



**English Language Arts
Grade 8
Fall 2005**

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



WRITING FROM KNOWLEDGE AND EXPERIENCE

31 BALANCING YOUR LIFE

A part of life is learning to balance many aspects of our lives. We can balance relationships or time. Balance can involve knowing when to work and when to play.

Do **ONLY ONE** of the following:

describe how your life is or is not well-balanced

OR

write about how you plan to balance your life

OR

write about someone you know who lives a well-balanced life

OR

explain why balance in life may be desirable

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

My life is balane and I'm balaneing
my life by ~~o~~ ~~so~~ eating food talking
on the phoune and sleeping. balane e

**Anchor Paper 1
Score Point 1**

The writing is generally unclear. Content consists of an undeveloped, brief list (*I'm balancing my life by eating food talking on the phoune and sleeping*). The writing is too brief to demonstrate an organizational structure or control over writing conventions. Score point 1.

Anchor Paper 2 – Score Point 1

Balance in your life can be so desirable, because you really need it. To have balance in your life is like to have settlement and self control. Balance in your life will help you be a happier person.

**Anchor Paper 2
Score Point 1**

The writing is generally unclear. Ideas to support the desirability and need for balance in life are not developed (*To have balance in your life is like to have settlement and self control. Balance in your life will help you be a happier person*). There is no noticeable organizational structure. Score point 1.

Anchor Paper 3 – Score Point 1

My life is well balanced I plan to go to college for
auto tech and get a good job. Then I plan to get married
and adopt a kid then have a good family and retire
and then take trips to all the states and then I will move
to Germany and live there till I die. but before I die
I plan to go to Australia. And that is how my life will
be balanced.

**Anchor Paper 3
Score Point 1**

The writing is generally unclear. Content consists of an ordered list of things the writer will do in life (*I plan to go to college for auto tech and get a good job....live there till I die, but before I die I plan to go to Australia*), but there are no connections to clarify how this list supports the idea (*My life is well balanced*). Lack of control over conventions is shown by run-on sentences. Score point 1.

Anchor Paper 4 – Score Point 2

I plan on balancing my life just being more confident. I'm going to make sure I do mostly good. I will be more supportive of others. Make sure that I do all that I can for a person, especially family. I will be more helpful to others. I can and will be more responsible, more reliable.

**Anchor Paper 4
Score Point 2**

The writing is only occasionally clear and focused. Ideas are underdeveloped (*I'm going to make sure I do mostly good. I will be more supportive of others. Make sure that I do all that I can for a person, especially family*). There is little evidence of organizational structure. Vocabulary is limited. Score point 2.

Anchor Paper 5 – Score Point 2

I will balance my life by giving a job
and I grow up. I will do my work
it, school. I will do my home work
and turn it in. I will listen to the
teacher. and when I grow up I will
take care of my children if I
have some. I will help the people
who needs help like the homeless people
I will try to fix things for
old people and I will cut their grass
and shovel their snow and make
the lives.

Anchor Paper 5
Score Point 2

The writing is only occasionally clear and focused. Ideas are underdeveloped (*I will do my work it school. I will do my home work and turn it in. I will listen to the teacher*). There is little evidence of organizational structure, just a brief beginning (*I will balance my life by...*) and no clear ending. Vocabulary is limited. Limited control over writing conventions, particularly spelling and sentence formation, makes the writing difficult to understand. Score point 2.

Anchor Paper 6 – Score Point 2

I balance my life when I come home from school I do my home work. I do that then I clean up the house before my grandma get home from work. I wacth a little tv until she get there. When she get there I might wacth neace and little cousin while they go shoping. I play the game and wacth the kids until they get back.

I balance my relationship with my girlfriend every day I talk to her. I talk to her on the phone every day tell here what I'm doing and tell her when about to go some were. I'd buy her stuff for her brithday and other things. We have a very balance relationship when she not mad. When I get off the phone with her I go around to Cousin house.

I go around there play cards with them and laugh and joke. I go play them in some football on the game and win sometimes. I go home at 9:50 before 10:00 and get my close ready for school the next day. Well you can see I have a balance life and thats it.

The End

**Anchor Paper 6
Score Point 2**

The writing is only occasionally clear and focused. Although the writer provides some detailed content in each paragraph, the writer doesn't organize those ideas to clearly explain the statements given (*I balance my life, I balance my relationship, well you can see I have a balance life*). Vocabulary is limited. Limited control over writing conventions makes the writing difficult to understand. Score point 2.

Anchor Paper 7 – Score Point 3

The reason balance in my life may be desirable is for the following reasons. First because you need to get priorities straight so there are no punishments. For example if you have been having fun all day and forgot to pay your taxes then it will be a punishment of more taxes and money paid. Second if you work too much then you will be stressed and not have a life. Although if you balance out your time of work and leisure you will not be overwhelmed. This is why you need to balance out life and know when you should be relaxing or working your hardest.

Anchor Paper 7
Score Point 3

The writing is somewhat clear and focused. Ideas are developed with limited use of examples (*First because you need to get priorities straight so there are no punishments. For example if you have been having fun all day and forgot to pay your taxes then it will be a punishment of more taxes and money paid*). There is evidence of an ineffective organizational structure using basic transitions (*first, for example, second*). Vocabulary is basic. Score point 3.

Anchor Paper 8 – Score Point 3

I plan to balance my life by making a schedule for my dailey events. I will have my clothes ready for school before I go to bed and have my shoes, coat, and pack back ready so I won't have to get out of bed until 6:45^{a.m.} Then I will get up, put my clothes on, eat breakfast, do my hair and makeup, than put my shoes, coat, and back pack on. By that it will be around 7:10^{a.m.} and I can get an early start on walking to the bus stop. When I come home from school it will be around 3:54^{p.m.} and at 4:00^{p.m.} I can start my chores. At 5:00^{p.m.} my sisters and I will have to make dinner which will be done before 5:30^{p.m.} At 6:00-7:00 I will do my homework in my room, and at 7:10^{p.m.} I will take a bath. After my sisters are done with there baths we'll will give my brother D a bath, than will get snakes, D will watch television until we put him in bed at 8:30^{p.m.}, and before I go to bed at 9:30^{p.m.} I will watch television, and play video games. On weekends I can do my chores, and than maybe go to a friend's house. A schedule is how I can balance my life.

**Anchor Paper 8
Score Point 3**

The writing is somewhat clear and focused. Development is partially successful, giving details of an entire daily schedule (*At 6:00 – 7:00 I will do my homework in my room, and at 7:10 p.m. I will take a bath. After my sisters are done with there baths we will give my brother Dallas a bath, than will get snakes*), but these details are not presented in a way that explains how the schedule will accomplish balance (*I plan to balance my life by making a schedule for my dailey events*). The organizational structure is based on the schedule of daily events. Vocabulary is basic. Score point 3.

Anchor Paper 9 – Score Point 3

Three ways I am well-balanced is with time, my brain, and being healthy. The first thing I will talk about is time. I am good with time. For example if my mom tells me to clean my room or take out the garbage, I would do those things in one second. Another thing I can do on time is finish games on time. The second thing I will talk about is my brain. I can use my brain very well. One day a boy said another boy wanted to fight me, I said nothing but walked away. The next day the boy that everybody said wanted to fight me stepped in front of me and asked me did I wanted to fight him. I said no to him, and he walked away. Another way I can use my brain is by helping others, or even using it for science. The last and final thing will talk about is how I keep myself healthy. One way I can keep myself healthy is by keeping my body clean. The way I keep my body clean is by taking baths or shower's, brushing my teeth, and cleaning out my ears. Another way to keep being healthy is eat the right foods. This is three ways I am well-balance.

**Anchor Paper 9
Score Point 3**

The writing is somewhat clear and focused. Ideas and content are developed with partially successful use of examples and details (*One way I can keep myself healthy is by keeping my body clean. The way I keep my body clean is by taking baths or shower's, brushing my teeth, and cleaning out my ears. Another way to keep being healthy is eat the right foods*). There is evidence of an organizational structure using basic, somewhat artificial transitions (*The first thing I will talk about, for example, another thing*). Vocabulary is basic. Score point 3.

Anchor Paper 10 – Score Point 4

Hi, my name is S and I attend C High. My friends C, J and I just got a new job to gether we are going to be helping some kids by turtoring them. C thinks were going to be helping some little kids from the middle school but I dout it. All the office told us when we took the job was to meet in the library. When we had entered there was a big surprise we were turtoring the Highschools varsty basketball team, Very body in the school new we had the best team, but we also had the lowest grades. When we sat down we thought that this will be real hard to get there grade up within two weeks so we could play in the playoffs. Seeing every night the team goes to a differ party, it would be no way we could get them to study for there test and classes, so we decide every Monday, Wednesday and Sunday the team would go to one of our houses so we could help them. We thought it would be no way they would come every day cause of all of the party. We tried to balance it for them so they couldnt complain about not getting to have fun, We tried to show them that if the balance fun and work they would get to do all the thing that they loved. After the two weeks we couldnt believe it but we raised the teams grades by more than 25%, and the started to inhabbit good habbits about doing their work.

Anchor Paper 10
Score Point 4

The writing is generally clear and focused. Ideas and content are developed with relevant details and examples where appropriate (*When we had entered there was a big surprise we were turtoring the highschools varsty basketball team, Very body in the school new we had the best team, but we also had the lowest grades. When we sat down we thought this will be real hard to get there grade up within two weeks so we could play in the playoffs*). There is some unevenness in development. The response is generally coherent and its organization moves through the narrative of tutoring the players to a clear conclusion (*We tried to show them that if they that if the balance fun and work they would get to do all the thing that they loved. After the two weeks we couldnt believe it but we raised the teams grades by more than 25%, and the started to inhabbit good habbits about doing their work*). The writer's command of language, including word choice, supports meaning. Although some distracting lapses occur in writing conventions, the overall control of the other characteristics warrants a score point 4. Score point 4.

Anchor Paper 11 – Score Point 4

I'm fourteen years old going on fifteen this summer. For most of my life I have not been well balanced. Throughout most of school I have gotten displeasing grades, and bad report cards. I have always behaved in class, and the teachers have always liked me.

Since I was ten years old, I thought that I was different from everyone else. I thought that I was weird. I thought, after every year of school that I wouldn't make it to the next grade level. By the time I was thirteen I was depressed. I was failing math and science and they transferred me to and easier math class. After about a month in that math class I felt better about myself. My math grade was at an A-, I got my science grade up to a C+, and in every other class, I was getting either an A or a B. The year after that in eighth grade I had the same problem as the year before. My grades were slowly slipping down. At the end of the first semester I had a D in math and an F in science. Then my Uncle George came along and told me that I need to have a positive attitude about every thing. From that moment, I did. I had a positive attitude on every thing.

Having a positive attitude helped me have a balanced life. When you have a positive attitude you feel good about every thing. I have just started my second semester, and tonight, I'm going to snow board.

Anchor Paper 11
Score Point 4

The writing is generally clear and focused. Ideas and content are developed with relevant details and examples where appropriate (*I was failing math and science and they transferred me to and easier math class. After about a month in that math class I felt better about myself. My math grade was at an A-. I got my science grade up to a C+, and in every other class I was getting either an A or a B*). There is some unevenness in support (*Then my Uncle George came along and told me that I need to have a positive attitude about everything. From that moment, I did. I had a positive attitude on every thing*). The response is generally coherent, and its organization is functional, providing an introduction, transitions between events in the narrative content, and a conclusion. The writer's command of language, including word choice, supports meaning. Lapses in writing conventions are not distracting. Score point 4.

Anchor Paper 12 – Score Point 4

If some were to ask me if I have a well balanced life I would tell him or her, No! I do not have a well balanced life for the following reasons. Well one would have to be the fact that I have a lot of stuff to do and only so much time to do it. Two is the conflict of what I should do and what I want to do, and three I am just a all around unorganized person.

One main reason why I am not an organized person is because I have so much stuff to do. Homework, practice piano, Chorus, practice clarinet, ect, and I have so little time to do it. When ever I try to plan out my afternoon something always changes. I am also apart of after school programs that takes a chunk out of my day.

Another reason why I don't have a well balanced life is because of a big conflict of what I want to do and what I should do. If I got a quarter every time my mom says I should be doing something

I would be rich, and of course my mom is right. However I am a Teenager and when I get home I would rather talk to my friends then do any thing else.

Finally, the number one reason why I don't have a well balanced life is because I am just a unorganized person. If you were to see my backpack you would probaly get lost in it. If I cant keep my things organized you can bet thats why my life is well balanced.

I Hope now you see why I don't have a well balanced life. However I am happy with my self either way. I am also working on my unorganized self. so mabe I will have a well balanced life somday, but not for a long time.

Anchor Paper 12
Score Point 4

The writing is generally clear and focused. Ideas and content are developed with relevant details and examples where appropriate (*One main reason why I am not an organized person is because I have so much stuff to do. Homework, practice piano, chairs, practice clarinet, ect, and I have so little time to do it. Whenever I try to plan out my afternoon something always changes. i am also apart of after school programs that takes a chunk out of my day*). The response is generally coherent, and its organization is functional. The writer's command of language, including word choice, supports meaning. The few lapses in writing conventions are not distracting. Score point 4.

Anchor Paper 13 – Score Point 5

Balance in life can be a very good and desirable thing. If you correctly balance your life, you will enjoy it immensely. But, you need to know how to balance your time between relationships, money, and work. If you can balance those, you can become a joyous person.

Relationships are important to anyone's life. You need to have time set aside to spend with your family and your friends. If you spend all your time on friends, you may be happy for a time. However, if you also spend time with your family, you build lasting relationships. And those relationships can bring you a joy deeper than any your friends could ever give you.

Money is also important to everyone. If you spend it all on yourself, you are usually not very happy. But if balance it out between yourself and others, like charity, it can bring you more joy. This balance is essential to joy, in you, and in the world. It is this that makes balance desirable.

Another huge part in people's lives is work. All of us have heard the saying, "All work and no play makes Jack a dull boy," and that is true. However, the reverse of that, all play and no work, is also not a good and healthy life style. You need to balance between the two, some work, and some play.

In all of your life, balancing these three things can be desirable. That is because, when balanced, they

can bring a tremendous joy to your life. If you take the time to balance your life, the rewards will overcome the time. It is most definitely a great, wonderful, and desirable thing.

Anchor Paper 13
Score Point 5

The writing is clear and focused. Ideas and content are well developed with relevant details and examples where appropriate (*Relationships are important to anyone's life. You need to have time set aside to spend with your family and your friends. If you spend all your time on friends, you may be happy for a time. However, if you also spend time with your family, you build lasting relationships. And those relationships can bring a joy deeper than any your friends could ever give you*). 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 (*immensely, joyous, lasting relationships, the reverse of that*). The language is well controlled, and occasional lapses in writing conventions are hardly noticeable. Score point 5.

Anchor Paper 14 – Score Point 5

My life was not well balanced. There were a lot of activities that I was included in, like dance, soccer, volleyball, babysitting, hanging out with friends and school. There were a lot of times when I had so many activities going on in one day, I did not have time to do school work. My family had tried to explain to me that I need to be involved in less activities, but I did not listen to them.

Sometime last year, I had this project to do in my science class. It was worth a large amount of our final grade. We had two months to do it, but I did not start working on it till about three weeks before it was due. With all the activities and homework I had, I always forgot about this project. My teacher then reminded us that the project was due in three weeks. So, I got started on it.

I worked really hard on this project. Even though I had a lot of activities, I would stay up 30 minutes after my bedtime every day to work on the project. I got really frustrated, and every morning I would have a headache. This also started to show in my school work, because my grades were slipping.

My Parents got very concerned. They told me over and over again that I had to reduce the amount of things I was doing. But, I did not listen. The project was now due in two days, and I still had

a lot more to do on my project. I asked for all the help I could get, but I still did not get it finished. So, on the due date, I did not have my project. I had to beg my teacher to let me have a few more days to work on the project. My parents even sent a note to my teacher.

Finally, my teacher gave me an extra day, and I got my project done. A few weeks later, I got my grade back. I had gotten a B. This experience made me realize that my life needed to be well balanced. So now, I am in less activities, and I am doing great in school.

Anchor Paper 14
Score Point 5

The writing is clear and focused. Ideas and content are well developed with relevant details and examples where appropriate (*I worked really hard on this project. Even though I had a lot of activities, I would stay up 30 minutes after my bed time every day to work on the project. I got really frustrated, and every morning I would have a headache. This also started to show in my school work, because my grades were slipping*). The writer's control over organization and the connections between ideas effectively moves the reader through the text and smoothly across paragraphs (*My teacher then reminded us that the project was due in three weeks. So, I got started on it. I worked really hard on this project. Even though I had a lot of activities, I would stay up 30 minutes after my bedtime every day to work on the project*). The writer shows a command of language including precise word choice and sentence variation. The language is well controlled, and occasional lapses in writing conventions are hardly noticeable. Score point 5.

Anchor Paper 15 – Score Point 5

What does a well-balanced life consist of? IS it hard to have a well-balanced life? Do many people have a well-balanced life? These are questions that any ordinary person might ask, and I'm here to answer them. I believe that a well-balanced life consists of three main parts; family and friends, an organized school life, and the ability to have fun outside of school. I believe that I have a well-balanced life with all three of those ideas.

Family and friends is the first, and I believe, the easiest step to having a well-balanced life. As long as you remember the golden rule which is, "Do unto others as you would like them to do unto you", you should be fine. The basic concept of this rule is actually quite easy. If you wouldn't want someone to be mean and nasty to you, then don't be mean and nasty to them. Family and friends is one of the given luxuries of life. Why would you ever want to waste it?

The next step to having a well balanced life is having an organized school life. This is probably the most key and important part to having a well-balanced life. Education is one of the most sought after things in poor foreign countries. Just think about it, you need an education to go into just about any field of work. Except for

garbage man and who wants to do that? If you want to grow up and raise children that have well-balanced lives, then you're definitely going to need an organized school life where you can get a great education.

The third and final step to completing your well-balanced life is the ability to have fun outside of school. For most people, this ability is God-given, but I'll explain it for all of those dull people out there. Now, I know that I just said you have to have a very serious school life, but if you can't live a little outside of school then you don't have anything. Sure you could invent a million things, but what do you have to show for it, nothing but a depressing lifestyle. So, harness this last step and listen to what I had to say.

In conclusion, you can see that it is very easy to have a well-balanced life and that many people, including me, have one. So take my advice, and join the many others that already have. Just remember, family and friends, school, and most all fun are what you need.

Anchor Paper 15
Score Point 5

The writing is clear and focused. Ideas and content are well developed with relevant details and examples where appropriate (*The next step to having a well balanced life is having an organized school life. This is probably the most key important part to having a well-balanced life. Education is one of the most sought after things in poor foreign countries. Just think about it, you need an education to go into just about any field of work. Except for garbage man and who wants to do that? If you want to grow up and raise children that have well-balanced lives, then you're definitely going to need an organized school life where you can get a great education*). 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. Score point 5.

Anchor Paper 16 – Score Point 6

I think that none of our lives are well-balanced. I think this for three reasons. One reason is because we're only human and therefore can't be good at everything. Another reason is because people always have to work and not have time to play. My last reason is because there is not enough time to lead a well-balanced life. Grab your coffee and get comfortable; this might take a while.

Since we're only human, and not God, we can't be good at everything. For example, a school nerd. Nerds are good at academics and excel at anything that has the words "advanced math" or "AP Biology!" Since they're only good at academics then it's likely they're not good at sports. So, you see? Nobody is good at everything, even someone who aced Chemistry.

Today, everyone is working, working, working. They can never play. For example, YOU! You're busy reading this when you really just want to go outside and twirl around in the snow. But you can't; you have to work. We have to learn to let go of work and just learn to play. I suggest you stop reading, grade my paper with a five or six, and just twirl around in the snow.

My last reason we can't live well-balanced lives is because there's not enough time. There are only twenty-four hours in a day and that's not a lot of free time if you minus sleep time, eat time,

work time, and more work time. If we had more time, then the nerd would find time to do his homework and learn the basics of hand-eye coordination. If we had more time then you'd be able to read this and then have plenty of time to twirl in the snow. But, unfortunately, we don't have time.

well, that was my essay. Just in case you took a twirl-in-the-snow break and forgot what I've been blabbing about for the past page and a fourth, let's have a review. People don't lead well-balanced lives because they can't be good at everything, are always working, and not having enough time. Well there you have it. I'm finished. I apologize that the beginning was a snore-fest. Thanks for reading and go twirl around in the snow.

Anchor Paper 16
Score Point 6

The writing is exceptionally clear and focused. Ideas and content are thoroughly developed with relevant details and examples where appropriate (*Since we're only human, and not God, we can't be good at everything. For example, a school nerd. Nerds are good at academics and excel at anything that has the words "advanced math" or "AP Biology."* Since they're only good at academics then it's likely they're not good at sports. So, you see? Nobody is good at everything, even someone who aced chemistry). 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 and sentence variation, that results in a compelling piece of writing (*Grab your coffee and get comfortable; this might take a while*). Tight control over language use and mastery of writing conventions contribute to the effect of the response. Score point 6.

Anchor Paper 17— Score Point 6

I would have to say that my life isn't well balance, yet I fell that that is not a bad thing either. I say this because if all of humanity were to all live a balanced life, the world would be so very different. After thinking about life without such events as the Renaissance and the French revolution, the world would just not be the same.

One way that the world would be different, if an unbalanced life hadn't caused the event, was the Renaissance. The world would be different because before the Renaissance, people believed only what the Clergy said was right, they would work their farms, and the only art created was of Jesus Christ's image. Then something happened artists and scientists challenged the church in their fields, people started looking for more ethical answers to life questions, and people found them. The world started to make better sense to them, and knowledge of things rapidly grew. Therefore, if people with an unbalanced, and aspiring life, never had started the Renaissance, than we would still probably be living by the knowledge of the church, and the still be out plowing our fields.

Secondly, the world would be very different

if a couple of revolutionaries with very unbalanced lives, had never started the French Revolution. It's the summer of 1789, many nobility and clergy are having dances and expensive dinner parties, while other in the country (the common persons), are starving, and suffering heavily from it and disease. Finally, people can't stand it. People such as Robespierre and his comrades, who have lived the unbalanced life of maybe not getting food, maybe or maybe not dying, start a revolution and take over France. Now without this revolution happening, many things would be different. One, such thing is that the populace of France might still be oppressed, by the monarchial system they were suffering in prior to the revolution. Another way that the French Revolution was different was that it influenced many other revolts, causing reform in their countries. In other words, the world would be very different, all thanks to a couple of unbalanced lives.

In conclusion, the world would be very different, if a few people with unbalanced lives, didn't take a stand, and change a problem. Therefore, sure an unbalanced life can be negative in cause, but effect can also be positive.

Anchor Paper 17
Score Point 6

The writing is exceptionally clear and focused. Ideas and content are thoroughly developed with relevant details and thorough examples (*The world would be different because before the Reinessance, people belived only what the clergy said was right, they would work their farms, and the only art created was of Jesus Christs image. Then something happend artists and scientists challenged the church in their fields, people started looking for more ethical answers to life questions, and people found them. ... Therefore, if people with an unbalanced, and aspiring life, never had started the Reinessance, than we would still probibly be living by the knowlege of the church, and the still be out plowing our fields*). The writer's control over organization and the connections between ideas moves the reader smoothly and naturally through the text and tie the detailed examples together to support the overall idea (*Therefore, sure an unbalanced life can be negative in cause, but effect can also be positive*). Although some lapses occur, overall the writer shows a mature command of language including precise word choice that results in a compelling piece of writing. Control over language use contributes to the effect of the response. Score point 6.

Anchor Paper 18 – Score Point 6

How does one balance their life? What is balancing life? It depends on the person, I believe, for each individual has different things to balance. Being an average, but slightly lunatic, teenager, I have to balance what kind of relationships I have with whom, because at my age I fear that is the only thing that matters to me, to be honest, and I am sure any other one of my peers feels the same way, even if they do not admit it. My relationships vary between beautiful and loving, to catastrophic. Obviously I must find a happy medium between the two, but it is not as easy as it sounds. I have three groups of people that I must find this medium with; my family, my friends, and, of course, my antagonists.

Firstly, family can be a tremendously hard relationship to deal with. It stinks that when I have these dangerous cat fights, I know in the back of my mind that, since I live with them and am related biologically to them, I need to forgive them sometime. But I am a teenager. It is hard to forgive when so many unfair things are affecting me. My parents can be very considerate, and I know that they love me and pay for my food, shelter, clothes, CD's, walkman, headphones, shoes,

makeup, and other things, but must they always have to know what is happening in my life? Come on, Mom and Dad, get a hint! Start irritating E and A (my brother and sister) for once! Yeah!

Secondly, my relationship with my friends is fickle. I never know if one day they are going to wear horrendous shoes, and I am going to have to ditch them. It saddens me, ditching friends, but it is a thing that had to be done sometimes to keep up my excellent reputation of always being in good company. Sometimes friends became angry with me, for this action, but I like to think that it could be described as a movement from only the fittest survivors of the human teenage life. Teenage drama!

Thirdly, the antagonist relationships are extremely scandalous and make life interesting. I have a cat fight with one of these disgusting lump at least once every day, and, I must brag, I am the absolute queen of insults! Actually, thinking deeper into the matter, most of my enemies used to be friends! So figure! The backstabbing beasts!

My relationships with my family, friends, and antagonists are destructively hard to balance in life. If only everyone wasn't so pig-headed! If only everyone was more like me, then the world would be a better place!

Anchor Paper 18
Score Point 6

The writing is exceptionally clear and well focused on explaining balance in different relationships. Ideas and content are thoroughly developed with relevant details and examples where appropriate (*I never know if one day they are going to wear horrendous shoes, and I am going to have to ditch them. It saddens me, ditching friends, but it is a thing that has to be done sometimes to keep up my excellent reputation of always being in good company*). The writer's control over organization and the connections between ideas move the reader smoothly and naturally through the text. The writer shows a mature command of language including precise word choice (*slightly lunatic, catastrophic, related biologically, fickle*) that results in a compelling piece of writing. Tight control over language use and mastery of writing conventions, including purposeful variation in sentence structure and the purposeful use of fragments (*Sometimes friends become angry with me, for this action, but I like to think that it could be described as a movement from only the fittest survivors of the harsh teenage life. Teenage drama!*), contribute to the effect of the response. Score point 6.