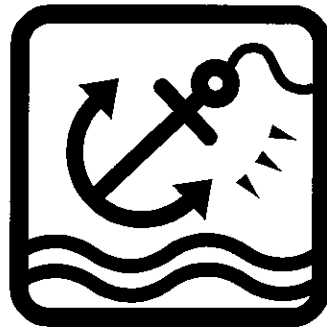


Oakland Unified School District Writing Proficiency Project



Process Writing Assessment

5th Grade Annotated Anchor Papers Spring Prompt: Descriptive Essay “A Secret of My School”

Note: Please do not use the anchor papers with students prior to the administration of the Process Writing Assessment

5th Grade PWA: Descriptive Writing

Spring Anchor Paper—The Secret of My School

Score Level: 4

The Secret of My School

Controlling idea stated in clear, engaging way.

Parents are so happy when they see their child becoming a better reader. The kids at our school take home books that are interesting to read. What their parents don't know is that all those books come out of the best secret kept at our school—the library.

Writing is focused on clear topic

All paragraphs support main idea

Most teachers love to take their classes to the library because it is such an awesome place. The excitement when Ms. tells her class that it is time to head to the library. We know that we are in for a good time. Since we are in 5th grade she gives us lots of freedom to look for books that we are interested in reading. For some reason she is always happy when we check out chapter books.

Clear organization with beginning, middle, end

Lively, precise language

There are some amazing books in the library. Right now I like books about patterns in nature because I find them very interesting. If you like Harry Potter we have the whole set. Are jokes your favorite kind of book? We have a whole shelf of joke books. There are more books in our library than you would ever have time to read. We even have books in Spanish and Vietnamese.

Errors of first-draft nature

Paragraphs not indented, but clear topic sentences

There is a special person in our library and her name is Ms. She knows where every book is and can find a book for you in less than a minute. The kids are always asking her for advice. She even lets us turn in books late and is nice about it. She makes sure the library is quiet at all times without being mean.

Clear control of conventions

Variety of sentence structures

As you can see the library is an amazing place. When I go there I feel like I am on a beach reading a book. We can lay on the rug and just relax without worrying about a thing. You should visit our secret reading place when you come to our school.

Fifth Grade PWA: Descriptive Writing Annotated Anchor Paper

Spring—The Secret of My School

Score Level 4

“The Secret of My School”

What makes it a 4?

The student has a clear focus on the library at her school. The presentation of the controlling idea includes parents as well as students in the essay. The parents are being let in on the secret and the students already know about it. The student then develops three paragraphs that support her idea of the library as a great place. Each paragraph deals in detail with a specific aspect of the library: the student perspective that includes having “lots of freedom to look for books; the choice of books which are available, and the librarian who is knowledgeable and strict “without being mean”. The organization is clear and well-developed. Both the introduction and conclusion state the controlling idea.

The student has an excellent conclusion that includes figurative language. The choice of language and varied sentence structure keep the audience engaged and show mastery of both content and conventions. The very last sentence reengages the audience as the student encourages a “visit (to) our secret reading place.”

The student has excellent control of writing conventions. There is one incomplete sentence in the second paragraph, but the rest of the essay is so strong that it probably is first-draft in nature. There is correct use of spelling patterns, grammar and punctuation.

The preponderance of evidence indicates a score of 4.

5th Grade PWA: Descriptive Writing
Spring Anchor Paper—The Secret of My School

Score Level: 3

PWA Field Test: Fifth Gra.

Title: "Hidden Places"

When outsiders see my school, they might think that there are no hidden places. My school is called _____ and it is pretty big. When you walk in, you'll see many doors. But you don't know where the hidden places are. You might not know, but there are lots of hidden places in my school.

There is one cool place to be, but it is a secret place. It is the balcony in our big gym. Nobody gets to go up there and it is always locked. I went up there once to get a ball and I liked it up there. I only see a mentor named Ms. Tiffany go up there. ^{to get her things} My friends say that janitors leave their materials there.

Controlling idea is clear.

Sensory details, variety of sentence structures

Keeps focus on "secret" places

Clear attempts to edit and revise draft.

There is more hidden places like the three janitor rooms. When the janitors need to clean something, they get their materials from there. People don't really recognize the ^{custodian rooms} ^{which are small} when they walk by. The three rooms are always locked so kids can't go in there. The janitors usually go in there when everybody leaves so they can clean. If you are ^{lucky enough} you will get ^{to see} inside.

Writing focused on topic.

Organized with beginning, middle, end

A lot of people go into the Family Resource Center. But people don't know about a door inside the room. People can see the two counseling rooms but sometimes the students don't see a door when they come in. Nobody goes in there when I am around or when anybody is around. When I open the door, I see dust around.

Lively, clear language

Control of writing conventions

There are doors to rooms that people don't know about. Go beyond the doors and you'll see rooms that you never saw before. Even if you don't know my school, you will see places that you never explored before.

Sense of audience's interest and questions

Fifth Grade PWA: Descriptive Writing Annotated Anchor Paper

Spring—The Secret of My School

Score Level 3

“Hidden Places”

What makes it a 3?

The student has presented a controlling idea about secret places in the school that are hidden behind doors. This idea is developed by the description of three different places that are behind doors which are not readily accessible to students: the balcony, the custodial supply rooms, and the family resource room. The student describes each room and what she has seen behind those doors. While these ideas are all thematically related (doors), the use of multiple places generalizes the essay. The student might have done a better job if she had just picked one place behind the “hidden door”, instead of three.

She shows a sense of awareness of her audience, telling “outsiders” to explore these closed doors. She repeats this challenge at the end of her essay and, again, encourages this exploration. While she has written a substantial amount, she does not take any risks with complex vocabulary or sentence structure. The words she uses are all commonly known to fifth graders.

The student has a solid grasp of the use of conventions. She shows in various places attempts to revise her essay to clarify for her readers. She also attempts to improve her writing to make it more legible. The errors in spelling and punctuation are minor and do not interfere with understanding the essay.

The preponderance of evidence indicates a score of 3.

5th Grade PWA: Descriptive Writing
Spring Anchor Paper—The Secret of My School

Score Level: 2

Title: My school garden

When people think of my school they think about who is here. But the really thing is about all the plants. That's the really secret of our school.

Most of our school have grass. Our yard where kids play is next to the road. There are lots of big trees by the fences. There are birds singing by the big trees. The garden gets its own designs.

Our garden have lots of plants. Our garden have vegetables. The vegetables are like tomatoes. The garden have flowers too. The garden have one path to

Simple language and sentence structures

Vague controlling idea

Concrete sensory detail.

General topic of garden

Limited control of conventions

go threw.

Some people said there are ghosts at the yard. They said that by the mud a baby was with mud. They also say that a chair appears there too. The big trees are like the pine trees. The other big trees are like the regular big green ones.

Our school garden is very pretty. It is a very clean and beautiful. It is a very fabulous place to be.

Errors in sight words and common orthographic patterns—spelling below grade level.

Evidence given does not support topic sentence of paragraph.

Incomplete sentences in last paragraph

Fifth Grade PWA: Descriptive Writing Annotated Anchor Paper

Spring—The Secret of My School

Score Level 2

“My School Garden”

What makes it a 2?

The student introduces his idea of the school secret with an interesting hook. He states that what most people assume is important is not the real secret. However, the mistakes (really/real) and omissions (important or interesting) make the first paragraph difficult to understand. The second and third paragraphs are related to the garden. However, it is unclear whether the focus should be on the plants (paragraph one) or the garden (paragraphs two and three). The organization gets further confused by the introduction of the ghosts in the fourth paragraph. The student finishes that paragraph by writing about trees. He concludes with a series of incomplete sentences. In general, the organization and lack of focus of ideas make this essay below grade level in achievement.

The errors that this student shows are not in spelling but in sentence structure. He does not seem to have mastered that subject and predicate need to be present and in agreement in each sentence. Without this basic structure, his work is difficult to understand. Because there are no obvious attempts to edit or revise, it is unclear if the student would have noticed these errors. It would be interesting to see if he notices the mistakes on his own when he rereads his essay.

The preponderance of evidence indicates a score of 2.

5th Grade PWA: Descriptive Writing

Spring Anchor Paper—The Secret of My School

Score Level: 1

PWA Field Test: Fifth Grade, Fall 2009

Title: T: My School

Controlling
idea difficult
to identify

My school is the best because they
have they have the nicest 'mats here
his name is Mr. [unclear] and he
love to be nice to us. My friends here
are nice to I have best friend named 'Kevin
~~Chavez~~ and goes to...
to the people are great and teachers are
great to because the school is great to
we have school pets. our school has gold fish
and realized in my school there are some
hidding spots mine is in the library some
other hidding actives in the school some kids
play tic tac toe in class. at the school there
are hidding people like some parents and some
people who work there who are hidding
some kidsgardners don't know that there
hidding spaces here in the school.

Run-on
sentences

No sense of
audience

Ideas begin to
repeat
themselves.

Language
general,
vague

No conclusion.

Repetition of
ideas.

Sentences not
capitalized or
punctuated.

Lacks
organizational
structure

Fifth Grade PWA: Descriptive Writing Annotated Anchor Paper

Spring—The Secret of My School

Score Level 1

“In My School”

What makes it a 1?

The student presents a controlling idea about a man at his school, but then he deviates to introduce many other ways that his friends and his school are great. He talks about class pets and hidden places and people in the school. He appears to be writing this for the Kindergarteners at his school. He is obviously unclear about what is his controlling idea and jumps around with a multitude of ideas, changing his focus from “best” to “hidin”. Since the focus vacillates, the organization is lacking also.

The conventions in this essay are not at grade level and make it difficult to understand the author’s message. Basic skills like capitalizing the beginning of sentences are missing. There is confusion with to/too. The word “greet”/great is repeated and misspelled each time.

The preponderance of evidence indicates a score of 1.