

Prompt:Remember a time when you did something that made you feel proud of yourself. Think about what you did and how you felt about it. Try to remember the details clearly in your mind. Then write about what you did, including the sights and sounds of the moment.

Student Sample O:

Crack! There goes the baseball right down the third base line. There it goes right between the third baseman's legs. "This might be a triple" I said. But the right fielder got it and pegged it to third. I stopped at second. The crowd was roaring because with men on base (second & third we had the lead 2-1.

Unfortunately I didn't make it to home plate. The next inning I hit a deep ball to center field. Everybody turned around. "No!" I yelled. It was almost a homerun, but the centerfielder's arm was so good, he heaved the to third and I stopped at second. I didn't get up to bat the next two innings, but my coach decided that because my legs were hurting and my coach decided to save me until the end. The bases are loaded are loaded and the comishiner says "Next up to bat the best hittter of the game Omar. The crowd went abousletly nuts. You could hear my dad say "All right Omar lets go!! Then he whistled so loud you could hear him all the away across the field. As I was walking to the batters box I could see beats of sweat coming from the pichter's head. Not the kind of being hot but the kind of being nervous. Everybody on the field was scooting back. There goes the first pitch. Right down the middle. "Perfect" I said quietly. WHACK!! I crushed it into left field. Going, going, goind...all most gone. A solid triple. A three run triple. Now it's on I thought. *** It was 6-8 we were losing by two runs and there were two men on base. As put on my helmet everybody was chanting "Lets go Omar. Lets go." The count was 3-2. The next pitch was right where I wanted it. Shackaro!! Down centerfield. "Going, going, going GONE!! The comishner yelled. A homerun to end the game.

We won the 9-8. After the game the team, the coach, and all the parents had a meeting. There was the. The ball that I hit a homerun off of. " I'm proud of you son," said my dad, I was so happy a had a big smile. "That was the best game of my life!" I yelled jumping up.

How would you score this sample?

(1 = lowest score, 5 = highest score)

_____ Idea Development

_____ Organization

_____ Voice

_____ Conventions

Scorer Annotations for Sample O:

Scores: I=5 O=5 V=5 C=3

Ideas

This paper is detailed and well developed about the writer's greatest baseball game. He adds details which provide insight and interest: *It was almost a homerun, but the center fielder's arm was so good, he heaved the (ball) to third and I stopped at second.* The dialogue also helps develop the piece. *All right Omar lets go.* There is no doubt that the reader is invited to share in this great baseball game and feel the experiences and emotions of the writer.

Organization

This paper moves the reader through the text so smoothly that that you are ready to jump up and cheer along with the writer when you finish the paper. The introduction – *Crack!! There goes the baseball right down the third base line* – draws you in from the beginning. The details help to weave the threads of meaning into a strong, well controlled whole. For example: *As (I) put on my helmet everybody was chanting "Lets go Bryce, Lets go."*

Voice

The writer uses word choice that makes this paper come alive: *The right fielder got it and **pegged** it to third. The crowd went **abousletly nuts**. I could see **beats of sweat** coming from the pichter's head. Not the kind of being hot but the kind of being nervous.* The writer is very convincing about the excitement of the game and his level of commitment to the topic. The expressive and engaging language starts strong with a "Crack!!" and draws the reader through the text allowing a connection to the writer that is very compelling.

Conventions

Many of the convention errors in this paper could be easily caught by the writer with an additional reading of the paper before turning it in. For example: *The bases are loaded are loaded... As put on my helmet... There was the. The ball that I hit a homerun off of.* This student has very few errors with internal punctuation and has a fairly solid grasp of the correct use of apostrophes. Spelling is generally correct, but with mistakes like "to" instead of "two", and "all most", along with more difficult words like "abousletly," "comishiner," and "pichter," additional editing would be required. Because this paper is easily readable and strong in other traits, errors can be overlooked. This paper needs work to be higher than a three in conventions.

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Student Sample P:

100 miles per hour acorn path chase!

One comfortible, warm, evening. I and my sister and my best friend Patty were at the acorn tree path know as the Greenbelt across the black, tar road from our big, cozy house. We were sitting on the cold, bushie, green, grass chatting like finches in the early morning sun... We were very cheerful as the trees' branches swaying as few fuzzieshimering acorns fell till they hit the gorgeous ground below My sister Pauline's scooter was thrown sloppily onto the dirt. I was whearing my dull, black rollerblades that took a long period of time to get comfortable to ...

I listened silently to the wind, carefully blowing in all directions smoothly. As I got up and shook myself off, I allmost tripped over a tiny, stripped acorn! A teen came by whearing a black sweatshirt and jeans with few chains. I figured he was Patty's friend the was she greeted him... Another teen came by whearing a blue and white long-sleved shirt on a skate-board. "Nahhhh!!!" I said to him and he saw me, grabbed the scooter, & sped off, starting to go 100 mph on his skate board !!! My now angry little sister turning red like a flaming hot cheetoe and screaching like a volchure. tripped over a pile of fuzzy brown acorns! I flaired my nostrills and flew after him on my dull roller-blades going as fast as he was, as the wind stung my face! "Drop It!!!" I screamed at him, as I was only 2 ½ feet away... He looked behind his shoulder, and saw, so, that skateboarding freak got scared and went 5 miles faster! At the end of the path, he gave-up and threw the blue scooter against a chunkypinetree! I skidded to a halt & screamed "Yeah! You Better Run!!!" and skated back to my friend's green, fluffy, grassy spot...

How would you score this sample?

(1 = lowest score, 5 = highest score)

_____ Idea Development

_____ Organization

_____ Voice

_____ Conventions

Scorer Annotations for Sample P:

Scores: I=5 O=5 V=5 C=4

Ideas

This paper is very strong in all traits. The writer establishes the serenity of the scene and then controls the development of the paper as the scene is interrupted by teenagers attempting to steal her sister's skateboard. The writer shapes ideas in a creative and refreshing manner: *I flaired my nostrils and flew after him on my dull roller-blades going as fast as he was, as the wind stung my face!* This writer is definitely in control and writes from experience.

Organization

This paper flows smoothly through the tranquility of the park and then transitions very effectively into the scooter chase. The introduction welcomes the reader to the *"comfortible, warm, evening"* and the conclusion, *"I skidded to a halt & screamed "Yeah! You Better Run!!!" And skated back to my friend's green, fluffy, grassy spot..."* gives a sense of completion and relief at the retrieval of the scooter. The writer controls the pacing throughout the piece.

Voice

The word choice in this paper brings it to life, but threatens, on several occasions, to almost go too far with excessive adjectives and adverbs. For example: *"I listened silently to the wind, carefully blowing in all directions smoothly."* *"...across the black, tar road from our big, cozy house."* *"...sitting in the cold, bushie, green grass..."* This writer uses similes appropriately and they add to the voice in the paper – *chatting like finches in the early morning sun... My now angry little sister turning red like a flaming hot cheetoe and screeching like a volchure.* There is a strong commitment to the topic and the writer invites the reader to share in the details of the experience.

Conventions

This writer attempts many difficult grammatical techniques which add to the stylistic effect of the paper. Despite the complicated usage, the internal and external punctuation contain few errors and the reader can easily skim right over them. Spelling is usually correct, and with the plethora of difficult words used, there are few errors; those that are there are mostly on the difficult words.

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Student Sample Q:

Have you ever had Bike I have one and a bike is an otimoll bill I had to have traning wills in tale I met to grls. They know me so they know I wonted and they Said why Dont you ride bike. "We will tech you ok. So get on the Bike godit so they grabed the handel and started to puch and I was patling and they let go and I was riding bike. The my mom sall me and she smiled finny she told me she was happy and so I ride my Bike a lot and I rember this story and I fill so happy.

How would you score this sample?

(1 = lowest score, 5 = highest score)

_____ Idea Development

_____ Organization

_____ Voice

_____ Conventions

Scorer Annotations for Sample Q:

Scores: I=2 O=2 V=3 C=2

Ideas

This paper is generally on the topic of learning to ride a bike, but the writer has not yet developed the idea in a meaningful way. Support is attempted, but the sketchy details are limited and hard to follow. The writer indicated that he met two girls, but then says that they know him and know what he wants. The reader must make inferences which could be clarified with the writer adding more information to “fill in the blanks.”

Organization

The writer has attempted an introduction and a conclusion, but the introduction, “*Have you ever had Bike I have one and a bike is an otimoll bill*” is confusing and hard to understand. Although the sequencing is hard to follow, the paper does start with learning to ride a bike and ends with mom being proud and the student riding his bike “*alot*”. For this paper to get a 3, the writer needs to work on the progression of ideas, working to control the pace of the story and help move the sequence along smoothly and logically.

Voice

Voice is the strength of this paper. The writer seems aware of an audience and works to share how proud he is about learning to ride a bike with the reader. The word choice in this sentence, “*We will tech you ok. So get on the Bike godit so they grabbed the handel and started to puch and I was patling and they let go and I was riding bike,*” is engaging and interesting, while difficult to read.

Conventions

The convention errors in this paper make it difficult to read. External punctuation is often missing and/or incorrect and internal punctuation is nonexistent. When external punctuation is missing, most sentences are structured in a way that reading the text out loud with the student could allow for the addition of punctuation quite easily. Quotation marks are attempted at one point, but are missing at the end of the quote. Most sentences begin with a capital, but there are other capitals thrown in at random locations. Common words are often spelled correctly, but numerous errors in spelling make the text difficult to read.

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Student Sample R:

The Thing I em proud of is winning in soccer. Becuse it feels good when you win. It just feels good becuse you had won some other team. When I score a goal I feel proud of my self becuse I em good at soccer. and when Thay kick the Ball and I block it I feel good. That is The Thing I em proud of.

How would you score this sample?

(1 = lowest score, 5 = highest score)

_____ Idea Development

_____ Organization

_____ Voice

_____ Conventions

Scorer Annotations for SampleR:

Scores: I=2 O=2 V=2 C=2

Ideas

This paper sticks to the topic of being proud of winning at soccer, but reads like a repetitious list of random reasons. All the reasons for being proud are strung together with each thing being as important as everything else. This paper is higher than a 1 because there is support given, but the information is very limited. To improve this paper, the writer needs to add some details about a time he won, or scored a goal, or kicked the ball.

Organization

The writer starts by explaining that he is proud of winning at soccer and concludes by stating that the reasons given are why he is proud. In between, he lists things he does when he plays soccer. There is not much of an internal structure and the listing is repetitious and obvious. The organization of the paper is logical although strung together. By adding details, the writer could show a progression of ideas which could help move the reader from point to point.

Voice

"*I am proud..., I feel good..., I feel proud...*" are the only words this writer uses to describe how he feels about his soccer ability. Each sentence uses these words over and over again which flattens all the potential excitement of the topic. The writer seems aware of an audience, but there does not seem to be much of a sense of purpose. For the paper to receive a higher score, the writer could start by finding other words to use instead of good and proud.

Conventions

Although the paper is readable, there are multiple problems with grammar and usage. Even common words are misspelled, such as "*em*" for "am" and "*thay*" for "they", although many common words are correct. Sentence structure is seriously flawed, for example: *Becuse it feels good when you win*. Tenses are confused and distract the reader. A spelling bookmark of common words would be a good starting point for this writer.

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Student Sample S:

I am proud of myself because I adopted a puppy. I am proud about because her owner didn't take good care of her, her brothers, and sisters. Her old owner abandoned her because he/she didn't want to take care of her anymore. I adopted her from SPCA of Reno, Nevada.

Sally is a tan and white lab. She is kind of skinny because her owner didn't feed her. She also loves to play around.

I wonder where she lived before I adopted her at the animal shelter. I would never treat a dog like that. When I was adopting her she was looking around the room at the cats.

Sally is 10 weeks old, and she loves to sleep on the couch in the loft when I am on the computer or doing my homework. She look's so cute when she is sleeping.

That is why I am so proud because she lives in a better home now.

How would you score this sample?

(1 = lowest score, 5 = highest score)

_____ Idea Development

_____ Organization

_____ Voice

_____ Conventions

Scorer Annotations for SampleS:

Scores: I=3 O=3 V=3 C=3.5

Ideas

This writer is clearly writing from her experience with her dog. The development is limited, but the ideas are reasonably clear. Although each paragraph seems like a random thought, paragraphs are well developed and coherent on their own. The connection between the paragraphs seems random, and I imagine this writer stopping at the end of each paragraph, wondering what she could tell us next.

Organization

The transitions in this paper are its weak point. The paper doesn't flow from paragraph to paragraph and we jump from adopting the dog at the SPCA, to a description of the dog, back to the shelter, and then a bit about the dog's likes and dislikes. The paper does have a recognizable introduction and conclusion which help hold the paper together.

Voice

This paper fits all the bullets of a 3 in Voice. *I wonder where she lived before I adopted her at the animal shelter. I would never treat a dog like that.* These sentences show the writer's attitude toward the dog, but then the next sentence, *"When I was adopting her she was looking around the room at the cats,"* seems abstract and random. This writer seems sincere, but as a 3 indicates, the writer is hidden at times and occasionally stands at a distance. The word choice is unremarkable with potential for more emotion with the love of Sally.

Conventions

The strength of this paper is its conventions. The ending punctuation is correct and most words are spelled correctly. However, the writer uses a very limited range of writing conventions. Sentences are generally structured correctly, but show very little variety. There is only one attempt at internal punctuation, and it is incorrect.

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Student Sample T:

When I was 3 years old I always dreamt of becoming a professional skateboarder. I went into the kitchen to talk to my grandma. The egg's were popping, the toast was burning. I asked grandma if I could have a skateboard and she said I could have one tomorrow.

The next day as I woke up I saw my brother's watching tv. As I got dressed my family was waiting in the car. When got to the store I heard car's beeping, children screaming. When I saw the board I wanted it was \$24.00 to buy it, my grandma had enough money for it. This is when I got my first board.

The board is called CBS, the wheels are called Spitfire. I stopped by the skatepark to practise. I could already ballence myself on the board, but the hard purt was going up and down ramps.

I practised and practised going down ramps, but I kept. I didn't care care if I kept falling, I just got up and tried again, Suddenly it was time to go. "Well, there's tomorrow." I said, and went into the car.

The next day I went to the skatepark again. I heard boards snapping. As I begun going down ramp's I didn't fall. I was so excited that I made it, and from then on I've been practicing ever since.

How would you score this sample?

(1 = lowest score, 5 = highest score)

_____ Idea Development

_____ Organization

_____ Voice

_____ Conventions

Scorer Annotations for Sample T:

Scores: I=3 O=3 V=3 C=3

Ideas

This paper is clear and focused on the topic of becoming a better skateboarder. This writer followed the directions in the prompt to a “T.” The prompt indicates that writers should include the “sights and sounds of the moment” and the writer adds these details, almost to a fault. For example: *I went into the kitchen to talk to my grandma. The egg’s were popping, the toast was burning. I asked grandma if I could have a skateboard....* Although the eggs and toast add the sights and sounds of the moment, they are details which are irrelevant to the story and distract rather than add. The support that is present in this paper doesn’t always help clarify or balance the paper; the main ideas don’t stand out but are lost in random details. The writer doesn’t seem to be in control of the topic and has trouble going from general to specific, but is definitely writing from experience and the paper shows lots of promise. This is a paper where the writer does as many things wrong as he does right. This could be a higher paper with work on balance, helping the main ideas stand out.

Organization

The introduction, *“When I was 3 years old I always dreamt of becoming a professional skateboarder.”* sets the stage for the paper. The conclusion, *“...and from then on I’ve been practicing ever since,”* leaves the reader with a sense of completion. The sequencing is sometimes confusing, but doesn’t interfere with the storyline. The progression is generally well controlled, but the random details create some confusion and impede the smooth movement from point to point.

Voice

The word choice in this paper reveals the writer’s attitude but becomes abstract and confusing in other points of the paper. The determination of the writer to become a better skateboarder is earnest and interesting. For example: *“I didn’t care if I kept falling, I just got up and tried again.”* However, the writer seems to hide as much as he reveals.

Conventions

External punctuation is correct, but the writer generally uses simple sentences. The few times when commas or quotation marks are called for, they are also correct. The writer doesn’t take any risks. He spells most common words correctly but more difficult words are sometimes misspelled – *practising, professional, skateboard*. Although some apostrophes are correct, there are apostrophes in words like *“car’s”* and *“ramp’s”* where they are not needed. Capitalization is almost always correct, and the writer has reasonable control over a limited range of grade appropriate standard writing conventions.

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Student Sample U:

What I think i'm proud of is how i earned to play football. And that is what i'm proud of, What happend was that we had two get a football gear like a hemet, Jersey, pad, and pants. The most of all is the coach and the team players. Spectator are the other reson, like my mom, daddy G, and the rest of the family When they cheer me on, or unnecessary spirt with yelling, screming my name and number but whats really fun is the partys and the possession I play which is tightend. And when I ran three touchdown and one interceptoin. And those are the thing that made me proud.

How would you score this sample?

(1 = lowest score, 5 = highest score)

_____ Idea Development

_____ Organization

_____ Voice

_____ Conventions

Scorer Annotations for Sample U:

Scores: I=3 O=2 V=3 C=2

Ideas

This paper is written from the experience of learning to play football, but the writer suddenly is listing the required football gear, *like a helmet, jersey, pad, and pants*, which tends to blend the original and the predictable. The ideas are reasonably clear, but the writer needs to expand and personalize to show more in-depth understanding.

Organization

This paper jumps around between minor details and spends too much time on the obvious. The writer makes hard to follow leaps from point to point which are not helped by the troubles in conventions. The lack of organization makes it hard to follow the storyline, and some of the connections between ideas are weak. There is a recognizable introduction and conclusion.

Voice

Word choice is a strength of this paper. For example: *...when they cheer me on, or unnecessary spirit with yelling, screaming my name and number...OR...whats really fun is the partys and the possession (position) I play which is tightend.* The writer communicates in an earnest manner, but the writing hides as much of the writer as it reveals.

Conventions

Spelling is the strength of this writer's conventions, even spelling difficult words like *unnecessary, spectator, and touchdown* correctly, although there are many words misspelled as well. The serious errors with conventions in this paper relate to struggles with sentence structure and punctuation. There are a few randomly placed periods on the page, but this student needs to spend time on constructing complete sentences. Capitalizing "I" consistently would help this paper as well.

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