



**English Language Arts
Grade 8
Fall 2006**

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



WRITING FROM KNOWLEDGE AND EXPERIENCE**31 WRITE ABOUT THE THEME: RESPONSIBILITIES AND RIGHTS**

Being given a new right or privilege usually means accepting the responsibilities that go with it. For example, when you learn to drive a car, you must also be willing to follow the rules of the road.

Do **ONLY ONE** of the following:

describe a special privilege or right that people your age are sometimes given and discuss the responsibilities that go with it

OR

convince readers that they cannot expect to be given a new right or privilege without being ready to carry out the responsibilities that go with it

OR

tell about a time when you were given a new right or privilege and had to accept the responsibilities that went with it

OR

explain how someone lost a privilege as a result of not being responsible

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?

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

I was doing the dishes when I was watching my Siblings and they snuck out went 3½ miles away on their Bikes then I found them and took them home and they told my mom and now they don't trust me.

**Anchor Paper 1
Score Point 1**

The writing is generally unclear. Content consists of a narrative that attempts to describe a time the writer was responsible, but it is unclear which actions are being presented as responsible. It is also unclear whose trust is lost ("*they don't trust me*"), and it is difficult to determine a main idea. Lack of control over conventions is shown by the lengthy run-on sentence.

Anchor Paper 2

a privilege that I have is going hunting. I need to show I can be responsible. Show I can use a gun correctly. I need good grades or I can't go. So I need to do good in school or no hunting.

**Anchor Paper 2
Score Point 1**

The writing is generally unclear. Ideas to explain the writer's responsibilities that go with the privilege to hunt show little development. (*"I need to show I can be responsible. Show I can use a gun correctly. I need good grades or I can't go."*) There is no noticeable organizational structure. Lack of control over conventions is shown by a sentence fragment and random capitalization in this brief response.

Anchor Paper 3

I am going to write about the theme in my own way. If I am Driveing a car and I am not 18 OR Older that is Disobaying the Law and I will have to have my Lights on OR I will get TOOK to Jail. and I will OBay the signs. that tell me to Stop and the RED yellow and Green lights, and I will Do the speed Limit and I will not get into axadents I will be a safe DRIVER.

**Anchor Paper 3
Score Point 2**

The writing is only occasionally clear and focused. Ideas are underdeveloped. ("if I am Driveing a car and I am not 18 or older that is disobeying the law and I will have to have my Lights on or I will get Took to Jail.") There is little evidence of organizational structure. Vocabulary is limited. There is limited control over writing conventions.

Anchor Paper 4

I bet a privilege because I was not responsible. The privilege was having friends over. I had two of them over for the night. We decided to sneak out and go light off fireworks. We lit the first one off 4 houses away. It was about 1:00am. We only lit a few more off before we came back. We went through the back door and my mom and dad were there waiting for us. They screamed and yelled and then they took M and J home. I learned my lesson and promised to never do it again.

**Anchor Paper 4
Score Point 2**

The writing is occasionally clear and focused. Ideas are presented in a brief, underdeveloped narrative. ("We decided to sneak out and go light off fireworks. We lit the first one off 4 houses away. It was about 1:00 am. We only lit a few more off before we came back. We went through the back door and my mom and dad were there waiting for us. They screamed and yelled and then they took M and J home.") There is little evidence of organizational structure beyond a basic chronological sequence of events with a brief introduction and conclusion. Vocabulary is limited.

Anchor Paper 5

All middle schoolers have special privileges like babysitting but with that comes responsibilities. To babysit you must be caring, mature, and be a good person. And in turn for being responsible and doing the job you get paid. So being responsible paid off. Just like the privilege of watching Pg-13 has responsibilities such as your old enough to do your own laundry if you can watch Pg-13 movies. Everyone has rights and responsibilities because they come hand in hand and it's our job to make sure we can handle them

**Anchor Paper 5
Score Point 2**

The writing is only occasionally clear and focused. The writer provides some support for the central idea, (“All middle schoolers have special privileges like babysitting but with that comes responsibilities”), but these ideas are underdeveloped (“To baby-sit you must be caring, mature, and be a good person. And in turn for being responsible and doing the job you get paid. So being responsible paid off.”). Vocabulary is limited.

Anchor Paper 6

About a year ago I was given a huge responsibility. It was also a privilege. I got a cat. Its my job to take of him, thats alot of responsibility. The privilege I got was to have him.

His name is C. He is very furry, Orange, and cute in my opinion. C is very playful. Yet, sometimes hurtful. See, he still has his claws, lets just say I have some new scars.

Anyways, some responsibilities I have now are feeding him, giving him water, changing the cat litter, making sure he gets fresh air, playtime, and a nice place to sleep at night. At the same time I am glad I have him. All of the responsibilities towards him are worth it.

**Anchor Paper 6
Score Point 3**

The writing is somewhat clear and focused. Ideas are developed with limited use of examples. The writer explains the privilege of having a cat through describing his qualities. ("His name is C. He is very furry, orange, and cute in my opinion. C is very playful. Yet, sometimes hurtful. See, he still has his claws, lets just say I have some new scars.") The responsibilities of having a cat are developed using a list of tasks. There is some evidence of an organizational structure with an introductory paragraph and a brief concluding statement. Vocabulary is basic.

Anchor Paper 7

I am going to write about special privileges and responsibilities that people my age have.

Kids or people my age have special privileges. They showed amounted responsibilities and earned these privileges. These privileges were earned by their actions and only their actions. They have special privileges to talk on the phone, go outside, go to the store, go walking, spend a night at a friend's house and go to parties. The responsibilities that are taken in order to earn these privileges are sometimes do your chores such as clean the kitchen, your bedroom, livingroom, bathroom, basement or whatever your chore may be. Another responsibility maybe doing your home-work, watching your sibling, cooking, being in the house at the time you are suppose to be in the house and

obeying. Obedience can also play a role in responsibilities because sometimes if you disobey you lose your privilege.

As I end, my writing I hope you do the right thing which is your responsibilities and you will be rewarded with a privilege and don't forget it can be taken away.

Anchor Paper 7
Score Point 3

The writing is somewhat clear and focused. Development is partially successful, consisting of lists of privileges (“*They have special privileges to talk on the phone, go outside, go to the store, go walking, spend a night at a friends house and go to parties.*”) and lists of responsibilities (“*The responsibilities that are taken in order to earn these privileges are sometimes do your chores such as clean the kitchen, your bedroom, livingroom, bathroom, basement or whatever your chore may be. Another responsibility maybe doing your homework, watching your sibling, cooking, being in the house at the time you are suppose to be in the house and obeying.*”). There is some evidence of an organizational structure (brief introductory statement, clustering of ideas, and a brief concluding statement), but it is ineffective. Vocabulary is basic.

Anchor Paper 8

You cannot expect to be given a new right or privilege if your not going to be responsible about it. Having a new right, requires you to be responsible.

Lets say you got a new dog, that's considered a right or privilege. You wont be able to keep the dog if you arent responsible about it. You need to take it outside to go to the bathroom, you need to feed it, walk it, and play with it.

Another example is if you go to the movies by yourself. That's a right or privilege. Lets say your parents tell you to call them when its over. When the movie's over and you decide to start talking to your friends and you dont call them, your not being very responsible. Therefore you will probably lose your priviledge of going to the movies alone and maybe even lose your cell phone.

In life if you want to be independent you need to be responsible. If you want to have lots of rights then you need to be responsible or you will lose them.

**Anchor Paper 8
Score Point 3**

The writing is somewhat clear and focused. Ideas are developed with partially successful use of examples and details to support the main idea. ("Another example is if you go to the movies by yourself. That's a right or privilege. Lets say your parents tell you to call them when its over. When the movie's over and you decide to start talking to your friends and you don't call them, Your not being very responsible. Therefore you will probably lose your privledge of going to the movies alone and maybe even lose your cell phone.") There is evidence of an organizational structure, with an introduction, transitions, and a conclusion. ("Another example . . . therefore") Vocabulary is basic.

Anchor Paper 9

Privileges are a great experience in a persons life. But every one must know that they come with responsibilities and rights. For my birthday last year I was given a huge privilege, that was to have my very own cell phone. At first I was so excited, but I soon learned that there was a lot of responsibilities to come.

First off, there was the minutes, how I hate having a certain amount of minutes per month. Each month, I only get certain amount of minutes and if I use them all up the my parents get so mad. They say "you have been talking on the phone way to much," or they say "you need to have more responsibility. Then I have to buy more minutes with my own money. As you can see that I have to be more responsible with my minutes on my cell phone.

Secondly, I'm not allowed to use it any later than 10:00 PM every night. My parents think that at 10:00 every one is a sleep or at least doesn't want me to call them. Even though I some times I get calls past 10:00 at night. One time I broke my rights and of course my parents found out. My punishment was that I couldn't use my cell phone for a whole month. Now, since then I have learned to always respect my rights and follow the rules at all times.

In conclusion, Privileges are a very special thing to have. But every privilege comes with some rights or responsibilities. And if you break those rights then there will be punishment.

Anchor Paper 9
Score Point 4

The writing is generally clear and focused. Ideas and content are developed with relevant details and examples supporting the idea of the responsibilities that go with a cell phone. (*“First off, there was the minutes, how I hate having a certain amount of minutes per month. Each month I only get a certain amount of minutes and if I use them all up the my parents get so mad. They say “you have been talking on the phone way too much,” or they say “you need to have more responsibility. Then I have to buy more minutes with my own money”.*) Organization is functional, with a detailed introduction, use of transitions, and a conclusion. (*“First off . . . as you can see . . . secondly . . . now . . . in conclusion”*) The writer’s command of language, including word choice, supports meaning. Lapses in writing conventions are not distracting.

Anchor Paper 10

My older brother turned 16 last Friday. He still thinks of himself as a kid, but kids aren't allowed to drive. You have to be mature at that age. You have to act like an adult when you're in high school.

My brother, R, has many new responsibilities now that he's 16. Just one of them is that he can drive without a parent in the vehicle. If he gets in an accident, it's his responsibility. My parents would have him pay for damage on our car or damage he has done on other cars. Fortunately, he's now old enough to get a job.

R has applied for many jobs and I'm sure he has been accepted to many. He might only be able to get a job at a grocery store or drug store, but getting a job early, even a small one, can help you save for your future.

Now that R is a sophomore, he has to start planning what he wants to do when he gets out of high school. Having a job and a license will help him achieve what he wants to accomplish in college.

With him being only two years older helps me get used to and realize what I will have to deal with when I turn 16. I'm sure it will be much easier with him to go to for any questions I might have.

Anchor Paper 10
Score Point 4

The writing is generally clear and focused on the responsible qualities of the writer's brother. Ideas and content are developed with relevant details and examples where appropriate. ("My brother, R, has many new responsibilities now that he's 16. Just one of them is that he can drive without a parent in the vehicle. If he gets in an accident, it's his responsibility. My parents would have him pay for damage on our car or damage he has done on other cars.") There is some unevenness in support. ("Now that R is a sophomore, he has to start planning what he wants to do when he gets out of high school. Having a job and a license will help him achieve what he wants to accomplish in college.") Organization is functional and includes an introduction, transitions between ideas and paragraphs, and a conclusion. The writer's command of language, including word choice, supports meaning.

Anchor Paper 11

Whenever you are given a new right or privilege there are many responsibilities that go along with having it. My parents had given me a laptop. With having this laptop I had many responsibilities by having to take good care of it and keeping track of it.

Having a laptop means you have to take good care of it. Keeping it clean and free of viruses is very important. If you don't take care of it and keep it free of viruses any information you have saved could be lost at any time. I had to accept that if I didn't take care of my computer I could lose valuable information at anytime.

Keeping track of my laptop is very important too. If I take it somewhere I have to be sure it is safe and in a place where I won't lose it. One rule that I have though is to not let anyone else take or borrow it. So if I do, I am responsible for any damage done or if it is lost. Also, when I am not using it, it needs to be put away in a safe place where no damage can be done to it and so no one may trip or get hurt by hitting it. Keeping track of my laptop is an important

responsibility.

Doing only important things on my laptop is another important responsibility with having one. If someone is on our family computer, I can use my laptop for schoolwork and the internet if needed. This is a big privilege because if one computer is being used I can still get my work done. Other people in my family use it to if they need it. Having more than 1 computer is great when having a busy working family.

There are many responsibilities with having a laptop. You have to take care of it, keep it clean, keep track of it and do only important things on it. Having a laptop is a big privilege, but having it gives you many responsibilities that go along with it.

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. (“*Doing only important things on my laptop is another important responsibility with having one. If someone is on our family computer, I can use my laptop for schoolwork and the internet if needed. This is a big privilege because if one computer is being used I can still get my work done. Other people in my family use it to if they need it. having more than 1 computer is great when having a busy working family.*”) 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.

Anchor Paper 12

I had been waiting for my 13th birthday for such a long time. It seemed like forever! Planning and thinking about what my instant messenger screen name was fun, but I wanted to put it into action. My parents wouldn't let me have one until I turned 13, that was a rule and responsibility I had to follow. There were many other responsibilities I was to take when I finally got my screen name.

First, I had to have all of my homework done before I went online to talk to my friends. This was a big responsibility I had to follow, but it was reasonable to me. It was really hard to do, many times I would get distracted, but I knew I had to take responsibility for things to do what I wanted.

Next, I could only go online for up to two hours. People sometimes would go on for hours. Four, five, 10, 20, or even days my friends would be on, but not me. My Parent told me that there was more to life than our computer, and I agreed.

Lastly, I could only talk to my good friend. If ever I was talking to someone I didn't know,

I would lose my privilege entirely. To lessen the chance of someone talking to me who I didn't know, I also wasn't allowed to have a "myspace". A "myspace" is something that you create that tells everything about you. You can put information on it like where you go to school, how old you are, what your favorite food or color is, your hair color, a picture of you, and anything else you want to put in it. I think it is unsafe and so do my parents.

In conclusion, if I ever break one of my responsibilities, I will lose my privilege of having a screen name forever. With every privilege there are responsibilities that follow it.

Anchor Paper 12
Score Point 5

The writing is clear and focused. Ideas and content are well developed with relevant details and examples where appropriate. ("Next, I could only go online for up to two hours. People sometimes would go on for hours. Four, five, 10, 20, or even days my friends would be on, but not me. My parent told me that there was more to life than our computer, and I agreed.") 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 and sentence variation. ("Planning and thinking about what my instant messenger screen name was fun, but I wanted to put it into action.") The language is well controlled, and occasional lapses in writing conventions are hardly noticeable.

Anchor Paper 13

Growing up as a kid my mom always made me go to bed at 8:30. Now for a 13 year old, 8:30 was a little too early for me to understand. My mom said she kept me at a strict bedtime so I wouldn't be tired the next day. But, I was always tired the next day. My mom's ways made no sense to me.

On my 14th birthday, mom gave me a special surprise. I could stay up 2 hours later! I was so happy when she told me. 2 hours doesn't seem like long, but for a teenager with a 8:30 bedtime, I was ecstatic. After all my happiness had finally settled in, and I could actually sit still, mom gave me the other side of the deal.

What she said next I couldn't bear to hear. She said I had to help out around the house everyday after school and I had to get all A's. I had seriously considered my mom had gone crazy.

The first week of my new bedtime went smoothly. I would come

home from school, do my homework, and help mom out. Cooking, cleaning, or whatever else she needed. By week 2, things were already falling apart. I wanted to be a teenager. Free to hang with friends, watch TV, eat junk food. I wanted to be a normal 13 year old.

This new bedtime was killing me. Not because I was tired, but because I had no fun in my life. I couldn't even play sports after school. It was horrible.

I started skipping out on coming straight home to help mom. I stopped doing my homework. I was a kid with a messy room and bad grades.

Mom finally pulled the plug on my new bedtime when I brought home first and last failing grade. My mom tells me now that she purposely did that, so I would see that a new privilege does come with responsibilities. And let me tell you, she was right!

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. (*“The first week of my new bedtime went smoothly. I would come home from school, do my homework, and help mom out. Cooking, cleaning, or whatever else she needed. By week 2, things were already falling apart. I wanted to be a teenager. Free to hang with friends, watch tv, eat junkfood. I wanted to be a normal 13 year old.”*) Control over organization and the connections between ideas effectively moves the reader through the text and across paragraphs. 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.

Anchor Paper 14

When I turned eleven years old, I accepted a new right, babysitting. Before, I was a little immature and wasn't capable enough to handle the responsibilities that come with babysitting. These responsibilities are; showing respect to the people I am babysitting, putting them to bed on time, and watching what they eat. All these responsibilities show my maturity and level of common sense.

In my experiences with babysitting, I've learned if I show respect to the kids, they will show respect to you. This is my responsibility. If I let them run free throughout the house, they may not respect me because I'm not acting somewhat superior over them. It's also similar if I act too superior over them they might be rebellious and not let me help and keep them under control throughout the night.

In my opinion it is common sense to put the kids I'm babysitting to bed on time. If I put them to bed too early they may get up really early, or if I put them to bed late, they may not want to get up in the

morning. In order to land a job with a certain family I think it is important to first, let the kids have a good night sleep and second, impress their parents of my success to complete this responsibility.

A third responsibility for babysitting is watching what the children eat. For example, I wouldn't let a baby eat a hard carrot, for they could choke. Also, I wouldn't let a bigger kid eat too much candy for they could go crazy from all the sugar. This is a responsibility that is not only a nutritious concept but an effort to keep the children alive.

In conclusion, showing respect to whom I am babysitting, putting them to bed on time, and watching what they eat, are all responsibilities that come with the right of babysitting. I learned that in order to babysit, I needed to accept these responsibilities to become successful. Because I completed them successfully, I received a bonus, getting paid!

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. ("A third responsibility for babysitting is watching what the children eat. For example, I wouldn't let a baby eat a hard carrot, for they could choke. Also, I wouldn't let a bigger kid eat too much candy for they could go crazy from all the sugar. this is a responsibility that is not only a nutritious concept but an effort to keep the children alive.") 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.

Anchor Paper 15

Hand in Hand

Rights and responsibilities. They go together like peas in a pod. You can't get one without the other, like a buy one, get one free sale. Every time you get a right, or privilege, expect a responsibility right behind. For example, if you get a car when you start driving, you take on the insurance bill and have to follow the rules of the road. It's a fact of life; rights and responsibilities go hand in hand.

Do you remember the quote from the Spider-Man movie, "With great power comes great responsibility." Peter Parker (Spider-Man) is at his grandfather's funeral as he remembers the lesson his grandpa always reminded him of. As he accepts the role of Spider-Man, he enjoys the benefits of his powers, but he also has to accept the responsibilities of the job. He has to constantly be ready for any cry for help, whether from a child or adult. He has to provide for himself and his family. He has to be willing to risk his own life to save others every time he wears his costume. With his talents come his duties. He can't just have fun being Spider-Man, he has a job to do. These are his rights and responsibilities.

Another example of rights coming with responsibility is marriage. When people are married, they make not only a legal attachment, but an emotional one, too. The privilege is that you get to spend the rest of your life with the one you love. The responsibility is that you must always be there for the person you marry. For better or worse, sickness and health, no matter what. You are responsible for not only yourself but your spouse, too. That is why divorce is so common now, because people don't want to accept the responsibilities of being with another person. They just want the privilege of marriage, and with that mindset, things will never work out.

Rights and responsibilities go hand in hand. It's kind of like a boomerang. When you throw it, that is like a privilege. But when it comes back, that represents the responsibilities that come with the privilege. So the next time, someone gives you a privilege, don't be surprised when the responsibilities follow right behind.

Anchor Paper 15
Score Point 6

The writing is exceptionally clear and focused. Ideas and content are thoroughly developed with relevant details and examples where appropriate. (“Another example of rights coming with responsibility is marriage. When people are married, they make not only a legal attachment, but an emotional one, too. The privilege is that you get to spend the rest of your life with the one you love. The responsibility is that you must always be there for the person you marry. For better or worse, sickness and health, no matter what. You are responsible for not only yourself but your spouse, too. That is why divorce is so common now, because people don't want to accept the responsibilities of being with another person. They just want the privilege of marriage, and with that mindset, things will never work out.”) 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. Tight control over language use and mastery of writing conventions contribute to the effect of the response.

Anchor Paper 16

Once, I was given a responsibility by a friend of mine. We have been friends for as long as I can remember, so I guess he trusted me. My task was to take care of his geckos when he was gone on vacation. Unfortunately, I already had a gecko to take care of. My Own! So that week I had to feed and take care of 3 geckos. My friend was counting on me to be responsible, but boy did I let him down.

It all started on the 5th out of 7 days I was watching them. I opened up all the cages for feeding, and I thought nothing of leaving the tops off. I didn't pay attention to one of my friend's cages being cap-less but I should have been more careful. There was a big tree for the gecko to climb and that could have definitely been a way out. My gecko didn't have something to climb on that big, so I didn't think they could get out.

That night, I had to stay over at my cousin's house. All of the sudden, my aunt yells for me. I + was my mom on the phone, and she had bad news. "What do you mean it's gone!" I exclaimed. I started

Sweating, How could it get out? I kept asking myself. My friend is going to kill me. I kept on saying, I don't know how I could let him down. So my Aunt drove me back to my house, and we looked just about every where. We couldn't find the gecko, I started crying, but we had to do something. So my mom went out and bought my friend a new gecko, but I knew he would still hate me.

When my friend come home we had to explain the terrible news. He was devastated. Sadly, he took one of his remaining gecko's and went home. He didnt want the new one.

About a month later, a few weeks after he forgave me, I was running down into my basement when something caught my eye. It was moving but just slightly. Yes, it was my friends gecko! I hurriedly picked it up and put it in the cage and fed it. I called my friend over and he thanked me and left with it. I dont think that he will ever let me take care of his pets again. Unfortunately, I got a responsibility, but was carelesS, so I lost it. You can't imagine how lucky I Was to find that gecko, but that doesn't mean I have the privilage. It is going to take me a long time to get that trust and privilage back from my friend, but I will try.

Anchor Paper 16
Score Point 6

The writing is exceptionally clear and focused. Ideas and content are thoroughly developed with relevant details. (*“It all started on the 5th out of 7 days I was watching them. I opened up all the cages for feeding, and I thought nothing of leaving the tops off. I didn’t pay attention to one of my friends cages being cap-less but I should have been more carefull. There was a big tree for the gecko to climb and that could have definitely been a way out. My gecko didn’t have something to climb on that big, so I didn’t think they could get out.”*) 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.