

Year <u>2005-2006</u>	Paper <u>MR 735</u>	Grade Level <u>7</u>	Score <u>4</u>
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<b>Ideas</b>	<p>Creative and inviting introduction; uses onomatopoeia: "Whoosh!"</p> <p>Specific, relevant details.</p> <p>Engaging and fun to read.</p>
<b>Organization</b>	<p>Includes an introduction, body, and conclusion.</p> <p>Smooth transitions help text flow.</p> <p>Logical sequencing.</p>
<b>Voice and Word Choice</b>	<p>Powerful word choices: "orbs still flying," "fuzzy spheres," "massive amount."</p> <p>Strong verbs: "deserted," "emit," "advance."</p> <p>Confident voice: "...if you practice, you might, just might, get as fantastic as I am."</p>
<b>Sentence Fluency</b>	<p>Smooth flowing text.</p> <p>Varied sentence lengths and beginnings.</p> <p>Varied structures.</p>
<b>Conventions</b>	<p>A few surface errors do not detract from meaning.</p> <p>Minor spelling errors: "flys" and "handkercheifs"</p>
<b>Comments</b>	<p>Overall, this is an engaging essay that contains examples of humor, great word choice, and details. It really holds the reader's attention. It is clearly advanced and above grade level.</p>

Year <u>2005-2006</u>	Paper <u>MR 728</u>	Grade Level <u>7</u>	Score <u>3</u>
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<b>Ideas</b>	Clearly developed with supporting details.
<b>Organization</b>	Has a logical sequence (follows the chronology of what happens when you hit the ball). Uses transitions: "First..." "Second..." "Finally."
<b>Voice and Word Choice</b>	Predictable grade level word choice: "excellent" and "fakes out."
<b>Sentence Fluency</b>	Accurate, smooth sentences.
<b>Conventions</b>	A few errors do not detract from meaning.
<b>Comments</b>	Introduction and conclusion are distinct. Good example of expository writing.

Year <u>2005-2006</u>	Paper <u>MR 714</u>	Grade Level <u>7</u>	Score <u>2</u>
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<b>Ideas</b>	<p>Details are not well developed.</p> <p>“I see a lot of people dancing. Like at parades, dances at school, home, and there are a lot of places people dance that I see.”</p> <p>Three short paragraphs in body consisting of two or three sentences each.</p>
<b>Organization</b>	<p>Basic introduction and conclusion.</p> <p>Basic understanding of expository writing.</p> <p>Transitions consist of “I...” “I...” “I...” and “One day...”</p>
<b>Voice and Word Choice</b>	<p>Simplistic word choice: “I am good,” “I picked,” “I see,” “I would,” “I hope.”</p> <p>Lacks voice.</p>
<b>Sentence Fluency</b>	<p>Simple sentences: “I am really good dancing.”</p> <p>Run-on sentences: “I learned to dance from my mom, she is really good.”</p>
<b>Conventions</b>	<p>Some spelling errors: “intrested,” “really.”</p> <p>Missing punctuation and capitalization problems:</p> <p>“All the people I see dance. Really made me good at my talent.”</p>
<b>Comments</b>	<p>This paper is basic and below grade level. Although the writer has used paragraphing, the ideas are clearly undeveloped and details lack relevance.</p>

Year <u>2005-2006</u>	Paper <u>MR 762</u>	Grade Level <u>7</u>	Score <u>1</u>
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<b>Ideas</b>	<p>Attempts a response, but lacks focus and detail.</p> <p>Details lack elaboration.</p> <p>Presented as a list of disconnected ideas.</p>
<b>Organization</b>	<p>No control over organization, as well as a lack of expository organization.</p> <p>No introduction.</p> <p>No conclusion.</p> <p>No topic sentences or body paragraphs.</p>
<b>Voice and Word Choice</b>	<p>Limited word choice.</p> <p>Little awareness of audience.</p> <p>Repetitious: "I'm good at...", "I am...", "I can..."</p>
<b>Sentence Fluency</b>	<p>Repetitive sentence beginnings:</p> <p>"I'm good...", "I'm kind of good...", "I'm also good...", "you can..."</p>
<b>Conventions</b>	<p>Errors in spelling make understanding difficult:</p> <p>"tote" = taught, "meadem" = medium, "mines" = minutes.</p>
<b>Comments</b>	<p>This paper would take a lot of work to move it into the proficient range.</p>