

**Georgia Grade 5 Writing Assessment**

**Informational Writing Topic from the 2007 Administration and Sample Papers**

**Informational Writing Topic 5217**

Everyone is good at something. It could be a subject in school, a sport, a game, or something you do at home. Think about one thing that you know how to do well.

Write a report to your class that describes what you do well and explains how you learned about it.

I'm good at video games. My brothers and sister taught me how to play. Then I started learning how to play other video games. Through the years I got better at drawing. My favorite subject is math. I'm also good at playing games (not video game). I only like math as my favorite subject is because I'm good in multiplication, division, addition and subtraction. I can stay awake for a really long time. Once stayed awake until 9:46 AM. then a few minutes later I fell asleep. I'm good at riding my bike. And that's mostly all I'm good at.

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## **Annotations for Paper 8**

### **Prompt 5217 - Informational**

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

The writer attempts to describe several things he/she does well. Some of the ideas are developed with a sentence or two (video games, staying awake), while others are listed with no development at all. The response lacks sufficient information to provide a sense of completeness. The minimal development of two of the writer's talents is enough to move this paper into the "low 2" range.

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

The paper demonstrates minimal control of the components of Organization. Some related ideas are grouped together (video games, staying awake), but other ideas are not presented in a clear sequence (the writer moves from math to playing games, back to math). The last sentence of the paper is a very brief conclusion, but the paper begins without an introduction. Instead, the writer begins describing one of his/her talents with no set up. There is only minimal evidence of sequencing and grouping in the body of the paper. Some ideas are linked with transitions ("Then," "Through the years," "Once," "then a few minutes later").

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

The writer demonstrates minimal control of the components of Style. Word choice is simple and ordinary ("I'm good at video games," "I am also good"). There is little audience awareness or sentence variety demonstrated. Demonstration of competence in Style is limited by the brevity of the response.

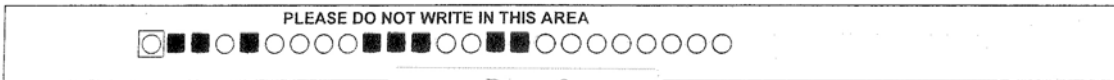
#### **Conventions Score: 2**

The writer demonstrates minimal control of the components of Conventions. Some simple sentences are correct, but there are also sentence formation errors. Some subjects and verbs agree, and the writer correctly uses commas in a series. Spelling is generally correct, but there are no paragraph breaks. Overall, the demonstration of competence is limited by the brevity of the response.

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

Hi, I'm T and I love foot ball.  
My dad has tot me all kinds of trick and  
Stadiges about foot ball. When he was a kid  
he played to thots how he knew to teach  
me. He was realy, realy good to. He could  
out run every body on the team.  
When he ran, now body wanted to tackle  
him. My dad isn't the only athet though. My  
mom set records in basket ball. My mom and  
dad both are proud of me though. I good at  
foot ball because I always practice with my dad  
and learn new tricks. I love practicing with  
my dad because if I do something rong  
he'll tell me and show me how to do it better.  
My catch will yell and scream at me and  
tell me to sit down. I still like foot ball  
though and I'll never quit.

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## Annotations for Paper 9

### Prompt 5217 - Informational

#### Ideas Score: 2

The controlling idea (how I learned to play football) is minimally developed and addresses some aspect of the assigned task. Most of the information included is relevant to explaining the writer's influences in the game of football. Supporting ideas (father's skills at football, parent's pride, the coach) are partially developed with examples, but overall there is not enough information to provide a sense of completeness.

#### Organization Score: 2

The writer demonstrates some competence in sequencing and grouping ideas. The writer moves from developing his father's skills, to his parents' pride, to how hard he practices to improve. The introduction and conclusion are limited to a single sentence. Transitions are fairly sophisticated ("When he was a kid," "My dad isn't the only one though," "I still like football"). Overall, there is not enough evidence in this brief paper to demonstrate more than minimal competence.

#### Style Score: 2+

The tone of enthusiasm for the sport of football is appropriate to the writer's purpose. Word choice is often engaging ("all kinds of tricks and strategies," "outrun everybody," "coach will yell and scream"). The writer's voice is clear ("I love practicing with my dad," "I'll never quit"). Sentences are varied. The paper has many qualities of higher score points in Style, but the brevity limits the demonstration of competence.

#### Conventions Score: 2

The writer demonstrates minimal control of sentence formation, usage, and mechanics. There is one run-on sentence, but several instances of correct coordination and subordination. Subjects and verbs agree and most word forms are correct. In mechanics, spelling is the most obvious weakness. Most of the words that are longer than one syllable are misspelled. There are no paragraph breaks and little internal punctuation. The brevity of the paper also limits the writer's demonstration of competence.

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

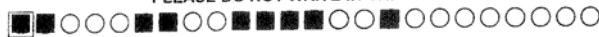
I like playing volleyball because it's a fun sport. Mostly I practice every week by hitting the ball on the wall or by playing with my cousins so I can get better. At first I didn't like volleyball or even know how to play. Our coach at school said we were going to start playing volleyball. I thought it was a bad idea since I didn't know how to play. At first I got confused when he explained the rules to the class. On my third time playing volleyball I got better.

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One time I went home and got a ball. I started throwing it or hitting it toward the wall outside our house. Sometimes I tripped or got hit in the stomach or on the head by trying to hit the ball on the wall. Playing volleyball is really fun to me. If you become good at it you might just have a chance to go pro. If you do want to go pro you have to practice, practice and practice and never give up. Sometimes when you're playing against another team they might win. If they do win don't get so mad that you might even throw the ball in their face and give a mark. When you do win you can go out and celebrate with your friends or family. If you do become pro you might even have fans, be on tv, and might start signing autographs. It's kind of like being famous.

Whenever I play volleyball all I want is to have fun. Sometimes I lose or sometimes I win. If I lose I don't get so mad like some people do.

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## Annotations for Paper 10

### Prompt 5217 - Informational

#### Ideas Score: 3

The controlling idea (playing volleyball) is clear and developed with relevant supporting details (first learning to play, practicing, being a pro, winning and losing). The writer includes some examples and details to provide a sense of completeness and address some reader concerns (how the writer improved as a volleyball player, advice on how to react to winning and losing). Some ideas are well developed, while others are only partially developed (celebrating, becoming a pro). The writer is generally focused on the assigned topic and genre.

#### Organization Score: 3

The overall organizational strategy (introduction, description of volleyball, conclusion) is generally appropriate to the writer's ideas and the assigned genre. The introduction and the conclusion are both somewhat brief, but they clearly indicate what the writer does well. Ideas are generally sequenced in a clear manner (learning to play, practicing, going pro, losing and winning, going pro again), and related ideas are generally grouped together (some of the ideas in the body are not clearly grouped). The writer uses some transitions to link parts of the paper ("One time," "If you become good," "Sometimes," "If they do win," "Whenever I play").

#### Style Score: 3

The writer demonstrates sufficient control of the components of Style. Language and tone are generally consistent with the writer's purpose and the informational genre. The writer demonstrates awareness of the audience. Word choice is generally engaging ("I got confused when he explained the rules," "signing autographs," "celebrate with your friends and family") with some lapses into simple and ordinary language ("really fun," "bad idea," "good at it," "have fun"). There is some variation in sentence length and structure. The writer's enthusiastic voice is clear ("practice, practice, and practice and never give up").

#### Conventions Score: 3

The writer demonstrates sufficient control of the components of Conventions. The majority of sentences are correct, but there are some sentence formation errors ("Sometimes I Lose or Sometimes I win, If I lose I don't get so mad like some people do."). Subjects and verbs generally agree, but there are some incorrect word forms ("when *your* playing"). There are a variety of mechanics errors (several missing commas, capitalization errors, and spelling errors). Overall, however, there are more correct instances of sentence formation, usage, and mechanics than errors.

### Performance Level: Meets the Standard

Streak! Wow that was a close one!

That was the highest hill I've rode my bike on in my life. This monster hill almost made me flipp off my bike and lye on the ground like a dead body. I just love to ride my bike on huge hills. I learned about bikes when I was a little kid.

My friends all had bikes and soon my mom and dad got me one. Then my dad taught me how to ride it. The rest of it is history now. One of my favorite things to do on my bike is a wheely. My wheelies look like a fierce bear standing on two paws. I only do that when I want to show off on my bike. I have practiced how to turn extremely quick on my bike, so that I will be able to touch the ground while riding my bike. You can do this by turning your handle bars fast enough that the bike will go on its side wheels, and the ground will be on the side you lean to. Then the bike will rapidly go up. Why I like my bike? I can do cool things on them.

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## Annotations for Paper 11

### Prompt 5217 - Informational

#### Ideas Score: 3

The controlling idea (The writer's bike riding talent) is clear and developed with relevant supporting ideas (learning about bikes, wheelies, turning quickly). The writer provides enough examples and details to provide a sense of completeness and address some reader concerns (how to turn quickly and touch the ground). Some ideas are well developed, while others are only partially developed (wheelies). The writer is generally focused on the assigned topic and genre, but the writer could have provided more information about how his dad taught him to ride a bike.

#### Organization Score: 3

The overall organizational strategy (introduction, description of bike riding, conclusion) is generally appropriate to the writer's ideas and the informational genre. The paper begins with an attention-grabbing introduction that is appropriate to the topic, but the conclusion is abrupt ("Why I like my bike? I can do cool things on them."). Ideas are generally sequenced in a clear manner, and related ideas are generally grouped together (learning, wheelies, quick turns). The writer uses some transitions to link parts of the paper ("Then," "I only do that," "when I was a little kid").

#### Style Score: 3+

The writer demonstrates sufficient control of the components of Style. Language and tone are consistent with the writer's purpose and the assigned genre. The writer demonstrates awareness of the audience in the introduction ("Streek! Wow that was a close one!") and the body of the paper ("My wheelies look like a fierce bear standing on two paws"). Word choice is generally engaging ("like a dead body," "The rest of it is history now," "extremely quick," "rapidly go up"). Sentences vary in length and structure. The writer's enthusiastic voice is appropriate.

#### Conventions Score: 4-

The writer demonstrates consistent control of the components of Conventions. Sentences are consistently correct, including complex and compound sentences ("You can do this by turning your handle bars fast enough that the bike will go on its side wheels, and, the ground will be on the side you lean to." "I have practiced how to turn extremely quick on my bike, so that I will be able to touch the ground while riding my bike."). Subjects and verbs agree, and word forms are generally correct (except "I've rode my bike" and "I've rode extremely quick"). Spelling and punctuation are generally correct, but there are some mechanics errors too ("flip," "extremly," "lye," "firce" lack of paragraph breaks). Although the paper is less than a page long, the writer demonstrates correct Conventions in a variety of contexts.

### Performance Level: Meets the Standard

This The Thing I Do Great.....

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The thing I do great is YEA.

Being in YEA is fun, exciting, challenging, and very serious to me. In YEA we do different shows all around the country. YEA is a theatrical company. In YEA we have rehearsals

all of the time. YEA is a group you have to audition for, and after the audition about a week later they send you a letter in the mail that says you are accepted or rejected.

I am so happy that I got accepted into YEA.

You have to maintain good grades and acceptable behavior in order to stay in YEA. YEA also has tutors that will help you if you need help or you are having a little trouble in school. Also another good thing that comes out of being in YEA is after you graduate from high school, whatever college you attend, YEA sends you a scholarship to the college you attend. They (YEA) send you a scholarship in theatre.

YEA is an awesome program. YEA to me is not only a hobby, right know it is all I want to do besides stay in school, of course! YEA challenges you in many different ways. They challenge you in ways you can't even explain. Everytime we have YEA rehearsal, you have to come ready to work. YEA to me is nothing to play with. If you do not like running laps, exercising, dancing, and getting ready for shows

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YEA is not the thing for you. I enjoy doing all of those things. That is why I'm going to do everything I can to stay in YEA!

## Annotations for Paper 12

### Prompt 5217 - Informational

#### Ideas Score: 3

In this paper, the controlling idea is sufficiently developed. The writer maintains focus on the assigned topic and all of the information included is relevant. Some supporting ideas (rehearsals, auditions, support in school) are more developed than others. At the end of the paper, the reader still knows relatively little about what kinds of shows YEA produces. Is it dance? Plays? This reader concern is not addressed by the writer and is an important part of the informational genre.

#### Organization Score: 4

The overall organizational strategy is appropriate to the informational purpose. Ideas are logically sequenced as the writer moves from introducing the purpose of YEA to the support of activities outside the company to how challenging participating in YEA can be. The introduction sets the stage for describing how exciting and challenging being in a theatrical company can be. In the conclusion the writer explains why she hopes to be a part of YEA for years to come. Related supporting ideas are grouped together. Transitions are somewhat varied, stronger within paragraphs than across parts of the paper.

#### Style Score: 4

The enthusiastic tone is appropriate for the writer's purpose (to explain why YEA is such an important part of her life). Word choice is generally engaging ("fun, exciting, challenging, and very serious," "accepted or rejected," "maintain good grades and acceptable behavior," "challenges you"). The writer's voice is evident throughout the paper as she shares her happiness and excitement with the reader ("YEA is an awesome program." "I'm going to do everything I can to stay in YEA!").

#### Conventions Score: 4

The writer demonstrates consistent control of sentence formation, usage, and mechanics. There are a few awkwardly overloaded sentences and one run-on, but most of the sentences are correct and some of them are complex. Most of the usage is correct and there is some variety in the elements. "Know" for "now" is probably a spelling error rather than a usage error, and the only spelling error. Paragraph breaks are correct, and there is some variety in internal punctuation. Capitalization is correct.

### Performance Level: Meets the Standard

Hi, my name is \_\_\_\_\_, and I am good at plenty of things. I am good at: Drawing, writing my stories, basketball, good at making friends, and good at being a friend!

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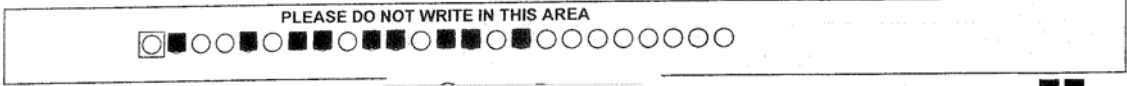
When i'm drawing I don't really get distracted. I'm good at drawing animated people and real people. (only if I can see them).

I can also draw animals. My favorite animal to draw is the wolf! I give alot of drawings to my friends and family.

I love to write stories. I've written about 6 and working on my 7<sup>th</sup>. I have written a 4 page story, a 5 page story, a 7 page story, a 10 page story, a 3 page story, an a 24 page story! When i'm done with a story, I get paper and a couple of pencils, then I look through my story and make pictures to them.

I'm also good at basket ball! I practice at school in gym sometimes, and I practice with my friends, cousins, and my older brother. Oh... when my nephew comes over I play with him too! Basketball is and always will be my favorite sport!

At my other school I made lots and lots and lots of friends. I think i'm good at making friends because I had friends in 5<sup>th</sup> grade when I was in 3<sup>rd</sup> grade. When I was in kindergarden, 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> grade, I kept all of my friends from Pre-K. I still keep



in touch with all of them!

I also think I am a good friend. I give every single one of my friends something like one of my drawings, or a gift. When they are talking I listen all the time, I don't just tune them out. I also have everyone's phonenumber.

There was one day when we all got on the phone at the same time! It was very, very noisy.

5 people talking at the same time, can you even imagin that?!

The end

## Annotations for Paper 13

### Prompt 5217 - Informational

#### Ideas Score: 4

The controlling idea (I am good at plenty of things) is well developed and addresses the assigned writing task. Although it may be more difficult for a writer to develop several things he/she does well, it is an acceptable way of responding to the prompt. In this case, the supporting ideas (drawing, writing, basketball, making friends, being friends) are relevant and well developed. The writer includes specific examples and details for each of his/her talents to inform the reader. Although some of the ideas could be more fully elaborated, the writer is consistently focused on the assigned topic, genre, and purpose.

#### Organization Score: 4-

The overall organizational strategy (introduction, description of several things the writer does well, conclusion) is appropriate to the writer's ideas and the assigned genre. The introduction sets the stage for the writer's description of multiple talents. Ideas are logically sequenced across parts of the paper (one talent at a time), and related ideas are grouped together. Transitions link parts of the paper ("When I'm drawing," "I'm also good," "At my other school") and ideas within paragraphs ("When I'm done with a story," "I still keep in touch," "When they are talking"). The final sentence of the paper ("can you even imagin that?") concludes the description of how the writer is a good friend, but there is no overall conclusion that ties together all of the writer's talents.

#### Style Score: 3+

The writer demonstrates sufficient control of the components of Style. Language and tone are generally consistent with the writer's purpose and the informational genre. The writer demonstrates awareness of the audience in the conclusion ("can you even imagin that?"). Word choice is generally engaging ("tune them out," "get distracted," "Basketball is and, always will be my favorite sport!") with some lapses into simple and ordinary language ("good at basketball," "good at making friends," "a lot," "Hi my name is," "good at plenty of things"). There is some variation in sentence length and structure. The writer's enthusiastic voice is clear.

#### Conventions Score: 4

The writer demonstrates consistent control of the components of Conventions. Sentences are consistently correct, including complex and compound sentences. Subjects and verbs agree, and word forms are generally correct. Spelling and punctuation are generally correct, but there are some mechanics errors too ("I" is not capitalized, missing apostrophes). While there are minor errors in Conventions, they do not interfere with meaning.

### Performance Level: Meets the Standard

To know how to snorkel you need to know how to swim. So I'm going to tell you how to do them both. I'll tell you what except when you go out there and tell you the dangers you could face. You will learn a little about animals and how to treat them. So keep reading and you might learn some really cool things.

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The first thing you need to know is how to swim and hold your breath. If you want you can follow my instructions at your nearest pool. If there is a deep end and a shallow end of the pool try the shallow end and work your way up to the deep end. I say that because you don't want to drown while you are just learning. Get into the pool and hold onto the edge of the pool and kick your legs up and down, but don't lift them so much out of the water. After you have that down start moving your arms in a circular motion. Have an adult (that knows how to swim) check to see if your swimming right. Practice for a week or two so you can get better. That's how you swim. Next you need to know how to hold your breath. There's really not much I can teach you. The easiest way is to take huge breath, swim underwater as much as you can, then when you need to breath really bad come up out the water and let it out.

The next thing you need to do is learn how to use a snorkel. Ask an adult to go to a dollar store and buy one for you. (If you don't already have one) All you need to do is put the mouth piece in your mouth and breath through it. You don't want to breath through nose with a snorkel. (Especially in water)

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Now you need to get to a beach. Go out about 25 feet from the beach. Look through the water if you don't see any fish go a little farther. Be careful in the water because there are lots of dangers there. Sharks, Barracudas, jellyfish, and other stuff. If you're looking through the water and all of a sudden all the fish seem to disappear there's probably a shark within a little less than a mile. Jellyfish you will definitely see. If one ever stings you swim back to the beach and rub sand on it. Watch out for weird colored or very big jellyfish. White ones are the most common jellyfish. Barracudas are long and a bluish greyish color with long skinny bodies. You usually only see them when you go out very far. So please be cautious. Well I hoped you liked my "how to snorkel" story. Maybe one day you'll go snorkeling and like it as much as I do. Happy Snorkling!

## Annotations for Paper 14

### Prompt 5217 - Informational

#### Ideas Score: 5

The controlling idea is fully developed and addresses all aspects of the assigned task. This writer takes the unusual perspective of speaking like an expert and giving directions (thus implying that he is good enough at snorkeling to teach others how to do it correctly). The writer maintains a consistent focus on the informational genre, covering each aspect of the sport step-by step. Supporting ideas (swimming and holding breath, using the snorkel, watching the water for danger) are developed with specific details. The writer addresses reader concerns by anticipating the needs of the uninformed reader and by emphasizing safety in the water and in the ocean.

#### Organization Score: 5

The unique overall organizational strategy (steps to safe snorkeling) is appropriate to the informational genre. Ideas are logically sequenced as the writer begins with getting in the water, swimming and breathing skills, using the snorkel mouthpiece, then moves into developing safety skills in the ocean. The introduction sets the stage by announcing that the writer is going to explain exactly what to expect. The conclusion is a wish that the reader gets out and tries to snorkel one day. Related supporting ideas are grouped together in paragraphs. Effective and varied transitions link all parts of the paper.

#### Style Score: 5

Carefully crafted phrases create a sustained tone that is enthusiastic and reassuring at the same time. The language is varied, precise, and engaging (“follow my instructions at your nearest pool,” “work your way up,” “circular motion,” “take a huge breath,” “mouthpiece,” “disappear,” “definitely,” “most common”). There is sustained attention to the audience as the writer explains each step of learning to snorkel safely. The writer’s authoritative voice is consistent and sustained. Sentences are extensively varied, and the imperative sentences contribute to the authoritative tone of the expert.

#### Conventions Score: 5

The writer demonstrates a full command of the components of sentence formation, usage, and mechanics. There are only occasional losses of control in sentence formation (one run-on, one fragment, and a sentence beginning with the coordinator “So.”). Even complex and compound sentences are correct. Usage is correct in a variety of contexts. There are very few errors in mechanics. The writer does not yet punctuate after introductory clauses, but there is still a variety of correct internal punctuation demonstrated. Paragraph breaks and capitalization are correct.

### Performance Level: Exceeds the Standard