



**English Language Arts
Grade 7
Fall 2005**

**Writing from Knowledge and Experience
Released Item # 31
Scoring Guide**



WRITING FROM KNOWLEDGE AND EXPERIENCE

31 PURSUING A DREAM

Many people work hard to achieve their dreams. We may pursue or go after individual dreams or we can pursue dreams that can help others.

Do **ONLY ONE** of the following:

tell about a time you pursued a dream and did or did not achieve it

OR

describe one of your dreams and how you will go after it

OR

explain how you inspired someone or someone inspired you to pursue a dream

OR

tell about someone in history who pursued a dream

OR

write about the theme in your own way.

You may use examples from real life, from what you read or watch, or from your imagination.

Your audience will be interested adults.

Use the checklist on the next page to help you with your response. The Notes/Planning space may be used for writing down and organizing your ideas.

Your response must be written in the lined spaces starting on page 8 of your **Answer Folder**. Only the writing in your **Answer Folder** will be scored. No extra sheets may be used.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

When you have finished Part 3A, STOP.

**PART 3A: CHECKLIST FOR
WRITING FROM KNOWLEDGE AND EXPERIENCE**

DIRECTIONS:

Use this checklist to help you with your response. Your response must be written in the lined spaces starting on page 8 of your **Answer Folder**.

CHECKLIST:

- _____ Do I have a clear central idea that connects to the theme?
- _____ Do I stay focused on the theme?
- _____ Do I support my central idea with important details/examples?
- _____ Do I need to take out details/examples that DO NOT support my central idea?
- _____ Do I use a variety of words, phrases, and/or sentences?
- _____ Have I spelled, punctuated, and capitalized my writing to help readers understand it?

NOTES/PLANNING

Michigan Educational Assessment Program
Writing from Knowledge and Experience
Grades 3–8
Holistic Score Point Descriptions

Here is an explanation of what scorers think about as they score this writing:

- 6** The writing is exceptionally clear and focused. Ideas and content are thoroughly developed with relevant details and examples where appropriate. The writer’s control over organization and the connections between ideas moves the reader smoothly and naturally through the text. The writer shows a mature command of language including precise word choice that results in a compelling piece of writing. Tight control over language use and mastery of writing conventions contribute to the effect of the response.
- 5** The writing is clear and focused. Ideas and content are well developed with relevant details and examples where appropriate. The writer’s control over organization and the connections between ideas effectively moves the reader through the text. The writer shows a command of language including precise word choice. The language is well controlled, and occasional lapses in writing conventions are hardly noticeable.
- 4** The writing is generally clear and focused. Ideas and content are developed with relevant details and examples where appropriate, although there may be some unevenness. The response is generally coherent, and its organization is functional. The writer’s command of language, including word choice, supports meaning. Lapses in writing conventions are not distracting.
- 3** The writing is somewhat clear and focused. Ideas and content are developed with limited or partially successful use of examples and details. There may be evidence of an organizational structure, but it may be artificial or ineffective. Incomplete mastery over writing conventions and language use may interfere with meaning some of the time. Vocabulary may be basic.
- 2** The writing is only occasionally clear and focused. Ideas and content are underdeveloped. There may be little evidence of organizational structure. Vocabulary may be limited. Limited control over writing conventions may make the writing difficult to understand.
- 1** The writing is generally unclear and unfocused. Ideas and content are not developed or connected. There may be no noticeable organizational structure. Lack of control over writing conventions may make the writing difficult to understand.

Condition codes for unratable papers (zeroes):

A – Off Topic

B – Written in a Language other than English or Illegible

C – Blank or Refusal to Respond

Anchor Paper 1 – Score Point 1

Pursuing a dream is like following
through a plane. A dream is what
you think about when you are
asleep. The dreams you want to
follow through will be successful for
a long time. The dream to build a
or something else would be a
dream. The house of a school of
some kind is like taking care of a
child and that's a dream. The kids
will be like their parents and they'll have
dreams.

Anchor Paper 1
Score Point 1

The writing is generally unclear and unfocused. Content is neither connected nor developed (*A dream is what you think about when you are asleep. The dreams you want to follow through will be successful for a long time.... The kids will be like their parents and they'll have dreams*), and there is no noticeable organizational structure. A lack of control over writing conventions makes the writing difficult to understand (*The dream to build a or something else would be a dream. The house or a school of some kind is like taking care of a child and that's a dream*).

Anchor Paper 2 – Score Point 1

Martene luther King had to Pursue for his
 Dream his Dream was lot about Black And
 white people getting along together he had
 To search wide and very hard for this Dream
 And It really help the people of America come
 to gether That speech ment a lot To athur
 people so there Is Martene luther King for all's
 Dream of speach As a kid when he was
 Grow up his parents and Father die as
 do to a car crash then martene got Older
 and older he had get is dream at it All came
 to gether

Anchor Paper 2
Score Point 1

This response is generally unclear. The writer attempts to focus on Martin Luther King, (Martene luther King had to. Pursue for his Dream his. Dream was lot about Black), but ideas are not developed or connected (That speech ment a lot. To athur people so there. Is Martene luther King for. His Dream of speach As. A kid when he was. Grow up his Parents and). The writing lacks a noticeable organizational structure, and the lack of control over writing conventions makes the writing difficult to understand.

Anchor Paper 3 – Score Point 1

Some people try to go after their dreams. Some achieve it, and some don't. Some people pursue dreams to help themselves or to help others. Many people work very hard to achieve their dreams. Some dreams do come true.

One time I went after one of my dreams and I did not achieve it. It did not come true. It wasn't very easy to achieve. So just remember, trying to achieve a dream can be hard or easy.

Anchor Paper 3
Score Point 1

The writing is generally unclear and unfocused. Ideas are not developed (Some people try to go after their dreams. Some achieve it, and some don't....Many people work very hard to achieve their dreams....One time I went after one of my dreams). Aside from a brief opening and closing, there is no noticeable organization of the text (Some people pursue dreams to help themselves or to help others....So just remember, trying to achieve a dream can be hard or easy). Lack of control over writing conventions makes the writing difficult to understand.

Anchor Paper 4 – Score Point 2

One of my dreams is to become an Archeologist. In order to reach that dream, I will have to finish school with good grades. In order to get good grades, I will have to have a good study habit. To get a good study habit, I will have to work really hard.

If I want to reach my goal I will need to pass middle school. Then I will have to pass high school. Then I shall apply for college. After four years & most likely more, I shall be on my way to being an Archeologist.

**Anchor Paper 4
Score Point 2**

The response is only occasionally clear and focused. An attempt is made to develop ideas, but the result is list-like and repetitive (*One of my dreams is to become an Archeologist. In order to reach that dream, I will have to finish school with good grades. In order to get good grades, I will have to have a good study habit. To get a good study habit, I will have to work really hard*). There is little evidence of an organizational structure beyond the linking of details (*If I want to reach my goal I will need to pass middle school...I will have to pass high school*). Vocabulary is repetitious and control over writing conventions is limited.

Anchor Paper 5 – Score Point 2

Pursing a Dream

On April 14th 2004 I had a dream that I was going to become a nurse or doctor. I was going to be a nurse and try to work on being a doctor. What I have to do to achieve it is get good grades all through elementary, Junior high, and highschool. Then I have to go to college for a couple of years. The way I am going to achieve being a nurse or doctor is try to get above average and also study night and day to become a nurse or doctor. I hope I purpose my dream.

Anchor Paper 5
Score Point 2

This response is only occasionally clear and focused. Ideas and content are underdeveloped (*I was going to be a nurse and try to work on being a doctor. What I have to do to achieve it is get good grades all through elementary, Junior high, and highschool*). There is a little evidence of organizational structure in the very brief opening and closing and limited linking of ideas (*What I have to do to achieve it...*). Limited control over writing conventions sometimes makes the writing difficult to understand (*I hope I purpose my dream*).

Anchor Paper 6 – Score Point 2

Pursuing a dream is like going after a goal, it is something that you have always wanted to be, Maybe it was like Martin Luther King Jr. and have freedom, or maybe you want to be a sports Athlete, or a firefighter, what ever it is, it's your dream, no matter what, it's always your dream so don't give up and follow your dreams.

Here are some more dreams you could look for, like an astronaut, teacher, construction worker, cop, lawyer, artist, or the PRESIDENT OF THE UNITED STATES, what ever it is

go After it and never give up, so take
it from me and FOLLOW YOUR
DREAMS.

Anchor Paper 6
Score Point 2

The writing is occasionally clear and focused. Ideas are underdeveloped as the writer moves quickly from one idea to the next in a list-like fashion (*Maybe it was like Martin Luther King Jr. and have freedom, or maybe you want to be a sports Athlete, or a firefighter, what ever it is, it's your dream*). There is little evidence of organizational structure. Vocabulary is somewhat limited and repetitive.

Anchor Paper 7 – Score Point 3

One of my dreams is to become a doctor when I was little I wanted to become a vet because I love animals. But now that I'm a little older I would like to become a doctor the reason that I would want to be a doctor is that I don't think I could see a animal die. The type of doctor I was looking into is a pediatrician. I love kids. When my Aunt had her first son my cousin I loved taking care of him. So I guess D [my cousin] made me think twice about I would like to become. I would like to own office and my own building that is one of my biggest dreams. When I'm a med student I would love to work for the nurse with all the labors I'm still not sure that I would like to become a doctor. I still have a while to go.

Anchor Paper 7
Score Point 3

The response is somewhat clear and focused. Ideas are developed with partially successful use of details (*The reason that I would want to be a doctor is that I don't think I could see a animal die. The type of doctor I was looking into is a pediatrician. I love kids*). There is evidence of organizational structure, but it is ineffective (*When I was little I wanted to become a vet because I love animals. But now that I'm a little older I would like to become a doctor. The reason that I would want to be a doctor is that I don't think I could see a animal die....I'm still not sure that I would like to become a doctor*). Incomplete mastery over writing conventions and language sometimes interferes with meaning (*When my Aunt had her first son my cousin I loved taking care of him. So I guess D [my cousin] made me think twice about I would like to become. I would like to own office and my own building that is one of my biggest dreams...*).

Anchor Paper 8 – Score Point 3

Modeling

One of my biggest dreams for when I am older is modeling. I have wanted to be a model since the 5th grade. Being a model would mean so much to me.

To persue this dream I need to eat healthier and look prettier. My best friend tells me all the time that I could be a model because I am pretty and skinny. But I don't believe her.

When I am a little bit older, I might attend modeling school. My mom told me I can if I want to.

I would want to be a model for clothing stores. I would be seen in magazines and also in stores. Modeling would be the best job ever.

I know I wouldn't starve myself for this dream but I would go very far for modeling. Modeling is my dream and I am going to try my hardest to persue it.

**Anchor Paper 8
Score Point 3**

The writing is somewhat clear and focused (*One of my biggest dreams for when I am older is modeling....To persue this dream I need to eat healthier and Look prettier*). Ideas and content are developed with limited or partially successful use of examples and details (*I would want to be a model for clothing stores. I would be seen in magazines and also in stores*). There is evidence of an organizational structure, but it is ineffective in creating connections between groups of ideas (*Being a model would mean so much to me....When I am a little bit older, I might attend modeling school....I would want to be a model for clothing stores*). Incomplete mastery over writing conventions and language use interferes with meaning some of the time, and vocabulary is mostly basic.

Anchor Paper 9 – Score Point 3

Have you ever had a dream? Did someone help you achieve it? Well my friend helped me achieve many of my dreams.

When I was in school I was really bad. I talked and got in trouble almost every hour. I always thought about being a veterinarian. My friend S would always tell me to stop. I wouldn't listen.

One day she stopped me and we talked for hours. She knew what my dream was and wanted to help me. She made me think about my future and how I was affecting it. She told me I had to work hard and get good grades.

That night I thought about my future and how I was going to affect it. I wanted to get into a good school and a nice job. S really helped me. I behaved in school and studied hard.

I became a great veterinarian
and S became a GREAT friend.
So think how you can achieve
your dream or thank a friend
for helping you pursue your
dream.

Anchor Paper 9
Score Point 3

The response is somewhat clear and focused (*Have you ever had a dream? Did someone help you achieve it? Well my friend helped me achieved many of my dreams*). Ideas and content are developed with a partially successful use of examples and details (*One day she stopped me and we talked for hours. She knew what my dream was and wanted to help me. She made me think about my future and how I was affecting it. She told me I had to work hard and get good grades*). There is evidence of organizational structure, but transitions are few and simple (*when I was in school, one day she stopped me, that night I thought about my future*). Vocabulary is basic (*I was really bad, I wouldn't listen, S really helped me*).

Anchor Paper 10 – Score Point 4

My dream is to soon become a player for the National Basketball League (NBA) when I become older. There are many conditions in order to make it to the big time. You have to like to play the game. Also you must have good physical health and you must get good grades in school.

In order to fulfill my dream first, I must continuously get good grades in school. If I don't do good in school I will not have a good chance on getting a scholarship to go to college to play basketball. Even if I don't fulfill my dream at all, I will be well educated. That is why I must keep up my grades in school.

In addition to making my dream become a reality, I must stay in good physical condition. In order to excel in sports you must be physically and mentally healthy. That means if my dream comes true I must stay in tip top shape. You also must eat right to stay healthy.

But most of all you must have passion for the game of basketball. You have to like it in order to do it. I have been playing basketball ever since I was five-years-old. I have passion for this sport. That is why it is my dream to play basketball.

In Conclusion to my essay is that this is my dream to play this game. There are three things in order to prosper in this sport. One is continuity of good in school. Second is to stay in good physical condition. And finally you must love the game of basketball. This is how I plan to accomplish my dream.

Anchor Paper 10**Score Point 4**

The writing is generally clear and focused (*My dream is to soon become a player for the National Basketball league [NBA] when I become older*). Ideas and content are developed with relevant details where appropriate (*I must stay in good physical condition. In order to excell in sports you must be physically and mentally healthy. That means if my dream comes true I must stay in tip top shape. You also must eat right to stay healthy*), although there is some unevenness in the development. The response is generally coherent, and its organization is functional (*In order to fulfill my dream first, I must continuity get good grades in school....I must stay in good physical condition....But most of all you must have passion for the game of basketball*). The writer's command of language, including word choice, supports meaning (*tip top shape, prosper*). Lapses in writing conventions are not distracting.

Anchor Paper 11 – Score Point 4

One time, when I was in Fifth grade, I wanted to run for Treasurer of student council. I remember my opponents there was S and A. Not a lot of competition. I knew I could run up against A, but I wasn't sure I could beat S. I worked hard on my campaign and signs. Plus I helped my friend organize hers. I finished with all my signs and speeches, and I talked to the younger kids what I would do if I became treasurer and what I'd buy for the school. I organized a list of kids for me to talk to and some didn't agree with my ideas which I cared because I wanted to be treasurer, but at that point I couldn't change my campaign and speech so I tried to convince them, and it worked. So I talked to some more kids and everything worked out fine. Until voting day came, I made my speech and I got a huge

applause as a response, I thought I did it. Then I walked into the voting booth. I decided to vote for S. He worked hard and he deserved it. Plus he did an awesome job.

Later that day the announcement came. S beat me by one vote. I couldn't believe it. I lost. My dream just crashed. But in the end after a lot of crying I was fine. I became a representative for the student council. Plus I succeeded in so many other ways even if my dream didn't come true.

Anchor Paper 11
Score Point 4

This response is generally clear and focused (*When I was in fifth grade, I wanted to run for treasurer of student council*). Ideas and content are developed somewhat unevenly with relevant details (*I remember my opponets there was S and A. Not a lot of compition. I knew I could run up against A, but I wasn't sure I could beat S. I worked hard on my campaign and signs*). The response is generally coherent, and its organization is functional (*So I talked to some more kids and everthing worked out fine. Until voting day came. I made my speech....Later that day the announcement came....But in the end after a lot of crying I was fine*). The writer's command of language and word choice supports meaning (*S beat me by one vote. I couldn't believe it I lost. My dream just crashed*). Lapses in writing conventions are not distracting.

Anchor Paper 12 – Score Point 4

I am going to describe a dream I have and tell how I'm going to go after it.

The dream I have is to become a falconer. A falconer is a person who trains and hunts with falcons. They can also track them back to the wild which means to train young falcons to live on their own. Falconers are helping the population of endangered falcons to go up. This is what I hope to do because I love falcons and I want to see them soar the sky again.

I will go after this dream by learning all there is to know about falcons and falconers. I will travel to the best places to see falcons migrate, I will read books and guides that tell me more about falcons and how to take care of them, I'll study the law so I can find out how to get a license and what things will be required to have the job. I'll send letters and e-mails to the National Wildlife Foundation and the U.S. Fish and Wildlife Service. I will do everything I can to go after this dream.

There are some things I've already tried to do to make me one step closer to my dream. One thing is I have a guide on many birds of prey which include falcons, where they live, what they look like, what their habits are, how they fly, what they eat, and how they live. I've also read a series of books which are called "My Side of the Mountain", "On the Far Side of the Mountain", and "Frightful Mountain". These books tell quite a lot about being a falconer and there are what made me interested in being a falconer in the first place. That is what my dream is.

Anchor Paper 12
Score Point 4

The writing is generally clear and focused (*I am going to describe a dream I have and tell how I'm going to go after it. The dream I have is to become a falconer*). Ideas and content are developed with relevant details and examples where appropriate (*I will travel to the best places to see falcons migrate, I will read books and guides that tell me more about falcons and how to take care of them, I'll study the law so I can find out how to get a license and what things will be required to have the job*), but there is unevenness in the development. The response is generally coherent, and its organization is functional (*The dream I have is to become a falconer.... I will go after this dream by learning all there is to know about falcons and falconers.... There are some things I've already tried to do to make me one step closer to my dream*). The writer's command of language, including word choice, supports meaning (*I want to see them soar, migrate, habits*).

Anchor Paper 13 – Score Point 5

Becoming an astronaut was always P's dream. But her family was poor so she thought she could never afford to go to space college. P forgot about it since she thought she could never become an astronaut.

A few years went by and P's class went on a field trip to a space museum. There she met an astronaut named J who told his story of pursuing his dream, becoming an astronaut. It so happened that J was also poor in his childhood. But J told the class how much he worked to raise money in order to go to space college.

"But most of all" said J "you have to do good in school to get scholarships." J's story inspired P so much that she decided that she could be an astronaut no matter if she was poor.

As soon as P arrived home she started calling people to find jobs she could do. But most of all she took J's advice and excelled in

school. On her graduation she received many scholarships. Finally, P had enough money to go to space college. The people at N.A.S.A. accepted P with open arms, because she was extremely smart and talented. Then one day, P's boss asked her to make a speech at N.A.S.A. museum to a 7th grade class about becoming an astronaut. P was overjoyed because she was inspired to become an astronaut by a speech from an astronaut. She hoped to inspire a child in her speech too!

In the end of her speech, she said to the group of children,

"Even though it may seem impossible sometimes, it is still worth it. Whatever your dream is, go for it!"

Anchor Paper 13
Score Point 5

The writing is clear and focused (*Becoming an astronaut was always P's dream. But her family was poor so she thought she could never afford to go to space college....J's story inspired P so much that she decided that she could be an astronaut no matter if she was poor*). Ideas and content are well developed, with details where appropriate (*Then one day, P's boss asked her to make a speech at N.A.S.A. museum to a 7th grade class about becoming an astronaut. P was overjoyed because she was inspired to become an astronaut by a speech from an astronaut. She hoped to inspire a child in her speech too!*). Connections between ideas move the reader through the text (*P forgot about it, a few years went by, but J told, as soon as*). The writer shows a command of language, including precise word choice (*she took J's advice and excelled in school, N.A.S.A. accepted P with open arms*).

Anchor Paper 14 – Score Point 5

Dear Diary,

I'm starting to write in you because there are lots of exciting events happening in track, and I want to write them down. I am in seventh grade right now and turned 13 last March.

Tomorrow is our 4th meet, so here's a quick overview. I run long distance. In each meet I run the 1/2 mile. All my times have been a couple seconds above 3 minutes, which is good. I'm getting my track spikes with my dad, so I'll tell you how it goes. My dad says they will make me run faster, I hope so.

Dear Diary,

Today was awesome. The track team had a dual meet against F's track team. I ran the half mile and placed 3rd with the time of 2:56. This is my best time so far. I think it was the spikes.

Dear Diary,

I had a dream last night. In my dream I was running the half mile, and I came in first. That dream inspired me. I think I will set a goal for myself. That goal will be to come in first, out of both teams, in one meet.

I read in a newspaper that when you dream about something it makes you want to pursue it, and make it a reality. That is just what I'm going to do.

Dear Diary,

I'm working toward my dream everyday. I run long distances to help build my endurance, and work on sprints to help my kick. A kick is a spur of energy at the end of a longer race. My dad says I'm improving, so we'll see what happens. We have a meet tomorrow, so wish me luck!

Dear Diary,

I DID IT!!!! After tons of hard training it paid off, I got first! I got the time of 2:50!

O.K., enough gloating. Actually it wasn't as cool as it sounded. The other team had 50 people compared to our 25. The other girl who normally beats me wasn't there, but it was still super cool! Tons of people were congratulating me, and my dad was happy too. Most importantly, I'm proud of me. I made my dream a reality.

Anchor Paper 14
Score Point 5

The response is clear and focused. Ideas and content are well developed with relevant details (I run long distance. In each meet I run the $\frac{1}{2}$ mile. All my times have been a couple seconds above 3 minutes, which is good. I'm getting my track spikes with my dad, so I will tell you how it goes). Effective organization moves the reader through the text (Today was awesome, O.K. enough gloating). The writer shows a command of language including precise word choice (build my endurance, help my kick. A kick is a spur of energy). The language is well controlled, and occasional lapses in writing conventions are hardly noticeable.

Anchor Paper 15 – Score Point 5

After I graduate from college, my goal is to find a job I will enjoy based on my skill or talents, and my favorite hobbies. Ever since grade school, I had wanted to be a teacher. I always used to play school with my brothers and friends, and make up assignments on the computer. My friends and I always have had a goal to teach at the same school when we get older. This goal is still set there. My goal, however has started to change. My hobbies are starting to change from the quiet, person who loves to read to the person who loves animals, and doing hands-on activities. A couple of my main hobbies right now are scrap-booking, stamping, training my animals, and other hands-on things that are available to me.

About a month ago at school, I was introduced to a website that helps students find a career for themselves in the future. It starts out by asking you a series of questions about your interests, hobbies, and skills and then makes a list of jobs that pertain to your highest skills. You are able to click on any one of the jobs

to see your annual salary you would make, a bar graph showing the amount of each skill needed, a description of what that job is like, and how many would be open in the year you graduated from college. I have always wound up with Hardware Designer, Arson Investigator, Naval Architect, and Dolphin Researcher. The two jobs I am leaning towards are Arson Investigator, and Hardware Designer. I think I would enjoy the Arson Investigator career because I love solving problems. I am also sure that I would enjoy being a Hardware Designer because my mom is a computer teacher, and my dad used to be a computer technician. I have always been interested in both of their careers. As I stated earlier, I also love working with my hands. Therefore, being a Hardware Designer is one of my top choices.

In conclusion, my main dream or goal to pursue is to find a career I would always enjoy, based on my interests, skills, and hobbies.

Anchor Paper 15
Score Point 5

The writing is clear and focused (*My goal is to find a job I will enjoy based on my skill or talents, and my favorite hobbies*). Ideas and content are well developed (*My hobbies are starting to change from the quiet, person who loves to read to the person who loves animals, and doing hands on activities. A couple of my main hobbies right now are scrapbooking, stamping, training my animals and other hands on things that are available to me*). The organization and connections between ideas are effective in moving the reader through the text (*ever since grade school, about a month ago, as I stated earlier*). A command of language and precise word choice are evident in the writing (*hands-on, Hardware Designer, Arson Investigator, computer technician, pursue*). Lapses in writing conventions are hardly noticeable.

Anchor Paper 16 – Score Point 6

"What are you doing later?" an AOL Instant Messenger window popped up; it was my friend N. "Not to sure, what do something?" I asked. I had been on the computer for 5 hours straight now, nothing unusual. Basically, I am a computer nerd. I probably know more about computers than computer teachers. It seems like my life consists of computers, TVs, and hanging out. Yeah, you probably think I am a lazy kid that doesn't exercise, but I am completely the opposite. A couple seconds later N responded, "Nevermind, have to go to my Grandma's...later." "Alright, later." Great, another night alone on the computer. Once I closed his window another popped up. It was my internet friend, E. "I have a website that's pretty popular, many, so I'm known on the net." "Hey, it's F. Could you make me a site? I can't think of a good layout." "F is a pretty popular site with tons of visitors." "What's the payment?" I asked him. "A link to your site on my main page." Once I received that message I flipped. This will help pursue my dream. I will get 500+ unique hits daily.

Unique hits are individual visitors to your website, the more hits the more money. I have advertisements on my site. For each visitor I get 10 cents. Before you are illegible to get money you have to get at least 500 unique daily. If he

has a link to my site on his site, visitors on his site will visit my site, helping me reach beyond 500. This is the way to get rich. I quickly started his site.

Coding HTML (making webpages) is no walk in the park, it takes time. After 3 weeks I finished it. The site looked awesome. I emailed it to him and quickly got a response. "Dude, your rock this is the best looking site ever! With this I'll get tons of hits!" Whoa, wait... If he gets more hits so will I! I can almost smell the money.

My hits went up greatly. I was getting \$50 a month. I kept putting more and more ads and was receiving \$100 a month. After a couple of months my hits went down drastically. My email with message line "I can't even get to your site because of those @!?! ads!" My site hit rock bottom. I got so caught up with money I forgot the rule of making great pages: make the site user-friendly. I took off all the ads and my site quickly rebounded. I don't make any money now, and I couldn't be happier. I learned something that day: money can't buy happiness.

Anchor Paper 16
Score Point 6

The response is exceptionally clear and focused. Ideas and content are thoroughly developed with relevant details (*Unique hits are individual visitors to your website, the more hits the more money. I have advertisements on my site. For each visitor I get 10 cents. Before you are illegible to get money you have to get at least 500 unique daily*). The organization of the writing and connections between ideas move the reader smoothly through the text (*My hits went up greatly. I was getting \$50 a month. I kept putting more and more ads and was receiving \$100 a month. After a couple of months my hits went down drastically*). The mature command of language and precise word choice result in a compelling piece of writing (*Coding HTML [making webpages] is no walk in the park, it takes time.... My site hit rock bottom*). Mastery of writing conventions contributes to the effect of the response.

Anchor Paper 17— Score Point 6

Silently, I crept down the wooden steps. Every noise the old stairs made her back stiffened, hoping no one could hear her. After descending the twelve steps in almost pitch black, she curled her fingers around the door-knob. Slowly I opened the door, and almost shouted for joy, but she quickly placed her hand over her mouth. The moon was and the stars... oh the stars I loved the most. She loved the bright ones, the dim ones, and the ~~bright~~ shooting stars. She had put a great deal of trouble to memorize the constellations names, her favorite was named Pegasus, a winged horse. When he appeared in the night sky she was the happiest.

Days grew into months and months into years and still she longed for Pegasus to come down from the sky. One night, she decided she could wait no longer. "If I could only have my friend here with me," she thought, so she dreamed and wondered how she could do this.

First she thought she could throw a rope ~~to~~ and lasso him by the neck. But the rope never lifted more than 6 ft. off the ground. She then climbed the highest hill by her home, but it still wasn't high enough. She tried to jump extremely high on her trampoline but her parents worried about her safety.

Finally she grew tired and I began to weep. It took her a couple seconds to realize it was raining. The water washed away her tears and it calmed her. The dark clouds began to drift away. When she looked up she saw a magnificent rainbow reaching towards the sky. She was going to go back in for it was light outside when the wind whispered, "Follow the rainbow to the night sky!" I turned around and saw that the rainbow had grown brighter and more solid.

Placing one foot in front of the other she climbed the rainbow to the night sky. She looked for Pegasus and finally found him prancing among the stars. She waved and raced toward him telling him everything, and begged him to follow her back down the rainbow. Pegasus sadly shook his head letting his mane hide his face. "I cannot leave my home in the stars, but you can stay here with me if you like," he said. I looked around her and Cancer and Orion and every star she loved. "No," she said, "My parents would die of a broken heart!" And she went back down the rainbow alone.

I grew up and had 6 children. She taught them to follow their dreams and love the stars. She also loved to tell them the story of her trip to the stars. The day she died the village mourned, but everyone noticed 5 new stars next to Pegasus as if two long-lost friends had found each other.

Anchor Paper 17
Score Point 6

This compelling response is exceptionally clear and focused (*Her favorite was named Pegasus, a winged horse. When he appeared in the night sky she was the happiest*). Ideas and content are appropriately and thoroughly developed (*First she thought she could throw a rope and lasso him by the neck. But the rope never lifted more than 6 ft. off the ground. She then climbed the highest hill by her home, but it still wasn't high enough. She tried to jump extremely high on her trampoline but her parents worried about her safty*). The writer's control over organization moves the reader smoothly and naturally through the text (*Days grew into months and months into years and still she longed for Pegasus to come down from the sky*). The writer shows a mature command of language including precise word choice (*...oh the stars T loved the most. She loved the bright ones, the dim ones, and the shooting stars*). Control over language use and mastery of writing conventions contribute to the effect of the response.