



2014 FCAT 2.0 WRITING

GRADE 4
EXPOSITORY PROMPT
ANCHOR SET



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Office of Assessment
Florida Department of Education
325 West Gaines Street, Suite 414
Tallahassee, Florida 32399-0400

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INTRODUCTION

Beginning with the 2012-13 school year, the name of Florida’s statewide writing assessment changed to FCAT 2.0 Writing because of two primary changes to the assessment: (1) the increased scoring expectations that were implemented in 2012 and (2) an increase of 15 minutes for responding to the writing prompt implemented in 2013.

The FCAT 2.0 Writing assessment was administered in February 2014 to students in grades 4, 8, and 10, and the student responses were scored following the administration. Prior to the scoring session, Florida educators who serve on the Writing Raterfinder Committees read student responses and selected papers to represent the range of quality allowed within the established criteria for each score point on the rubric. These papers were used to train the readers for the holistic scoring of the 2014 FCAT 2.0 Writing responses. Each anchor set (scoring guide) included a student response and an annotation to explain why it was assigned a particular score. This provides the basis for developing a common understanding of the scoring criteria. A skilled scoring director and scoring supervisors were responsible for training, assisting, and monitoring readers throughout the training and holistic scoring process. All scoring was monitored by Florida Department of Education staff.

It should be noted that the nature of holistic scoring addresses the writing elements of focus, organization, support, and conventions as an interrelated body of evidence. These elements are not scored separately or analytically. More information about the holistic scoring method and links to the FCAT 2.0 Writing rubrics are available at <http://fcat.fldoe.org/rubrcpag.asp>.

Structure of Anchor Sets

The released 2014 FCAT 2.0 Writing Anchor Sets for grades 4, 8, and 10 contain examples of responses used as training materials for the 2014 writing assessment. Personal information has been removed or fictionalized to protect the identity of the student. For spring 2014, only one type of prompt per grade was administered for FCAT 2.0 Writing; thus, for each tested grade, one Anchor Set was used.

Prompt for Grade 4: Writing to Explain (Expository)

What do you like most about school?

Think about what you like most about school.

Now write to explain what you like most about school.

Anchor Paper 1 (page 1 of 1)

Score Point 1

What I like most about school are the nice teachers. My favorite teacher is my 3rd grade teacher Mrs. [Williams.] To me she the nice teacher I'll get. I'm in 4th grade my teacher's name is Mrs. [Neff.] So far he's nice but I still have a year in fourth grade.

Anchor Paper 1

Score Point 1

- The writing minimally addresses the topic and includes loosely related information that blurs the focus (*I still have a year in fourth grade*).
- The response is too brief to demonstrate an organizational pattern, despite the inclusion of an opening statement (*What I like most about school are the nice teachers*).
- Support is inadequate and word choice is limited and repetitive (*nice teachers, she the nice teacher, he's nice*).
- A few errors occur in conventions but do not impede communication.

Anchor Paper 2 (page 1 of 1)

Score Point 1

The thing I like not is going out side because, you can play with your friends. You can get your fun eney out. You can have lots of fun. You can ifun, around. You can play lots of games. You can do Dance copation. You can play buck buck goose, mario, sonic, helicopter, goose chase, and more. You can play alot of even war. You can do alot on the play ground. We have a play set. That is why the thing I like most is the out doors.

Anchor Paper 2

Score Point 1

- The response minimally addresses the topic, but the brevity of the response makes it difficult to identify a focus. The writer demonstrates an allowable interpretation of the prompt as the reader can assume the activity occurs at school.
- The writing lacks an organizational pattern as the essay is a list of ideas that can be rearranged without changing meaning.
- Supporting information is sparse and list-like (*You can have lots of fun. You can run around. You can play lots of games*).
- Considering the length of the response, the density of errors across all areas of conventions demonstrates a lack of control.

Anchor Paper 3 (page 1 of 1)

Score Point 1

I like about School is the maths
 and Science because you get to
 learn and get better at it every single
 day ~~or~~ and Science what i like
 about that is you you get better at
 it as well. What i like most is Spelling and
~~Grammar~~ ^{writing} ~~because~~ ^{you get to write} witch is fun
 and gets harder and harder. Spelling is
 Awesome and Grammar is fun and
 maths is the best ever and science is
 the best as well. When ~~i~~ am older I
 want to be a teacher like Mr [Taylor.]
 What I like about School is the lunch
 is good and the teachers are really
 nice and the Playground is fun and
 the basketballs are bouncy so we can
 shoot in the basketball net. is easy.

Anchor Paper 3

Score Point 1

- The writing minimally addresses the topic and includes loosely related information that further demonstrates the lack of focus (*When I am older I want to be a teacher like Mr [Taylor]*).
- The writing does not exhibit an organizational pattern, despite the writer's attempt to connect ideas (*What i like most is spelling and writing because you get to write witch is fun and gets harder and harder*).
- Supporting information is repetitive and list-like (*I like about school is math and science because you get to learn and get better at it every single day and science what i like about that is you get better at it as well*). Word choice is limited.
- Frequent errors occur in spelling, punctuation, capitalization, usage, and sentence structure.

Anchor Paper 4 (page 1 of 1)

Score Point 2

What place gives you home-work, lets you play outside, and lets you make a master piece at art, you guessed it its school! School has lots of activatis you can do. One thing I like about school is p.e, pe makes you sweet like a pig, and makes you run like a turtle chasing after a sawgy craker. But the reson I like p.e so much is because, soche ball. Soche takes place on the field. Shoce is mixed with football, socer, and basketball. Heres how it works each team gets a goal witch is the red team, and yellow team, but anyway when qhoch calls boys the boys have to try and score, but it dosen't get easy while the boys try and score the girls blocks the boy's net, thats why I love pe so much!

Anchor Paper 4
Score Point 2

- The writing is related to the topic (*One thing I like about school is p.e.*), but the lack of supporting ideas or examples weakens the focus.
- The writer demonstrates a semblance of organization with a brief opening statement and an attempt to connect ideas (*But the reson I like p.e so much is because, soche ball. Soche takes place on the field. Shoce is mixed with football, socer, and basketball. Heres how it works*).
- Development of supporting ideas is inadequate. One idea is extended (*Heres how it works each team gets a goal witch is the red team, and yellow team, but anyway when qhoch calls boys the boys have to try and score, but it dosen't get easy*).
- Errors occur in spelling, punctuation, and sentence structure.

Anchor Paper 5 (page 1 of 1)

Score Point 2

Do you like school? Well I do school is amazing because I come to school to learn. Then I take some test and go home. I also like school because I get to see my friends and my teachers. When I'm at school I feel happy to come to school every day. I like to come to school because I get to try new things that I don't know how to do like do new worksheets that I don't know how to do that's why I like to go to school. There's a few more things why I like coming to school. I like school because I get to read a book every single day and that's a new thing to me and one more thing before I go I also like school because I get good Grades. Well I hope you enjoyed my story see you later.

Anchor Paper 5

Score Point 2

- The response is related to the topic (*Well I do school is amazing because I come to school to learn*), but the inclusion of extraneous information blurs the focus (*Then I take some test and go home*).
- The writing includes a brief opening (*Do you like school?*) and closing statement (*Well I hope you enjoyed my story see you later*), but there is little evidence of organization within the body.
- Supporting information is inadequate and list-like (*I like school because I get to read a book every single day and that's a new thing to me and one more thing before I go I also like school because I get good Grades*). An extended idea is included (*I like to come to school because I get to try new things that I don't know how to do like do new worksheets that I don't know how to do that's why I like to go to school*). Word choice is limited and immature (*I like, I also like*).
- Spelling is mostly correct; however, errors occur in punctuation and sentence structure.

The thing I like most about school is learning in my classroom.

I like learning because learning gives you knowledge. You need a lot of knowledge to be very smart. I also like learning because it helps you understand things better. One time we learned so much we had homework on what we learned and I got everything write.

When you learn something new you don't really understand it, that's why you have homework that night so it can help you understand it better. That's really what homework is all about, understanding. One day at school I didn't understand at all, but that night we had homework and I started to understand a lot better.

Also, you can learn on the computer. The computer is like a second teacher. That's why they made the website Google.com and Internet Explorer.

That is why I like learning in my classroom. So remember, the next time you say "I like learning," think about why you like learning.

Anchor Paper 6 (page 2 of 2)

Score Point 2

Anchor Paper 6

Score Point 2

- The writing is focused on the topic (*The thing I like most about school is learning in my classroom*); however, the lack of detailed supporting information weakens the focus.
- A nominal organizational pattern is demonstrated with a brief opening statement, conclusion, and an attempt to link ideas (*I also like learning because it helps you understand things better. One time we learned so mutch we had homework on what we learned and I got everything write*).
- Development is inadequate, vague, and repetitive (*When you learn something new you don't really understand it, that's why you have homework that night so it can help you understand it better. That's really what homework is all about, understanding. One day at school I didn't understand at all, but that night we had homework and I started to understand alot better*). An extended idea is included (*Also, you can learn on the computer. The computer is like a second teacher. That's why they made the website Google.com and Inernet Explorer*). Word choice is limited.
- Some spelling errors occur in commonly used words (*alot, mutch*) and usage (*write [right]*), but do not impede communication. Capitalization, punctuation, and sentence structure are mostly correct.

I like my school because I love the teachers, and how it is safe, loving and fun. They care about us, and make sure we have the knowlage of all we have to know.

I also like my school because of my friends. They treat me fairly and help when I am feeling down.

Another reason I like my school is the food. They make sure we have a fruit or a veggie in the lunch line. The lunch tastes amazing! They even have special treats, like cookies and ice cream.

The last reason I like my school, is that we have a big, [Knight], family. Nothing can seperate us. The teachers, students, and parents make sure we are smart, sweet, and solid for our future, and that is why I love my school.

Anchor Paper 7 (page 2 of 2)**Score Point 3****Anchor Paper 7****Score Point 3**

- The writing is generally focused on the topic of what the writer likes most about school.
- Supporting information is grouped around each idea and basic transitional devices are used to demonstrate the attempt at an organizational plan (*I also like, Another reason, The last reason*). A concluding statement also aids in the attempt to organize (*The teachers, students, and parents make sure we are smart, sweet, and solid for our future, and that is why I love my school*).
- Four reasons are presented and related information is provided for each reason. Support is vague and lacks specific detail in some areas (*I also like my school because of my friends. They treat me fairly and help when I am feeling down*). Word choice is adequate, but limited (*They care about us, and make sure we have the knowlage of all we have to know*).
- Knowledge of conventions is demonstrated, and commonly used words are usually spelled correctly. There is an attempt to use a variety of sentence structures, although most are simple constructions.

What do you like about school? What I like about school is learning. Learning can make you as smart as you can be. That is why I like to learn. When I pay close attention in class it makes me smarter. When you pay attention in class you could learn multiplication, division, science, and social studies. When you really pay attention in class you can do that work. If you get used to doing that kind of work, the work may be easy to you. Even if you study really hard you can do even more challenging work. The most important test is the Fcat. You have to study, pay attention, follow directions, and work really hard for the Fcat. The Fcat is the test makes you move up from the grade your in now, to the next grade. I had to work really hard to get to 4th grade. You start taking the Fcat in 3rd grade. I passed. In Pre-K, Kindergarten, and first and second grade, you do a test that is similar to the Fcat. It is just a lot easier than the Fcat. I can make you go up a grade to. That is why I like to learn.

Anchor Paper 8 (page 2 of 2)**Score Point 3****Anchor Paper 8**
Score Point 3

- This response is generally focused on the topic (*What I like about school is learning*). Loosely related information is included (*In Pre-k, Kindergarden, and first and second grade, you do a test that is similiar to the Fcat. I is just a alot easier than the Fcat. I can make you go up a grade to*).
- The writer connects some ideas in an attempt to demonstrate organization (*When I pay close attention in class it makes me smarter. When you pay attention in class you could learn multiplication, division, science, and social studies. When you really pay attention in class you can do that work*). Brief opening and closing statements are also included to further demonstrate the attempt to organize ideas. However, the rambling nature of the response weakens the sense of organization.
- Some details are provided (*Even if you study really hard you can do even more challenging work. The most important test is the Fcat. You have to study, pay attention, follow directions, and work really hard for the Fcat. The Fcat is the test makes you move up from the grade your in now, to the next grade. I had to work really hard to get to 4th grade*). Word choice is vague and predictable (*smart as you can be, you can do that work*).
- Despite a few errors, knowledge of conventions is demonstrated. There is an attempt to vary sentence structures, although most are simple constructions.

Have you ever heard of P.E.? Well I have and that is my favorite thing to do at school. Three reasons I like it are because you get to exercise, have fun, and play games. Are the reasons I like P.E.

What I will talk about first is exercising. So, the three things I like about exercising are running, stretching, and jogging in place. The reason I like running and jogging in place are because they both help me get faster for baseball. I also like to stretch because if you don't stretch you will feel like a knot trying to run.

Now I will tell you about having fun at P.E. The reasons I like having fun are playing, running, winning, and the last paragraph, and winning. I like playing, and winning are because I'm competitive in sports. Also, I've already told you about why I like running. So these are the reasons I like having fun at P.E.

The last reason I like P.E. is that you can play fun games. The reasons I like playing fun games are because you can play Sharks and Sailors, basketball and lacross. The reasons I like basketball and lacross are because I am very good at them both. I also like Sharks and Sailors because if you are a

Anchor Paper 9 (page 2 of 2)

Score Point 3

shark you can get sailors. So that is why I like playing games at P. E.

Since this is the end I will remind you on what I talked about. My favorite thing to do at school is P.E. I like P.E. because you can exercise, have fun, and play games. So, that is everything I like about P.E.

Anchor Paper 9

Score Point 3

- The response is generally focused on the topic (*Have you ever heard of P.E.? Well I have and that is my favorite thing to do at school*).
- The writing suggests an organizational pattern with rudimentary transitional phrases (*What I will talk about first, Now I will tell you about, The last reason*). Supporting information is also grouped around each reason. However, the formulaic organizational structure limits the progression of ideas.
- Three reasons are presented, and related information is provided for each reason. While some details are included, support is list-like in the first and third body paragraph (*The reason I like running and jogging in place are because they both help me get faster for baseball. I also like to stretch because if you don't stretch you will feel like a knot trying to run*). Support in the second body paragraph is vague and circular (*The reasons I like having fun are playing, running witch ties back the the last paragraph, and winning. I like playing and winning are because I'm competitive in sports. Also, I've already told you about why I like running*). Word choice is adequate, though limited and repetitive (*Now I will tell you about having fun at P.E., So those are the reasons I like having fun at P.E.*).
- Knowledge of basic conventions is demonstrated, and commonly used words are usually spelled correctly. An attempt is made to vary sentence structure, but most are simple constructions.

What I like about school is our math lessons. I like the math lessons because I get to learn, have fun and work. I love doing math specially with my teacher!"

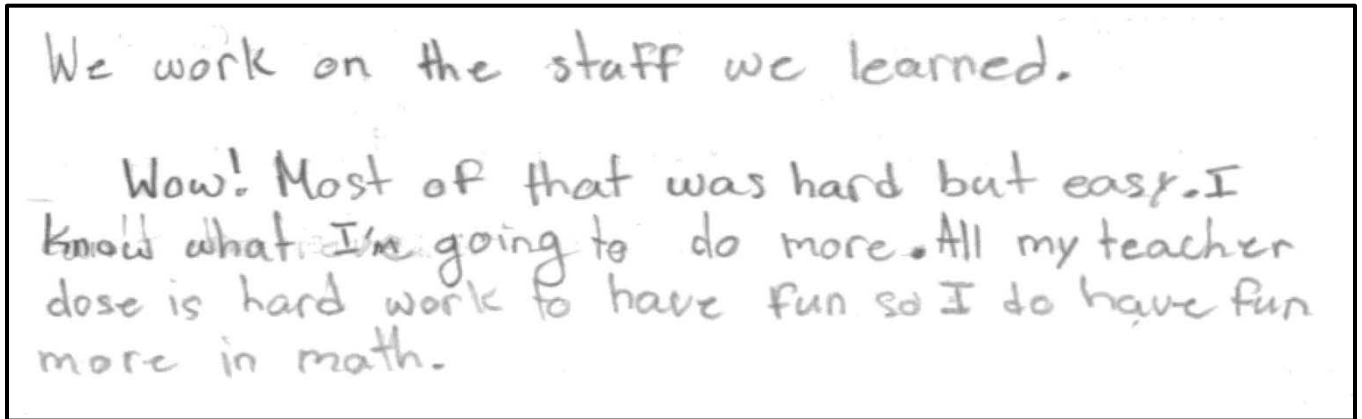
Most importantly, I get to learn. I learn my multiples fractions and decimals. When I learned my multiples of 2, I said, "just add that 2 times. When I learned my fractions of 2 that's the number you multiply to get your product. Finally when I learned my decimals I said on the right side is your mom's side and on the left is your dad's side. The thing that separates the mom's side from the dad's side is called a decimal point. Say if I was at the dad's side, $10 \times$ that # will give you the next number.

Most of all, I get to have fun. The reason why I have fun is ^{because of} my teacher. My teacher is funny when it comes to math. She makes me laugh so hard she even starts laughing. We laugh when she makes funny faces to a kid. She puts math problems on the board and who ever gets the math problem gets a piece of candy out of her jar and it's fun.

Last but not least, we work on our math pages. We get our math pages from our practice book in our magazine racks. What ever we don't get finished is our home work.

Anchor Paper 10 (page 2 of 2)

Score Point 4



Anchor Paper 10

Score Point 4

- The writing is generally focused on the topic (*What I like about school is our math leasons*).
- The organizational pattern centers around three reasons the writer enjoys math. The writer also attempts to connect ideas to demonstrate organization and the progression of ideas (*Most of all, I get to have fun. The reason why I have fun is becasse of my teacher. My teacher is funny when it comes to math. She makes me laugh so hard she even starts laughing. We laugh when she makes funny faces to a kid*).
- Some supporting ideas are adequately developed with specifics and details (*I learn my multiples, fractions and decimals. When I learned my multiples of 2, I said, "just add that 2 times. When I learned my fractions of 2 thats the number you multiply to get your product. Finaly when I learned my decimals I said on the right side is your mom's side and on the left is your dad's side. The thing that seperates the mom's side from the dad's sid is called a decimal point*). Other areas are not as well developed (*Last but not least, We work on our math pages. We get our math pages from our practice book in our magazeene rackes. What ever we don't get finished is our home work. We work on the stuff we learned*). Word choice is adequate and the response demonstrates a sense of completeness. It should be noted that even though facts may be incorrect, these details provide adequate development.
- Although some errors occur, knowledge of spelling, punctuation, capitalization, and usage is demonstrated. An attempt to use a variety of sentence structures is evident, but complex sentences are not always controlled.

The most thing I like about school is the class room. I like the classroom, it has signs and a whole bunch of other things.

A classroom is where I learn from the teacher. It shows a whole map of the world that is how I learned about states and countries. The classroom holds many posters that helps me be a better reader and a good writer. But there is many more things that help me be as smart as a teacher in the class room.

When I'm in the class room there are thousands of books that help me read day by day. I am really focused on chapter books. They are very interesting and take a few days to read but that's why I'm interested in it. I like to read mystery books there are many clues that help me predict what was going to happen. Books are really fun to read and I love going to the media center because it has more books with risky and awesome adventures. I can just grab a book and read it.

The classroom also has cubbies for holding books I don't need in my desk. Cubbies are very important to have in the classroom so I can take out things in my desk easier. Also I put things in my cubby

Anchor Paper 11 (page 2 of 2)

Score Point 4

because I don't need it I use the books later of the year. In my cubby there are supplies if I need it. It holds my binder because it's too big. So if I can't get out things in my desk then I put it in the cubby.

That is why the classroom is my favorite thing about school. It helps me learn and read plus I get to have a cubby that helps me just in case. The poster on the wall helps me read and write. Once again this is why I like the classroom most.

Anchor Paper 11

Score Point 4

- This response is generally focused on the topic (*The most thing I like about school is the Classroom*).
- The organizational pattern is evident and ideas transition smoothly (*The classroom also has Cubbies for holding books I don't need in my desk. Cubbies are very important to have in the classroom so I can take out things in my desk easier. Also I put things in my cubby because I don't need it I use the books later of the year. In my cubby there are supplies if I need it. It holds my binder because it's too big. So if I can't get out things in my desk then I put it in the cubby*). A brief introduction and conclusion are included to provide further evidence of organization.
- Relevant details are used to adequately develop ideas (*When I'm in the class room there are thousands of books that help me read day by day. I am really focused on chapter books. They are very interesting and take a few days to read but that's why I'm interested in it. I like to read mystery books there are many clues that help me predict what was going to happen*). Word choice includes specificity in some areas (*focused on chapter books, many clues to help me predict what was going to happen*). The writing demonstrates a sense of completeness and wholeness.
- Knowledge of basic conventions is demonstrated, despite a few errors. The writer attempts to use a variety of sentence structures.

Do you know what I like mostly about school? Let me give you a hint. It keeps you in shape and also healthy. If you said P.E. then you are correct! Everyone has something they really like about school, but what I like about school is P.E. The two reasons why P.E. is what I like about school is because I get to do exercise and get to spend time with my friends.

Let me get the ball rolling here about exercise. When you do exercise you don't realize, but your muscles get stronger and stronger by the minute. I remember the first time I went to P.E. It was a Monday! The sky was a bright blue color, and the sun was shining. We were inside the shelter doing push ups. It was almost time to leave, but then our P.E. teacher let us dance until our teachers picked us up, and we were dancing all crazy. It was really fun. Also from doing all those push ups that day I was in shape for like one or two days. It's good to go outside and get active a little.

My last reason why P.E. is what I like about school is because I get to spend time with my friends and get to know them better. Last time I was in P.E. I was able to find out what one of my friends' nicknames was. You can be sometimes even be partners with your friends, and see who can do the most pull ups, speed busters, or even

Anchor Paper 12 (page 2 of 2)

Score Point 4

push ups. Also if you and your friend are really close friends. You can maybe run with them and talk about a subject in school or about phones. It really doesn't matter as long as your running and getting all the nutrients you need in that class.

Now you know why what I like about school is P.E. So if you like getting exercise and getting to be with your friends, then what you might like about school is P.E. See you at school!!!

Anchor Paper 12

Score Point 4

- The response is generally focused on the topic (*If you said P.E than you are correct!*).
- Organization is evident and the writing includes an introduction and a conclusion. The use of effective transitional devices provides a sense of cohesiveness (*but, When, I remember, Also*).
- Specific details are provided that develop two reasons the writer enjoys P.E. (*We were inside the shelter doing push ups. It was almost time to leave, but then our P.E teacher let us dance until our teachers picked us up, and we were dancing all crazy. It was really fun. Also from doing all those push ups that day I was in shape for like one or two days. It's good to go out side and get active a little*). Some supporting ideas, however, are not developed (*Last time I was in P.E I was able to find out what one of my friend's nickname was, You can maybe run with them and talk about a subject in school or about phones*). The writing demonstrates a sense of completeness and wholeness.
- Few errors occur in basic conventions and commonly used words are usually spelled correctly. Various sentence structures are used.

What do you like most about school? P.E.? Math? Lunch? The three reasons why being at school is what I like about school are lunch, friends, and learning.

A reason why I like to be at school is because I have the privilege to eat lunch there. I like to talk at lunch. From the online game, "Poptropica," to what we want for Christmas. Oh! Yeah, I also love lunch because I get to eat yummy food ^{made by} our lunchladies. Usually, we have three main dishes to choose from and a few more side dishes. But we ALWAYS have milk—and I love milk! Hmmm,.... Lastly, we finally get a break from sitting in our desks' chairs. This year, we don't get to go outside anymore (except "Fun-Friday") to get ready for middle school. When everyone in my class (and I) get a break, we feel relaxed—and somewhat crazy. Talking, eating, and having a break are all reasons why I like lunch at school.

Another reason why I like being at school is because of friends. I like to play with my friends. At special area, we all get together and play hula-hoop or jump-rope. I like to play because my friends can be funny sometimes. I also like to have fun with my friends. Usually, at "Fun-Friday," we play tag, or even swing together. Or, if [Juliana] brings her binoculars, we can see what's in the woods! Lastly, making new friends is important. At "Fun-Friday," there is an amazing opportunity to make new friends with

someone. Playing, having fun, and making new friends, are all reasons why I like friends at school.

Last but not least, learning at school is a reason why I, myself, like to be at school. A reason why I love learning is because you won't be "brain dead" in the future. Because, if your "brain dead," you won't be fitting in, in the society. Learning can also help you graduate college and other technical schools. Mainly, graduating can get you to a better start. Lastly, learning can help your life. If you don't know, For example, $37+8=$ is, you couldn't (again) live in society. Not being brain dead, can help you graduate, and it helps your life are all reasons why learning is a reason why I like being in school.

Lunch, learning, and friends, are all reasons why I like being in school.

Anchor Paper 13 (page 3 of 3)**Score Point 5****Anchor Paper 13****Score Point 5**

- The writing is focused on the topic (*The three reasons why being at school is what I like about school are lunch, friends, and learning*).
- The response is organized and includes a brief introduction and conclusion. Effective transitional devices link supporting information and demonstrate progression throughout the essay (*I also love lunch because I get to eat yummy food made by our lunchladies. Usually, we have three main dishes to chose from and a few more side dishes. But we ALWAYS have milk—and I love milk! Hmmm,,,.Lastly, we finally get a break from sitting in our desks' chairs*).
- Purposeful and relevant details adequately develop ideas (*I like to play with my friends. At special area, we all get together and play hula-hoop or jump-rope. I like to play because my friends can be funny sometimes. I also like to have fun with my friends. Usually, at "Fun-Friday," we play tag, or even swing together. Or, if [Julianna] brings her binoculars, we can see whats in the woods!*). Support is somewhat vague for the third reason (*A reason why I love learning is because you won't be "brain dead" in the future. Because, if your "brain dead," you won't be fitting in, in the society. Learning can also help you graduate college and other technical schools. Mainly, graduating can get you to a better start*). Word choice is adequate and the response demonstrates a sense of completeness.
- The writer demonstrates control of conventions and uses capitalization and punctuation for effect (*But we ALWAYS have milk—and I love milk!*). Sentences are complete and varied, providing fluency to the writing.

My school has lots of things I love, but my most favorite thing is the teachers.

To start off, The teachers are very good at explaining things. One time in the afternoon we were all watching a movie on conjunctions. It had just started and we were all like "hu." Mrs. [Powers] then stoped the movie and asked "What do you think a conjunction is?" one girl said "It is a word that is a phrase." "No" Mrs. [Powers] said, "I'm glad you do not know. A conjunction is a..." and on and on. It's kind of funny because she makes up funny examples like, The dog sat on the squirle. They just make me laugh. Another time she sort of made me faint when she said that hippopotamonstros tiuous kwiped aliasus was are spelling word! She said it was some sort of thingy ma bob or something else. I can't remember. We all missed the word on the spelling test. It was the first word I had ever missed the entire school year. That sure did pop my bubble like a blow fish poping itself with it's own needle.

In Addition to all that, Teachers are clever. Once she told us to take out a pencil and it was time for a test. We were about to moan in disgust as she was saying that it was a math test when she said "wait one minete please." She reached into her bag and out came

bowls, a large bag of candy corn, a bag of Kisses, and on and on she went pulling out bags of candy. On the last bag she was taking out she said "Instead we are going to have a candy party for all your hard work!" We cheered and roared with excitement. We clapped and jumped as she filled and passed out bowls of candy.

One other time she said we had no field trips in December but just as we were about to leave on the last day of November she said "We are going to have a field trip in two weeks, Surprise!" I sure was shocked. I thought we didn't have any field trips next month. Now I am as happy as can be.

To wrap it all up, I know you have something you like the most at your school but mine will remain as it is... the teachers.

Anchor Paper 14 (page 3 of 3)

Score Point 5

Anchor Paper 14

Score Point 5

- The response is focused on the topic (*my most favorite thing is the teachers*).
- Organization is evident and reasons are presented, with ideas that transition smoothly (*Teachers are clever. Once she told us to take out a pencil and it was time for a test. We were about to moan in disgust as she was saying that it was a math test when she said "Wait one minete please." She reached into her bag and out came bowls, a large bag of candy corn, a bag of Kisses, and on and on she went pulling out bags of candy*).
- Anecdotes are relevant and purposeful, providing adequate supporting details throughout (*One time in the afternoon we were all watching a movie on conjuctions. It had just started and we were all like "hu." Mrs. [Powers] then stoped the movie and asked "What do you think a conjunction is?" one girl said "It is a word that is a phrase." "No" Mrs. [Powers] said. "I'm glad you do not know. A conjuntion is a..." and on and on. It's Kind of funny because she makes up funny examples like, The dog sat on the squirle*). Word choice is descriptive in some places (*moan in disgust, cheered and roared with excitement*). The writing demonstrates a sense of completeness.
- The conventions of spelling, capitalization, punctuation, usage, and sentence structure are generally followed. Various sentence structures are used.

Everyone likes something at school. What I like to do at school is to run and play outside and go to fun specials like P.E.

To begin with I like to go to recess to go run and play. "Okay class" Mrs. [Fitzgerald] exclaimed to the students. "Time to go to recess!" The class started shouting and screaming with excitement. The students dashed down the stairs like zebras running away from a lion. The doors slammed open and the kids bolted straight to the playground. Right when one kid step foot on the playground, they all did. Dashing and bolting side to side. But suddenly, A girl named [Carol] screamed "TAG!!!" And everyone started darting away from the tigers. Even out of the playground they ran. The fun did not end there. Even children from other classes joined in. Everyone screaming like animals. It was like a herd of buffalo being disturbed by tigers. But just then all the teachers shouted "Class!" Recess is over. Everybody sighed with sadness. We gave you 20 minutes we were only supposed to give you 15 minutes. The kids felt better for having more recess than they were supposed too. And that's why recess is always a pleasure to everyone.

In addition there is also one more thing I like about School. Well of course the specials. There are all different kinds of specials but I chose the one that I like the most and it is obviously P.E. I chose P.E. because Me and my Class always do fun things, like silent dinomite and Flag football. Me and my friends even played jump rope. And Chinese jump rope too. But I wanted to tell you about was the baseball and here's how it went. One day, brighter than the Sun, we went to the fields and Coach - [Carter] had a surprise. She had a baseball - and a bat. She told us she would toss the ball to us, and wack it as hard as we could. There were 3 or 4 more people in front of me and I was doing my warm up swings and finally it was MY Turn. I walked up to the plate, put myself to focus on the ball, and stand in position. She tossed the ball to me, I swung as hard as I could and I missed, she threw it again and I missed again. This was my last chance to hit it, she tossed the ball, I put my eyes to focus on the ball and BAM!" I slammed the ball out of the field. I like school because we can scream like animals at recess and slam a baseball at specials.

Anchor Paper 15 (page 3 of 3)

Score Point 5

Anchor Paper 15

Score Point 5

- The writing is focused on the topic (*What I like to do at school is to run and play outside and go to fun specials like P.E.*).
- The organizational pattern is evident and ideas transition smoothly throughout (*To begin with, But suddenly, In addition, One day*).
- Relevant details are included in the purposeful anecdotes (*One day, brighter than the Sun, we went to the fields and Coach [Carter] had a surprise. She had a baseball and a bat. She told us she would toss the ball to us and wack it as hard as we could. There were 3 or 4 more people in front of me and I was doing my warm up swings and finally it was "MY" Turn*). Word choice lacks precision in areas (*Everyone Screaming like animals, like a herd of buffalo being disturbed by tigers*). Descriptive word choice in other areas of the response aids development (*bolting straight to the playground, Dashing and bolting side to side, sighed with sadness*).
- Despite some awkward sentence structure, sentences are varied and basic conventions are controlled.

There is no doubt in my mind that the people who teach me at school are cool. Guessing who they are... Ms. [Juarez] and Mrs. [Finlay]! First of all they are hilarious and second of all they are extremely warm-hearted.

Now let me tell you how how hilarious my teachers really are. It was on a Monday morning and for our homework last Friday we needed to write down an embarrassing thing that happened to us. [Sam], my classmate, went first. This is what [Sam] said, "I was at a party when I was eating a burrito full of beans, until I farted so loud everyone heard me." The whole class laughed and so did [Sam]. I looked at Ms. [Juarez] and saw her face turning red and tears of joy in her eyes. I suddenly looked at Mrs. [Finlay] sitting on the floor with her face in her hands. They both looked hilarious. Then Mrs. [Finlay] pointed and called out [Daniel's], another classmate's name. He looked at his worksheet and read, "I spilled milk on my pants and a kid thought it was pee." Mrs. [Finlay] then started to giggle then laugh to roaring with laughter. Ms. [Juarez] left the room into the hallway. I could hear her laughing. Suddenly the class started roaring in laughter. That was the most fun I ever had in writing class.

On the other hand Mrs. [Finlay] and Ms. [Juarez] are very warm-hearted. This is what happened. I was struggling with grammar because I did not know how to identify each word by singular or plural. I started to look up at the ceiling until Mrs. [Finlay] asked me what was wrong. I explained everything to her. Mrs. [Finlay] told me usually if the word has an S at the end it is plural but once in a while you need to use context clues. Then I started to do the grammar worksheet all over again. Guess what... I got 100%! Another way to look at it is this way. I was taking a multiplication test. Do I multiply up or down? I looked at the clock and I was about to cry until Ms. [Juarez] took me outside the classroom to try to help me with my troubles. I explained to her ~~that~~ I was ~~use!~~ how to multiply. She explained it to me so easily. I started on my test again. I only had two minutes to finish 100 questions. I did it as fast as I could until I got to the last question. I had 5 seconds! 5 4 3 2 1 times up! I could not believe I finished. After class I thanked Ms. [Juarez.]

As you read earlier, there is no doubt in my mind that Mrs. [Finlay] and Ms. [Juarez] are very hilarious and extremely warm-hearted.

Anchor Paper 16 (page 3 of 3)**Score Point 6****Anchor Paper 16****Score Point 6**

- The writing is tightly focused on the topic of what the writer likes most about school.
- A logical organizational pattern is apparent and effective transitional devices smoothly link ideas (*It was on a Monday morning and for our homework last Friday we needed to write down an embarrassing thing that happened to us. [Sam], my classmate, went first. This is what [Sam] said, "I was at a party when I was eating a burrito full of beans, until I farted so loud everyone heard me." The whole class laughed and so did [Sam].*
- Ample supporting details are provided to develop ideas. Anecdotes are purposeful and support the writer's reasons for choosing the two teachers. A mature command of language is demonstrated throughout (*I looked at Ms. [Juarez] and saw her face turning red and tears of joy in her eyes. I suddenly looked at Mrs. [Finlay] sitting on the floor with her face in her hands. They both looked hilarious*).
- Sentences are varied, providing a natural fluency to the writing, and conventions are controlled.

What I like most about school? Well, reading, writing, and of course, RECESS! are all things that I like about school. Here are the reasons why.

Reading is so entertaining if you ask me, I get to choose whatever genre of a book I want, and just "read until the cows come home"! But sometimes, I have to read in a group with my class. I just love it when my class and I get to act out the stories! Fairy tales are the best. I can be Little Red Riding Hood on my way to Grandma's house, I have to walk through the dark and scary woods and face the BIG Bad wolf! [Timothy] loves to be the Wolf so he can growl and show his teeth! SCARY! I also like to read for fun. I always just have to read a book once my eyes are glued to the pages! I also like to listen to someone read a book. I adore it when Dr. [Harrison] reads to us. But that's just one of my favorite things at school. There's still a bunch of others coming your way!

Is it time for writing Mrs. [Mallory]? YES! I adore writing time. Especially when the prompt is narrative. Expository is great, too, but if I had to choose one type of writing, it would be narrative. My favorite time of the day is quick writes. Quick writes is when Mrs. [Mallory] gives us a topic and we write a brief paragraph about it. Everytime I write a paragraph or take a writing test, I always get

a 4, 5, or 6. If I get a 6 on a writing test or paragraph, Mrs. [Mallory] will put a six on the wall! She has a bulletin board to show off our writing. If the class gets enough 6's to fill the board, we get a pizza party! YUM! In my opinion, Mrs. [Mallory's] writing is as creative as an artist when she paints pictures with her words.

Recess! Who doesn't love recess? It's the only time I get to scream, jump, run, and have a blast! My most favorite thing to do is go on the bars. I always enjoy hanging upside down! I also love to push myself up and settle on the top. It's the best seat on the playground! Tag! I like to play freeze tag with the whole class sometimes. I usually am "it" with a few other students. I always have fun chasing [Grant] even though I never get him. [Grant] is so fast. He runs like the wind! I hate it when the other people who are "it" mistake me for someone who's not "it"! The swings are another thing that I love about recess. I adore going on the swings with my friends. I try to go my highest every time.

These are all of my favorite things I like about school. Writing, reading, and recess are all the things I like about school thanks to Mrs. [Mallory] and Dr. [Harrison].

Anchor Paper 17 (page 3 of 3)

Score Point 6

Anchor Paper 17

Score Point 6

- This response is focused on the topic (*Well, reading, writing, and of course, RECESS! are all things that I like about school*).
- Supporting information is logically organized and flows smoothly from one idea to another, creating cohesiveness in the writing (*Who doesn't love recess? It's the only time I get to scream, jump, run, and have a blast! My most favorite thing to do is go on the bars. I always enjoy hanging upside down! I also love to push myself up and settle on the top. It's the best seat on the playground!*).
- Details are relevant and purposeful and provide ample development of ideas. A mature command of language, both in sentence structure and word choice, contributes to development (*If I get a 6 on a writing test or paragraph, Mrs. Mallory will put a six on the wall! She has a bulletin board to show off our writing. If the class gets enough 6's to fill the board, we get a pizza party! YUM! In my opinion, Mrs. Mallory's writing is as creative as an artist when she paints pictures with her words*).
- Few errors occur in spelling, punctuation, capitalization, usage, and sentence structure. The variety in sentence structure creates fluency in the writing.

There are many things to do at school—^{57/185} specials, lunch, and many more. But my favorite thing to do at school is go to the playground!

Tag is one of the things my friends and I play. We run around wildly like a pack of cheetahs hunting gazelle. Tag! You're it! is what we hear every five minutes or so. Whoever's it, we run away from and hide, exclaiming "You can't catch me!" or "I'm the fastest in the world!" Sometimes we would walk right in front of the tagger, ignoring him and saying things like: "I don't see the tagger. So I guess I'll stroll around for a while." Then the tagger would get as mad as a bull that just spotted red and charges at us. But we dodge him quickly and run away as fast as our legs can take us. When I get tagged, I wait around whistling until they all run away. Then I have to be sneaky like a C.S.I. crime investigator. I wait until a stray person separates from the group and gets lost. I stalk that person, hiding whenever they turned around and then... ambush! I quickly tag them and run away, laughing. Victory is mine!

After a 15-minute game of tag, we play Kickball. We pick our players and get started. We have all kinds of different players. The kickers are ready, The server in position, and the defenders at bases 1-2-3. We all give each other Eagle-eye (for "friendly" competition) and shake hands. This game has officially started! The server gives us a smooth roll. Blam! The sound rings in our ears as the ball sky-rockets, then plummets out-field. "Ruh! Bun!" we all shout to the kicker. He zig-zags to first, skips to second, and dances to third. The defenders are still not here. He moon-walks to home. Home Run! At 1-0 now, we have an advantage. After that victory, we keep scoring and scoring. 5 to 0... 10 to 0... 15 to 0! They don't even have a chance to score when we get called in. "What a victory!" I whispered to [Jamal.] He turns to me and replies, "Yeah. What a victory." We high-five as we walk in from the playground and to our class. What a game!

Lastly, out of all the things to do at school, one of my favorites will always be the playground!

Anchor Paper 18 (page 3 of 3)

Score Point 6

Anchor Paper 18

Score Point 6

- The writing is tightly focused on the topic (*But my favorite thing to do at school is go to the playground!*).
- The response exhibits a logical organizational pattern, with a brief introduction, a conclusion, and an amply developed body of writing. The smooth progression of ideas contributes to organization (*But we dodge him quickly and run away as fast as our legs can take us. When I get tagged, I wait around whistling until they all run away. Then I have to be sneaky like a C.S.I crime investigator. I wait until a stray person separates from the group and gets lost*).
- Anecdotes are purposeful and provide ample details to support the theme. A mature command of language, including precise word choice and a variety of sentence structures, contributes to development (*We all give each other Eagle-eye (for “friendly” competition) and shake hands. This game has officially started! The server gives us a smooth roll. Blam! The sound rings in our ears as the ball sky-rockets, then plummets out-field. “Run! Run!” we all shout to the kicker. He zig-zags to first, skips to second, and dances to third. The defenders are still not here. He moon-walks to home. Home Run!*).
- Few errors occur in basic conventions. Punctuation is used to increase excitement (*He moon-walks to home. Home Run! At 1-0 now, we have an advantage. After that victory, we keep scoring and scoring. 5 to 0...10 to 0...15 to 0!*).