



# **Grade 4 Writing**

## **Expository Scoring Guide**

**April 2019**

# Grade 4 Writing Expository Prompt

**READ** the information in the box below.

Thomas Edison is famous for inventing many things, including the lightbulb.

**THINK** about inventions that you believe are useful.

**WRITE** about one invention that is important in your life. Tell what the invention is and explain what makes it important.

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.

A very usefull invention is a washing machien, IS a machien that washes your cloths, and come comes in different colors. It makes a loud jumpy nois, but dont be scared. It is very important to have a washing machien, I mean without a washing machien you'll smell like a rotten banana and dont you want to be clean and fresh?

**Score Point 1**

In this response the writer offers the central idea “A very usefull invention is a washing machien.” Although most ideas are related to the prompt, the writer includes extraneous information (“It make’s a loud jumpy nois, but dont be scared”), weakening the coherence of the essay. Furthermore, the single example the writer presents (“I mean without a washing machien you’ll smell like a rotten banana”) is insufficient to support the central idea and demonstrates a lack of understanding of the expository task. Additionally, many misspellings (“usefull,” “machien,” “nois,” “important”) hinder the effectiveness of this very limited writing performance.

Inventions

Inventions are always exciting for me.  
Electricity is very shocking. Electricity came from lightning. Benjamin Franklin found out first. He did a experiment with a kite during a storm! It is used for phones, ipods, and hair dryers. That is fun!

No matter what hand-made things are always made with hands. Paper airplanes soar like eagles. Origami brings imagination to life! Paper flowers are a gift for friends, family, and more. There are many ways to make paper airplanes. You can even make a jet! When someone does origami they can make dragons, puppets, and snakes. Paper flowers can be made different colors, and different shapes, too! Cloths are also hand-made. Music is hand-made too! Hand made things are really, really, really cool!

Wooden stuff is hard to break. You can't separate it. It can not be pulled apart. Some toys are made out of wood like dolls, trains, and toy boxes. Wood is amazing. It could be used for a fire.

Without inventions life would not be cool!

!!!

**Score Point 1**

At the end of this very limited writing performance, the writer provides the unclear central idea that “Without inventions life would not be cool.” To develop this idea, the writer begins by explaining how electricity was discovered. However, instead of maintaining focus on this idea, the writer shifts abruptly from one off-topic idea to another (“No matter what hand-made things are always made with hands”; “Paper flowers are a gift for friends, family, and more”; “Cloths are also hand-made”; “Wooden stuff is hard to break”). The random presentation of ideas makes the essay difficult to follow and demonstrates the writer’s lack of understanding of the expository task.

I think a computer is the best inventions in my life. Because you could study history, play games, and watch funny videos. A computer can help you most of the time. That is why I am glad that computers have been invented.

**Score Point 1**

In this brief response the writer states the central idea that “a computer is the best invention in my life.” The writer provides a list of activities that can be done on computers (“you could study history, play games, and watch funny videos”) and shares a general benefit of using computers (“A computer can help you most of the time”); however, the development of these ideas is weak because the writer does not provide further explanation. This causes the essay to be insubstantial and demonstrates the writer’s lack of understanding of the expository writing task, resulting in a very limited writing performance.

The "White Brothers" are famous or smart also mechanicals. They do cool invention's and they do hard work, to be "awesome" invention brothers. They could build other mechanical stuff like other people, that are "responsible". The "White Brothers" like doing airplanes. But that's the only thing they like to do in 1980. "White Brothers" always wanna be mechanical for the rest of there lives!!" But it didn't go very well because the two engines didn't work so through the "White Brothers" had to fix it, so it would fly <sup>well</sup> also to go back home. So they fixed the two engines and they were so happy <sup>as they could be</sup> that they fixed the airplane that throughout they cars, they would be going to go home also to be back with there family aka "Aunt's" too and grandmas. So the "White Brothers" settled off to be "graceful, proud, blessed" with love so they did when they got to the house, it was like full of joy and candy like cotton candy so then they went in to get a big bear hug they were so proud that they were home finally.

**Score Point 1**

At the beginning of the response, the writer attempts to make a connection to the prompt ("They [the White Brothers] do cool invention's, and they do hard work, to be 'awesome' invention brothers"), but the central idea is not clear. While the ideas are related to the topic, there is no clear organizing structure. Development of ideas centers on the Wright brothers ("White Brothers") being "mechanicals" and building the first airplane, but the development is ineffective because the examples are both inappropriate and vague ("But it didn't go very well because the two engine's didn't work so"; "So they fixed the two engines and they were so happy"), causing the essay to be inappropriate to the specific demands of the prompt. In addition, simplistic and uncontrolled sentences ("But that's the only thing they like to do in 1980 'White Brothers', always wanna to be mechanical for the rest of there lives"; "So the 'White Brothers' settled off to be 'graceful, proud, blessed' with love so they did when they got to the house, it was full of joy and candy") further hinder the effectiveness of this very limited writing performance.

## **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 really like a house as my favorite invention because it is so warm and cozy, you are safe from some bad weather, and you get to sleep in the house so you don't have to sleep outside and freeze.

When I am in my house it is always warm and cozy. I like it when it is warm and cozy because it is cold in the winter so when I come inside I like it to be warm and cozy and mostly at night time. In the summer I like it to be cozy inside and warm outside. In the fall it is okay to be warm and great to be cozy.

There is some more good thing about a house and one is it keeps you safe from some bad weather like sleet, hail, snow, rain, and strong winds. Sometimes I can hear the house moving and the rain, sleet, hail, and snow hitting the roof.

The last good thing about houses is you don't have to sleep outside and freeze. You can put a bed in your room so you don't have to go outside and sleep on the grass. The grass will make you scratch your self and the bed won't.

I think the house is my favorite because it is so warm and cozy, you are safe from bad weather, and you get to sleep in the house so you don't have to sleep outside and freeze.

**Score Point 2**

The writer of this response provides the central idea that a house is “my favorite invention because it is so warm and cozy.” Most ideas are generally related to the topic, but the progression of ideas is not always logical and controlled due to numerous repetitions of the words/phrase “warm and cozy.” This causes minor disruptions in the flow of the essay. The development is minimal due to the similar nature of all the ideas and examples (It is warm and cozy during all seasons, it keeps you safe from bad weather, and you don't have to sleep outside and freeze), and provides little support for the central idea. Additionally, the writer's general, repetitive word choice does not contribute to the quality and clarity of this basic writing performance.

The invention I think is usefull is a klok  
this are my reasonse way, Reasone one a  
klok can help you get to your job on time  
so you won't get fierd or be in a rush,  
Reason two it cold get you to school on  
time so you ~~won't~~ have to go to  
detention or mis some stuff your lerning,  
My last Reasone is it can help you get  
one-time so you will get first place in  
line on black friday so you will get  
all the goodest stuff for sale,  
thats way I think klokS are  
use full!

**Score Point 2**

The central idea in this essay is that a clock is a useful invention. The writer attempts to use an appropriate cause-effect organizational strategy to explain how clocks help people get to places on time (jobs, school, and stores on Black Friday). However, perfunctory transitions (“Reasone one,” “Reason two,” “My last reasone”) weaken the progression of ideas. Details such as “so you won’t get fierd or be in a rush” and “so you won’t have to go to detention” are too briefly presented to be effective. Vague word choice (“mis some stuff your lerning”; “so you will get all the goodest stuff for sale”) and errors in conventions (“it can help you get one time so you will get first place in line on black friday so”; “that’s way I think klokS are use full”) further impede the quality and clarity of the essay. For these reasons, the essay represents a basic writing performance.

My special invention is a computer. I have so many to tell you about a computer. Like about games, vidios, and other stuff.

First you can learn on the computer. You can play fun games on the computer. You can also play on it. You can learn on the computer. You can play on the computer.

Second it's fun to play on a computer. But some people it's not fun to them. Also you can explore on the computer. Also you can learn new things on a computer. Using a computer or ipad, you can go to google and ask that website some questions.

Third you can talk to friends. Using a software called skype. Also vidio's like on youtube, and other websites. Also you can see websites. Like youtube, blogs, and other websites.

So you see now. There are many ways you can use a computer. Using stuff like websites. Having fun on the computer. Also meeting new and fun friends.

**Score Point 2**

Instead of explicitly stating the central idea, the writer organizes the essay around the implied idea that a computer is a useful invention. The writer organizes the essay around three major ways individuals can use a computer (They can learn on a computer, play on a computer, and talk to their friends on a computer), but perfunctory transitions (“First,” “Second,” “Third,” “Also”) do not show the relationships among ideas. Moreover, repetition of “you can learn on the computer,” “you can play on the computer,” and “you can see websites” stalls the progression of ideas. The essay has a superficial quality because details are too partially presented (“you can go to google and ask that website some questions”; “you can talk to friends. Using a software called Skype. Also vidio’s like on Youtube”) to be effective. In addition, a partial control of sentence boundaries (“Like about games, vidio’s, and other stuff”; “Like Youtube, blogs, and other websites”; “Also meeting new and fun friends”) causes minor disruptions in the fluency of the writing. Overall, this essay represents a basic writing performance.

All inventions are useful in life the light bulb, car, plane, and computer. But to me solar power is the best.

One reason is that some cars are powered by solar power. Solar power cars can make us stop using fossil fuels so much. NASA is making solar powered cars.

Another reason is that houses are using solar power. Solar powered houses can stop us from a lot of power. People are adding solar panels to their homes.

But the best reason is that school use it. Solar powered schools can stop us from using too much energy. My brother's school has solar panels on the top of their school.

Solar power is one of the best inventions made. To me solar power is the most inventions made, it might not be yours but it is my.

**Score Point 2**

In this response the central idea is that solar power is the best invention. The writer organizes the essay around three ways solar power is used in everyday life (cars, houses, and schools), but the progression of ideas is not always logical and controlled. Perfunctory transitions (“One reason,” “Another reason,” “But the best reason”) are too weak to show the relationships among ideas, and the explanations of these ideas are similar (“Solar power cars can make us stop using fossil fuels”; “Solar powered houses stop us from a lot of power”; “Solar powered schools stop us from using too much energy”). Instead of explaining how the prevention of overuse is possible, the writer includes extraneous details such as “NASA is making solar powered cars,” “People are adding solar panels to their homes,” and “My brother’s school has solar panels on the top of their school” that demonstrate the writer’s limited understanding of the expository writing task. Additionally, persistent errors in spelling (“reason,” “using,” “making,” “energy,” “solar panels”) and errors in conventions (“All inventions are useful in life the lightbulb, car, plane, and computer”; “to me solar power is the most inventions made, it might not be yours but it is my”) disrupt fluency and weaken 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.



Everybody has a favorite invention! Cars, phones, or even toys! Mine is an ice cream machine. It's so simple making your own ice cream! With an ice cream machine, you only need a few ingredients, you can watch you ice cream being made, and then, you can enjoy your tasty treat!

You only need some ingredients. You need sea salt, ice cubes, and of course, the machine! All you need to do is plug in the machine, put the ingredients in the machine, spread it out, then turn it on!

The cool part is that you can watch the ice cream being made. You can watch it be mixed, thickened, and sit there and smell how good it is.

The best part is eating it! The first time you try it, it tastes so good!!!! In my opinion, I think homemade ice cream is better than store-bought ice cream. Homemade ice cream also refreshes you and makes you relaxed.

Do you agree with me! I mean, this machine is awesome because you only need some ingredients, you can watch it be made, and then, you can eat it!

**Score Point 3**

In this satisfactory writing performance, the writer presents the central idea that “with an ice cream machine, you need only a few ingredients, you can watch you ice cream being made, and then, you can enjoy your tasty treat!” The progression of ideas is logical and controlled as the writer chronologically presents the steps of making and eating homemade ice cream. Each idea is sufficiently developed using ideas and examples that are specific and appropriate (“You need sea salt, ice cubes, and of course, the machine”; “You can watch it be mixed, thickened, and sit there and smell how good it is”). The essay reflects some thoughtfulness in the comparison of homemade ice cream and store-bought ice cream (“In my opinion, I think homemade ice cream is better than store-bought ice cream”). In addition, clear and specific word choice (“It’s so simple,” “sea salt,” “refreshes you,” “this machine is awesome”) establishes a tone appropriate to the expository task.

Its dark with stars everywhere. Cardboard spaceships are useful. You can use it when your bored. You can use it as a playroom. You can use your imagination in it.

Cardboard spaceships are useful because you can use it when your bored. For example when my dad was playing the wii we only had one controller. I had nothing to do. So I thought of my ship I went in it and it was so fun. I bring coloring books. My sister came that made it even more fun.

Cardboard spaceships are useful because you can use it as a playroom. For example I invited my friends over. They brought some of their video games. We put the tv and the wii in the ship. We all played in there. Unfortunately, they had to go home. I had a great time.

Cardboard space ships are useful because you can use your imagination. For example I wanted to go into space. So I went into my ship. I used my imagination and I was in space. I saw all the planets. Like Mars, moon, Saturn, pluto and Jupiter.

I realize cardboard ships are helpful and useful. Use it when your bored, use it as a playroom, or use it with your imagination.

**Score Point 3**

The writer presents the central idea that “cardboard spaceships are useful.” To support this idea, the writer organizes the essay around three reasons (you can use cardboard spaceships when you are bored; you can use cardboard spaceships as a playroom; cardboard spaceships allow you to use your imagination in them), each supported with an anecdotal example. The progression of ideas is generally logical and controlled in the essay. Sentence-to-sentence connections (“For example when my dad”; “So I thought of”; “So I went into”; “I used my imagination”) adequately support the flow of ideas in the essay as the writer moves through the steps taken to use cardboard boxes in creative ways. In addition, development is sufficient because the writer includes specific and appropriate details (“Its dark with stars everywhere”; “My sister came that made it even more fun”; “We put the tv and the wii in the ship . . . Unfortunately, they had to go home”; “I saw all the planets. Like Mars, moon, Saturn, pluto and Jupiter”) that add substance to the essay because they show the writer’s enjoyment of cardboard spaceships. Clear and specific word choice (“when your bored”; “unfortunately”; “use your imagination”) also contribute to the effectiveness of this satisfactory writing performance.

My Pacemaker

It is in it funny how some people always say they have an invention that helps them but it's not in the body. Well this one is in my body it's called a pacemaker. A pacemaker helps me in the followings: it helps me live, keeps me activated, and it helps my hart in a lot of things to work.

First of all, my pacemaker helps me live because the wiyers move with my hart. My pacemaker helps my hart because it moves with it. The most thing it does is gives my hart that little that helps.

Additinally, my pacemaker keeps me active because it gives it a little tingl to my hart that makes it wanna dance. When my pacemaker gets active I start running, jumping, screaming, and holoring. Therefore, the pacemaker keeps me activ all diffent ways.

In addition, my pacemaker helps my hart because it gives it power to keep going and to never stop. My hart needs power and thats when my pacemaker gives it to my hart. For example, what ever my hart needs my pacemaker gives it to my hart.

To conclud, my pacemaker helps my hart and me to surviv. My pacemaker helps me in the followings: to surviv, to beactiv, and help my hart.

### Score Point 3

The writer offers the central idea that “A pacemaker helps me in the followings: it helps me live, keeps me activated, and it helps my hart in a lot of things to work.” Although transitions are formulaic (“First of all,” “Additinally,” “In addition,” “To conclud”), the writer uses sufficient sentence-to-sentence connections (“The most thing it does,” “Therefore,” “For example”) to show the relationships among ideas to explain why a pacemaker is so important. Moreover, development is sufficient, with details that add substance to the essay (“my pacemaker helps me live because the wiyers move with my hart”; “it gives it power to keep going and to never stop”). Although errors in spelling are evident (“Inventinon,” “hart,” “activ,” “conclud”), word choice is, for the most part, clear and specific (“it gives it a little tingl to my hart that makes it wanna dance”; “helps me to survive”), contributing to quality of the essay. Overall, this response represents a satisfactory writing performance.

I believe goggles were the best invention I know goggles are small but they really help me because I am a swimmer. They help you find things under water, do good flip turns and see the bottom of the pool.

If you don't have goggles on you can't see things on the pool floor like rings. When you are about to dive you need to know where the bottom of the pool is so you don't hit your head. If you drop something like a fin you know exactly where it would be in the water so you can just go grab it.

To do a perfect flip turn the key is to wear goggles. You need to be able to see the wall and when you are going to do a flip turn. If you don't have goggles you won't know where to flip and you will miss your flip turn.

For free style you can look at the bottom of the pool and make sure you aren't slapping the water and watch the floor to tell that you are at a good pace.

Goggles are good for finding things doing a good flip turn and look at the bottom of the pool.

### Score Point 3

In this response the writer presents the clear central idea that “I know goggles are small but they really help me because I am a swimmer.” The progression of ideas is generally logical with an appropriate “if/then” structure to develop ideas (“If you don't have goggles on you can't see things on the pool floor like Rings”; “If you drop something like a fin you know exactly where it would be in the water”; “If you don't have goggles you won't know where to flip and you will miss your flip turn”), which demonstrates the writer's good understanding of the expository task. The development of ideas is sufficient as the writer explains how goggles are helpful in a search for finding objects in the water and how goggles enable a swimmer to know when to do a flip turn. Although some errors in spelling are evident (“invention”; “goggles”), they do not affect the clarity of the essay. Holistically, this response represents a satisfactory writing performance.

## **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.

I love medicine! It rocks because it helps me alot! Something that causes allergies to go away, and is a part of my morning routine is called the life changing medicine!!!

One reason why I like medicine is because it keeps me from sneezing and coughing. I need medicine because I am allergic to grass pollen. And just when they get up in my nose, I start sneezing like crazy! Because I have alot of my moms genes, I have her as thma for about once @ year, and to help me my dad gives me a breathing treatment which involves the one and only medicine!

The next reason why this stuff is important is because it helped my awesome mom when she hurt her leg when she on a step on our staircase. One afternoon while I was watching TV, I heard a cry near the stairs. I knew it was my mom, so I flipped over the couch, found her and flew up the stairs as fast as I possibly could. When me and my dad helped her down the stairs, my mom took alot of medicine to help her feel better, and two days later, she felt better! Thank the Lord! The f

The fina reaso why I love medicine is because it took away the pain from my closest, most wonderful twin sister ever!!! During the surgery, the doctors gave her a type of medicine that didn't let her feel any pain - through that hard work, lets her rest, and most importantly, succeeded the surgery. When she got back from the hospital, she took medicine which made her feel better at the end of that week!!!

This very important medicine is what keeps our family wealthy. Without medicine we would of had a very difficult time!!!

#### Score Point 4

In this essay the writer establishes the clear central idea that medicine is very helpful, especially to the writer's family. Formulaic paragraph-to-paragraph transitions ("One reason," "The next reason," "The fina reaso") do not detract from the logical and well-controlled progression of ideas because all ideas are strongly related to the topic. The writer effectively develops the response through the use of personal experiences and anecdotes ("to help me my dad gives me a breathing treatment which involves the one and only medicine"; "it helped my awesome mom when she hurt her leg"; "it took away the pain from my closest, most wonderful twin sister ever"), which make the essay thoughtful and engaging. Purposeful word choice ("my moms genes," "asthma," "breathing treatment," "Thank the Lord") strongly contributes to the quality and clarity of this accomplished writing performance.

Glasses are a very important invention in my life. They assist me with school work but they are also cute. I look very different without glasses. My glasses help me see my school work. They make words and images larger. This helps the most in math with graphs. Without glasses everything seems to be blurry. When I put my glasses on it is like somebody outlined everything in sharpie. The last reason glasses help me with school work is because my handwriting is a lot neater when I can see what I am writing very well. Even though the purpose of glasses is to help me see, that doesn't mean they can't be cute, colorful, and best of all, fashionable! Every year I love picking out a brand new stylish pair. I think of glasses as jewelry. They add to my appearance while complementing my outfit. I love coordinating shoes, hair accessories, and clothes with my glasses. Glasses and braces are often thought of as uncool. I have both and I disagree. Why would something that makes me look better, like glasses make me less popular. Well that is pretty much why glasses are an important and useful invention in my every day life.

**Score Point 4**

In this response the writer presents the central idea that “glasses are an important and useful invention in my every day life.” The writer uses an anecdotal approach to demonstrate two benefits of wearing glasses: improved schoolwork and looking better. A meaningful transition (“Even though the purpose of glasses is to help me see, that doesn’t mean they can’t be cute, colorful, and best of all, fashionable”) and strong sentence-to-sentence connections (“This helps the most”; “Without glasses”) enhance the flow of the essay as the writer explains reasons to wear glasses. The writer uses specific and well-chosen details (“They make words and images larger”; “They add to my appearance while complementing my outfit. I love coordinating shoes, hair accessories, and clothes with my glasses”) that add substance to the essay by showing appreciation for the ways glasses improve life. The essay reflects some thoughtfulness as the writer includes an appropriate rhetorical question (“Why would something that makes me look better, like glasses make me less popular?”). The quality of the essay is strengthened by purposeful and precise word choice (“like somebody outlined everything in sharpie”; “think of glasses as jewelry”) that helps the reader understand the value of glasses in the writer’s life and reflects the writer’s keen awareness of the expository purpose of this accomplished writing performance.

From French braids, pigtails, ponytails. These are just a few of the thousands of hairstyles you can create with rubber bands. Do you think about it when you put a rubber band on? Or is it just a common, natural thing? Most people don't even realize that without them, your hair would always be down. I think that rubber bands are amazing inventions because they keep hair out of your face and off your neck, not to mention you can express yourself by making your hair however you want.

To begin with, I like rubber bands because they keep your hair out of your face and off your neck. In the scorching hot summers, you would have thick hair on your overheated neck. Also your hair would cover your eyes making your vision decrease its clarity. When you went outside you would not only be boiling hot, you would also not be able to see well.

To continue on, another reason rubber bands are a great invention is that you can express yourself by making your hair exactly how you want. If it's a casual day, you could tie your hair up into a ponytail. If you are going to a grand party, a French braid will do the job. You may also try out different styles to see what suits you. You can associate the hairdo with what you are wearing, such as if you were dressing as a cowboygirl, braid pigtails would be suiting.

To sum up, rubber bands are fabulous because they keep your locks off your face and neck, plus they let you transfer your inner creativity to your marvelous hair. Next time you put on a rubber band, think about what life would be without them.

**Score Point 4**

The writer establishes the clear, central idea that rubber bands are a useful invention “because they keep your locks off your face and neck, plus they let you transfer your inner creativity to your marvelous hair.” While meaningful transitions enhance the flow of ideas from paragraph to paragraph, sentence-to-sentence connections (“These are just a few of the thousand hairstyles”; “Most people don’t even realize”; “When you went outside”; “Next time you put on a rubber band”) within paragraphs make the writer’s train of thought easy to follow as the writer explains why rubber bands are useful. The writer effectively develops the response by including specific and well-chosen examples that add substance to the essay by showing how miserable life would be without the convenience of rubber bands (“In the scorching hot summers, you would have thick hair on your overheated neck”; “your hair would cover your eyes, making your vision decrease its clarity”) and how rubber bands allow individuals to express their personal styles (“If it’s a casual day, you could tie your hair up into a ponytail”; “If you are going to a grand party, a French braid will do the job”; “if you were dressing as a cowboy/girl, braid pigtails would be suiting”). Purposeful, precise word choice (“French braids. Pigtails. Ponytails”; “thousands of hairstyles you can create with rubber bands”; “associate the hairdo with what you are wearing”; “locks”) further contributes to the quality and clarity of this accomplished writing performance.

With an iPad in my arms, I know that I'm holding a device I can trust. I think the iPad is a useful device because it helps me in many ways.

If no one you ask absolutely does not know the answer, come ask the iPad! The majestic device has features like the app store which lets you download Google! It should help you with any project, homework, or just plain science! If you need to do a science project with an exploding volcano and don't know how, ask Google! Homework is pretty difficult these days, eh? That's why the iPad was invented. To give you answers! If you're just watching TV and BAM! Out of no where, they talk about science! Your iPad can help you understand!

Fold, fold! What's that? Origami! That's what! Don't know how to make a dragon or a dog? If not, your iPad can help! You can go to YouTube on your iPad! That can really help! Google too! Google can show you step by step! What about facetime? Well, yes! That can help too! See? Your iPad is really useful!

If you're having a party and it's just not loud enough, bust out your iPad! Download a song from iTunes! That should get the party going! If it's a problem where it's crazy boring and quiet, maybe a game from your iPad would do. If you just want to watch a video, then that's loud too, I guess.

When you get stuck in a im-so-bored situation, take out your iPad! You can place pixelly blocks down! What game is that? Minecraft! Flap flap! Flappy Bird has come to save you! If he can fly! Go pikachu! That's pokemon for you! You can put those games on your iPad, in the life saving folder!

Help, help. Your iPad is constantly helping you! Don't you agree? Research, music, games, and videos! Go ahead and do one of those!

I think the iPad is the most useful invention in my life because it helps me in many ways.

#### Score Point 4

In this essay the writer presents the central idea “the iPad is a useful device because it helps me in many ways.” The writer employs hypothetical approaches to establish various scenarios (needing help with a project; needing to find out an answer while watching TV; needing help with origami; wanting to enliven a boring party or find something to do in a boring situation) in which iPads help people solve problems. By using this approach, the writer skillfully sustains focus on the usefulness of iPads throughout the essay. The development of ideas is effective because the writer includes specific and well-chosen details (“If you need to do a science project with an exploding volcano and don’t know how, ask Google”; “Don’t know how to make a dragon or a dog? . . . You can go to YouTube on your iPad”; “If you’re having a party . . . bust out your iPad! Download a song from iTunes! That should get the party going”) that help the writer thoroughly and thoughtfully explain the many ways iPads serve as sources of information and entertainment. Furthermore, varied sentence structures (“Homework is pretty difficult these days, eh”; “Fold, fold”; “What about facetime”) and purposeful and precise word choice (“BAM! Out of no where”; “step by step”; “place pixelly blocks down”) contribute to the effectiveness of this accomplished writing performance.



