

Part II
Scored Sample Essays with Annotations

Grade 8 Expository Essay #1

Swimming

You have to do your best when you are swimming. Then you have to work at your speed you have to swimming at your best. Then you have to act appoint.

Then the coach will tell you to try your best. We priest a lot so we can get better at it. You have to work hard at it.

Then you have to get along with the kids. We have to swimming are best at it. Thers no yelling at the coach.

If you yell at the coach you will get kick off the swimming team. And don't give up at it. Then you have to act reanpinety.

And you have to swimming your herds. And have fun doing it. Then you have to act right to the coach.

6-Trait Scores:

Ideas and Content:	2
Organization	1.5
Voice	1.5
Word Choice:	1.5
Sentence Fluency:	2
Conventions	2

Scorer Commentary:

Main idea and supporting details do focus on the topic.

Has recognizable introduction and attempts a conclusion.

Shows involvement with the topic but keeps details general

Attempts to use less common words (“practice,” “appropriate,” “responsibly,” “hardest”) but spelling difficulty interferes with the reader’s access to the ideas the words represent.

Over-reliance on simple sentences and “then” as a transition element.

Suggestions for Revision:

Use a graphic organizer to separate ideas into two subtopics (“doing your best” and “acting appropriately”).

Group relevant details into their respective sub-topics and paragraph accordingly. Rewrite.

Provide more specifics: “What specific skills besides trying your best and not giving up? Where and how do you train? Did you or a teammate “yell at the coach”? If so, what happened?”

Vary transitions.

Correct spelling of key words (“priest”/”practice,” “appoint”/”appropriately,” “reanpinety”/”responsibly,” “herds”/”hardest”). Work with the student to create a personal word list for review and reference.

Correct spelling of common words (“thers” for “there’s”). Add to personal word list.

Use sentence-combining activities to reduce incidence of choppy sentences and improve relationship of ideas.

After revisions are made, use the rubric with the student to rate the piece. Ask “What changes or additions can be made to move the piece one more level along the rubric scale? Can or should those changes be made at this time?”

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Grade 8 Expository Essay #2

Bowling

The skills you need to be good are aim, upper arm strength, and a straight wrist. I train at a bowling alley. First you most learn the steps. I will tell you how to bowl.

First you most get a bowling ball and put on you bowling shoes. Second pick up your bowling ball and aim. Then walk up to the lane with your arm back. Then roll the ball down the lane. Then wait for your second roll. Then do all the steps again.

The way you bowl well is to stay focused and keep your arm straight. Make sure the ball is not too heavy or to light. If it is too heavy u can mess up your arm. If it is to light it is harder to get a strike. Strikes are good they will get u higher points. So get a ball that is just right for you. Like me I bowl with a twelve pound.

6-Trait Scores:

Ideas and Content:	2.5
Organization:	2
Voice:	2
Word Choice:	3
Sentence Fluency:	2
Conventions:	3

Scorer Commentary:

Uses vocabulary specific to the sport and some personal experience as a reference for the reader.

First paragraph works more effectively to introduce ideas than final paragraph works in concluding the piece.

Development provides specific details on the required steps and techniques to bowl well, but expression is sometimes awkward, mechanical, and formulaic.

Transition to last paragraph works well to distinguish between the basic skills offered in the preceding paragraph to more refined performance techniques offered in the last paragraph. The order of the paragraphs makes good logical sense.

Sentences show some variety of construction along with some choppiness and repetitive structures.

Conventions generally facilitate meaning.

Suggestions for Revision:

Work at developing an effective conclusion.

Vary sentence structure to eliminate repeating “then”.

Combine second sentence of paragraph one with third sentence of paragraph one by using “and”.

Use sentence-combining strategies to expand use of compound, compound/complex, and verbals.

Fix spelling errors (“you” instead of “u”).

Develop voice by adding elements of personal experience and more descriptive expression.

After revisions are made and editing is completed, use the rubric with the student to rate the piece. Ask

“What changes or additions can be made to move the piece one more level along the rubric scale?

Can or should those changes be made at this time?” The piece could also be rated with the general education rubric, where the student would receive more feedback on developing the writing.

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Grade 8 Expository Essay #3

Racing

Me and my dad works on go-carts for me. We work on go-carts for fun and for me. Ever day we work on the go-cart for two hours. In my garage in my in my back yard.

It is a lot of fun and it is a lot of work. It take a lot of money it take a lot of effort. And one time we didn't have the tools so we had to go back to. Fort Scott to get the tools and we don got the go-carts from the races so we got to Fort Scott. We was go to get but my was on hey phone.

It takes a lot of money for the tires and for the gears and for the chain and the gas and the equipment and the oil. And it takes a lot of maintenance.

Be ready for the mistakes and here's the stuff you would need. Money, tools, equipment flat tires, new motor, new peddle, and no helmet, and no gas.

Ready it takes a lot of money, tools, equipment, qualities. It takes a lot of work keeping the shop clean. Keeping all the racing equipment together.

6-Trait Scores:

Ideas and Content:	1.5
Organization:	1.5
Voice:	2
Word Choice:	2.5
Sentence Fluency:	1.5
Conventions:	1.5

Scorer Commentary:

Has clear introduction but no conclusion.

Repetitious and sometimes confusing details.

Uses specialized vocabulary correctly (“gears,” “chain,” “racing equipment,” “helmet,” “motor,” “peddle(sic),” “maintenance”).

Writer expresses enthusiasm for the subject, but could add more personal experience.

Suggestions for Revision:

Use a graphic organizer to group details into sub-topics (“money,” “tools,” and “maintenance requirements”). Make the subtopics paragraphs.

Develop an effective conclusion.

Add specific details and personal experience to expand “be ready for mistakes,” amount of money required, kind of maintenance required.

Clarify “no helmet” and “no gas”. Aren't those needed too?

Use sentence combining techniques to eliminate redundancy and fragments.

Eliminate confusion in sentences describing the need for tools.

Correct non-standard expression (“me and my dad works,” “it take a lot of money it take a lot of work,” “we was go to get but my was on hey phone”).

After revisions are made and editing is completed, use the rubric with the student to rate the piece.

Ask “What changes or additions can be made to move the piece one more level along the rubric scale? Can or should those changes be made at this time?”

Part II
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Grade 8 Expository Essay #4

NASCAR

Nascar can be watch on television or go see it for rile life.

Nascar starts with a prerace show until the race starts they talk about what's going to happen in the race. When that's over the do the caller guard then they pray and they do the national anthem. Someone says gentleman start your engines and there off the cars are fired they take off the pace car goes off the track the start of the race they going 200 mils an hour there a lot of wrecks and engines blow and there tires blow. They are in a hot cockpit for 100 or more laps. They battle for position. Who ever gets in first winds the race?

The person get 1 million dollars or more for winning the race they do it ever Friday, Saturday Sunday then there a new winner every race nascar is a fun sport to watch. Some people go for there fervent driver

6-Trait Scores:

Ideas and Content:	1.5
Organization:	1.5
Voice:	1.5
Word Choice:	1.5
Sentence Fluency:	1.5
Conventions:	1.5

Scorer Commentary:

Description of the race itself seems complete, but writing lacks an effective introduction and conclusion. Lack of correct end-punctuation and some spelling errors (“rile” for “real,” “caller guard” for “color guard,” “winds” for “wins,” “fervent” for “favorite”) make reading difficult at times. Writer uses contractions correctly (“what’s,” “that’s”). Specialized vocabulary is used (“prerace” (sic), “cockpit,” “battle for position,” “caller guard” (sic), “pace car,” “engines blow,” “tires blow”). The writer’s knowledge of the race itself reflects a good deal of involvement, but the writing lacks enthusiasm or audience appeal.

Suggestions for Revision:

Review purpose and audience to establish a clearer notion of direction the piece should take and the specific details needed for the development.
Provide effective introduction and conclusion.
Provide end-punctuation for sentences describing the race.
Review and correct spelling errors.
More specific detail would add reader interest. For instance, provide examples of “favorite drivers” and specific details about the pre-race show.
The size of the purse (“1 million dollars or more”) seems a bit exaggerated for every Friday, Saturday, and Sunday. More accurate information would help here.
After revisions are made and editing is completed, use the rubric with the student to rate the piece. Ask “What changes or additions can be made to move the piece one more level along the rubric scale? Can or should those changes be made at this time?”

Part II
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Grade 8 Expository Essay #5

Soccer

I like to play soccer. To play soccer I need to be good at my skills, practice, and think about how to play the game.

To be a good soccer player I must develop my skills. One of those skills is dribbling the ball. To dribble the ball you must know how to control the ball. To control the ball slowly move your feet while dribbling down the field. Another skill is to run fast. During a game you must run faster than the other team so you can get open for the ball. When you get open for the ball, you can try to get a goal. Another skill is spend time practicing. It is important to practice so you can get better in games.

You can't play soccer if you don't practice. Practice involves meeting two or three times a week. Being on time for practices is good because you do not want to miss anything that your coach said to do, or your coach will make you run two or three laps. Listening to the coach is an important part of practice. The coach will explain what skills to practice. Then you do the skills with your teammates, and when its game day your team is going to win.

Soccer is a sport where you have to think when you're playing it. For an example, how are you going to get through the defense to make a goal. You have to play with your teammates and pass the ball to them, and if you do that you will make a goal. It is easy to get injured in soccer, people try a lot to injure you. But you have to watch out for them. Like if a team is winning then the only way there is winning because a player on there team is scoring a lot for them. So someone from the losing team gets mad, and goes and slide kicks the player so he gets injured and has to get out of the game. That's why you have to be careful out there. Getting the ball from the opponent is another way to get a goal or help your goalie. Always follow the opponent wherever he goes, so when the opponent gets closer to the goal you can go and get the ball and try to pass or score a goal.

If you do what I said it will help you in your games or practices and your coach will be happy. That means you get to play all the time in the games.

6-Trait Scores:

Ideas and Content:	2.5
Organization:	2.5
Voice:	2.5
Word Choice:	2.5
Sentence Fluency:	2
Conventions:	2.5

Scorer Commentary:

Introduction contains an advance-organizer, which development follows.

Writer shifts from first person to second person in the second paragraph, and writer's purpose shifts from personal statement of what is required to play soccer (introduction) to reasons why the reader should accept the advice the writer offers about playing soccer (conclusion).

Writer offers 2-3 specific details to support each sub-topic (developing skills, practicing, and thinking during the game).

Transition device is used from second to third paragraph, but not from third to fourth paragraph.

Coherence devices are used ("one of those skills," "another skill," "for an (sic) example," "then you do (sic) the skills," "like," "so," "that's why," "but," "so when").

Coherence needed in fourth paragraph to tie example to paragraph topic of thinking during the game. Without proper coherence device the detail about getting the ball from the opponent is made to support "making a goal" instead of "thinking during the game."

Word choice contains vocabulary specific to the sport (“dribbling,” “get open for the ball,” “getting through the defense,” “passing the ball,” “slide (side) kick,” “goalie”).

Sentences often choppy, repeating infinitive patterns (paragraph 2) or failing to relate ideas together (coherence).

End punctuation is generally correct with exception of a missing question mark and a comma splice in paragraph 4.

Spelling distracts in places (“meting” for “meeting,” “what” for “want,” “teammates” for “teammates,” “there” for “their” (twice), “fallow” for “follow,” “past” for “pass”).

Suggestions for Revision:

Conference with writer about purpose (expository or persuasive?) and adjust conclusion accordingly. Prompt calls for exposition.

Point out where transition works to move from paragraph 2 to 3, but transition is needed to move from paragraph 3 to 4.

Point out how coherence device can be used in paragraph 4 to relate examples to paragraph topic of “thinking during the game”

Use sentence-combining techniques and coherence devices to improve sentence flow and reduce choppiness.

Correct end-punctuation errors in paragraph 4.

Correct spelling errors (“meting” for “meeting,” “what” for “want,” “teammates” for “teammates,” “there” for “their” (twice), “fallow” for “follow,” “past” for “pass”).

The writing is already well developed and is a good example of a piece ready to be scored by the general-education rubric, where student feedback can be expanded. After revisions and editing corrections are made, use the general education rubric with the student to evaluate the piece and determine what can be done to move the piece to the next level of the general education rubric scale. Determine whether those changes can or should be done at this time.