



**MEAP Fall 2011  
Grade 4 Narrative Writing  
Scoring Guides for Ideas,  
Organization, Style,  
and Conventions**





**MEAP Fall 2011  
Grade 4 Narrative Writing  
Ideas Scoring Guide**



## NARRATIVE WRITING

### DIRECTIONS:

In this part, you will be asked to write a story about a given topic. You may use examples from real life, from what you read or watch, or from your imagination. Your audience will be interested adults.

You must write your response on the lines in Day , Part of your **Answer Document** with a No. 2 pencil. If you erase, be sure to erase completely. You may underline, highlight or write in this booklet to help you, but nothing in this test booklet will be scored. No additional paper may be used.

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

You may **NOT** use any resource materials (such as dictionaries, grammar books, or spelling books) for this test.

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Turn the page and follow along as I read the prompt and checklist to you.

## NARRATIVE WRITING

**Write a story about: Generosity**

When a friend asks to play with a toy, do you share? People who are giving and open to sharing are said to be generous. Generosity can mean people give gifts, money, or maybe just some of their time to others.

Do **only one** of the following:

Write a story about a time when you were generous.

**OR**

Write a story about a time when someone was generous to you.

**OR**

Write a story in your own way about generosity.

## CHECKLIST

**DIRECTIONS:** Use this checklist after you have completed your response to revise and edit your writing.

- \_\_\_ Did I write a story that is focused on the topic?
- \_\_\_ Did I develop my ideas with details and examples?
- \_\_\_ Did I organize the story so that it makes sense?
- \_\_\_ Did I use a variety of words, phrases, and sentences?
- \_\_\_ Did I spell, capitalize, and punctuate correctly?

**Michigan Educational Assessment Program (MEAP) and MEAP-Access\***  
**Analytic Rubric**  
**Narrative Writing**  
**Grades 4 and 7**

	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Ideas (points doubled)</b>	Ideas are not focused on the task and/or are undeveloped.	Tells a story with ideas that are minimally focused on the topic and developed with limited and/or general details.	Tells a story with ideas that are somewhat focused on the topic and are developed with a mix of specific and/or general details.	Tells a story with ideas that are clearly focused on the topic and are thoroughly developed with specific, relevant details.
<b>Organization</b>	No organization evident.	Organization and connections between ideas and/or events are weak.	Organization and connections between ideas and/or events are logically sequenced.	Organization and connections between ideas and/or events are clear and logically sequenced.
<b>Style</b>	Ineffective use of language for the writer's purpose and audience.	Limited use of language, including lack of variety in word choice and sentences, may hinder support for the writer's purpose and audience.	Adequate command of language, including effective word choice and clear sentences, supports the writer's purpose and audience.	Command of language, including effective and compelling word choice and varied sentence structure, clearly supports the writer's purpose and audience.
<b>Conventions</b>	Ineffective use of conventions of Standard English** for grammar, usage, spelling, capitalization, and punctuation.	Limited use of conventions of Standard English** for grammar, usage, spelling, capitalization, and punctuation for the grade level.	Adequate use of conventions of Standard English** for grammar, usage, spelling, capitalization, and punctuation for the grade level.	Consistent, appropriate use of conventions of Standard English** for grammar, usage, spelling, capitalization, and punctuation for the grade level.

Any condition code will result in a score of 0 for all traits: A is Off-topic; B is Illegible or written in a language other than English; C is Blank; D is Insufficient to rate.

\*The same rubric is applied to both MEAP and MEAP-Access responses. However, the MEAP and MEAP-Access papers are scored by separate range finding committees that interpret the rubric in light of the populations that take each assessment.

\*\*Standard English is the form of English most widely accepted for writing in schools.

Updated 01/04/12

nobody did not shair with me  
because I was not nice they I did not  
shair ever

**ANCHOR PAPER 1**

**Ideas Score Point: 0**

This response is not a narrative. It does not describe events moving through time.

one time when I was generous  
was when I gave away my old toys.  
The next time I was generous was  
was when I showed my little brother  
how to walk another time I was generous  
was when I helped my friend learn  
how to swim. Then there was the  
time I talt my little brother  
how to jump rope. Then there  
was the time I babysited my little  
broter.

## ANCHOR PAPER 2

Ideas Score Point: 0

This response is a list of examples of how the student demonstrated generosity through sharing (gave away my toys) and helping others (showed my brother how to walk; helped my friend learn how to swim). Each of these examples is undeveloped.

## How to be generos

Hi my nam is Sue . And I'm going to tell you about how to be generos. Now hear are some ways about how to be generos.

Nice is relatid to generos because you can be nice to some peple and be generos at the same time. I'm going to tell you an eggsample. If somewon is playing by ther self and you don't know somwon. You can go intraduse yourself.

Share is relatid to being generos because you can share and be generos at the same time. I will give you an eggzample. If some wone dous not have a snack and you have one. You can share yours.

I just told you some ways how to be generos now you can use them! I've got to go now bye!

ANCHOR PAPER 3  
Ideas Score Point: 0

This is an expository response on the subject of generosity that does not focus on the task of writing a narrative.

WHEN MY FRIEND COMES OVER  
WE PLAY WARGAMES AND SHARE  
NERF GUNS AND DEAF EAT THE  
ENEMIES.

ANCHOR PAPER 4

Ideas Score Point: 1

This very short response is minimally focused on the topic and developed with limited details (played war games; share nerf guns; defeat the enemies).

When was the time when you were generous to someone? The time I was generous was when I was kicking the ball against the school wall. Then Gary said "can I play with you" and I said "yes". Then we ended up kicking the ball back and forth. That was the time I was generous to someone.

## ANCHOR PAPER 5

## Ideas Score Point: 1

This response is developed with limited details (kicking the ball against the school wall; kicking the ball back and forth) and minimal dialogue.

The time I shared my snack w:  
I was at school and I got  
ready for reading groups.  
After we were all done  
with reading groups I heard  
Mrs. Kramer say "Its snack time."  
While everyone exsept Alfred  
was geting their snack Alfred  
ask me if he could have  
some of my snack "I said  
ya sure." And me and I gave  
alfred half and me half.

## ANCHOR PAPER 6

Ideas Score Point: 2

This response is somewhat focused on the topic of sharing and developed with a mix of general (I was at school) and specific details (I got ready for reading groups; I gave Jeremy half and me half).

One day when I got home from school, I asked if I could play. My mom said yes. I put my snow stuff on then I went out to play. I made a snow ball and I throw it at him he throw one back at me so we had a snow ball fight. We also made a fort so we could dodge snow ball. We stop made a fort at the end of the street. We worked on it 3 hours. We made a new small fort. My brother there came out and we played army. 1 hour then we ask to go in. My friend asked if he could use one I said yes.

ANCHOR PAPER 7

Ideas Score Point: 2

This response is adequate. It is developed with general (I asked if I could play) and specific (made a snow ball; We also made a fort so we could dodge snow balls) details.

One sunny day I went outside to play on my trampoline. Then my neighbor <sup>Stanley</sup> asked if he could come over and play on the trampoline and I said "sure". Then I went and got my brother, then my brother got on. The three of us jumped and played a couple games like alligator, roll, freeze, and popcorn. We had lots of fun playing on the trampoline. Then my sister came on and she said since it is so hot we should put the sprinkler under, so I got off the trampoline and got the sprinkler I put the hose in it then turned the water on then I got on and jumped it was so much fun we butt-bounced and play way more games then <sup>Stanley</sup>'s mom came outside and started to watch us. She said it looked like so much

fun and it was so much fun until  
my dad came out and said it was  
time to turn off the sprinkler and  
Stanley's mom said he had to go  
inside so we got off turned off  
the sprinkler and Stanley said "thank-you  
and good-bye" we said "bye" to him  
to. then my dad got us towels and  
we got inside. So that is my story.

## ANCHOR PAPER 8

## Ideas Score Point: 2

This adequate response is somewhat focused on the topic. It is developed with general (played more games; it was so much fun) and specific (alligator, roll; freeze) details.

One day at Boys and Girls club  
my best friend <sup>Tina</sup> had plenty of  
food to eat. I had nothing I cried  
and I cried. I was so hungry, but  
there nothing to eat. I looked up  
and saw Ramen Noodles. (chicken flavor)  
I saw <sup>Tina</sup> they were from her I said,  
"No thanks", she said, "take them they're for  
you", I said, "thanks" I started to smile.  
I warmed up my food and we went  
to play outside together My best  
was so generous I thought to myself.  
I told her what I had thinking about  
her generosity I said, "thanks for giving  
me food that was very generous of you"  
she said, "your welcome plus your, my  
best friend I can't leave you hungry"  
she said I said, "Your right I am your best  
friend so I will pay you back" "thanks"  
she said. That day we played and played  
until she left.

ANCHOR PAPER 9

Ideas Score Point: 3

This response is clearly focused on sharing. It is thoroughly developed with specific relevant details (Boys and Girls Club; Ramen noodles, chicken flavor) and dialogue that advances the narrative.

## The Lost Dollar

"Mom please can I use a dollar? I want to buy something!" "No honey you should have brought your wallet!" I was trying to get a dollar from my mom to buy sillybands. I sigh in disappointment. "I wish I would have brought me wallet". I groaned. "I wish I at least had some money right now." I said. "Fine, here is a quarter, you can put it in the machine and get a piece of gum. Get used to disappointment". Mom said with an angry look on her face. I put the quarter in my pocket. "I wish I had cash!" I said quietly to myself. My mom and I turned the corner. My eyes traveled down to the floor. And there laying on the floor was a \$5 bill. I slowly bent down and plucked it off the ground. I ran to my mom who was looking at the Fish. "Mom I found a dollar!" I showed her the dollar. "Awesome!" she said. Soon we were at the checkout line.

I bought 1 pack of silly-bands. A kit-kat for mom, a sunkist, and a hersey bar for my sister. And before I left I bought 1 piece of gum from the gumball machine. then we left for home.

THE END!

**ANCHOR PAPER 10****Ideas Score Point: 3**

This response is clearly focused on the topic of generosity. It is thoroughly developed with specific relevant details (I was trying to get a dollar from my mom to buy sillybands; laying on the floor was a \$5 bill; A Kit-Kat for mom, a Sunkist and Hershey bar for my sister).

Once, a long, long time ago, in a land far, far away, there was a shrine to clowns, where you were taught how to be a clown. And inside this shrine, a rich clown named "Bozito" was in an argument.

"But, Bozito!" said Binbang, "why can't I borrow one of your cream pies? You have thousands of pies! Please!" "No," said Bozito, and he walked away.

Then, later, the same thing happened.

"But Bozito!" said Banggun. "You have millions of big shoes! Please!" But the same thing happened: "No" said Bozito, and he walked away.

Then, it happened again. "But Bozito!" said Bingaling. "You just got a new shipment of rubber noses! Please, can I have one? Please?" And Bozito said: "Yes, all right." "Thank you, thank you! Thank you so much!" gushed

Bingaling, and he ran off with a prestine, red, rubber nose.

Later that night, lying in bed the clown felt a strange warm feeling. Now, we all know this feeling to be joy, but Bozito was rich, which often makes one ignore the true things in life. They want more and more and more, and forget the good things in life. This happens to a lesser degree in all adults, but these are clowns we're talking about.

And so Bozito learned to share. He soon gave all his money away to charities. He was poor, but happy and anyway he always had money from awards of "Greatest Clown" and things like that. This proves you should always share, and then people will like you and share you they're things back.

**ANCHOR PAPER 11****Ideas Score Point: 3**

This response is clearly focused and thoroughly developed with specific, relevant, and numerous details. It effectively describes Bozito (a rich clown), his equipment (big shoes; cream pies; rubber noses) and his transformation from selfish to generous (we all know this feeling to be joy, but Bozito was rich which often makes one ignore the true things in life). The use of mature vocabulary demonstrates an advanced level of competence.

Narrative Writing - Grade 4 Ideas

Released Items Fall 2011

Anchor Paper 1	
<b>Ideas</b>	<b>0</b>
Organization	0
Style	1
Conventions	0

Anchor Paper 7	
Ideas	2
Organization	2
Style	1
Conventions	1

Anchor Paper 2	
<b>Ideas</b>	<b>0</b>
Organization	0
Style	1
Conventions	2

Anchor Paper 8	
<b>Ideas</b>	<b>2</b>
Organization	2
Style	2
Conventions	2

Anchor Paper 3	
<b>Ideas</b>	<b>0</b>
Organization	2
Style	2
Conventions	2

Anchor Paper 9	
<b>Ideas</b>	<b>3</b>
Organization	3
Style	3
Conventions	2

Anchor Paper 4	
<b>Ideas</b>	<b>1</b>
Organization	1
Style	1
Conventions	1

Anchor Paper 10	
<b>Ideas</b>	<b>3</b>
Organization	3
Style	3
Conventions	3

Anchor Paper 5	
<b>Ideas</b>	<b>1</b>
Organization	2
Style	1
Conventions	3

Anchor Paper 11	
<b>Ideas</b>	<b>3</b>
Organization	3
Style	3
Conventions	3

Anchor Paper 6	
<b>Ideas</b>	<b>2</b>
Organization	2
Style	2
Conventions	2



**MEAP Fall 2011  
Grade 4 Narrative Writing  
Organization Scoring Guide**



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**Analytic Rubric**  
**Narrative Writing**  
**Grades 4 and 7**

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one time when I was generous  
was when I gave away my old toys.  
The next time I was generous was  
was when I showed my little brother  
how to walk another time I was generous  
was when I helped my friend learn  
how to swim. Then there was the  
time I talt my little brother  
how to jump rope. Then there  
was the time I babysited my little  
broter.

## ANCHOR PAPER 1

Organization Score Point: 0

No organization is evident in this response. Ideas are listed in random order and can be rearranged without changing the meaning.

WHEN MY FRIEND COMES OVER  
WE PLAY WARGAMES AND SHARE  
NERF GUNS AND DEAF EAT THE  
ENEMIES.

**ANCHOR PAPER 2****Organization Score Point: 1**

In this very short response the connections between ideas are weak, but there is evidence of an organizational plan because there is a progression of ideas (friend comes over; play war games; share nerf guns; defeat the enemies) from one to the next.

Once when I was four years old I was going to my grandpa's house and there was a car coming and the lady let me cross the road she was generous.

**ANCHOR PAPER 3****Organization Score Point: 1**

This response demonstrates a limited attempt at organization. Ideas progress chronologically (going to my grandpa's house; car coming; lady let me cross the road) and are weakly connected.

When some one was  
Generous to me my  
frinde let me Ride  
on her skats and  
When she let me  
Play with her toys  
and she was Generous  
to me. They where fun  
and some times I fall  
and some times I dont fall  
I went down a big hill  
and I did not fall  
and That is how to be  
a Generous Frinde to anther  
frinds.

**ANCHOR PAPER 4****Organization Score Point: 1**

The organization in this response is weak. The connections between ideas are unclear (my friend let me ride on her skates and when she let me play with her toys and she was generous to me. They were fun and sometimes I fall).

When was the time when you were generous to someone? The time I was generous was when I was kicking the ball against the school wall. Then <sup>Sam</sup> said "can I play with you" and I said "yes". Then we ended up kicking the ball back and forth. That was the time I was generous to someone.

**ANCHOR PAPER 5****Organization Score Point: 2**

Ideas in this short response are logically sequenced. Events progress from beginning (I was kicking the ball against the school wall) to end (We ended up kicking the ball back and forth).

One day when I got home from school, I asked if I could play. My mom said yes. I put my snow stuff on then I went out to play. I made a snow ball and I threw it at him he threw one back at me so we had a snow ball fight. We also made a fort so we could hide snow ball. We stop made a fort at the end of the street. We worked on it 3 hours. We made a new small fort. My brother there came out and we played army. 1 hour then we ask to go in. I said we played we legos. My friend ask if he could use one I said yes.

**ANCHOR PAPER 6****Organization Score Point: 2**

Organization in this response is adequate. Ideas are connected and logically sequenced (I made a snow ball; we had a snow ball fight; we made a fort at the end of the street).

One sunny day I went outside to play on my trampoline. Then my neighbor <sup>Stanley</sup> asked if he could come over and play on the trampoline and I said "sure". Then I went and got my brother, then my brother got on. The three of us jumped and played a couple games like alligator, roll, freeze, and popcorn. We had lots of fun playing on the trampoline. Then my sister came on and she said since it is so hot we should put the sprinkler under, so I got off the trampoline and got the sprinkler I put the hose in it then turned the water on then I got on and jumped it was so much fun we butt-bounced and play way more games then <sup>Stanley</sup>'s mom came outside and started to watch us. She said it looked like so much

Fun and it was so much fun until  
my dad came out and said it was  
time to turn off the sprinkler and  
Stanley's mom said he had to go  
inside so we got off turned off  
the sprinkler and Stanley said "thank-you  
and good-bye" we said "bye" to him  
to. then my dad got us towels and  
we got inside. So that is my story.

## ANCHOR PAPER 7

## Organization Score Point: 2

Organization and connections between ideas are logically sequenced in this longer response. Simple transitions (so; then) enable smooth progression from one idea to the next.

One day at Boys and Girls club my best friend Tina had plenty of food to eat. I had nothing I cried and I cried. I was so hungry, but there nothing to eat. I looked up and saw Ramen Noodles. (chicken flavor) I saw Tina they were from her I said "No thanks", she said, "take them they're for you", I said, "thanks" I started to smile. I warmed up my food and we went to play outside together My best was so generous I thought to myself. I told her what I had thinking about her generosity I said, "thanks for giving me food that was very generous of you" she said, "your welcome plus your, my best friend I can't leave you hungry" she said I said, "Your right I am your best friend so I will pay you back" "thanks" she said. That day we played and played until she left.

ANCHOR PAPER 8

Organization Score Point: 3

The organization in this response is clear and the ideas are logically sequenced. The organizational plan is evident and ideas progress easily from one to the next (I was so hungry; I . . . saw Ramen Noodles; take them they're for you; I can't leave you hungry).

Once upon a time a little girl named Abigail was walking down the sidewalk to school. When she got there she saw Robert and Theo bouncing a ball. So she asked if she could play. They said "No you're a girl, you can't play ball!" So she went over to Addy who was playing with a frisbee. Addy also said no. Samantha was playing with a hoop and there was an extra stick. Before Abigail could ask if she could play, Samantha said, "Don't touch, Caroline is going to play with me!" There was one more person left to ask and that was Ellie. Ellie was playing with dolls. Abigail asked if she could play. Ellie said, "Of course you can!" Abigail asked, "Can I use the doll with the china face?" Ellie said, "Yes."

## ANCHOR PAPER 9

Organization Score Point: 3

The organization and connections between ideas are clearly and logically sequenced (she saw Robert and Theo bouncing a ball; Addy was playing with a frisbee; Samantha was playing with a hoop; Ellie was playing with dolls). Dialogue is used as a transitional tool.

Once, a long, long time ago, in a land far, far away, there was a shrine to clowns, where you were taught how to be a clown. And inside this shrine, a rich clown named "Bozito" was in an argument.

"But, Bozito!" said Binbang, "why can't I borrow one of your cream pies? You have thousands of pies! Please!" "No," said Bozito, and he walked away.

Then, later, the same thing happened.

"But Bozito!" said Banggun. "You have millions of big shoes! Please!" But the same thing happened: "No" said Bozito, and he walked away.

Then, it happened again. "But Bozito!" said Bingaling. "You just got a new shipment of rubber noses! Please, can I have one? Please?" And Bozito said: "Yes, all right." "Thank you, thank you! Thank you so much!" gushed

Bingaling, and he ran off with a prestine, red, rubber nose.

Later that night, lying in bed the clown felt a strange warm feeling. Now, we all know this feeling to be joy, but Bozito was rich, which often makes one ignore the true things in life. They want more and more and more, and forget the good things in life. This happens to a lesser degree in all adults, but these are clowns we're talking about.

And so Bozito learned to share. He soon gave all his money away to charities. He was poor, but happy and anyway he always had money from awards of "Greatest Clown" and things like that. This proves you should always share, and then people will like you and share you they're things back.

**ANCHOR PAPER 10****Organization Score Point: 3**

This response demonstrates organization and connections between ideas that are clear and logically sequenced. An organizational plan is evident, and the response uses sophisticated dialogue and a variety of transitions to enhance fluency.

Anchor Paper 1	
Ideas	0
<b>Organization</b>	<b>0</b>
Style	1
Conventions	2

Anchor Paper 6	
Ideas	2
<b>Organization</b>	<b>2</b>
Style	1
Conventions	1

Anchor Paper 2	
Ideas	1
<b>Organization</b>	<b>1</b>
Style	1
Conventions	1

Anchor Paper 7	
Ideas	2
<b>Organization</b>	<b>2</b>
Style	2
Conventions	2

Anchor Paper 3	
Ideas	1
<b>Organization</b>	<b>1</b>
Style	1
Conventions	1

Anchor Paper 8	
Ideas	3
<b>Organization</b>	<b>3</b>
Style	3
Conventions	2

Anchor Paper 4	
Ideas	1
<b>Organization</b>	<b>1</b>
Style	1
Conventions	1

Anchor Paper 9	
Ideas	2
<b>Organization</b>	<b>3</b>
Style	2
Conventions	3

Anchor Paper 5	
Ideas	1
<b>Organization</b>	<b>2</b>
Style	1
Conventions	3

Anchor Paper 10	
Ideas	3
<b>Organization</b>	<b>3</b>
Style	3
Conventions	3



**MEAP Fall 2011  
Grade 4 Narrative Writing  
Style Scoring Guide**



## NARRATIVE WRITING

### DIRECTIONS:

In this part, you will be asked to write a story about a given topic. You may use examples from real life, from what you read or watch, or from your imagination. Your audience will be interested adults.

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

You may **NOT** use any resource materials (such as dictionaries, grammar books, or spelling books) for this test.

Once you have reached the word **STOP** in your test booklet, do **NOT** go on to the next page. If you finish early, you may go back and check your work in Part of the test **ONLY**. Do **NOT** look at any other part of the test.

Turn the page and follow along as I read the prompt and checklist to you.

## NARRATIVE WRITING

**Write a story about: Generosity**

When a friend asks to play with a toy, do you share? People who are giving and open to sharing are said to be generous. Generosity can mean people give gifts, money, or maybe just some of their time to others.

Do **only one** of the following:

Write a story about a time when you were generous.

**OR**

Write a story about a time when someone was generous to you.

**OR**

Write a story in your own way about generosity.

## CHECKLIST

**DIRECTIONS:** Use this checklist after you have completed your response to revise and edit your writing.

- \_\_\_ Did I write a story that is focused on the topic?
- \_\_\_ Did I develop my ideas with details and examples?
- \_\_\_ Did I organize the story so that it makes sense?
- \_\_\_ Did I use a variety of words, phrases, and sentences?
- \_\_\_ Did I spell, capitalize, and punctuate correctly?

**Michigan Educational Assessment Program (MEAP) and MEAP-Access\***  
**Analytic Rubric**  
**Narrative Writing**  
**Grades 4 and 7**

	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Ideas (points doubled)</b>	Ideas are not focused on the task and/or are undeveloped.	Tells a story with ideas that are minimally focused on the topic and developed with limited and/or general details.	Tells a story with ideas that are somewhat focused on the topic and are developed with a mix of specific and/or general details.	Tells a story with ideas that are clearly focused on the topic and are thoroughly developed with specific, relevant details.
<b>Organization</b>	No organization evident.	Organization and connections between ideas and/or events are weak.	Organization and connections between ideas and/or events are logically sequenced.	Organization and connections between ideas and/or events are clear and logically sequenced.
<b>Style</b>	Ineffective use of language for the writer's purpose and audience.	Limited use of language, including lack of variety in word choice and sentences, may hinder support for the writer's purpose and audience.	Adequate command of language, including effective word choice and clear sentences, supports the writer's purpose and audience.	Command of language, including effective and compelling word choice and varied sentence structure, clearly supports the writer's purpose and audience.
<b>Conventions</b>	Ineffective use of conventions of Standard English** for grammar, usage, spelling, capitalization, and punctuation.	Limited use of conventions of Standard English** for grammar, usage, spelling, capitalization, and punctuation for the grade level.	Adequate use of conventions of Standard English** for grammar, usage, spelling, capitalization, and punctuation for the grade level.	Consistent, appropriate use of conventions of Standard English** for grammar, usage, spelling, capitalization, and punctuation for the grade level.

Any condition code will result in a score of 0 for all traits: A is Off-topic; B is Illegible or written in a language other than English; C is Blank; D is Insufficient to rate.

\*The same rubric is applied to both MEAP and MEAP-Access responses. However, the MEAP and MEAP-Access papers are scored by separate range finding committees that interpret the rubric in light of the populations that take each assessment.

\*\*Standard English is the form of English most widely accepted for writing in schools.

Updated 01/04/12

Generosity I I GIVE my mom  
a GIFE BE CAUS I WAS my moms  
Brith Day THEN I WAS mathrsDay  
Then I Gave my mom a GIFE  
to my mom AND my dad to Then  
I Gave myn FAMILY my GAmu  
my GAFoth my GAt GAmomy  
ANTS my UNtoS my CUSIN  
my FENCE BFF FENCE AND  
my Nice Teacher.

## ANCHOR PAPER 1

Style Score Point: 0

This response demonstrates an ineffective use of language. The repetitive sentence structure (Then I gave) and word choices do not support the writer's purpose.

WHEN MY FRIEND COMES OVER  
WE PLAY WARGAMES AND SHARE  
NERFGUNS AND DEAF EAT THE  
ENEMIES.

**ANCHOR PAPER 2****Style Score Point: 1**

This short response demonstrates a limited use of language. It has only one sentence, and this lack of development hinders the writer's purpose.

When was the time when you were generous to someone? The time I was generous was when I was kicking the ball against the school wall. Then <sup>Sam</sup> said "can I play with you" and I said "yes". Then we ended up kicking the ball back and forth. That was the time I was generous to someone.

**ANCHOR PAPER 3****Style Score Point: 1**

This response demonstrates a limited use of language. Dialogue is simplistic, and transitions (then; when) are repeated. There is little sentence variety and the word choices are basic.

One day when I got home from school, I asked if I could play. My mom said yes. I put my snow stuff on then I went out to play. I made a snow ball and I throw it at him he throw one back at me so we had a snow ball fight. We also made a frote so we could dodge snow ball. We stop made a frote at the end of the street. We worked on it 3 hours. We made a new small frote. My brother there came out and we played army. 1 hour then we ask to go in. Siad. we played we legos. My friend ask if he could use one I said yes.

**ANCHOR PAPER 4****Style Score Point: 1**

This response demonstrates a limited use of language. Syntax is monotonous, and there is little sentence variety. Word choices are basic and repetitive (I; we).

The time I shared my snack w:  
I was at school and I got  
ready for reading groups.  
After we were all done  
with reading groups I heard  
Mrs. Fox say "Its snack time."  
While everyone except Alfred  
was getting their snack Alfred  
ask me if he could have  
some of my snack "I said  
wa sure." And me and I gave  
Alfred half and me half.

**ANCHOR PAPER 5**

Style Score Point: 2

This response demonstrates an adequate command of language. Sentences are varied, word choices are adequate, and the use of dialogue supports the writer's purpose.

Marvin

was generous  
It was raining as hard as hail. I could hear creaking noise as mason went to turn on the xbox. He decided to ask me if I wanted to play to. I told him excitedly "Sure why not?" So we played call of duty as the rain kept going as hard as hail.

## ANCHOR PAPER 6

Style Score Point: 2

This short response demonstrates an adequate command of language. Sentences are varied and include specific word choices (raining hard as hail; creaking noise).

One sunny day I went outside to play on my trampoline. Then my neighbor <sup>Stanley</sup> asked if he could come over and play on the trampoline and I said "sure". Then I went and got my brother, then my brother got on. The three of us jumped and played a couple games like alligator, roll, freeze, and popcorn. We had lots of fun playing on the trampoline. Then my sister came on and she said since it is so hot we should put the sprinkler under, so I got off the trampoline and got the sprinkler I put the hose in it then turned the water on then I got on and jumped it was so much fun we butt-bounced and play way more games then <sup>Stanley</sup>'s mom came outside and started to watch us. She said it looked like so much

fun and it was so much fun untill  
my dad came out and said it was  
time to turn off the sprinkler and  
Stanley's mom said he had to go  
inside so we got off turned of  
the sprinkler and Stanley said "thank-you  
and good-bye" we said "bye" to him  
to. then my dad got us towels and  
we got inside. So that is my story.

**ANCHOR PAPER 7****Style Score Point: 2**

This long response demonstrates an adequate command of language. Sentences are varied, and specific word choices (alligator, roll, freeze and popcorn; butt-bounced) enable the reader to visualize events.

One day at Boys and Girls club my best friend Tina had plenty of food to eat. I had nothing I cried and I cried. I was so hungry, but there nothing to eat. I looked up and saw Ramen Noodles. (chicken flavor) I saw Tina they were from her I said, "No thanks", she said, "take them they're for you", I said, "thanks" I started to smile. I warmed up my food and we went to play outside together My best was so generous I thought to myself. I told her what I had thinking about her generosity I said, "thanks for giving me food that was very generous of you" she said, "your welcome plus your my best friend I can't leave you hungry" she said I said, "Your right I am your best friend so I will pay you back" "thanks" she said. That day we played and played until she left.

ANCHOR PAPER 8

Style Score Point: 3

This response demonstrates clear command of language with varied sentences. Compelling word choices (I was so hungry, but there was nothing to eat; I can't leave you hungry) and dialogue effectively support the writer's purpose (describing empathy and friendship).

## The Lost Dollar

"Mom please can I use a dollar? I want to buy something!" "No honey you should have brought your wallet!" I was trying to get a dollar from my mom to buy sillybands. I sigh in dissapointment. "I wish I would have brought me wallet". I groaned. "I wish I at least had some money right now." I said. "Fine, here is a quarter, you can put it in the machine and get a piece of gum. Get used to dissapointment". Mom said with a angry look on her face. I put the quarter in my pocket. "I wish I had cash!" I said quietly to myself. My mom and I turned the corner. My eyes traveled down to the floor. And there laying on the floor was a \$5 bill. I slowly bent down and plucked it off the ground. I ran to my mom who was looking at the Fish. "Mom I found a dollar!" I showed her the dollar. "Awesome!" she said. Soon we were at the checkout line.

I bought 1 pack of silly-bands. A kit-kat for mom, a sunkist, and a hersey bar for my sister. And before I left I bought 1 piece of gum from the gumball machine. then we left for home.

THE END!

**ANCHOR PAPER 9****Style Score Point: 3**

This response demonstrates clear command of language. Sentences are varied and complex, adding to fluency. Word choices are precise and the vocabulary is mature (sigh in disappointment; groaned; my eyes traveled to the floor). The effective use of sophisticated conventions (exclamation points, question marks, quotes) and underlining for emphasis all support the writer's purpose.

Once, a long, long time ago, in a land far, far away, there was a shrine to clowns, where you were taught how to be a clown. And inside this shrine, a rich clown named "Bozito" was in an argument.

"But, Bozito!" said Binbong, "why can't I borrow one of your cream pies? You have thousands of pies! Please!" "No," said Bozito, and he walked away.

Then, later, the same thing happened.

"But Bozito!" said Banggun. "You have millions of big shoes! Please!" But the same thing happened: "No" said Bozito, and he walked away.

Then, it happened again. "But Bozito!" said Bingaling. "You just got a new shipment of rubber noses! Please, can I have one? Please?" And Bozito said: "Yes, all right." "Thank you, thank you! Thank you so much!" gushed

Bingaling, and he ran off with a prestine, red, rubber nose.

Later that night, lying in bed the clown felt a strange warm feeling. Now, we all know this feeling to be joy, but Bozito was rich, which often makes one ignore the true things in life. They want more and more and more, and forget the good things in life. This happens to a lesser degree in all adults, but these are clowns we're talking about.

And so Bozito learned to share. He soon gave all his money away to charities. He was poor, but happy and anyway he always had money from awards of "Greatest Clown" and things like that. This proves you should always share, and then people will like you and share you they're things back.

**ANCHOR PAPER 10****Style Score Point: 3**

This response demonstrates clear command of language. Sentences are varied, the vocabulary is vivid and precise (inside this shrine, a rich clown named Bozito was in an argument; strange warm feeling), and repetition is used as a literary device. Dialogue and the effective use of sophisticated conventions support the writer's purpose and indicate a higher level of competence.

Anchor Paper 1	
Ideas	0
Organization	1
<b>Style</b>	<b>0</b>
Conventions	0

Anchor Paper 6	
Ideas	2
Organization	2
<b>Style</b>	<b>2</b>
Conventions	3

Anchor Paper 2	
Ideas	1
Organization	1
<b>Style</b>	<b>1</b>
Conventions	1

Anchor Paper 7	
Ideas	2
Organization	2
<b>Style</b>	<b>2</b>
Conventions	2

Anchor Paper 3	
Ideas	1
Organization	2
<b>Style</b>	<b>1</b>
Conventions	3

Anchor Paper 8	
Ideas	3
Organization	3
<b>Style</b>	<b>3</b>
Conventions	2

Anchor Paper 4	
Ideas	2
Organization	2
<b>Style</b>	<b>1</b>
Conventions	1

Anchor Paper 9	
Ideas	3
Organization	3
<b>Style</b>	<b>3</b>
Conventions	3

Anchor Paper 5	
Ideas	2
Organization	2
<b>Style</b>	<b>2</b>
Conventions	2

Anchor Paper 10	
Ideas	3
Organization	3
<b>Style</b>	<b>3</b>
Conventions	3



**MEAP Fall 2011**  
**Grade 4 Narrative Writing**  
**Conventions Scoring Guide**



## NARRATIVE WRITING

### DIRECTIONS:

In this part, you will be asked to write a story about a given topic. You may use examples from real life, from what you read or watch, or from your imagination. Your audience will be interested adults.

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## NARRATIVE WRITING

**Write a story about: Generosity**

When a friend asks to play with a toy, do you share? People who are giving and open to sharing are said to be generous. Generosity can mean people give gifts, money, or maybe just some of their time to others.

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**OR**

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- \_\_\_ Did I organize the story so that it makes sense?
- \_\_\_ Did I use a variety of words, phrases, and sentences?
- \_\_\_ Did I spell, capitalize, and punctuate correctly?

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**Analytic Rubric**  
**Narrative Writing**  
**Grades 4 and 7**

	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
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Generosity I I GIVE my mom  
a GIFE BE CAUS I WAS my moms  
Brith Day THEN I WAS mathrsDay  
Then I Gave my mom a GIFE  
to my mom AND my dad to THEN  
I Gave myn FAMILY my GAmu  
my Ga Foth my Gat Gamomy  
ANTS my UNtoS my CUSIN  
my FENCE BFF FENCE AND  
my Nice Teacher.

**ANCHOR PAPER 1****Conventions Score Point: 0**

This response demonstrates an ineffective use of conventions. Spelling, punctuation and capitalization errors are numerous, serious and interfere with meaning.

WHEN MY FRIEND COMES OVER  
WE PLAY WARGAMES AND SHARE  
NERFGUNS AND DEAF EAT THE  
ENIEMIES.

**ANCHOR PAPER 2****Conventions Score Point: 1**

This one-sentence response, with two spelling errors (deaf eat; eniemies) and lack of punctuation demonstrates limited use of conventions.

Onces when I was four years old I was  
going to my granpas house and there was a car coming  
and the lady let me cross the road she was generous.

**ANCHOR PAPER 3****Conventions Score Point: 1**

This short response has misspelled words (Onces; coming; lady), lacks punctuation, and demonstrates a limited use of conventions.

One day when I got home from school, I asked if I could play. My mom said yes. I put my snow stuff on then I went out to play. I made a snow ball and I throw it at him he throw one back at me so we had a snow ball fight. We also made a frote so we could dodge snow ball. We stop made a frote at the end of the street. We worked on it 3 hours. We made a new small frote. My brother there came out and we played army. 1 hour then we ask to go in siad. we played we legos. My frined aske if he could use one I siad yes.

**ANCHOR PAPER 4****Conventions Score Point: 1**

This response demonstrates a limited use of conventions. There are numerous basic words misspelled (aske; insiad; frined) and sentence-level and capitalization errors.

The time I shared my snack w:  
I was at school and I got  
ready for reading groups.  
After we were all done  
with reading groups I heard  
Mrs. Fox say "Its snack time."  
While everyone exsept Stanley  
was geting their snack Stanley  
ask me if he could have  
some of my snack "I said  
ya sure." And me and I gave  
Stanley haf and me haf.

ANCHOR PAPER 5

Conventions Score Point: 2

This response demonstrates an adequate use of conventions. Quotation marks are used correctly and the few misspelled words and a sentence formation error do not interfere with meaning.

One day at Boys and Girls club  
my best friend <sup>Tina</sup> had plenty of  
food to eat. I had nothing I cried  
and I cried. I was so hungry, but  
there nothing to eat. I looked up  
and saw Ramen Noodles. (chicken flavor)  
I saw <sup>Tina</sup> they were from her I said,  
"No thanks", she said, "take them they're for  
you", I said, "thanks" I started to smile.  
I warmed up my food and we went  
to play outside together My best  
was so generous I thought to myself.  
I told her what I had thinking about  
her generosity I said, "thanks for giving  
me food that was very generous of you"  
she said, "your welcome plus your my  
best friend I can't leave you hungry"  
she said I said, "Your right I am your best  
friend so I will pay you back" "thanks"  
she said. That day we played and played  
until she left.

ANCHOR PAPER 6

Conventions Score Point: 2

This response demonstrates an adequate use of conventions. Sentence formation errors and lack of capitalization do not interfere with meaning. Apostrophes, parentheses and quotation marks are used correctly.

One sunny day I went outside to play on my trampoline. Then my neighbor <sup>Stanley</sup> asked if he could come over and play on the trampoline and I said "sure". Then I went and got my brother, then my brother got on. The three of us jumped and played a couple games like alligator, roll, freeze, and popcorn. We had lots of fun playing on the trampoline. Then my sister came on and she said since it is so hot we should put the sprinkler under, so I got off the trampoline and got the sprinkler I put the hose in it then turned the water on then I got on and jumped it was so much fun we butt-bounced and play way more games then <sup>Stanley</sup>'s mom came outside and started to watch us she said it looked like so much

Fun and it was so much fun untill  
my dad came out and said it was  
time to turn off the sprinkler and  
<sup>Stanley</sup>'s mom said he had to go  
inside so we got off turned of  
the sprinkler and <sup>Stanley</sup> said "thank-you  
and good-bye" we said "bye" to him  
to. then my dad got us towels and  
we got inside. So that is my story.

## ANCHOR PAPER 7

## Conventions Score Point: 2

This long response has several sentence-level errors (run-ons), yet demonstrates an overall adequate use of conventions. While there are a few spelling errors, more difficult words are spelled correctly (neighbor; sprinkler).

A time when my brother <sup>George</sup> was generous  
to me was when my bike had a flat tire. <sup>George</sup>  
let me use his bike so I could ride his bike.  
<sup>George</sup>'s bike is a blue Mongoose. Me and <sup>George</sup>  
took turns riding his bike around the block.

**ANCHOR PAPER 8****Conventions Score Point: 3**

This short response demonstrates the consistent and appropriate use of conventions. Sentences, spelling and punctuation are correct. There is only one minor usage error (Me and George).

## The Lost Dollar

"Mom please can I use a dollar? I want to buy something!" "No honey you should have brought your wallet!" I was trying to get a dollar from my mom to buy sillybands. I sigh in dissapointment. "I wish I would have brought me wallet". I groaned. "I wish I at least had some money right now." I said. "Fine, here is a quarter, you can put it in the machine and get a piece of gum. Get used to dissapointment". Mom said with a angry look on her face. I put the quarter in my pocket. "I wish I had cash!" I said quietly to myself. My mom and I turned the corner. My eyes traveled down to the floor. And there laying on the floor was a \$5 bill. I slowly bent down and plucked it off the ground. I ran to my mom who was looking at the Fish. "Mom I found a dollar!" I showed her the dollar. "Awesome!" she said. Soon we were at the checkout line.

I bought 1 pack of silly-bands. A kit-kat for mom, a sunkist, and a hersey bar for my sister. And before I left I bought 1 piece of gum from the gumball machine. then we left for home.

THE END!

**ANCHOR PAPER 9****Conventions Score Point: 3**

This response demonstrates the consistent and appropriate use of conventions. Grammar, usage, and capitalization are correct. Difficult words (quarter; brought; machine) are spelled correctly. Successful use of sophisticated conventions (quotation marks; exclamation points) shows a higher level of competence.

Once, a long, long time ago, in a land far, far away, there was a shrine to clowns, where you were taught how to be a clown. And inside this shrine, a rich clown named "Bozito" was in an argument.

"But, Bozito!" said Binbong, "why can't I borrow one of your cream pies? You have thousands of pies! Please!" "No," said Bozito, and he walked away.

Then, later, the same thing happened.

"But Bozito!" said Banggun. "You have millions of big shoes! Please!" But the same thing happened: "No" said Bozito, and he walked away.

Then, it happened again. "But Bozito!" said Bingaling. "You just got a new shipment of rubber noses! Please, can I have one? Please?" And Bozito said: "Yes, all right". "Thank you, thank you! Thank you so much!" gushed

Bingaling, and he ran off with a prestine, red, rubber nose.

Later that night, lying in bed the clown felt a strange warm feeling. Now, we all know this feeling to be joy, but Bozito was rich, which often makes one ignore the true things in life. They want more and more and more, and forget the good things in life. This happens to a lesser degree in all adults, but these are clowns we're talking about.

And so Bozito learned to share. He soon gave all his money away to charities. He was poor, but happy and anyway he always had money from awards of "Greatest Clown" and things like that. This proves you should always share, and then people will like you and share you they're things back.

**ANCHOR PAPER 10****Conventions Score Point: 3**

This response demonstrates the consistent and appropriate use of conventions. Grammar, usage, spelling and capitalization are correct. Sentences are complex and correctly punctuated with commas. The response effectively uses a variety of sophisticated conventions (quotation marks, exclamation points, question marks) that enhance fluency.

Narrative Writing - Grade 4 Conventions

Released Items Fall 2011

Anchor Paper 1	
Ideas	0
Organization	1
Style	0
<b>Conventions</b>	<b>0</b>

Anchor Paper 6	
Ideas	3
Organization	3
Style	3
<b>Conventions</b>	<b>2</b>

Anchor Paper 2	
Ideas	1
Organization	1
Style	1
<b>Conventions</b>	<b>1</b>

Anchor Paper 7	
Ideas	2
Organization	2
Style	2
<b>Conventions</b>	<b>2</b>

Anchor Paper 3	
Ideas	1
Organization	1
Style	1
<b>Conventions</b>	<b>1</b>

Anchor Paper 8	
Ideas	1
Organization	1
Style	1
<b>Conventions</b>	<b>3</b>

Anchor Paper 4	
Ideas	2
Organization	2
Style	1
<b>Conventions</b>	<b>1</b>

Anchor Paper 9	
Ideas	3
Organization	3
Style	3
<b>Conventions</b>	<b>3</b>

Anchor Paper 5	
Ideas	2
Organization	2
Style	2
<b>Conventions</b>	<b>2</b>

Anchor Paper 10	
Ideas	3
Organization	3
Style	3
<b>Conventions</b>	<b>3</b>