towards Jupiter, the air was fuzzy. Everything was red and looked like fog. Finally, we got through it and landed. Right away, some aliens came to greet us. They said to call them Jupiterians. They looked just like aliens from a movie, but they were much nicer.

Every day, the Jupiterians would wake me up really early. They wanted me to see the sunrise from Jupiter. Jupiter is much farther from the sun than Earth, so sunrises are different. It barely even gets light. Still, the Jupiterians love it.

At night, we would have campfires. This is really easy on Jupiter because everything is made of gas. All you have to do is light a match and a fire starts. This might sound strange, but Jupiterians roast marshmallow over campfires, just like us!

Finally, it was time to leave. I was so sad to leave my new friends. I'll always remember my time on Jupiter.

Ideas—develops main character(s) through action, dialogue, and/or description; the plot, setting, and characters are well developed

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

Style—sustained use of interesting language; consistent use of specific sensory details

Conventions—consistently clear and correct sentences with some complex or compound sentences; few, if any, agreement mistakes; correct capitalization and punctuation in a variety of contexts

Form A: Response to Literature

Does Not Meet Standard

Ramona

In Ramona the brave Ramona starts first grade. In Ramona Quimby, age 8, she is in first grade two. Thats why these books are similar. They have the same charcters too. Ramona is funny. Shes alot like me.

They are difrent to. Difrent things hapen in the storys. I like them both.

Ideas—little or no evidence of focus, 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; little or no awareness of audience

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

Meets Standard

Luck!

Charlie and the Chocolate Factory and James and the Giant Peach are both about luck. In both stories, something lucky happens to a little boy who really needs it. Then, the boy has all sorts of adventures.

In Charlie and the Chocolate Factory Charlie is very poor. He buys some chocolate bars. One has a golden ticket! That means Charlie gets to go to Willy Wonka's chocolate factory. In James and the Giant Peach James lives with his mean aunts. One day he gets a magic powder and accidentally puts it on the peach. The peach gets huge and James rolls away in it on an adventure.

The stories are unlike too. Charlie likes his family and wants to help them but James wants to get away from his aunts. I think both stories is good.

Ideas—generally consistent focus; some evidence of a purpose and point of view; includes some relevant examples, facts, anecdotes, and/or details

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—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; spelling errors do not distract the reader

Exceeds Standard

Saving the Day

Charlotte's Web and Matilda are two of my favorite books. They are both about facing hard situations. The books are similar in many ways, even though the problems are very different.

In Charlotte's Web, Charlotte is a spider who helps save Wilbur the pig. Charlotte is smart. She uses her web to save Wilbur by impressing the people at the fair so much that they don't want to kill him. At the end Charlotte dies, and that's very sad.

In Matilda, Matilda discovers she has magic powers. She uses her powers to get back at the evil Ms. Trunchbull. This saves Miss Honey and Matilda's classmates from having to be scared of Trunchbull all the time.

Matilda and Charlotte are similar because they both find ways to save other people. That's why these stories are so good, because they are about helping people and solving problems.

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 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; correct capitalization and punctuation; consistently correct spelling

Form B: Informational

Does Not Meet Standard

Sleeping

I go to sleep at nite. I put on pajams. And brushing my teeth. Washing my face. Sometimes I have a snak. My brother go to bed befor me. Hes a little baby. My bedtime will chang soon because im getting big and old. Sometimes I can stay up late.

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—frequent and severe agreement mistakes; frequent mistakes forming contractions; frequent and severe spelling errors that may distract the reader, including misspellings of common words

Meets Standard

Bedtime

I start getting ready for bed at eight. I change into pajamas. Then I brush my teeth and wash my face. My little brother goes to bed at eight so I have to be quiet so I don't wake him up.

Then I read. Sometimes I read by myself. Sometimes I read with my dad. We like to read adventure books together. It's really exciting! At eight thirty he always makes me turn off the light though. Sometimes when I read alone I can stay up later than that but never with him! I have nightlight that is shaped like a star and I always make sure that is on before my dad leaves the room. Then its time to sleep.

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

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

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

Conventions—some variation in sentence structure; majority of correct noun forms with occasional mistakes; generally correct capitalization and punctuation with occasional mistakes; generally correct spelling

Exceeds Standard

Getting Ready for Bed

Bedtime is a big thing at my house because there are lots of kids. It starts around seven with my youngest sister. I'm the oldest. I start getting ready for bed at eight after the other three kids are asleep. I always change into my pajamas first. Then I brush my teeth and wash my face. Then I'm allowed to do whatever I want in my room until eight thirty. Sometimes I play with my toy cars. Other times I read. When the little kids go to bed fast, my mom will come read with me. I like those nights. We read all kinds of stories together. When its eight thirty I have to turn off the light. I say goodnight to my mom and she leaves the room. Then it's time to sleep.

Ideas—sustained focus, purpose, and point of view

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

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; consistently correct singular, plural, and possessive nouns; consistently correct spelling with few errors.

Form B: Persuasive

Does Not Meet Standard

Birthday party

Zach, you should invite Maya to you'r party. Shes new so she dont no nobody. Thats hard. I was new once to. It will be fun to have a new frend. Im sure it will make her happy. And smiley. From, Nate

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

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 use of strong verbs and adjectives

Conventions—frequent mistakes in noun forms; frequent mistakes forming contractions; frequent errors in capitalization and punctuation; frequent and severe spelling errors that may distract the reader, including misspellings of common words

Meets Standard

Birthday Party

Zach,

I think you should invite Maya to your birthday party. She is new at school and that must be hard. Now I bet she feels real left out because she is the only one who you didn't invite. I think she would real be happy if you invitted her. I know when I was new I really wanted people to invite me to do things.

If you invite her I bet she will make the party more fun. We will all get to meet a new friend. She might know new games. She might have intresting stories. I don't think anything bad will happen. Please think about it very hard.

From,

Nate

Ideas—states a clear position; 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; some attention to the audience

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

Exceeds Standard

Birthday Party

Zach,

Your birthday party is coming up, and I have a suggestion. The only person in our class that you didn't invite is Maya, the new girl. I think you should invite her. Remember when I was new, and I wanted people to invite me places? I know I do. It was hard to make friends, and if people like you hadn't invited me to do things I never would have gotten to know you. You should treat Maya the same way.

Besides, having someone new at your party will be fun for everyone. Everyone likes making new friends. She also might know different games we can play or things like that from her old school and old friends. I bet the party will be even more fun because she is there.

No matter what, I'm sure you will really make her day. She will feel included and like she has friends and that's a very good feeling. You should really think about doing this, I think it's the right thing to do.

From,

Nate

Ideas—sustained focus, purpose, and point of view; establishes and develops a clear position

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

Style—sustained use of interesting language; consistent use of strong verbs and adjectives to enhance the persuasive purpose; sustained tone appropriate to the persuasive purpose

Conventions—a variety of sentence structures; few, if any, agreement mistakes, correct capitalization and punctuation in a variety of contexts; consistently correct spelling

Form B: Narrative

Does Not Meet Standard

The park

Mrs. Lopez Once my class goes to the park. We has fun. There are trees and benches. There is a big playgrownd. The slide is fun. I like the swings better. We has lunch there to. A picnik. I like parks alot.

Parks are outside. Thats good. Fresh air. Us can run and play. Exersize is good for everybody. From, Rachel

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

Organization—little or no evidence of an organizational pattern; little or no evidence of sequencing

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

Conventions—more incorrect and unclear sentences than correct, clear sentences; frequent and severe agreement mistakes; frequent mistakes using personal and possessive pronouns; frequent and severe spelling errors

Meets Standard

The Art Museum

Mrs. Lopez,

At my old school we went on a field trip to an art museum. It was lots of fun. We took a tour. The guide told us interesting things about the painters. Some stories were pretty crazy. That made the paintings even more interesting.

My favorite part was the sculptures. Some were really big. I was impressed. I bet things that big are real hard to make. It would take a lot of time. The sculptures reminded me of the things I make out of clay sometimes. The art museum made me want to be an artist and make sculptures. I bet you would like the art museum too.

From,
Rachel

Ideas—generally consistent focus; some evidence of a purpose and point of view; 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; transitions are used but may not be varied

Style—some descriptive adjectives and verbs; some sensory details; some attention to the audience

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

Exceeds Standard

The Planetarium

Dear Mrs. Lopez,

The best field trip I have ever taken was to the planetarium. The planetarium was in the science museum. I didn't know what a planetarium was before I went. I learned that a planetarium is kind of like a movie theatre, but you watch the ceiling and all around you, not just one screen in the front. It's very dark inside and the seats lean back and you are supposed to watch everything that is happening around you.

The show my class saw was about the constellations. The ceiling and walls in the planetarium looked like the sky at night. There was someone speaking and pointing out all of the different constellations. It was neat because the way the constellations looked in the planetarium are how they really look at night. I learned so much about different stars and planets and constellations.

Now, when I look at the sky at night, I know how to look for the constellations. I also know their names and the stories behind them. I'm so glad I went to the planetarium.

From,
Rachel

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—sustained use of interesting language; attention to the audience in the beginning, middle, and end

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

Form B: Response to Literature

Does Not Meet Standard

Helen Keller

Helen Keller was blind and deaf. That means she coul'dnt hear or see. But some one named Annie Sullivan teached her to read and write and stuff. Then Helen could went to college. Shes famus because she had to deal with stuff but did a good job of it. Im glad my life not that hard.

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

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—more incorrect and unclear sentences than correct, clear sentences; frequent and severe agreement mistakes; frequent mistakes in noun forms; frequent mistakes forming contractions; frequent and severe spelling errors

Meets Standard

Cheaper by the Dozen

I just finished reading Cheaper by the Dozen. It was really funny. It was a biography of a whole family, and the family has twelve kids! I can't even imagine that. This book is similar to my life in a lot of ways because my family is pretty big too. We don't have twelve kids but we have five which is still a lot. Its especialy a lot when all our cousins come over. This happens almost every weekend because they live nearby. I think if I wrote a book about my family it would be funny too. I guess funny things just happen when there are lots of people around.

The book isn't exactly like my life. Like I said we only have five kids, not twelve. Also, my dad is not a famous efficiency expert. From what I know about efficiency, I don't think hes very efficient at all. We still get things done though. Also, no one in my family has red hair, or freckles, we all have brown hair. Still, I think growing up in a big family is similar no matter what. This was a great book.

Ideas—generally consistent focus; includes some relevant examples, facts, anecdotes, and/or details; begins to formulate a position and connect the text to self

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—a mixture of interesting language, and simple, ordinary language; some sensory details are used

Conventions—majority of clear and correct sentences; generally correct punctuation and capitalization with occasional mistakes; spelling errors do not distract the reader

Exceeds Standard

Freedom Train: The Story of Harriet Tubman

I just read the biography of Harriet Tubman, called Freedom Train: The Story of Harriet Tubman. It was really interesting and I learned a lot about her.

The book is about how Harriet Tubman escaped from slavery using the Underground Railroad. Then, using the name Moses, she went back to the south many times to rescue other slaves. She led them to the north along the Underground Railroad. In the north, they could be free.

My life is pretty different from Harriet Tubman's life. I have always been free and reading this book helped me appreciate that. Hopefully I never have to deal with the things that she had to deal with.

Still, I think there are some similarities. I always argue for what I think is right. Sometimes this annoys people but I think it's the right thing to do. It's not good to be quiet when something bad is happening. I hope if I ever have to face something as bad as slavery I will be as brave as Harriet Tubman.

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

Organization—clear and appropriate organizational pattern; related ideas are consistently grouped together; may use specific strategies

Style—consistent use of specific details to establish the writer's voice; attention to the audience in the introduction, body, and conclusion

Conventions—consistently clear and correct sentences; consistently correct personal and possessive pronouns; consistently correct spelling