



**English Language Arts
Grade 6
Scoring Guide for
Released Item #1
Writing from Knowledge and Experience
Fall 2007**



Prompt

WRITING FROM KNOWLEDGE AND EXPERIENCE

• **WRITE ABOUT THE THEME: MAKING CHANGES**

Sometimes we need to make changes in our lives. At times, we choose to make changes. Other times, the changes are made for us. Changes can have good or bad results.

Do **ONLY ONE** of the following:

describe an important change you or someone you know has made, and its result

OR

tell about a time a change in your life was not your choice, but it turned out okay

OR

write a response in which you persuade someone to make a change

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 6 of this booklet. Only the writing on pages 6 and 7 will be scored. No extra sheets may be used.

PART 1A: 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 6 of this booklet.

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
Rubric for Writing from Knowledge and Experience
Grades 3 – 8**

- 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 did not want to move to another house, but it tured out okay.

Anchor Paper 1

Score Point 1

The writing minimally responds to the prompt and is generally unclear and unfocused. Ideas and content are not developed or connected (*I did not want to move to another house, but it tured out okay*). There is no noticeable organizational structure.

Anchor Paper 2

I Had a friend that smoked and I
poswade her to stop/she did and then
she started a gain for some odd resendel
So I told her to stop and she finile
did. I was so proud of her.

**Anchor Paper 2
Score Point 1**

The writing is generally unclear and unfocused. The response does not develop or connect the idea and content regarding persuading a friend to quit smoking (*I Had a friend that smoked and I poswade her to stop/she did and then she started a gain for some odd resendel so I told her to stop and she finile did*). There is no noticeable organizational structure. Lack of control over writing conventions (*I Had . . . I poswade her to stop/she did . . . started a gain for some odd resendel . . .*) makes the writing difficult to understand.

Anchor Paper 3

The first year I played football I was not that good at it. Now, sense I've been one of the best Quarterback in _____ . That really changed my live

Anchor Paper 3 Score Point 1

The writing is generally unclear and unfocused. Ideas and content are not developed or connected (*The first year I played football I was not that good at it. Now, sense I've been one of the best Quarterback in _____ . That really changed my live*). There is no noticeable organizational structure.

Anchor Paper 4

The one person I persuade to make a change is my dad. He is a smoker. I told him to stop because smoking can kill. But he still does it, now he is sick. He coughs a lot. He has to smoke outside and it is cold outside. That make it worse for him. He gets the strong kind. I will keep persuading him to stop smoking.

**Anchor Paper 4
Score Point 2**

The writing is only occasionally clear and focused on the writer persuading a father to quit smoking. Ideas and content are underdeveloped (*I told him to stop because smoking can kill. But he still does it, now he is sick. He coughs a lot. He has to smoke outside and it is cold outside. That make it worse for him*). There is little evidence of organizational structure (*The one person I persuade to make a change is my dad. . . . I will keep persuading him to stop smoking*). Vocabulary is limited (*He is a smoker. . . . He gets the strong kind*).

Anchor Paper 5

I have only gone through two big changes in my life, and that is school changes. My first school was _____ . I went there for preschool. And after that year I went to _____ for six years. Kindergarten through _____ (sixth grade). I only got to stay at _____ for six years because of the school changes. But I know now it's going to be a great year.

**Anchor Paper 5
Score Point 2**

The writing is only occasionally clear and focused on the writer's changes in schools. Ideas and content are underdeveloped (*My first school was _____ . I went there for preschool. And after that year I went to _____ for six years*). There is little evidence of organizational structure (*I only got to stay at _____ for six years because of the school changes. But I know now it's going to be a great year*). Vocabulary is limited.

Anchor Paper 6

I moved into a new house over the summer. At first I didn't want to move, but after a while I started to like it. I didn't like it in the beginning because I moved from a 2 story house to a 1 story house. My old house had a big backyard. I really didn't want to leave my freinds. living in a court was nice to.

I started to like the new house after a while because I live really close to my freinds and the bus stop. An elementary school is really close by to play with my freinds at. I don't live on a busy street. I have a big enough backyard to play with my dog in. My basement is finished.

Anchor Paper 6
Score Point 2

The writing is only occasionally clear and focused on moving to a new house. Ideas and content are underdeveloped (*At first I didn't want to move, but after a while I started to like it. I didn't like it in the beginning because I moved from a 2 story house to a 1 story house. My old house had a big backyard. I really didn't want to leave my freinds. living in a court was nice to*). There is little evidence of organizational structure. Vocabulary is limited (*An elementary school is really close by to play with my freinds at. I don't live on a busy street. I have a big enough backyard to play with my dog in.*).

Anchor Paper 7

One time there was a change in my life and ended up to be okay. It all started when we were driving from Michigan to Yellow Stone National Park. Here is the rest.

Our plan was to drive strait to Yellow Stone. When we got near North Dakota, my Mom asked my Dad if we could stop at the Black Hills because my three year old brother wanted to get out and walk around soon. I wanted to see Yellow Stone first. My Dad reconized that I wanted to get out. We ended up going to the Black Hills then to Yellow Stone. It worked out okay because It was nice to get out of the car.

**Anchor Paper 7
Score Point 3**

The writing is somewhat clear and focused on a change in the itinerary of a family vacation. Ideas and content are developed with limited use of examples and details (*Our plan was to drive strait to Yellow Stone. When we got near North Dakota, my Mom asked my Dad if we could stop at the Black Hills because my three year old brother _____ wanted to get out and walk around soon*). There is evidence of an organizational structure, but it is ineffective (*We ended up going to the Black Hills then to Yellow Stone. It worked out okay because It was nice to get out of the car*). Vocabulary is basic.

Anchor Paper 8

One day, a girl named Isabell decided she wanted to make a change. So Isabell thought, "I'll go all around my neighborhood and look for changes to make." But then she thought how could an eight year old make a change. Then she thought about what her teacher said, "Anyone can make a change."

First she went to her neighbor's house. It was an old small house with only one room. She went up to the house and rang the door bell. A frail old lady answered the door and said in a cool tone, "How may I help you?" Isabell replied, "I'm looking for a way I can make a change." "Oh," said the lady, "well then here's a rake." The frail lady handed Isabell a rake. After Isabell was finished she handed the lady back her rake. The lady said "Thank You, now I won't be sore."

Next she went back home and cleaned the house for her mother. When her mom got home she said, "Thank You, now we can play that game you wanted to play."

Anchor Paper 8
Score Point 3

The writing is somewhat clear and focused on an eight-year old girl, Isabell, who wanted to make changes. Ideas and content are developed with partially successful use of examples and details (*First she went to her neighbor's house. . . . The frail lady handed Isabell a rake. After Isabell was finished she handed the lady back her rake. The lady said "Thank You, now I won't be sore."*). There is evidence of an organizational structure, but it is ineffective (*Next she went back home and cleaned the house for her mother. When her mom got home she said, "Thank You, now we can play that game you wanted to play."*). While the response contains some descriptive word choice (*. . . . frail old lady cool tone*), the vocabulary is basic (*First she went to her neighbor's house. It was an old small house with only one room. She went up to the*

house and rang the door bell). There is incomplete mastery over writing conventions and language use, but it does not interfere with meaning.

Anchor Paper 9

Everybody goes through changes in there life, especially ME! My life or any ones life would be the same stuff over and over. But sometimes people don't like changes, because of what might happen in the end. Well what I am about to tell you, I hated changes.

One of my changes in my life was moving. It was hard leaving my old home. I had so many memories there. I lost my first tooth there, my other dog died there. I just didn't want to leave. But my mom told me we have to make changes in our lives, so our family will have fun and still have a job. I kind of changed my mind, even though I felt sad. So when the truck was ready to leave to the new house I started to cry but got into the car. When we got there the house was HUGE! But I wanted a small house like our house. But then I remember what my mom said. So I cheered up

and went to go find a new room.
A couple weeks later I was in a
new school with great new friends
see changes can be bad but
in the end there is always something
that will turn that frown upside
down.

Anchor Paper 9**Score Point 3**

The writing is somewhat clear and focused on a move to a new house (*It was hard leaving my old home. I had to many memories there . . .*). Ideas and content are developed with partially successful use of examples and details (*. . . I lost my first tooth there, my other dog died there. . . . But my (mom) told me we have to make changes in our lives, so our family will have fun and still have a job.*). There is evidence of an organizational structure, but it is ineffective (*When we got there the house was HUGE! But I wanted a small house like our house. But then I remember what my mom said. So I cheered up and went to go find a new room.*). Vocabulary is basic.

Anchor Paper 10

I was so happy! I was moving for the first time! I was going to move to Texas! It was a huge change but I was all for it.

Well, let me back up here. I'll try to explain this to you real quick. My name is ^{haddon} I was in 2nd grade at this time. My dad had been looking for a new job and found one in Texas. At the time we were living in Michigan. Now back to the story!

The days seemed to be longer and kept dragging on and on. Everyday it went, Get up, school, then packing. Even though it was going to be a huge change and I had no choice whether I wanted to, it was still fun! People kept on coming over and helping pack. I remember this lady from our church packed the computer up and let me label the box. She ended up being my favorite person!

When moving day finally came, we got our suitcases that had our necessities, we

moved out. Oh, the change felt wonderful! It took three days to get to our new house. When we got there we found a plant and a basket of goodies left for us by our realtor. She came over and we all had a lunch of pizza on paper plates. This change was better than I thought!

2nd grade was horrible in Texas! Everyone treated me very mean. But, in 3rd grade that all changed! I met a girl named . . . She rode my bus and she lived near me. I could walk or bike to her house if I wanted to!

That change was the best! It all turned out okay!

Anchor Paper 10
Score Point 4

The writing is generally clear and focused on the writer's move from Michigan to Texas (*I was moving for the first time! I was going to move to Texas!*). Ideas and content are developed with relevant details and examples where appropriate (*It took three days to get to our new house. When we got there we found a plant and a basket of goodies left for us by our realtor. She came over and we all had a lunch of pizza on paper plates. This change was better than I thought!*), although there is some unevenness (*"2nd grade was horrible in Texas! Everyone treated me very mean. But, in 3rd grade that all changed! I met a girl named . . . She rode my bus and she lived near me. I could walk or bike to her house . . .*). The response is generally coherent, and its organization is functional (*The days seemed to be longer and kept droning on and on. Everyday it went, Get up, school, then packing. . . . When moving day finally came, we got our suitcases that had our necessities, we moved out.*). The writer's command of language, including word choice, supports meaning.

Anchor Paper 11

"Are we here yet?" the whole bus was complaining about how long it took to get to Cedar Point. My best friend wanted to go on the Dragster, but I had been trying to talk her out of it. HATES rollercoasters, the only reason she wanted to go on it was because only the coolest girl in the 7th grade was going on it.

Finally, we arrived at 8:02 A.M. "the Dragster is calling our name!" exclaimed loud enough for to hear. For 10 minutes I tried to talk her out of it. She was just trying to be cool, and I needed to change her thinking.

Soon enough we were in line for the Dragster, a few people behind. Eventually the time came when stepped into the car and went

Shooting upward at record speed. That's when _____ spilled all, "Oh my Gosh, I can't go on this! Wait, I need to!" She went on pep-talking herself and that's when I knew she was about to make a big mistake. I was her best friend and I didn't want her to end up like _____, I was going to make a change in her life.

I pulled her aside and told her everything I just told you. At first she just blew it off, but then she saw how miserable _____ looked, she could barely walk, but she was still acting all "snotty-popular". _____ looked at me, and then back at _____, then focused her eyes on me like she was about say "I'm crazy."

"Thanks _____ I can't believe I was about to do that. Do you see how high that is? Oh ya, and acting all mean and "too-cool-for-you" how could I? I can't believe you're still trying to help me! You're the best!"

"Ya sure..." I murmured softly, I knew that I had made a change in her life, now she'd be her, not _____!

Anchor Paper 11
Score Point 4

The writing is generally clear and focused (. . . *I knew that I had made a change in her life, now she'd be her, not _____*). Ideas and content are developed with relevant details and examples where appropriate (*Soon enough we were in line for the Dragster, a few people behind _____ . Eventually the time came when _____ stepped into the car and went shooting upward at record speed. That's when _____ spilled all, "Oh my Gosh, I can't go on this! Wait, I need to!" . . . that's when I knew she was about to make a big mistake. . . . At first she just blew it off, but then she saw how miserable _____ looked, she could barely walk, but she was still acting all "snotty-popular"*), although there is some unevenness (*I was her best friend and I didn't want her to end up like _____, I was going to make a change in her life. I pulled her aside and told her everything I just told you. . . .*). The response is generally coherent, and its organization is functional (*"Are we here yet?" the whole bus was complaining about how long it took to get to Cedar Point. . . . Finally, we arrived at 8:02 Soon enough we were in line for the Dragster*). The writer's command of language, including word choice, supports meaning. Lapses in writing conventions are not distracting.

Anchor Paper 12

One huge change in my life was the move. Yes, the move. It happened about a year ago, and I think that it was much better than I expected.

In May, 2005, I heard the news. I didn't like the news, but I heard it just the same. We were going to move to Ann Arbor... Michigan!! From our wonderful home in Cleveland, Ohio to Michigan, Ohio's rival. (in football of course) As soon as I heard it, I thought that my dad was kidding, because well, he kids a lot. But later that night when my mom told me the same thing, I just couldn't accept it.

When I was in bed that night, thoughts were entering my head like people going into an ice cream shop on the hottest day of the year. What if I don't make any friends? What if I don't like it there? What if? What if? What if? It took me a while, but I finally went to sleep.

On August 3rd, (still 2005) it was time. What time? Oh! About 11-o'clock am. Anyways, before we left, I asked to go say good-bye to my friends. They, well at least most of them, have known me for... six years, at the max. We said our good-byes, "Cao! Au revoir! Good-bye!" then off we went. On a three-hour journey to, this... Ann Arbor place.

On the way there, I was thinking about how this was probably the most biggest change of my life. After living in Cleveland for eleven years, I wasn't sure about moving.

I guess she could see that I was lost in my thoughts, so my mom told me not to worry.

"I'll try not to!" I said back.

When we got there, my dad was waiting for us with the moving truck. I jumped out of the car, and ran inside the house. The first thing I wanted to see was my room. I had already picked it, but I loved it! The theme was the Cat in the Hat. I know it sounds kiddish, but I liked the red and white stripes on the wall.

After that I went to my favorite part of the whole house. The backyard! Just because there was a huge pool in the back!!

A couple weeks later, I met everyone in the neighborhood at the block party. Then it was time for school which also went well.

Now, on September thirteenth, 2006, I am happily living in Ann Arbor, and writing a story for the MEAP test.

But now, I think I liked moving, plus we go back to Cleveland to visit every other weekend.

That is the story of the biggest story of my life.

Anchor Paper 12
Score Point 5

The writing is clear and focused on the writer's move (*In May, 2005, I heard the news. . . . We were going to move to Ann Arbor . . . Michigan!!*). Ideas and content are well developed with relevant details and examples where appropriate (*On August 3rd, (still 2005) it was time. What time? Oh! About 11-o-clock am. Anyways, before we left, I asked to say good-bye to my friends. . . . We said our good-byes, "Ciao! Au revoir! Good-bye!" then off we went. On a three-hour journey to, this . . . Ann Arbor place*). The writer's control over organization and the connections between ideas effectively moves the reader through the text (*On the way there, I was thinking about how this was probably the most biggest change of my life. After living in Cleveland for eleven years, I wasn't sure about moving. I guess she could see that I was lost in my thoughts, so my mom told me not to worry*). The writer shows a command of language including precise word choice (*From our wonderful home in Cleveland, Ohio to Michigan, Ohio's rival (in football of course). As soon as I heard it, I thought that my dad was kidding, because well, he kids a lot. . . . thoughts were entering my head like people going into an ice cream shop on the hottest day of the year.*). The language is well controlled, and occasional lapses in writing conventions are hardly noticeable.

Anchor Paper 13

Once upon a time, I had the perfect life. I got good grades, had a good teacher, and had as many friends as a girl could ask for. Life was good. Until, I learned about the move.

It was in 2nd grade, I was 7 at the time. My first thought was "Why me?". I'll tell you why me, my dad had just gotten a new job and my mom had gotten laid off from her job. They were okay, and my little sister was in preschool so she was okay too. As that is the majority of the family, we began to plan for the big move from Kalamazoo to Ann Arbor.

By August 2003, we had been fully moved in. I started with 3rd grade at Upper Elementary and with kindergarten at Lower Elementary, but that is not the end of my story.

3rd grade was horrible. I didn't settle in right away and had only two friends in the world, and (The ~~best~~ now living in Wisconsin). 4th grade was even worse, now I had 4 friends, but it seemed like none of them could protect me from the horde of bullies always on my tail. My temper got the better of me many times. and that, I suppose, is what gave the bullies the most pleasure of all.

My years of darkness ended, however, in 5th grade that was when I met Ms. She had a strong belief that everyone can change and was the golden ball of string that guided me through the labyrinth of darkness. 5th grade was 'ab! the year began school at . She has a wonderful way of getting people to like her. She was the one that introduced me to so many friends I have today.

Never mind the way, I have pushed through. Yes there have been losses, but there have also been gains. My dad now works at a company: near Kalamazoo Cironic isn't it?), my mom in the IT division at . My little sister is in 3rd grade at . As for me, well I'm living the near perfect life again and I'm now at 6th grade at . So you see, no matter the changes, big or small, just keep pushing on through, and somehow, someway, you'll survive ...

Anchor Paper 13
Score Point 5

The writing is clear and focused on the writer's move from Kalamazoo to Ann Arbor. Ideas and content are well developed with relevant details and examples where appropriate (*3rd grade was horrible. I didn't settle in right away and had only two friends . . . 4th grade was even worse, now I had 4 friends, but it seemed like none of them could protect me from the hord of bullies always on my tail. . . . My years of darkness ended, however, in 5th grade that was when I met Ms. _____. She had a strong belief that everyone can change and was the golden ball of string that guided me through the labyrinth of darkness*). The writer's control over organization and the connections between ideas effectively moves the reader through the text (*It was in 2nd grade, I was 7 at the time. My first thought was "Why me?". I'll tell you why me, my dad had just gotten a new job and my mom had gotten laid off from her job. . . . Never mind the way, I have pushed through. Yes there have been losses, but there have also been gains.*). The writer shows a command of language including precise word choice (*My temper got the better of me many times and that, I suppose, is what gave the bullies . . . the most pleasure of all. . . . My dad now works at a company near Kalamazoo (ironic isn't it?)*). The language is well controlled, and occasional lapses in writing conventions are hardly noticeable.

Anchor Paper 14

didn't know what to expect. She has never moved or lived in a different area. What about all her friends and relatives. It just didn't appeal to her. She just flat out doesn't want to move.

Her mother tried to prep her up. "You'll make so many friends, and we'll have a new house, and it will be a lot of fun."

"I have friends and I'm fine with the house," complained.

In one week and her mom, dad, and little sister were to move to , Michigan. Her little sister, , couldn't wait for the long trip, and her parents weren't mad either. Though of course, they were the ones that got a raise at work, and caused them to move.

Soon the day came when and her family had to move. Everyone was tired from the last minute packing, and from saying goodbye to the neighbors, but it couldn't last long, they had to get going. Madison, Wisconsin is a long ways away from , Michigan.

An hour passed then two, was getting more and more tired. There wasn't anything amusing, just corn fields. Pretty soon she was asleep. When she had awoken and looked out the window she saw a sign with the bold words, "I

Middle School" She looked at it in a dreamy sort of way. That was her school. After five minutes they came to a halt. Standing tall and proud was a tan house. "Here we are," she thought.

Everyone unpacked and got situated. She liked this house a lot better than her old one. With a pool and new appliances it was like a fairytale. It wasn't much, but she didn't need much. Soon came bedtime and tomorrow she would be at her new school, her parents at their new job. Being exhausted, she fell asleep quickly.

The next morning she woke up, put her best clothes on, brushed her hair, ate breakfast, brushed her teeth, and being in somewhat of a rush, sprinted out the door and jumped on the bus like a kangaroo.

There was an open seat next to a small girl. She sat next to her. A little later they began to talk. The small girl, who asked questions and she answered every one. By the time they got to school they were friends. She was even more excited when she found out that she was in all of her classes.

The day flew by, and to her surprise, she loved it. She made friends and did well in all of her classes. She couldn't wait to tell her mom what had happened.

When she told her she gave every single detail. She said every thing so fast it was as if she was a race car, and the best part was that there was another day tomorrow. Every day she thought was blessed. She adored

Anchor Paper 14
Score Point 5

The writing is clear and focused on a young girl, _____, moving for the first time. Ideas and content are well developed with relevant details and examples where appropriate (*An hour passed then two, _____ was getting more and more tired. There wasn't anything amusing, just corn fields. Pretty soon she was asleep. When she had awoken and looked out the window she saw a sign with bold words, "_____ Middle School." She looked at it in a dreamy sort of way. That was her school*). The writer's control over organization and the connections between ideas effectively moves the reader through the text (*"Here we are," she thought. Everyone unpacked and got situated. . . . The next morning _____ woke up, put her best clothes on and being in somewhat in a rush, sprinted out the door and jumped on the bus like a kangaroo. There was an open seat next to a small girl. . . . The day flew by . . .*). The writer shows a command of language including precise word choice (*She couldn't wait to tell her mom what had happened. . . . She said everything so fast it was as if she was a race car, and the best part was that there was another day tomorrow. Every day _____ thought was blessed. She adored_____*). The language is well controlled, and occasional lapses in writing conventions are hardly noticeable.

Anchor Paper 15

Doing something you don't want to do can turn out great. I had never played golf in my life and I was content with it being that way. I never thought I would ever have to play golf, that is until my mother signed me up for golf lessons with my friends in the summer. I thought to myself "great, no not just great, wonderful, yeah just what I wanted to take up all my free time with. Now in the summer I get to look like a fool in front of all my friends. I tried to complain, get myself out of doing it, but only halfheartedly because when my mom comes up with some kind of whack job idea she never lets go of it. My mom took me downstairs into our basement (a bad sign, anything in our basement was old, moldy, and covered by cobwebs!). She opened the door to the basement closet, rummaging through it for a couple of minutes finally she pulled out a very old and dusty "golf bag that looked like it was from the 1800s. "Damn it." She muttered as some of the golf clubs, golf balls, and tees fell out of one of the compartments the bag held. I helped her pick the stuff of the ground and put it back in the bag.

When we finished she gave me the bag and told me "You start your lessons next week, practice in the back yard until you start."

I took the golf bag to the back yard, opened a compartment, took out a golf ball, and a golf club. I dropped the ball to the ground, stood in the formation I was told to by my dad when I was 7 or so. Put the club in my hand and held it like my dad told me to. I pulled the club back up to my ear and with a strong jerk from my left arm I pull the golf club forward and drilled the ball in the soft spot. The ball shot forward out of my backyard and into my neighbors about 125 yards. I thought to my self shocked and excited "This might be fun after all"

Anchor Paper 15
Score Point 6

The writing is exceptionally clear and focused on the writer's reluctant change to playing golf (*I had never played golf in my life and I was content with it being that way*). Ideas and content are thoroughly developed with relevant details and examples where appropriate (*My mom took me downstairs into our basement (a bad sign, anything in our basement was old, moldy, and covered by cobwebs!). . . . she pulled out a very old and dusty golf bag that looked like it was from the 1800's. "Dang it" she muttered as some of the golf clubs, golf balls and tees fell out of one of the many compartments . . .*). The writer's control over organization and the connections between ideas moves the reader smoothly and naturally through the text (*When we finished she gave me the bag and told me "You start your lessons next week, practice in the back yard until you start. . . . I pulled the club back up to my ear and with a strong jerk from my left arm I pull the golf club forward and drilled the ball in the soft spot. The ball shot forward, out of my backyard and into my neighbors about 125 yards*). The writer shows a mature command of language including precise word choice that results in a compelling piece of writing (*I thought to myself "great, no not just great, wonderful, yeah Just what I wanted to take up all my free time with. Now in the summer I get to look like a fool in front of all my friends. . . . when my mom comes up with some kind of whack job idea she never lets go of it*). Tight control over language use and mastery of writing conventions contribute to the effect of the response.