



## Georgia Grade 8 Writing Assessment 2013 Writing Topics and Sample Papers

### **Persuasive Writing Topic 8120**

#### Writing Situation

Studies have shown that some students learn best when eating or snacking while they study. Many schools, however, do not allow food in the classroom because they believe that eating can interfere with class work. The principal has asked for student opinions about eating in the classroom.

#### Directions for Writing

Write a letter to convince your principal to allow students to eat in the classroom or to keep the ban on eating in class. Support your position with specific reasons and details.

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### **Expository Writing Topic 8220**

#### Writing Situation

Studies have shown that some students learn best when eating or drinking while they study. Many schools, however, do not allow food in the classroom because they believe that eating can interfere with class work. Your teacher is considering letting your class eat snacks during class.

#### Directions for Writing

Write a plan that explains how students could eat and drink in class without creating problems. Include specific examples and details so that your teacher will understand your ideas.

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**Dr. John D. Barge, State School Superintendent**  
*"Making Education Work for All Georgians"*

Paper 1

Students have the ability to eat and drink in class without creating any problems or distractions. Here are my reasons why they should be allowed to eat and drink. Teachers should let students eat in class because if they eat in class they will have more energy; if they have more energy they will have the capability to learn even better.

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But to allow this, certain rules have to be enforced. Such as trying to eat ~~snack~~ snacks that don't make too much noise. Some examples of those are cereal bars, fruits, and maybe even vegetables. Also to try not to bring food that may cause a distraction by making a "crunch" sound.

Some reasons why students should be allowed to drink during class is because it will keep them hydrated and energetic. It will also keep them from having to get up, and interrupt the teacher to ask, almost every 5 minutes, if they can get some water.

But to allow this to be accepted, certain rules have to be enforced. Such as all drinks have to be in bottles to prevent spills from happening. And drinks like coke, sprite, etc. will not be allowed. Only drinks like water,

Paper 1 (page two)

powerade, gatorade, something along those lines. This is so students are not hyper, but hydrated. Also if you think about it, if teachers are allowed to eat and drink during class why can't the students be allowed to do the same. These are my reasons why eating and drinking should be allowed. What are yours?

## Annotations for Paper 1

### Expository Prompt 8220

#### Ideas Score: 3

The controlling idea (ways to address problems associated with classroom eating/drinking) is sufficiently developed. Supporting ideas are relevant (addressing the problem noisy crunching; how to prevent problems with drinks). The writer develops these supporting ideas with some examples and details (e.g., “eat snacks that don’t make too much noise. Some examples of those are cereal bars, fruits, and maybe even vegetables,” and “drinks have to be in bottles to prevent spills from happening”). These examples and details are not well elaborated, but there is sufficient information in the response to provide a sense of completeness.

#### Organization Score: 3

The problem/solution strategy is appropriate to the assigned topic and expository purpose. The introduction is clear and provides a rationale for eating/drinking in the classroom. In the body of the essay, the writer groups related ideas about the problems with eating/how to address them and the problems with drinking/how to address them. Ideas within these paragraphs follow a generally clear sequence. Some transitions link parts of the paper (e.g., “But to allow this,” “Some examples of those are,” and “This is so”). In the last paragraph, the writer indiscriminately adds on the idea about teachers being able to eat and drink during class, and the conclusion is brief. In spite of these weaknesses, the writer demonstrates sufficient control of the components of Organization.

#### Style Score: 3

Word choice is generally effective (e.g., “cause a distraction by making a ‘crunch sound,’” “certain rules have to be enforced,” and “students are not hyper, but hydrated”). There are, however, lapses into simple, repetitive language (e.g., “Here are my reasons why,” “Some reasons why,” and “some examples of those are”). The writer’s voice is clear, and the positive tone is appropriate. There is some variation in sentence length and structure. Overall, the writer demonstrates sufficient control of the components of Style.

#### Conventions Score: 3

There are several fragments in the response (e.g., “Such as trying to eat snacks that don’t make too much noise,” and “Also to try not to bring food that may cause a distraction by making a ‘crunch’ sound”). There are also several examples of correct sentences, including more complex examples. Usage is generally correct, but there are some incorrect word forms (e.g., “Some reasons ... *is*”). Most elements of mechanics are correct. In this paper, one component (sentence formation) is relatively weak whereas the other two components (usage and mechanics) are stronger. It is an example of a low 3 in Conventions.

### Performance Level: Meets the Standard

Paper 2

Have you ever thought that maybe eating and drinking might be a good idea to do in class. Well, here are some reasons why. You would not have to get up to leave for something to drink, you wouldn't worry about when you got to eat. Oh, did you know that gum is good to chew during class it helps you learn because it provides better thinking. I believe water bottles, capped drinks, and snacks such as pretzels should be allowed. I mean when we have parties we eat and drink in the class room so why not now.

First, I would like to bring up the when you want something to drink ~~that~~ you don't have to leave there. There are so many disruptions in class because of people asking to go get water. See, but if we could bring our own drinks in bottles that wouldn't happen. Also going back to the food if we were allowed to bring pretzels or something like that it wouldn't make a mess. So why not have pretzels during class for snack.

Next, I would like to bring up the gum. Gum was a proven fact that if you chew it it will allow better thinking. So ~~it~~ that's a proven fact why are we still not allowed, even though I think we should.

Last, when we have parties we eat and drink in the class room, and I don't think that

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Paper 2 (page two)

is any different from having a snack during class.  
In conclusion, I think that we should be able  
to drink and eat in the classroom. It is no  
different from parties.

## Annotations for Paper 2

### Expository Prompt 8220

#### Ideas Score: 2

The controlling idea (eating and drinking in class should be allowed, with some guidelines) is minimally developed. Supporting ideas are relevant (eliminating disruptions; types of food and drink that are acceptable). The writer includes few details to develop these supporting ideas (e.g., “There are so many disruptions in class because of people asking to go get water. See, but if we could bring our own drinks in bottles, that wouldn’t happen,” and “gum . . . will allow better thinking”). Overall, there is not enough information in the response to provide a sense of completeness.

#### Organization Score: 3

The writer demonstrates sufficient control of the components of Organization. The introduction is clear, and the writer groups related ideas about eliminating distractions and types of food that should be allowed. Ideas within paragraphs follow a generally clear sequence. Some transitions link ideas in the paper (e.g., “First,” “See, but if,” and “So if that’s a proven fact”). The conclusion is repetitive, but it provides clear closure.

#### Style Score: 3

Word choice is generally effective (e.g., “cap[p]ed drinks” “so many disruptions in class,” and “a proven fact”). There are, however, lapses into simple, repetitive language (e.g., “something like that”). The writer’s voice and tone are clear (e.g., “I mean when we have parties we eat and drink in the classroom so why not now”). There is some variation in sentence length and structure. Audience awareness is evident in most parts of the response (e.g., “So if thats a proven fact why are we still not allowed”). Overall, the writer demonstrates sufficient control of the components of Style.

#### Conventions Score: 2

There are some correct sentences in the response, but there are also several run-ons (e.g., “You would not have to get up to leave for something to drink, you wouldn’t worry about when you got to eat”). Sentence clarity is an issue as well (e.g., “Gum was a proven fact that if you chew it it will allow better thinking”). Usage is generally correct, but there are some incorrect word forms (e.g., “I would like to bring up *the* when you want something”). The elements of mechanics are generally correct, but there are some misspellings (e.g., “caped”) and missing internal punctuation (e.g., if thats a proven fact”). This paper is an example of a high 2 in Conventions. Better control in sentence formation would likely result in a higher score.

### Performance Level: Does Not Meet the Standard

Paper 3

Many students, including myself, learn considerably better when they are eating or drinking something. It allows our mind to concentrate on the task at hand because our body is busy digesting the food. When these people aren't eating, it may become difficult for us to sit still, for our bodies are idle. This is especially difficult before lunch, when our mind is stuck on the clock awaiting the time for food.

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I am well aware of the fact there have been some concerns, such as distractions. However, I believe that I have found a solution for every one of these issues.

In the beginning, there may be a student who abuses their newly granted privilege. For instance, let us say that Billy is eating a granola bar at a snail's pace and won't do his work.

"Billy, please do your work," says the teacher.

"I'm still eating, though!" says Billy.

This is the exact purpose of my first rule: Once your grades start dropping, you are denied the privilege of food in the class room. This is somewhat of a bribe, but it is surely effective one!

There is also a concern of what food is allowed to be eating. The following rules serve as guide lines for this. For starters, elaborate foods, such as an icecream sundae or turkey, is not permitted. These foods draw attention to these around you and take too long to eat.



Paper 3 (page two)

Noisy foods, such as potato chips, or messy foods, such as s'mores, will not be allowed. Students should also refrain from bringing food that requires a microwave or silverware. Snacks like Teddy Grahams or fruit snacks are reasonable.

I am very supportive of the idea of food in the classrooms. It may help some pupils concentrate on their work better and bring up their grades. Just imagine all those students who were failing getting all A's on their report card. Just think of all the students no one thought would succeed in life becoming doctors and lawyers! Something as simple as a bag of trail mix in their math class could make it happen.

## Annotations for Paper 3

### Expository Prompt 8220

#### Ideas Score: 4

The controlling idea (there are ways to address problems associated with classroom eating/drinking) is well developed. Supporting ideas are relevant (how to address potential distractions and guidelines for acceptable foods/drinks). The writer develops these supporting ideas with specific examples and details (e.g., the anecdote about Billy taking too long to eat a granola bar; how to address this problem; examples of acceptable foods and why other types of foods, like ice cream sundaes, are not allowed). Though elaboration on some examples and details is not extensive (e.g., Did Billy's grades suffer because he took too long to finish his snack?), the writer is consistently focused on the expository topic and purpose.

#### Organization Score: 4

The writer demonstrates consistent control of the components of Organization. The introduction is clear and effective because it provides a rationale for classroom eating/drinking, which sets the stage for the discussion on addressing problems associated with it. The writer groups related ideas about addressing distractions and guidelines for acceptable food/drinks. Ideas within paragraphs often build logically on one another (e.g., "This is the exact purpose of my first rule: Once your grades start dropping, you are denied the privilege of food in the classroom. → This is some what of a bribe, but it is surely an effective one"). A variety of transitions link ideas within paragraphs (e.g., "This is especially difficult," "In the beginning," and "For starters"). The conclusion provides effective closure without repetition.

#### Style Score: 4

Word choice is consistently effective (e.g., "Our mind is stuck on the clock awaiting the time for food," "you are denied the privilege," and "Students should refrain from bringing food that requires a microwave or silverware"). Lapses into less precise language are infrequent (e.g., "There is also a concern of what food a student *is allowed to be eating*"). The writer's tone and voice are clear and appropriate (e.g., "Something as simple as a bag of trail mix in their math class could make it happen"). Audience awareness is effective throughout the paper (e.g., "I am well aware of the fact there have been some concerns"). Sentences vary in length and structure. Overall, the writer demonstrates consistent control of the components of Style.

#### Conventions Score: 4

Most of the sentences in the paper are clear and correct, including examples of compound and complex sentences. Usage is consistently correct, with the exception of a few incorrect word forms (e.g., "our bodies are *idol*" and "elaborate *foods* ... *is* not permitted"). Most elements of mechanics are correct; there are a few misspellings (e.g., "privilage" and "concearn"). Overall, errors are infrequent, minor, and do not interfere with meaning.

### Performance Level: Meets the Standard

Studies have shown that kids who are allowed to snack while studying have better test scores. Recently I read a short story called "Flowers for Algernon". In the story scientist release a mouse into a maze and if he finishes he is rewarded with cheese. I relate this to schools today, children need motivation to achieve their goals. Secondly food stimulates the brain allowing the students to be more creative and aware. This allows students to do better on test and in life. Finally, these are the reasons I believe students should be allowed to snack while they study.

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We all have that one thing that we need to motivate us through the day, for me it's food and sports.

Sixty-five percent of students say that by the end of the day when they are finally allowed to study they are hungry. The regular old peppermint isn't enough to keep these hard workers awake. Kids want something good and tasty and even healthy to snack on. I know when a teacher allows me to eat a snack that I become energized and ready to learn. Motivation is the one thing that I need to perform and what better way than a snack.

Doctors say that foods high in protein and electrolytes stimulate the brain keeping it aware and ready. Since we are not allowed eat a snack before a test. Teachers are always telling us to get a good night sleep and eat a hearty breakfast. By the time we reach school it has worn of all we need is a little snack to stimulate our

Paper 4 (page two)

Brains. Look at our test scores from elementary school when they allowed us to eat a snack and compare it to a school who didn't eat a snack. ~~Observe~~ Observe that our grades were higher. It wasn't that the teachers at the other schools were bad, it was that those kids didn't have a snack.

Eating this food we promise to keep our class rooms ~~and~~ clean and the food won't distract us. Foods won't be dropped on the floor and we even won't bring in messy snacks. A good learning environment is a clean environment and we understand that, for students who might decide to leave messy work area you can punish them ~~and~~ by not letting them eat in your class. I speak for the whole class when I say we learn better when we are allowed to eat. An ideal snack would be Chex-mix.

In conclusion to reading this teachers should understand that kids have worked hard all day and deserve a reward for their work. Schools wouldn't be considered as boring to most students if they were allowed to snack. "Yawn!" wow I guess it is true that ~~we~~ ~~snack~~ ~~could~~ ~~have~~ ~~made~~ ~~me~~ ~~more~~ ~~aware~~ ~~in~~ ~~writing~~ ~~this~~ ~~because~~ ~~now~~ kids perform better when they are given a snack. Finally this is why our class deserves a snack to ~~eat~~ eat while we study and work.

## Annotations for Paper 4

### Expository Prompt 8220

#### Ideas Score: 5

The controlling idea (by following a few guidelines, snacking can be beneficial, not problematic) is established through relevant supporting ideas (what a proper snack looks like, when students should snack, and ways to avoid messes). The writer develops these supporting ideas with specific examples, details, and elaboration (e.g., “Sixty-five percent of students say that by the end of the day when they are finally allowed to study they are hungry. The regular old peppermint isn’t enough to keep these hard workers awake,” and “It wasn’t that the teachers at the other schools were bad; it was that those kids didn’t have a snack”). The response contains information that addresses a variety of reader concerns and perspectives (e.g., benefits and ways to reduce problems).

#### Organization Score: 5

The overall plan (introduction / how to derive benefits from snacking / how to address attendant problems / conclusion) is effective and appropriate to the expository topic and purpose. The introduction is effective because it provides a clear rationale for classroom eating/drinking. This rationale sets the stage for the information that follows in the body of the essay. The writer groups related ideas about what a proper snack looks like, when students should snack, and ways to avoid messes. Ideas build logically on one another throughout the response (e.g., “Look at our test scores from elementary school when they allowed us to eat a snack and compare it to a school [that] didn’t eat a snack. → Observe that our grades were higher”). A variety of effective transitions link ideas throughout the paper (e.g., “for me it’s,” “By the time we reach school,” and “For the students who might decide”). The conclusion provides effective summary.

#### Style Score: 4

Word choice is consistently engaging (e.g., “food stimulates the brain allowing the students to be more creative and aware,” “foods high in protein and electrolytes,” “A good learning environment is a clean environment and we understand that,” and “teachers should understand that kids have worked hard all day and deserve a reward”). This effective control of language creates a knowledgeable tone and a clear, sustained voice. The writer is consistently aware of his/her audience.

#### Conventions Score: 4

Most of the sentences in the paper are clear and correct, including examples of compound and complex sentences. Errors, such as fragments, are infrequent (“Since we are not allowed eat a snack before a test”). Usage is consistently correct, with the exception of a few incorrect word forms (e.g., “it has worn *of*” and “students who might decide to leave messy work *area*”). Most elements of mechanics are correct; there is some missing internal punctuation (e.g., “foods wont be dropped”). While there are slightly more errors in this response than in the previous paper, this writer attempts more. Proportionally, both writers demonstrate a very similar level of control.

### Performance Level: Exceeds the Standard

Well there are many ways you can eat in the class room like you can just hid it or I really dont see why it is a problem anyway let me get to my point that is the dumbest question to me I mean I cant even think of a way to answer that. wow you guys need some better Q/A. I would like it better with the writing about a story. Anyway I got to go and burn things

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Signing out - that  
name again is hey!

## Annotations for Paper 5

### Expository Prompt 8220

#### **Ideas Score: 1**

The student is not focused on the expository topic and purpose. After a brief attempt to respond (just hide your food), the student loses focus. Most of the development in the response is irrelevant.

#### **Organization Score: 1**

The writer does not produce an organizing strategy that fits the expository topic and purpose. Although there is some sequencing, it relates to how the writing topic should be different. The paper lacks evidence of grouping and transitions.

#### **Style Score: 1**

The writer's tone is clear in this brief response; unfortunately, it does not fit the assigned topic and purpose. Neither does the language. The writer's attention to the audience is inappropriate.

#### **Conventions Score: 1**

Most of the attempts at sentence formation result in run-ons. There are multiple usage errors in this brief response (e.g., "just hid it" and "I got to go"). Paragraph breaks, spelling, capitalization, and internal punctuation are erratic.

**Performance Level: Does Not Meet the Standard**

Paper 6

Do kids who eat throughout the day, classes, or even during tests really score higher? The answer is yes. It's been proven, that if children eat during subjects in the morning or the afternoon, they score higher and do better in classes. This is because the blood and oxygen flow faster to the brain, and helps the kids think more fluently and clearly. Also, food provides energy, which means that kids ~~have~~ would have more energy throughout the day to do what they need and have to do.

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Of course, there's always a bad side when deciding ~~ing~~ a problem like this. Teachers don't want to clean up the mess caused by the snacks everyday, after the kids leave. There is a very easy and reasonable solution. The teachers could have very strict rules about this. For example, if something gets into the floor and causes a big mess with crumbs or something, the child would have to clean up every piece of it. If the kid decides not to clean it up or doesn't do a very good job, ~~then~~ that child wouldn't be allowed to have snack ~~for~~ the next day, or even for the rest of the week. Those are the types of rules teachers need to have to keep everything under control. Throughout time after the



Paper 6 (page two)

Kids learn about all the rules on what they should or shouldn't do, it could make the classroom a better learning environment for everyone!

Eating or drinking something during class is a very good idea. With the proper rules and restrictions, this could be something that could improve many things in the future.

## Annotations for Paper 6

### Expository Prompt 8220

#### Ideas Score: 3

The controlling idea (ways to address problems associated with classroom eating/drinking) is sufficiently developed. Supporting ideas are relevant (benefits of eating/drinking in class; addressing the problems associated with it). The writer develops these supporting ideas with some examples and details (e.g., “blood and oxygen flow faster to the brain,” and “If the kid decides not to clean it up or doesn’t do a very good job, that child wouldn’t be allowed to have a snack the next day, or even the rest of the week”). These examples and details are not well elaborated, but there is sufficient information in the response to provide a sense of completeness.

#### Organization Score: 4

The writer demonstrates consistent control of the components of Organization. The introduction is clear and effective because it provides a rationale for classroom eating/drinking, which sets the stage for the discussion on addressing problems associated with it. The writer groups related ideas about addressing the problems associated with classroom eating/drinking. Ideas within paragraphs often build logically on one another (e.g., “Teachers don’t want to clean up the mess caused by snacks everyday. → There is a very easy and reasonable solution. → The teachers could have very strict rules about this”). A variety of transitions link ideas within paragraphs (e.g., “This is because,” “Of course theres always a bad side,” and “Throughout time”). The conclusion is brief, but it provides clear closure.

#### Style Score: 4

Word choice is consistently effective (e.g., “think more fluently and clearly,” “a very easy and reasonable solution,” and “the proper rules and restrictions”). Lapses into less precise language are infrequent (e.g., “theres always a bad side”). The writer’s tone and voice are clear and appropriate (e.g., “Those are the types of rules teachers need to have to keep everything under control”). Audience awareness is effective throughout the paper (e.g., “Do kids who eat throughout the day ... really score higher”). Sentences vary in length and structure. Overall, the writer demonstrates consistent control of the components of Style.

#### Conventions Score: 4

Most of the sentences in the paper are clear and correct, including examples of compound and complex sentences. Usage is consistently correct. Most elements of mechanics are correct, but there is some missing internal punctuation (e.g., “Its been proven” and “theres always”), and there are some misspellings (e.g., “durring”). Overall, errors are infrequent, minor, and do not interfere with meaning.

### Performance Level: Meets the Standard

Students who want to eat or drink in classroom should do three things. Get foods that won't make your fingers messy. ~~Try~~ Try not to get really crunchy foods. And get squirt bottles. Students shouldn't have messy foods because the stuff that gets on your fingers gets on your work. Stuff like chocolate and chips are messy. Chips are also crunchy. Crunchiness distracts the teacher and other students. Chips, crackers, cookies, and celery are all very crunchy. The best way to prevent a drink from spilling is to get a squirt bottle like the ones that gatorade comes in.

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## **Annotations for Paper 7**

### **Expository Prompt 8220**

#### **Ideas Score: 2**

The controlling idea (ways to reduce problems associated with classroom eating/drinking) is minimally developed. Supporting ideas are relevant (avoid foods that make fingers messy, avoid crunchy foods, and put drinks in squirt bottles). The writer includes few details to develop these supporting ideas (e.g., “Stuff like chocolate and chips are messy,” and “Crunchiness distracts the teacher and other students”). Overall, there is not enough information in the response to provide a sense of completeness.

#### **Organization Score: 2**

The writer demonstrates minimal control of the components of Organization. The introduction is brief but clear. There is limited evidence of grouping, sequencing, and transitions, mostly because there are not many ideas to organize. The paper lacks a conclusion.

#### **Style Score: 2**

There is some effective word choice in the paper (e.g., “crunchiness distracts the teachers”), but most of the language is simple and ordinary (e.g., “Stuff like chocolate and chips are messy”). There is a clear tone but little sentence variety. Audience awareness is limited. Overall, the writer demonstrates minimal control of the components of Style.

#### **Conventions Score: 2**

Outside of the three fragments at the beginning of the response, the sentences are clear and correct, albeit simple. The elements of usage and mechanics are correct, but there is little variety attempted. Moreover, competence in Conventions is limited by the brevity of the response.

**Performance Level: Does Not Meet the Standard**

Teachers,

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Letting students have a snack is a great idea. Every now and then students need a healthy or choice of their own snack to keep them more into their work. Everyday take the time out to set out at least 8 minutes of snack time. This procedure will give them energy to there brain and body.

Keeping kids more into their classwork is a big deal, so here are some ways of doing just that. While their eating you games like Jeopardy dealing with the topic that their learning. Some students like to work while they eat, which is good, but should be given as an option. Last but not least the students can bring in a book dealing with the subject (Math, L.A., Sci. & Soc.) and the teacher can read from the book during this time.

You know when students ask questions during the lesson? At the beginning of class have every student take out a sheet of paper, and tell them, any questions they have to write them on that sheet of paper. Then while their eating the students ask their question and you can discuss them as a class, because students do have interesting questions.

Now what about when snack time is over, well, have a student to take around the trash and every time a student throws away trash ask them a question about the lesson, so when time for the snack is over you can just head right back in to the topic you were on, for example if the student doesn't know the answer and someone else does ask that student if

Paper 8 (page two)

they want to use a life line, like on who wants to be a millionaire.

These are some of the great ideas that teachers can do with their students, to keep them focus even during a break that will make will make snack time fun, easy, and more educational.

## Annotations for Paper 8

### Expository Prompt 8220

#### Ideas Score: 3

The controlling idea (allowing eating/drinking during class does not have to be a waste of time) is sufficiently developed. Supporting ideas are relevant (engage students in academic work while they snack; have students clean up after themselves). The writer develops these supporting ideas with some examples and details (e.g., play academic Jeopardy; have students review their textbooks; allow them to ask academic questions during snack time; send around the trashcan at the end). These examples and details are not well elaborated, but there is sufficient information in the response to provide a sense of completeness.

#### Organization Score: 3

The writer demonstrates sufficient control of the components of Organization. The introduction is clear, and it provides a rationale for allowing students a snack break. In the body of the paper, the writer groups related ideas about engaging students in academic work while they snack and having students clean up after themselves. Ideas within paragraphs follow a generally clear sequence, but ideas do not always build logically on one another. Some transitions link paragraphs and ideas within them (e.g., “You know when students ask questions during a lesson,” “Then, while their eating,” and “Now what about when snack time is over”). The conclusion provides clear closure.

#### Style Score: 3

Word choice is generally effective (e.g., “this procedure will give them energy to there brain and body,” “you can discuss them as a class,” and “that will make snack time fun, easy, and more educational”). There are, however, lapses into simple, repetitive language (e.g., “class work is a big deal,” “ask questions,” “ask their questions,” and “students do have interesting questions”). The writer’s voice is clear, and the positive tone is appropriate. There is some variation in sentence length and structure. Overall, the writer demonstrates sufficient control of the components of Style.

#### Conventions Score: 2

There are some correct sentences in the paper, but there are also overloaded sentences and run-ons (e.g., “Now what about when snack time is over, well, have a student to take around the trash...”). There are correct examples of usage, in addition to several errors (e.g., “*there* brain and body,” “while *their* eating,” and “to keep them *focus* even during a break”). The elements of mechanics are generally correct, but minimal control in sentence formation and usage makes this paper more like a “2” than a “3”.

### Performance Level: Meets the Standard

Studies have shown that some students learn better when eating or drinking. However, some teachers won't let students eat in their rooms for fear of interruption or mess. I have made up a plan, though, which will make it possible to eat snacks with little or no mess or distraction. (We can cut down on messiness, have nutritious snacks, and even have a time period for 'snacking'

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Some students learn better when eating. However, that I mean that some students do not learn better snacking for for one reason, ~~to~~ try giving students snacks, and then see if the majority of the students do better. The teachers can supply some simple snack, and the students can get a portion of it for a small price. For example, the teacher can buy some baby carrots, and then just put the carrots in small servings, for the student. Then the students can purchase a cup of carrot sticks and pay only about ~~may purchase~~ a dime at the most. The money would be just enough to cover the cost of the food. Also, the teacher can just buy a jug of water, and pour the water into little paper cups, and the student can purchase one for about a dime. This procedure would give students a nutritious study tool for a really low price, and also to see if eating/drinking in the classroom.

Many teachers might worry about the mess snacking would cause. However, there is a way eat & drink without making a huge mess. For example,



Paper 9 (page two)

when the teacher goes to get food but she can get a snack that doesn't have crumbs, or sticky, like cereals.

That would be a non-messy + nutritious snack.

Then students can get them in small servings + have them at your desk. Then around the end of class the students would get a wipe clean their desk, then wipe their face and hands, and throw away their trash. That would take away any problems of bugs or messes, also, it would be a great way to study!

Instead of taking a whole class to pass out food, you can set a time for snacks. For example, the first few min. of class the teacher can have the students line up, and hand out the snacks. Then, about 5 min. before class ends, have a supply of wipes to clean the desk with. Also, don't have snacks every day, just on days when you are lecturing, having classwork, or daily work. That way everything would be under control with tests.

There are many reasons why eating should be allowed. You can test the theory of eating for a semester. If it doesn't work, or the students don't progress in their work, then you can stop the eating in classrooms. With my plan, though, snacks will be the next breakthrough in teaching! :)

By:

## Annotations for Paper 9

### Expository Prompt 8220

#### Ideas Score: 5

The controlling idea (classroom eating/drinking can be done effectively) is fully developed. Supporting ideas are relevant (start out with a trial snack time; types of snacks/drinks that should be included; methods for addressing messes; ways to keep snack time running efficiently). The writer develops these supporting ideas with specific examples, details, and elaboration (e.g., carrots and water would be good options; costs of these snacks to the students; wiping down desks; limiting snacks to test days). The paper contains an abundance of information that addresses several reader concerns about how “to do” snack time effectively.

#### Organization Score: 4

The writer demonstrates consistent control of the components of Organization. The introduction is clear and sets the stage for the development that follows. The writer groups related ideas about starting out with a trial snack time, types of snacks/drinks that should be included, methods for addressing messes, and ways to keep snack time running efficiently. Ideas within paragraphs often build logically on one another (e.g., “Then the students can purchase a cup of carrot sticks and pay only about a dime at the most. → The money would be just enough to cover the cost of the food.”). A variety of transitions link ideas throughout the paper (e.g., “However,” “This procedure,” and “That would be”), though some are overused (e.g., “Then”). The conclusion provides effective closure.

#### Style Score: 4

Word choice is consistently effective (e.g., “see if the majority of students do better,” “This procedure would give students a nutritious ‘study tool’ for a really low price,” and “the next breakthrough in teaching”). Lapses into less effective control of language are infrequent (e.g., “The students can get them in small servings + have them at your desk”). The serious tone is appropriate to the expository topic and purpose. Sentences vary in length and structure. Overall, the writer demonstrates consistent control of the components of Style.

#### Conventions Score: 4

Most of the sentences in the paper are clear and correct, including examples of compound and complex sentences. Usage is consistently correct, though there are some missing words (e.g., “there is a way eat + drink” and “he/she can get a snack that doesnt have crumbs, or sticky, like carrots”). Most elements of mechanics are correct, but there is some missing internal punctuation (e.g., “doesnt”), and there are some misspellings (e.g., “serveings”). Overall, errors are infrequent, minor, and do not interfere with meaning.

### Performance Level: Exceeds the Standard

Paper 10

This is a plan to avoid problems and things like that in the classroom while eating. How to do it "That's easy" the teachers should give out a set time, for everyday they can tell them what to, and not to bring to keep it clean, and not interfere with the classroom. What to bring, students should not bring things with a lot of sugar in it, like candy. They should bring things like, chips, bubble gum, and things of that sort. What to bring to drink, students should not bring 100% juice, and soda. Student can bring 100% juices, and water. These plans have been exposed because we want less confusion, mess, bugs, and interfere. If you use these methods there's a less likely chance of the following above. An let your students know that they're responsible for their trash, and what they bring teachers will not be monitoring people's belongings. Very good details on how to put it out (food) you should pass out napkins and take the trash can around your-self to see who leaving what. Afterwards get them to clean their desk off with some cleaning product of some soft mabe (409), and get them to sweep.

Form Number	
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## Annotations for Paper 10

### Expository Prompt 8220

#### **Ideas Score: 2**

The controlling idea (ways to reduce problems associated with classroom eating/drinking) is minimally developed. Supporting ideas are relevant (food to eat; cleaning up). The writer includes few details to develop these supporting ideas (e.g., avoid sugary foods; pick up trash; clean off desks). The paper has effective focus, but there is not enough information in the response to provide a sense of completeness.

#### **Organization Score: 2**

The writer demonstrates minimal control of the components of Organization. The introduction is clear. There is limited evidence of grouping and sequencing, mostly because the writer does not include many related ideas to group and sequence. Use of transitions is limited (e.g., “Afterwards”). The paper lacks a conclusion.

#### **Style Score: 2**

There is some sense of the writer’s voice in the response (“‘That’s easy’ the teachers should give out a set time...”), but most of the word choice is simple and ordinary (e.g., “a lot of sugar” ; “very good details”) or lacking precision (e.g., “theres a less likely chance of the following above”). There is little sentence variety and audience awareness in the paper. Overall, the writer demonstrates minimal control of the components of Style.

#### **Conventions Score: 1**

The response contains severe and repeated errors in sentence formation, usage, and mechanics. Although most errors do not interfere with meaning, the preponderance of them keeps this paper in the 1-range.

**Performance Level: Does Not Meet the Standard**

Students and teacher have always had disagreements on about everything. This disagreement that students and teachers disagree on the most is eating and drinking in class. Well if it was decided that students could eat and drink while in class, we as in students and teachers could make a plan where snacking doesn't disturb learning but it will take many ideas such a list and scheduals.

Form Number			
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●	③	●	③
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●	⑤	●	⑤
●	⑥	●	⑥
●	⑦	●	⑦
●	⑧	●	⑧
●	⑨	●	⑨

Listrands scheduals really help to keep everything in order and to occur at the right time. If we made a list of students who are responsible and are capable to bring in snacks for the class. The list would go by the day and what name is next. But if we want to learn more accurately students should only bring nutritious snacks. The food should contain low sugar and high vitamins. Having scheduals are important too. Snacking every period should not occur. Having snack every 4 periods would help ease off time you have to wait to eat lunch. Then comes restroom breaks which could also work out.

Teachers don't want drinking and eating disturbing their students learning. So how could ~~restroom~~ restroom breaks fit into the schedual? Well if everyone comes in the class room and sit quietly while waiting for instructions by the teacher. After about 30 minutes into class students can have their break. Snack time could last for 5 to 10 minutes. Restroom break should be included. After break is over everyone should get rid of trash and then get back to work. But some teachers like for students to earn their reward. The next idea is a good one also.

Some teachers think eating and drinking in the classroom is inappropriate so they think they should earn it. Teachers could come up with a weekly behavior grade. On the behavior grading there would be the days of the week and in the corner would be the different signs for when ever you had a great day, okay day, or horrible day. If students get at least 3 days for being great then that student would be allowed to

Paper 11 (page two)

bring a snack of their choice. This behavior grading could also be done by class. Then some people say eating helps one brain work better and trigger of those sleeping cells. Well if preparing for a test, teachers could give 5 to 10 minutes to have a little snack that maybe they didn't get to finish. Orange juice and other breakfast items really help to give you the extra boost to learning. So a little snack wouldn't hurt. Snack could also help because some kids do not get proper food in their system or they don't get fed at all when they are home so if students could bring in snacks or extra if they could for the kids that really need the little extra food.

All these plans are good ideas and great reasons why eating and drinking should be allowed in class. Teachers could choose any one of these ideas. They could choose the lists and schedules or the 5 to 10 minute break or even the behavior grading but I think the most important reason why snacks should be allowed is because not everyone is given enough food at home or the same amount of nutrients.

## Annotations for Paper 11

### Persuasive Prompt 8120

#### Ideas Score: 4

The controlling idea (the teacher/student disagreement about classroom snacking could be addressed in a variety of ways) is well-developed. Supporting ideas, which often take the form of addressing logistical concerns) are relevant and address potential counter-arguments (snacks should be healthy; how to schedule the snacks; allowing snacks only to students who behave well in class; having snacks prior to test time). The writer develops these supporting ideas with specific examples and details (e.g., “The food should contain low sugar and high vitamin,” “Snack time could last for 5 to 10 minutes,” and “If students get at least 3 days for being great then that student would be allowed to bring a snack of their choice”). These supporting ideas are not fully elaborated, but the writer maintains consistent focus on the persuasive topic and purpose.

#### Organization Score: 4

The writer demonstrates consistent control of the components of Organization. The introduction is clear and sets the stage for the development that follows (“Students and teachers could make a plan where snacking doesn’t disturb learning”). The writer groups related ideas about how snacks should be healthy, how to schedule the snacks, allowing snacks only to students who behave well in class, having snacks prior to test time. For the most part, ideas within paragraphs are sequenced logically (e.g., “Orange juice and other breakfast items really help to give you the extra boost in learning. → So a little snack wouldn’t hurt”). Ideas within the first body paragraph do not always build logically on one another, but this is the exception, not the rule. A variety of transitions link ideas within paragraphs (e.g., “After break is over,” “This behavior grading could also,” and pronoun substitution like “they” for “students”). The final sentence of each body paragraph previews what is to follow in the subsequent paragraph. The conclusion includes effective summary.

#### Style Score: 3

Word choice is generally effective (e.g., “students should only bring nutritious snacks,” “sit quietly while waiting for instructions,” and “some kids do not get proper food in their systems”). There are some lapses in control of language (e.g., “Then some people say eating helps are brain work better and trigger of those sleeping cells”). The genuine tone is appropriate for persuasive writing, and there is some variation in sentence length and structure. Overall, the writer demonstrates sufficient control of the components of Style.

#### Conventions Score: 3

Sentences are generally correct, but there are errors, such as fragments (“If we made a list of students who are responsible and are capable to bring in snacks for the class”). Usage is generally correct, but there are examples of incorrect word forms (e.g., “snacking doesn’t *disturbs* learning,” “if everyone comes in the classroom and *sit* quietly,” and “*Snack* could also help”). Mechanics are mostly correct, but there are some misspellings (e.g., “schedules”). Overall, the writer demonstrates sufficient control of Conventions.

### Performance Level: Meets the Standard

Dear Principal,

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I would first like to thank you for allowing us to express our opinions on eating during class. In ~~my~~ my view, students should not be allowed to eat during class. There are many reasons, some health-related, as to why eating during class should not be allowed.

The first, and probably most important, is that some students overeat, and can become more obese if allowed to eat during class. A big factor to why they ~~can~~ <sup>can</sup> become obese is the "no recess" thing! If we were to have recess, then my view would be the other way around. With time to exercise and work <sup>off</sup> all of the extra fat in our bodies, eating during class would be fine.

A possibly painful, and disgusting factor for some, is the fact that when kids eat they usually make a mess. This mess can lead to ants invading the classroom! Then, not only may it cost teachers money to get rid of the ants, if a student is allergic to ants and is bitten by one they may have to go to the hospital!!! A very convincing reason why food should not be eaten



during class.

Most "snack foods" have very irritating, noisy and distracting wrappers. On many occasions during lunch, when someone opens up a bag of chips or reaches into one, it makes an annoying crackling sound. Many wrappers are this way, so many in fact that I cannot think of one that is not noisy off the top of my head!

~~It's just~~

Usually, students will have one teacher that is willing to let them eat during their period. Although some don't, they can, if necessary, go to the nurse and get crackers or something to fill them up.

Thanks,

## Annotations for Paper 12

### Persuasive Prompt 8120

#### Ideas Score: 3

The controlling idea (snacking in the classroom should not be allowed) is sufficiently developed. Supporting ideas are relevant (students can overate and become obese; students will make messes; snacking creates noisy distractions). The writer develops these supporting ideas with some examples and details (e.g., no recess to work off the extra calories that would come with snacking; messes lead to ants; wrappers create noise). These examples and details are not well elaborated, but the response contains sufficient information to provide a sense of completeness.

#### Organization Score: 4

The writer demonstrates consistent control of the components of Organization. The introduction is clear and sets the stage for the development that follows. The writer groups related ideas about how students can overate and become obese, students will make messes, and snacking creates noisy distractions. Ideas within paragraphs build logically on one another (e.g., “This mess can lead to ants invading the classroom! → Then, not only may it cost teachers money to get rid of the ants, if a student is allergic to ants and is bitten by one they may have to go to the hospital”). A variety of effective transitions link ideas throughout the paper (e.g., “The first, and probably most important,” “This mess can lead,” and “so many in fact”). The conclusion posits a solution for students who must have a snack during the day, which provides closure without repetition.

#### Style Score: 4

Word choice is consistently effective (e.g., “There are many reasons, some health-related,” “A possible painful, and disgusting factor,” “irritating, noisy, and distracting wrappers”). There are few lapses in effective control of language (e.g., “A big factor to why”). The writer’s voice and the genuine tone are particularly strong (e.g., “Many wrappers are this way, so many in fact that I cannot think of one that is not noisy off the top of my head”). Sentences vary in the length and structure. Overall, the writer is consistently aware of his/her audience.

#### Conventions Score: 4

Sentences are consistently correct, including examples of compound and complex sentences. There is an ineffective attempt (“Then, not only may it cost teachers money to get rid of the ants, if a student is allergic to ants and is bitten by one they may have to go to the hospital”). The fragment at the end of the first page is used functionally, for stylistic effect, and is not considered a sentence error (see the Conventions section for more on the distinction between functional and non-functional fragments). The elements of usage and mechanics are consistently correct. Errors in the paper are minor and do not interfere with meaning.

### Performance Level: Meets the Standard

Dear Principal

I think we should eat in the Classroom. Because we can watch T.V., don't want to hear all that noise in the lunchroom. Because, If we eat in the lunchroom then we have a food fight, we will be fighting fighting people, people be throwing food at than they is going to get up then be a fight, people be yelling at e their then its going to be a fight.

people be stealing in the lunchroom, and teacher going to the kids a silent lunch and ISS. After what they will be sent to the office and get even more trouble by there parents, then they will be crying and yelling. If we eat in the Classroom all we going to do is chill out. There will be no yelling, no throwing food, and no fighting. All we going to do is watch T.V. Be quiet, and chill while

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we eat don't say no words to  
either 'or ~~that~~ there be a fight.  
So that's why we have reasons  
to eat in the lunchroom

## Annotations for Paper 13

### Persuasive Prompt 8120

#### Ideas Score: 2

The controlling idea (students should eat in the classroom, not the lunchroom) is minimally developed. Supporting ideas are relevant (students get into food fights in the lunchroom; students steal from one another in the lunchroom; eating in the classroom is more orderly). The writer includes few details to develop these supporting ideas (e.g., consequences of stealing from one another). The paper has effective focus, but there is not enough information in the response to provide a sense of completeness.

#### Organization Score: 2

The writer demonstrates minimal control of the components of Organization. The introduction is brief. There is some evidence of grouping (e.g., related ideas about how students get into food fights in the lunchroom, how students steal from one another in the lunchroom, and how eating in the classroom is more orderly). Ideas within paragraphs follow a generally clear sequence, but there are few transitions in the paper (e.g., “After that”). The concluding statement simply reiterates the writer’s position. This response is an example of a high “2” in Organization. It has some characteristics of a higher score point (some grouping and sequencing) but slightly more characteristics of a “2” (e.g., few transitions, a brief introduction, and a brief, repetitive conclusion).

#### Style Score: 1

The writer does not control language to engage the reader. Word choice is often imprecise (e.g., “Because we can watch T.V., don’t want to hear all that noise in the lunchroom,” and “people be throwing food at than they is going to get up then be a fight, people be yelling at ethier then it’s going to be a fight”). Such limited control of language results in a flat tone. There is very little evidence of the writer’s voice, audience awareness, or sentence variety.

#### Conventions Score: 1

There are frequent, severe errors in sentence formation, usage, and mechanics. Errors do not necessarily obscure meaning, but the preponderance of them keeps this paper in the 1-range.

**Performance Level: Does Not Meet the Standard**

Paper 14

Dear Principal,

My opinions on things are often like an average teenager's would be. Well at least until I think through my topics. You asked us to write our opinion on eating while studying. So my immediate reaction was to write you.

At first I thought hey why not? I mean it has been proven we work better while eating. So of course my answer was yes. Then I had to get more information because I wasn't really sure. So I thought of the advantages and disadvantages of the situation. When I did I realized this is going to be sort of like giving some kids a pinch and them taking a mile.

An advantage would have to be that we could learn while eating as to make school a little bit funner, then there would of course be disadvantages. We would leave trash in the desks, stains on the floors, and then some kids won't pay attention and wind up not learning anything. But hey, keep in mind it would help us learn better! Right?

You could also go around asking our teachers how everyone is doing in their classes (behavior wise). If they are doing good reward them, if not don't. soon enough they will get the

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Paper 14 (page two)

picture, and stop acting out.

If you did decide to let us do this, you could set a time limit for our eating. You could also set restrictions for the types of food we consume. For example you could let us eat at the begining of class that way we'd have the rest of the period to work on our studies. That way kids wouldn't be worried about what they are eating instead of their studies.

My opinion for you allowing us to eat while working is very simple. I think we should be allowed to do so. If the studies proved we work better then we work better. At least try. If it doesn't work thats fine, but we can't shine unless you unlash the gold light!

Thanks,

## Annotations for Paper 14

### Persuasive Prompt 8120

#### Ideas Score: 3

The controlling idea (students should be allowed to eat during class) is sufficiently developed. The supporting ideas are relevant (advantages of eating, making the privilege contingent on behavior, and setting some restrictions on when eating can occur). The writer develops these supporting ideas with some examples and details (e.g., “we could learn while eating as to make school a little bit funner,” “If they are doing good reward them, if not don’t,” and “you could let us eat at the beginning of the period to work on our studies”). These supporting ideas are not well elaborated, but there is sufficient information to provide a sense of completeness. Some reader concerns are addressed (e.g., counterarguments, like the disadvantages of classroom eating—“stains on the floor”).

#### Organization Score: 3

The writer demonstrates sufficient control of the components of Organization. The introduction, which spans the first two paragraphs, is clear (there are pros and cons to classroom eating). It does not fit the rest of the essay particularly well, though, because a large proportion of the essay deals logistical concerns rather than the pros and cons. Related ideas are grouped together (pros/cons, making the privilege contingent on behavior, and setting some restrictions on when eating can occur). Sequencing is generally clear. Some transitions link ideas (e.g., “At first,” “Buy hey,” “You could also go around”). The conclusion is clear and includes an effective appeal to the audience (“we can’t shine unless you unleash the light”).

#### Style Score: 3

Control of language is generally effective. Word choice is often interesting (e.g., “they will get the picture, and stop acting out,” “set restrictions” and “work on our studies”). There are some lapses into less effective language (e.g., “a little bit funner” and “If they are doing good”). There are clear examples of audience awareness (e.g., “But hey, keep in mind”) and voice (e.g., “At first I thought hey why not”). The tone, which is generally enthusiastic, is appropriate. There is some variation in sentence lengths, structures, and beginnings.

#### Conventions Score: 3

Simple, compound, and complex sentences are generally clear and correct, but there are some run-ons in the paper (e.g., “For example you could let us eat at the beging of class that way we’d have the rest of the period to work on our studies”). Usage is generally correct, with the exception of some incorrect word forms (e.g., “funner” and “types of food we *conserve*,” instead of “*can serve*”). The elements of mechanics are generally correct, though there is some missing internal punctuation (e.g., “thats”), in addition to some misspellings (e.g., “unliesh”). Overall, the writer demonstrates sufficient control of the elements of Conventions.

### Performance Level: Meets the Standard



Dear Principal,

I am writing to say that kids need to be allowed to have food in the classroom. I am asking just to give us a ten to fifteen minute snack break at the beginning or end of the day. Please hear me out on what I have to say about this.

In the morning, most kids have the same schedule: wake up, take a shower, brush their teeth, do a few chores, get their things packed up, and then go out to the bus stop without even getting a chance to eat breakfast. You may say that we should just get up earlier, but it is not as if we don't have lives. Many of us do activities after school that uses a lot of energy and leaves us tired. This makes it difficult to wake up, let alone wake up early. If you allowed us to take a small snack to school, we might be able to pay more attention because we wouldn't be hungry.

Also, our lunch times vary from ten-thirty to two o'clock, so we either have to wait an extremely long time to go to lunch, or we go so early that by the end of the day we are so hungry we could eat a shoe. Just imagine, we are in school for eight hours, and if we eat lunch at ten-thirty, only an hour into the day, then that is six and a half hours we have to wait before we can eat again. Wouldn't you get hungry if you had to wait that long? And of course, this can also go the other way. If you didn't eat until two o'clock, then the whole morning and part of the afternoon, you would be hungry. If you ~~could~~ allowed to have food for a short snack time, then we would be hungry all day.

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To add to that, the snack would give us a boost of energy during the day. Allowing us to have food will improve our learning abilities. ~~because~~ Studies have been done to show that students do best in the classroom when eating and snacking on a light snack. This is because when you don't have food in your stomach, all the blood in your body starts to surround your stomach to make up for the emptiness, and since all the blood is around your stomach then you don't have much in your brain to help you think. You want us to get good grades, but it is hard to concentrate on schoolwork when all you can think about is food and the next time you ~~will~~ will eat.

In conclusion, I believe adding a snack to our daily schedule will help us over all make better grades. I am not asking you to allow us to eat the whole day through. I am only asking for you to allow us to have a quick snack time to give us energy and keep us on track through the day. Thank you for taking my opinion into consideration.

Sincerely,

## Annotations for Paper 15

### Persuasive Prompt 8120

#### Ideas Score: 5

The controlling idea (students should be able to snack during class) is fully developed. Supporting ideas are relevant (some students don't get a chance to eat breakfast; some students have early or late lunch periods and get hungry at some point in the school day; students perform better when they are not hungry). The writer develops these supporting ideas with specific examples, details, and elaboration (e.g., catalogue of activities students need to complete in the morning; some students eat lunch as early as 10:30 and as late as two o'clock, so they can get quite hungry during the school day; the account of a study explaining why it is difficult to learn on an empty stomach). Overall, the writer is consistently focused on the persuasive topic and purpose.

#### Organization Score: 5

The writer demonstrates a full command of the components of Organization. The introduction is brief, but it is clear, and it sets the stage for the development that follows. The writer groups related ideas about how some students don't get a chance to eat breakfast, how some students have early or late lunch periods and get hungry at some point in the school day, and how students perform better when they are not hungry. Ideas within paragraphs build logically on one another (e.g., "You may say that we should just get up earlier, but it is not as if we don't have lives. → Many of us do activities after school that uses a lot of energy and leaves us tired. → This makes it difficult to wake up, let alone wake up early"). The writer uses a variety of effective transitions to link ideas in the paper (e.g., "You may say," "And of course, this can also go the other way," and "To add to that"). The conclusion provides effective closure without repetition.

#### Style Score: 5

Although there is not a tremendous amount of advanced vocabulary in the response, the writer crafts phrases and sentences carefully to engage the audience and establish a sincere tone (e.g., "This makes it difficult to wake up, let alone wake up early," "or we go so early that by the end of the day ... we could eat a shoe," and "all the blood in your body starts to surround your stomach to make up for the emptiness"). There is extensive variation in sentence lengths, structures, and beginnings, and the writer's voice is clear and effective. Audience awareness is perhaps the best-controlled component (e.g., "You want us to get good grades, but it is hard to concentrate on school work when all you can think about is food and the next time you will eat"). Overall, the writer demonstrates a full command of the components of Style.

#### Conventions Score: 5

Outside of a few incorrect word forms ("do activities ... that *uses* a lot of energy and *leaves* us tired"), the paper is essentially error-free. The writer forms simple, compound, and complex sentences correctly and clearly. The elements of usage and mechanics are correct, in a variety of contexts. The writer demonstrates full command.

### Performance Level: Exceeds the Standard

Form Number			
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	●	2	2
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Dear: principal

I think it is a good thing to let the students eat in the classrooms. One other good thing is the students would get their work done. Or we can have a snack time between the class. One of thous are all right with me and the students in the school. One other student sand that can he bring snacks from home and eat them in class. Or he has to eat it at lunch. That's why I am writing this letter to the principal of Middle school. A lot of students agreed with me so I hope you git this letter and write back or tell us your anserw. I hope to heir from you.

from:

P.S.- Don't forgit to write back or tell us. You can call me at

## Annotations for Paper 16

### Persuasive Prompt 8120

#### Ideas Score: 1

The writer is in favor of snacks in school, but there seem to be a variety of positions taken (have snacks in class; have snacks between classes; bring snacks from home). Overall, there is very little development for any of these positions. Therefore, there is very little focus on the persuasive purpose.

#### Organization Score: 2

The writer demonstrates minimal control of the components of Organization. The opening sentence offers a brief introduction to the writer's views on snacking in the classroom. There is little evidence of grouping, mostly because there are not many ideas to group together. There is minimal evidence of sequencing (e.g., "One other student [said] that can he bring snacks from home and eat them in class. → Or he has to eat it at lunch"). There are few transitions (e.g., "One of thows" and pronoun substitution like "it" for "snack."). There is a brief conclusion. This paper is an example of a low 2 in Organization.

#### Style Score: 2

Word choice is mostly simple and ordinary (e.g., "One other good thing," "One of thows are all right," and "A lot of students"), which leaves the tone relatively flat. There is limited sentence variety and evidence of audience awareness ("So I hope you git this letter"). Overall, the writer demonstrates minimal control of the components of Style.

#### Conventions Score: 2

Some of the sentences in the response are correct, but there are also fragments (e.g., "Or he has to eat it at lunch"). Usage is generally correct. Some elements of mechanics are correct, but there are misspellings that occasionally obscure meaning (e.g., "One other student *sand* that can he bring snacks from home"). Demonstration of competence is limited by the brevity of the response.

### Performance Level: Does Not Meet the Standard

Dear Mr. \_\_\_\_\_

Form Number		
8	1	20
●	①	●
②	①	①
●	②	●
③	③	③
④	④	④
⑤	⑤	⑤
⑥	⑥	⑥
⑦	⑦	⑦
⑧	⑧	⑧
⑨	⑨	⑨

I understand there is a problem about whether students should eat in the classrooms or not. What I want to say about this issue is that I would love to eat in class, but I believe it would distract my learning environment if everyone was in the classroom eating. First of all the teachers wouldn't be able to teach the with all the noise that would be going on. The other thing is the fact that people don't know how to clean up behind themselves. Some people can't eat and take in something at the same time and that's not good because they will never learn anything. I'm sure you get my point, but I'll explain my input about the issue a little more.

If you decide to let us eat in class we might as well not have teachers. I say this because the teachers won't be able to teach anything with people drinking drinks, smacking on chips and candy, and other items. That would probably make up so much noise that the teacher would not be able to hear theirself talk. I don't know about other people, but I would like to be taught something than to eat something. Learning is more important than eating well maybe not that much.

Let's start on the trash problem we will have. We can't eat in class now and I find all these candy

wrappers in the desk and on the floor. Now let's say you let us start eating in class that trash I find on the floor and in the desk will triple. People just don't know how to throw their trash away. That is just nasty. You already have roaches and rats in your school. Do you want to start seeing even more? I don't think you do that's just not going to work.

Children paying attention in class is already a big thing in the classrooms. People talk in class and distract others while they're trying to learn. So imagine if you let us start eating in class some people will never learn they will be too busy eating. I know when I eat I think about my food and that's about it and I'm sure many people do the same thing I do. They are probably not going to be thinking about what the teacher is saying they'll probably be thinking what they're going to eat next after they eat their candy.

So in conclusion I would like to say I believe your decision to not let us eat in the classrooms is a great one. I'm sure when you made the rule or whomever made this rule was thinking how I was thinking how would it affect the classroom. Even though I complain about the rule I think it is a good one. So stick with this rule. Think about your school, the teachers, and most of all the students.

Signed,

## Annotations for Paper 17

### Persuasive Prompt 8120

#### Ideas Score: 4

The controlling idea (classroom snacking would present too many distractions) is well-developed. Supporting ideas are relevant (teachers will be distracted; snacking will create a huge mess; students will be distracted). The writer develops these supporting ideas with specific examples and details (e.g., “teachers won’t be able to teach anything with people drinking drinks, snacking on chips and candy, and other items,” and “You already have roaches and rats in your school. Do you want to start seeing more?”). These supporting ideas are not fully elaborated, but the writer maintains consistent focus on the persuasive topic and purpose.

#### Organization Score: 4

The writer demonstrates consistent control of the components of Organization. The introduction is clear, but it is not especially engaging because the writer outlines what he/she will discuss in the body of the essay. Related ideas are grouped together, and sequencing is often logical (e.g., “I don’t know about other people, but I would like to be taught something rather than to eat something. → Learning is more important than eating”). A variety of transitions link ideas (e.g., “I say this because,” “Let’s start on the trash problem,” and “So imagine if you let us start eating”). The conclusion provides closure without repetition.

#### Style Score: 3

Word choice is generally effective (e.g., “learning environment,” “trash I find on the floor and in the desk will triple,” and “distract others while they’re trying to learn”). There are, however, lapses in control of language (e.g., “That would probably make up so much noise that the teacher would not be able to hear theirselves talk”). The genuine tone is appropriate for persuasive writing, and there is some variation in sentence length and structure. Audience awareness is effective (e.g., “If you decide to let us eat in class we might as well not have teachers”). Overall, the writer demonstrates sufficient control of the components of Style.

#### Conventions Score: 3

Sentences are mixed: some are correct, but there are also multiple run-ons (“I don’t think you do that’s just not going to work”). The elements of usage and mechanics are more consistently correct. This paper is an example where two components (usage and mechanics) are strong and one (sentence formation) is relatively weak.

### Performance Level: Meets the Standard



Form Number	
8120	
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

Dear Principal

My name is \_\_\_\_\_, and I am in \_\_\_\_\_  
 Ms. \_\_\_\_\_'s home room. My opinions on eating  
 in the classroom could be accurate, because  
 some students are not fully mature, and can't  
 handle eating in the classroom. As a consequence,  
 spills could damage books, clothing, school property  
 and other people's belongings. Students should be  
 limited to a snack. They should not be allowed  
 to eat a whole meal.

The teachers may not approve of it, because a  
 classroom is for learning, not for lounging and  
 talking. It could be a bad thing for students  
 also, because they would not be able to chat with  
 a lot of their other friends. If students  
 think they work better while snacking then they  
 should focus on working, and not socializing.

Principal \_\_\_\_\_, I hope you agree with my  
 opinions about this subject. The cafeteria was  
 made to give students a place to eat and socialize  
 with their friends. All the teachers are strongly  
 against allowing their students to bring snacks into  
 their classrooms. ~~\_\_\_\_\_~~  
~~\_\_\_\_\_~~ Just think  
 of the disgusting spills. I sincerely doubt  
 you would have any support ~~\_\_\_\_\_~~ from  
 the parents, the faculty, or the school board.

## Annotations for Paper 18

### Persuasive Prompt 8120

#### Ideas Score: 2

The controlling idea (eating in the classroom is not a good idea) is minimally developed. Supporting ideas are relevant (students are not mature enough; teachers would not approve; students would not be able to talk; the cafeteria is the best place for eating). Some of these supporting ideas are simply listed, whereas others are partially developed. This paper has effective focus, but there is not enough information to provide a sense of completeness.

#### Organization Score: 2

The writer demonstrates minimal control of the components of Organization. The introduction is brief, and there is limited evidence of grouping because there are not many related ideas to group together. There is some evidence of sequencing (e.g., “some students are not fully mature to handle eating in the classroom. → As a consequence, spills could damage books, clothing, school property and other people’s belongings”). Use of transitions is limited (e.g., “As a consequence” and “also”). The conclusion is brief.

#### Style Score: 3

It is rare for such a relatively brief response to receive a 3 in any domain, but in this example, the writer manages to demonstrate sufficient control of the components of Style. This is due to the fact that the writer exhibits consistent control of language (e.g., “not fully mature to handle eating in the classroom,” “As a consequence,” and “they should be working not socializing with their friends”). The genuine tone is appropriate for persuasive writing, and the writer’s voice is clear. Sentences vary in length and structure.

#### Conventions Score: 3

Again, it is rare for such a relatively brief paper to receive a 3, but the writer demonstrates sufficient control of the elements of Conventions. Sentences are correct, including examples of compound and complex sentences. The elements of usage are consistently correct, with the exception of one incorrect word form (“*than* they should be”). The elements of mechanics are also correct, save for a couple instances of missing internal punctuation (e.g., “the students part”).

### Performance Level: Meets the Standard

Dear Principal,

Form Number	
8120	
2	1
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Here are some of the reasons that I think that you should keep the rules of not letting students bring, or eat food in class. When the kids eat in class, they would leave crumbs behind & that attracts ants, roaches & other types of insects. We all know that students will be distracted by the insects. Teachers will be distracted from teaching as well as students from learning.

When students are given the privilege of eating in class, I don't think that they would bring something healthy. They would most likely bring in candy or chocolate, or other types of sweets. We all know that those types of snacks leave crumbs. When crumbs are dropped, the small insects love by smell it and they are attracted to it. Insects are not too go away very easily, so the teachers has to waste her money and go to the store to buy Bug Spray for her class to be free of bugs.

When students see a bug they get distracted. When they get distracted they lose their concentration from whatever they are doing. This takes abt from their learning in class, & they will get left behind and it will take them some time to catch up. This will most likely affect their grade for whatever they are doing.

Since most kids don't take leaps, the teachers will have to take time off to deal with the problem. When the teachers tell the office they will have to use money to pay the people to come long spray. That takes time from the teachers teaching & the students learning.

I'm just giving my point of view, because she  
others might not feel the same way about this  
topic.

Sincerely =

## Annotations for Paper 19

### Persuasive Prompt 8120

#### Ideas Score: 3

The controlling idea (snacking in the classroom should not be allowed) is sufficiently developed. Supporting ideas are relevant (eating leads to messes and bugs; students will be distracted by the bugs; the school will have to address the bug problem). The writer develops these supporting ideas with some examples and details (e.g., “They would most likely bring in candy or chocolate, or other types of snacks,” “the teacher has to waist her money and go to the store to buy bug spray,” and “This will most likely affect their grade for whatever they are doing”). These examples and details are not well elaborated, leaving some reader concerns unaddressed (e.g., if the teacher uses bug spray, why would the school need to “pay people to come bug spray”?). Overall, though, the response contains sufficient information to provide a sense of completeness.

#### Organization Score: 3

The writer demonstrates sufficient control of the components of Organization. The introduction is clear, and the writer groups related ideas about how eating in the classroom leads to messes and bugs, students will be distracted by the bugs, and the school will have to address the bug problem. Ideas within paragraphs follow a generally clear sequence, though the sequencing of parts of the paper is not always logical (e.g., in two places, the writer talks about spraying for bugs, leaving some confusion about why the school would need to spray if teachers were already doing so). Some transitions link ideas in the paper (e.g., “those types of snacks,” “When they get distracted,” and “That takes time”). Although the conclusion is brief, it provides some closure.

#### Style Score: 3

Word choice is generally effective (e.g., “distracted by the insects,” “they are attracted to it,” and “take time off to deal with the problem”). There are, however, some lapses into more simple, ordinary word choice (e.g., “This takes a lot from their learning” and “whatever they are doing”). The sincere tone is appropriate for persuasive writing, and the writer’s voice is clear. Audience awareness is effective (“That takes time from the teachers teaching and the students learning”). There is some sentence variety. Overall, the writer demonstrates sufficient control of the components of Style.

#### Conventions Score: 3

The writer demonstrates sufficient control of the elements of Conventions. Most of the sentences in the paper are correct, but are a few that are overloaded (e.g., “This takes a lot from their learning in class, + they will get left behind and it will take them some time to catch up”). Usage is generally correct, but there are some incorrect word forms (e.g., “*waist* her money,” “they *loose* their concentration,” and “whatever *their* doing”). The elements of mechanics are generally correct, but there multiple instances of missing internal punctuation (e.g., “I dont think,” “teachers teaching and students learning,” and “Im just saying”).

### Performance Level: Meets the Standard

Mr.

I do not believe that having food in the classrooms will aid the learning process. For one, food will cause more messes for our custodians to clean up, and eventually, our school will be infested by insects which were attracted by the food. Also, food will be a distraction from the teachers. Finally, food in the classroom promotes neither equality nor economy, no matter who buys it.

Students are known to be messy, unreliable, and immature. Given that knowledge, it is easy to see why there is currently a ban on eating. Last year, the horticulture building was infested, and why? Because a student left candy residue on a desk. A wall on the seventh grade wing is covered in gum, and why? Because no one stopped those students. Stop them now, before the problem escalates out of control.

When you have a tasty apple and an annoying, squeaky, polyester-wearing teacher, which one are you going to pay more attention to? That's right, the apple. Teachers have

Form Number	
8	120
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	2 ●
	3 3
	4 4
	5 5
	6 6
	7 7
	8 8
	9 9

a hard enough time as it is trying to get students to pay attention, and this is without gum, wild hair and makeup, and food. Students ~~do~~ not need more distractions. Do not give in to their desire for ignorance.

No matter who buys the food, someone loses. If you rely on the students to bring their own food, there will always be someone who forgets to and is left out. If you rely on the teachers to bring food, they will complain even more about their low budgets, only this time, they will have a point. Eating in the classroom is neither equal nor economic. Do not be the one responsible for the kid who gets left out or the poor, penniless teachers.

Having food in the classroom will not help our school. Food is messy, distracting, and an economical nightmare.

## Annotations for Paper 20

### Persuasive Prompt 8120

#### Ideas Score: 4

The controlling idea (food should not be allowed in the classroom) is well developed. Supporting ideas (concerns about messes, distractions and fairness) are relevant. The writer develops these supporting ideas with relevant examples and details that are often specific (“Last year, the horticulture building was infested...Because a student left candy residue on the desk.”, “Teachers have a hard enough time trying to get students to pay attention, and this is without gum, wild hair and makeup...”, “If you rely on the teachers to bring food, they will complain even more about their low budgets...”). The writer is consistently focused on the persuasive topic and purpose. Consistent control of the components of Ideas is demonstrated.

#### Organization Score: 4

The writer demonstrates consistent control of the components of Organization. The introduction is clear, but it is not especially engaging because the writer announces his/her position and supporting ideas. The writer groups related ideas about the problems that messes can cause, possible distractions in the classroom and problems associated with fairness. Ideas within paragraphs build logically on one another (e.g., “A wall on the seventh grade wing is covered in gum, and why? → Because no one stopped those students. → Stop them now, before the problem escalates out of control”). A variety of effective transitions link ideas throughout the response (e.g., “Given that knowledge,” “That’s right, the apple,” and pronoun substitution like “they” for “teachers”). The conclusion is brief, but it provides some closure.

#### Style Score: 5

The writer uses a variety of carefully-crafted phrases to engage the audience and create an authoritative tone (e.g., “Students are known to be messy, unreliable, and immature,” “an annoying, squeaky, polyester-wearing teacher,” and “Eating in the classroom is neither equal nor economic”). There is extensive variation in sentence lengths, structures, and beginnings. The writer’s voice is strong and clear throughout the response. Overall, the writer demonstrates full command of the components of Style.

#### Conventions Score: 5

There are very few errors in this paper, and the writer attempts of variety of constructions (e.g., compound and complex sentences, commas used correctly in a variety of contexts, etc.). The writer demonstrates full command of the elements of Conventions.

### Performance Level: Exceeds the Standard



## Score Key – 2013 Grade 8 Sample Papers

Paper #	Form #	Ideas	Org.	Style	Conv.	Performance Level
1	8220	3	3	3	3	Meets the Standard
2	8220	2	3	3	2	Does Not Meet the Standard
3	8220	4	4	4	4	Meets the Standard
4	8220	5	5	4	4	Exceeds the Standard
5	8220	1	1	1	1	Does Not Meet the Standard
6	8220	3	4	4	4	Meets the Standard
7	8220	2	2	2	2	Does Not Meet the Standard
8	8220	3	3	3	2	Meets the Standard
9	8220	5	4	4	4	Exceeds the Standard
10	8220	2	2	2	1	Does Not Meet the Standard
11	8120	4	4	3	3	Meets the Standard
12	8120	3	4	4	4	Meets the Standard
13	8120	2	2	1	1	Does Not Meet the Standard
14	8120	3	3	3	3	Meets the Standard
15	8120	5	5	5	5	Exceeds the Standard
16	8120	1	2	2	2	Does Not Meet the Standard
17	8120	4	4	3	3	Meets the Standard
18	8120	2	2	3	3	Meets the Standard
19	8120	3	3	3	3	Meets the Standard
20	8120	4	4	5	5	Exceeds the Standard