



**English Language Arts  
Grade 4  
Fall 2006**

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



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## WRITING FROM KNOWLEDGE AND EXPERIENCE

### 31 WRITE ABOUT THE THEME: BEING A LEADER

People become leaders when they are willing to take responsibility for their actions and the actions of others. A leader should be someone people respect and want to be like. Write about being a leader.

Do **ONLY ONE** of the following:

explain how someone became an important leader

**OR**

explain why you or someone you know would make a great leader

**OR**

write a story about a person who becomes a leader

**OR**

write about the theme in your own way.

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 9 of your **Answer Document**. Only the writing in your **Answer Document** will be scored. No extra sheets may be used.

## **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 9 of your **Answer Document**.

### **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?

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## **NOTES/PLANNING**

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

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**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**

39 One time the pred'nt of the usa. He sent the nave and the arme to irack and I think that are president of the usa is the bigist Leader in the usa well thats what I think.

**Anchor Paper 1  
Score Point 1**

The writing is generally unclear and unfocused. Ideas are not connected or developed. (“He sent the nave and the arme to irack and I think that are president of the usa is the bigist leader in the usa...”) There is no noticeable organizational structure, and the lack of control over writing conventions makes the writing difficult to understand.

**Anchor Paper 2**

39 I think my "BEST FRIEND" should be a leader because she does nice things to me. I think many people should be leaders. When I grow up I want to be a leader myself. I think my mom, dad, sister, brothers, and grand parents should be leaders to

**Anchor Paper 2  
Score Point 1**

The writing is generally unclear and unfocused. The ideas are not connected or developed. ("I think my 'Best Friend' should be a leader because she does nice things to me. I think many people should be leaders.") There is no noticeable organizational structure.

**Anchor Paper 3**

39 I think I would make a great leader. One of the reasons I think this is because I take responsibility to my action. Another reason is I'm kind. I'm also not so kind people will take advantage of me. I would believe people would like me as a leader. That is why I believe I would make an excellent leader.

**Anchor Paper 3  
Score Point 2**

The writing is occasionally clear and focused. The limited cluster of ideas is underdeveloped with minimal connection (“One of the reasons I think this is because I take responsibility to my action. Another reason is I’m kind. I’m also not so kind people will take advantage of me.”), resulting in a very low 2. There is little evidence of an organizational structure. Control of writing conventions and vocabulary is limited.

**Anchor Paper 4**

39 I Think That Ms. T would make a great leader Because she is a great person. who loves kids in people. She is a very Bright person who takes good care of her self to. She has four kids in she takes good care of them to. She teaches me math, writing, reading, language Arts and also Spelling. Ms T is a good teacher who never tries to hurt anyone ever. I hope she pass her test because she loves kids very very very much That's why she is a great leader I Beliven her. in love her.

**Anchor Paper 4  
Score Point 2**

This response is occasionally clear and focused. Ideas and content are underdeveloped as a repetitive list of generally connected qualities that make Ms. T a great leader. (“... Because she is a great person. Who loves kids in people. She is a very Bright person who takes good care of her self to. . . . She loves kids very very very much”) There is little evidence of organization other than the list of qualities and a vague attempt to summarize. (“That's why she is a great leader”) The vocabulary is limited, and there is limited control over writing conventions. (“I Beliven her. in love her.”)

**Anchor Paper 5**

39 A leader is someone who is caring and respects people that are older or younger than them. A leader is responsible for many things like helping people when they need help and making everything nice and neat. You have to take care of everyone and make sure that you do not use impolite names or make fun of them if you want to be a leader. If someone is crying because they got hurt you could cheer them up and give them up. If you want to be a leader you should not bully people.

**Anchor Paper 5  
Score Point 2**

This response is only occasionally clear and focused. Ideas are presented as a general list of attributes a leader should possess. Although connected these ideas are underdeveloped (“A leader is someone who is caring and respects people. . . . A leader is responsible for many things like helping people when they need help . . . You have to take care of everyone . . .”) with no sense of closure, as demonstrated by the last statement (“If you want to be a leader you should not bully people.”). There is little evidence of organizational structure, and vocabulary is limited.

**Anchor Paper 6**

39 I am a leader because I am a Kindergarten helper. A Kindergarten helper gets one bus of kindergarteners from a class and brings them down to the bus lines. I have six kindergarteners, their names are: M, A, D, J, T and O. On the first day I was a kindergarten helper I introduced myself and they introduced themselves and then I went over all of the hallway rules and bus line rules. Now on some of the other days sometimes I ask them some of the rules. Also everyday we hold hands so none of the kindergarteners get lost! That's how I am a leader!

**Anchor Paper 6  
Score Point 3**

The writing is somewhat clear and focused. Ideas and content are partially developed with limited use of examples and details. ("I am a leader because I am a kindergarten helper. A kindergarten helper gets one bus of kindergarteners from a class and brings them down to the bus lines. I have six kindergarteners, their names are . . .") There is evidence of organizational structure, but it is ineffective. (. . . I introduced myself and they introduced themselves and then I went over all of the hallway rules . . . sometimes I ask them some of the rules. Also everyday we hold hands . . .") Vocabulary is basic.

## Anchor Paper 7

39

A Animal Loving boy

Once upon a time there was a young boy who loved animals. His name was L. His parents were afraid of animals. One night L heard something! It sounded like a animal cry. So the boy went outside, He noticed it was a Jiraffe. He looked around. L had noticed the Zoo, he went inside and saw a lion out of its cage. the boy was stunned. it was dawn now. He was thirteen. So he had a cellphone. He called the Zoo Facility. Everybody came. after a few minutes the Jiraffe and lion where in their cage.

The Ranger said "you will make a great leader someday. a year later I got a pet."

Anchor Paper 7  
Score Point 3

This response is somewhat clear and focused. The writer attempts to develop ideas ("the boy was stunned. it was dawn now. He was thirteen. So he had a cellphone . . . Everybody came. after a few minutes the Jiraffe and lion where in their cage.") but the lack of details makes this only partially successful ("His parents were afraid of animals . . . He looked around. L had noticed the zoo."). There is some evidence of organizational structure due to the narrative's sequence of events, but it is ineffective. (" . . . the Jiraffe and lion where in their cage. The Ranger said 'you will make a great leader someday. a year later L got a pet.'") Vocabulary is basic.

## Anchor Paper 8

39 The year was 1995, there was a boy named H. He was an orphan he had no Mom or Dad and he was lonely wich gave him no cofedence. Until one day when H heard the doorbell ring just a minute Mrs. K said and then she opened the door and two people walked in and said were looking for a son well go ahead and find your new son said Mrs. K. So they started looking around but when they saw me alone in the corner they said we want that child. So they took me to their house wich now is my home and finally some parents. Which gave me the confedence to start speaking in public and as the school years went by I got better and better at making speaches. By the time I got in high school I was

So good at presenting that I  
 won an award for best speach  
 of the year wich I won in  
 a contest for best presentor. As  
 I got older I got the chance  
 to become the presedent of the  
 United States. My speach was so  
 powerfull that I became a great  
 leader the presedent of the United  
 States.

**Anchor Paper 8**  
**Score Point 3**

The writing is somewhat clear and focused. Ideas and content are developed with partially successful use of examples and details. (“So they took me to their house wich now is my home and finally some parents. Which gave me the confedence to start speaking in public . . .”) There is some evidence of organizational structure, but it is ineffective. (“As I got older I got the chance to become the presedent of the United States. My speach was so powerfull that I became a great leader the presedent of the United States”) Incomplete mastery over writing conventions and language use interferes with meaning some of the time. Vocabulary is basic.

## Anchor Paper 9

39 To my most favorite pianist Ray Charles!  
Just when little 7 year old boy Ray Charles Robinson,  
was playing tag with his 4 year old brother, George,  
Robinson. All the sudden George said Ray I don't  
like this game! so George said I'm gonna play in MAMMA!  
splash tub!!! so he climbed upon the bench and looked  
in the splash tub, the water and clothes were steaming  
hot, and he said 'LOOK RAY, I'M A GIANT!  
and he fell in the splash tub, and struggled to  
get out Ray, didn't know that he was drowning  
All the sudden George, stopped moving new as  
ded! The next day they had his son a money  
Ray looked at his GRANDPA and said Grandpa,  
it's all my fault a teardrop went down his cheek  
3 weeks after Ray got an eye disease. Ray  
had to take medicine but he became blind  
20 years later his Mom died but he knew  
what he wanted, he wanted to be a pianist  
and he did, his first song was Georgia because  
they abandoned him. His second song was what  
kind of man are you?. His third song was  
Hit the Road Jack. His fourth song is I need a  
woman. He became the most favorite -

Back then!

The End

**Anchor Paper 9**  
**Score Point 4**

This biographical response about Ray Charles is generally clear and focused. Ideas are developed with relevant details and examples where appropriate (“so he climbed upon the bench and looked in the splash tub, the water and clothes were steaming hot, and he said LOOK RAY, I’m A GIANT! and he fell in the splash tub, and struggled to get out . . .”), although there is some unevenness evident towards the end of the response (“...he wanted to be a pianist and he did, his first song was gorgia because they abanded him. His second song was . . .”). The response is generally coherent, and its organization is functional as a sequence of events. The writer’s command of language, including word choice, supports meaning. (“ . . . it’s all my falt a tear drop went down his cheek.”) Lapses in writing conventions are not distracting. (“He became the most favorite Back then!”)

## Anchor Paper 10

<sup>39</sup> "Vote, vote for A  
for class presedent." I yelled  
outside of C High School  
in the Monday morning fog.  
Today, is ellection day at our  
school. I have a big speech  
I have to say in the front  
of atleast, five hundred, fifty  
or sixty kids for my besty  
friend A. Just, then  
the the speaker came on  
and said "In one hour the  
speeches will start," said  
said Miss H.  
The hour went by like a  
flash and the last thing I  
knew I starting my speech.  
Thank you all for coming. Vote  
for A for class  
presedent because she's the  
one you can talk to if you  
have any problems. If there's  
anything you need. She. will

get new food in the lunch room, put the heaters on in winter so no one will freeze to death! We will be able to get more field trips. Get more sports and activities. So, please vote for A. She'll be the best leader every. Thank-you.

**Anchor Paper 10**  
**Score Point 4**

This response is generally clear and focused. Ideas and content are connected and developed with relevant details (“Today, is ellection day at our school. I have a big speech I have to say in the front of at least, five hundred, fifty, or sixty kids for my best friend A.”), although there is some unevenness (“We will be able to get more field trips. Get more sports and activities. So, please vote for A. She'll be the best leader every.”). The response is generally coherent and the organization as a narrative is functional. Lapses in writing conventions are not distracting. (“Just, then the the speaker came on and said ‘In one hour the speeches will start,’ said said Miss H.”)

## Anchor Paper 11

39 "Hmm. I like it. An ice cube tray that makes ice to fit in Pepsie!" "Thanks, I made it myself." said a girl named K. Me and my sister, J, and brother, T, are the three presidents of the USA, so we get lots of Ideas. The ideas we get are mostly about how to improve the U.S. and ideas about jobs and laws. Or about inventions people make. We can make the inventions be real in a Snap, Like the ice cube. But laws we have to debate. Why? Because if we don't, that's not fair to just say, 'ok, that's a law!' But I like the ice cube thing. Any way, tonight I am debating with wether we should make a law for time you have to be home at, for serten ages, 17-midnight, 20 and up- whenever, 13-ten, Under 10-7:35. We are taking the private jet. It has a jacuzie, mini bar, beds, and room servise. We get our own rooms in the jet. My room has light pink walls and a small bed with 3 pillows and my room smells like roses. My brothers room is blue. He has 13 pillows and 7 beanbags.

My sisters room is green. Her room is the smell of lilocks. Ok. We've arrived.  
 "Well we think it's fine." "Well we don't!" "It's a good law!" "No it's not!"  
 "Ok. Lets take a vote. How many for yes? How many for no? Ok, 15 for no 16 for yes." On the way back in the jet I completely forgot the Ice Cube girl! "Oh, No, I'm so sorry! Just for that I'll take you out for frozen yogurt and we'll talk more. Some times I need a break, too. Did I tell you about the debate?" "No." K said. I'll tell you all about it.

The  
End

**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 ("The ideas we get are mostly about how to improve the U.S. and ideas about jobs and laws. Or about inventions people make. We can make the inventions be real in a Snap. Like the ice cube. But laws we have to debate. Why? Because if we don't, that's not fair to just say, 'ok, that's a law!'", although there is some unevenness as shown by the irrelevant details of their rooms in the jet ("My room has light pink walls and a small bed with 3 pillows and my room smells like roses. My brothers room is blue. He has 13 pillows and 7 beanbags."). The response is generally coherent, and its organization is functional. The writer's command of language, including word choice, supports meaning.

## Anchor Paper 12

## No Leader

39 I don't think any kind of club should have a leader. Or at least not, school forts. Who knows what the 'leader' person will do? They may seem nice at first, but suppose they do that just to get picked? That would be a big problem. And that leader couldn't be changed for a long time because they won't allow it. And it isn't fair. Since the leader is boss of the club, they can boss the members of it around, too. That would make everyone except the leader quit. And since that person was a mean boss, people might not want to play with them. So not only is it bad for the members, it's bad for the leader, too. I'm in a club, but luckily there's no leader or boss. And since there's no leader, everyone gets to make the rules.

One of the rules are, 'If someone wants to destroy the fort, let them do it.' because we know we can build it back after the mean person leaves. Although, having no leader can also make things go wrong. For example, sometimes someone wants to be the leader since there is none anyway. That person usually quits out of just pure greedyness. But if the person thinks over how hard it can be to have to make all the rules and have all that annoying attention, they normally join back in, and the problem is solved. But also, when the club sometimes wants to take a walk, someone who's just fast and looks at everything like a race might go ahead of the group. another person might think they want to be a leader because they are ahead of the group a little, might go ahead of them. This could cause a fight. This is why I think clubs should have no leader.

**Anchor Paper 12**  
**Score Point 5**

The writing is clear and focused. (*"I don't think any kind of club should have a leader. . . . Who knows what the 'leader' person will do? They may seem nice at first, but suppose they do that just to get picked?"*) Ideas and content are well developed with relevant details and examples where appropriate. (*"One of the rules are, 'If someone wants to distroy the fort, let them do it.' because we know we can build it back after the mean person leaves" and "Although, having no leader can also make things go wrong. For example, sometimes someone wants to be the leader since there is none anyway . . ."*) The writer's control over organization and connections between ideas moves the reader through the response. (*"But also, when the club sometimes wants to take a walk, Someone who's just fast and looks at everything like a race might go ahead of the group. another person might think they want to be leader because they are ahead of the group a little, might go ahead of them. This could cause a fight."*) The language is controlled, and occasional lapses in writing conventions are hardly noticeable.

## Anchor Paper 13

39 One day there were five kittens named A, B, K, S, and N. They were playing in their backyard Princess. A was a great actor and always wanted to be Princess, but whenever A was the main character, I was never any fun. So they voted. S voted for N, K voted for N, A voted for herself, and N voted for S. B counted the scores and finally announced, "N is Princess." They ran to the enormous jungle gym. Before they were able to reach, it remembered a big mistake. Then she shouted to the other kittens "WAIT." They all stopped in shock. Then A said, "before we get to the jungle gym, Princess is supposed to give out parts, parts." N said quietly, "Well, I'm supposed to be your the guard of the jungle gym." S said, "I'm your the person that saves me from the kidnapper." A said, "I'm your the kidnapper, and B, you're the princesses father." When they heard their parts they zoomed to the jungle gym as fast as lightning. All except A. She quietly mumbled to herself, "This is the perfect opportunity, to get back at N."

Then she ran to the jungle gym when she heard them calling her name. They played the game but when it was As roll, she really kidnapped n! She took her in to the caker door and locked it. She quickly began to sharpen her knife when n wore up. then, n got the ax at broke the lock and ran away. Then she became the leader of the Navy and a few years later, A died of old age. And N became the best leader of the Navy. N lived along happy life until she died of really old age. And nobody forgot the Name!

N .

And everyone lived happily ever after.

The End

**Anchor Paper 13**  
**Score Point 5**

The writing is clear and focused. Ideas and content are well developed with relevant details. (“A was a great actor and always wanted to be Princess, but whenever A was the main character, I was never any fun.” and “Then k said, ‘before we get to the jungle gym, Princess is supposed to give out parts.’ ‘Parts.’ N said quietly, ‘Well, if I’m supposed to.’”). The writer’s control over organization and connections between ideas effectively moves the reader through the response. (“So they voted . . . Before they were able to reach it . . . Then she ran to the jungle gym . . .”) The writer shows a command of language including precise word choice. (“When they heard their parts the zoomed to the jungle gym as fast as lightning, All except A.”) The language is well controlled, and lapses in writing conventions are hardly noticeable.

## Anchor Paper 14

39

I think I would like to write a story.

Actress Inc.

D is great friends with K and L.

They all love to act, they wish they could be actors.

D is very independent. She is a great leader and wishes to be actor or director of a movie. "Hey, I've got an idea!"

K said, "my mom just bought me a video camera. We can make a movie with it and you could direct it D! You guys agree?"

"Well," D said, "if we're going to act we must have more people!"

"That's right," L said. "I'll get together some friends of mine and some relatives." "We will too," D said, "and what shall we call it? Let's call it, Divas in the Spotlight!" "Wonderful idea D," L said. "And when when where done, we can send it in to a movie company!"

So they got some people and ideas together. Weeks past and they had great progress. There was 47 people altogether. In the movie, it finally came to rehearsal time.

"L, K, will you come up here please?" D said. "I want to tell you, that your doing fabulous! And for the recital, make sure your looking straight out, not at the cameras. The cameras are going to be above you filming down." "Okay," K and L

said. "Oh by the way, tell the others that please! Thank you!" So the recital began, K, L and their

band went on stage and played songs. They danced and everything went well. <sup>K</sup> played and <sup>L</sup> were the singers, <sup>J</sup> and <sup>Y</sup> the electric guitars. <sup>N</sup> and <sup>T</sup> played the drums. After 2 hours it was over. But it really just took place in the concert 2 hours. The audience clapped for 5 minutes! In the movie, they won an award for being so good! Then the movie was over.

"K, L, Y, J, N, and T, you were so great you accomplished the movie! Now let's watch it!" D said. So they did! And it turned out great. They made copies of it and showed it to their parents. They turned it in to the movie company. 1 day later they got a call from those people. They said they said it was approved. They finally became actors! They were happy! They knew it was worth it having D as a director!

The End

**Anchor Paper 14**  
**Score Point 5**

The writing is clear and focused. ("D is very independent. She is a great leader and wishes to be actor or director of a movie. 'Hey, I've got an idea!' K said, 'my mom just bought me a video camera. We can make a movie with it and you could direct it D! You guys agree?") Ideas and content are well developed with relevant details and examples where appropriate. ("I'll get together some friends of mine and some relatives.' We will too, D said, and what shall we call it? Let's call it, Diva's in the Spotlight!" "Wonderful idea D," L said. And when when where done, we can send it in to a movie company!") The writer's control over organization and connections between ideas effectively moves the reader through the response. ("And for the recital, make sure your looking strait out, not at the camaras. The camaras are going to be above you filming down. 'Okay,' K and L said. 'Oh by the way, tell the others that please! Thank you!") 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.

## Anchor Paper 15

39

Once there was a girl named M and she was really good at gymnastics. She had won so many ribbons and medals. She and her gym talked and made her president of the gym. She was so happy that everybody liked her and listened to her. Then this girl named K L came along and her mom S said she wants to try out for team and the coaches M, J, A, R and C said o.k.

The next month she tried out for team. She was really good she made the level seven squad. M was only a level six. She got really frustrated and afraid she would lose her place of president of the gym. Everybody started not listening to M and listened to K. K was not trying to take M's place on purpose.

Then K talked with M and M said that she could help M be president. Then everyone kept listening to

K and not to M. So, K had a talk with her coaches and her coaches decided K should be president. M was heart broken to lose her place of president. But M wrote K a letter. It read, Dear K,

Being president is really hard. There are lots and lots of qualities and responsibilities to be president of the gym or leader. A couple of qualities and responsibilities are to shut off lights and fans, lock all the doors, wait for everyone's parents to show up, mop the floors, vacuum, clean all the equipment and the qualities are, you have to be nice to people you don't like, give advice, help coaches and treat equipment like someone else's property.

Signed,

Then K read the letter and did ALL the responsibilities and qualities and got some help from M.

They became friends and helped each other for being there selves.

**Anchor Paper 15**  
**Score Point 6**

This response is exceptionally clear and focused. Ideas and content are thoroughly developed with relevant details. (*“M was only a level six. She got really frustrated and afraid she would lose her place of president of the gym . . . and the qualities are, you have to be nice to people you don’t like, give advice, help coaches and treat equipment like someone else’s property.”*) The control over organization and the connections between ideas move the reader smoothly through the response. (*“So, K had a talk with her coaches and her coaches decided K should be president. M was heart broken to lose her place of president.”*) The writer shows a command of language including precise word choice. (*“Once there was a girl named M and she was really good at gymnastics. She had won so many ribbons and medals she and her gym talked and made her president of the gym.”*) The control over language use contributes to the effect of the response.

## Anchor Paper 16

39 Once upon a time there was a little monkey named George. George always wanted to be a leader, but poor little George didn't have any friends to vote for him. It made him very sad.

One day George saw a poster for class president. George thought to himself "Would I be a good leader? Would it be something I would like to do? and would the other monkeys vote for me?" Then he thought "I probably would be good for the job and of course I would like it but who was going to vote for him?"

The next few days he thought and thought, then the light bulb went on. Why don't I just try to fit in? First George tried looking like the other monkeys. That

didn't work. Then he tried talking and thinking like them. That didn't help it just made it worse. Soon all his ideas were gone but then he thought of something he should of thought of before. He told himself why don't I just be my self?" He put up posters and gave out buttons.

After two weeks of this it was voting day. All votes were in and the teacher was going to anounce the winner. "The winner is George." George was so happy he count talk. George took his badge and became leader.

The moral of this story is to belive in your self,

**Anchor Paper 16**  
**Score Point 6**

This response is exceptionally clear and focused. This compelling response has ideas and content which are thoroughly developed with relevant details. ("The next few days he thought and thought, then the light bulb went on. Why don't I just try to fit in? . . . Soon all his ideas were gone but then he thought of somthing he should of thought of before. He told himself why don't I just be my self?") The control over organization and the connections between ideas move the reader smoothly through the response. ("One day George saw a poster for class president. George thought to himself 'Would I be a good leader? Would it be something I would like to do? and Would the other monkeys vote for me?") The writer shows a command of language including precise word choice. ("First George tried looking like the other monkeys. That didn't work. Then he tried talking and thinking like them. That didn't help it just made it worse.") The control over language use contributes to the effect of the response.