

Practice Prompt #3 for Seventh Grade: A rainy day doesn't have to be bad. Some people like rainy days. Explain how to turn a rainy day into a good day.

Student Sample AA

Rainy Morning

Here are some ways to make your day, fun, on a rainy day. You don't have to stay inside. You could go outside, get wet, and muddy, and enjoy your time out there in the rain!

You can also consider playing a fun board game with your family. A game you can all enjoy! Something else you could do with your family, is watch a movie! Pick a movie you haven't seen in a while, it could be comedy, horror, drama, anything! Watch a movie, relax, and forget about the rain!

You don't have to stay home either. You can go someplace fun. For example, an arcade, bowling, anything that is fun! You could go to a friend's house if you would like! Get together with a friend, and do something fun!

If you are tired, you had a long day, or week, then take a nice nap! You can sleep on a rainy day, it relaxes your mind. If you hate the rain, this would be a good way to forget about it.

Those are just some ways to try and make your day fun. People have their ways to make their days fun. Some people hate rain, some people love it. In my case, I love rain. Those are some ways you can make a rainy day a fun day.

How would you score this sample?

_____ Idea Development

_____ Organization

_____ Voice

_____ Conventions

What holistic score should it receive?

Practice Prompt #3 for Seventh Grade: A rainy day doesn't have to be bad. Some people like rainy days. Explain how to turn a rainy day into a good day.

Scores and Analytic Annotations for Student Sample AA

Holistic Score: 4

Paper AA is a satisfactory paper. It would score a 4 on the State of Nevada's Holistic Rubric because it does a satisfactory job of focusing and organizing ideas. It also communicates some commitment to the topic and uses adequate word choice.

Analytic Scores (with trait-specific annotations): I=3 O=3 V=3 C=3

Ideas:

Paper AA has included support and details for her topic of having fun on a rainy day, but the reader notices that many of the ideas are vague and safe. *"You can also consider playing a fun board game with your family. A game you can all enjoy!"* This writer could easily be coached to give more examples and explanations that would add more detail and depth to the paper. This writer has zeroed in on her main idea and simply needs to move from generic ideas to more specific ones to achieve a higher score on this trait.

Organization:

This paper has a recognizable introduction and conclusion, but both are quite predictable. *"Here are some ways to make your day, fun, on a rainy day.* (Introductory sentence) *"Those are just some ways to try and make your day fun."* (First sentence of conclusion) This writer would benefit from exposure to exemplary peer and author examples of introductions and conclusions he/she can model the writing after. The transitions used are obvious, but are strong enough to move the paper along and the reader does not feel lost.

Voice:

This paper is plagued a bit by overuse of the word *"fun"* and would benefit from generating a list of alternatives to this word to help her in the revision process. The reader can find moments of voice in the paper, (*"You can sleep on a rainy day, it relaxes your mind."*) but overall, the writer stays safe and hides behind vague word choice. The writer tries to add excitement to the piece by adding multiple exclamation points, but the reader feels bombarded by them, rather than excited. *"Watch a movie, relax, and forget about the rain!"*

Conventions:

As mentioned in Voice, the writer plays it safe with word choice and thus spelling is not an issue. The reader can tell that the writer did some editing before writing this final copy, but some sentence fragments and run-ons still remain. *"A game you can all enjoy!"* (Fragment) *"If you are tired, you had a long day, or week, then take a nice nap!"* The errors in this piece do not overwhelm the reader, but they are definitely noticeable.

Practice Prompt #3 for Seventh Grade: A rainy day doesn't have to be bad. Some people like rainy days. Explain how to turn a rainy day into a good day.

Student Sample BB

Rainy days can be boring with not a thing to do so you need to make the best of it. Even Though rainy days may make you feel down or depressed you can make it one-of-a-kind with the ability to build a tent. Tents are always fun to build on rainy days but trying to do it on a bright, sunny day is horrible. you can use pillows, sheets of your bed, and build it over something sturdy. This will provide something to do for the next hour.

Have a nice meal, tea, or hot chocolate to satisfy your needs, and shave of another half hour. With the finishing of your meal, put away your tent. You are probilly sick of using extra space. Start a game that you may or may not want to play with a by yourself or with a brother, It can be a game System or a board game like monopoly. If you do this it will chop of 1-3 hours of your day.

To finish the day up you can draw. You may or may not be good at drawing but it's worth trying. for starters you can draw stick men or moutoins or if your good buildings to make your drawing more cool sketch all 3!

Rainy days can only stink if if you make them like that. So find something to do!!!

How would you score this sample?

_____ Idea Development

_____ Organization

_____ Voice

_____ Conventions

What holistic score should it receive?

Practice Prompt #3 for Seventh Grade: A rainy day doesn't have to be bad. Some people like rainy days. Explain how to turn a rainy day into a good day.

Scores and Analytic Annotations for Student Sample BB

Holistic Score: 4

Paper BB would score a 4 on the State of Nevada's Holistic Rubric because it does a satisfactory job of focusing and organizing ideas. It also communicates some commitment to the topic and uses adequate word choice. The paper does commit quite a few errors in grammar/usage, but the errors are not serious enough to impede meaning.

Analytic Scores (with trait-specific annotations): I=4.5 O=3.5 V=5 C=3

Ideas:

Paper BB is filled with unique details that make this paper quite charming. *"Though rainy days may make you feel down and depressed you can make it one-of-a-kind with the ability to build a tent."* This paper has a clear main point and purpose, and gives lots of advice on how to make a rainy day better. You can tell this writer knows the topic well.

Organization:

Paper BB has a strong introductory paragraph, but a weak conclusion of one sentence. It almost seems as though the writer simply ran out of space or time. This weak conclusion could be easily fixed in the revision process or by providing good models during instruction. Overall, the organization of this piece is strong enough to move the reader from point to point without much confusion.

Voice:

Paper BB is strong in voice. The reader can sense that the writer is aware of his audience and uses just the right amount of enthusiasm to keep the reader involved in the text. (See paragraph three) The reader can tell that the author chose his words very carefully and was careful not to repeat himself. *"Have a nice meal, tea or hot chocolate to satisfy your needs, and shave of another half hour."* Overall, this writer's confidence in this topic truly shines through.

Conventions:

There are quite a few careless errors in Paper BB and it would take some moderate editing to make it ready for publication. Several words are not capitalized, even at the beginning of sentences. There are also run-on sentences that take up the space of an entire paragraph. (See paragraph three) These mistakes do not impede meaning, but they do stand out to the reader.

Practice Prompt #3 for Seventh Grade: A rainy day doesn't have to be bad. Some people like rainy days. Explain how to turn a rainy day into a good day.

Student Sample CC

When it just starts raining it sucks. You have to stay inside all day and so nothing, but when you know how to have fun it is not that bad.

My brothers love to beat me at video games. On a rainy day I play video games with them. I hope to beat them one day. There are three games that they beat me at the most: Cod (call of duty), Fear, Left 4 dead. Cod is a game where you need strategies to win. That is the same as fear and left 4 dead.

My family is not like other families, we like to do things together. When it is rainy we go out into the rain and play baseball. The reason we play in the rain is because it is more fun to slip and slide on. We watch movies and play cards.

When it rains I not just being with my family I also play with my sister. WE love to go outside and play with our dogs. We go out side in the rain and chase them. I also play on the computer, and read.

When I am sick of my whole family after a rainy day I have some alone time.

How would you score this sample?

_____ Idea Development

_____ Organization

_____ Voice

_____ Conventions

What holistic score should it receive?

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Scores and Analytic Annotations for Student Sample CC

Holistic Score: 3

Paper CC would score a 3 on the State of Nevada's Holistic Rubric because it is still one draft away from being a satisfactory paper. It shows an inconsistent understanding of writing overall. The organization of this paper is clearly the weakest part, but it is also lacking in solid ideas, work choice and voice. The conventions are satisfactory, but they are not enough to bring this paper up to the score of 4.

Analytic Scores (with trait-specific annotations): I=2.5 O=2 V=2.5 C=3

Ideas:

The writer of Paper CC does a fair job of sticking to the main idea of having fun when it rains, and does attempt support of these ideas. There simply are not enough details to support the many ways to have fun on rainy days. The writer has many ideas, such as playing video games, baseball, and movies, "*I also play on the computer and read.*" This writer needs to narrow the supporting details down to the most important ones, and then thoroughly explain each.

Organization:

This paper has a recognizable introduction and conclusion, although they really don't tie in to what the body of her paper is really about. The introduction explains that the writer doesn't care for rainy days, "*When it starts raining it sucks.*" The conclusion details what the writer does once becoming sick of being with her family, "*When I am sick of my whole family after a rainy day I have some alone time.*" It's a good attempt, but the writer needs more instruction on how to tie both of them to her paper as a whole, as well as each other. This writer would also need some quick instruction on how to add transitions to this paper.

Voice:

This paper starts off with a sentence that is really not appropriate to the audience. "*When it just starts raining it sucks.*" There are hints of the author in the writing, but he/she doesn't seem as enthused about the topic as the reader would hope. Often, along with adding more details to a piece of writing, the voice tends to emerge. The word choice here also tends to flatten all potential highs and lows of the piece. This author needs to take a few risks with the word choice, instead of using safe words throughout.

Conventions:

Paper CC needs some moderate editing to make it ready for publishing, but overall the errors do not impede meaning. Some errors may have just been the result of not reading over what had been written. "*When it rains, I not just being with my family I also play with my sister.*"

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Student Sample DD:

Well how you make a rainy day a fun day. Well what I would do is I would call up some freinds hanoat, proely next we would go in my hottol have fun in there. Next I would want to go to Alf sorsen the indoor swimming pool with my next door nebior chris, troy, Alex, and Greg. Its so fun we do every thing. Mabey after that we will go out and get something to eat like sushi thats the best peastrannt I think it is. Well we would proely get home take a shower go out to a party or some thing a rainy day into a very good day it would be so much fun I swear well thats what I would do on a rainy day.

How would you score this sample?

_____ Idea Development

_____ Organization

_____ Voice

_____ Conventions

What holistic score should it receive?

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Scores and Analytic Annotations for Student Sample DD

Holistic Score: 2

Paper DD would score a 2 on the State of Nevada's Holistic Rubric because it is very weak overall and is filled with numerous errors that do impede meaning. This paper reveals serious and persistent problems in communication. This paper attempts to address the topic with little or no focus and contains serious flaws in structure. It also commits consistent violations in grammar/usage that impede meaning.

Analytic Scores (with trait-specific annotations): I=2 O= 2 V=1.5 C=1

Ideas:

Paper DD is zeroing in on the main idea of making a rainy day a "fun day," but more information and details are needed to support the topic as the reader is left with many questions. "*Probably next we would go in my hot tub have fun in there.*" The writer knows where he is headed, but the reader is left wanting more explanation. Perhaps having the author answer some standard questions about his piece would help. (Who, what, where, when and how he would make a rainy day a "fun day"--for example.)****

Organization:

The writer's introduction and conclusion are much too short and need to be expanded in order to achieve a better score. The author does attempt some transitions between ideas, but they make the writing almost seem like a list. "*Mabey after that we will go eat and get something to eat like sushi thats the best reastrannt I think it is.*" This writer would benefit from instruction in basic organizational structure. (Ex. Introduction, body and conclusion)

Voice:

Paper DD is very low energy writing. The writer seems bored with the topic, and this reader was bored with the writing. The writer seems almost unaware of an audience, and the writing sounds like a list of things to do on a rainy day without much explanation. "*Well we would probably get home take a shower go out to a party or some thing a rainy day into a very good day it would be so much fun I swear.*" This writer would benefit from seeing and identifying moments of voice in other students' papers. Perhaps the author could then try to emulate them in this writing while revising.

Conventions:

Paper DD would need extensive editing to get this piece ready for publication. There are multiple errors in spelling, punctuation, sentence structure and grammar which are evident from the first sentence. "*Well how you make a rainy day a funday.*" Throughout the rest of the paper, the reader must read once to decode, and then again for meaning. This writer would need extensive editing instruction to improve his score with this trait.

Practice Prompt #3 for Seventh Grade: A rainy day doesn't have to be bad. Some people like rainy days. Explain how to turn a rainy day into a good day.

Student Sample EE

There are many ways to make a rainy day fun, and I'm going to tell you about a few of them.

During a rainy day, the first think I think of to do is to play games. I usually prefer to play board games such as Monopoly, Sorry, Candy Land and things like that. There is also the choice of card games, but they don't all have to be with a regular old deck of cards. There are games such as Apples to Apples that use cards and are very enjoyable. You can also go on the computer to play games, or even make your own up!

This is my favorite thing to do on a rainy day, or any day for that matter, and that is to relax. You can take a long, soothing nap and wake up feeling refreshed. You could also eat some snacks and watch your favorite TV shows while wrapped up warm in your blanket in front of a cozy fire.

Being in touch with your friends is another way to make a rainy day better. You could call your friends and tell them about what you have been doing all day, and if they say that they are bored, you could give them some ideas of what to do from your experiences in the day. If your parents are okay with it, you could even invite them over!

Being active is one more way to make a rainy day better. You could go to the gym and play basketball or fun laps and have fun. If it isn't raining too hard, you could even go outside and play!

As you can see, there are many ways to make a rainy day, a good day, but these are only a few of them, go try your own some rainy day!

How would you score this sample?

_____ Idea Development

_____ Organization

_____ Voice

_____ Conventions

What holistic score should it receive?

Practice Prompt #3 for Seventh Grade: A rainy day doesn't have to be bad. Some people like rainy days. Explain how to turn a rainy day into a good day.

Scores and Analytic Annotations for Student Sample EE

Holistic Score: 5

Paper EE would score a 5 on the State of Nevada's Holistic Rubric because it is an above average paper that is focused and controlled throughout. It focuses and develops ideas in an effective and detailed manner and organizes its ideas coherently. This paper also communicates commitment to the topic and uses very effective word choice. There are a few errors in grammar/usage, but they do not impede meaning.

Analytic Scores (with trait-specific annotations): I=4.5 O=4 V=4 C=4.5

Ideas:

Paper EE is clear and focused on how to make a rainy day a fun day. This paper gives many suggestions for what would be fun to do, and each of them is supported with examples. *"You could also eat some snacks and watch your favorite TV shows while wrapped up warm in your blanket in front of a cozy fire."* The author's detailed description makes this paper quite charming.

Organization:

The author does an above-average job with transitions and staying focused throughout the paper, but the introduction and conclusion of Paper EE are both quite predictable and too short. *"There are many ways to make a rainy day a fun, and I am going to tell you about a few of them."* (Introductory Sentence) *"As you can see, there are many ways to make a rainy day, a good day, but these are only a few of them, go try your own some rainy day!"* This author could benefit from seeing peer and author examples of good introductions and conclusions. These would give the author some ideas to emulate during the revision process.

Voice:

The reader can tell that the author of this paper is a confident writer and aware of the audience. The writer uses just the right amount of enthusiasm to keep the reader interested, although he/she tends to overuse the exclamation mark a bit much and it can sometimes seem forced. *"If it isn't raining too hard, you could even go out and play!"* (Removing those can be an easy fix during the editing process and the author can be given a quick mini lesson on word choice to find words to express his excitement, rather than punctuation.)

Conventions:

Paper EE has very few errors in punctuation and usage. There are few run on sentences that could be fixed with some quick coaching: *"You could call your friends and tell them about what you have been doing all day, and if they say that they are bored, you could give them some ideas of what to do from your experiences in the day."* Overall, this paper would only need some light editing to make it ready for publication.

Practice Prompt #3 for Seventh Grade: A rainy day doesn't have to be bad. Some people like rainy days. Explain how to turn a rainy day into a good day.

Student Sample FF

Rainy Day

A rainy day doesn't have to be a bad day. In fact, it could be a good day, or a great day perhaps! Don't limit yourself on your everyday activities because the sky is pouring.

Think for a moment, try something that you could only do in rainy days. Grab a raincoat, poke your squishy mud pies, get a pot, pan, dish or bucket and play a game where you catch as many raindrops as you can. You don't have to be stuck inside all day.

Can't go outside? Or do you just not feel like playing in the rain? At times like this, you can just play indoors. Some things that I like to do indoors is make a truck-load of paper airplanes and run around the house trying to hit people with them while pretending to be my favorite television show character. Though, I wouldn't recommend that. You can make bracelets out of beads and after that you can play hide 'n seek with your fiends, if you'd like. Think of any way you could spend your time indoors and have fun.

Doesn't the rain make the day seem more calm? The only noise you can hear are the drops that hit the roof. And maybe even the thunder that are miles away. You can just sit on your favorite chair, sip on your sweet jasmine tea, and read a really good book. Take a moment and enjoy how relaxing the rain makes the day.

There are many things to do in rainy days. Try those things and make that rainy day into a good day.

How would you score this sample?

_____ Idea Development

_____ Organization

_____ Voice

_____ Conventions

What holistic score should it receive?

Practice Prompt #3 for Seventh Grade: A rainy day doesn't have to be bad. Some people like rainy days. Explain how to turn a rainy day into a good day.

Scores and Analytic Annotations for Student Sample FF

Holistic Score: 5

This paper is above average. The paper has a very logical structure, and within that structure details are both focused and developed. The examples go beyond the predictable. The reader can sense this reader's commitment to the rainy day experience. There are some errors in Standard English, but not enough to drop this paper's score.

Analytic Scores (with trait-specific annotations): I = 4 O = 4 V = 5 C = 4.5

Ideas

A strength of this piece is that the author does not limit suggestions to traditional activities; instead, the recommendations to catch raindrops, hit people with paper airplanes, and sip sweet jasmine tea are unique. Each idea has some development, but the paper is only medium-high because there are still a few questions left in the reader's mind. For example, in the third paragraph the writer discusses making paper airplanes and pretending to be a television show character. One wonders what the connection is between the TV show and the airplanes. Then the author states, "*Though, I wouldn't recommend that,*" which begs the question of why the author bothered to mention this idea at all. One high point is the fourth paragraph, when the details transport the reader to a quiet spot indoors while it rains outside.

Organization

The introduction effectively engages the reader and states the main idea of the essay. There are no obvious transitions between body paragraphs, but the reader hardly misses the "*first,*" "*second,*" and "*third*" of a less-skilful writer. One organizational highpoint is the transition from the outside to inside activities. The writer ends the first body paragraph with, "*You don't have to be stuck inside all day,*" and smoothly moves us inside in the next paragraph with a series of questions: "*Can't go outside? Or do you just not feel like playing in the rain?*" The transition to the third body paragraph is not as fluid, but the question about rain's calming effects definitely does lead into the rest of the paragraph about the sounds of the rain and the quiet activities one might try. The concluding paragraph, while not quite powerful, sufficiently ties everything together and may even inspire the reader to go try the authors' suggestions.

Voice

Voice is definitely the strongest trait in this paper. A reader can sense that this writer is confident about the topic and, more importantly perhaps, actually cares whether or not someone will enjoy the experience of the rain after reading this piece. One of the marks of a controlled writer is that the voice can vary not only between pieces, but within. The voice in this piece is by turns energetic, evocative, and fun. Carefully-chosen words such as *squishy* (an adjective), *truck-load* (a noun), and *sip* (a verb) inspire both images and emotions.

Conventions

This paper fits the bullet point "You have to look hard to spot errors." Every word in the paper is spelled correctly. Most of the internal and external punctuation is correct. One error that this writer will need to work on is subject-verb agreement ("*And maybe even the thunder that are miles away*" is one example of this, saying *thunder...are* rather than *thunder...is*). There are a few longer and slightly stringy sentences (like the second sentence of the first body paragraph), but they contribute a sense of risk-taking on the part of the writer, and an awareness of fluency. This fluency is another strength of the paper. Sentence lengths vary and lend a musicality that puts this paper in the higher range for conventions.

Practice Prompt #3 for Seventh Grade: A rainy day doesn't have to be bad. Some people like rainy days. Explain how to turn a rainy day into a good day.

Student Sample GG

I like too walk in the rain It's fun cause to hear the sound and nosie. No one could tell if your crying. The noise is soothing and calmming itz like thud thud thud! I like the smell of the rain except when it smells like poullition and when it hits the ground it sounds like a rythem or beat of like um Michael Jackson Beat it or something.

How would you score this sample?

_____ Idea Development

_____ Organization

_____ Voice

_____ Conventions

What holistic score should it receive?

Practice Prompt #3 for Seventh Grade: A rainy day doesn't have to be bad. Some people like rainy days. Explain how to turn a rainy day into a good day.

Scores and Analytic Annotations for Student Sample GG

Holistic Score: 2

Paper FF would score a 2 on the State of Nevada's Holistic Rubric because it is very weak overall. It attempts to address the topic and does add some details, but there are serious flaws in coherence. This paper also commits consistent violations in grammar/usage and mechanics; however, the word choice does add a small glimmer of voice.

Analytic Scores (with trait-specific annotations): I=1.5 O=1 V=2.5 C=1

Ideas:

The reader has a tough time sifting out the main point and purpose of Paper GG. It is also lacking in support and details, but there are a couple of attempts at adding some details about the smells and sounds that the rain makes. *"The noise is soothing and calming itz like thud thud thud!"* From this sentence, the reader can gather that the writer enjoys the sound of rain. The other detail the reader mentions has to do with the smell of rain. *"I like the smell of the rain, except when it smells like pollition."* Since this writer already uses some details, it would be easy to suggest that they add more that would support their main point in the revision process, as well as make their main point more clear.

Organization:

There is no real organization in Paper GG. It is missing an introduction and conclusion. There are also no transitions between ideas and the ideas are quite jumbled. *"It's fun to hear the sound and nosie. No one can tell if you are crying."* This writer would benefit from instruction in basic organizational structure. (Ex. Introduction, body and conclusion)

Voice:

Paper GG is a low paper overall, but the reader does notice a couple of sentences where the author's voice shines through. *"...and when it hits the ground it sounds like a rythem or beat of like um Michel Jackson Beat it or something."* This would be a good sentence to point out to the author, as well as encourage him to add more like it!

Conventions:

The writer clearly struggles with the trait of conventions. There are so many errors, the reader has to read once to decode, and then again for meaning. There are errors on even simple words like *"itz"* (it's) and *"nosie"* (noise). Some of the sentences are not even complete thoughts, while others are run-ons. This writer would need extensive editing instruction to improve this trait.

Practice Prompt #3 for Seventh Grade: A rainy day doesn't have to be bad. Some people like rainy days. Explain how to turn a rainy day into a good day.

Student Sample HH

I was soaring through the air on a rainy day. The clouds were dark and scary, big rain drops fell on the ground splat. I look down I see the mud, here it comes, splash I landed in the mud smoothly, that's what Im talking about tom said, that was sick Matt said.

Two hours befor...Hey guys look its raining outside. "Sweet" tom said, lets grab our bikes and shouvles and go biuld a jump. The dirt has to be nice I said. When we got out there it started to rain really hard, "we better build a jump fast" Matt said, it's going to get muddy fast. We repeted the process over and over agian Poor dirt compact it smooth it. Finley after fifty times the jump is read. 3 ft by 11 inches it was a beuty hear I go now five feet, 6' above ground

How would you score this sample?

_____ Idea Development

_____ Organization

_____ Voice

_____ Conventions

What holistic score should it receive?

Practice Prompt #3 for Seventh Grade: A rainy day doesn't have to be bad. Some people like rainy days. Explain how to turn a rainy day into a good day.

Scores and Analytic Annotations for Student Sample HH

Holistic Score: 3

Although this paper is not passing, it does not show the “very weak” qualities that would make it a 2 paper. It would be a *low* 3. It is focused on the events of that day, but there are a few places where the reader needs more information. There is some effective word choice. This paper needs the most work in editing for Standard English; it may take more than one reading to grasp what the writer is trying to say.

Analytic Scores (with trait-specific annotations): I = 2 O = 2 V = 2.5 C = 1.5

Ideas:

Overall, this piece is about a group of kids building a bike jump during a rainy day and is focused on the events of the day. Although the reader can infer the main point of the paper, it should be clearer. The writer is taking a risk by attempting to tell a story for an expository topic, but a sentence about turning the gloom around would be one way to alleviate any confusion. The reader also might be left with a few other questions (for example, after reading the sentence, “*When we got out there it started to rain really hard.*” Where are they?) Despite these problems, there are some evocative details, especially in the first paragraph. This combined with the focus on jump-building keep the paper out of the very low range for ideas.

Organization:

This story has a rather non-traditional structure. It opens in the middle of a jump and then backtracks to share how the jump was built. It ends by tying back to the beginning, with the writer taking off into the air. This is an interesting choice, but it does require more than one reading to grasp exactly what the story is about. The time-order transitions (*before, when, now*) help move the reader through the action, but the details about the process for building the jump (“*We repeated the process over and over again Poor dirt compact it smooth it. Finley after fifty times the jump is read*”) seem confusing. Re-ordering the details might have helped.

Voice:

This writer uses some great words (*soaring, splat*) that add personality to the piece, although these choices are not consistent throughout. The dialogue really sounds like kids and lends authenticity to the story. This dialogue, however, because it is poorly punctuated, does somewhat detract from the writer’s personality. It is often unclear what is dialogue and what is narration or description (a problem that also affects the conventions score).

Conventions:

Conventions are very weak in this paper. The errors in spelling frequently slow down the action and the run-ons often inhibit full understanding of what is happening. There are a few other errors in verb tense, apostrophes, and capitalization, but one big area of concern is the punctuation of dialogue. It is often difficult to tell who is saying what. With some further editing of conventions, the reader would have been less confused, and the ideas, organization, and voice scores might have even been better!

Practice Prompt #3 for Seventh Grade: A rainy day doesn't have to be bad. Some people like rainy days. Explain how to turn a rainy day into a good day.

Student Sample JJ

When I hear those rain drops hitting my window, I know what to do. I call my friends immediately, waiting anxiously to find out if they can hang out. I tell my mom I'm going to go hang out with my friends and run to my bike.

I don't stop paddling once till I get there. The garage opens and there is my friends, chattering about stuff. We run into the backyard to see how hard it rained. Pretty hard I thought. Despite all the big puddle and muddy ground, we pushed our bikes to the top of the hill. Down the hill I went about to soar into the air. While I was in the air, I was also trying to make me look good. Perfect land, I thought and so did my friends. Then I watch my friends throw off the jumps and I went up the hill again.

Hours have passed, people are tired. I said the last of my good-byes to my friends and then I'm home again.

How would you score this sample?

_____ Idea Development

_____ Organization

_____ Voice

_____ Conventions

What holistic score should it receive?

Practice Prompt #3 for Seventh Grade: A rainy day doesn't have to be bad. Some people like rainy days. Explain how to turn a rainy day into a good day.

Scores and Analytic Annotations for Student Sample JJ

Holistic Score: 3

This paper is one draft away from a passing score. The writer has chosen to tell a story about having fun on a rainy day, but the reader has to infer this. The story has some very vivid description; it is also in chronological order and therefore easy to follow. The main problems lie in this writer's usage and mechanics: the verb tense shifting and spelling errors slow down the reader.

Analytic Scores (with trait-specific annotations): I = 3 O = 3 V = 3 C = 2

Ideas:

This paper discusses riding bikes with friends during a rainy day. It is focused insofar as it sticks to a retelling of bike adventure; however, the main idea that this is a way to turn a rainy day into a fun day is only implied. It is up to the reader to infer this information. The writer does a nice job painting a picture of the setting and the first ride, but some of the details of the day, especially toward the end of the second paragraph, could have had more detail.

Organization:

The first sentence of this paper is an excellent entrance into a rainy day. By starting right in the middle of the action, hearing the rain on the window, the paper is off to a promising start. The story ends with the writer returning home and gives a sense of closure because the adventure is over, but it does not tie the piece back to the main point. Although the writer does not have to remind the reader about the prompt/topic, doing so would have prevented a feeling of "What was this piece about?" A clear thesis (in the introduction) and/or conclusion statement (toward the end) would have both solved this problem and made it clear that this writer has control, that he/she is deliberately bending the rules to write a narrative to address the expository expectations.

Voice:

Some well-chosen words like *immediately* and *anxiously* provide energy to the paper. The decision to write in present-tense (albeit with some mistakes) also propels the writing through the day. The writer appears to be writing from experience, and the fact that the writer chose to tell a story rather than deliver information gives some ownership over the paper.

Conventions:

Conventions are the weakest trait in this paper. It is possible to get the gist of what the writer is trying to express, but much more editing is needed to make it clear. Multiple slow readings are necessary, which takes some of the energy out of the voice. The writer spells most simple words correctly and understandably misspells advanced words, but words like *grage* (garage) and *waitting* (waiting) should be spelled correctly at this level. The verb tense is also a concern. Writing in present can be a challenge and the writer was taking a risk in attempting to do so. He/she frequently switches between present and past throughout the second paragraph and it is difficult to figure out exactly what happened during the bike jumps. Convention errors in a sentence like "*Prefict land I thought and so do my friends*" actually hinder comprehension and could mean several different things. One highlight is the use of complex sentences; by varying the sentence types, the writer improves the fluency of the piece.

Practice Prompt #3 for Seventh Grade: A rainy day doesn't have to be bad. Some people like rainy days. Explain how to turn a rainy day into a good day.

Student Sample KK

There are lots of ways to turn a boring, rainy day into a fun day. I would do airsoft, football, watch movies all day, or play video games all day. There are indoor and outdoor ideas.

One outdoor idea I would have would be having my friends over and play an all-out airsoft war! We would get all of our best guns and go out behind my house. Then we would claim a fort and start the war! I know, you're probably thinking, "What? An airsoft war while it's raining?!". But actually, it's a lot of fun in the rain. You get all muddy and it feels like the real deal of being a soldier. Another fun idea is playing football! You get REALLY muddy and wet. And to me, playing football in the mud and rain is just plain awesomnes! But, if you don't like being outside in the rain, I have some good indoor ideas, too.

A good indoor activity is playing video games all day! You'll probably beat a whole game in a day, too. That would be pretty cool. Another indoor idea is watching movies. Go to Blockbuster or a movie store just like that and rent five or six movies you want to see. Then, just make a ton of popcorn and watch movies until you crash!

Those are some ideas I would do on a rainy day. I would airsoft, play football, watch movies, or play video games. Remember, rainy days don't have to be boring!

How would you score this sample?

_____ Idea Development

_____ Organization

_____ Voice

_____ Conventions

What holistic score should it receive?

Practice Prompt #3 for Seventh Grade: A rainy day doesn't have to be bad. Some people like rainy days. Explain how to turn a rainy day into a good day.

Scores and Analytic Annotations for Student Sample KK

Holistic Score: 5

This paper definitely demonstrates focus, control, and commitment. The details are presented in a compelling manner, anticipating the reader's concerns. The writer is passionate about the activities, so the reader feels this enthusiasm too. Conventions contribute to a unique style.

Analytic Scores (with trait-specific annotations): I = 5 O = 4 V = 5 C = 5

Ideas:

This writer clearly knows the topic and has a main purpose: to suggest four activities (airsoft, football, videogames, and movies) to do on a rainy day. Each of the ideas has some clarification and elaboration. The writer appears to have anticipated the reader's possible questions. A great example of this is the explanation of how airsoft can be played in the rain.

Organization:

The introduction is very clear in informing the reader what he/she will gain by reading this piece. The first body paragraph explains outdoor activities, while the second presents indoor activities. The transitions within the paragraphs help the reader follow the writer's thinking, but the real strength is the transition between paragraphs. The last sentence of the outdoor paragraph links to the indoor paragraph. The conclusion restates the four main ideas and ends with a reminder of the overall topic.

Voice:

The writer is passionate about airsoft, football, videogames, and movies, and seems to want the reader to care, too. The tone is conversational and energetic; the audience can't help but be excited to try out the suggestions. Word choices such as *actually*, *claim*, and *crash* add personality to the piece.

Conventions:

Everything about this piece seems controlled and deliberate. There are very few errors, and the internal and external punctuation (including commas and apostrophes) are excellent. The author does break a few rules (like starting sentences with *But* or *And*) but these choices are not distracting and seem to add to his/her style.

Practice Prompt #3 for Seventh Grade: A rainy day doesn't have to be bad. Some people like rainy days. Explain how to turn a rainy day into a good day.

Student Sample LL

On a rainy day it's not very fun. But you can make it fun. You can do a whole bunch of things like play some games, hang with friends or you can play in the rain.

One thing I would do is play a game. It could be any kind of game like a video game, board game or hide and go seek. All of them are fun. You can play with friends and family to. Some people don't like games but there is always something else to do.

Another thing I would do is play with friends. You can invite them to your house and play some games or watch some T.V. You can also go to a friends house and do something there too. Another thing that you can do with friends is that you can go see a movie or go out to eat.

Finally you can play in the rain. You can do lots of things in the rain. You can play tag, run around or you can splash your friends with rain. I love playing in the rain it's always my favorite.

On a rainy day it's not very fun. But there is always something else to do like playing a game, hang with friends, or go outside and play in the rain.

How would you score this sample?

_____ Idea Development

_____ Organization

_____ Voice

_____ Conventions

What holistic score should it receive?

Practice Prompt #3 for Seventh Grade: A rainy day doesn't have to be bad. Some people like rainy days. Explain how to turn a rainy day into a good day.

Scores and Analytic Annotations for Student Sample LL

Holistic Score: 4

This is a satisfactory paper. The organization is very straight-forward: three suggestions for turning a rainy day around and some examples or explanation for each suggestion. This writer definitely could have done more in terms of developing the ideas and choosing more effective words, but the work here is adequate. There are some errors; however, they do not hinder understanding.

Analytic Scores (with trait-specific annotations): I = 3 O = 3 V = 3 C = 3

Ideas:

This paper is focused on activities to do on a rainy day. The writer makes three suggestions: games, friends, and playing outside; however, while each idea is slightly elaborated upon in the respective paragraphs, each could use more support. For example, the paragraph about friends is just a list of things to do with friends. All of the suggestions made in this paper fit the topic, but none is anything fresh or explained in a way that a reader might gain new insight into rainy-day fun.

Organization:

The paper has an opening that (while not particularly catchy) effectively introduces the main point as well as the three sub-topics that the writer plans to discuss. The conclusion ties back to the opening; unfortunately, it simply restates the first sentence. It does not leave the reader feeling unfinished because it's all tied up, but there is also nothing in the way of inspiration, either. The transitions between paragraphs are fairly obvious (*one thing, another thing, and finally*) but they do move the reader through the piece and keep things structured. All of the ideas seem to fit where they are placed, except for the last sentence of the first body paragraph: "*Some people don't like games but there is always something else to do.*" In a paragraph about playing games, this seems either misplaced or, perhaps, an attempt to transition into the next paragraph. A little work with this sentence would have made its purpose clear.

Voice:

The voice in this paper is very straight-forward. The writer repeatedly tells us that things can be "fun" in the rain, but there is very little excitement about the topic in the writing itself. Several overused words (like *go, thing, and friends*) make the writer seem slightly tired, and there are few inspired, challenging, or descriptive words to add energy to the piece. It's as if the writer knows what it takes to deliver the information and is willing to do no more or less work than is required.

Conventions:

Despite a few errors, this paper is readable and has solid conventions. Spelling is correct, but there are no advanced words to stretch the writer's abilities. There is one run-on ("*I love playing in the rain it's always my favorite*"), but the punctuation is mostly correct throughout the rest of the piece. In terms of usage, the writer uses *to* instead of *too* one time, but then uses the correct word later in the paper. Careful editing might have prevented the initial mistake. This writer is developing some sense of sentence fluency; while there are a few types of sentences, there is some choppiness that may stem from the fact that several sentences begin or contain the word *you*.