

Anchor Papers: Student Writing Samples

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

Form A: Narrative

Score Point 2

Beach

To the magazine one time I went to the beach. It was fun. It was hot out. Their was water and sand. Some rocks in the sand too. We builded a sandcasle. I had a lot of fun. I was their with my brother and sister.

We had to where sun tan loshun. It smelled kind of funny. But mom said we had to. Im glad I did. I wouldn't have want to get sunburnt. It was a real fun day. I want to go again. From Oliver

Ideas—limited focus on the topic, genre, and purpose; some ideas may be partially developed, while others are simply listed without development

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; word choice is simple, ordinary, and/or repetitive; 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; 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—no evidence of an organizing strategy; lacks an introduction and/or conclusion; ideas are not arranged in a meaningful order

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; end punctuation incorrect or lacking; errors may interfere with or obscure meaning

Score Point 4

Hiking

To the Magazine Editor,

I really like being outdoors. One of my favorite outdoor memories is of a hike. I went on the hike with my uncle. He really likes hiking and knows lots of different trails. He also knows lots about different plants and animals that you see when you are hiking. This made the hike really interesting.

We left really early in the morning. My uncle said its important to leave early to see animals. They hide during the day a lot, so it's good to go in the morning. We brought lunch with us and a few water bottles.

While we were hiking we saw deer and a fox. It was really cool! We also saw lots of wildflowers. They were all beginning to bloom. That made the trail real colorful and it smelled good too. Overall it was a great day. I had so much fun hiking with my uncle.

From,
Oliver

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; introduction sets the stage, and conclusion ends the piece of writing without repetition

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; 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; related ideas are generally grouped together; transitions link parts of the paper

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

Conventions—simple sentences formed correctly; some correct complex and/or compound sentences with occasional errors; few errors interfere with meaning

Score Point 5

The Lake

To the Magazine Editor,

My favorite memory of being outdoors is when I went to a lake for a weekend with my family. It was really nice to spend a weekend with my family, and be outside at the same time. Those are two of my favorite things.

We stayed in a cabin on the lake. At night, we could see the sunset. It looked really pretty over the water, and it made the lake look very colorful. During the day we could hang out on the sand or swim in the water. The water was really clean and it was so clear, we could almost always see the bottom.

One of the days we were there we rented a canoe. My mom and I canoed for a long time. We went all the way to a little island in the middle of the lake. We had a picnic lunch there, and then canoed back. It's hard to choose, but I think that was my favorite part. I wish we could have stayed at the lake longer, but we had to come back. Hopefully we can go back for another weekend some time soon.

From,
Oliver

Ideas—consistent focus on the assigned topic, genre, and purpose; response contains specific examples and details that fully address reader concerns and perspectives

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 with correct end punctuation; correct usage and mechanics in a variety of contexts

Form A: Persuasive

Score Point 2

School

Board of Education, you shouldn't make the school year long. That's not fair. We need summer. Schools not sposed to be in summer. Everyone knows that. Summer is for fun and relaxing not for school. Please, don't make the school year longer!

So you shouldn't do it. I don't even know why people is talking about it. Its a bad idea. School is long enough anyway. Listen to me! I know what other students want too and they don't want this either. From Julia

Ideas—limited focus on the assigned topic, genre, and purpose; some ideas may be partially developed, while others are simply listed without development

Organization—minimal evidence of sequencing; unrelated ideas are grouped together; demonstration of competence limited by the brevity of the response

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

Conventions—minimal control in the three components of conventions; 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; ideas are not arranged in a meaningful order; 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; errors may interfere with or obscure meaning

Score Point 4

Don't Make School Longer!

To the Board of Education,

There is a lot of talk right now about the school year. I hear that people on the Board of Education want to make it longer. This seems like a bad idea to me. I think the school year is long enough right now.

Summer is an important part of life. It is important to have time to relax and play. Without that time, it is harder for us to focus on school. Having time away from school makes us concentrate more. That means we can learn more and be better students.

I think a lot of this talking about a longer year is because people are concerned about our grades and test scores. I understand that but I don't think being in school all the time will fix that. I think we will just get worn out and frustrated if we were in school all year long. Instead, we just need to do a better job of using the time we have in school. I think that can definitely be done.

So please, don't make the school year longer. It will only make things worse.

From,
Julia

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; introduction sets the stage, and conclusion ends the piece of writing without repetition

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; related ideas generally grouped together; transitions link parts of the paper

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

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

Georgia Benchmark Assessment

Score Point 5

Summer is Important

To the Board of Education,

My teacher just told our class that the Board of Education is thinking of making the school year longer. This would mean taking away a lot of summer vacation, and making it part of the school year. I think this is a very bad idea. I think it will cause a lot of problems, and I don't think it will solve much at all.

First of all, summer break is very important to students. It gives us time to relax and enjoy ourselves. This is important. If we are stressed out or frustrated it is hard to learn. If you take away summer, we will definitely be more stressed out and frustrated. Second, summer break is important for teachers too. They also need time to themselves. My mom is a teacher and she always says she likes summer break as much as students do. She is a better teacher when she has a break.

I know that the Board of Education thinks grades and test scores need to improve. But making students unhappy and tired is not going to help. I bet our grades and test scores might even go down if that happened. Maybe the year could be made longer by a week or two but definitely no more than that. It would cause way more problems than it would solve.

Please, think about all of the alternatives. Summer break is important to students. Don't take it away!

From,
Oliver

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; 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

Form A: Informational

Score Point 2

Frisbee

I am real good at playing frisbee. Its easy. All you need is a frisbee. You need open space to. Its hard to play in crowded places. No one want to get hit with a frisbee!

You need at least two people to. You throw the frisbee to each other. Its not like throwing a baseball. You use your rist alot. Some people catch it with one hand. I use both hands. Its easier. I'm not that good.

We should play together some time. Lots of fun

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; limited use of transitions; demonstration of competence limited by the brevity of the response

Style—word choice is simple, ordinary and/or repetitive; 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; 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—unclear sequencing of ideas; ideas are not arranged in a meaningful order; 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; end punctuation incorrect or lacking; may contain frequent and severe errors in both usage and mechanics

Score Point 4

Jumping Rope

Jumping rope is one of my favorite things to do. It's a great thing to do during recess or any time you are hanging out with friends. You don't need much equipment, just a jump rope and some space. You do need at least three people though, because you need two people to swing the rope and at least one person to jump.

Jumping rope can be a little scary to learn. It's easier if you start standing next to the rope. That way you are already there and ready to jump. I think it's a good idea to find a rhythm. I usually do one big jump over the rope and then a little jump while I wait.

When you get better at jumping rope, you don't have to start standing still. Instead the people swinging the rope can start swinging and you can run in whenever. Be careful not to get hit in the face with the rope! It can be hard to figure out the timing of running in, but I think it's more fun. Jumping rope is lots of fun and good exercise. I think everyone should try it.

Ideas—consistent focus on the assigned topic, genre, and purpose; response contains specific examples and details that address reader concerns and perspectives

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

Style—language and tone are consistent with the writer's purpose and appropriate to the assigned genre; word choice is precise and engaging; 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—most supporting ideas are developed and relevant to the writer's topic and assigned genre of writing; 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—language and tone are generally consistent with the writer's purpose and appropriate to the assigned genre; some variation in sentence length and structure

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

Score Point 5

Soccer

Soccer is a really fun sport to play. It's always been very popular in other countries around the world. Now, it is getting very popular here too.

I think the best way to learn soccer is to join a team. There are lots of teams that the town runs. There is usually one game and one practice a week. At practice, you learn about the rules and you learn different skills. One of the main rules is that you can't use your hands. Only the goalie can touch the ball with her hands, and even she can only do that on a certain part of the field.

There are lots of important skills to learn. When you run and kick the ball along with you it is called dribbling. You also obviously have to learn to kick. You have to be able to pass and to shoot. These are different types of kicks. There are also special kicks sometimes for when the ball is out of bounds along the end lines or if there is a penalty. Another skill is a throw-in, which is for when the ball goes out of bounds along the side lines.

Soccer is a fun sport because you play on a team. Also, it is really good exercise. Soccer fields are big! You have to run all the time and don't get much time to rest. I think it's a sport everyone should learn to play.

Ideas—supporting ideas are fully elaborated throughout the paper and relevant to the writer's topic, assigned genre of writing, and audience; response contains specific examples and details that fully address reader concerns and perspectives

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

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

Form B: Narrative

Score Point 2

Dinosaurs

Miss Lewis We went to the natral history museum. There were dinosaurs there. Or the bones of dinosaurs. There huge! Dinosaurs must have been real scary to see in person. Im glad I wasnt alive when they were. I bet it would of been dangrus.

I learned about lots of diffrent dinosaurs at the museum. There were little ones to. Some were fast and some was slow. Some ate other dinosaurs. Some at plants. Some could fly. Theirs no more dinosaurs today. I'm glad. From Andre

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—organizing strategy is formulaic and/or inappropriate to the assigned genre; unrelated ideas are grouped together; limited use of transitions

Style—language and tone are uneven; word choice is simple, ordinary and/or repetitive; little variation in sentence length and structure

Conventions—sentence structure is awkward; 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; 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—language and tone are flat and/or inappropriate to the task and reader; little or no attention to the audience

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

Washington DC

Miss Lewis,

Last summer my family and me went to Washington DC. It was lots of fun. It was the most interesting place I have ever been. There were lots of monumunts and museums.

My favorite monumunt was the Washington monumunt. It's really high and you can go up in it. From the top you get a great view of the city.

I also really liked seeing the White House. It was interesting because you always see it on TV and the news and even in movies, so I liked seeing it for real. It's a really big house. Its weird to think that the president actally lives there.

We also went to lots of museums. I liked the history museum best. There was a lot to read about and to learn, and I like history.

If you are trying to think of somewhere to go on a trip, I recomend Washington DC. I bet you'll like it just as much as I did.

From,
Andre

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; 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; attention to the audience in the introduction, body, and conclusion; 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—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—overall organizational strategy is generally appropriate to the writer's ideas and purpose of the genre; related ideas are 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; generally correct usage and mechanics with some errors; few errors interfere with meaning

Score Point 5

The Zoo

To Miss Lewis,

One of the most interesting days I have ever had was at the zoo. I went with my family and we saw lots of different animals. There was so much to do, I bet we could have spent a few more days looking at all of the animals.

We started the day with the elephants. We were able to watch them be fed. The people who work at the zoo spend many years learning how to work with animals. The animals know them and trust them, so they are gentle when they come into the animal areas. Animals in the wild can be very dangerous though, so it's important to remember that the zoo is not the same as the wild.

After the elephants we went to see the monkeys. This was my favorite part of the day. I never knew there were so many different kinds of monkeys! There were the gorillas who were huge, and there were little tiny monkeys, and all sorts in between.

The tigers and bears were really interesting too. Next time I go back to the zoo, I think I will start with some of the smaller animals first, because I didn't have time to see them this time. Hopefully I'll go back soon!

From,
Andre

Ideas—consistent focus on the assigned topic, genre, and purpose; response contains specific examples and details that fully address reader concerns and perspectives

Organization—logical and appropriate sequencing of ideas within and across parts of the paper; 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

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

French

Mom and Dad I want to learn french. I think it would be fun. I could take lessons after school. My friend Tina takes french lessons. I could ask her for information about them.

Its good to know other langages. I could travel one day. To france. And I'd be able to speak french so I wouldnt get lost and people would be nice to me. In college I could take french too. And I'd have a head start because of my lesons now. It's a good idea. Please let me. From Maria

Ideas—minimally developed controlling idea that addresses some aspect of the assigned writing task; supporting ideas are general and/or under-developed; some points and details may be irrelevant or inappropriate for the writer's assigned topic, audience, and genre of writing

Organization—minimal evidence of sequencing; 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; 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—no evidence of an organizing strategy; lacks an introduction and/or conclusion; ideas are not arranged in a meaningful order

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

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

Art Class

Mom and Dad,

I would like to start taking an art class. I really like to draw and I think I am pretty good at it. I think if I started taking a class after school, I could be really good.

My friend Tina takes an art class, so I could ask her for information. It's only once a week and I don't think it costs much money. She really likes it and I think its helped her be a better drawer and painter.

An art class would also help me learn about other kinds of art. I could learn about potery or how to make sculpters. I think it would be good for me to know about lots of different kids of art because then I could decide which I like best and which I am best at.

Please think about this. I will find out all of the information. I think an art class is a really good thing for me to do.

From,
Maria

Ideas—consistent focus on the assigned topic, genre, and purpose; response contains specific examples and details that address reader concerns and perspectives

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

Style—language and tone are consistent with the writer's purpose and appropriate to the assigned genre; attention to audience in the introduction, body, and conclusion; 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—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—overall organizational strategy is generally appropriate to the writer's ideas and purpose of the genre; 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—simple sentences formed correctly; generally correct usage and mechanics with some errors

Score Point 5

Violin

To Mom and Dad,

I would like to start taking violin lessons. I think learning a musical instrument is a very good thing. I think I will enjoy it and I think it is a good skill to have.

I know a few people at school that take lessons. My friend Tina also takes violin lessons. I could talk to her to find out about them. I think she has one lesson a week. She really likes it and she thinks I would too.

Besides, I have always liked music, and you know that. I think it's time I started to really learn about it. I know it will be hard but I will do a good job. I promise to work hard and practice as much as I can.

Also, music is a good skill to have. In school we learned that there are lots of studies out that prove that knowing how to play an instrument helps kids do better in school. I think it will help me focus on other subjects, not just now but for a long time because the violin is something I can play for my whole life.

Please think about this. I will do research about it if you want, and I will find out as much information as I can. I really want to play the violin, and I think it will be fun for everyone to watch me learn and improve.

From,
Maria

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—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; 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

Poster

One time I make a poster. For art class. I paint it and use glitter. Its fun. I like doing art and im good at it. Glitter can be messy. You should use paper under the poster. Dont get glitter on the table! mom says.

When you use glitter you need glue. In the bottle or a glue stik. I think in the bottle is better. But its messyer. So its your choice.

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—organizing strategy is formulaic and/or inappropriate to the assigned genre; limited use of transitions

Style—language and tone are uneven; word choice is simple, ordinary and/or repetitive; 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; unclear sequence of ideas; insufficient writing to determine competence in Organization

Style—language and tone are flat and/or inappropriate to the task and reader; lack of sentence variety

Conventions—frequent sentence fragments, run-ons, and incorrect sentences; end punctuation incorrect or lacking; errors may interfere with or obscure meaning

Score Point 4

Biography

Last year in social studies we all chose biographies to read. Then we had to make a speech about the person we read about. I read about Susan B. Anthony. She helped women get the right to vote. She was really important because she had to convince a lot of people that this was a good idea.

When you want to find a biography, you can go to the library. You can also use the internet. If you go to the library there is a card catalog on the computer. You can search that for biographies. You will probably find a lot of them. It can be hard to choose! Or you could just search for biographies on the internet and then see if your library has the one you want.

Then you got to read it. The one on Susan B. Anthony was really interesting. It helps to take notes too. I used a notebook. Then I used the notes to help make my speech. I learned a lot from the book. I think my class learned a lot from my speech too.

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; related ideas are grouped together; varied transitions link parts of the paper

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; correct usage and mechanics in a 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; 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—language and tone are generally consistent with the writer’s purpose and appropriate to the assigned genre; some variation in sentence length and structure

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

Score Point 5

Volcano

In science class I made a volcano for a project. Not a real volcano, but a model of one. It was really fun! It even erupted. It took some time to make but it was really worth it.

First you have to make the volcano. Mix flour, water, salt, and oil in a bowl. This will make something sort of like clay or dough. Use the dough to form a volcano around a plastic bottle. Then, put warm water and red food coloring in the bottle. Be careful not to spill! Then add a very little bit of dish soap, and a couple spoonfuls of baking soda.

Now it's time to make the volcano erupt! You use vinegar to make this happen. The vinegar and the baking soda react. Pour vinegar into the bottle. When the reaction happens the stuff inside the bottle will bubble and overflow. It really looks like lava erupting from a volcano. It especially looks like lava if you add a lot of food coloring.

Everyone in my class was really impressed with my volcano. I think some of them even went home and tried to make their own. Its easy and fun!

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—logical and appropriate sequencing of ideas within and across parts of the paper; 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