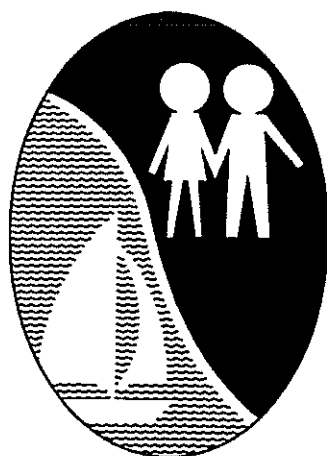
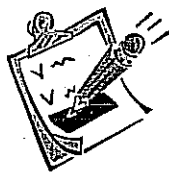


Newport-Mesa Unified School District



Anchor Papers

Grade 5



CALIFORNIA SUMMATIVE TESTS

Writing Application

Introduction Section:

Writing Application:

In all manuals there is an introduction section that gives a description of the sections of the test. The *Writing Application* is very specific:

Grade 1: "Beginning in the Midyear Tests, children are asked to write a composition in response to a prompt. The test page gives children tips for writing in the mode being tested. These tips are based on the rubric that you will use to evaluate their writing."

Grades 2 – 6: "In this section, children are asked to write a composition in response to a prompt. The test page gives the children tips for writing in the mode being tested. These tips are based on the rubric that you will use to evaluate their writing."

Test-Taking Strategies:

Also included in the manual after the introduction pages are the *Test-Taking Strategies* Section. Included in this section are strategies for Writing to a Prompt. It is suggested that teachers refer these strategies with the students prior to test-taking.

Grade 1: In the *Test-Taking Strategies* it says to the student: "Listen to the directions carefully....." The teacher is to read the *Writing Application Prompt* directions to the student.

Grade 2 – 6: In the *Test-Taking Strategies* it says to the student: Read the instructions carefully....." The teacher is not to read the *Writing Application Prompt* to the student. The student is to read the prompt and the tips by himself/herself.

Writing Application Test Page:

Grade 1: At the bottom of the test page, it says: "Read this entire page aloud to the children....."

Grade 2 – 6: The student is to read the *Directions & Tips* – not the teacher. The student is not to plan with the teacher or do "webbing" with the teacher. This test is designed to evaluate how well the student learned from the themes *HM Writer's Workshop*.

Anchor Papers for NMUSD Summative Tests

Q & A

The writing committee spent a great deal of time debating how to best help teachers use the following anchor papers. Understanding that each teacher, grade level, and school site might have a different approach to using these materials, the committee decided on a "Question and Answer" format to help facilitate discussions about student writing. It is the committee's hope that this section will guide, but not dictate, specific your decisions.

Q: When grading the writing assessments, how should I incorporate the Tips with the Directions?

A: Great question! The writing committee discussed this at length and came upon the decision that the writing directions with the specific prompt are key to meeting the standards for that writing domain (Personal Narrative, Story, etc.) The tips are included to assist with a greater understanding of what is required at that grade level. As a committee, we began with the writing prompt and looked for those requirements that were being asked of the student. Then, the committee looked at the paper again to see if the tips were incorporated.

Also, remember that the Houghton Mifflin Rubrics are there to guide your decision. These rubrics incorporate both content and mechanics and can be very helpful with specific domain questions.

You may want to consider meeting together with your grade level and concentrate on the mechanics first, separating the papers into two piles: those that follow the tips for mechanics, and those that do not follow the tips. Then your grade level can begin to study the content of the prompt and how the student has attempted to answer the full prompt, using the rubrics to determine the final score.

Q: What was the greatest help to the committee when deciding between a 2 and 3 paper, or a 3 and 4 paper?

A: The tips were very helpful when making those decisions between scores. For the committee, the tips seem to center around mechanics, wherein the directions center around the content of the prompt. Here is where mechanics played a key role. If the tips said to have more than one paragraph in the organization of the

writing piece, and the student did not follow this request, then the paper was moved down to the next score. The committee found this to be true among the 3 and 4 papers most often. Oftentimes, the committee would use the rubric to make a final decision for a score because the rubric gives specific guidelines for that domain (Personal Narrative, Story, etc.)

Q: When the prompt asks for a story, is it acceptable if the student uses a plotline from a book or movie?

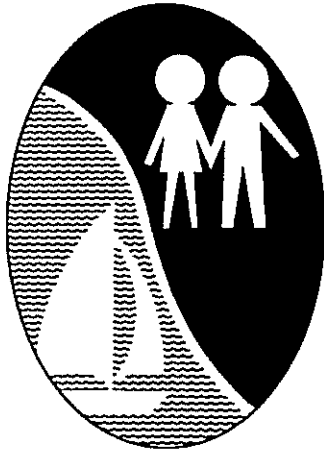
A: If the prompt states that the story must be original, then it is important that a student understands this and writes to their own creative ideas. Should the prompt state that the student is to write a story, with no specific guidelines, then it is acceptable if the student seems to write about a story that is familiar in our culture. The committee noticed several papers where students did their best to summarize a movie or book, and yet they met the requirements of the prompt with all mechanical tips included. It may be helpful and wise to discuss plagiarism with older students before the prompt is given.

Q: How should my grading change when the domain of writing changes?

A: An excellent question! The committee recommends that the teacher maintains a high standard of assessment no matter what the domain of writing is requested. It is true that story and personal narrative domains are much more fluid in their creativity, and yet the student must still be able to control plot, organization, and mechanics no matter what age or grade level. Of course, the higher the grade level, the more that is required.

With regard to the friendly letter or persuasive writing domains, there is an added element of format that the student must follow. The form and critical thinking levels are much more of an extension for the student. The student not only has to think about the writing task, but must also organize the writing into the required format. The committee recommends that the teacher pays close attention to the mechanics with these types of domains.

Newport-Mesa Unified School District



Anchor Papers

Grade 5
First Quarter

Name _____

Writing Application

Personal Narrative

Directions: Write a true story for your classmates about a time when you worked hard to reach a goal for yourself or to help others. Tell what happened and why the goal was important to you. Write at least two paragraphs. Use the tips below to help you get started.

Remember to

- respond to all parts of the topic
- stay focused on the topic
- write to interest your readers
- organize your writing into clear paragraphs
- support each main idea clearly with examples, facts, details, or explanations
- vary your sentence types
- proofread carefully to avoid mistakes in grammar, punctuation, and capitalization





Anchor Papers for NMUSD Summative Tests

Writing Application

Persuasive Narrative

Directions: Write a true story for your classmates about a time when you worked hard to reach a goal for yourself or to help others. Tell what happened and why the goal was important to you. Write at least two paragraphs.

4 points

- The writing focuses on the assigned writing task and indicates clear understanding of purpose and audience. Every part of the task is addressed.
- The writing is cohesive, having a consistent point of view and focus.
- Organization is clear and effective, and includes skillful use of transitions.
- Main idea is clear and well supported by relevant examples, facts, details, or explanations.
- Sentence types vary and text flows smoothly.
- Errors in grammar, punctuation, capitalization, and spelling do not interfere with understanding.

Narrative

- The narrative has a well-developed plot, setting, and characters. Strategies such as humor, suspense, dialogue, or action are used.

Persuasive

- The writing defends a position with authority, providing specific, relevant evidence and thoroughly addressing the reader's concerns.

Rationale

This paper addressed the prompt of reaching a goal. The writer stays focused on the topic and writes to interest the reader. The paragraphs are organized and assist to explain a clear progression of ideas. The writer tells why the goal was important and supports the main idea with examples, facts, and details.

Houghton Mifflin
Writing Assessment

Fall ✓

Winter _____

Spring _____

Name: _____

Grade: 5th

Teacher: _____

School: _____

On Thanksgiving of 2005 I completed a goal that helped others. Before I had my feast, my family and I went to the Soup Kitchen to serve people less fortunate than us. Some of my family placed the food on the trays while others served the food. I served the food and poured drinks with my dad. It may sound easy but there were many empty stomachs of adults and children waiting to be filled. There was a clown for the kids at the Soup Kitchen. Everyone was having a good time.

Turn over
→

After we served everybody, it was nice to see all of the happy faces. The people who own the Soup Kitchen thanked all of the volunteers for helping others have a nice Thanksgiving. Over coming that goal made me realize that helping others is not only a treat for them, but it makes you feel good too. Now, my main goal in life is to assist other people. Volunteering in the Soup Kitchen was a great goal to complete because you know you've done something good, and it feels fantastic!



Writing Application

Persuasive Narrative

Directions: Write a true story for your classmates about a time when you worked hard to reach a goal for yourself or to help others. Tell what happened and why the goal was important to you. Write at least two paragraphs.

3 points

- The writing focuses on the assigned writing task and indicates general understanding of purpose and audience. Every part of the task is addressed.
- The writing is cohesive, maintaining mostly consistent point of view and focus.
- Organization is mostly clear and effective, and includes effective use of some transitions.
- Main idea is apparent and is supported by some relevant examples, facts, details, or explanations.
- Sentence types vary.
- Errors in grammar, punctuation, capitalization, and spelling do not interfere with understanding.

Narrative

- The narrative has an adequately developed plot, setting, and characters. Strategies such as humor, suspense, dialogue, or action are used.

Persuasive

- The writing defends a position generally, providing relevant evidence and addressing the reader's concerns.

Rationale

This paper addresses the main idea of the prompt indicates a general understanding of the purpose. The writing is focused and the paragraphs are well organized. There are facts, details, and the examples help to support the topic. There is some variety of sentence structure. This writer needed to explain the reason for the goal and why it was so important.

Houghton Mifflin
Writing Assessment

Fall ✓

Winter _____

Spring _____

Name: _____

Grade: 5

Teacher: _____

School: _____

My goal for 4th grade was to beat my Reading Counts record I set for 2nd grade. I tried hard and read many books. All of them were fantastic books! Then after I read a good book, I took the quiz for it. It was fun and I got to read a lot of books!

I read all kinds of books. There was one series I especially liked, it was called Redwall. All the books in the series were great and they were a lot of points too. That way I was getting very close on beating my record. I didn't always read Redwall because eventually I read the whole series! I also read books written by Roald Dahl and Lemony

Snicket and became closer on beating my previous record.

At the end of the year I had 825 points! I beat my record of 748! That was all I needed to know, but of course I accepted the prize. It was just wonderful when I beat my record and it makes it harder for other people to beat it too!



Writing Application

Persuasive Narrative

Directions: Write a true story for your classmates about a time when you worked hard to reach a goal for yourself or to help others. Tell what happened and why the goal was important to you. Write at least two paragraphs.

2 points

- The writing focuses on the assigned writing task, but indicates little understanding of purpose or audience. Part of the task is not addressed.
- The writing is not cohesive, and point of view and focus are inconsistent.
- Organization is unclear. Use of transitions is awkward.
- Main idea is suggested. The writing may include limited examples, facts, details, or explanations.
- Sentence types vary little.
- Errors in grammar, punctuation, capitalization, and spelling may interfere with understanding.

Narrative

- The narrative has very little plot development, some characters, and poorly defined setting. Strategies employed have little effectiveness.

Persuasive

- The writing defends a position with little evidence and may only partially address the reader's concerns.

Rationale

This paper attempts to answer the prompt and the writing maintains some detail. The sentence variety varies little. Organization is lacking and the paragraph structure needed to be controlled better. Mechanically, there are mistakes which make the reader struggle to understand clearly.



Name: _____
School: _____
Teacher: _____

Grade: 5

My goal was to not get a Side cake when I ran until it was fulfilled this goal a couple of months ago. What happened was I told my dad that I didn't want to get a Side cake when I ran. My dad said if you want to do that you have to go on a 3 mile run every week and when you get a Side cake just run it off. So I did that every week until the third week I got to the half way mark and I told my dad that I didn't get a Side cake this whole time. My dad replied back and said you probably don't have a Side cake problem any more. After that run I

figured out that I didn't have a Sidealk problem.

The goal was important to me because I didn't like to stop every mile and walk half a mile because of a Sidealk. Another reason I like not having a Sidealk anymore because I can just run for fun instead of walking a lot. The third reason I like not having a Sidealk problem is because for the Sprint I can run without stopping and not have to walk at all. My last reason I like not a Sidealk problem so I can run with my dad and not have to slow him down. That's why I like not having a Sidealk problem.



Writing Application

Persuasive Narrative

Directions: Write a true story for your classmates about a time when you worked hard to reach a goal for yourself or to help others. Tell what happened and why the goal was important to you. Write at least two paragraphs.

1 point

- The writing indicates no understanding of purpose and audience. No more than one part of the assigned writing task is addressed.
- The writing is not cohesive, and point of view and focus are missing.
- Organization is unclear. No transitions are used.
- Main idea is unclear. The writing may include examples, facts, details, or explanations, but these are only loosely related to the topic.
- Sentence types do not vary.
- Errors in grammar, punctuation, capitalization, and spelling seriously interfere with the reader's understanding.

Narrative

- The narrative does not have a developed plot. The writing contains no use of strategies.

Persuasive

- The writing fails to defend a position with any evidence and does not address the reader's concerns.

Rationale

This writer clearly attempts to answer the prompt and yet struggles with the mechanical issues. Organization is unclear and the grammar interferes with the understanding. The narrative does not have a clear use of facts, sensory details, and examples.

Houghton Mifflin
Writing Assessment

Fall X

Winter _____

Spring _____

Name: _____

Grade: 5th

Teacher: _____

School: _____

This year I met one of my
goals playing football.

I was at Cost Mesa High School
on the field when I scored 3 touch
downs. We played against Eglon.
I thought I had made it in the
end zone. The other two
pass were hand offs.

That is how I got my 3 touch downs.
I think it is important
because it was our winning
game. That is one of the reasons
why it is important. We

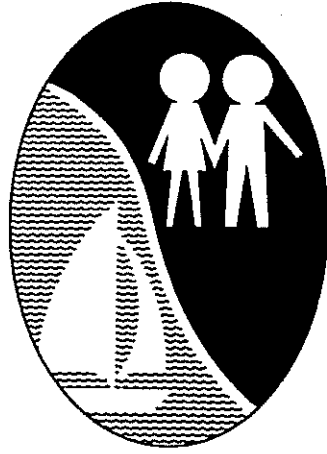
in a few seconds 7 times.

We all saw pull the net fall off.

The y did not get one touch down.

That was one of the best game
ever.

Newport-Mesa Unified School District



Anchor Papers

Grade 5
Mid-Year

Name _____

Writing Application

Story

Directions: Write a story for your teacher about someone lost in a strange place. Decide where and when the story will take place. Tell what happens and how your character resolves the problem. Write at least two paragraphs. Use the tips below to help you get started.

Remember to

- respond to all parts of the topic
- stay focused on the topic
- write to interest your reader
- organize your writing into clear paragraphs
- support each main idea clearly with examples, facts, details, or explanations
- give your story a good title
- vary your sentence types
- proofread carefully to avoid mistakes in grammar, punctuation, and capitalization

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Writing Application

Story

Directions: Write a story for your teacher about someone lost in a strange place. Decide where and when the story will take place. Tell what happens and how your character resolves the problem. Write at least two paragraphs.

4

points

- The writing focuses on the assigned writing task and indicates clear understanding of purpose and audience. Every part of the task is addressed.
- The writing is cohesive, having a consistent point of view and focus.
- Organization is clear and effective, and includes skillful use of transitions.
- Main idea is clear and well supported by relevant examples, facts, details, or explanations.
- Sentence types vary and text flows smoothly.
- Errors in grammar, punctuation, capitalization, and spelling do not interfere with understanding.

Narrative

- The narrative has a well-developed plot, setting, and characters. Strategies such as humor, suspense, dialogue, or action are used.

Persuasive

- The writing defends a position with authority, providing specific, relevant evidence and thoroughly addressing the reader's concerns.

Rationale

This writer addresses the prompt by writing about a “strange place” and providing a developed plotline. The story is well organized with a consistent point of view and focus. Sentence types vary and the writer uses vivid details that enhance the story. A title and multiple paragraphs are present and there are few mechanical errors.

The Bird

Amanda looked up as she saw a giant bird land on a tiny, reddish tree and start calling for its friends. She called out once more to her mom, but when she had no answer, she walked forward and repeated to herself, "I'm not scared, I'm not scared, Mom will find me, mom will find me."

There was a faint sound of someone calling her name, but in this tropical jungle, there were so many sounds, she couldn't hear it. "Kaa Kaa." She looked up. There was that same bird again. Amanda ignored the bird and kept on walking. "Kaa Kaa." When she looked up, there was that huge bird on the tree she was about to pass. She speed up her walking and turned left to leave the bird behind.

"Mom! Mom! Where are you?" Amanda said in a voice that was barely a whisper. "Kaa Kaa." She didn't have to look up to have to know it was the bird. She looked around for a way to go left or right, but the trees seemed to be closing in on her. She broke into a run and then, when she thought she was away from the bird, she sat down on a mossy, decaying log. She was breathing heavily and she looked up once more to search for the bird, but he wasn't there. She caught a glance at the sky and noticed it was very dark. Her eyes felt

heavy, so she didn't fight. She layed down on the path with leaves and moss and closed her eyes to quickly fall into a deep sleep.

"Amanda, Amanda, wake up. We are at the airport going home. Amanda?" Amanda barely opened her eyes to finally see her mother, speaking to her, "Oh, mom!" She happily snapped her eyes open and sat up to hug her mom. When she stopped hugging her, she took a look at her mom, cheeks stained from crying. Finally, when she had thought she would never see her parents again, there they were, staying with her and not leaving.

But, that night, as she went into her house, she remembered the bird. How scary it was! Suddenly, she heard a faint "Kaa Kaa" as she entered her room. She immediately looked up, ready to sprint out of the room. She sighed a sigh of relief as she remembered her pet bird, Mimi. "I thought you were someone else, Mimi. You scared me!" She was tucked in bed an hour later, and in the middle of the night she woke up to hear a "Kaa Kaa." She thought it was Mimi, but she thought she saw a big, huge bird, not her Mimi. Before she knew it the bird had disappeared and she was fast asleep.



Writing Application

Story

Directions: Write a story for your teacher about someone lost in a strange place. Decide where and when the story will take place. Tell what happens and how your character resolves the problem. Write at least two paragraphs.

3 points

- The writing focuses on the assigned writing task and indicates general understanding of purpose and audience. Every part of the task is addressed.
- The writing is cohesive, maintaining mostly consistent point of view and focus.
- Organization is mostly clear and effective, and includes effective use of some transitions.
- Main idea is apparent and is supported by some relevant examples, facts, details, or explanations.
- Sentence types vary.
- Errors in grammar, punctuation, capitalization, and spelling do not interfere with understanding.

Narrative

- The narrative has an adequately developed plot, setting, and characters. Strategies such as humor, suspense, dialogue, or action are used.

Persuasive

- The writing defends a position generally, providing relevant evidence and addressing the reader's concerns.

Rationale

This writer focuses on the assigned writing task of writing about a "strange place", but could have expanded the story details to develop the plot. A story title and multiple paragraphs are present and there is effective use of some transitions. Errors in spelling and mechanics do not interfere with understanding.

The Haunted Cave

Meg ran over to catch the ball, but it rolled into a cave. "Meg don't get it, that cave scares me!" said Clara, Meg's best friend. That didn't stop Meg. Clara always tells Meg not to do crazy things, but in Meg's head it means "go you can do it."

She examined the cave it was large and the mouth of the cave was shaped well, like a mouth. It was dark so she couldn't tell how far it goes. Then Meg thought she saw a pair of eyes, but then they went away.

Meg stepped in the cave excited to have an adventure, but it was pitch black so she decided to go back, but she couldn't find her way back. Then she saw the eyes again so she followed him desperate to get out. To Meg's surprise that's exactly what happened the eyes led her out. The ball rolled over and hit her ankle. She looked back and a black wing flapped! She went to Clara and said, "Piece of cake." Of course it wasn't, but she doesn't have to know that.



Writing Application

Story

Directions: Write a story for your teacher about someone lost in a strange place. Decide where and when the story will take place. Tell what happens and how your character resolves the problem. Write at least two paragraphs.

2 points

- The writing focuses on the assigned writing task, but indicates little understanding of purpose or audience. Part of the task is not addressed.
- The writing is not cohesive, and point of view and focus are inconsistent.
- Organization is unclear. Use of transitions is awkward.
- Main idea is suggested. The writing may include limited examples, facts, details, or explanations.
- Sentence types vary little.
- Errors in grammar, punctuation, capitalization, and spelling may interfere with understanding.

Narrative

- The narrative has very little plot development, some characters, and poorly defined setting. Strategies employed have little effectiveness.

Persuasive

- The writing defends a position with little evidence and may only partially address the reader's concerns.

Rationale

This paper is technically a personal narrative, not a story. Overall, the prompt is not addressed with regard to the setting being a "the strange place". The main character in the story is not developed; the writer does not develop the conflict in the story and therefore fails in the resolution. There is a lack of transitions as well as mechanical and spelling errors.

This is a five storey. It is 2007
my family is going motorcycling
with my cousins Liam, Riley and Taylor.
We are all going to Ocotowells.
It was Liam and Riley first time
going motorcycling. Liam and
Riley fell at first but they got better.
My dad, Liam, Riley, Taylor and me went
on a little ride. My cousin Riley
was with us suddenly he disappeared. We all
stop in the wash to look around, apparently
he was up on a hill. I guess he was searching
for us but we couldn't hear him. Everyone that
was on the ride tried to find him for
an hour.

We all went back to camp and
got some food and we rested. It was
getting late. I went over to my friends
camp and guess, who was sitting
it was Riley. I went back to my
camp told my dad and Taylor
and my dad wasn't too happy about
what Riley had done.

The End



Writing Application

Story

Directions: Write a story for your teacher about someone lost in a strange place. Decide where and when the story will take place. Tell what happens and how your character resolves the problem. Write at least two paragraphs.

1 point

- The writing indicates no understanding of purpose and audience. No more than one part of the assigned writing task is addressed.
- The writing is not cohesive, and point of view and focus are missing.
- Organization is unclear. No transitions are used.
- Main idea is unclear. The writing may include examples, facts, details, or explanations, but these are only loosely related to the topic.
- Sentence types do not vary.
- Errors in grammar, punctuation, capitalization, and spelling seriously interfere with the reader's understanding.

Narrative

- The narrative does not have a developed plot. The writing contains no use of strategies.

Persuasive

- The writing fails to defend a position with any evidence and does not address the reader's concerns.

Rationale

This writing shows a general understanding of purpose and the writer makes an effort to solve the problem, the overall narrative is confusing. The organization is unclear; the paper has no title, lacks 2 paragraphs, and has no transitions. Mechanical errors inhibit understanding.

Houghton Mifflin
Writing Assessment

Fall
Winter
Spring

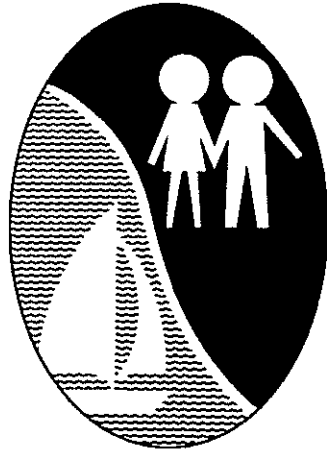


Name: _____
School: _____
Teacher: _____

Date: _____
Grade: 5

we lost in the strange place in unknown
city called forest, it was cold, and frozen, and there was
a tree full of something we just escaped from
a city. we just went out and began lost in the
forest. we use the ax to cut the forest
to get out of forest, and it safe to be found.
we don't to be lost anymore, and go to the house.
and we have fun in the place. we got out to
be lost, and be happy to survive in the forest.

Newport-Mesa Unified School District



Anchor Papers

Grade 5
End of Year

Name _____

Writing Application

Persuasive letter

Directions: Suppose your school is considering putting on a play for the school community. Write a persuasive letter to your teacher telling whether you think your school should put on a musical or a drama or some other form of performance. Include good reasons for your position and support them with facts and details. Write at least two paragraphs. Use the tips below to help you get started.

Remember to

- respond to all parts of the topic
- stay focused on the topic
- write to interest your readers
- organize your writing into clear paragraphs
- support each main idea clearly with examples, facts, details, or explanations
- vary your sentence types
- proofread carefully to avoid mistakes in grammar, punctuation, capitalization, and grammar

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Anchor Papers for NMUSD Summative Tests

Writing Application

Persuasive Letter

Directions: Suppose your school is considering putting on a play for the school community. Write a persuasive letter for your teacher telling whether you think your school should put on a musical or a drama or some other form of performance. Include good reasons for your position and support them with facts and details. Write at least two paragraphs.

4 points

- The writing focuses on the assigned writing task and indicates clear understanding of purpose and audience. Every part of the task is addressed.
- The writing is cohesive, having a consistent point of view and focus.
- Organization is clear and effective, and includes skillful use of transitions.
- Main idea is clear and well supported by relevant examples, facts, details, or explanations.
- Sentence types vary and text flows smoothly.
- Errors in grammar, punctuation, capitalization, and spelling do not interfere with understanding.

Narrative

- The narrative has a well-developed plot, setting, and characters. Strategies such as humor, suspense, dialogue, or action are used.

Persuasive

- The writing defends a position with authority, providing specific, relevant evidence and thoroughly addressing the reader's concerns.

Rationale

This paper follows the prompt and defends the position taken. There are strategies of humor and satirical moments where the writer is varying sentence patterns and uses these details to enhance the persuasion. There are few grammatical mistakes and the organization is clear.

6/14/06

Dear Mrs. Fox

As you know we are having a drama production here, at our school. I thought I would tell you why we should have a comedy musical. First of all, comedies are very interesting - kids love to have fun right? Well, a comedy will do just the trick. It is a way for the actors, and the audience to have a blast! Come on! What could be more enjoyable than laughing your heads off for a whole hour?

Second, I think with a musical you could never go wrong. Music can show off more of kids' amazing talents! Many children would get bored just listening to your classmates talk forever, but by adding music the audience can groove or even sing along! Come on, these choices are so obvious. Although you might think, hey why not do a drama, well think about it. We are quiring the show to ages as young as five. I really don't think they want to watch something they would probably call boring! Certainly, a comedy musical would be just the ticket to a perfect show!

Your Student,

, e



Anchor Papers for NMUSD Summative Tests

Writing Application

Persuasive Letter

Directions: Suppose your school is considering putting on a play for the school community. Write a persuasive letter for your teacher telling whether you think your school should put on a musical or a drama or some other form of performance. Include good reasons for your position and support them with facts and details. Write at least two paragraphs.

3 points

- The writing focuses on the assigned writing task and indicates general understanding of purpose and audience. Every part of the task is addressed.
- The writing is cohesive, maintaining mostly consistent point of view and focus.
- Organization is mostly clear and effective, and includes effective use of some transitions.
- Main idea is apparent and is supported by some relevant examples, facts, details, or explanations.
- Sentence types vary.
- Errors in grammar, punctuation, capitalization, and spelling do not interfere with understanding.

Narrative

- The narrative has an adequately developed plot, setting, and characters. Strategies such as humor, suspense, dialogue, or action are used.

Persuasive

- The writing defends a position generally, providing relevant evidence and addressing the reader's concerns.

Rationale

This paper is very straight forward and answers the prompt. The paragraphs are clear and organized, and there is awareness of other opinions that do not agree with the author. By addressing the reader's concerns, this paper works toward answering the prompt, but lacks the persuasive argument for the purpose of the paper.

Lauren Fox #8
6/13/06

Dear Mr. Berg,

I think our school should perform a musical. A few reasons why I think our school should put on a musical are, first the music would get more people interested.

A musical would get more people interested because people could possibly get bored of watching a drama, music would bring more fun to a play.

Another reason to put on a musical is, many students in this school are very talented. For example, students would be able to show off their talents.

I know you might not think this is a great idea and could take a lot of

work, but I think the students and audience
would enjoy it. We could also ask for
help from parents and other teachers.
So please consider the idea.

Sincerely,



Anchor Papers for NMUSD Summative Tests

Writing Application

Persuasive Letter

Directions: Suppose your school is considering putting on a play for the school community. Write a persuasive letter for your teacher telling whether you think your school should put on a musical or a drama or some other form of performance. Include good reasons for your position and support them with facts and details. Write at least two paragraphs.

2 points

- The writing focuses on the assigned writing task, but indicates little understanding of purpose or audience. Part of the task is not addressed.
- The writing is not cohesive, and point of view and focus are inconsistent.
- Organization is unclear. Use of transitions is awkward.
- Main idea is suggested. The writing may include limited examples, facts, details, or explanations.
- Sentence types vary little.
- Errors in grammar, punctuation, capitalization, and spelling may interfere with understanding.

Narrative

- The narrative has very little plot development, some characters, and poorly defined setting. Strategies employed have little effectiveness.

Persuasive

- The writing defends a position with little evidence and may only partially address the reader's concerns.

Rationale

This paper tries to be coherent and write to the prompt, and yet does not follow through on a clear argument to be supported. There are sentences that fail to make sense within the paragraph structure and there is little evidence to address the reader's concerns. There are also mechanical mistakes.

6-7-06

Talent show

Dear Miss Woolfolk,

I am going to write about instead of a play now about telling jokes. Jokes are funny I like jokes. Sometimes jokes can hurt someone's else feelings, but not jokes that you can say at the talent show.

I think that we should do the talent show in a real live stage with a microphone. Sometimes people get nervous and sometimes they faint. Also we could compete to see who is the jokemaster.

That is why I like jokes. And I think you should like them to. That is why I think we should put jokes on the talent show.

Sincerely,



Anchor Papers for NMUSD Summative Tests

Writing Application

Persuasive Letter

Directions: Suppose your school is considering putting on a play for the school community. Write a persuasive letter for your teacher telling whether you think your school should put on a musical or a drama or some other form of performance. Include good reasons for your position and support them with facts and details. Write at least two paragraphs.

1 point

- The writing indicates no understanding of purpose and audience. No more than one part of the assigned writing task is addressed.
- The writing is not cohesive, and point of view and focus are missing.
- Organization is unclear. No transitions are used.
- Main idea is unclear. The writing may include examples, facts, details, or explanations, but these are only loosely related to the topic.
- Sentence types do not vary.
- Errors in grammar, punctuation, capitalization, and spelling seriously interfere with the reader's understanding.

Narrative

- The narrative does not have a developed plot. The writing contains no use of strategies.

Persuasive

- The writing fails to defend a position with any evidence and does not address the reader's concerns.

Rationale

Beyond the grammatical and mechanical mistakes, this paper indicates no understanding of the details of the prompt and purpose of persuasion. The writing fails to defend a position and there is little evidence to support a clear thesis.

Alan

Dear : mrs. Fox

I how studen I want a talent show to
the kids what have talent and can show
to others persons because. I think what
that this good to the kids and that
I talk you because I now what
you talk to mrs Emith

Alan

