



**Georgia High School
Writing Test
Fall 2010**

**Writing Topic and
Sample Papers**

Writing Topic 141

Writing Situation

Humans have always been curious about time travel. A local science agency has selected you to travel into the past. Think about a time period in the past that you would like to visit.

Directions for Writing

Write an essay to the head of the agency explaining what time period you would like to visit and why it is worth visiting. Provide specific examples and details to justify your decision.

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Paper 1

To the people of the head agency it has been a great pleasure to be picked for the chance to ~~back~~ travel in time. I understand that in the past years humans have been curious about the whole ~~for~~ ^{time} travel thing. So as a pleasure to human kind I would be honored to accept this invite to travel back in time.

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I feel that it is important to what time I go back to seeing that the entire human race wants to know what it's like. So here's what time I would like to go to and why.

I would like to visit the time when the great Martin Luther King Jr. was here. Martin Luther King Jr. was known for his brauness and for fighting for equal rights. The main part that I like is that he fought for freedom of speech and I like that about him because he never gave up. In Martin's world everyone was equal. And that's what I like most about him.

I would like to go to that time period because he was a good role model for young kids. He set a good example for all people no matter what race or religion. I would also want to go hear one of the most famous speeches told by man. The I have a dream speech was a one of a kind and very remarkable speech I've ever read. And for me to go hear that speech as a young adult would be an outstanding experience for a young

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adult of this time. I do admit some kids need
it.

~~experience~~ I'm not going to say that it will be a fun
experience but in an educational way it will. Really
I would just like to know how it was for people
back then as far as people now do for myself.

I want to go somewhere where there are separate
bathrooms for people of another race. Somewhere
where I have to be careful of what I say cause I'm
only allowed to say so much. And really to just
be apart of the good that came out of the MLK
speech. Those are the main reasons why I would
want to go back to that time period.

So in conclusion to this time period, it is
worth visiting because it's educational and a
good experience. It also will change the way that I
see things now and ~~has~~ ^{my actions} ~~it~~. It would be
a trip of a life time and none else will know
what it's like to go back in time. I would be
happy to have seen him in person and to
just understand where he was coming from.
That's what and why this trip is worth
going on.

The End !!!

Annotations for Paper 1

Ideas Score: 3

The controlling idea (I would like to travel back to the civil rights era to meet Mr. Luther King) is sufficiently developed with relevant supporting ideas (King was an excellent role model, and it would be instructive to see how life then compared to life today). The writer develops these supporting ideas with some details and elaboration (e.g., “The I have a dream speech was a one of a kind and very remarkable speech” and “I want to go somewhere where there are separate bathrooms for people of another race”). There is enough information in the paper to provide a sense of completeness.

Organization Score: 3

The writer demonstrates sufficient control of the components of Organization. There is a two-part introduction. In the first part, the writer thanks the science agency for being selected, and, in the second part, he/she establishes a position. This introduction is clear, and it sets the stage for the rest of the paper. The writer groups related ideas about Dr. King’s positive influence on people and how visiting the Civil Rights era would give a contemporary audience an important perspective. Ideas follow a generally clear sequence. Some transitions link ideas (e.g., “Im not going to say that it will be a fun experience but ...”). The conclusion provides closure.

Style Score: 3

Word choice is generally interesting (e.g., “pleasur to human kind,” “no matter what race or religion,” and “separate bathrooms for people of another race”). There are, however, some lapses into simple, repetitive language (e.g., “I would like,” “The main point that I like,” and “what I like the most”). The positive tone is appropriate for persuasive writing, and the writer’s voice is clear (e.g., “I do admit” and “Im not going to say”). There is some variation in sentence length and structure. Overall, the writer demonstrates sufficient control of the components of Style.

Conventions Score: 3

The majority of sentences in the paper are formed correctly, including some compound and complex sentences. There are also some ineffective attempts at sentence formation (e.g., “Really I would just like to know how it was for people back then as far as people now days for myself”). Usage is mostly correct, but there are some incorrect word forms (e.g., “”cause Im only allowed”). There are slightly more errors related to mechanics. For example, there are several missing apostrophes (e.g., “what its like,” “Im not going,” and “Thats what”) and misspellings (e.g., “pleasur,” “relegion,” and “expreince”). Overall, the writer demonstrates sufficient control of the elements of Conventions.

Performance Level: Meets the Standard

Paper 2

The time period that I would like to travel to would be in the 1980's. I would like to go to that time period because of many reasons. First, I would like to meet the real Lords of Dogtown. They skateboard, surf, and just have fun. I used to skateboard, and I like to surf. All they do is have fun and I would just want to have fun with them.

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Second, I would like to see the president of that time and what he did. I would want to see how he changed things and made them different.

Third, I would just want to go back to the 80's to see how different it is from now. I could see how low gas prices are then, and I could see my parents and my sister when she is little.

I would spend a lot of time there mainly with the Lords of Dogtown, but first I would see everything else then I would go to Dogtown and spend the rest of my time there hanging out, and having fun.

Eventually I would go back to my own time period and tell how cool it was to go back in time and what I did. Then maybe later, more and more people would go back into the past and see what it is like.

Annotations for Paper 2

Ideas Score: 2

The writer is focused on the persuasive purpose and assigned topic. The controlling idea (I would like to go back to the 1980s) is clear and supporting ideas are all relevant. The supporting ideas (meet the Lords of Dogtown, see the president, see how low gas prices are, see my parents and sister) are only minimally developed and overly general (“just want to have fun with them,” “see how he changed things,” “see my parents and sister,” “see everything else”). There is not enough information to provide a sense of completeness and few reader concerns are addressed.

Organization Score: 3

The organizing strategy is appropriate (intro, four reasons, and conclusion). Ideas are clearly sequenced (why I want to go → what I’d do when I got there → what I’d do when I got back to my own time). The introduction and conclusion fit the writer’s topic. Related ideas (what the Lords do, how the world is different, how my family was different) are grouped together. Transitions are used but they are fairly simple (first, second, third). Overall, the writer demonstrates a sufficient level of control.

Style Score: 2

Word choice is simple, ordinary, and repetitive: almost every sentence begins with “I would.” “Eventually” is about the only interesting word in the entire response. The tone is uneven – sometimes enthusiastic, sometimes somewhat flat. There is little awareness of audience and little sentence variety.

Conventions Score: 3

The writer demonstrates sufficient control of all three components of Conventions. Sentences are correct, usage is correct, and the great majority of the mechanics is correct (with the exception of the spelling of “maybe”). Although there is not a wide variety of skills or much complexity, the writer demonstrates sufficient control in this domain.

Performance Level: Meets the Standard

Paper 3

If I could go to ~~any~~ any time period, I would go to the 70's. In the 70's people did what ever they wanted and had fun all their time. Some they wore goofy hippy clothes but they were still cool clothes.

In the 70's things were really cheap too so I would take a lot of money with me so I could use it. I would be able to buy anything I wanted.

One of the coolest things were the cars they had the cars in the 70's were big and muscle cars that sounded loud and went fast and long. They had huge engines that sounded like a Jet and were fun to cruise and pick up hot babes.

Well I would say if I went to the 70's it would be really fun and worth the trip. I would also get to see lots of ~~old~~ young people that are old now and I would be able to see my great grand

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Annotations for Paper 3

Ideas Score: 2

The controlling idea (I would like to go back to the 70's) is minimally developed. Supporting ideas are relevant (things were cheaper then, cars of that era were the "coolest things") but not sufficiently developed. The writer provides few details to develop these supporting ideas. Although the paper is focused, there is not enough information to provide a sense of completeness.

Organization Score: 2

The writer demonstrates minimal control of the components of Organization. In the introduction, the writer states a position and some reasons for selecting the 1970s. There is limited evidence of sequencing as there are only a few sentences in the body paragraphs. Use of transitions is limited. The paper contains a brief conclusion.

Style Score: 2

Word choice is generally simple and ordinary ("a lot of money," "coolest things," "lots of young people") with some examples of interesting language ("huge engines that sounded like a jet"). The tone is uneven: enthusiastic in some parts, flat in other parts. There is little sentence variation.

Conventions Score: 2

The paper consists of a mixture of correct and incorrect instances of sentence formation, usage, and mechanics. There are some correctly formed sentences, but there are also run-on sentences and a fragment. There are a few usage errors ("take alot of money their") and several spelling errors. Overall, the writer demonstrates minimal control of Conventions.

Performance Level: Does Not Meet the Standard

Paper 4

For many years in the past, people have tried to go back in time and visit old times that they consider the best part of their lives. People all around the world have spent billions and billions of dollars and have used great technology to try to come up with a device that would take us back in time, and no one has succeeded yet.

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I've always wanted to go back in time and today, if I got to go back to a time in the past, I would go back to my kindergarten days which were in the year 1995. Those days are precious days in everyone's lives today and they all wish they could have those days back.

Those days were of spring when we woke up with a smile wanting to go to school and look forward to what was going to happen that day. We had nothing to worry about, or be scared of by going to school. No big boogbags to carry, no busses to ride in, no last minute homeworks. My dad would drive me to school everyday with that cool air conditioning on that I still feel the cold air of in my hair.

My teacher, Ms. was a very caring teacher. She came outside the classroom to greet my parents, and then took me back inside with her. Everyone got excited when it was story time. We all loved the way she made different character sounds in each story.

Paper 4 (page two)

Everyday, during lunch, she would go to the Cafeteria and buy the whole class an ice-cold juicy strawberry ice-cream, which I still taste now at lunch.

After lunch was break time. We played tag outside while everyone else looked at us from their windows wishing that they were back in Kindergarten.

After break, we went back inside class for our fun-time in which we played with Legos. Once we had a contest to see who could make the highest tower out of Legos. I was so excited that I started making my tower while everyone else was still thinking about the shape they want their towers to be.

Our birthday parties were un-forgettable. We invited friends from other classes to come to our class and join us in our loud parties. After school, Ms. McLain would drop me to my car with a proud smile on her face telling my dad how good I had been in school that day.

I remember one of Mahatma Ghandi's quotes which said: "Live as if you were to die tomorrow, learn as if you were to live forever." This quote describes my kindergarten years perfectly. We lived our lives to the fullest and enjoyed every last moment that we had to enjoy.

Annotations for Paper 4

Ideas Score: 4

The controlling idea (I would go back to my kindergarten days) is well developed with relevant supporting ideas (carefree and happy time, good teacher, lunch, fun-time, parties). Each supporting idea is developed with specific details. The writer addresses the reader's expectations for relevant information by providing multiple examples of happy times in kindergarten. These examples are well developed but not fully elaborated throughout the paper.

Organization Score: 5

The organizational strategy is appropriate to the writer's topic and the persuasive purpose. The writer engages the reader with an opening paragraph about the common desire to revisit a happy time in the past. This effectively sets the stage for the writer's desire to do the same. Ideas are logically sequenced within paragraphs and across parts of the paper. Effective and varied transitional elements link all parts of the response. The effective conclusion provides closure.

Style Score: 4

Word choice is consistently engaging and sometimes precise ("precious days," "Ice-cold juicy strawberry ice-cream," "unforgettable"). The nostalgic tone enhances the writer's purpose in depicting an idyllic time worth visiting. The writer's evocative voice and tone are consistently strong. Sentences vary in length and structure.

Conventions Score: 5

The writer demonstrates full command of the components of Conventions. The writer uses a variety of subordination and coordination strategies. All elements of usage and mechanics are consistently correct. There are a few minor errors ("boogbags," "exited"), but they do not interfere with meaning.

Performance Level: Exceeds the Standard

Paper 5

I must say that I am honored to have been chosen to travel into the past. After thinking for several days about my desired destination, I have reached a decision—the 80's. I want to go back to the flashy and unique clothing of that time, and I also want to experience the influence of the band Guns N Roses and the movie Flashdance.

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I mainly want to go back to the 80's for the fashion of the time, because the style was flashy and always original. People could wear random items that were laying around their house and be considered the epitome of fashion. During that era, leg warmers, oversized sweatshirts, and mini skirts were very popular. Big hair and flashy jewelry were also a fashion must.

Guns N Roses was a popular band of the 80's. I would like to travel back to the 80's to attend one of their concerts and see what their music and shows were all about. Guns N Roses was huge during this era and is one of my favorite bands of all time, so going back to the 80's would give me the opportunity to be a fan of Guns N Roses at the height of its fame.

The movie Flashdance came out in the 80's era and helped shape most of that decade. It brought dancing into a new light for teenagers, and it also started a fashion trend that would be remembered throughout history. This movie influenced teen culture in the 80's, and I would like to go back to that time period so I could experience the influence of Flashdance on the youth of that time.

In ~~conclusion~~ conclusion, the 80's were awesome years to live in.

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from the fashion to the major bands to the movies. This is why this decade is worth a little time travel. I think it would be interesting to be part of such an awesome period of time.

Annotations for Paper 5

Ideas Score: 3

The controlling idea (I would visit the 1980's) is sufficiently developed. All of the information included is relevant to the topic and the persuasive purpose (what the writer admires about the 1980s). Supporting ideas (fashion, Gun N Roses, Flashdance) are developed with some examples and details (clothing items, big hair, and flashy jewelry). The first body paragraph is more developed than the second and third in which the writer tends to speak in overly general terms (to see what their shows were all about, it brought dancing into a new light). There is enough information to provide a sense of completeness.

Organization Score: 3

The writer demonstrates sufficient control of the components of Organization. The introduction fits the topic and purpose, but it announces all the supporting ideas upfront and is not very engaging. Related ideas are grouped together for the most part, although it would have been possible to combine some of the ideas in the fashion paragraph with the Flashdance paragraph. Ideas are sequenced appropriately, and the body of the response follows the order laid out in the introduction. The conclusion provides closure.

Style Score: 4

The enthusiastic tone enhances the writer's argument to visit the 1980s. Word choice is often precise and engaging ("People could wear random items that were lying around their house and be considered to be the epitome of fashion," "big hair and flashy jewelry were also a fashion must."). There is more awareness of audience in the first body paragraph than in the following two body paragraphs as the writer is providing more specific visual details ("Oversized sweatshirts"). The enthusiastic voice is consistent throughout the response. Sentences are varied.

Conventions Score: 4

The writer demonstrates consistent control of all three components. Simple, compound, and complex sentences are correct. Usage and mechanics are consistently correct. Although the response is somewhat brief, the consistent level of control is more like a 4 than a 3 in Conventions.

Performance Level: Meets the Standard

Paper 6

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Dear, Bob

I was just writing back because I know where I want to travel back in time to. I want to go back in time to the prehistoric times. I think it would be fun to see dinosaurs and to see how it was like living back then. I also think I could learn a lot from it and bring back ~~what~~ ^{what} I have learned to modern time.

I want to go because I want to see dinosaurs, just to see them would be awesome and I want to see if there were really dinosaurs. I want to see how easy and hard it was for them. I have always wanted to see a dinosaur so I think this is a good chance for me to do it.

I will be very careful, I will be taking firearms but only for protection. I want to see what it is like to live back then. It could also be a wonderful story to tell someday. I will also be taking every supply I need to survive.

I know this is dangerous but I am up to it. Please let me go back to pre-historic times. It would be a blast. My only concern is how does the time machine work. How am I going to get back. I just hope I don't end up somewhere else. But I trust you.

Being able to see dinosaurs would be the best thing for me. I would love it.

Annotations for Paper 6

Ideas Score: 2

The writer is focused on the persuasive purpose and the assigned task. The controlling idea (I want to go back to prehistoric times) is clear and supporting ideas are relevant. The supporting ideas (see dinosaurs, see what it was like to live then, be prepared for danger) are minimally developed. The elaboration is very general (“it would be awesome,” “see how easy and hard it was for them,” “could also be a wonderful story to tell someday”) in most of the paper. There is not enough information to provide a sense of completeness.

Organization Score: 2

There is minimal evidence of an organizing strategy. The writer has an introduction and a closing sentence. Sequencing from sentence to sentence is minimal, but there is an attempt to follow points laid out in the introduction (seeing dinosaurs would be fun → see how it was living then → learn a lot and bring that to modern times). Ideas are not clearly grouped: the second and third body paragraphs mix possible dangers with statements about what a great experience it would be. There are no transitions between paragraphs and few within the paragraphs. The writer demonstrates minimal control of the components of Conventions.

Style Score: 2

Word choice is simple, ordinary, and repetitive: almost every sentence begins with “I.” There is some evidence of audience awareness as the writer is clearly addressing “Bob” in the letter. The writer’s voice is apparent in the desire to have an interesting trip and in the concern about returning. There is minimal sentence variety. The word choice and tone improves in the second half of the paper (“careful,” “protection,” “survive,” “it would be a blast,” “concern,”), but overall, the writer demonstrates minimal control of the components of Style. This response falls in the high range of the “2” score point.

Conventions Score: 3

The majority of sentences are clear and correct. Most of the sentences are simple structures, but the writer includes correct compound and complex sentences. There are two run-on sentences and one fragment. Usage is generally correct with few errors. The elements of mechanics are generally correct, but there are missing commas and apostrophes. Errors do not interfere with meaning. The writer demonstrates sufficient control of the components of Conventions.

Performance Level: Meets the Standard

Paper 7

If I bid time travel i will like to go Back to June 10, 1989. I will go Back to my Child hood. I'm Think about going though time travel i will go to the Days my mother and father first time that theys looks into there eyes.

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If I bid time travel i will like to go Back to June 10, 1989. The first Day i was born that was the happy days of my father. He had the hold family in the Next room. I'm think about going though time past in v'sit my Child hood back in the days I am a littel King that is what my ^{mother} ~~mother~~ ~~Box~~ ever morning i will get up in go in then i like to do is watch TV. I will like to go back look at the past of my mother and father first time they look into there eye they new this is it.

Annotations for Paper 7

Ideas Score: 1

The writer's position is apparent (I would travel back to 1989), but a controlling idea is not established. That is because the writer's ideas ("that was the happy days of my father," "I [was] a little king," and "I will like to go back look at the past") are not elaborated to support the writer's apparent position. Overall, the response does not demonstrate awareness of the persuasive purpose.

Organization Score: 1

The paper has an introduction, in which the writer states his/her position. There is, however, little control of the other components of Organization. Because supporting ideas are not developed, there is no evidence of grouping. Few ideas in the paper are sequenced meaningfully, and there are no transitions. The response lacks a clear conclusion.

Style Score: 1

Word choice is often confusing (e.g., "I will go to the Days my mother and father first time that they look into their eyes," "He had the hold family in the Nextroom," and "first time they look into their eye they new this it"). This language leads to a flat tone. The writer's voice is not controlled, and there is little sentence variety.

Conventions Score: 1

There are severe, repeated errors in all elements of conventions. For example, there are several run-ons, usage errors, and mechanics problems ("I'm Think about going though time travel I will go to the Days my mother and father first time that they look into their eyes"). These errors often obscure meaning.

Performance Level: Does Not Meet the Standard

Paper 8

I was so flattered that I got selected to travel into my past, thanks to the local Science Agency. This allowed me to look at my life with a new perspective. I got to change the ways I acted toward other, the ways I felt about things, and the emotions I went ~~thru~~ through to make my life worth living.

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On my way traveling to my past in a time machine. I thought about what I would change. I figured that I would change the ways I acted toward others as a teenager. When I was a teenager I would not listen to my dad. I was a bad kid in his eyes. I never got in trouble with the school. I did all of my school work. When I got home from school I would argue with my dad. I thought to myself that this was going to change. I was sixteen years of age, in high school, with a new attitude. I suddenly became the nicest kid around. School had just got out. Time for us to go home. On my way walking home I noticed that my dad was standing outside watching me. As I walked closer to him. I dropped all of my stuff and ran to him to give him a big hug. From that day on we never had a reason to argue.

During this time period I went through a change. I met a guy named Stephen. He was the cutest, most popular guy in school. One day he asked me to go on a date with him. I thought for a moment and said No. Normally I would have said yes, but I felt something

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go through me to change my past to my new past. Later, many guys had asked me out, all of which I turned down. I felt happy, glad, and reborn to ~~date~~^{say} that I am not going to date anymore. By doing this it made me realize that I didn't need anybody except my family.

It was my turn to do the dishes and take the trash out. I kept thinking to myself that my first chance in life was not all that great. I would tell my dad to buzz off and that I wasn't going to listen to him. I got up from watching TV and did what my dad asked me to do. He looked at me and smiled. I looked into his eyes and let out a small weep. I smiled and walked away. I was happy that I actually did something that I was supposed to do without an attitude.

Yes. I did it. I changed my teenage life. Now, I can look back and see all of the good things that I did instead of the bad. I hope that one day you will be picked by the LSA to travel back to your past and make a difference on what you will become later in life and realize that you can change with the LSA, I did. Hopefully you will to.

Annotations for Paper 8

Ideas Score: 4

The controlling idea (I would return to the past and change my behavior) is well developed with relevant supporting ideas (how I treated my dad, dating, doing chores at home). The first and third body paragraphs are more developed than the paragraph about dating. Most of the supporting ideas are developed with specific examples that explain how the writer used to behave in comparison with how he/she would choose to behave now. The personal anecdotes clarify how important this trip would be to the writer. The response addresses some reader concerns by describing how happy the writer's father is about his/her attitude of cooperation.

Organization Score: 4

The introduction is engaging and sets the stage for the writer's trip into his/her own past by hinting that it will be a very personal life-changing experience. Related ideas about acting respectful, loving, and appreciative toward father and family are grouped into paragraphs. Sequencing is appropriate (what I would do differently → the effects of the change). Varied transitional elements link ideas within and across paragraphs (When I got home, as I walked closer, during this time period, now, I can look back). The conclusion provides closure by revealing the writer's gratitude for the opportunity to change his/her life.

Style Score: 3

The tone is appropriate to the topic: the writer clearly has sincere regrets about past behavior and would make amends if possible. Word choice is generally interesting ("This allowed me to look at my life with a new perspective," "I suddenly became the nicest kid around," "I kept thinking to myself that my first chance in life was not all that great."). The writer's voice is clear and appropriate throughout the paper.

Conventions Score: 4

The writer demonstrates consistent control of the components of Conventions. Simple, complex, and compound sentences are formed correctly with correct end punctuation. Elements of usage and mechanics are consistently correct. There are commas missing after introductory clauses and between independent clauses, but these are very minor.

Performance Level: Meets the Standard

Paper 9

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I'm writing an essay to the head of the agency. I heard that you have a time machine, and I would just like to let you know that I would like to visit the time ~~time~~ period of King Arthur. Here are the reasons why I would ~~like~~ enjoy to do so.

I think it would be interesting to see life on earth in this time stage. The people then would be so much different than from today. What would they live in? A house or a little mud hut? The ruling might be horrible with major taxes, or would the people love their ruler enough that they would die in battle for him. I can't even imagine how beautiful the countryside might be. It wouldn't have any pollution from carpet mills or big old landfills.

The second thing would be the wars. There's no telling what kind of weapon they used a sword, axe, or maybe they just beat each other with sticks. But I wonder what size the army might be, and how many people would fight in each battle. Would it be thousands or maybe just a little skirmish here or there between 16 or so ~~people~~ men? Also did King Arthur have that legendary sword people always talk about even today? They say that he was never beaten in combat with it, I wonder if that is ~~truth~~ true.

Last but not least, what about all the myths and mysteries that we still have today? For instance they say that King Arthur had a friend named Merlin, but they also said that Merlin was a wizard. I have also heard that dragons were around in this time period, I wonder if that is true also. Or what about

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the Lady of the Lake? In some stories Arthur is said to ~~have~~ have thrown his sword in the lake and a woman rises up to grab the sword, right before it hits the water.

Well those are some of the reasons I would like to visit this time error. Hopefully you will feel the same way about what I just said, and maybe take a group of scientist down there and see what it is really like

Annotations for Paper 9

Ideas Score: 3

The controlling idea (I would like to visit the time of King Arthur) is clear and developed with relevant supporting ideas (how people lived, wars, myths and mysteries). The writer provides some examples and details (housing and taxes, lack of pollution and industry; weapons and size of armies, Arthur’s legendary sword, Merlin, dragons). There is some elaboration of each idea (mud huts, beautiful countryside; sword, axe, or maybe just beat each other with sticks, was the sword invincible; was Merlin real/wizard, did dragons exist, was there a Lady of the Lake?). The writer is generally focused on the assigned topic and genre. There is sufficient information to provide a sense of completeness.

Organization Score: 3

The overall organizational strategy (introduction, three supporting reasons, conclusion) is appropriate to the writer’s ideas and persuasive purpose. The introduction is appropriate to the topic. Within the body of the paper, ideas are sequenced from ordinary concerns to fantastic/supernatural events and characters. Related ideas are generally grouped together (daily life, weaponry, legends). There are simple transitions between paragraphs (“here are the reasons,” “second,” “Last”), and some transitions within paragraphs (“also,” “for instance”). The writer demonstrates sufficient control of the components of Organization.

Style Score: 3

The writer demonstrates sufficient control of the components of Style. The tone of wonder is appropriate to a visit to the days of King Arthur and the persuasive purpose of the task. Word choice is generally interesting (“would the people love their ruler enough that they would die in battle for him,” “I can’t even imagine how beautiful the countryside might be,” “skirmish,” “that legendary sword”). The writer demonstrates awareness of the audience (“Hopefully you feel the same way”). There is some variation in sentence length and structure. The writer’s voice is clear (“it would be interesting,” “I can’t even imagine,” “I wonder”).

Conventions Score: 3

The majority of sentences are correct, with some errors (a fragment, run-on sentences). Subjects and verbs generally agree (the writer does mix tenses sometimes). Usage and mechanics are generally correct. Overall, the writer demonstrates sufficient control of the components of Conventions.

Performance Level: Meets the Standard

Paper 10

→ We have always wondered about time travel. Questioning what things of the past was like and how the experience to be there at that moment would feel. The time period that would be best to visit is the B.C period. This would be a great period to visit, because there were many groups at that time like the Athens, Spartans, Chinese, and more that did things we do today. If it was not for some of these groups we might not have everything we have today.

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Some of the waters we use water come from this time. Because many people settled along river banks, people would bring in the water to irrigate the land for crops. Many used water to cook their meals. Their drinking water would come from the river. Also the water was used for washing and other things around the home.

We should also visit this time period, because of education. We have some of our things of school because of this period, like sports from the Spartans. The people of Athens had arithmetic and writing. Geometry was developed during this time and it is very important today. Plus, there were many great teachers of this time, for example Socrates, he developed the Socratic time in which you have to be able to defend your statement.

Paper 10 (page two)

~~≡~~ In Furthermore, the B.C period has taught us much. We have math, sports, and many other things, because of the people of that time period. We should visit this period to see how things started. We could learn things about this period that we never knew. Visiting this period would a benefit to the people.

Annotations for Paper 10

Ideas Score: 3

The controlling idea (it would be instructive to visit the Ancient world) is sufficiently developed. Supporting ideas are relevant (to examine the beginning of basic irrigation techniques; the education system of the time was influential). The writer develops these supporting ideas with some details (e.g., “Because many people settled along river banks, people would bring in water to irrigate the land for crops,” and “The people of Athens had arithmetic and writing”). There is enough information to provide a sense of completeness.

Organization Score: 3

The organizing strategy (introduction / supporting paragraphs / conclusion) is appropriate to the assigned task and persuasive purpose. The introduction is clear and effective because the writer provides a broader rationale for his/her choice without simply listing the supporting ideas (“This would be a great period to visit, because ... if it was not for some of these groups we might not having everything we have today”). Related ideas are grouped together (irrigation and education). Ideas within paragraphs follow a generally clear sequence. Some transitions link ideas within paragraphs (e.g., “for example” and “in which”). The conclusion provides closure. Overall, the writer demonstrates sufficient control of the components of Organization.

Style Score: 2

There is some interesting word choice in the response (e.g., “settled along the river banks,” “irrigate the land for crops,” and “Geometry was developed”). There is an equal amount of simple, ordinary language, however (e.g., “that thing we do today,” “everything we have today,” “some of our things of school,” and “many other things”). These inconsistencies create an uneven tone and voice: engaging in parts, flat in others. There is little sentence variety, particularly after the first half of the response (“We should also,” “We should visit,” “We could learn”). Overall, control of the components of Style is mixed.

Conventions Score: 2

There are correct sentences in the response, but there are also sentence errors, like fragments (“Questioning what things of the past was like and how the experience to be there at that moments would feel”) and run-ons. Control of the elements of usage is mixed; there are correct examples, as well as errors (e.g., “what things of the past was like,” “The time period the would be the best to visit,” “that did thing we do today,” and “Visiting this period would a benefit to the people”). Although some elements of mechanics are correct, the insufficient control of usage and sentence formation keeps this paper in the 2 range.

Performance Level: Meets the Standard

Paper 11

To whom it may concern:

I am very excited about the opportunity this may give me for being one of the first people to travel into the past. After much deliberation I have decided that I would most want to visit the transition period between the Medieval and Renaissance eras. I have decided upon this because many great changes took place during those transition years, most of which were changes in art history.

The Renaissance era, also commonly known as the "rebirth," started a whole new chapter in art history. For example: Michelangelo painted theistine chapel and made the David sculpture while Donatello took Michelangelo's David sculpture and made another one out of bronze. Also, Raphael painted The School of Athens and made many miniature sculptures of the virgin Mary. This was a huge change from the oh so sullen portraits and sculptures of the Medieval era. Not to mention we know who the artists were.

During the Medieval era paintings were often only 2-D and had no sense of light or depth. (By 2-D I light or depth to the portrait.) Many people say this is because the art is reflecting the pain and suffering of those who were surrounded by the Bubonic Plague, more commonly known as the black death. This time period was also known for having very strong Catholic religious views. Most people that were considered artists during this time would paint pictures or make sculptures and never sign it because they did not believe that God would like for them to boast about their work. Therefore, they used their talents as a means to glorify God and not themselves. Also, besides the pictures having no sense of light or depth sculptures also remained quite lifeless.

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Paper 11 (page two)

statues and sculptures had little or no detail and were carved into walls, thus they had no back.

During the transition time between the Medieval and Renaissance eras the painting became more life like and the sculptures had added detail such as wrinkles in clothing, and were completely 3-D. (Paintings had light and depth and sculptures had detail and backs.) This happened in a matter of only about two years. In addition to advances in art there were also advances in music and literature. Because people began to appreciate these arts so much it was soon recognized as alright to sign your name to your work. Many wealthy nobels would support poor artists so that their work would be appreciated more. It was a very drastic change for artists, musicians, and writers for having been such a short period of time.

Therefore, I would like to go back for about five years to see the end of the Medieval era and the beginning of the Renaissance era. I would like to live in this Bubonic Plague infested area to see what the people went through and what led to such drastic changes in fine arts in such a short time period. I think that this will be helpful to many of today's art scholars, as well as learn more about the past and about where our creative influences come from and originate.

Sincerely,

Annotations for Paper 11

Ideas Score: 5

The controlling idea (I would visit the transition period) is fully elaborated with supporting ideas (famous artists, changes in paintings and sculptures, changes in public perception of artists). Each of the supporting ideas is elaborated with specific examples and details (Michaelangelo, Raphael, 3-D light and depth, patron support of artists). The writer addresses reader concerns by explaining the importance of new techniques in art that influence artists even today. The writer's desire to understand this period in history is clear throughout the response and therefore addresses the persuasive purpose by justifying the choice of destination (time period).

Organization Score: 4

The overall organizational structure (intro/supporting ideas/conclusion) is appropriate to the writer's argument. In the introduction, the writer gives an overview of what time period he wants to visit and why. The introduction is not particularly engaging, but it does set the stage for the body of the response. Sequencing is appropriate (introducing the type of change, covering Medieval Art, covering Renaissance Art). Related ideas about artists, religion, and public appreciation of art are grouped logically into paragraphs. The writer uses transitions to link parts of the paper ("For example," "Also," "Therefore," "this is because," "In addition to"). The conclusion is more effective than the introduction because it sets up the importance/impact of the learning experience. Overall, the writer demonstrates consistent control.

Style Score: 5

The writer demonstrates a full command of the components of Style. The writer includes several carefully crafted phrases in the response ("This was a huge change from the oh so sullen portraits and sculptures of the Medieval Era." "they used their talents as a means to glorify God and not themselves"). Some of the word choice is varied and precise ("after much deliberation," "the rebirth," "miniature sculptures," "reflecting the pain and suffering," "a means to glorify God," "remained quite lifeless," "Bubonic Plague infested area"). The writer demonstrates sustained awareness of audience throughout the response and successfully conveys his/her personal interest in the time period.

Conventions Score: 4

Simple, compound, and complex sentences are consistently correct. The sentence fragment at the end of the first body paragraph is a functional fragment ("Not to mention we know who the artists were."). Usage is consistently correct with only the occasional minor error. There are some misspelled words and a few missing commas after introductory clauses, but these errors are minor and do not interfere with meaning. Overall, the writer demonstrates consistent control.

Performance Level: Exceeds the Standard

Paper 12

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The year that I would like to travel back in time to visit is the year of the Renaissance because at this time the people were just doing their thing not just in Harlem but in Atlanta and many other places. The people at this time were looking for the money but they were trying to have a good time all together. There were blacks who owned clubs and bars in Harlem and there were blacks who were just barely making it. But every body tried and they hung in and they work hard.

In the years of the Harlem Renaissance they had many of the greatest musicians appear and play at many different places. Many of the musicians played in places like the clubs that they had all around the city. They had many poets emerge and make some of the best poems that we study till this date. Although many of the people that ~~they~~ were playing in these clubs they weren't getting paid that much they were just getting noticed. They were getting their selves heard so that where they get out there they will already have their selves out there.

During this time there was a lot of racism and there was a lot of problems with blacks trying to start their own business. Many white would discriminate against the black business and they would plot to destroy the business. Harlem was not just blacks who owned clubs and night spots it also was black who had grocery stores and clothing stores. It was a time for blacks to

Paper 12 (page two)

make there money. Blacks were just tired of being the under dog for so long that when there was a chance for success they took it and ran with it. The blacks that were able to open these buisness they made good money. Also they treated there buisness like there life line so ~~the~~ no one could come mess it up.

But Around the time the renaissance start to decline many buisnesses started to shut down. Many of the white people started to shut down the buisness that where establish in Harlem. Some of the people who went about shutting these buisness down they would burn them down or by them out. An are the renacance was dieing down ~~the~~ in harlem it was picking up in other places. ~~at~~ Also it was better then ever in the many other places.

Finally you can say that the renaissance spirit will always be here because we have not stoped yet. Many of today's Activites came ~~of~~ from the Harlem renaissance. And all the performers who made it big during this time they were the best that my generation and the generation before me have ~~we~~ ever seen. We look up to many of these people and there music and Arts are master peeces. Sayin that, I would love to visit the thint of the Harlem renaissance because that is the time where blacks had a real good time but were still fighting for there rights.

Annotations for Paper 12

Ideas Score: 4

The writer's controlling idea (I would go back to the time of the Harlem Renaissance) is well developed with relevant supporting ideas (entertainment/arts, racism, decline, lasting impact). Details and elaboration are relevant and often specific. The writer is clearly addressing reader concerns about why this era is important ("the best poems that we study till this date," "they were the best," "We look up to many of these people and there music and Arts are master peaces"). The writer is consistently focused on the assigned topic, genre, and purpose.

Organization Score: 4

The overall organizational strategy (introduction, supporting reasons, summation) is appropriate to the writer's ideas and the persuasive purpose. The introduction engages the reader and sets the stage for the writer's trip to the past. Related ideas about professions and problems are grouped in paragraphs. Ideas are logically sequenced (what happened during this era → enduring effects). Varied transitions link parts of the paper ("At this time," "In the years of," "Harlem was not just...*it also* was "Finally you can say that"). The conclusion provides closure by summarizing the lasting effects of that period.

Style Score: 3

The tone is appropriate to the topic; it is clear that the writer has strong feelings of pride in the accomplishments of the people of the period. Word choice is generally interesting ("greatest musicians," "poets emerge and make some of the best poems," "discriminate," "plot to destroy the business"). Audience awareness is demonstrated in the words that "show" the reader what is clearly a source of inspiration to the writer. There is some variation in sentence length and structure. The writer's evocative voice is clear.

Conventions Score: 2

The writer demonstrates minimal control of all of the components of Conventions. Sentences are a mixture of correct and incorrect structures. There are multiple usage errors as well as correct usage. There are frequent errors in mechanics.

Performance Level: Meets the Standard

Paper 13

Dear Head of Agency,

When you asked me to come up with an idea for the time travel expedition ~~idea~~ was hard but I think that I made a good decision. Since you were going to start a wild west museum, I decided that it would be an excellent idea to go on a time travel trip to the 1800's. I chose this so I could gather information

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for your museum, I could also bring back some artifacts to be placed in the museum. As I have done some research on it and decided to go. As the culture goes I would like to see how the farming industry came in affect. I will find and see what guns were used for, I will document and study the horses that they used for everyday travel. I will also document and collect the things that they wore and carried everyday, from gun holsters to chaps then shirts to boots. I will also document how the gambling and drinking were such a popular thing to do. I would also like to gather information about how they designed and built the buildings to withstand the harsh winds and weather that they would sometimes have. So sir I hope that you like my decision that I have made toward the time travel expedition. I hope that you will get ~~back~~ ^{back} to me soon,

Sincerely,

Annotations for Paper 13

Ideas Score: 2

The controlling idea (I would travel back to the 1800's) is clear, but supporting ideas are only minimally developed (to collect items for a museum, and to see the era's firearms, buildings, clothing, pastimes, etc.). Most of these supporting ideas are merely listed, but others are partially developed (e.g., there is a detail about clothing: "from gun holers to chaps then shirts to boots"). 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 relatively brief introduction is clear. There are not many related ideas to group together, and there is minimal evidence of sequencing as well. For the most part, the writer simply lists—in no clear order—the various aspects of the Wild West he/she would like to investigate. Transitions are limited mostly to the repeated "I will also."

Style Score: 2

There is some interesting word choice (e.g., "bring back some artifacts," "document and study the horses," and "withstand the harsh winds and weather"). However, there is considerable repetition in sentence beginnings (e.g., "I will find," "I will also document," "I would also like"). Moreover, audience awareness is limited mostly to the introduction and conclusion (e.g., "Since you were going" and "I hope you like my decision."). Control of style is limited by the brevity of the response.

Conventions Score: 2

Many of the sentences are correct, but the first sentence is ineffective, and there is a non-functional fragment as well ("As I have done some research on it and decided to go"). Regarding usage, there are some incorrect word forms (e.g., "came in affect"). Most elements of mechanics are correct, but there are some misspellings (e.g., "meusum," "holers," and "twoard"). Control of conventions is limited by the brevity of the response.

Performance Level: Does Not Meet the Standard

Paper 14

Company head:

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I have made my decision and I wish to travel to the dark ages. I desire to shed some light on this lost part of our history and maybe correct a few flawed beliefs. As you know during the dark ages there were very few records kept and all science was considered heresy against the church and an offense punishable by death. I would like to see if I can fix these problems by traveling back and introducing some very basic technology for them to build from and convincing them that religion, as wonderful as it may seem, does not hold all the answers to life. If I can plant my ideas it could drastically enhance our present. Think about it, an eight hundred year advance in technology; we could be colonizing space if it weren't for the dark ages. Who knows what other advances we would experience; light-speed travel, alien contact, cures for the diseases that kill our people like AIDS and cancer. There are countless benefits to my ideas just waiting to be explored and I could all happen if you give me the chance.

Annotations for Paper 14

Ideas Score: 2

The controlling idea is clear (why I would visit the Dark Ages), but the supporting ideas are overly general. The writer wants to “introduce some very basic technological advances” to the time period, but he/she does not elaborate any further. Other reader concerns are addressed: planting the seeds of technology would “justify” the trip if it resulted in improving today’s world. There is not enough information to provide a sense of completeness.

Organization Score: 3

The problem-solution organizational strategy is appropriate to the writer’s topic and purpose. The introduction is clear, and related ideas about enlightening the people of the Dark Ages are grouped together. There is a clear sequence of ideas (“Think about it, an eight hundred year advance in technology; we could be colonizing space if it weren’t for the dark ages. → Who know what other advances we could experience: light-speed travel, alien contact, cures for the diseases that kill our people like aids and cancer”). Some transitions link parts of the paper (e.g., “As you know” and “Think about it”). The concluding statement provides some closure.

Style Score: 3

The writer’s voice is distinctive and opinionated. It is clear that this writer believes he/she could teach a thing or two to the unenlightened populace of the Dark Ages. Most of the word choice is precise and engaging (“shed some light on this lost part of our history,” “science was considered heresy,” “an offense punishable by death,” “some very basic technological advances,” “religion, as wonderful as it may seem,” “eight hundred year advance”). Sentences are varied.

Conventions Score: 3

There are very few errors in this response. Sentences, usage and mechanics are consistently correct with some variety and complexity. This writer demonstrates a consistent level of control of most elements of conventions.

Performance Level: Meets the Standard

Paper 15

Time travel has been debated about for decades amongst scientists and ~~historical figures~~ historians. Most humans, at one point or another, have been curious about time travel. So far, no human being has ever successfully traveled back or forward into a different time period, but if time travel was possible, traveling to the age of exploration would be highly enlightening and interesting. Travelling back to the expeditions of foreign sailors would be educational and motivating because one could finally put an end to one of the most debated subjects in history about the actual discoverer of America, one could study the interactions between Native Americans and their conquerors, and one could also be a witness to the beginning of one of the world's most powerful civilizations.

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Over the years, scientists and historians have debated about the real discoverer of the new world, also called the Americas. Some say that it was the Chinese who actually stepped foot in America first, but others argue that it was Columbus and his three crewed ships, the Niña, the Pinta, and the Santa Maria, who stepped onto the soil first. If time travel was possible, this would be a burning question to seek the answer to by traveling back to the beginning of exploration of the Americas. This question needs to be answered because the actual founder of America should be given credit for his skillful and timely voyage across the ocean; therefore, research must be conducted on this topic, by traveling back in time, to uncover the real meaning of America.

Another reason for time travel back to the age of exploration is so that one could study and watch the interactions between Native Americans and the new comers from Europe and Asia. When the Spaniards landed in the Americas, they brought new weaponry and

Paper 15 (page two)

disease along with them. It would be very interesting and educational to actually see what interaction like that can do to a civilization of people. In this day and age, this topic could not be accurately studied because most of the areas around the globe have already been explored and some industrialized into the vast civilizations that are known by many today.

Time travel would also allow people from today to study and more accurately record the beginning of a new era. A person from this time period could actually record some of America's most important battles and decisions on film to explain precisely the reasons for later occurrences. During this time of expansion and exploration, America was very mysterious to other countries. America was also seen as the land of new beginnings and opportunities in the eyes of foreign lands. Time travel would allow the human race to access the knowledge of the past that has not been obtainable.

Overall, time travel would be a wonderful asset to obtain. The knowledge and input that would be absorbed from the experiences of traveling back to the age of exploration would be exquisite and vital to new life. Time travel to the age of exploration would allow humans to answer life-long questions about their beginnings, to observe interactions among native Americans and their conquerors, and to watch civilizations rise and fall. This process would truly allow for the human race to study its roots and to learn from its mistakes.

Annotations for Paper 15

Ideas Score: 4

The controlling idea (I would like to visit the age of exploration) is clear and developed with relevant supporting ideas (to verify the real discoverer of America, to witness the interactions between explorers and natives, and to more accurately study pre-colonial America). The writer develops these supporting ideas with specific details and elaboration (e.g., “This question needs to be answered because the actual founder of America should be given credit for his skillful and timely voyage across the ocean,” and “In this day and age, this topic could not be accurately studied because most of the areas around the globe have already been explored and industrialized into the vast civilizations that are known by many today”). The information in the response addresses several reader expectations (e.g., details on why this era is worth visiting).

Organization Score: 4

The organizing strategy (introduction / supporting paragraphs / conclusion) is appropriate to the assigned task and persuasive purpose. The introduction is clear and effectively sets the stage for the development that follows. Related ideas (who discovered America, interaction between explorers and natives, and studying pre-colonial times) are grouped together. Ideas within paragraphs follow a logical sequence. Varied transitions link ideas within paragraphs (e.g., “This question needs to be answered,” “When the Spaniards landed in the Americas,” and “In this day and age”). The conclusion provides effective closure without repetition (“This process would truly allow for the human race to study its roots and to learn from its mistakes”). Overall, the writer demonstrates consistent control of the components of Organization.

Style Score: 5

Carefully crafted phrases create a sustained tone and scholarly voice that enhance the persuasive purpose (e.g., “one could finally put an end to one of the most debated subjects in history,” “When the Spaniards landed in the Americas, they brought new weaponry and disease along with them,” and “allow the human race to access the knowledge of the past that has not been obtainable”). There is extensive variation of sentence lengths, structures, and beginnings. The writer’s impressive control of language reflects an understanding of the denotative and connotative meanings of words.

Conventions Score: 5

The writer demonstrates a full command of the components of Conventions. Simple, compound, complex, and compound-complex sentences are consistently clear and correct. All elements of usage are consistently correct. There are very few mechanics errors, as well (impressively, the writer almost never misplaces a comma).

Performance Level: Exceeds the Standard

Paper 16

Time travel has always been something that I would love to do. So when I heard that I was selected to go I was very excited. When I travel I will be visiting the prehistoric time period.

When I go to the prehistoric time I will hope to see all kinds of different creatures and species. It will be very hard to survive because of the dinosaurs. I will try to find some kind of human kind and interact with them. It will be a very difficult journey but I will try to bring back many unanswered questions. And hopefully it will help us answer many things and help us make things better.

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Annotations for Paper 16

Ideas Score: 1

The writer announces a topic, but a controlling idea is not established. The writer lists a few ideas about prehistoric times, but does not develop them (different creatures, hard to survive because of dinosaurs, find humankind and interact, try to bring back unanswered questions). Some of the ideas are unclear (unanswered questions, help answer many things and make things better).

Organization Score: 2

The paper demonstrates minimal control of the components of Organization. There is an introduction that announces a topic, followed by reasons, and the final sentences may be the writer's attempt at closure. Ideas are very loosely grouped (creatures, journey's benefit). Transitional words are limited ("when"). Overall, brevity limits the demonstration of competence.

Style Score: 2

The writer demonstrates minimal control of the components of Style. Language and tone are appropriate to the topic, and word choice is sometimes engaging (selected, exciting, creatures, survive, humankind, interact, journey). The writer's voice is apparent ("I was very excited," "hopefully"). There is little sentence variety. Overall, brevity limits the demonstration of competence.

Conventions Score: 2

The writer demonstrates minimal control of the components of Conventions. There are correct sentences and two fragments. Usage is correct. There is a mixture of correct and incorrect mechanics. The paper has errors, but none of them interfere with meaning. Brevity limits the demonstration of competence.

Performance Level: Does Not Meet the Standard

Paper 17

What time period I want to go back to is when cowboys rule the wild wild west. I think that was in the 1700s. The reason I wanna go back in time to them is because I like the cowboys. The cowboys ruled the west and all indians at the same time. Back then it was not all that crazy, but it was when you go on adventures.

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See one of the best things about cowboys is that they used to go on adventures. Today the only people that go on adventures is our astronauts. Back then when they went on adventures they had horses not cars for transportation. They could kill somebody and get away with it. They used to go on an adventure that would take a week to complete, like go hunting for Indians, other people, and buffalo. They used to get rewards for their adventure.

Gold was famous back in these days. It was so famous that they used to kill each other over some gold or they would rob you. To get gold all they had to do was get a digging tool and go searching for it. Now that was an easy way to get money, and it was easier in their days than now! But if you was smart you would keep it a secret

Paper 17 (page two)

for yourself.

Becoming a man was something to. To become a man you have to get a woman and have your own responsibilities. I think that was one of the best things about cowboys. Back in their days you can get a girl and be with her and nobody could not stop you.

These are the reasons I want to travel back in time. To become a cowboy and I would want to stay in their time period and live a wild life.

Annotations for Paper 17

Ideas Score: 3

The controlling idea (I would like to travel back to the Wild West) is sufficiently developed. Supporting ideas are relevant (to join in on the adventures, to find gold, and become a man). The writer develops these supporting ideas with some details and elaboration (e.g., “They used to get rewards for their adventures,” “But if you was smart you would keep it a secret for yourself,” and “To become a man you have to get a woman and have your own responsibilities”). There is enough information to provide a sense of completeness.

Organization Score: 3

The organizing strategy (introduction / supporting paragraphs / conclusion) is appropriate to the persuasive task. The introduction is clear. The writer groups related ideas about adventure, gold, and becoming a man. Ideas within body paragraphs follow a generally clear sequence. Some transitions link ideas (e.g., “Back then,” “But if you were smart,” and pronoun substitution like “it” for “gold”). The conclusion provides closure. Overall, the writer demonstrates sufficient control of the components of Organization.

Style Score: 3

Word choice is generally interesting (e.g., “cowboys ruled the west,” “get a digging tool and go searching for it,” and “have you own responsibilities”). There are however, lapses into simple, ordinary language (e.g., “one of the best things,” “Becoming a man was something to”). The positive tone is clear and appropriate (“live a wild life”). Audience awareness is evident in most parts of the response (e.g., “But if you were smart you would keep it a secret for yourself”). There is some variation in sentence length and structure. Overall, the writer demonstrates sufficient control of the components of Style.

Conventions Score: 3

Most of the sentences in the paper are clear and correct, including examples of compound and complex sentences. There are more errors, however, when it comes to usage (e.g., “I wanna go,” “in there days,” “If you was smart,” and “nobody could not stop you”). Most elements of mechanics are correct (e.g., spelling, capitalization, and formatting are correct, for the most part). Overall, the writer demonstrates sufficient control.

Performance Level: Meets the Standard

Paper 18

Everybody wants to go back in time at least once in their lives. I'm sure practically everyone's wished they can. If I had one chance to go back in time I would visit the paleolithic age.

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I would love to visit the paleolithic age to further the knowledge that mankind has right now. One of the things I would document is how the cave men had learned to stay warm, if they did not know how to make fire. I would also write about how the cave men ate and the weapons they furnished to take down the gigantic animals of that time.

As of right now mankind cannot decipher the true meaning of cave drawings. If we go back in time we can figure out the stories behind the pictures.

Annotations for Paper 18

Ideas Score: 2

The controlling idea (I would like to travel back to the Paleolithic Age) is minimally developed. Supporting ideas are relevant (to research cavemen and cave drawings). The writer incorporates few details, however, to develop these supporting ideas (e.g., “I would also write about how the cavemen ate and the weapons they furnished to take down the gigantic animals of that time”). 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 clear. In the first body paragraph, related ideas about cavemen are grouped together. The two sentences in paragraph three are sequenced, and there are some transitions (e.g., “As of right now”). The paper lacks a conclusion, however. Moreover, competence in Organization is limited by the brevity of the response.

Style Score: 2

There is some interesting word choice in the paper (e.g., “further the knowledge that mankind has” and “weapons they furnished to take down the gigantic animals of that time”). The enthusiastic tone is appropriate for persuasive writing, but demonstration of competence in this component, and all components of style, is limited by the brevity of the response.

Conventions Score: 2

There are few errors in this paper, with the exception of a few misspellings (e.g., “practiclly” and “paleonithic”) and a missing apostrophe (“I’m sure practiclly everyones wished they can”). Demonstration of competence in Conventions, however, is limited by the brevity of the response.

Performance Level: Does Not Meet the Standard

Paper 19

All countries of the world have their own history. America's history is full of men and women who fought for freedom and knew no limits. The Revolutionary War, specifically, displays unbelievable courage and cleverness of its leaders. The Revolutionary War is worth visiting because Americans cannot truly know their own history unless they see and understand it for themselves. I would like to visit the Revolutionary War because I admire the bravery of the men like George Washington, Thomas Jefferson, and the Sons of Liberty who overcame all odds and went on to shape modern America.

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From what I have learned, George Washington was a very gifted and talented general in the Revolutionary War. He led the Americans against the British, and with the help of other military leaders, he defeated them. Washington became the first elected president of the United States, although the people wanted to make him king. Washington believed in the rights of the people, not to have a monarchy, and not to have political parties because he believed it would divide the country. Many of Washington's ideas are still used today in government and in everyday life.

Thomas Jefferson was another important man in the Revolution. He wrote the Declaration of Independence because he believed that everyone had the right to be free. He based his ideas off an English philosopher named John

Paper 19 (page two)

Locke who believed that when oppressed by a leader, the people have the right to rebel. Thomas Jefferson led the people in a movement that allowed them religious freedom, and more rights than they knew existed. Jefferson's ideas still stand firm today and his Revolution shaped all of America.

The Sons of Liberty were another group of men to be admired. They led the war on the homefront; while other men were fighting, they led one of America's first protests—the Boston Tea Party. Their slogan was, "No taxation without representation". They protested for the rights of the people because they knew that America stood for something better than England. Their actions were examples to Americans like Dr. Martin Luther King Jr. and Rosa Parks who knew that America stood for better.

The men that fought in the Revolutionary War along with their leaders helped shape modern America. I would like to travel back in time to the 1770's to meet these men so that I could really see how they overcame the impossible to make America the country that it is today.

Annotations for Paper 19

Ideas Score: 5

The controlling idea (I would visit the time of the American Revolution) is fully elaborated with supporting ideas (George Washington's role, Thomas Jefferson's importance, activism of The Sons of Liberty) and relevant examples and details (leader of the army, then president; wrote The Declaration of Independence, supported human/civil rights; protests/civil disobedience). The response contains abundant information that fully addresses reader concerns by describing many actions and ideas that shaped the country and which influence us today. The writer clearly admires the courage and commitment of these historical figures and builds a persuasive case that a visit would help us to "truly know" history.

Organization Score: 5

The overall organizational structure (introduction, three supporting ideas, conclusion) is appropriate. In the introduction, the writer engages readers with an offer to "see for themselves," and sets the stage for examining important events during this time period. Related ideas about Washington, Jefferson, and the Sons of Liberty are grouped together. Sequencing is consistently logical (e.g., "From what I have learned, George Washington was a very gifted and talented general in the Revolutionary War. → He led the Americans against the British, and with the help of other military leaders, he defeated them"). The writer uses varied transitional elements to effectively link parts of the paper and ideas within paragraphs ("From what I have learned," "although," "another important man," "while other." Pronoun substitution is used extensively). The conclusion provides a sense of closure with a statement that effectively sums up the writer's reasons for the choice ("so that I could really see how they overcame the impossible to make America the country that it is today").

Style Score: 5

The writer demonstrates a full command of the components of Style. Carefully crafted phrases and sentences engage the reader and create a sustained tone of absolute conviction of the importance of the era ("Washington believed in the rights of the people, not to have a monarchy, and not to have political parties because he believed it would divide the country." "He based his ideas off an English philosopher named John Locke who believed that when oppressed by a leader, the people have the right to rebel"). Word choice is precise and engaging ("fought for freedom and knew no limits," "truly know their own history," "admire the bravery," "overcame all odds and went on to shape modern America"). Awareness of the audience is clear from beginning to end as the writer employs a strong, evocative voice that is sustained through the use of words that recall the struggles of a newly formed America to shape its own course.

Conventions Score: 5

The writer demonstrates a full command of the components of Conventions. Simple, complex, and compound sentences are formed correctly ("All countries of the world have their own history," "I would like to visit the Revolutionary War *because* I admire the bravery of the men like George Washington, Thomas Jefferson, and the Sons of Liberty *who* overcame all odds and went on to shape modern America"). Subjects and verbs agree, and word forms are correct. Correct usage and mechanics are demonstrated in a variety of contexts. While there are minor errors, they are infrequent and do not interfere with meaning.

Performance Level: Exceeds the Standard

Paper 20

Dear head agency,

I would like to go back in time to the 1800's to see what things were like back then. I would like to see how people dressed back then from now. What kind of clothes they were, what kind of music they listened to. It is worth going back into time because you can come back into the year of today and tell a lot of people that is your age, about what it was like to travel out of time, and maybe they would want to go. That is also a good way to make so money, by making them pay to travel back in time. People would pay a lot of money to go back a time period just to get away from here for a while. All we hear is about the old day but we wouldn't do anything about it all we can do is listen and take it in, but if we went there then we could listen and talk about it with the older people. You can go back in the past to see how much things cost, to bring things back to show other people, and to make them want to pay their money to go see ~~that~~ ^{them} selves. I would like to ~~that~~ visit the 1800's because it would be a pretty nice thing to do.

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Annotations for Paper 20

Ideas Score: 2

The writer is more focused on the topic (time travel), than the assigned persuasive task (what time period I would like to visit). Supporting ideas tend to be overly general (how people dressed, what kind of music they listened to, how much things cost, “because it would be a pretty nice thing to do”). Many of the supporting ideas are about how to make money by charging people to travel back in time or how to convince people to want to time travel. These ideas do not support or develop a visit to the 1800s. The writer’s ideas about time travel could relate to any time period, which weakens the writer’s argument and position. There is not enough information to provide a sense of completeness.

Organization Score: 2

There is minimal evidence of an organizing strategy. The writer includes an opening and a closing sentence. There is minimal sequencing as the writer makes a case for how to convince people to time travel. Ideas about what could be seen in the past are not grouped together. The organizational strategy is not formulaic or inappropriate, but it is very minimal.

Style Score: 2

Word choice is simple and ordinary (“it would be a pretty nice thing to do,” “I would like to see how people dressed,” “that is a good way to make some money”). There is little evidence of the writer’s voice, and the tone is mostly flat. There is little sentence variety as almost every sentence begins with the subject of the sentence.

Conventions Score: 2

The writer demonstrates minimal control of all three components. There are sentence fragments (“what kind of clothes they were”), and a long run-on (“All we hear is about is the old days but we wouldn’t no anything about it all we can do is listen and take it in but if we went there we could listen and talk about it with the older people.”). Usage and mechanics are generally correct but simple. Competence is limited by the brevity of the response.

Performance Level: Does Not Meet the Standard

Score Key – GHSWT Sample Papers

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