



Grade 4 Writing

Expository Scoring Guide

March 2016

Grade 4 Writing Expository Prompt

READ the information in the box below.

No matter how old we are, we can always have fun.

THINK about the fun things you get to do as a fourth grader.

WRITE about one reason you like being in the fourth grade. Tell what you like and explain why you like it.

Be sure to —

- clearly state your central idea
- organize your writing
- develop your writing in detail
- choose your words carefully
- use correct spelling, capitalization, punctuation, grammar, and sentences

Score Point 1

The essay represents a very limited writing performance.

Organization/Progression

- ❑ The organizing structure of the essay is inappropriate to the purpose or the specific demands of the prompt. The writer uses organizational strategies that are only marginally suited to the explanatory task, or they are inappropriate or not evident at all. The absence of a functional organizational structure causes the essay to lack clarity and direction.
- ❑ Most ideas are generally related to the topic specified in the prompt, but the central idea is missing, unclear, or illogical. The writer may fail to maintain focus on the topic, may include extraneous information, or may shift abruptly from idea to idea, weakening the coherence of the essay.
- ❑ The writer's progression of ideas is weak. Repetition or wordiness sometimes causes serious disruptions in the flow of the essay. At other times the lack of transitions and sentence-to-sentence connections causes the writer to present ideas in a random or illogical way, making one or more parts of the essay unclear or difficult to follow.

Development of Ideas

- ❑ The development of ideas is weak. The essay is ineffective because the writer uses details and examples that are inappropriate, vague, or insufficient.
- ❑ The essay is insubstantial because the writer's response to the prompt is vague or confused. In some cases, the essay as a whole is only weakly linked to the prompt. In other cases, the writer develops the essay in a manner that demonstrates a lack of understanding of the expository writing task.

Use of Language/Conventions

- ❑ The writer's word choice may be vague or limited. It reflects little or no awareness of the expository purpose and does not establish a tone appropriate to the task. The word choice may impede the quality and clarity of the essay.
- ❑ Sentences are simplistic, awkward, or uncontrolled, significantly limiting the effectiveness of the essay.
- ❑ The writer has little or no command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Serious and persistent errors create disruptions in the fluency of the writing and sometimes interfere with meaning.

HAVE YOU EVER DONE AN ACTIVITY SO FUN THAT NO MATTER HOW OLD YOU GET YOU WILL STILL LOVE IT? FOR ME THAT ACTIVITY IS HIKING. HIKING IS VERY FUN. THERE ARE MANY DIFFERENT REASONS I LIKE TO HIKE. THE FIRST REASON IS I TO SEE ALL THE DIFFERENT ANIMALS SUCH AS DEER, EXEN BUFFALO, MANY DIFFERENT TYPES OF BIRDS AND SOMETIMES A BOBCAT. ANOTHER REASON IS I GET TO SPEND TIME WITH MY FAMILY. THE LAST REASON IS I GET TO SEE DIFFERENT PLANTS, TREES AND ROCKS. MY FAVORITE TREE IS THE SOILT FOAST RED WOOD. MY FAVORITE PLANT IS THE COICTUS. MY FAVORITE ROCK IS THE FED JAVU ROCK. I TILL TO THIS DAY HIKING IS MY FAVORITE ACTIVITY.

Score Point 1

In this response, the writer references the boxed information on the prompt page (No matter how old we are, we can always have fun) to create a central idea (no matter how old you get, you will still love it . . . Hiking), but this idea is only weakly related to topic stated in the prompt (one reason you like being in the fourth grade). Although the response is focused on the writer's enjoyment of hiking, the organization of the essay is primarily formulaic (the first reason, another reason, the last reason) with random, briefly-developed reasons (to see different animals, to spend time with family, to see different plants) followed by the identification of the writer's favorite tree, plant, and rock. This extraneous information, along with abrupt shifts from idea to idea, weakens the coherence of the essay and results in a very limited writing performance.

When I come to school each Day I wonder what we are going to do and I have good parts every now and then like snack time, lunch time, recess and rotation, plus field trips but what I really like about fourth grade is going to camp **Brady** I hear people talk about it but I never really been I hear stuff like characholas living there and cactus I wonder if theres other animals there like snakes, ciots, lizards, and Burards. Sometimes I tell my mom "I need money for camp **Brady**" and she says "I dont have money" so now I have to save up unless she gets money then I ask my Dad because he will buy any thing for me and he says "I Dont have any more money ether" then I get mad and this happens every day my friend told me "if you DONT wast any food you can make the teacher jump in the lake and it made me wonder about **Lake Louis** and **Arrow Point**

Score Point 1

In this very limited writing performance, the writer attempts to explain that taking a field trip to Camp Brady is the reason for fourth grade being fun, but then he admits he's "never really been there." The introduction and conclusion do not add to the development of this unclear central idea. The writer uses organizational strategies only marginally suited to the expository task when he illogically shifts from good things he's heard about Camp Brady to a list of animals to a narrative about not having enough spending money. These abrupt shifts from idea to idea, along with weak sentence-to-sentence connections and a lack of sentence boundaries, impede the fluency of the response and make the essay difficult to follow.

It all started when it was math time! Ms. Royal said we are going to do a game board today on math. so we were excited about it. And we had to do a Christmas card to Santa. Then we were going to do a math game on the same day of the things.

Next, I will tell you about how we played the game board. It was math time all ready. So Ms. Royal said today we are going to do a game board. so she grooved the things we were going to use. Then she put use in a group of 4.

Then, it was Christmas. so we had to do cards for Santa to get all of the things we needed. so we did our first draft and then the miss checked it. if they were good, then you had to do the 2 draft of Santa.

Finally, it was February of the 10th! we had to do a math game of the vocabulary words we had on the 10's. I played with my best friend and we got a 100% on the quiz. I was so excited about how we got to play a math game with a friend you had a far long on not. long friend.

How I will end my story, how I am so thankful for reading this story. I wish I can go back and take the fun things we had in the way past or even now or next week.

Score Point 1

The writer of this very limited writing performance attempts to describe events that make fourth grade fun; however, the narrative approach (It all started when it was math time) fails to meet the specific demands of the expository prompt. Instead of describing what he thinks is fun about fourth grade, the writer uses ineffective transitions to create a formulaic chronology of events that happened during the school year (games at the beginning of the year; Christmas/letter to Santa/writing process; quiz in February). In addition, serious and persistent errors in conventions and sentence boundaries disrupt the fluency of the response and interfere with meaning.

I like fourth grade cause its cool.
Science is cool, cause you get to have experiments
and they are cool. Math is my favorite subject all
of the fact cause I am good at it. I like writing
cause you make stories of trips you made over
the summer, base ball games, basket ball games,
going the ocean. There is all kinds of things you
can write about. So what would work for
you. So social studies is cool cause you get to learn what
is this and what is that. I think it is cool
to learn about new stuff. Do you think
it is cause I do. Math, writing, social studies,
science, they all cool so is reading. Reading is
cool cause you get to read different stuff. I like
to read do you.

Score Point 1

The central idea of this very limited writing performance is unclear; the writer states that he likes fourth grade “cause its cool.” Instead of explaining one reason why he likes fourth grade, the writer provides a random list of school subjects that appeal to him. The response is vague and repetitive as the writer begins with “Science is cool” and moves to “Math is my favorite subject” to “I like writing” to “Social Studies is cool” to “ther all cool so is reading,” offering few details to support these ideas. The lack of specificity (There is all kinds of things you can write about; you get to learn what is this and what is that) and the inclusion of extraneous information (I like to read do you?) disrupt the flow of ideas and demonstrate this writer’s lack of understanding of the expository writing task.

Score Point 2

The essay represents a basic writing performance.

Organization/Progression

- ❑ The organizing structure of the essay is evident but may not always be appropriate to the purpose or the specific demands of the prompt. The essay is not always clear because the writer uses organizational strategies that are only somewhat suited to the expository task.
- ❑ Most ideas are generally related to the topic specified in the prompt, but the writer's central idea is weak or somewhat unclear. The lack of an effective central idea or the writer's inclusion of irrelevant information interferes with the focus and coherence of the essay.
- ❑ The writer's progression of ideas is not always logical and controlled. Sometimes repetition or wordiness causes minor disruptions in the flow of the essay. At other times transitions and sentence-to-sentence connections are too perfunctory or weak to support the flow of the essay or show the relationships among ideas.

Development of Ideas

- ❑ The development of ideas is minimal. The essay is superficial because the writer uses details and examples that are not always appropriate or are too briefly or partially presented.
- ❑ The essay reflects little or no thoughtfulness. The writer's response to the prompt is sometimes formulaic. The writer develops the essay in a manner that demonstrates only a limited understanding of the expository writing task.

Use of Language/Conventions

- ❑ The writer's word choice may be general or imprecise. It reflects a basic awareness of the expository purpose but does little to establish a tone appropriate to the task. The word choice may not contribute to the quality and clarity of the essay.
- ❑ Sentences are awkward or only somewhat controlled, weakening the effectiveness of the essay.
- ❑ The writer demonstrates a partial command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Some distracting errors may be evident, at times creating minor disruptions in the fluency or meaning of the writing.

I like being in fourth grade. However, I like playing basketball to.

I like being in fourth grade because you get to play basketball. I like basketball because it is an active sport. One time my coach made me run laps around the gym before the game. I also like basketball because in fourth grade it is a more competitive sport. Be sure you catch the ball so you don't get hit in the nose! I like it a lot because I've played it since pre-k. In my spare time I also like to play basketball or shoot hoops.

Now you know why I like being in fourth grade and why I like playing basketball.

Score Point 2

The writer's central idea is that he enjoys being in fourth grade because he gets to play basketball. The explanatory quality of the response indicates an awareness of the expository task, but the development of ideas is minimal. Although the writer provides some specific examples about basketball (it is an active sport; it is a more competitive sport), the inclusion of irrelevant information (One time my coach made me run laps around the gym; Be sure you catch the ball so you don't get hit in the nose) interferes with the focus and coherence of the essay. The third example (I've played it since pre-k), as well as the perfunctory introduction and conclusion, does not contribute to the development of the central idea. Overall, this essay represents a basic writing performance.

Fourth Grade Awesomness!

I like being a forth grader because you get more benifits for example, I get ten dollars every week because I'm ten years old. You get to wander around the Store sometimes and do other fun things.

When you're in fourth grader you can do more things at the Rodeo, Sea World, Fiesta Texas, and other places. You can do more things when you are a big kid than when you are a little kid.

In forth grade you can buy stuff and lower grade kids can't. You can't do much when you're little. I love being a forth grader and doing fun things! It's just part of fourth grade awesomness!

Score Point 2

In this basic writing performance, the writer likes fourth grade because fourth graders get more benefits. Although the writer offers some specific examples (I get ten dollars every week because I'm ten years old) and maintains an organizational strategy that is appropriate to the expository task, the progression of ideas is not always controlled due to repetition and weak connections from sentence to sentence and paragraph to paragraph. Minimal development and general word choice (do other fun things, do more things, you can buy stuff) weaken the overall effectiveness of the essay and demonstrate the writer's limited understanding of the expository writing task.

Have you ever been in fourth grade? I have it is the grade I'm in now. Let me tell you what I cherish about fourth grade.

My teacher Mr. **Hernandez** is kind, pleased and supportive teacher to me and to others. He gives other students a lot of chances. He teaches us a lot of information to get better and be successful to pass the STARR.

My friends **Ava, Paulina and Maybrie** support me and are pleased to see me sometimes. They are kind and gentle with me and we all play the same sport basketball. And every morning we are all joy to see each other.

My favorite subjects are Math, science and Social Studies the reason why those are my favorite subjects because Math I get to solve problems, Science because I get to do experiments and Social Studies because I get to learn about Texas history.

My conclusion is fourth grade is the best grade because of my friends, my teacher Mr. **Hernandez** and his teaching.

Score Point 2

The writer of this response provides three reasons for liking fourth grade—teacher, friends, favorite subjects—and minimally develops each idea by providing a random, general list of explanations (He teaches us a lot of information; I get to do experiments; I get to learn about Texas history). The writer moves from one idea to the next without providing effective connections from sentence to sentence or paragraph to paragraph, which limits the progression of ideas. Awkward sentences (And every morning we are all joy to see each other), as well as the perfunctory introduction and conclusion, further weaken the effectiveness of the response, resulting in a basic writing performance.

As I skipped happily to the room on the first day of school my eyes popped when I saw my friends in my class. I like fourth grade I can hang out with my friends.

One reason why I like hanging out with my friends is when we are at the class parties. I mean we are at Candy Land. There is so much candy, all of us eat it in about five seconds.

Another reason why I like hanging out with my friends is at recess. I don't like to brag but I win all the time in Titanic!

My last reason why I like hanging out with my friends is the last day of school. We always say our good-byes, we walk to our buses one last time, and hope to see each other next year.

As I layed my head on my pillow that night I thought to myself that I know we had sugar hies, an unbeaten champion (that's me!), and hoping to see each other next year. Who knows, 5th grade will change, but whoever I end up with I will refer to 4th grade. I like fourth grade because I can hang out with my friends.

Score Point 2

The central idea of this response is that the writer likes being in fourth grade because she gets to hang out with her friends. Personal anecdotes frame this essay, but neither the introduction nor the conclusion contributes to the explanation of one reason why the writer likes fourth grade. The overall explanatory quality of the response indicates an awareness of the expository task, but repetitive phrasing introduces three minimally developed reasons, and the inclusion of irrelevant information (I mean we are at Candy Land; I don't like to brag but, I win all the time in Titanic!) further weakens the effectiveness of this basic writing performance.

Score Point 3

The essay represents a satisfactory writing performance.

Organization/Progression

- ❑ The organizing structure of the essay is, for the most part, appropriate to the purpose and responsive to the specific demands of the prompt. The essay is clear because the writer uses organizational strategies that are adequately suited to the expository task.
- ❑ The writer establishes a clear central idea. Most ideas are related to the central idea and are focused on the topic specified in the prompt. The essay is coherent, though it may not always be unified due to minor lapses in focus.
- ❑ The writer’s progression of ideas is generally logical and controlled. For the most part, transitions are meaningful, and sentence-to-sentence connections are sufficient to support the flow of the essay and show the relationships among ideas.

Development of Ideas

- ❑ The development of ideas is sufficient because the writer uses details and examples that are specific and appropriate, adding some substance to the essay.
- ❑ The essay reflects some thoughtfulness. The writer’s response to the prompt is original rather than formulaic. The writer develops the essay in a manner that demonstrates a good understanding of the expository writing task.

Use of Language/Conventions

- ❑ The writer’s word choice is, for the most part, clear and specific. It reflects an awareness of the expository purpose and establishes a tone appropriate to the task. The word choice usually contributes to the quality and clarity of the essay.
- ❑ Sentences are varied and adequately controlled, for the most part contributing to the effectiveness of the essay.
- ❑ The writer demonstrates an adequate command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Although some errors may be evident, they create few (if any) disruptions in the fluency of the writing, and they do not affect the clarity of the essay.

Mrs. Von Altmén's Stories

After a few moments, everyone bursts with laughter. Even Mrs. Von Altmén is giggling after telling her story. The whole class is happy and smiling. Mrs. Von Altmén's stories are definitely why I like being in fourth grade.

When I hear her stories, I laugh and laugh until I think my sides will split. I bang on my desk, for that the story is so humorous. Mrs. Von Altmén's stories will surely make you feel brand new and wonderful!

Sometimes, her stories are a little sad, and occasionally, they are gross. When they are sad, there are frowns and some melancholy. When the stories are gross, there are disgusted looks, but some say "Cool!" Mrs. Von Altmén's stories give you a combination of emotions.

There is a variety of subject that Mrs. Von Altmén can tell about. You can experience emotions during the story. You can also learn about life. All you have to do is sit back and enjoy the story.

Score Point 3

In this satisfactory writing performance, the writer introduces the central idea (Mrs. Von Altmén's stories are definitely why I like being in fourth grade) with an engaging personal anecdote. Although the writer does not fully develop the details of the various stories, the focus of the response is the description of how the stories make the class feel (Mrs. Von Altmén's stories will make you feel brand new and wonderful). The clear and specific word choice (I laugh...until I think my sides will split; there are frowns and some melancholy) contributes to the overall quality of the essay. Meaningful transitions and good sentence-to-sentence connections support the flow of the essay and show the relationships among ideas. In addition, the writer's conclusion reflects some thoughtfulness and unifies the response (You can also learn about life; All you have to do is sit back and enjoy the story).

Fun Things to do as A Fourth Grader

I love being a fourth grader. There is so many fun things you can do! If you're lucky you get a nice teacher you can do even more fun stuff! There's a lot of things to do like field trips! You can go to places like parks, movie theaters, civic centers, and more fun places! When you get back from field trips you can do more stuff. I like to read because it makes your imagination go wild and that's fun! Usually on Fridays we go to stations and play. I like playing games like Around The World. I usually play with friends or classmates. After stations we do a little bit of work and go to P.E.. We play games like Dodge Ball, Kick Ball, Knock Out, and lots more! Oh recess I love to do that. You get to go outside and play on the playground, it also gives your brain a break from work! When you go back in you can get on your computer and play games. There is all kinds of websites you can get on like Yepi, Game Witch, Edheads, kizi, and lots of more fun games! I really enjoy being a fourth grader, but you only get to be one for some months. I enjoy being one and I hope you do to. Have a great time being a fourth grader!

Score Point 3

To support the central idea (There is so many fun things you can do!), the writer provides examples that are specific and appropriate (go on field trips, read, go to stations, go to P.E., recess, get on the computer). The development is sufficient as the writer specifies places to go on field trips, station/P.E./recess activities, games available on the computer, and enjoyable websites. The response contains sufficient sentence-to-sentence connections and reflects some thoughtfulness ([reading] makes your imagination go wild, [recess] gives your brain a break from work). The perfunctory conclusion does not contribute to the development of the piece, but the writer demonstrates a satisfactory understanding of the expository task.

One reason I like being in the fourth grade is Stunt Club. Stunt Club is only made up of four members, but it is awesome. We do wacky stunts like running sideways on trees. My favorite stunt, however, is doing five or more cartwheels in a row. We always do Stunt Club at recess. I like Stunt Club because it is not big and it's made up of people who are my friends. Even though Stunt Club is a new club we are already having fun. We all have gotten along and are agreeing with each other so far. We like to host Stunt Club in the dirt area behind the big oak tree on the playground. We all think Stunt Club is a really fun way to spend our recess time. We haven't gotten much stunt ideas, but we are going to keep working. My friend **Mary** and I are preparing a routine to be judged by **Robert** and **Dustan**. I made it up. We will do a cartwheel towards each other and do a round-round-off backwards in the opposite direction. We judge stunts by a score of 1-10. I hope we get all! Stunt Club has been an incredible success and we hope it continues for the rest of the year!

Score Point 3

The central idea of this satisfactory writing performance is that fourth grade is fun because of Stunt Club. The writer provides sufficient development with appropriate details and examples as she describes the place where Stunt Club is hosted and a routine prepared by the writer and her friend. The writer's analysis of friendships within the club and the plans to keep working to build the success of Stunt Club provides some substance and reflects the writer's good understanding of the expository task. In addition, clear word choice and adequately controlled sentences contribute to the effectiveness of the essay.

I am looking forward to the Austin field trip and doing funrisers is a lot of fun. There were so many of them. Let's talk about one that I call teacher pet. I was one of the people there one day and students would come and vote for a teacher. Whichever teacher that had the most votes at the end of the two weeks won. With a quarter for one vote just 20 votes would get us five dollars. It was fun because many people voted more than once and all the money went to the Austin field trip so all of us can go! It was also funny because the winner had to dress up like a pet and the winner was walking around like a cat!

This was one of the many fun funriser we had that I enjoyed in fourth grade.

Score Point 3

The writer of this concise satisfactory response presents a clear central idea (doing funrisers is a lot of fun) that is supported by a description of the fundraiser called “teacher pet.” The progression of ideas is generally logical and controlled as the writer recounts the activities at the fundraiser and emphasizes the goal of raising money for the Austin field trip. The tight focus of the response allows the writer to provide specific details (just 20 votes would get us five dollars; the winner was walking around like a cat) that add substance to the essay. The writer develops the essay in a manner that demonstrates a good understanding of the expository writing task.

Score Point 4

The essay represents an accomplished writing performance.

Organization/Progression

- ❑ The organizing structure of the essay is clearly appropriate to the purpose and responsive to the specific demands of the prompt. The essay is skillfully crafted because the writer uses organizational strategies that are particularly well suited to the expository task.
- ❑ The writer establishes a clear central idea. All ideas are strongly related to the central idea and are focused on the topic specified in the prompt. By sustaining this focus, the writer is able to create an essay that is unified and coherent.
- ❑ The writer’s progression of ideas is logical and well controlled. Meaningful transitions and strong sentence-to-sentence connections enhance the flow of the essay by clearly showing the relationships among ideas, making the writer’s train of thought easy to follow.

Development of Ideas

- ❑ The development of ideas is effective because the writer uses details and examples that are specific and well chosen, adding substance to the essay.
- ❑ The essay is thoughtful and engaging. The writer may choose to use his/her unique experiences or view of the world as a basis for writing or to connect ideas in interesting ways. The writer develops the essay in a manner that demonstrates a thorough understanding of the expository writing task.

Use of Language/Conventions

- ❑ The writer’s word choice is purposeful and precise. It reflects a keen awareness of the expository purpose and maintains a tone appropriate to the task. The word choice strongly contributes to the quality and clarity of the essay.
- ❑ Sentences are purposeful, varied, and well controlled, enhancing the effectiveness of the essay.
- ❑ The writer demonstrates a consistent command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Although minor errors may be evident, they do not detract from the fluency of the writing or the clarity of the essay. The overall strength of the conventions contributes to the effectiveness of the essay.

Lightbulb!

"Woo! Look at that Circuit!" I said. I love fourth grade for so many reasons, but I especially like the cool science experiments.

My absolute favorite experiment is the circuits. We made the circuit with a circuit board, a jumbo sized cell, lightbulbs, and wires. We put the wires from the cell to the lightbulb and it lit up. One time we got to put a motor with a cell and made the motor run. Another experiment I like is the air pressure one. We had a cup of water and cardboard, we tamped the cup of water on the cardboard but it did not spill! We also made stalagmites and stalactites with baking soda and water. First, we stirred the baking soda in hot water. Next, we tied a string between the two jars of water. After a couple of days they formed really cool stalagmites and stalactites.

I love fourth grade for so many reasons, but I especially like the cool science experiments. I wonder what our next experiment will be? I can't wait!

Score Point 4

An engaging anecdotal statement ("Woo! Look at the Circuit!" I said) introduces the central idea that the writer loves fourth grade because of the "the cool science experiments." This focused response includes specific details and explanations about the different science experiments (circuits, air pressure, making stalagmites and stalactites) and reflects a unified and cohesive essay. Meaningful transitions and strong sentence-to-sentence connections show the relationships among ideas and reflect the author's thorough understanding of the expository writing task.

One reason I like fourth grade

Fourth grade is full of fun and lots of learning. As the different grades have flyed by at Flynn Oaks, they have all seemed quite boring and blan, but this one has been the best. You probably asking, "why do you like this paticular grade the most? What is it that makes it so fun and joyfu?" well, ^{one reason} I like fourth grade is because of my teacher. She makes it motivating to start a new day, and is always by my side when I need help the most.

Learning is usally not there fun at all, but my teacher, Mrs. Forrest, makes it as fun as possible with her positive mood. For example, when my teacher reads a book out-loud to the class, she expresses her thoughts as if the character was ^{actually} real, and has come to life. She also explains difficult words in a story so we can visulize it easier in our head. In science, she thinks outside the box, and shows us 3D models of a figure. In the most dreadful subject, history, she cuts down some of the work, or gives us another day to turn a project in, unlike the other fourth grade teachers.

On the other hand, she shows that she cares about me by using the 7 habits to help work out a situation. If i'm scared or sad, she never screams or walks away. Instead, she makes me laugh by telling ^{funny} stories about her family wich seems to spice up the day. With her motivating spirit, she makes me want to come to school everyday. Even on the weekends!

This is what makes fourth grade so fun and inspiring to learn. All that she does to help, and how caring she is. It's all because of my loving teacher. No one could ever replace her. She's a one of a kind. Even though this is only one reason why I like fourth grade, it's one of the best reasons why I love it so much.

Score Point 4

This accomplished and engaging writing performance presents an abstract approach to describe why an inspirational teacher (Mrs. Forrest) is the reason why the writer likes fourth grade (She makes it motivating to start a new day; Mrs. Forrest makes it as fun as possible with her positive mood). Specific examples and purposeful word choice enable the writer to maintain a strong focus, and meaningful transitions allow him to build the development from sentence to sentence, making his train of thought easy to follow. The organizational structure of this response is developed in a manner that demonstrates a thorough understanding of the expository task.

Do you like fourth grade? Well I do enjoy it. One big reason is that at my school when you get to 4th grade you can sign up for safety squad. If you don't know what I am talking about I will make you feel like you know exactly what it is.

Safety squad gives you a great opportunity to help kids, open their car doors at dismissal or answer their questions. I enjoy helping them but sometimes it can be a little rough. While helping kids we have to always pay attention because you don't want to miss your job. Sometimes you don't see them and they open the car door by themselves and you don't want that to happen.

Luckily in safety squad you don't have to stay at one job the whole semester. In fact I just got a new job. We get a new job every 6 weeks and this was my first new job. The job I started with was opening car doors for kids, but now I monitor the cafeteria at the end of the day while kids are waiting for their number to get called.

In safety squad another good quality is that you always get help if you don't know what to do at your patrol. When I got my new job my friend had to tell me what to do, and sometimes it's as simple as asking a teacher. Usually that's not the case though we don't get help we help the kids. Finally when we are done with our patrol we go home.

As you can see safety squad is very important to me. Next year in 5th grade I hope that I can train an set an example to the fourth graders just as well as the fifth graders trained me for safety squad.

Score Point 4

In this accomplished response, the writer discusses three reasons why safety squad makes being in fourth grade fun (opportunity to help kids, job variety, and available help from friends). The controlling idea of this well-organized essay is supported by specific details and examples (sometimes you don't see them and they open the car door by themselves, and you don't want that to happen). In addition, the ideas in this response are woven together with strong transitions and sentence-to-sentence connections (Luckily in safety squad you don't have to stay at one job the whole semester. In fact I just got my new job) to enhance the effectiveness of the essay. The writer's effective conclusion further contributes to the overall quality of this response.

I think almost every year is anything exciting going to happen? I have never loved school until this year! Fourth grade is amazing, we get to learn and have fun!

One of my favorite things is all the division and multiplication games we get to play. When we play games we get marbles for our team, or my favorite suckers! About a month ago the blue team and the red team were tied. We only needed one more marble each and whoever won would get a prize. We battle off head to head when finally Mrs. Caster said last game. I had said the answer as fast as I could the blue team had won!

I used to hate homework but now I love because we have homework club. Here is how it works. We have to turn in our homework on time and complete, and if we do those tasks we get to lunch in the classroom and have a yummy dessert. The thing I like most about homework is you don't have to listen to the commotion from the lunch room. When you get to do that it turns your frown upside down.

I love all these things but I will have to say having a goldfish as a class pet is my favorite. Each person in the class gets to feed him every two weeks. When we get free time we get to put big glittery stickers on his tank. Every single person in my class can remember when she brought the fish to school we were jumping for joy it was the best day.

In every school and grade I've been in we have done some fun stuff. I have to admit. But this year we have done everything I've hoped for. As the years go by I will never forget fourth grade.

Score Point 4

This response focuses on the central idea that fourth grade is amazing because “we get to learn and have fun!” The writer supports the central idea by offering three things that make fourth grade memorable (math games, homework club, having a goldfish as the class pet). Each idea is woven together with strong sentence-to-sentence connections (About a month ago, the blue team and the red team were tied. We only needed one more marble each). Ideas are explained and supported with specific details (we battle off head-to-head). In addition, precise word choice (commotion from the lunchroom; big, glittery stickers) and a strong conclusion add thoughtfulness and enhance the effectiveness of this accomplished response.

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