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ABSTRACT

This document includes a booklet and presentation guide. The booklet contains the anchor papers used to score the 2001 Washington Assessment of Student Learning (WASL) in writing, grade 7. Anchor papers are concrete examples that illustrate the intent of the scoring guides. The papers in the booklet exemplify the full range of score points possible. The booklet notes that: (1) for each of the two writing prompts, students can earn up to four points for content, organization, and style, and two points for conventions such as grammar, punctuation, capitalization, paragraphing, and spelling; (2) students can receive a total of twelve points on the WASL in writing; and (3) it takes nine points to meet the standard. The booklet is divided into three parts: (1) student work on a narrative prompt earning 4, 3, 2, and 1 point(s) in the area of content, organization, and style; (2) student work on an expository prompt earning 4, 3, 2, and 1 point(s) in the area of content, organization, and style; and (3) student work earning 2, 1, and 0 point(s) in the area of conventions. The booklet also contains writing prompts and writing scoring guides. The presentation guide is designed for principals to use with staff, to introduce the use of the Grade 7 Anchor Set Annotations, Spring 2001 Washington Assessment of Student Learning (WASL) in Writing document. It has two applications: teachers in grades five through seven will be able to use the document as a tool for identifying quality student writing, improving writing instruction, and improving student achievement in writing; and the materials in the document may also be used to teach students to assess and improve the quality of their own writing and to set goals. The guide provides for principals a presentation overview; materials/arrangements needed for presentation; presentation steps; and suggestions for additional writing resources for staff. In addition, the guide includes a sample selection of student responses. (PM)

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**Grade 7 Anchor Set Annotations from
the Spring 2001 Washington
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for Principals.**

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Grade 7 Anchor Set Annotations

from the Spring 2001
Washington Assessment of
Student Learning in Writing



September 2001



Dr. Terry Bergeson
State Superintendent of
Public Instruction

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Grade 7 Anchor Set Annotations

from the Spring 2001 Washington Assessment of Student Learning in Writing

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August 2001

Grade 7 Anchor Set Annotations From the Washington Assessment of Student Learning

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About the Washington Assessment of Student Learning in Writing Grade 7

Why test writing?

Learning to write is vital to a good education. It is an essential skill for succeeding in higher education, the workplace, and lifelong learning. Writing requires students to express their knowledge with purpose and coherence. As students learn to write, they sharpen their ability to clarify thoughts and organize ideas. Writing teaches mental discipline and precision by promoting careful, analytical thinking and demanding that students follow the rigors of correct spelling, punctuation, capitalization, sentence structure, and usage/format.

Purpose and Content of the WASL

The writing section of the Washington Assessment of Student Learning (WASL) is designed to measure student achievement of the Essential Academic Learning Requirements in writing.

The test includes two writing tasks or "prompts," one designed to elicit an **expository** response (i.e., writing to explain why or inform) and the other, a **persuasive** response. Although the second Essential Academic Learning Requirement states that students be able to write for "different...purposes," holding the purposes/modes constant will ensure that the difficulty of the test is consistent from year to year.

The decision to limit the number of modes/purposes assessed is in no way meant to limit classroom instruction or district and classroom-based assessments. Expository and persuasive modes were chosen because learning to write for these purposes is essential if students are to perform well on the tasks expected of them in the 7th grade—on the reading and mathematics WASL, for example—as well as in the years to come.

Each writing prompt will clearly state a designated topic, audience, purpose (mode), and form. Research has shown that in order to be effective, a writer must understand the role and interaction of topic, audience, purpose, and form. Each prompt will contain an underlined verb—explain or inform for the expository prompt, persuade or convince for the persuasive prompt—which will serve to cue writing for the intended mode/purpose. In addition, each writing prompt will also specify a form, for example, letter, editorial, or essay. Therefore, a prompt might be written as follows: Decide on how much TV you think students should watch and then write an essay (form) to convince (persuasive mode) parents (audience) to follow your advice (topic).

Expository Writing:

For the purposes of the state assessment, an expository response is one that **explains why or informs about something**. The writer should present information in a way that enhances the reader's understanding of the topic. Effective expository writing is usually, **but not always**, characterized by the following:

- narrowed topic and focus on main idea;
- well-chosen supporting details which may include description, examples, anecdotes, reasons, and/or facts;
- logical, understandable organizational pattern;
- transitions to connect ideas;
- commitment to the topic (voice);
- an introduction and conclusion.

Sample expository prompts: (1) *What makes a good teacher? Write a multi-paragraph essay that will inform adults what makes a good teacher and why,* or (2) *Compose a letter to your friend explaining why you enjoyed a book you have read OR a movie OR live performance you have seen.*

Persuasive Writing:

For the purposes of the state assessment, a persuasive response is one that is primarily written to persuade or convince the designated audience to support a point of view, make a decision, or take an action. Effective persuasive writing is usually, **but not always**, characterized by the following:

- topic or issue clearly stated in the introduction;
- a clear position and stays focused on that position;
- more than one argument to support position;
- detailed reasons, examples, and evidence to support arguments;
- a clear, logical organizational strategy which makes the best case for position;
- transitions to connect position, arguments, and evidence;
- an awareness of the audience demonstrated in the choice of words, details, and voice;
- persuasive language and techniques;
- an ending/conclusion which includes a call for action.

Sample persuasive prompts: (1) *Decide on how much TV you think students should watch, and then write several paragraphs to convince parents to follow your advice,* or (2) *The school day has been extended by 15 minutes. In a multi-paragraph letter, convince the principal how the extra time should be spent and why.*

A final note: Effective writing instruction includes teaching the traits of quality writing; a variety of modes/purposes and audiences; various forms of writing, such as research papers, poems, editorials, or essays; the writing process; and self reflection/goal setting. The overall goal of a comprehensive writing program is to support students in becoming clear, competent, and reflective writers who have the ability to adjust their writing for topic, audience, and purpose.

How to Use This Book

This booklet contains the anchor papers used to score the 2001 Washington Assessment of Student Learning (WASL) in writing, grade 7. Anchor papers are concrete examples that illustrate the intent of the scoring guides. They serve as a reference point or "anchor" to ensure that scorers interpret and apply the scoring guides consistently.

The papers shown exemplify the full range of score points possible. For each of the two writing prompts students can earn up to:

- ◆ four points for content, organization, and style; and
- ◆ two points for conventions (grammar/usage, punctuation, capitalization, paragraphing, and spelling).

In summary, students can receive a total of twelve points on the WASL in writing. It takes nine points to meet the standard.

This booklet is divided into three tabs:

- ◆ Student work on a **persuasive** prompt earning 4, 3, 2, and 1 point(s) in the area of content, organization, and style;
- ◆ Student work on an **expository** prompt earning 4, 3, 2, and 1 point(s) in the area of content, organization, and style; and
- ◆ Student work earning 2, 1, and 0 point(s) in the area of **conventions** (grammar/usage, punctuation, capitalization, paragraphing, and spelling).

At the beginning of each tab you will see a list of typed annotations and scores for each paper within the section. The annotations and papers are numbered such as 7EA8a. This should be read as:

- 7= Grade Level (this is the same on every example)
- E= Expository ("P" for persuasive or "C" for conventions)
- A8= The number of the anchor paper (in this case #8)
- a= The first page of the students response; "b" would indicate the second page, "c" the third, and so on.

This is the numbering system used by the state's testing contractor. We have used this same numbering system to ensure accurate identification of papers should any questions arise. Make sure the number of the annotation you are reading matches the student sample. The score is shown at the end of each anchor paper: "COS" for content, organization, and style or "CONV" for conventions.

Review of these examples should help you better understand the level of work expected of students who meet the standard in writing. For additional assistance, please call OSPI's Office of Assessment, Research, and Curriculum at (360) 725-6333.

2001 Washington Assessment of Student Learning in Writing

Grade 7 Prompts

Expository Prompt

Think of an adult from your current school or another school you have attended that you will remember for a long time. In a multi-paragraph essay, explain to your teacher what will make this person hard to forget and why.

Persuasive Prompt

You have been given permission to invite a person to speak to seventh graders at your school. Write a multi-paragraph letter in which you name the person and convince your principal that this person would be the best speaker.

Content, Organization, and Style Scoring Guide

Points	Description
4	<ul style="list-style-type: none"> • maintains consistent focus on the topic and has ample supporting details • has a logical organizational pattern and conveys a sense of completeness and wholeness • provides transitions which clearly serve to connect ideas • uses language effectively by exhibiting word choices that are engaging and appropriate for intended audience and purpose • includes sentences, or phrases where appropriate, of varied length and structure • allows the reader to sense the person behind the words
3	<ul style="list-style-type: none"> • maintains adequate focus on the topic and has adequate supporting details • has a logical organizational pattern and conveys a sense of wholeness and completeness, although some lapses occur • provides adequate transitions in an attempt to connect ideas • uses effective language and appropriate word choices for intended audience and purpose • includes sentences, or phrases where appropriate, that are somewhat varied in length and structure • provides the reader with some sense of the person behind the words
2	<ul style="list-style-type: none"> • demonstrates an inconsistent focus and includes some supporting details, but may include extraneous or loosely related material • shows an attempt at an organizational pattern, but exhibits little sense of wholeness and completeness • provides transitions which are weak or inconsistent • has a limited and predictable vocabulary which may not be appropriate for the intended audience and purpose • shows limited variety in sentence length and structure • attempts somewhat to give the reader a sense of the person behind the words
1	<ul style="list-style-type: none"> • demonstrates little or no focus and few supporting details which may be inconsistent or interfere with the meaning of the text • has little evidence of an organizational pattern or any sense of wholeness and completeness • provides transitions which are poorly utilized, or fails to provide transitions • has a limited or inappropriate vocabulary for the intended audience and purpose • has little or no variety in sentence length and structure • provides the reader with little or no sense of the person behind the words
0	<ul style="list-style-type: none"> • response is “I don’t know”; response is a question mark (?); response is one word; response is only the title of the prompt; or the prompt is simply recopied

Conventions Scoring Guide

Points	Description
2	<ul style="list-style-type: none"> • consistently follows the rules of standard English for usage • consistently follows the rules of standard English for spelling of commonly used words • consistently follows the rules of standard English for capitalization and punctuation • consistently exhibits the use of complete sentences except where purposeful phrases or clauses are used for effect • indicates paragraphs consistently
1	<ul style="list-style-type: none"> • generally follows the rules of standard English for usage • generally follows the rules of standard English for spelling of commonly used words • generally follows the rules of standard English for capitalization and punctuation • generally exhibits the use of complete sentences except where purposeful phrases are used for effect • indicates paragraphs for the most part
0	<ul style="list-style-type: none"> • mostly does not follow the rules of standard English for usage • mostly does not follow the rules of standard English for spelling of commonly used words • mostly does not follow the rules of standard English for capitalization and punctuation • exhibits errors in sentence structure that impede communication • mostly does not indicate paragraphs • response is “I don’t know”; response is a question mark (?); response is one word; response is only the title of the prompt; or the prompt is simply recopied

Expository Prompt

Washington Assessment of Student Learning in Writing, Grade 7
Expository Prompt, Task A
Content, Organization, and Style
2001 Anchor Set Annotations

7EA1 (COS 4)

This response demonstrates a strong ability to explain effectively. A consistent focus is on *my favorite teacher that I ever had*. Ample and sometimes humorous supporting details develop the topic: *...all we did was play games and horse around, ...rarely did anything to even attempt to challenge your mind, ...in the back of the class he had a tank filled with 25 newts*. These details are elaborated well and logically organized. The writer uses transitions skillfully throughout the letter to clearly connect ideas, conveying a feeling of wholeness and cohesiveness to the reader: *since, Another reason, whenever, now, But the coolest part*. Effective, engaging word choices are evident, which allows the reader to sense the person behind the words: *Someone answered the question right so the whole class got to play games on the computer the rest of the day. For saying the name of a movie! I loved it*. Sentences vary in length and structure; fragments are used purposefully for effect. The best-fit COS score for this piece of writing is a 4.

7EA2 (COS 4)

This response demonstrates a strong ability to explain effectively. The focus is consistently on the person who *really changed my life in so many different ways*. Ample supporting details are used to develop the topic: *...really cares about all her students..., ...more of a friend..., ...class was also fun to be in....* The writer then elaborated using effective language and engaging word choices. A logical organization proceeds from a general view of *my third grade teacher*, to illustrative examples: *...it was a very sad time..., She invited me to the house..., ...go inside & eat popcorn and candy..., ...class was also fun to be in..., "hands on " projects ..., lots of plays, ..."Sound of Music."* The concluding sentence efficiently closes the essay: *The main thing is, you can't forget a friend, and that's exactly what she made herself*. This organization, along with the consistent use of transitions (*also, still, To me, then, as she, The main thing*), conveys a sense of wholeness and cohesiveness. Sentence structure and length are varied in this fluent essay: *She's a very incredible lady. She is a teacher who wasn't there because it's her job, but because she really cares about all of her students and loves to see them excell*. A sense of audience is evident in the effective use of language and word choice. *In the past I've had many great teachers, and other adults that have helped me through things. To me and I'm sure many of my classmates, she was more of a friend then anything else*. A clear sense of the person behind the words emerges. The best-fit COS score for this piece of writing is a 4.

7EA3 (COS 4)

This response demonstrates a strong ability to explain effectively. This writer's consistent focus and ample supporting details clearly explain why *Mrs. S__* is named in answer to the writer's introductory question: *What person can I absolutely not forget in my lifetime*. The essay has a distinct introduction and conclusion, and supporting details are organized around why *Mrs. S__ stood out over them all: personality, nicknames, great teacher, kept smiling*. This

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7EA1a: = Grade, E = Expository, A = Anchor, 1a = Paper Number

7CA1a: = Grade, C = Conventions, A = Anchor, 1a = Paper Number

organizational strategy and the use of transitions to clearly connect ideas (*of course, Another thing, However, Not only, And last*) result in a sense of wholeness and completeness. Fluency is achieved through the variety of sentence lengths and structures: *Not only was she a kind person, but a great teacher also. I had improved drastically in every subject she had taught us. In that life changing year I started to learn about the real world and all the people in it.* This, coupled with engaging word choices (*pondering, benevolent*) illuminates the person behind the words. The best-fit COS score for this piece of writing is a 4.

7EA4 (COS 3)

This response demonstrates a sufficient ability to explain effectively. The essay maintains focus on *Mrs. P__... my fifth grade teacher and the best teacher I ever had* and also provides adequate supporting reasons: *...she made the classroom comfortable..., ...did not have a lot of rules..., ... fun and interesting topics for projects....* Specific examples elaborate most of the main points: *...believed that if we had our freedom we would behave and this was true 94.2% of the time.* The paper has an adequate introduction and conclusion, and the transitions connect ideas: *first reason, for instance, also, thirds*, producing a sense of wholeness and completeness. Word choice is appropriate and adds interest: *...made the classroom comfortable for instance she brought in a couch, pillows, bean bag chairs....* Although many sentences begin with *She + a verb*, sentences vary somewhat in length and structure. The best-fit COS score for this piece of writing is a 3.

7EA5 (COS 3)

This response demonstrates a sufficient ability to explain effectively. This essay on *Mr. C__* explains why he *was a pretty cool principal*. The main points are elaborated with adequate clarifying details: *...goes easy on the trouble makers..., go on field trips..., playing soccer during recess..., had a fire truck come..., puts on field games....* Ideas are logically organized with a brief opening and closing. Adequate transitions connect ideas, producing a fluent, cohesive wholeness: *also, when, or, even, Everytime, then, The day before*. Word choice is appropriate for the audience and intended purpose. Most of the sentences are complex with some variety in length and openings: *Everytime you talk to him, he'd say funny jokes and even say some to teachers, which was weird! Most teachers will send you to detention if you were acting up.* Some sense of the person behind the words emerges. The best-fit COS score for this piece of writing is a 3.

7EA6 (COS 3)

This response demonstrates a sufficient ability to explain effectively. This writer maintains focus while explaining why *Mrs. J__ ...made a big difference in my life*. Adequate specific details develop the essay: *...taught us how to tie our shoelaces, how to count to ten.* Longer elaboration explains *When we got in trouble*. Adequate transitions attempt to connect ideas (*When, Then, Over all*), which help develop the sense of wholeness and completeness in this essay. Word choices are appropriate, but somewhat limited; repetition is evident throughout this explanation: *I was only 5 so I don't remember everything. I remember every day she would come in with a smile on her face. I remember her hand.* While there is some structural variety, most sentences are simple or compound: *She is a teacher. Her name is Mrs. J__. She didn't teach grade school. She teaches kindergarden.* Similarly, sentence openings are repetitious:

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7CA1a: = Grade, C = Conventions, A = Anchor, 1a = Paper Number

She was a great teacher, She loved to teach, She taught us how to tie our shoe laces, She would take old shoe boxes and put string through them, She taught us how to count to ten, She used flash cards, She gave us.... The writer conveys a sense of the person behind the words even though *I was only 5 so I don't remember everything*. The best-fit COS score for the piece of writing is a 3.

7EA7 (COS 3)

This response demonstrates a sufficient ability to explain effectively. An anecdote retelling a particular incident in 6th grade provides the supporting detail in this essay that explains why *I will remember that name for a long time to come*. The essay is logically organized with an introductory paragraph and a chronological relating to the incident at school. It does, however, lack a closing. Adequate transitions (*Here, One day, So, The main reason, Then, until*) serve to connect ideas and convey a sense of wholeness and completeness. The word choice indicates the writer's clear awareness of audience: *...did what all 6th grade classes did, we gave her a hard time, ... I know what we did wasn't very nice, but listen to what She did to us*. Sentences are somewhat varied in length and structure, which enhances the fluency of the essay: *I was in 6th grade attending W__ Elementry, Here is Where I had the worst substitute teacher you could ever dream of. Her name was Mrs. P__ and I will remember that name for a long time to come*. Through this evocative explanation of an incident at school, the writer provides a sense of the person behind the words. The best-fit COS score for this piece of writing is a 3.

7EA8 (COS 3)

This response demonstrates a sufficient ability to explain effectively. The writer focuses on *Mr. C__ ... my third grade teacher.... Mr. C__ taught me many things..., We had a lot of fun together like when we went on our three day field trip...* are the main reasons the writer chose *Mr. C__*. They are expanded with adequate detail: *...taught me how to square dance, ...get good grades, ...to go far in life, ...went to the state capitol, ...Astoria Column*. The essay is logically organized and a sense of completeness is provided with the distinct introduction and conclusion as well as transitions to connect ideas: *also, Even though, One day*. A variety of short, simple and long, complex sentences result in a fluent piece of writing. The specific word choices are appropriate to the audience and intended purpose, although *taught* and *went* are repeated several times. The reader has a sense of the person behind the words. The best-fit COS score for this piece of writing is a 3.

7EA9 (COS 3)

This response demonstrates a sufficient ability to explain effectively. The essay maintains adequate focus, as it explains why *I could never forget him*. The main points are generally logically organized with one lapse. The detail in the fourth paragraph logically should follow *He loved playing games with his classes* (in the third paragraph), since it expands upon that idea. The introduction and conclusion are sufficient and help to create wholeness and completeness. The writer provides specific supporting details which clarify the main points: *...hated giving tests..., ...loved playing games..., ...reading..., ...did work in class...* Transitions connect the ideas: *unless, Every Friday, if you, then, sometimes*. Sentences are varied in both length and structure and are generally well constructed, except for the opening statement: *This teacher that I have known for a while and was my fourth grade teacher, is my favorite teacher I have ever*

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7CA1a: = Grade, C = Conventions, A = Anchor, 1a = Paper Number

had so far. The essay conveys some sense of the person behind the words. The best-fit COS score for this piece of writing is a 3.

7EA10 (COS 2)

This response demonstrates a weak ability to explain effectively. The writer offers some supporting detail to explain why *a teacher at H__ elementary* is hard to forget. Elaboration is inconsistent; some is specific: *...had a rule about who gets to change the mouth on the calendar, ...best listener...* and some is very general: *...make it fun and helpful..., ...feel special*. As a result, the development is uneven. There is no apparent introduction, but the conclusion is effective: *Her personality will win your heart over, and over again*. Transitions are used infrequently, so the essay exhibits little sense of wholeness or cohesiveness. Word choice is generally limited (*great, fun, helpful*), but a few words or phrases stand out (*unforgettable, win your heart*). Sentences generally show limited variety, but some complex structures are used. The best-fit COS score for this piece of writing is a 2.

7EA12 (COS 2)

This response demonstrates a weak ability to explain. The essay maintains focus on *Mrs. O__* throughout. Supporting details include: *...made you feel good about yourself..., ... could use games to teach..., ... her big hair..., Oregon Trail unit*. The details, however, are somewhat general and list-like with no planned organization evident. Weak transitions and the minimal opening and closing contribute to the sense that this essay is incompletely developed. The word choice is predictable and generally non-specific: *good, way of teaching, games, fun, a lot*. Sentence structure is unvarying, and most sentences begin with a subject-verb construction, usually *She or I + a verb*. As a result, the person behind the words can only be somewhat sensed. The best-fit COS score for this piece of writing is a 2.

7EA12 (COS 2)

This response demonstrates a weak ability to explain effectively. The writer chooses *my first grade teacher as the person I will never forget* and explains why using some supporting detail: *...showed me...how to read, ...how to make things, like ice cream...* The writer attempts to organize by including a minimal introduction and conclusion, but the developmental paragraphs essentially repeat the same information, often in the same words. Transitions are weak or lacking. Word choice is predictable (*nice teacher, good teacher, funnest teacher*), and sentence variety is limited to mostly simple constructions. The sense of the person behind the words is somewhat apparent. The best-fit COS score for this piece of writing is a 2.

7EA13 (COS 2)

This response demonstrates a weak ability to explain effectively. An inconsistent focus is present in this essay. First, there is an explanation of why *...I will never forget...Mr. C__*, which is supported with some elaborating detail: *...mean..., ...never let you get up..., ...nag on someone*. The focus then shifts to the outcome of this personal experience: *In April, my mom...* This shift of focus, the abrupt ending, and few transitions results in little sense of wholeness. Sentences show little variety and vocabulary is predictable. The narrative style, however, does allow a glimpse into the person behind the words. The best-fit COS score for this piece of writing is a 2.

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7CA1a: = Grade, C = Conventions, A = Anchor, 1a = Paper Number

7EA14 (COS 2)

This response demonstrates a weak ability to explain effectively. The writer names a person that he or she *will never forget* and includes some reasons for that choice. The supporting details, however, are only loosely related to the topic and are not clarified with examples: *...loving, caring, and very sweet; ...always happy;...confident and very smart*. The minimal opening and brief closing demonstrate an attempt at an organizational pattern, but transitions are inconsistently used. Predictable word choices are found in sentences that are mostly simple declaratives of approximately the same length. Additionally, the sentences generally open in a similar manner; three of the first five sentences in the essay begin with *She*. The essay conveys only a minimal sense of the person behind the words. The best-fit COS score for this piece of writing is a 2.

7EA15 (COS 2)

This response demonstrates a weak ability to explain effectively. The writer focuses on *my sixth grade teacher* and offers a few reasons for his choice of this person: *...always made something boring into something exciting; ...do some special stuff on Fridays, like...get candy and other prizes*. The minimal opening and closing indicate an attempt to organize ideas, but transitions are weak and details appear to be a listing. Word choice and sentence variety are both limited: *He was, he was, he would, he always*. The writing only somewhat conveys a sense of the person behind the words. The best-fit COS score for this piece of writing is a 2.

7EA16 (COS 1)

This response demonstrates an insufficient ability to explain effectively. The writer names *A teacher helper* as the person he or she would remember for a long time. A few supporting details are supplied to explain why: *...happy and nice..., let me bake Brownies...*, but the details aren't clearly connected to *...Helped me to do My Read and My Math*. There is a sense of organization in the rudimentary introduction and conclusion; one transition (*even though*) is used. Vocabulary is very limited (*happy, nice*), and sentences show little variety. The essay provides only a hint of the person behind the words. The best-fit COS score for this piece of writing is a 1.

7EA17 (COS 1)

This response demonstrates an insufficient ability to explain effectively. *Mrs. S__ is one person* the writer *would have a hard time forgetting*. A list of reasons follows the assertion but does not elaborate on them with examples or details: *...a nice person,...so wonderful, ...there for you, ...great person*. Little or no organizational strategy emerges; the opening statement begins with *Hi, this is A__ M__...*, and the concluding statement consists of *Well, I have to go*. Sentences are simple and short with repeated use of the pronoun *she*: *she is, she likes, she could be, she's one*. Basic, generic word choice allows little sense of the person behind the words. The best-fit COS score for this piece of writing is a 1.

7PA1a: = Grade, N = Persuasive, A = Anchor, 1a = Paper Number

7EA1a: = Grade, E = Expository, A = Anchor, 1a = Paper Number

7CA1a: = Grade, C = Conventions, A = Anchor, 1a = Paper Number

7EA18 (COS 1)

This response demonstrates an insufficient ability to explain effectively. This brief essay does focus on *Mrs. M* as *This teacher I would pick* and provides a few generic supporting details: *...teaches me good stuff..., cares about me..., ...likes me...* An organizational pattern is not evident, and sentences are repetitive, rather than varied. The very basic word short and brevity of the response conveys almost no sense of the person behind the words. The best-fit COS score for this piece of writing is a 1.

7EA19 (COS 1)

This response demonstrates an insufficient ability to explain effectively. The writer names a person, *my kindergarten teacher*, as the focus of his or her explanation, but adds very few, vague supporting details: *...nice, friendly, and kind*. No organizational strategy is apparent in this sparse essay. Sentences are varied, but there are only five sentences; the word choice is simple and limited: *...my favorite..., ... a lot more I could say...* Little or no sense of the person behind the words is apparent. The best-fit COS score for this piece of writing is a 1.

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Think of an adult from your current school or another school you have attended that you will remember for a long time. In a multi-paragraph essay, explain to your teacher what will make this person hard to forget and why.

I think that my favorite teacher that I have ever had was in 3rd grade his name was Mr. U_____ . All I would do was play games in that class. He had the coolest class pets, and he was more fun than all of my other teachers.

In his class all we did was play games and horse around. We rarely ever did

Continue your final draft on this page, if you need to.

anything to even attempt to challenge your mind, we just played games on the computer all day. For example one day I got to school and I brought in a video called The Northern Lights since that is what we were studying at the time. When the video was over he asked the class what the name of the video was. Someone answered the question right so the whole class got to play games on the computer the rest of the day. For saying the name of the movie! I loved it.

Another reason why he

Continue your final draft on this page, if you need to.

was my favorite teacher was that in the back of the class he had a tank filled with 25 newts. He let us hold them and play with them whenever we wanted. He also had two iguanas that he brought in quite often. One was about 11 feet long with its long tail. But the coolest part about his newts were that at the end of the year he let the kids in the class take them home and keep them if we wanted. For only a dollar! So I got three newts to play with for the summer. I loved those newts. They were the best pets I have ever had. Whenever I played with

Continue your final draft on this page, if you need to.

them I thought of

Mr. W.

Now, he may not have been the funniest person I knew, but I was in third grade and he was my only teacher with cool pets. Also most of my other teachers were pretty dull and boring. At the time I hated work, like all other kids, but the other teachers all really liked work, strange?

All in all, he was my favorite teacher ever because we never did work, I loved all his pets, and all of my other teachers I never really liked. I am not

Continue your final draft on this page, if you need to.

When if any other teachers
could compare up to
Mr. Ull_____

COS 4

Final Draft

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Think of an adult from your current school or another school you have attended that you will remember for a long time. In a multi-paragraph essay, explain to your teacher what will make this person hard to forget and why.

In the past I've had many great teachers, and other adults that have helped me through things. But from all those wonderful people one really changed my life in so many different ways than one, that is Mrs. K. H., who was my 3rd grade teacher.

She's a very incredible lady. She is a teacher who wasn't there because it's her job, but because she really cares about all of her students and loves to see them excell.

To me and I'm sure many of my

Continue your final draft on this page, if you need to.

Classmates, she was more of a friend than anything else. She was always there for you when you needed help with something, or just needed to talk.

I can remember about half way through that year my father passed away, it was a very sad time for me & my mom. Mrs. H. was right there with me, she helped me SO much.

She invited me out to the house all the time, her nieces and I would play in the lake then go inside & eat popcorn and candy while we watched our fav. movies.

Her class was also fun to be in; we were always doing exciting "hands on" projects as she liked to call them. We also did lots of plays that she directed, One of my favorites

Continue your final draft on this page, if you need to.

was and still is was the "Sound of Music."

Mrs. H _____ and I, are still great friends. I always go and visit her, and it's still just as much fun as it was 4 years ago. These are only a few of my reasons why I believe I'll never forget her. The main thing is, you can't forget a friend, and that's exactly what she made herself.

COS 4

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Think of an adult from your current school or another school you have attended that you will remember for a long time. In a multi-paragraph essay, explain to your teacher what will make this person hard to forget and why.

What person can I absolutely not forget in my lifetime? I was pondering over this question; and only one person came to my mind, her name is Mrs. S. Of course there are hundreds more I can name off the top of my head, but Mr. S. stood out over them all.

Continue your final draft on this page, if you need to.

To give a rough definition of Mrs. S's personality I would have to say that she is the most benevolent person that I've had as a teacher. She was always there when our class was struggling in educational material. Always concerned about us, like an extra mom.

Another thing she does is give us nicknames to make us feel more comfortable in class. She would always call me mini-pearl because of my tinyness and my last

Continue your final draft on this page, if you need to.

name. However her nicknames would come later in the year so she knew what we were like. The special part was that every nickname had a story behind it.

Not only was she a kind person, but a great teacher also. I had improved drastically in every subject she had taught us. In that life changing year I started to learn about the real world and all the people in it. I don't know what I would do

Continue your final draft on this page, if you need to.

Without Mrs. S _____'s
guideness.

And last but not
least, how Mrs. S _____
always kept smiling. Even
in a bad mood. Her motto
was, "If the world comes
down on you, keep your
head high and smile.
I've had so many
great memories with
Mrs. S _____, I can't
count them. I hope
after reading this you
feel the same about
Mrs. S _____ that I do.

COS 4

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Think of an adult from your current school or another school you have attended that you will remember for a long time. In a multi-paragraph essay, explain to your teacher what will make this person hard to forget and why.

The special person to me is at
B. _____ Elementary and her name is Mrs. P. _____,
She was my fifth grade teacher and the best
teacher that I ever had.

The first reason she will be hard to
forget is that she is the best teacher I
have ever had. That is because she made the
classroom comfortable for instance she brought in
a couch, pillows, bean bag chairs, and a bath tub
half full of pillows.

She also was a real enjoyable and loving
person. She would always give me help when I
needed it. Also she did not have a lot of

Continue your final draft on this page, if you need to.

rules she just believed that if we had our freedom we would behave and this was true 94.2% of the time. The only rules she had were "Use your common sense", "Try hard", and "Feel comfortable".

Third, she would always give us fun and interesting topics for projects and let us pick our own partners and sometimes topics. Mrs. "P" let us pick where we wanted to sit. She would give us an extra recess or an extended recess. She would always tell a joke or play a game.

Mrs. P _____ is my special person at school. I had her in fifth grade at B. _____ Elementary. She is my special person because she is my favorite teacher. She gave me the best school year I have ever had.

COS 3

Final Draft

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Think of an adult from your current school or another school you have attended that you will remember for a long time. In a multi-paragraph essay, explain to your teacher what will make this person hard to forget and why.

My elementary school principal,
Mr. E _____, was a pretty cool
principal. If we get in trouble and
promised not to get into trouble for the
rest of the week, we'd get a pop. He
also goes easy on the trouble makers
because he thinks being hard on them
makes them do it again. When we would
go on field trips, it would only be some-
where fun like, the water park in the
T-C _____ Canyon, or even to a
lake to swim. Everytime you talk to
him, he'd say funny jokes and even

Final Draft

7EA5b

Continue your final draft on this page, if you need to.

say some to teachers, which was weird!
Most teachers will send you to detention
if you were acting up. He'd tell us to
try to be quiet, or he warns you about
the pop deal. When kids were playing soccer
during recess, he would take the ball and
kick it straight up in the air for about
50 feet! Then he would play soccer with
them and he always fell in the mud. The
day before the last day of school, he
puts on field games for us. Different stations
where you play games and if you win you'd
get some candy. Finally, on the last day of
school, he had a fire truck come to our
school and they would spray the center
up in the air and it would fall on
us and it was pretty exciting for all
of us! Those are the reasons I'll always
remember him and my old school!

COS 3

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Think of an adult from your current school or another school you have attended that you will remember for a long time. In a multi-paragraph essay, explain to your teacher what will make this person hard to forget and why.

Dear _____

I want to tell you about someone who made a big difference in my life. She is a teacher. Her name is Mrs. J. She didn't teach grade school. She teaches kindergarten.

I was only 5 so I don't remember everything. I remember every day she would come in with a smile on her face. I remember her hand. She had crippled hands.

Continue your final draft on this page, if you need to.

She was a great teacher. She loved to teach. She taught us how to tie our shoe laces.

She would take old shoe boxes and put string through them.

She taught us how to count to ten. She used flash cards. She gave us stickers at the end of the day if we were good.

When we got in trouble first she would give us a warning. Then she had a little card wall. Every one's name was up there. There was a green, yellow, and red card. If we got in trouble twice we would have to take the green card out and put the yellow

Continue your final draft on this page, if you need to.

card in meaning we got a warning

Over all she was a great teacher. She never gave up on anyone and thats why I admire her.

Sincerely,

COS 3

Final Draft

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Think of an adult from your current school or another school you have attended that you will remember for a long time. In a multi-paragraph essay, explain to your teacher what will make this person hard to forget and why.

I was in 6th grade attending W. _____ Elementary,
Here is where I had the worst substitute teacher
you could even dream of. Her name was Mrs. P. _____
and I will remember that name for a long time to
come.

One day in 6th grade Mrs. B. _____ class
had a substitute. So we did what all 6th grade
classes did, we gave her a hard time. We switched
names and desks to confuse her. I know what
we did wasn't very nice, but listen to what she
did to us. She would not let us go to the bathroom.
The main reason I will remember her name is because

Final Draft

7EA7b

Continue your final draft on this page, if you need to.

during silent I asked to go to the bathroom twice
and guess, just guess what she said both times.
So this is what I did, I got up from my desk
and walked out the door and went to the
bathroom. Then here comes my best friend then
about 15 seconds later her come 3 more boys and more and
more, until all the boys in the class were in the
boys bathroom. And right outside the bathroom
door was Mrs. P. — telling us were in big
trouble and to come out immediately.

COS 3

Think of an adult from your current school or another school you have attended that you will remember for a long time. In a multi-paragraph essay, explain to your teacher why this person will be hard to forget.

7EA8a

One person I will always remember is, my third grade teacher Mr. C——. I only had Mr. C—— for one year but it was probably the best school year I have had so far.

Mr. C—— taught me many things. He taught me to like every one and not single people out,

Continue your final draft on this page, if you need to.

7EA8b

He also taught me how to square dance. Mr. C — taught me to get good grades, and he taught me to go far in life and not just sit around and not try.

I liked Mr. C — because he was more than just a teacher, he was also my friend. He taught me how to square dance too. We had a lot of fun together like when we went on our three day field trip together. We went to the state capital, we went to the Astoria Column, and to the beach where he bought us all salt water taffy. Even though we had to sleep on gym floors of other schools we had the

Continue your final draft on this page, if you need to.

best time in the world.

7EA8c

I loved Mr. O_____ both
as a teacher and as a friend.
One day I hope I can go
back to O_____ and Mr. C_____
and I can have a lot more fun
together. Mr. C_____ is definitely
one person that I will remember
for the rest of my life.

COS 3

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Think of an adult from your current school or another school you have attended that you will remember for a long time. In a multi-paragraph essay, explain to your teacher what will make this person hard to forget and why.

My favorite teacher?

This teacher that I have known for a while and was my fourth grade teacher, is my favorite teacher I have ever had so far. His name is Mr. B. He teaches in L Elementary school in east W.

I could never forget him because he was the best teacher I ever meet.

He hated giving test and giving homework out unless you

Continue your final draft on this page, if you need to.

didn't finish it in class. He loved playing games with his classes. He liked reading to them too. We always had parties because that's what he liked doing, but we still did work in class. Every Friday, if you had everything in you could go outside and play at the end of the day for 45 mins. But if you didn't then you had to stay in and work on it, then if you finished it you could go outside.

Mr. B. loved playing kickball. Sometimes if there was nothing to do, he would just go outside with the whole class and play for a long time.

Sometimes I even wish I could go back to his class and spend the whole day with him and his class. Mr. B. was a fun teacher

COS 3

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Think of an adult from your current school or another school you have attended that you will remember for a long time. In a multi-paragraph essay, explain to your teacher what will make this person hard to forget and why.

Dear Ms. P.,

There is a teacher at H. elementary that is the best listener there. If there is somebody you would need to talk to it would be her. Because of her, they would respect her, and be quiet and listen. She would ask you questions and make it fun and helpful at the same time.

She also had a rule about

Continue your final draft on this page, if you need to.

who gets to change the mouth on the calendar. She would draw a name out of a hat so it was random, and nobody would fight about it. She pleases students and makes them laugh and smile.

It would be hard for a student or person to forget a person, teacher like her. She made people, and students feel special inside and out. "You guys need her at your school, forever. People would say. Because she was so great and care. That's why she's someone you can't ever forget or

Continue your final draft on this page, if you need to.

replace. She just an unforgettable
person outside and in.
Her personality will win
your heart over, and over
again.

Sincerely,

COS 2

Think of an adult from your current school or another school you have attended that you will remember for a long time. In a multi-paragraph essay, explain to your teacher why this person will be hard to forget.

7EA11a

Mrs. O _____, a teacher I won't forget. I won't forget Mrs. O _____ because she made you feel good about yourself. When you were down, she had a way of teaching that no teacher had, she could use games to teach and kids would learn from it and not goof-off, it was fun.

Continue your final draft on this page, if you need to.

7EA11b

I did get in trouble alot but she made it easy to be friends again and not to hold a grudge against me.

I definitely won't forget her big hair that she had and the Oregon Trail unit we did. Her smile could lighten your day.

My 5th grade teacher, Mrs. O____, was one of the best teachers I've had and she had the greatest qualitys.

COS 2

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Think of an adult from your current school or another school you have attended that you will remember for a long time. In a multi-paragraph essay, explain to your teacher what will make this person hard to forget and why.

Dear Mr. H—,

I will never forget my first grade teacher. She was the nice teacher who always helped you or gave you candy. She showed me and my friends how to read. She showed us how to make things. Every Friday she showed us how to make things, like ice cream, German cookies, and waffles. She is a good

Final Draft

7EA12b

Continue your final draft on this page, if you need to.

teacher. I will never for
get her.

My first grade
teacher. Was the nicest and
the funniest teacher I
ever had. She loved to show
us how to read. Even loved
to make things in the morning
like ice cream, and all that
good stuff. She is the coolest
teacher ever. I will not for
get her.

Thank you for
taking your time to read
this. There should be more

Continue your final draft on this page, if you need to.

School teachers like her,
First grade is the best
year of your life. think's
again.

Sincerely,

COS 2

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Think of an adult from your current school or another school you have attended that you will remember for a long time. In a multi-paragraph essay, explain to your teacher what will make this person hard to forget and why.

I think the teacher that I will never forget would have to be my fourth grade teacher, Mr. C. He was mean and never let you get up to sharpen your pencil. He would nag on someone just for stopping their work because their hand hurt from writing.

Then one day, he made me so mad that I picked up my chair and launched it at him and also gave him a concussion. I got suspended for a month and my mom was not mad.

Final Draft

7EA13b

Continue your final draft on this page, if you need to.

at me she was mad at the teacher.

Indeed, my mom got tired of him and pulled me out of public school and home-schooled me for four years until she went back to work as a CNA.

COS 2

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Think of an adult from your current school or another school you have attended that you will remember for a long time. In a multi-paragraph essay, explain to your teacher what will make this person hard to forget and why.

Ms. H _____, she's a wonderful teacher. I will never forget this teacher, because she's loving, caring, and very sweet. She's always happy and has a smile on her face even if something's wrong. She is never scared and always tries new things. She is very confident and very smart.

Final Draft

7EA14b

Continue your final draft on this page, if you need to.

Ms. H_____ is always there when you need her, she listens to what you and others have to say. She helps others in any way she can. If you have a problem she gives out good advice and never lets you down or discourages you. Ms. H_____ is one of the bestest teachers you could ever meet. With a look so nice like hers, she makes you feel happy when you're sad, lonely, mad, or confused.

If you ever get to know her you wouldn't see her as, but as a trusting friend. I will never forget this teacher in my whole life.

COS 2

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Think of an adult from your current school or another school you have attended that you will remember for a long time. In a multi-paragraph essay, explain to your teacher what will make this person hard to forget and why.

One of my teachers that would be hard to forget would be D. C. he was my favorite teacher he was my sixth grade teacher. He would have to be the hardest to forget because he was an awesome teacher he always made something boring into something exciting. On Fridays he would do something special stuff on Fridays, like you would have to shoot a basketball into a net to get candy and other prizes. He also took us places like to McDonald's or we went on a bike ride to, we also went to M. Park to clean it up. He would have to be the person

Final Draft

7EA15b

Continue your final draft on this page, if you need to.

I miss most out of all the teachers I've had.

COS 2

Think of an adult from your current school or another school you have attended that you will remember for a long time. In a multi-paragraph essay, explain to your teacher why this person will be hard to forget.

7EA16a

Mrs. G — was a teacher Helper
she was my friend because she Helped
me to do My Read and My Math.

She was happy and Nice to me
Because she let me Bake Brownies
and that helped me to Read and
do My math, measure and to Bake.

Continue your final draft on this page, if you need to.

7EA16b

Even though mrs. g. — is gone she
will be hard to forget.

COS 1

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Think of an adult from your current school or another school you have attended that you will remember for a long time. In a multi-paragraph essay, explain to your teacher what will make this person hard to forget and why.

Dear Ms. Heck,

Hi, this is A. M. and one person I think that I would have a hard time forgetting is Ms. S. Because she is such a nice person, she's just so wonderful. She likes to help people out, and she's there for you when you need her. She's there when you want to talk or just have some fun. I will remember her throw out my life. What a great person she was. She could be a really good role model for people. Even better for

Final Draft

7EA17b

Continue your final draft on this page, if you need to.

teen's. She's one of my role models.
I hope that I can grow up to be
just like her. I will have a hard
time forgetting her. Well I have
to go.

Sincerely,

COS 1

Final Draft

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Think of an adult from your current school or another school you have attended that you will remember for a long time. In a multi-paragraph essay, explain to your teacher what will make this person hard to forget and why.

*This teacher I would pick is Mrs.
M because she teaches me
good stuff and she cares about me
and she likes me in her class.
She doesn't tell me to hurry
she says just take your time.*

COS 1



Directions: Before you begin your final draft, read the checklist on page 12 again. When you have made your revisions and edits, write your final draft on this page and the next four pages, if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft. Remember, you may use a thesaurus and dictionary in print or electronic form to help you with your words. Spell check may not be used. Your final draft will be scored.

Think of an adult from your current school or another school you have attended that you will remember for a long time. In a multi-paragraph essay, explain to your teacher what will make this person hard to forget and why.

Dear Mrs W _____

One person that I remember is my kindergarden teacher because she was my favorite in Elementry School. It will be hard to forget her. She was nice, friendly, and kind. There's alot more I could say about her, but there's to much. That is one reason she is my favorite person I know.

COS 1 _____

Persuasive Prompt

Washington Assessment of Student Learning in Writing, Grade 7
Persuasive Prompt, Task B
Content, Organization, and Style
2001 Anchor Set Annotations

7PA1 (COS 4)

This response demonstrates a strong ability to persuade a reader. The response is focused on a man named M____ M____. Ample supporting details are evident: *made students think deeply of the pain of depression and suicide...if there are more talks on this subject, it can be prevented altogether.* The organization is logical, and transitions clearly connect ideas: *not only..., Instead of..., Again....* The writer shows awareness of his or her audience by anticipating and countering arguments: *Some parents may say....* Varied sentences are used as well as effective language and engaging word choices: *His discussion really hit my heart; Instead of being an every-day adult speaker, he relates to our fresh-into-teenage years lifestyles; ...yes, it DOES happen to people, young and old; and ...absolute best speaker you could possibly obtain....* The writer's strong commitment to the topic contributes to a clear sense of the person behind the words. The best-fit COS score for this piece of writing is a 4.

7PA2 (COS 4)

The response demonstrates a strong ability to persuade a reader. This response contains ample supporting details, including many aspects of the proposed speaker's qualifications: *She is the kind of person who enjoys speaking in front of others..., S__ has always been a leader, Unlike most people who get in front of an audience and either get scared or turn bright red like a tomatoe,....* A logical organizational pattern, a well-developed introduction, and a compelling conclusion convey a sense of completeness and persuasiveness. Transitions are adequate, and word choice is appropriate for the intended audience and purpose. Sentences are varied in both length and structure: *After all this time of observing students, I have boiled my decision down and have choosen someone who I think would do their best to get the job done. Her name is S__ D__ B__.* A sense of the person behind the words emerges clearly in this letter. The best-fit COS score for this piece of writing is a 4.

7PA3 (COS 4)

This response demonstrates a strong ability to persuade a reader. This is a consistently focused piece of writing that has adequate supporting detail. The logical organizational pattern and effective transitional phrases move the reader smoothly through his or her argument and convey a sense of wholeness and completeness: *The content of his arguments is also..., It is also significant....* Although sentence openings are structurally consistent (subject-verb), sentence length and complexity are adequately varied. Word choice is appropriate to the audience and engaging: *He incorporates useful analogies and examples that encourage consideration of the issues. The arguments are convincing and valuable.* The reader is able to sense the person behind the words. The best-fit COS score for this piece of writing is a 4.

7PA1a: = Grade, N = Persuasive, A = Anchor, 1a = Paper Number

7EA1a: = Grade, E = Expository, A = Anchor, 1a = Paper Number

7CA1a: = Grade, C = Conventions, A = Anchor, 1a = Paper Number

7PA4 (COS 3)

This response demonstrates a sufficient ability to persuade a reader. This piece of writing is focused and has adequate supporting details: *L__ is articulate and knows how to address an audience (probably because she has run the C__ talent show for so many years in a row). And whatever the topic, she would speak well because she is well-educated.* Although the conclusion is minimal, transitions are adequate and the letter is well organized, conveying a sense of wholeness and completeness. Word choice is appropriate to the audience and purpose, and sentence length and structure are somewhat varied: *She has a seventh grader attending A__.* *And while she does all this, she still finds time to bake cookies and make jam (on weekends only, though).* The anecdotal examples especially help to give the reader some sense of the person behind the words. The best-fit COS score for this piece of writing is a 3.

7PA5 (COS 3)

This response demonstrates a sufficient ability to persuade a reader. This letter focuses on three ideas: *I think this because Mr. S__ is a motivator, he is funny, and because he graduated here at N__ from the high school.* Adequate clarifying details, although more general than specific, are provided for each idea: *Mr. S__ would teach the kids about good and bad things..., ...he knows the good and bad places....* The writing is logically organized with an adequate introduction and somewhat repetitive conclusion; it does convey a sense of wholeness and completeness. Word choice is appropriate for the audience and purpose, and there is some variety in sentence length and structure: *Mr. S__ would make a great speaker because he is funny. No, he does know when to be serious, but also when not to be. The seventh graders would still learn, only they wouldn't be bored while they were sitting, they would actually be listening.* Some sense of the person behind the words emerges. The best-fit COS score for this piece of writing is a 3.

7PA6 (COS 3)

This response demonstrates a sufficient ability to persuade a reader. This letter stays focused on the topic and provides adequate supporting detail for the reasons the writer would choose Mr. D__ to speak. Transitions are functional: *My main reason..., So in conclusion....* A small lapse in organization appears near the end of the letter: *Well, thank you for reading my proposal.... Oh, one more thing....* This does not, however, seriously detract from the sense of wholeness and completeness. Word choice is appropriate for the intended audience and purpose, and sentence structure and length are somewhat varied. By describing the affect the speaker has had on him or her, and how he or she hopes the speaker will affect the students, the writer conveys some sense of the person behind the words: *I know from past experience...makes you think about everyday things you take for granted. My main reason for him to come...the would see and understand that not everyone is as lucky as they are.* The best-fit COS score for this piece of writing is a 3.

7PA7 (COS 3)

This response demonstrates a sufficient ability to persuade a reader. The letter is focused on three reasons for the writer's choice of speaker: *she's honest, responsible, and she has good grades.* Adequate, though sketchy, supporting details develop the main points: *...elected treasurer..., ...elected as vice president in 6th grade..., S__ also has good grades....* Organization is logical, although introductory and concluding paragraphs are repetitive and minimal; adequate transitions provide a sense of wholeness. Sentence length is somewhat

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varied, but sentence structure is fairly consistent with little variety in sentence openings: *S__ is, S__ is, S__ also has....* Word choice is appropriate for the intended audience and functional, but redundancy robs it of energy: *S__ also has good grades, really good...; Grades should be essential for speaking in front of the whole 7th grade...; She is worthy of speaking to the 7th grade; S__ is honest and I think this because...; I think she is responsible because....* The writer seems sincere, which provides some sense of the person behind the words. The best-fit COS score for this piece of writing is a 3.

7PA8 (COS 3)

This response demonstrates a sufficient ability to persuade a reader. The supporting detail in this letter, although somewhat general, is adequate to develop the reasons the writer chose *to invite L__ P__ to speak*. The introduction is functional and the conclusion works well, urging the reader to take action: *I strongly suggest that you invite.... I am sure the WASL scores for our school will be higher than you thought*. Posing questions at the beginning of paragraphs makes transitions and demonstrates that the writer anticipates arguments and has a strong sense of audience: *Now, you might be asking why, what can she do others can't? You are probably thinking she might have helped write the WASL and knows it well but, can she help the kids?* The letter is cohesive, which conveys a sense of wholeness and completeness. Word choice is not particularly engaging, but it is functional and appropriate to the intended audience. Some variety in sentence length and structure gives the piece fluency and conveys some sense of the person behind the words. The best-fit COS score for this piece of writing is a 3.

7PA9 (COS 3)

This response demonstrates a sufficient ability to persuade a reader. Although minimally elaborated, adequate supporting detail develop the reasons the writer chose why *D__ C__* as the best speaker: *...not afraid to speak to big crowds, ...an inner-K teacher..., ...been on television*. Organization is logical with a brief opening and closing; they are not particularly compelling but do convey a sense of completeness. The second paragraph acts as a transition connecting the choice of speaker to the supporting detail. Word choice is effective for the intended purpose: *remarkable, "no way", awesome, great*. Sentences are somewhat varied in length and complexity. A sense of the person behind the words emerges. The best-fit COS score for this piece of writing is a 3.

7PA10 (COS 2)

This response demonstrates a weak ability to persuade a reader. The letter includes some supporting details, but they are unelaborated with specific examples and somewhat list-like: *Her GPA is 4.0. She's on the Honor Roll and is Class president. She's outspoken and very loud*. There is some evidence of an organizational pattern, with an introduction, but a weak conclusion, which results in little sense of wholeness or completeness. Transitions are weak, and sentences are mostly unvaried in length and structure: *I've heard so much about her. I think she is an excellent role model. I look up to her and admire her work*. Word choice is predictable but appropriate for the intended audience. The writer gives some sense of the person behind the words: *L__ is absolutely one of the funniest people I know! You got to meet her!* The best-fit COS score for this piece of writing is a 2.

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7PA11 (COS 2)

This response demonstrates a weak ability to persuade a reader. This letter includes some supporting details, but few specific examples, and their presentation is list-like: *This person's a real inspirer and has everyones best intrest at heart. Hes one of thoughts people who we'll really lisen to. He could put some really creative ideas in our heads.* Combined with an organizational pattern that places these details before actually telling the reader who the proposed speaker is, the result is an unbalanced piece of writing that seems to be mostly an introduction, which leaves little sense of completeness or wholeness. Transitions are weak, and word choice is predictable, although appropriate for the intended audience. Some variety exists in sentence length and structure, although for the most part the writer shows little control over those elements that determine fluency: *And we could hear what he has to say on a lot of things. And that's just some of the many ideas on why I would like your permission on inviting the Perient of the United States of America come to our school.* There is little sense of the person behind the words in the letter. The best-fit COS score for this piece of writing is a 2.

7PA12 (COS 2)

This response demonstrates a weak ability to persuade a reader. This letter has some supporting details, but most are unelaborated. The writing exhibits no real organizational plan, merely consisting of a list of reasons in no particular order, sometimes repeating a detail or supporting a point several sentences later: *J__ F__ will talk to them about the stuff they did not know about before. You should pick J__ because he does not get mad at anybody, only if they say stuff. But he hardly ever gets mad for anything. The thing that J__ does best is studys and works hard.* Along with minimal introductory and concluding statements (*I'm just saying you should pick him*) and no apparent transitions, the reader is left with little sense of wholeness or completeness. There is a limited variety of sentence length and structure. The word choice is limited and vague, and the same words are repeated several times: *good, stuff, thing.* The writing conveys little sense of the writer behind the words. The best-fit COS score for this piece of writing is a 2.

7PA13 (COS 2)

This response demonstrates a weak ability to persuade a reader. Even though this letter has some supporting reasons for the writer's choice of speaker, the details are general and repetitive: *I believe this man could positively influence our school.... Martin Luther King was an extremely positive person. This would be a good type of person to come to this school. He also has many good values that could be taught.* Nowhere is it clarified with any examples or explanation what is positive, good, or valuable about the proposed speaker. The letter is well organized with both an introduction and conclusion, but the lack of specific detail leaves little sense of wholeness or completeness with the reader. Word choice is appropriate, but predictable and vague: *great, positive(ly), good.* Similarly the sentence variety is limited with three of the eight sentences beginning with *I believe* or *I think*; the remainder begin with other subject-verb combinations. Little sense of the person behind the words is conveyed to the reader. The best-fit COS score for this piece of writing is a 2.

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7PA14 (COS 2)

This response demonstrates a weak ability to persuade a reader. This letter is focused on why *my father* would be a *good speaker*. The writer offers some supporting reasons: *...because he had to go to prison, ...tell the kids what it's like..., ...what they could do not to get sent to prison*. The reasons, however, are not expanded with specific examples, explanations, or anecdotes. Although there is an attempt to organize the reasons, without an opening or closing, the letter conveys little sense of wholeness. One transition (*so*) is provided. Word choice is limited, and sentence structure is repetitive: *So he could tell..., He could tell them..., He could also talk....* A slight sense of the person behind the words is evident. The best-fit COS score for this piece of writing is a 2.

7PA15 (COS 2)

This response demonstrates a weak ability to persuade a reader. This writer splits his or her focus between two proposed speakers, but does provide skeletal support for each choice: *His name is J__, he has been in the military for 36 years. This person is named J__, She has worked on a farm for 28 years*. The letter is organized with a brief introduction, conclusion, and details about the two proposed speakers grouped in separate paragraphs. This provides some sense of wholeness and completeness. Transitions are weak, and limited variety of sentence lengths and structures are demonstrated. Word choice is limited, which results in only a vague idea of what the speakers have to offer: *This person has been through it all, he knows whats right and whats wrong. She can talk to kids and make them understand. She is an excellent speaker, and loves kids*. Little sense of the speaker behind the words is conveyed to the reader. The best-fit COS score for this piece of writing is a 2.

7PA16 (COS 1)

This response demonstrates an insufficient ability to persuade a reader. By failing to focus on one subject in this short letter, the writer is unable to sufficiently develop any of his or her choices for the speaker: *My first choice would be a 15 year old named H__. Another person is (B__ M__. The last person is J__ K__, my cousin*. There is little evidence of organization; extraneous details are introduced without apparent reason or connection to the argument: *He's married to someone named S__ M__ (it used to be O__)*. This, combined with the lack of focus, leaves the reader confused and with no sense of wholeness or completeness. Few transitions are present. Word choices are sometimes inappropriate for and contradictory to the intended purpose: *...and has a grim expression, always doing unthinkable things*. Little sense of the person behind the words emerges in this letter. The best-fit COS score for this piece of writing is a 1.

7PA17 (COS 1)

This response demonstrates an insufficient ability to persuade a reader. Although the letter is focused on one suggested choice for speaker, the supporting detail consists of a list of characteristics for *my friend* such as: *is inteligent..., friendly..., good talker*. The writer does not directly connect these characteristics to any argument that would support *my friend* as the best speaker. This list-like development also shows little evidence of an organizational pattern. Transitions are lacking, and sentences are similarly constructed: *He is inteligent..., He's also friendly..., He's even a good writer*. Word choice is limited: *good talker, good writer, speech*

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would be great. Little sense of the person behind the words is apparent. The best-fit COS score for this piece of writing is a 1.

7PA18 (COS 1)

This response demonstrates an insufficient ability to persuade a reader. This letter is very sparse, and the few reasons for proposing *my biological dad* as the speaker are presented in a random, repetitive, list-like fashion: *Maybe he could talk about his life.... My dad might give a speech about his life....* This lack of organization, coupled with an irrelevant opening (*Hey, How is it going*) and no conclusion, conveys no sense of wholeness or completeness. Transitions are few, and the limited vocabulary, with its lack of specificity, hurts an already sparsely developed letter: *...speech about something, ...give a good speech, ...or something like that.* The reader is left with little sense of the person behind the words. The best-fit COS score for this piece of writing is a 1.

7PA19 (COS 1)

This response demonstrates an insufficient ability to persuade a reader. This letter is very sparse and includes few supporting details: *...the seventh graders teacher. Because hi techis the students for a yaer. Also because hi gous to the same school....* Further weakening an already minimal piece of writing, the writer does not stay focused on one choice of a speaker: *That person is the conseler....* The organization is limited to grouping information about the two choices in separate paragraphs and making a transition from one subject to the other with a sentence at the end of the first paragraph: *Principal if I dedent convince you thers a other person.* There is no opening or closing, which leaves no sense of wholeness or completeness with the reader. Word choice is limited as is the sentence variety. As a result, no sense of the person behind the words emerges. The best-fit COS score for this piece of writing is a 1.

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7CA1a: = Grade, C = Conventions, A = Anchor, 1a = Paper Number

You have been asked to recommend someone to speak to seventh graders at your school. Write a multi-paragraph letter in which you name the person and convince your principal that this person would be the best speaker.

7PA1a

To the C___ R___ Middle School principal:

Last year, a man named M___ M___ came to speak about depression and its signs, and suicide. His discussion really hit my heart. So, I would like you to invite him to our school again perhaps every year or every other year.

The sixth graders would get a lot out of his speaking. M___ not only causes you to want to cry at times with his stories, but laugh too. Instead of being an every-day adult speaker, he relates to our fresh-into-teenage-years lifestyles.

Continue your final draft on this page, if you need to.

7PA1b

Through his stories, he made students think deeply of the pain of depression and suicide.

Some parents may say this discussion shouldn't take place, it --depression and suicide-- being such a touchy subject. "It's not necessary. It's not that common, don't worry about it," they might say. But they need to realize that there's no way around it and yes, it DOES happen to people, young and old. Depression or suicide does not just affect the actual victim, but their friends and family as well. Maybe if there are more talks on this subject, it can be prevented altogether.

Again, M—M—, I say, is the absolute best speaker you could possibly obtain to talk to middle school students. You may even consider recommending him to other schools in the area. He did a very high job in getting through to us.

Continue your final draft on this page, if you need to.

Thank you for your time; please consider
this! **7PA1c**

Sincerely,

COS 4

Directions: Before you begin your final draft, read the checklist on page 2 again. When you have made your revisions and edits, write your final draft on this page and the next four pages, if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft. Remember, you may use a thesaurus and dictionary in print or electronic form to help you with your words. Spell check may not be used. Your final draft will be scored.

You have been given permission to invite a person to speak to seventh graders at your school. Write a multi-paragraph letter in which you name the person and convince your principal that this person would be the best speaker.

Dear Mr. L____,

I was recently informed that it is my responsibility to choose a student to give a speech to the seventh graders at our school. Lately I have spent much time determining who that speaker would be. After all this time of observing students, I have boiled my decision down and have chosen

Continue your final draft on this page, if you need to.

Someone who I think would do their best to get the job done. Her name is S. _____ D. _____ B. _____.

She is the kind of person who enjoys speaking in front of others, and has had experience with doing speeches. In the fifth grade, she made a graduation speech and read it in front of the entire fifth grade. At the end of each school year since she was in elementary school, S. _____ has performed in the talent shows. This young lady has always been a comedian, and I think she would do a great job of

Continue your final draft on this page, if you need to.

speaking in front of the seventh graders, and at the same time she would make it fun and interesting.

Si— has always been a leader. She has been involved in many different leadership groups such as Alpha and Arco. She would be very responsible with getting the speech completed. She is a strait "A" student and always gets her homework done. Not only is she responsible with her school work, but she also manages to play premier soccer at the same time.

Unlike most people who get in front of an

Continue your final draft on this page, if you need to.

audience and either get
scared or turn bright red
like a tomatoe, S_____ doesn't
get frightened or embarrassed.
She has always been
comfortable with speaking
in front of others, and
probably always will be. She
is a born natural speaker.

Mr. L_____, if you are
looking for someone to
give a great speech, please
look no further and consider
having S_____ be the speaker.
I know she would do a
great job and would be
responsible. There's no one
better to give the speech in
the 8th grade!

COS 4

Directions: Before you begin your final draft, read the checklist on page 2 again. When you have made your revisions and edits, write your final draft on this page and the next four pages, if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft. Remember, you may use a thesaurus and dictionary in print or electronic form to help you with your words. Spell check may not be used. Your final draft will be scored.

You have been given permission to invite a person to speak to seventh graders at your school. Write a multi-paragraph letter in which you name the person and convince your principal that this person would be the best speaker.

Dear Mrs. Principal,

I have been given permission to invite a person to speak with the seventh graders at our school. My instant choice is Mr. ~~S~~^W, a brilliant speaker on racial/ethnic issues. My reasons for choosing him are as follows: a) He is a gifted speaker and presents his arguments skillfully, b) He discusses important issues, and c) He knows what he is talking about from first hand experience.

~~S~~^W is able to put forward arguments that are

Continue your final draft on this page, if you need to.

clear and easy for anyone to relate to. He incorporates useful analogies and examples that encourage consideration of the issues. His arguments are convincing and valuable.

The content of his arguments is also of great importance. He talks about racial/ethnic prejudice and discrimination as well as the effects of Eurocentrism. Everyone should be aware of these issues.

It is also significant that he is an African-American and can speak from first-hand experience. It is helpful to receive these messages from a person whom they very deeply affect, rather than from a person with second-hand experience.

In conclusion, Dr. [Name] is a very worthwhile choice. He not only has an important message, but he can present it in a way that keeps it in the mind. I'm sure you will agree that he should come speak with

Writing

Final Draft

7PA3c

Continue your final draft on this page, if you need to.

The seventh graders.

Sincerely,

COS 4

Directions: Before you begin your final draft, read the checklist on page 2 again. When you have made your revisions and edits, write your final draft on this page and the next four pages, if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft. Remember, you may use a thesaurus and dictionary in print or electronic form to help you with your words. Spell check may not be used. Your final draft will be scored.

You have been given permission to invite a person to speak to seventh graders at your school. Write a multi-paragraph letter in which you name the person and convince your principal that this person would be the best speaker.

Dear Mr. L—,

I understand that I have been given permission to choose someone to speak in front of the seventh grade here at A—. I have given the matter some thought. I came down to one candidate. She is my neighbor and best friend's mom. L—.

L— is a good motivational speaker for many reasons, one being that she is kind and caring. A few

Continue your final draft on this page, if you need to.

years ago, she ran into the middle of the street to stop a car from running into a cat. Nobody claimed that cat, so she kept it for eleven years until it died naturally. She didn't have to, but she did.

She is also very involved with the school. She participates in the C—— PTSA so much that we are lucky to catch her at home for even five minutes. She has a seventh grader attending A——. And while she does all this, she still finds time to bake cookies and make jam (on weekends only, though).

L—— is articulate and knows how to address an audience (probably because she has run the C—— talent show for so many years in a

Continue your final draft on this page, if you need to.

row). And whatever the topic she would
speak well because she is well-educated.

I thank you for your time and
hope you consider my candidate a
good one.

Respectfully,

COS 3

Directions: Before you begin your final draft, read the checklist on page 2 again. When you have made your revisions and edits, write your final draft on this page and the next four pages, if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft. Remember, you may use a thesaurus and dictionary in print or electronic form to help you with your words. Spell check may not be used. Your final draft will be scored.

You have been given permission to invite a person to speak to seventh graders at your school. Write a multi-paragraph letter in which you name the person and convince your principal that this person would be the best speaker.

Dear Mrs. M_____

Recently, I, K_____, F_____, was requested to invite a guest speaker to speak to the seventh graders.

I have decided that Mr. J____ S_____ would be the best person to do this. I think this because Mr. S_____ is a motivator, he is funny, and because he graduated here at N_____ from the high school.

J_____ S_____ is great for

Continue your final draft on this page, if you need to.

the job because he is a real motivator. Mr. S_____ is familiar with the pressures of being a teenager and he can help teens make the right choices. Mr. S_____ can help teens make right choices by telling them stories of when he was younger and what people, including him, did then and what happened. Mr. S_____ would teach the kids about good and bad things and choices like drugs and pressure.

Mr. S_____ would make a great speaker because he is funny. No, he does know when to be serious, but also when not to be. The seventh graders

Continue your final draft on this page, if you need to.

would still learn, only they wouldn't be bored while they were sitting. they would actually be listening. while they were listening, they would be learning, which is very important.

Finally, Mr. S — graduated here at the N — High School. This makes him an even better choice because he is familiar with the area. Being familiar with an area can really help because he knows the good and bad places. Mr. S — knows some of the teachers which would allow him to chat with the teachers and maybe give advice to certain troubled teens.

Continue your final draft on this page, if you need to.

By Mr. S _____ graduating here, he sets a really good example to stay in school and finish.

Mr. J _____ S _____ would be a great speaker to the seventh graders because he is a motivator, he is and can be funny, and he graduated here at N _____ High School. Please allow me to make this choice.

Sincerely,

COS 3 _____

Directions: Before you begin your final draft, read the checklist on page 2 again. When you have made your revisions and edits, write your final draft on this page and the next four pages, if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft. Remember, you may use a thesaurus and dictionary in print or electronic form to help you with your words. Spell check may not be used. Your final draft will be scored.

You have been given permission to invite a person to speak to seventh graders at your school. Write a multi-paragraph letter in which you name the person and convince your principal that this person would be the best speaker.

Dear Mr. B—,

I think that a Holocaust survivor should come and speak to the seventh graders at our school. It would be great for the seventh graders to learn about World War Two before high school. They could learn how people, mainly Jewish people, were persecuted because of their religion. The speaker, Mr. D—, would be educational for everyone.

I know from past

Continue your final draft on this page, if you need to.

experience that the stories and memories that Mr. D_____ tells makes you think about everyday things you take for granted. When I was in seventh grade, I met Mr. D_____ in Seattle at the Holocaust Museum. He told me that he almost died in a concentration camp. I think he would come, since he's been here before.

My main reason for him to come though, is that the seventh grade class at our school is awfully spoiled. About 90% of them get whatever they want. Sure they are nice and friendly, but they don't seem to have a work ethic. Maybe if Mr. D_____ comes and talks with

Continue your final draft on this page, if you need to.

them, they would see and understand that not everyone is as lucky as they are.

So in conclusion, you should call Mr. D_____ and ask him to come to W_____.

The seventh grade class would both learn and understand what some people have to deal with. Well, thank you for reading my proposal to bring in the best speaker for the seventh grade class, I hope you agree. Oh, one more thing, did I mention about when I went up to Seattle, Mr. D_____ showed us a movie based on his actual life? It talks about how the Nazis came and took he and his wife away, they both lived and got reunited. This would also

Final Draft

7PA6d

Continue your final draft on this page, if you need to.

be good for the seventh graders.

Thanks again.

Sincerley.

Blank lined area for writing.

COS 3

You have been asked to recommend someone to speak to seventh graders at your school. Write a multi-paragraph letter in which you name the person and convince your principal that this person would be the best speaker.

7PA7a

To the principal,

I recommend S_____ Z_____ to speak to the seventh graders at my school because she's honest, responsible, and she has good grades. These are the reasons I recommend S_____ Z_____ to speak to the seventh graders.

S_____ is honest and I think this because she was elected treasurer in first grade, and all the way up to 5th grade S_____ is worthy of

Continue your final draft on this page, if you need to.

7PA7b

speaking to the 7th graders because she is honest.

S_____ is also very responsible which also makes her liable to speak to the 7th graders. I think she is responsible because she was also elected as vice president in 6th grade and president in 7th grade. Responsibility is what a person needs to be able to speak in front of a big audience, and S_____ got it.

S_____ also has good grades, really good. In elementary at the end of the year she would always get an award for academic excellence. Middle school was just the same, every quarter it would be straight A's. Grades should be essential for speaking in front of the whole 7th grade or anything by that chance.

S_____ Z_____ is by much worthy

Continue your final draft on this page, if you need to.

7PA7c

of speaking to the 7th grade. She is
honest, responsible, and she gets good grades.
She is worthy of speaking to the 7th grade.

COS 3

Directions: Before you begin your final draft, read the checklist on page 2 again. When you have made your revisions and edits, write your final draft on this page and the next four pages, if you need them.

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You have been given permission to invite a person to speak to seventh graders at your school. Write a multi-paragraph letter in which you name the person and convince your principal that this person would be the best speaker.

1414 Rainbow Lane

PotofGold, Ireland 4444

Dear Principal,

My name is T____ S____. I'm an 8th grader at your school. You have given permission to invite a speaker to speak to the 7th graders at our school. I have a suggestion. It is to invite L____ P____ to speak.

Now you might be asking why, what can she do others can't? L____ P____ would come a talk about the WASL and ways to study and pass it. She helped write

Continue your final draft on this page, if you need to.

The WASL and knows it like the back of her hand.

You are probably thinking she might have helped write the WASL and knows it well but, can she help the kids? Yes, L — can. She took her own kids through her reading program. They received some of the best scores in the state.

I strongly suggest that you invite L — P — to talk to the 7th graders. I'm sure the WASL scores for our school will be higher than you thought.

Sincerely,

COS 3

You have been asked to recommend someone to speak to seventh graders at your school. Write a multi-paragraph letter in which you name the person and convince your principal that this person would be the best speaker.

7PA9a

Dear Mr. B. _____,

There's a person who I think would make a remarkable seventh grade speaker. Her name is D. _____ C. _____, which is my aunt.

I know you might be thinking "no way", at first, because you don't know her or don't know who she is. But, maybe if I tell you how awesome she could be, you'd change your mind.

Continue your final draft on this page, if you need to.

7PA9b

Anyway, whenever I have a problem I always like to talk to my Aunt D. She always seems to lead me in the right direction, no matter what subject. She's also not afraid to speak to big crowds. I think it's because she's an inner-city teacher and because she's been on television, talking about how kids grow up and how they act. So, that's why I would recommend my Aunt D as our seventh grade speaker (she'd be great).

Sincerely,

COS 3

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You have been given permission to invite a person to speak to seventh graders at your school. Write a multi-paragraph letter in which you name the person and convince your principal that this person would b

Dear Mrs. G_____;

I have a great suggestion for who should be speaker at the 7th grade graduation ceremony. Her name is L_____ T_____.

She is a Senior at C_____ K_____ High School. Her GPA is 4.0. She's on the Honor Roll and is Class

Continue your final draft on this page, if you need to.

president.

She's outspoken and very loud. All her life she's been around children so, she isn't shy. I — is absolutely one of the funniest people I know! You got to meet her!

I read an article about her in the high school news paper. They were remarking her on her outstanding effort at the Children's Community Center.

I've heard so much about her. I think she is an excellent role model. I look up to her and admire her work.

Sincerely,

P.S.

Thank You!

COS 2

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You have been given permission to invite a person to speak to seventh graders at your school. Write a multi-paragraph letter in which you name the person and convince your principal that this person would be the best speaker.

Dear The Principal of W— R— Middle School,

I am one of the many students attending W— R— Middle School at this time.

I am writing you today about a speaker I though we could have, I know you would enjoy having the peissure of having come and speak, and this speaker everyone knows insided of having some one come we don't even heard of before.

This persons a real inspirer and has everyones best intrest at heart.

Continue your final draft on this page, if you need to.

Has one of thoughts people who we'll
really listen to.

He could put some really creative ideas
in our heads.

We could learn some much, I personally
know we could. And we could hear what
he has to say on a lot of things.

And that's just some of the many
ideas on why I would like your
permission on inviting the President of
the United States of America come
to our school.

Think of all the possibilities just meeting
the President of the United States
of America, could have a really
big impact on our lives. →

Continue your final draft on this page, if you need to.

"Please think of the greater good"
Thank you for your time.

Sincerely yours,

COS 2

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You have been given permission to invite a person to speak to seventh graders at your school. Write a multi-paragraph letter in which you name the person and convince your principal that this person would be the best speaker.

Dear Principal

I'm writing you a letter to ask you to pick J. F. to speak to the seventh graders. I think you should pick him because he is a A student at the school and he would like to talk to the kids "I mean" the seventh graders. I think J. is a good student that will listen to the kids and answer all there questions.

J. F. will talk to them about the stuff they did not

Continue your final draft on this page, if you need to.

know about before, you should pick J— because he does not get mad at anybody only if they say stuff. But he hardly ever gets mad for anything. The thing that J— does best is studies and work hard. I think J— should be the speaker for the seventh graders because he has gotten good point averages and perfect attendants for L— & C— for the whole year. Every time we have a test he gets about 95% or more he is one of the best students in the school. When we have the give speakers. In class he is really powerful with his speeches. I'm just saying you should pick him

sincerely,

COS 2

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You have been given permission to invite a person to speak to seventh graders at your school. Write a multi-paragraph letter in which you name the person and convince your principal that this person would be the best speaker.

Dear Mr. A _____,

I believe that I have a great idea of who should come to speak to our school. I believe this man could positively influence our school in more ways than one. This person is Dr. Martin Luther King.

Martin Luther King was an extremely positive person. This would be a good type of person

Continue your final draft on this page, if you need to.

to come to this school. He also has many good values that could be taught.

I think having Martin Luther King come to our school would be a unique learning experience for everyone, he had so much to offer, and everyone would be greatly affected by his coming.

Thank you for your time.

Sincerely,

COS 2

You have been asked to recommend someone to speak to seventh graders at your school. Write a multi-paragraph letter in which you name the person and convince your principal that this person would be the best speaker.

7PA14a

Dear Mr. T. _____ I think a good speaker would be my father. The reason is because he had to go to prison. So he could tell the kids what it's like and how hard it is to get back on track with your life. He ~~could~~ tell them what they could do not to get sent to prison. He could also talk about

Continue your final draft on this page, if you need to.

how hard it is to survive
in a place like that.

7PA14b

COS 2

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You have been given permission to invite a person to speak to seventh graders at your school. Write a multi-paragraph letter in which you name the person and convince your principal that this person would be the best speaker.

Dear Principal,

I have an idea for someone to talk to the seventh graders in our school. His name is J, he has been in the military for 36 years. This person has been through it all, he knows what's right and what's wrong.

If you don't like this person I have another idea for you to choose from. This person is named J, she has worked on a farm for 28 years. She can talk to kids and make them understand. She is an excellent speaker, and loves kids.

I hope you like the choices I have given you, and I would like to thank you for your

Final Draft

7PA15b

Continue your final draft on this page, if you need to.

time

Thanks a lot,

COS 2

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You have been given permission to invite a person to speak to seventh graders at your school. Write a multi-paragraph letter in which you name the person and convince your principal that this person would be the best speaker.

Dear principal,

I am writing this letter to you in response of your inviting me to choose someone to speak to seventh graders. My first choice would be a 15 year old named H—. He hasn't been to a public school, of what he said, and has a grim expression, always doing unthinkable things. He's a lot smarter than most people and he's overall a pretty good person.

After the age of 7 he couldn't get

Final Draft

7PA16b

Continue your final draft on this page, if you need to.

schooled much because of his profession.
 By 10, he knew what we know now. Another
 person is (B. M.). He is my
 brother and has been to a public school.
 He holds a job at Rite Aid, a pharmacy.
 He's married to someone named S.
 M. (it used to be O.).

His social skills are top notch and
 is pretty nice. The last person is
 J. K., my cousin. He's also
 been to public school and currently resides
 at home. He's the computer guy but his
 social skills are somewhat lacking. Choose
 which you find best.

Your student,

COS 1

You have been asked to recommend someone to speak to seventh graders at your school. Write a multi-paragraph letter in which you name the person and convince your principal that this person would be the best speaker.

7PA17a

Dear Principle,

I am recommending my friend T. for the speech. I think he's more than qualified for the job. He is intelligent and has stamina. He's also friendly and a good talker.

T. is good at talking to most anyone, and is quick to get the point off. He's even a good writer. His speech

Continue your final draft on this page, if you need to.

would be great. I would
just be another piece of
quality work for him.

7PA17b

COS 1

Directions: Before you begin your final draft, read the checklist on page 2 again. When you have made your revisions and edits, write your final draft on this page and the next four pages, if you need them.

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You have been given permission to invite a person to speak to seventh graders at your school. Write a multi-paragraph letter in which you name the person and convince your principal that this person would be the best speaker.

Hey, Mr. B —

Hey, How is it going. I was wondering if my biological dad, D — D. J. — can come in and give a speech about something. Maybe he could talk about his life, maybe even his job or his kids. If my dad came in he probably would be prepared to give a good speech. My dad would probably say "stay in school, because he didn't stay in school or something like that." My dad might give a speech about his life, and what happened to him to make him like what he is now.

Directions: Before you begin your final draft, read the checklist on page 2 again. When you have made your revisions and edits, write your final draft on this page and the next four pages, if you need them.

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You have been given permission to invite a person to speak to seventh graders at your school. Write a multi-paragraph letter in which you name the person and convince your principal that this person would be the best speaker.

Dear Principal the best
speaker to speak to the seventh
graders. Is the seventh graders teacher.
Because he teaches the students
for a year. Also because he goes to
the same school that the seventh
graders go to. Principal if I couldn't
convince you there's another person.
That person is the counselor
because all of the students love
him. The counselor speaks to other
students before and he knows what

Final Draft

7PA19b

Continue your final draft on this page, if you need to.

to speak about.

Dear Student

COS 1

Conventions

Conventions

**Washington Assessment of Student Learning in Writing, Grade 7
Conventions
2001 Anchor Set Annotations**

Note: A common set of conventions anchors were selected from papers written for the 1998, 1999, and 2000 assessments to ensure consistency.

7CA1 (CONV 2)

The response consistently follows the rules of standard written English for usage, spelling of commonly used words, capitalization, punctuation, sentence formation, and paragraphing. A few minor errors occur in punctuation, ...*having school that day and, having school the next day...Oh I have all the time in the world,* and spelling, *I can due something else....* Missing ending punctuation causes an occasional run-on sentence: *Listen to them Its hard to do that when you have the T.V. turned on way up.* Considering everything the writer has done correctly, the use of internal punctuation, for example, the few minor errors do not outweigh the overall control demonstrated. The best-fit Conventions score for this piece of writing is a 2.

7CA2 (CONV 2)

The response consistently follows the rules of standard written English for usage, spelling of commonly used words, capitalization, punctuation, sentence formation, and paragraphing. No errors occur in spelling or sentence formation. Capitals are used correctly with the exception of one unnecessary capital: *It has great topics and It is very interesting .* One awkwardly constructed sentence, ...*along with your popular music lyrics you shold put a little column in there where people who write songs and have their songs seen,* is most likely a hasty error, and instead of *can,* since no other usage errors occur. Punctuation is appropriate with only one extraneous comma: ...*I think are rather vague, like the student dress codes, and academic standards.* The best-fit Conventions score for this piece of writing is a 2.

7CA3 (CONV 2)

The response consistently follows the rules of standard written English for usage, spelling of commonly used words, capitalization, punctuation, sentence formation, and paragraphing. This is a nearly flawless performance with no errors in spelling, capitalization, sentence formation, or usage. Paragraphs are indicated. There is one omitted word: *Anything done to help the environment is step toward a better world.* A few minor errors in the use of commas occur: *One way is to conserve water, by turning the faucet off...It is a good idea to have lots of green plants in your home, to absorb pollutants....* Ending punctuation, however, is used appropriately. The best-fit Conventions score for this piece of writing is a 2.

7CA4 (CONV 2)

This response consistently follows the rules of standard written English for usage, capitalization, punctuation, sentence formation, and paragraphing. Though very brief, this paper has few errors. The student spells *sincerely* correctly—a very common error at higher grade levels, and simple sentences are formed without error. There are two spelling errors: *succesful* and *quite* (quiet).

7PA1a: = Grade, N = Persuasive, A = Anchor, 1a = Paper Number

7EA1a: = Grade, E = Expository, A = Anchor, 1a = Paper Number

7CA1a: = Grade, C = Conventions, A = Anchor, 1a = Paper Number

The paragraph is indented. Commas are used in the series, and punctuation is accurate. The best-fit Conventions score is a 2.

7CA5 (CONV 2)

The response consistently follows the rules of standard written English for usage, spelling of commonly used words, capitalization, punctuation, sentence, and paragraphing. One minor usage error occurs with the use of the wrong preposition: *I am extremely concerned on this issue*. And one word is misspelled: *sincerly*. Otherwise, the writer demonstrates solid control over conventions with no errors in capitalization, punctuation, sentence formation, or paragraphing. The best-fit Conventions score for this piece of writing is a 2.

7CA6 (CONV 2)

This response consistently follows the rules of standard written English for usage, capitalization, punctuation, sentence formation, and paragraphing. Sentences, even those with more complex structure, are generally well formed: *Even though he is teted [teased] and works all day, he doesn't complain at all*. This student's difficulty is spelling (*tirelesly, teted, recieve, beginnig*), though some more difficult words are spelled correctly: *destructive, rescue, proposal*. He or she does not understand the concept of breaking words into syllables at the end of lines when the word carries over, as evidenced by the splitting of words such as *thou-gh* and *Awa-rd*. The student uses *as* correctly: *The school looks just as it did at the beginnig of the school year, brand new*. Paragraphs are indicated. The best-fit Conventions score is a 2.

7CA7 (CONV 1)

This response generally follows the rules of standard written English for punctuation and sentence formation. There are numerous spelling errors of below grade-level and grade-level words: *there, nices, assignnments*. Punctuation is somewhat random; in one place the student correctly punctuates *don't* and in another, he or she leaves out the apostrophe. The writer uses capitalization incorrectly in places (*...Come to class with your supplies so you don't have to borrow all the time, Don't start trouble...*) and fails to capitalize the beginning of sentences: *this is what you need to do in order...* The response is all one paragraph and is not indented. The best-fit Conventions score is a 1.

7CA8 (CONV 1)

The response generally follows the rules of standard written English for usage, spelling of commonly used words, capitalization, punctuation, and paragraphing. Some usage errors occur: *...they stopped they like smack their feet...* and *...in a very fast and complicated steps...* Several commonly used words are spelled incorrectly: *awsome, tapers [tappers], their [they're], there [their], Probaly*. Due to a lack of ending punctuation, numerous run-together sentences occur: *My family and I went to the Coliseum to see the tap dancing you know when the people do all that noise with their feet*. In addition, apostrophes are not used appropriately: *Its me...couldnt*. Capitals are used where needed, and paragraphs are indicated somewhat. The best-fit Conventions score for this piece of writing is a 1.

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7EA1a: = Grade, E = Expository, A = Anchor, 1a = Paper Number

7CA1a: = Grade, C = Conventions, A = Anchor, 1a = Paper Number

7CA9 (CONV 1)

The response generally follows the rules of standard written English for usage, spelling of commonly used words, capitalization, punctuation, and sentence formation. The use of commas instead of periods or question marks causes a few comma splices to occur: *How are you guys, I am good...Anyway how are things at the farm, It's preety good down here.* A few common words are misspelled: *preety, Their [There], rewine, halft*. Titles are not underlined or put inside quotation marks although they are capitalized appropriately. Paragraphs are not indicated. No serious usage errors are noticeable. The best-fit Conventions score for this piece of writing is a 1.

7CA10 (CONV 1)

The response generally follows the rules of standard written English for usage, punctuation, and sentence formation. Paragraphs are sometimes indicated. Numerous misspellings of common words interferes somewhat with understanding: *Entertanement, companyon, haveing, accompolishes, Distroying, scoities, sencivity, twards, a nother, beleve, doeing, Maby*. In addition, this writer shows almost no control over capitalization. Numerous words are erroneously capitalized, *...when really happens our Reaction will be...you Just Dust you're self off*, and proper nouns are not capitalized appropriately: *"that Girl!", Walker texas Ranger*. Although few errors are made in usage, punctuation, and sentence formation, the density of errors in spelling and capitalization are severe. The best-fit Conventions score for this piece of writing is a 1.

7CA11 (CONV 1)

This response generally follows the rules of standard written English for punctuation, paragraphing, and sentence formation. Some common words are misspelled: *suluit, beiend, wheather, comprehencion, recieves*. There are also a number of usage errors: *making others see that he's a good person and he need reconized for his talent... This person can get the reconion he deserves as long as people see he for this*. In the response, the writer attempts some complicated sentence structures with varying degrees of success. The writer uses commas after introductory words: *Secondly,....* Paragraphs are indicated. The best-fit Conventions score is a 1.

7CA712 (CONV 1)

The response generally follows the rules of standard written English for spelling of commonly used words, capitalization, punctuation, and sentence formation. Numerous usage errors are apparent: *a awsome movie...You probaly all ready seen it...cause he don't try to be...Like the rest of them people do....* Run-together sentences indicate some lack of control over sentence formation: *...I love the way they look write back to me some time....* There are several spelling errors: *Probaly, choclate, Its [It's], cause [because], snoby*. The beginnings of sentences are usually capitalized, but elsewhere capitals are used randomly, *thouGht*, and proper nouns are not properly capitalized: *manly manson...charlie and the choclate factory...charlie bucket*. Paragraphs are not indicated. The best-fit Conventions score for this piece of writing is a 1.

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7CA1a: = Grade, C = Conventions, A = Anchor, 1a = Paper Number

7CA13 (CONV 1)

The response generally follows the rules of standard written English for usage, spelling of commonly used words, capitalization, punctuation, sentence formation, and paragraphing. Several usage errors are apparent: *Us kids would not like to...sit all day in these "Dumb Desk!!" ...also would hate to warsh our suites and dressed.* Some commonly used words are misspelled: *Use [us], wen't, somewere, warsh, suites.* Internal punctuation is not used appropriately: *Our parents also would hate to warsh out suites and dressed everyday, and hang them to dry.* Capitals are used inappropriately at times: *Dumb, Suites.* Paragraphs are indicated. The best-fit Conventions score for this piece of writing is a 1.

7CA14 (CONV 0)

This response mostly does not follow the rules of standard written English for usage, spelling of commonly used words, capitalization, punctuation, sentence formation, and paragraphing. In this response, the writer does not separate his or her thoughts into separate sentences, but rather, leaves out all end punctuation except at the end of the paragraphs. Occasionally, the writer separates sentences using a comma, creating comma splices: *I know that my teacher doesn't like to give out refurals but she does, those are reasons why I picked her.* A few words are misspelled: *refurals, practicly.* There is a high density of serious errors in this brief response. The best-fit Conventions score is a 0.

7CA15 (CONV 0)

The response mostly does not follow the rules of standard written English for spelling of commonly used words, capitalization, and paragraphing. Numerous misspelled words make this piece difficult to read: *Dera, realy, Sem, Are [our], gust, nuthing, macks, tims, tast swar, alive, machd.* Some usage errors occur: *...the meat look like....* No paragraphs are indicated. Capitals are not used appropriately: *...like the firday Hotdog...onec or tice a meth. the berud is old....* Missing ending punctuation causes a sentence formation error: *the berud is old and hared, the meat look like someone ran over it....* The best-fit Conventions score for this piece of writing is a 0.

7CA16 (CONV 0)

The response mostly does not follow the rules of standard written English for spelling of commonly used words, capitalization, punctuation, sentence formation, and paragraphing. A density of errors in this brief piece makes it difficult to read. No punctuation is used, and commonly used words are misspelled: *dont, where [were], wont.* Capitals are used randomly, *...no Reason for taking....* No control over sentence formation is demonstrated. Paragraphs are not indicated. The best-fit Conventions score for this piece of writing is a 0.

7CA17 (CONV 0)

The response mostly does not follow the rules of standard written English for spelling of commonly used words, capitalization, punctuation, sentence formation, and paragraphing. No control over sentence formation is demonstrated. Lack of correct punctuation causes numerous sentence errors: *Hey this is F_____ I'm just writting a letter about the movie I saw, it was asome.* Common words are misspelled: *writting, asome, coast [cost], foward, isnt.* Some usage errors occur, *The coasts is very cheap....*, and capitals are not always used where appropriate: *its on*

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7EA1a: = Grade, E = Expository, A = Anchor, 1a = Paper Number

7CA1a: = Grade, C = Conventions, A = Anchor, 1a = Paper Number

thursday. Only one paragraph is indicated. The best-fit Conventions score for this piece of writing is a 0.

7CA18 (CONV 0)

The response mostly does not follow the rules of standard written English for spelling of commonly used words, punctuation, and sentence formation. Some usage errors occur: *Well, I should aready ruined them*. Commonly used words are misspelled: *Im, wach, aready, answee, plese*. There is a lack of control over sentence formation: *You need tv to give us something in return television is the answee*. While some punctuation is used appropriately, *Well, I should aready...*, a lack of ending punctuation makes the piece difficult to read: *How are you Im fine, I wrote to you because....*. The best-fit Conventions score for this piece of writing is a 0.

7CA19 (CONV 0)

This response mostly does not follow the rules of standard written English for usage, spelling of commonly used words, capitalization, punctuation, and sentence formation. In this response, the writer does not separate his or her thoughts into separate sentences, but rather, leaves out all end punctuation except at the end of the response. There is a usage error (*you needs*) and some random capital letters. Simple words are misspelled: *well (will), you're (your)*. There is a high density of serious errors in this brief response. The best-fit Conventions score is a 0.

7PA1a: = Grade, N = Persuasive, A = Anchor, 1a = Paper Number
7EA1a: = Grade, E = Expository, A = Anchor, 1a = Paper Number
7CA1a: = Grade, C = Conventions, A = Anchor, 1a = Paper Number

Final Draft

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After you have done that, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft.

Decide on how much TV you think students should watch, and then write several paragraphs to convince parents to follow your advice.

Students watch a lot of T.V. Some of that T.V. is inappropriate for students of younger ages. When students watch T.V., it takes away time they could be spending on home work.

I think that students shouldn't watch T.V. at all on school nights. My definition of a school night is having school that day and, having school the next day. A Sunday wouldn't be considered a school night because the students didn't have school that day. Friday wouldn't be considered a school night

Final Draft

Continue your final draft on this page, if you need to.

because there wouldn't be school
the next day, Saturday.

I think that T.V. shouldn't be
watched by students on school
nights because it takes away homework
time for students. If they are done
with their homework, then they still
shouldn't spend their extra time
watching T.V. They should spend
some of their time with their
families.

I think that some kids will
say that they have their homework
done, at least the homework for the
next day, but some kids could have
projects or big papers due, not anytime
soon, but still are due. Some kids
will think, "Oh, I have all the time

Final Draft

Continue your final draft on this page, if you need to.

in the world. I don't have to do it now. I can go do something else. I know this because I am one of those kids. I don't always want to do something right then and there. If a kid goes off and watches T.V., they will forget about their homework, or at least that big project that's due, and won't do it until the last minute. Then they are up all night, and the next morning they are complaining to you that they're tired. Nobody wants that, do they?

Wouldn't every parent want their child to spend all their free time with them. For some kids it's like "Spend time with my parents? No? Why?" Well, why not? For one thing, if you're watching T.V. you can't. I think it's really great

Final Draft

Continue your final draft on this page, if you need to...

that kids spend time with their parents.

I think that kids should spend time with their parents because they should get to know them. Learn about their childhood, learn about what they thought about adults when they were young. Listen to them. It's hard to do that when you have the T.V. turned on way up.

I think that kids watch too much T.V.; they get hooked and their lives revolve around a T.V. set. That's not how they should spend their childhood. Kids should also get involved with other things like sports so they have no time for T.V. and they lose interest.

Some T.V. is good, some T.V. is bad. Kids should be limited so they don't spend their childhood in front of a box.

Final Draft

Continue your final draft on this page, if you need to.

that spaces out color images.

CONV 2



Final Draft

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After you have done that, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft.

Your final draft will be scored.

Remember, you are to compose a letter to the editor of "Student Voices" explaining your opinion on one issue of vital concern to you and your peers.

Dear Editor,

Your newsletter is outstanding. It has great topics and it is very interesting.

Most of the topics are great and you should keep them in, but 2 of the topics I think are rather vague, like the student dress codes, and academic standards. I don't think anyone pays any attention to those.

I think you should take them out and put new topics in. For instance: an advice column, a sports column on how the school games are going, clubs and activities, and a long

Final Draft

Continue your final draft on this page, if you need to.

with your popular music lyrics you should
put a little column in ~~the~~ where people
who write songs and have their songs seen.
Good luck with your paper and
thank you for your time.

Sincerely;

CONV 2

Final Draft

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After you have done that, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft.

Your final draft will be scored.

Remember, you are to compose a letter to the editor of "Student Voices" explaining your opinion on one issue of vital concern to you and your peers.

Dear Editor of Student Voices:

I am writing in on the issue of
Improving the Environment.

I believe this issue is very
important to myself and other students.
Improving the environment is of great
significance to us, because we (people)
are the only ones who can.

Some problems the issue of
Improving the Environment pose are
that many people, not just students, assume
that they cannot make a difference.
Helping to save the environment would

Final Draft

Continue your final draft on this page, if you need to.

be as little as picking up a candy wrapper off the sidewalk, or as big as preserving part of the rainforest. Anything done to help the environment is step toward a better world.

There are many ways to help improve the environment. One way is to conserve water, by turning the faucet off when brushing teeth or washing your hands. In the summer when it is hot, it's important to water your lawn early in the morning, or late evening, when the least amount of water will evaporate. Recycling various containers, such as glass, aluminum cans, and paper is a good idea, also. Do not pour old car oil down the drain or into sewers. There are many nearby recycling places to take it to. It is a good idea to have

Final Draft

Continue your final draft on this page, if you need to.

lots of green plants in your home, to absorb pollutants and produce oxygen. Try to eat less beef in fast food, because the land cattle graze on is often cut-down rainforest, which will not grow back. Also, eat more organic food, which uses very little, if any, pesticides or herbicides which can harm the environment.

In closing, I would like to thank you for your time and patience spent reading this letter.

Sincerely,

CONV 2

Final Draft

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Write a letter to a new student that explains what he or she needs to know to be successful in the seventh grade.

Dear student,

To be successful
in the seventh grade
you must do your
work, listen to your teachers,
and be quite. I hope
your 7th grade will be
the best.

7CA4b

Final Draft

Continue your final draft on this page, if you need to.

Sincerely,
R_____

CONV 2

Final Draft

7CA5a

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After you have done that, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft.

Your final draft will be scored.

Remember, you are to compose a letter to the editor of "Student Voices" explaining your opinion on one issue of vital concern to you and your peers.

Dear Editor,

I am writing you concerning the problem with stealing at school. I have had many of my belongings stolen at school. They have been stolen from lockers, backpacks, and classrooms. I am extremely concerned on this issue. Some things that I have had stolen were expensive. I have had a pair of fifty eight dollar tennis

Final Draft

Continue your final draft on this page, if you need to.

shoes stolen, a forty dollar jacket stolen, and twenty-five dollars stolen from my wallet. I thought at the time that they would be safe inside a locker or a backpack, but I was wrong.

I think that there is a way to stop stealing at school, but I haven't come across any new ideas. The only thing that I've been able to think of to solve this problem is to watch my belongings at all times, but that will be very hard.

I think that this is a problem for many students, not just me. And if any students have any suggestions they should write you so that other students can benefit from their discovery.

Final Draft

Continue your final draft on this page, if you need to.

I would like to thank you for your
time and effort.

Sincerely Yours,

CONV 2

Final Draft

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Think about a new award you would like to start at school. This award can be given to a student or an adult. In a letter, identify for your principal what the award would be, whom you would choose, and persuade him or her why this person should receive this award.

Dear Mr. M—,

I think the school should make a new award called "The Janitor Award". Our janitor works tirelessly all day and I think we need to show him some respect.

The award would be for the janitor in our school. We would award it to

Final Draft

Continue your final draft on this page, if you need to.

him if he has worked very hard and done a good job.

Our janitor should receive this award because he works very hard to keep our school clean. Every time there is a mess somewhere that is too big for a student or a teacher, the janitor comes to the rescue. He is there in minutes and cleans it up.

Our janitor doesn't complain about his job either. Even though he runs into some horrible things, he doesn't complain, just does his job. Even though he is tired and works all day, he doesn't complain at all.

The janitor has kept our school

Final Draft

Continue your final draft on this page, if you need to.

looking brand new all year. The school looks just as it did at the beginning of the school year, brand new. Even though kids have been destructive and done horrible things, he has kept the school spotless.

Thank you for taking the time to listen to my proposal, I hope you will consider making this award.

Sincerely,

J. J.

CONV 2

Final Draft

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Write a letter to a new student that explains what he or she needs to know to be successful in the seventh grade.

Dear New Student, to be successful
 in the 7th grade you need to
 be in class before the bell
 rings so your not tardy, come
 to class prepared to learn so
 you know what your doing. Come
 to class with your supplies so
 you dont have to borrow all
 the time, Don't start trouble with
 classmates or other students, turn in
 all of your assignments so

Final Draft

Continue your final draft on this page, if you need to.

You get good grades. Don't mouth off
to your teachers, and don't pop off.
This is what you need to do
in order to be successful in the
seventh grade.

CONV 1

Final Draft

Compose a letter to your friend explaining why you enjoyed a book you have read OR a movie OR live performance you have seen.

Dear C—

It's me E— My Family and I went to the Coliseum to see the tap dancing you know when the people do all that that noise with their feet. It's so weird how they do that, they like twist their own ankles all over. What was really amazing was how they all did it at the same time and when they stopped they like smack their feet right on the floor as hard as they could. Then they did they made this

Final Draft

Continue your final draft on this page, if you need to.

tremendous sound.

It was very expensive, but it was worth it. You should go see them and you will be amazed. Now it was awesome, they used a like rhythm that they tapped out by the heels and toes in a very fast and complicated steps. The noise I guess, is emphasized by the taps on the tap shoes. You know what? I bet you that the people who do that after their done performing, their ankles hurt so bad its unbelievable. Probably some of them when they first started they twisted their own ankles and couldn't do the dancing again in like a month or so. Wouldn't that

Final Draft

Continue your final draft on this page, if you need to.

Stink. Well, I have to go bye

Your Friend,

CONV 1

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Compose a letter to your friend explaining why you enjoyed a book you have read OR a movie OR live performance you have seen.

Dear T — and R —

How are you guys, I am good although my ankle is strained so I can't do very much. Anyway how are things at the farm, It's pretty good down here. Before I strained my ankle I saw a really good movie called Saving Private Ryan. The story was about 4 brothers went to war and 3 of them were killed. So now it is up to Tom Hanks and his men, to bring a mother's son home. There is really nothing to do when I get done with my homework so I am

Final Draft

Continue your final draft on this page, if you need to.

reading this really cool science fiction
book called Star Man's son. I am not
quite done with the book so...ah
never mind, I don't want to rewrite the
story for you so you will have to
read it for yourself. I hope you
guys can come down from S
sometime, but until then see ya.

Your Friend

CONV 1

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Decide on how much TV you think students should watch, and then write several paragraphs to convince parents to follow your advice.

Television. Man Kind has created this device for many reasons. Entertainment, a companion when we're lonely, A friend to confide to when we're tired of having secrets blabbed out by friends. Television not only accomplishes these tasks but it also completes others. The wholesome shows of the past such as: "Oh Love Lucy" and "That Girl!" have melted into not so wholesome shows such as: Walker Texas Ranger, and WWF Monday night Raw!

Final Draft

Continue your final draft on this page, if you need to.

These newer cobler shows are
 Destroying our societies sensitivity towards
 Real life tragedies, to - If we see
 something on tv enough, when really
 happens our reaction will be different.
 It's like going to war. If enough
 soldiers are being killed right in front
 of you after a while you just
 dust you're self off and step over
 them. Not thinking anything of it
 because it's happened : soo much .
 I'll bet the first time you
 saw: A school shooting you were horrified,
 you were so disgusted you wanted to just
 throw up! but after a while and after
 you saw the last school shooting you
 just said "a nother one I cant believe
 it!" Then you went on doing what

Final Draft

Continue your final draft on this page, if you need to.

ever you were doing before.
even when kids watch
t.v. They lose touch with reality.
they don't understand T.V. is not real.
I think that because all the violence
anyone and everyone should watch
only 5 hours of television a week,
maybe 7 hours if you don't watch
violent shows because t.v. also
depleats brain cells. Maybe that's
why school shootings happen, and
people comitt crimes. because they
watch soo much t.v. there stupid.

CONV 1

Final Draft

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Think about a new award you would like to start at school. This award can be given to a student or an adult. In a letter, identify for your principal what the award would be, whom you would choose, and persuade him or her why this person should receive this award.

Dear Principal,

My name is P — S — I've come forward on this day to talk about award hand-outs and people who are not recognized for their talents, people like my good friend and fellow student - B — W — B — W — is a helpful, kind, and humorous person who enjoys helping his Community eating popcorn, watching scary movies with the lights off, helping people, working at

Final Draft

Continue your final draft on this page, if you need to.

homeless shelters, and working towards the preservation of endangered species. I propose there should be a new award made to suit a person with "dignity" a person that has the guts to go out there and say this is wrong, a person like my friend B. — The main reasons that he should be given this award are because of his willingness to help other, his thankfulness (nothing taken for granted), and keen ability to make a person feel special.

First of all, B. — 's willingness to help others has gone beyond just personal get go (the nice feeling of helping others). Whenever he helps someone it's like he's helping himself in a way. It goes beyond comprehension whether his help is community, homeless shelter, or if it's as simple as helping an old lady across the road, his personal

Final Draft

Continue your final draft on this page, if you need to.

is probably not more than you'd think.

Secondly, B. — is gratefulness has a trait that B. — has carried for a long time, he is a person of gratefulness and anything he receives he's thankful for. B. — considers himself lucky to have been not born into poverty. "A gift is a gift" as he would say. I'd say he's not so much as a wanting person but a giving person.

Lastly, B. — is a very outspoken humorous person who likes to make people laugh and lift their spirits which has brought him a long way in making others see that he's a good person and he needs to be recognized for his talents. B. —'s unique ability should not go unnoticed but be recognized for a reward.

Final Draft

Continue your final draft on this page, if you need to.

that has been for so very long deserved.
Prior to so much that B ———
has given I think it's time we gave a
little something back to my friend
B ——— W ——— he deserves this reward.
How many people can you say this much
about and how many people does it take
to recognize a person like this? I'll tell
you not that many and only one. This
person can get the recognition he deserves
as long as people see he for this.

Sincerely

CONV 1

Final Draft

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After you have done that, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft.

Compose a letter to your friend explaining why you enjoyed a book you have read OR a movie OR live performance you have seen.

Dear m — m — —

How are you doing? I just finished an awesome movie.

You probably all ready seen it! It's Charlie and the chocolate factory. That's one of my favorite movies. I like Charlie bucket cause he don't try to be some thing that he's not like the rest of them people do. This movie was pretty cool cause people that never listen to Willy Wonka got hurt. SLUGWERT

Final Draft

Continue your final draft on this page, if you need to.

was the coolest Guy because
 he was the bad Guy in the
 movie and every one hated
 him. my favorite part in this
 movie was when Willy Wonka
 started to twik out on the
 boat like zum zum did in
 your song! (By the way that was
 a cool song!) my second favorite
 people were the little umplelumpas
 cause it seemed like they
 hated the snoby kids and
 that's cool and I love the
 way they look write back
 to me some time and TELL
 me what you thought about
 this movie!



CONV 1

Final Draft

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Your final draft will be scored.

Remember, you are to compose a letter to the editor of "Student Voices" explaining your opinion on one issue of vital concern to you and your peers.

Dear Editor,

I think it would be dumb to have a dress code. US kids would not like to wear suits or dresses to school everyday.

Use kids like to wear something comfortable, because we have to sit all day in these "Dumb Desk!!?" not you.

If we went on a field trip to another school or a zoo or somewhere.

Final Draft

Continue your final draft on this page, if you need to.

We would all be teased by other
kids or people about our dumb
suits and dresses!

Our parents also would hate
to wash our suits and dresses
everyday, and hang them to dry.

CONV 1

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Think about a new award you would like to start at school. This award can be given to a student or an adult. In a letter, identify for your principal what the award would be, whom you would choose, and persuade him or her why this person should receive this award.

Dear Mr. M. — I think we should have an award on most referrals given by a teacher and I would probably have to pick my teacher Mrs. A — because my class is the worst, practically everyone has received a referral from my teacher some kids have more than one and some were suspended for a while from all

Final Draft

Continue your final draft on this page, if you need to.

of the refusals.
I know that my teacher doesn't
like to give out refusals but she
does, those reasons are why I picked
her.

CONV 0



Final Draft

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Remember, you are to compose a letter to the editor of "Student Voices" explaining your opinion on one issue of vital concern to you and your peers.

Dera newspaper

The food at are

school is really bad. Sem

of the food is ok like

the firday Hotdog. Most

of it is bad. Are school

has a good cook but it is

Final Draft

Continue your final draft on this page, if you need to.

gust that she has nothing

to work with to make

good food. Seem times she

makes really good food

onec or tice a meth.

The betud is old and hard,

The meat look like someone

ran over it 20 times and just

like it to. I swar the

cile is stin alive and the

Final Draft

Continue your final draft on this page, if you need to.

mashed potatoes are like clay

and taste like clay

from

CONV 0

Final Draft

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Remember, you are to compose a letter to the editor of "Student Voices" explaining your opinion on one issue of vital concern to you and your peers.

I don't think we should wear school uniforms I think that we should have no reason for taking this test because it won't pass us

CONV 0

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Compose a letter to your friend explaining why you enjoyed a book you have read OR a movie OR live performance you have seen.

Dear, R—

Hey this is F— I'm just writing a letter about the movie I saw, it was asome. The movie was called "Life".

R— I think we should watch a movie on Saturday, because its fun and exciting thats why I'm writing this letter, we could watch "Life", "Matrix" or whatever movie you want to watch, the coast is four dollars

Final Draft

Continue your final draft on this page, if you need to.

and the food is my treat.
I hope your looking forward
to this movie, if your not
looking forward to this movie
we could always go and
see a live performance or
wrestling match whatever you want
to call it, its on thursday.
The main event is Stone
Cold Steve Austin Vs. The Rock,
and DX vs. The Big Show Paul
White. The coasts is very
cheap its only twelve dollars
for floor seats. isnt that
asome Thanks for reading
this letter, I hope your
interested, see ya later

P.S. Call me or write

Final Draft

Continue your final draft on this page, if you need to.

me if your up to it,
thanks

Sincerely,

CONV 0

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Decide on how much TV you think students should watch, and then write several paragraphs to convince parents to follow your advice.

Dear, R ————— D —————

How are you I'm fine, I write to you because I wanted to tell you that kids should watch up to 5 hours of television. You want me to watch 3 hours but that's not enough. You say television will ruin my eyes. Well, I should already be ruined then. I work hard in school I

Final Draft

Continue your final draft on this page, if you need to.

I should get to watch
 TV more.

I don't know what you
 think, but I want to
 watch my favorite television
 shows. Kids try hard
 in school. You need to
 to give us something in
 return television is the
 answer. So please reconsider
 your cruel and unjust
 law and let us watch
 more TV.

Love

CONV 0

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Write a letter to a new student that explains what he or she needs to know to be successful in the seventh grade.

Dear B—,
 Hi I am K—
 and I understand that
 you will be joining me
 in my school well to
 do good in my school
 you need to pay attention,
 study, work hard, and you
 need to do your homeworks
 on time.

Your friend

CONV 0

K— P—

Grade 7 Anchor Set Annotations, Spring 2001 WASL in Writing

“Presentation Guide”

For Principals

Introduction

The following guide is designed for principals to use with staff, to introduce the use of the *Grade 7 Anchor Set Annotations, Spring 2001 WASL in Writing* document. The document has two applications:

- ◆ Teachers in grades 5–7 will be able to use the document as a tool for identifying quality student writing, improving writing instruction, and improving student achievement in writing.
- ◆ The materials in the document may also be used to teach students to assess and improve the quality of their own writing and to set goals.

Purpose

The purpose of this publication is to encourage all principals to conduct a staff presentation introducing the *Grade 7 Anchor Set Annotations, Spring 2001 Writing WASL* document.

A staff presentation will lay the foundation for grade-level teams, cross-grade level teams, or individual teachers to delve further into the *Annotations* document for the purpose of enhancing writing instruction.

Presentation Overview

Arrange participants in groups of 3–5 people per group. The presentation should take approximately one hour.

- | | |
|--|--------------|
| 1) General Information for Staff | (2 minutes) |
| 2) Scoring Activity | (15 minutes) |
| 3) Instructional Implications Discussion | (15 minutes) |
| 4) Debriefing the Activity: Group Discussion | (14 minutes) |
| 5) Next Steps/Conclusion | (14 minutes) |

- Note: A detailed outline of the “Presentation Guide” and the materials needed for the presentation are attached. The two materials sections, the student responses and scoring guide, of this packet will need to be copied for participants.

Office of Superintendent of Public Instruction

Grade 7 Anchor Set Annotations, Spring 2001 WASL in Writing
"Presentation Guide"

Materials/Arrangements Needed for Presentation:

One copy for each participant

- *Student Responses: A Sample Selection*
- *Content, Organization, and Style Scoring Guide*
- *Grade 7 Anchor Set Annotations, Spring 2001 WASL in Writing*

Presentation Steps:

1) General Information for Staff

This document contains student responses from the *Grade 7 Anchor Set Annotations, Spring 2000 WASL in Writing* document. The purpose of the document is to give examples of student writing at the levels described in the scoring guide. The materials should be useful for all teachers in grades 5–7.

(Hold up copy of *Grade 7 Anchor Set Annotations, Spring 2001 WASL in Writing*, but do not pass it around at this time.)

Remember, on the 7th Grade WASL in Writing, students respond to two prompts, one **expository prompt** and one **persuasive prompt**. We will work in groups today on an activity using the expository prompt and the *Content, Organization, and Style Scoring Guide*.

2) Scoring Activity

(Distribute *Student Responses: A Sample Selection*. Do not distribute the *Content, Organization, and Style Scoring Guide* at this time.)

- ◆ In this packet are six student responses written to the following expository prompt: Think of an adult from your current school or another school you have attended that you will remember for a long time. In a multi-paragraph essay, explain to your teacher what will make this person hard to forget and why.
- ◆ Read the six student responses. Put them in three piles—high, middle, low.
- ◆ Discuss rankings in your group and come to a consensus as a group.
- ◆ Discuss the rankings in the whole/large group.
- ◆ Distribute the *Content, Organization, and Style Scoring Guide*.
- ◆ Using the scoring guide, assign scores for each paper first in the small group, then the large group. Use the scoring guide to defend the scores.
- ◆ Discuss if/why the scores were different from the original rank order.

- 3) Discuss the Instructional Implications for students to improve the quality of responses in content and/or organization and/or style. Discuss as a group how you would teach to that instructional priority.
 - ◆ (Ask groups to share the instructional priorities they identified and explain how they would teach to those priorities.)

- 4) Debriefing the Activity: Group Discussion
 - ◆ What new insights did you gain about the WASL and how it is scored?

 - ◆ How could students use these same sample papers?
 - Individually draft a response to the prompt.
 - Work in groups to sort the six sample responses into two categories: strong and weak.
 - Generate two lists of descriptions: one for the weak papers and one for the strong papers.
 - Use the scoring guide to evaluate two or three of the six sample responses.
 - Evaluate the same response individually, then discuss as a small group, and finally debrief group ideas with the whole class.
 - Practice revising to improve content, organization, and style as a whole class, using a copy of one of the sample responses on an overhead transparency along with the scoring guide.
 - Revise individual draft response to the prompt, using the scoring guide to improve the draft for content, organization, and style.
 - Repeat the process above to edit for conventions, using the *Conventions Scoring Guide* with the sample responses and then individual drafts.

- 5) Next Steps/Conclusion
 - ◆ This is an introduction to the materials contained in *Grade 7 Anchor Set Annotations, Spring 2001 WASL in Writing* document.

 - ◆ There are many more student samples for both the persuasive prompt and the expository prompt contained in the *Annotations* document, complete with scores and annotations for content, organization, and style, as well as for conventions.

 - ◆ What are some of the ways we might delve further into the *Annotations* document? For example, we could learn more about how conventions are scored; staff and students could work together to develop a “student friendly” version of the scoring guides, or we could decide to meet in grade-level or cross-grade-level groups, including special education and Title I specialists, to further study the *Annotations* document.

Suggestions for Additional Writing Resources for Staff

- NCS Mentor CD ROM
- *Writing Process: Persuasive Writing* CBE in the Middle Years Tool Kit
- *Eleven*, a narrative prototype task in the Middle Years Tool Kit
- *Grade 7 Anchor Set Annotations from the Spring 1999 and Spring 2000 WASL*
- *Grade Level Frameworks for Writing, K–10*

Office of Superintendent of Public Instruction

Grade 7 Anchor Set Annotations
Spring 2001, Writing

Student Responses
A Sample Selection

Directions: Before you begin your final draft, read the checklist on page 12 again. When you have made your revisions and edits, write your final draft on this page and the next four pages, if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft. Remember, you may use a thesaurus and dictionary in print or electronic form to help you with your words. Spell check may not be used. Your final draft will be scored.

Think of an adult from your current school or another school you have attended that you will remember for a long time. In a multi-paragraph essay, explain to your teacher what will make this person hard to forget and why.

The special person to me is at
 B: Elementary and her name is Mrs. Pi.
 She was my fifth grade teacher and the best
 teacher that I ever had.

The first reason she will be hard to
 forget is that she is the best teacher I
 have ever had. That is because she made the
 classroom comfortable for instance she brought in
 a couch, pillows, bean bag chairs, and a bath tub
 half full of pillows.

She also was a real enjoyable and loving
 person. She would always give me help when I
 needed it. Also she did not have a lot of

Continue your final draft on this page, if you need to.

rules she just believed that if we had our freedom we would behave and this was true 94.2% of the time. The only rules she had were "Use your common sense", "Try hard", and "Feel comfortable".

Third, she would always give us fun and interesting topics for projects and let us pick our own partners and sometimes topics. Mrs. "P" let us pick where we wanted to sit. She would give us an extra recess or an extended recess. She would always tell a joke or play a game.

Mrs. P is my special person at school. I had her in fifth grade at B. Elementary. She is my special person because she is my favorite teacher. She gave me the best school year I have ever had.

Think of an adult from your current school or another school you have attended that you will remember for a long time. In a multi-paragraph essay, explain to your teacher why this person will be hard to forget.

2a

Mrs. O _____, a teacher I won't forget. I won't forget Mrs. O _____ because she made you feel good about yourself. when you were down. She had a way of teaching that no teacher had, she could use games to teach and kids would learn from it and not goof-off, it was fun.

Continue your final draft on this page, if you need to.

I did get in trouble alot but she made it easy to be friends again and not to hold a grudge against me.

2b

I definitely won't forget her big hair that she had and the Oregon Trail unit we did. Her smile could lighten your day.

My 5th grade teacher, Mrs. O____, was one of the best teachers I've had and she had the greatest qualities.

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Think of an adult from your current school or another school you have attended that you will remember for a long time. In a multi-paragraph essay, explain to your teacher what will make this person hard to forget and why.

Dear Mrs W

One person that I remember is my kindergarden teacher because she was my favorite in Elementry School. It will be hard to forget her. She was nice, friendly, and kind. There's alot more I could say about her, but there's to much. That is one reason she is my favorite person I know.

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Think of an adult from your current school or another school you have attended that you will remember for a long time. In a multi-paragraph essay, explain to your teacher what will make this person hard to forget and why.

One of my teachers that would be hard to forget would be D. C. he was my favorite teacher he was my sixth grade teacher. He would have to be the hardest to forget because he was an awesome teacher he always made something boring into something exciting. On Fridays he would do something special stuff on Fridays, like you would have to shoot a basketball into a net to get candy and other prizes. He also took us places like to McDonald's or we went on a bike ride to, we also went to M. Park to clean it up. He would have to be the person

Final Draft

4b

Continue your final draft on this page, if you need to.

I miss most out of all the teachers I've had.

Lined writing area with multiple horizontal lines for text entry.

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Think of an adult from your current school or another school you have attended that you will remember for a long time. In a multi-paragraph essay, explain to your teacher what will make this person hard to forget and why.

In the past I've had many great teachers, and other adults that have helped me through things. But from all those wonderful people one really changed my life in so many different ways than one, that is Mrs. K. H., who was my 3rd grade teacher.

She's a very incredible lady. She is a teacher who wasn't there because it's her job, but because she really cares about all of her students and loves to see them excel.

To me and I'm sure many of my

Continue your final draft on this page, if you need to.

Classmates, she was more of a friend than anything else. She was always there for you when you needed help with something, or just needed to talk.

I can remember about half way through that year my father passed away, it was a very sad time for me & my mom. Mrs. H was right there with me. she helped me SO much.

She invited me out to the house all the time, her nieces and I would play in the lake then go inside & eat popcorn and candy while we watched our fav. movies.

Her class was also fun to be in; we were always doing exciting "hands on" projects as she liked to call them. We also did lots of plays that she directed. One of my favorites

Continue your final draft on this page, if you need to.

was and still is was the "Sound of Music."

Mrs. H _____ and I, are still great friends. I always go and visit her, and it's still just as much fun as it was 4 years ago. These are only a few of my reasons why I believe I'll never forget her. The main thing is, you can't forget a friend, and that's exactly what she made herself.

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Think of an adult from your current school or another school you have attended that you will remember for a long time. In a multi-paragraph essay, explain to your teacher what will make this person hard to forget and why.

My favorite teacher?

This teacher that I have known for a while and was my fourth grade teacher, is my favorite teacher I have ever had so far. His name is Mr. B. He teaches in L Elementary school in east W.

I could never forget him because he was the best teacher I ever meet.

He hated giving test and giving homework out, unless you

Final Draft

6b

Continue your final draft on this page, if you need to.

didn't finish it in class. He loved playing games with his classes. He liked reading to them too. We always had parties because that's what he liked doing, but we still did work in class. Every Friday, if you had everything in you could go outside and play at the end of the day for 45 mins. But if you didn't then you had to stay in and work on it, then if you finished it you could go outside.

Mr B _____ loved playing kickball. Sometimes if there was nothing to do, he would just go outside with the whole class and play for a long time.

Sometimes I even wish I could go back to his class and spend the whole day with him and his class. Mr B _____ was a fun teacher _____

Office of Superintendent of Public Instruction

Grade 7 Anchor Set Annotations
Spring 2001, Writing

Scoring Guide
Content, Organization, and Style

Content, Organization, and Style Scoring Guide

Points	Description
4	<ul style="list-style-type: none"> • maintains consistent focus on the topic and has ample supporting details • has a logical organizational pattern and conveys a sense of completeness and wholeness • provides transitions which clearly serve to connect ideas • uses language effectively by exhibiting word choices that are engaging and appropriate for intended audience and purpose • includes sentences, or phrases where appropriate, of varied length and structure • allows the reader to sense the person behind the words
3	<ul style="list-style-type: none"> • maintains adequate focus on the topic and has adequate supporting details • has a logical organizational pattern and conveys a sense of wholeness and completeness, although some lapses occur • provides adequate transitions in an attempt to connect ideas • uses effective language and appropriate word choices for intended audience and purpose • includes sentences, or phrases where appropriate, that are somewhat varied in length and structure • provides the reader with some sense of the person behind the words
2	<ul style="list-style-type: none"> • demonstrates an inconsistent focus and includes some supporting details, but may include extraneous or loosely related material • shows an attempt at an organizational pattern, but exhibits little sense of wholeness and completeness • provides transitions which are weak or inconsistent • has a limited and predictable vocabulary which may not be appropriate for the intended audience and purpose • shows limited variety in sentence length and structure • attempts somewhat to give the reader a sense of the person behind the words
1	<ul style="list-style-type: none"> • demonstrates little or no focus and few supporting details which may be inconsistent or interfere with the meaning of the text • has little evidence of an organizational pattern or any sense of wholeness and completeness • provides transitions which are poorly utilized, or fails to provide transitions • has a limited or inappropriate vocabulary for the intended audience and purpose • has little or no variety in sentence length and structure • provides the reader with little or no sense of the person behind the words
0	<ul style="list-style-type: none"> • response is “I don’t know”; response is a question mark (?); response is one word; response is only the title of the prompt; or the prompt is simply recopied

Conventions Scoring Guide

Points	Description
2	<ul style="list-style-type: none"> • consistently follows the rules of standard English for usage • consistently follows the rules of standard English for spelling of commonly used words • consistently follows the rules of standard English for capitalization and punctuation • consistently exhibits the use of complete sentences except where purposeful phrases or clauses are used for effect • indicates paragraphs consistently
1	<ul style="list-style-type: none"> • generally follows the rules of standard English for usage • generally follows the rules of standard English for spelling of commonly used words • generally follows the rules of standard English for capitalization and punctuation • generally exhibits the use of complete sentences except where purposeful phrases are used for effect • indicates paragraphs for the most part
0	<ul style="list-style-type: none"> • mostly does not follow the rules of standard English for usage • mostly does not follow the rules of standard English for spelling of commonly used words • mostly does not follow the rules of standard English for capitalization and punctuation • exhibits errors in sentence structure that impede communication • mostly does not indicate paragraphs • response is “I don’t know”; response is a question mark (?); response is one word; response is only the title of the prompt; or the prompt is simply recopied



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