

Anchor Papers: Student Writing Samples

This section provides sample written responses to the six Georgia Format Writing Assessments along with comments explaining the scores.

Form A: Narrative

Score Point 2

Jupiter

We live in Jupiter city. Its weird here. Theres aliens every where. They are pretty scarey.

At school im the only person from earth. They all ask me about earth stuff.

I like it here but I also like earth. Hopefully I can visit earth again. The year is 2105.

Ideas—minimally developed controlling idea that addresses some aspect of the assigned writing task; supporting ideas are general and/or under-developed; response lacks sufficient information to provide a sense of completeness

Organization—may lack an introduction or a conclusion or include an ineffective introduction or conclusion; limited use of transitions

Style—language and tone are uneven; limited awareness of audience; little variation in sentence length and structure

Conventions—minimal control in the three components of conventions; sentence structure is awkward and/or end punctuation may be missing or incorrect; may have frequent errors in usage and/or mechanics

What Does a Score Point 1 Paper Look Like?

Ideas—may announce the topic, but a controlling idea is not established; development is lacking due to brevity of the response or unclear supporting ideas

Organization—no evidence of an organizing strategy; unclear sequence of ideas; lack of transitions or inappropriate transitions

Style—word choice is inaccurate, imprecise, and/or confusing; little or no attention to audience; lack of sentence variety

Conventions—frequent sentence fragments, run-ons, and incorrect sentences; may contain frequent and severe errors in both usage and mechanics; errors may interfere with or obscure meaning

Georgia Benchmark Assessment

Score Point 4

Life on Jupiter

Today was my first day of school in Jupiter City. My family just moved here a few weeks ago. Things here are really different than they were on Earth! We fly everywhere and have to wear masks when we're outside because the air is full of gas. Inside we can take them off.

School is different too. I'm the only student from Earth in my class. People asked lots of questions. They wanted to know what Earth is like and what life is like there. I said there are lots of trees and there is water. No one here has ever heard of an ocean. I think that's crazy. My teacher asked me to make a poster about Earth. She said I can hang it up in the classroom.

I'm glad we moved here. I miss my Earth friends but I think I'll make Jupiter friends too. Life here is an adventure but I like it.

Ideas—well developed controlling idea that addresses the assigned writing task; supporting ideas and elaboration are relevant to the writer's topic and assigned genre of writing

Organization—logical sequencing of ideas across parts of the paper; related ideas are grouped together

Style—language and tone are consistent with the writer's purpose and appropriate to the assigned genre; word choice is precise and engaging; consistent voice; sentences vary in length and structure

Conventions—correct simple, complex, and/or compound sentences with correct end punctuation; correct usage and mechanics with some variety of instances but not in all elements

What Does a Score Point 3 Paper Look Like?

Ideas—generally consistent focus on the assigned topic, genre, and purpose; some parts of the paper are well developed, while other parts of the paper are only partially developed

Organization—generally clear sequence of ideas; introduction is appropriate to the writer's topic and the conclusion is clear; transitions link parts of the paper

Style—language and tone are generally consistent with the writer's purpose and appropriate to the assigned genre; writer's voice is clear and discernible; some variation in sentence length and structure

Conventions—simple sentences formed correctly; some correct complex and/or compound sentences with occasional errors; generally correct usage and mechanics

Score Point 5

Jupiter City

Today was the end of my first month in Jupiter City. Jupiter City is the capital of Jupiter and my family and I just moved here from Earth. It's been a big adjustment but I think we're all doing a good job.

Today was also my first day of school here. I was really nervous this morning because I didn't know if school here would be different than it was at home. When I got to school, I found out that I was the only person in my class from Earth. Everyone else is a native of Jupiter. (They like to be called Jupiterans.) As soon as I walked in, everyone began asking me questions about Earth. They wanted to know what trees and oceans and things like that are like. None of them have ever seen a tree or an ocean, which I can't even imagine. After a few minutes of questions, my teacher suggested that I make a poster about Earth and bring that in to share with everyone else.

The subjects here are similar to at home. Language arts is going to be hard because I'll have to learn the language of Jupiter really well. I'm picking it up quickly but I hope I can keep up. Math should be the same as at home, and science should be similar.

Overall the day was really good. Everyone was nice and I think I'll make friends with the Jupiteran kids really fast. Then I can learn all about their lives here, too. It should be lots of fun.

Ideas—fully developed controlling idea that addresses all aspects of the assigned writing task; supporting ideas are fully elaborated throughout the paper and relevant to the writer's topic, assigned genre of writing, and audience

Organization—logical and appropriate sequencing of ideas within and across parts of the paper; introduction engages and sets the stage, and conclusion provides a sense of closure

Style—carefully crafted phrases or sentences create a sustained tone that engages the reader; a variety of sentence lengths, structures, and beginnings

Conventions—clear and correct simple, complex, and compound sentences with correct end punctuation; correct usage and mechanics in a variety of contexts

Form A: Persuasive

Score Point 2

Gym

Principal, I like going to gym. Im supposed to call it phisical education. Its fun. Its good for me too because it makes me run around a lot. Otherwise I sit still all day. Thats no good.

School cant cut gym. Thats not fair. We students needs it. Their are other things to cut. Do that insted. from Jasmine

Ideas—supporting ideas are general and/or under-developed; some ideas are partially developed, while others are simply listed without development

Organization—organizing strategy is formulaic and/or inappropriate to the assigned genre; demonstration of competence limited by the brevity of the response

Style—language and tone are uneven; limited awareness of audience; little variation in sentence length and structure

Conventions—minimal control of sentence formation, usage, and mechanics; some errors may interfere with meaning

What Does a Score Point 1 Paper Look Like?

Ideas—little or no focus on the assigned topic, genre, and/or purpose; majority of details are irrelevant or the response contains insufficient writing to determine competence in Ideas

Organization—no evidence of an organizing strategy; unclear sequence of ideas; ideas are not arranged in a meaningful order

Style—language and tone are flat and/or inappropriate to the task and reader; little or no attention to audience; lack of sentence variety

Conventions—end punctuation incorrect or lacking; may contain frequent and severe errors in both usage and mechanics; errors may interfere with or obscure meaning

Score Point 4

Physical-Education

Principal Green,

I just heard that the school is thinking of cutting physical-education classes. I think this is a horrible idea! Phys ed is a very important class to every student at this school. It is a fun class. More importantly, it is good for our health. Everybody knows that kids today need to be more healthy and get more exercise. Phys ed is one of the main places I get exercise. I think this is true for lots of other students too.

I think the school should think of other things to cut. We could spend less on electricity by keeping the shades up when its sunny. Also, lots of times it is too cold or too hot in the classroom. I think that means we are spending too much on heat and air conditioning because it is hot in the winter and cold in the spring.

I'm sure there are other things to cut too. Please think about that!

Sincerely,

Drew

Ideas—well developed controlling idea that addresses the assigned writing task; consistent focus on the assigned topic, genre, and purpose

Organization—introduction sets the stage, and conclusion ends the piece of writing without repetition; related ideas are grouped together

Style—word choice is precise and engaging; consistent voice; sentences vary in length and structure

Conventions—correct simple, complex, and/or compound sentences with correct end punctuation; errors do not interfere with meaning

What Does a Score Point 3 Paper Look Like?

Ideas—generally consistent focus on the assigned topic, genre, and purpose; response contains sufficient information to address the topic as well as some reader concerns and perspectives

Organization—generally clear sequence of ideas; related ideas generally grouped together

Style—word choice is generally engaging with occasional lapses into simple and ordinary language; some variation in sentence length and structure

Conventions—simple sentences formed correctly; some correct complex and/or compound sentences with occasional errors; generally correct usage and mechanics with few errors

Score Point 5

We Need Physical Education!

To Principal Green,

I just found out that the school is thinking of cutting down on physical-education classes as a way to save money. I think this is a very bad idea. Phys ed classes are an important part of school. They are both fun and healthy.

There have been lots of studies lately that show that kids need to be healthier. We need to eat better, and we need more exercise. Phys ed class is one of the main places that I get exercise, and I know that this is true for a lot of my friends too. If you take phys ed away, it will be harder for us to stay healthy.

Phys ed is fun, too. It's hard to focus on subjects like math and science all day without a break. Phys ed gives us a break. It gets us moving and I think it is a lot easier to focus in class after phys ed. This means phys ed makes us happy and helps us learn.

There must be other ways to save money. I think our school could save a lot of electricity by turning off the lights more. My class never remembers to turn off the lights when we leave our classroom. I bet the cost of leaving the lights on adds up a lot. I bet if we asked everyone in the school to suggest one idea for saving money, people would have some great ideas. I'm sure there's a way to keep us healthy, and save money. Phys ed doesn't need to be cut, the school just needs to get creative!

Sincerely,

Drew

Ideas—fully developed controlling idea that addresses all aspects of the assigned writing task; response contains specific examples and details that fully address reader concerns and perspectives

Organization—introduction engages and sets the stage, and conclusion provides a sense of closure; uses effective and varied transitional elements to link all elements of the response

Style—varied, precise, and engaging language that is appropriate to the assigned genre; sustained attention to the audience throughout the paper

Conventions—clear and correct simple, complex, and compound sentences with correct end punctuation; correct usage and mechanics in a variety of contexts; errors do not interfere with meaning

Form A: Informational

Score Point 2

Chocolate milk

I like chocolate milk. Its easy to make. You put some milk in a glas then put some sawc into. You just need milk and chocolate sawc. Then you stirr. Make sure you stirr it alot. Becaws otherwise the chocolate stiks to the botom.

Chocolate milk goes good with cookees. You should make some. Today.

Ideas—minimally developed controlling idea that addresses some aspect of the assigned writing task; some ideas may be partially developed, while others are simply listed without development

Organization—minimal evidence of sequencing; unrelated ideas are grouped together; limited use of transitions

Style—language and tone are uneven; little variation in sentence length and structure; demonstration of competence limited by the brevity of the response

Conventions—minimal control of sentence formation, usage, and mechanics; sentence structure is awkward; may have frequent errors

What Does a Score Point 1 Paper Look Like?

Ideas—little or no focus on the assigned topic, genre, and/or purpose; development is lacking due to brevity of the response or unclear supporting ideas

Organization—no evidence of an organizing strategy; ideas are not arranged in a meaningful order; lack of transitions or inappropriate transitions

Style—word choice is inaccurate, imprecise, and/or confusing; insufficient writing to determine competence in Style

Conventions—frequent sentence fragments, run-ons, and incorrect sentences; may contain frequent and severe errors in both usage and mechanics; errors may interfere with or obscure meaning

Score Point 4

Scrambled Eggs

On weekends, my mom and I cook breakfast for everyone. She makes pancakes and I make scrambled eggs. Scrambled eggs are real easy to make. They only need a few ingredients and only take a few minutes to cook.

The first thing you have to do is crack some eggs. Cracking eggs can be hard to learn, but most people learn fast. Crack the eggs into a bowl but be careful not to get any shell in! Then I add a little bit of milk and salt and pepper. Next its time to stir. I use a fork. Make sure you stir a lot so that the eggs are all yellow.

Then I ask my mom to heat up a pan. I put the eggs in and use a spatula to move them around. You have to keep moving them so they don't burn. I like to put some cheese on them at the end, but you don't have to. Then its time to eat!

Ideas—consistent focus on the assigned topic, genre, and purpose; supporting ideas and elaboration are relevant to the writer's topic and assigned genre of writing

Organization—overall organizational strategy or structure is appropriate to the writer's ideas and assigned genre of writing; related ideas are grouped together

Style—word choice is precise and engaging; sentences vary in length and structure; some genre-appropriate strategies to engage the reader

Conventions—correct simple, complex, and/or compound sentences with correct end punctuation; correct usage and mechanics with some variety of instances but not in all elements

What Does a Score Point 3 Paper Look Like?

Ideas—developed controlling idea that addresses the assigned writing task; most supporting ideas and elaboration are relevant to the writer's topic and assigned genre of writing

Organization—generally clear sequence of ideas; introduction is appropriate to the writer's topic and the conclusion is clear

Style—word choice is generally engaging with occasional lapses into simple and ordinary language; writer's voice is clear and discernible

Conventions—some complex and/or compound sentences with occasional errors; generally correct usage and mechanics with some errors

Score Point 5

Pizza

My favorite lunch to make is pizza on an english muffin. It's not the same as real pizza, but it's pretty close and easy to make at home.

The first step is to split the english muffin in half. You can usually do this with a fork. Then put some aluminum foil on a tray and put the english muffin on that. Next, put a big spoonful of sauce on each half. After that, you can add whatever toppings you want. I usually add green peppers and mushrooms. The last ingredient is shredded cheese. You can buy shredded cheese or use a grater to shred your own. Put cheese on both parts of the english muffin. The last step is to ask my mom or dad to put the tray in the oven.

After about 10 minutes, the cheese is melted and everything is nice and hot. I ask my mom or dad to take the tray back out of the oven and put the pizza on a plate. Finally, it's time to eat. Remember that the melted cheese can be very hot, so be careful and enjoy!

Ideas—consistent focus on the assigned topic, genre, and purpose; supporting ideas are fully elaborated throughout the paper and relevant to the writer's topic, assigned genre of writing, and audience

Organization—logical and appropriate sequencing of ideas within and across parts of the paper; introduction engages and sets the stage, and conclusion provides a sense of closure; logical grouping of ideas

Style—varied, precise, and engaging language that is appropriate to the assigned genre; consistent and appropriate voice that is sustained throughout the response; a variety of sentence lengths, structures, and beginnings

Conventions—clear and correct simple, complex, and compound sentences with correct end punctuation; correct usage and mechanics in a variety of contexts; errors do not interfere with meaning

Form B: Narrative

Score Point 2

The cat

One morning the muffins was missing. My brother said he didnt eat it. I said I didnt. My mom said she didnt. We didnt know who else could of. We looked all around the kichen. Then we looked in the corner.

Their was the cat! With the muffins! He was eating it. All of it. We couldnt believe that the cat would eat muffins! But he liked them. It was funny. Now we have to hide them so he cant.

Ideas—limited focus on the assigned topic, genre, and purpose; some ideas may be partially developed, while others are simply listed without development; response lacks sufficient information to provide a sense of completeness

Organization—may lack an introduction or a conclusion or include an ineffective introduction or conclusion; limited use of transitions

Style—word choice is simple, ordinary, and/or repetitive; minimal, inconsistent, or indistinct voice

Conventions—sentence structure is awkward and/or end punctuation may be missing or incorrect; may have frequent errors in usage and/or mechanics; some errors may interfere with meaning

What Does a Score Point 1 Paper Look Like?

Ideas—may announce the topic, but a controlling idea is not established; majority of details are irrelevant or the response contains insufficient writing to determine competence in Ideas

Organization—unclear sequence of ideas; lacks an introduction and/or conclusion; ideas are not arranged in a meaningful order

Style—language and tone are flat and/or inappropriate to the task and reader; little or no attention to audience; lack of sentence variety

Conventions—frequent sentence fragments, run-ons, and incorrect sentences; may contain frequent and severe errors both in usage and mechanics; errors may interfere with or obscure meaning

Score Point 4

Lost

Last summer, we went to visit my grandma. She had just moved and we had never been to her new apartment. We had directions and a map so we thought everything would be fine.

We knew we were close to her apartment. My dad said we should all look for Oak Grove Road. We looked and looked but it was no where! We drove up and down the street for almost half an hour. Then my sister got out the map. We pulled over so she could use it to figure out where we were. After a few minutes she said that there was no Oak Grove Road anywhere on the map. My dad didn't believe her so he looked to.

Finally, we called grandma. She laughed and said she lives on Grove Oak Road, not Oak Grove Road. My dad mixed it up when he wrote it down! It turned out we were only a couple blocks away the whole time. My dad was angry at first but then he laughed. It was just a silly mistake!

Ideas—well developed controlling idea that addresses the assigned writing task; consistent focus on the assigned topic, genre, and purpose

Organization—overall organizational strategy or structure is appropriate to the writer's ideas and assigned genre of writing; varied transitions link parts of the paper

Style—language and tone are consistent with the writer's purpose and appropriate to the assigned genre; sentences vary in length and structure

Conventions—correct simple, complex, and/or compound sentences with correct end punctuation; errors do not interfere with meaning

What Does a Score Point 3 Paper Look Like?

Ideas—generally consistent focus on the assigned topic, genre, and purpose; most supporting ideas are developed and relevant to the writer's topic and assigned genre of writing

Organization—generally clear sequence of ideas; related ideas are generally grouped together; transitions link parts of the paper

Style—word choice is generally engaging with occasional lapses into simple and ordinary language; awareness of audience demonstrated in the introduction, body, or conclusion

Conventions—simple sentences formed correctly; generally correct usage and mechanics with some errors; few errors interfere with meaning

Score Point 5

Lights Out

One night last summer, there was a big thunderstorm. My whole family was home and we were planning on having a big family dinner. All of a sudden, there was a big flash of lightning and thunder, and then the lights went out! We knew right away that the electricity wouldn't come back on for a while because the storm was so bad.

My brother and I began looking around the house for flashlights and candles. My mom though was really unhappy because she needed electricity to use the stove and oven and finish making dinner. Luckily, my dad suggested we use the grill instead. My mom didn't believe him that it would work but there was no other option. So, using lots of umbrellas, my parents moved all the food from the oven to the grill.

Soon enough, dinner was ready. My mom looked pretty silly bringing a lasagna and garlic bread into the house from the grill, but it worked! Now, whenever something happens that is inconvenient, we all laugh and remember that time my mom made lasagna on the grill. Who knew our family dinner would end up being such a funny story.

Ideas—consistent focus on the assigned topic, genre, and purpose; supporting ideas are fully elaborated throughout the paper and relevant to the writer's topic, assigned genre of writing, and audience

Organization—logical and appropriate sequencing of ideas within and across parts of the paper; introduction engages and sets the stage, and conclusion provides a sense of closure

Style—carefully crafted phrases or sentences create a sustained tone that engages the reader; a variety of sentence lengths, structures, and beginnings

Conventions—clear and correct simple, complex, and compound sentences with correct end punctuation; correct usage and mechanics in a variety of contexts

Form B: Persuasive

Score Point 2

Chores

Mom and dad I think I shud be paid for doing chores. Sometimes I need money and how else can I make it? If I help I should get money. Then I can have money. It will make things easier for everyone.

I could get money for each chore. Or just some each week. Whatever work for me. You should really think about it. You could pay all us kids. Then we no need to borow money from you any more. That would make everyone happy. I like being happy.
From Tim

Ideas—limited focus on the assigned topic, genre, and purpose; supporting ideas are general and/or under-developed; response lacks sufficient information to provide a sense of completeness

Organization—may lack an introduction or a conclusion or include an ineffective introduction or conclusion; limited use of transitions

Style—language and tone are uneven; limited awareness of audience; little variation in sentence length and structure

Conventions—sentence structure is awkward and/or end punctuation may be missing or incorrect; may have frequent errors in usage and/or mechanics

What Does a Score Point 1 Paper Look Like?

Ideas—little or no focus on the assigned topic, genre, and/or purpose; development is lacking due to brevity of the response or unclear supporting ideas

Organization—no evidence of an organizing strategy; lack of transitions or inappropriate transitions

Style—word choice is inaccurate, imprecise, and/or confusing; writer’s voice is not apparent; lack of sentence variety

Conventions—frequent sentence fragments, run-ons, and incorrect sentences; end punctuation incorrect or lacking; may contain frequent and severe errors in both usage and mechanics

Score Point 4

Chores

Mom and Dad,

I think I should get paid for some of the chores I do around the house. I know some of them I should do to help the family. But some I should get paid for too.

I know I don't deserve money for things like making my bed or setting the table for dinner. But what about when I clean other parts of the house? What about when I help organize the basement? What about when I rake the leaves in the back yard? I think these things are chores that I should get paid for.

Besides, I need to have some spending money. I don't like having to ask for money for every little thing I do. If I got money for doing chores, then I wouldn't have to ask for money all the time. I think it would make things a lot better in general. I would learn to be responsible and how to take care of my money. These are important things to learn.

So please, start paying me for doing chores. I think its only fair.

Love,

Tim

Ideas—well developed controlling idea that addresses the assigned writing task; response contains specific examples and details that address reader concerns and perspectives

Organization—overall organizational strategy is appropriate to the writer's ideas and assigned genre of writing; logical sequencing of ideas across parts of the paper; related ideas are grouped together

Style—language and tone are consistent with the writer's purpose and appropriate to the assigned genre; attention to the audience in the introduction, body, and conclusion

Conventions—correct simple, complex, and/or compound sentences with correct end punctuation; correct usage and mechanics with some variety of instances but not in all elements

What Does a Score Point 3 Paper Look Like?

Ideas—developed controlling idea that addresses the assigned writing task; most supporting ideas are developed and relevant to the writer's topic and assigned genre of writing

Organization—generally clear sequence of ideas; introduction is appropriate to the writer's topic and the conclusion is clear

Style—word choice is generally engaging with occasional lapses into simple and ordinary language; awareness of audience demonstrated in the introduction, body, or conclusion

Conventions—some correct complex and/or compound sentences with occasional errors; generally correct usage and mechanics with some errors

Score Point 5

Chores

Dear Mom and Dad,

Chores are an important part of every day life. They need to get done. That means someone has to do them. A lot of times that means my brothers and I have to do them. I think that makes sense, but I also think there are some chores we should be paid for doing.

I know there are some chores that we should do no matter what. We should always make our beds. We should put our clothes in the laundry hamper. We should help set the table for dinner, and then help wash the dishes after. Those all make sense to me because they have to get done all the time. If we don't do them, we will only hurt ourselves.

But not all chores are like that. Last week I organized a whole section of the basement. Every weekend this fall we all helped rake the leaves. Now that it's winter, I am sure we will help shovel the snow. In the spring I will help clean up the garden. These are chores that don't have to be done all the time. Also, we could ignore them without too many consequences. That's why I think those are chores we should get paid for doing.

Besides, getting money for chores would mean I had spending money. That means I wouldn't have to ask for it all the time. Also, if it was my money I would be more careful with it. I wouldn't spend it on silly things. This would teach me a lot, but it can only happen if I get paid for doing chores. Please think about it.

Love,
Tim

Ideas—fully developed controlling idea that addresses all aspects of the assigned writing task; supporting ideas are fully elaborated throughout the paper and relevant to the writer's topic, assigned genre of writing, and audience

Organization—overall organizational strategy is appropriate to the writer's topic and the assigned genre of writing; logical grouping of ideas

Style—carefully crafted phrases or sentences create a sustained tone that engages the reader; sustained attention to the audience throughout the paper; a variety of sentence lengths, structures, and beginnings

Conventions—clear and correct simple, complex, and compound sentences with correct end punctuation; correct usage and mechanics in a variety of contexts

Form B: Informational

Score Point 2

Present

Tomorrow is my grandmas birth day. I has a present for her. It a picter frame. The picture is me and her. I need to wrap it. Your sposed to wrap presents. I need wrapping paper and tape. I seen my mom wrap stuff. You fold the paper. It dont look hard. My mom has wrapping paper. Im gonna use that. Its easy. Then I can gives the picter frame to grandma. Good idea.

Ideas—minimally developed controlling idea that addresses some aspect of the assigned writing task; supporting ideas are general and/or under-developed

Organization—minimal evidence of sequencing; may lack an introduction or a conclusion or include an ineffective introduction or conclusion

Style—word choice is simple, ordinary, and/or repetitive; limited awareness of audience

Conventions—minimal control of sentence formation, usage, and mechanics; sentence structure is awkward; some errors may interfere with meaning

What Does a Score Point 1 Paper Look Like?

Ideas—may announce the topic, but a controlling idea is not established; development is lacking due to brevity of the response or unclear supporting ideas

Organization—no evidence of an organizing strategy; lacks an introduction and/or conclusion; lack of transitions or inappropriate transitions

Style—word choice is inaccurate, imprecise, and/or confusing; little or no attention to audience; lack of sentence variety

Conventions—frequent sentence fragments, run-ons, and incorrect sentences; may contain frequent and severe errors in both usage and mechanics; errors may interfere with or obscure meaning

Score Point 4

Happy Birthday!

It is my mom's birthday today. I have a picture album for her. I need to wrap it. I really like wrapping presents. It is fun and makes them look pretty. It helps if your present is in a box or is a square shape. I put the album in a box. Then you need wrapping paper, tape, and scissors. If you want you need ribbons and bows for decorating after but you don't have to.

You should roll out the wrapping paper and put the box on top of it. This way you can decide how much to cut off. Then fold two sides over the box and tape them down in the middle. The ends are harder. You have to fold the paper in a special way. Make sure you are neat so the present looks nice. Then if you want to decorate put a bow in the middle or tie a ribbon around the box. Now it's really a birthday present!

Ideas—consistent focus on the assigned topic, genre, and purpose; supporting ideas and elaboration are relevant to the writer's topic and assigned genre of writing

Organization—logical sequencing of ideas across parts of the paper; introduction sets the stage, and conclusion ends the piece of writing without repetition; related ideas are grouped together

Style—language and tone are consistent with the writer's purpose and appropriate to the assigned genre; consistent voice

Conventions—correct simple, complex, and/or compound sentences with correct end punctuation; correct usage and mechanics with some variety of instances but not in all elements

What Does a Score Point 3 Paper Look Like?

Ideas—generally consistent focus on the assigned topic, genre, and purpose; some parts of the paper are well developed, while other parts of the paper are only partially developed

Organization—generally clear sequence of ideas; introduction is appropriate to the writer's topic and the conclusion is clear

Style—awareness of audience demonstrated in the introduction, body, or conclusion; some variation in sentence length and structure

Conventions—simple sentences formed correctly; generally correct usage and mechanics with some errors

Score Point 5

How to Wrap a Present

It's fun to give presents. A nice way to make a present even more special is to wrap it. Wrapping a present helps decorate it. It makes it look fancy and like you put a lot of thought into it.

The first step is to find wrapping paper, tape, and scissors. If you want, you can find bows and ribbons too. Then, it helps to put the present in a box if it is a weird shape. Squares and rectangles are easier to wrap than weird shapes. Next, you roll out some wrapping paper and measure enough to fit the box.

After you cut the paper put the box in the middle. Fold two sides of the paper over the box and put a piece of tape in the middle. Then it's time for the ends. The ends can be tricky. You have to fold the paper really carefully so that it looks neat. Use tape to hold it in place. Then you can put bows and ribbons on to make it pretty. Finally, your present is ready to give to someone!

Ideas—fully developed controlling idea that addresses all aspects of the assigned writing task; response contains specific examples and details

Organization—logical and appropriate sequencing of ideas within and across parts of the paper; logical grouping of ideas; uses effective and varied transitional elements to link all elements of the response

Style—varied, precise, and engaging language that is appropriate to the assigned genre; a variety of sentence lengths, structures, and beginnings

Conventions—clear and correct simple, complex, and compound sentences; correct usage and mechanics in a variety of contexts; errors do not interfere with meaning