

Year <u>2005-2006</u>	Paper <u>PS1 716</u>	Grade Level <u>7</u>	Score <u>4</u>
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Ideas	Engaging introduction. Good supporting details. Well developed.
Organization	Contains an introduction, body paragraphs, and conclusion. Implied transitions. Contains a thesis statement. Body paragraphs contain topic sentences.
Voice and Word Choice	Figurative language: “like fur comes from a cat.” Effective questioning technique in introduction. Powerful word choice: “mysteries brewing” and “marvelous stories.” Voice is confident and evident: “Stick with me...” “If I had the chance to teach that boy again, I would jump right up and take it.”
Sentence Fluency	Variety of sentence beginnings, lengths, and structures.
Conventions	Minor errors do not distract from the readability of the essay. Errors are neatly corrected.
Comments	Despite how the essay appears, the text is lively and engaging. Word choice and voice add to its effectiveness. Overall, this is an example of above proficient writing.

Year <u>2005-2006</u>	Paper <u>PS1 730</u>	Grade Level <u>7</u>	Score <u>3</u>
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Ideas	Paper has clarity with developed ideas.
Organization	Details support topic sentences. Transitions are consistent with content. Logical order.
Voice and Word Choice	Good word choice: “not the fake WWF smack-down stuff,” “I’m talking about the real deal,” “squeezing his eyes out.”
Sentence Fluency	Controlled and varied sentence construction.
Conventions	Few errors don’t distract from the total meaning.
Comments	Strong voice, but overall is a “3” paper.

Year <u>2005-2006</u>	Paper <u>PS1 718</u>	Grade Level <u>7</u>	Score <u>2</u>
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Ideas	<p>Some details lack relevance.</p> <p>“If me and my friends are laughing on the phone about something we’ll make funny noises...”</p> <p>“The phone is my best friend.”</p>
Organization	<p>Demonstrates a basic understanding of expository structure with introductory <u>sentence</u> and concluding <u>sentence</u>, but the whole essay is not developed.</p> <p>Information is a rambling list of disconnected ideas. Author goes from “natural talent” to “The good thing is I don’t get in trouble for it.”</p> <p>No paragraphing.</p>
Voice and Word Choice	<p>Simplistic word choice: “good thing” and “fun.”</p>
Sentence Fluency	<p>Lots of run-on sentences, with similar non-standard constructions: “Its not hard all you have ...”</p>
Conventions	<p>Simple conventional errors: “its,” “im,” “spair.”</p>
Comments	<p>This essay is understandable, and does have some voice and specific details, but the lack of organization and overall structure of this essay along with sentence and conventional errors makes this a “2” paper overall.</p>

Year <u>2005-2006</u>	Paper <u>PS1 761</u>	Grade Level <u>7</u>	Score <u>1</u>
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Ideas	Ideas lack focus and details. Doesn't tell why they are good at making Legos.
Organization	Exhibits little control over organization. One paragraph.
Voice and Word Choice	Minor awareness of audience and voice: "Ta Da." Simplistic word choice: "bunch" and "stuff." Simple verbs/Passive voice: "can" and "get."
Sentence Fluency	Simple sentences and fragments: "Or a car that can drive up a wall." "Or a sub that can shoot lasers and nuckles."
Conventions	Some spelling errors make understanding difficult: "bilding," "macking," "whit."
Comments	Fundamental writing errors.