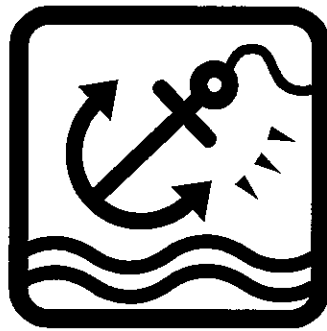


Oakland Unified School District Writing Proficiency Project



Process Writing Assessment

5th Grade Annotated Anchor Papers Winter Prompt: Descriptive Essay “My Neighborhood”

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

5th Grade PWA: Descriptive Writing Winter Anchor Paper—Neighborhood

Score Level: 4

My Neighborhood

Most of the time when you walk through a neighborhood nobody pays attention to you. People just keep on washing their cars, checking their mail or walking their dogs. Not in my neighborhood. There is someone watching you all the time. I mean every minute day and night. My neighborhood is the weirdest place you will ever visit.

There are nice people in my neighborhood like Rosemary and her husband. If they are outside they always say hello when you walk by. But then there is someone I will call Miss Ruth. She sits by her window day and night and just stares at you. She stares at everyone who comes into the neighborhood no matter who you are or where you are going. She makes everyone feel weird with her endless staring.

Some people think we are lucky to have 3 useful stores in our neighborhood. First is a chinese restaurant that has fantastic take out food. The smell of steaming dumplings and fried wontons means a lot of people come into the neighborhood. But do they know that the restaurant has a camera pointed at them all the time? Next is the animal care center around the corner. They have a camera on right when you come in the door with your cute pet. The last store is a car fixing shop and they have a camera outside their garage door. It is weird to live in a neighborhood where a camera is watching you all the time.

No matter where you go in my neighborhood you are being watched. by a person or a camera. It may be ^{but} ~~unusual~~ sometimes you just have to get over it and enjoy yourself in this weird neighborhood.

Clear and engaging controlling idea presented using compare/contrast in final sentence of introductory paragraph.

Capitalization error may be classified as a first draft error, given correct capitalization throughout the rest of the piece.

Author repeatedly links relevant evidence explicitly to controlling idea.

Effective use of incomplete sentence for variety.

Renaming neighbor creates a clear sense of a specific audience.

Sensory details paint a vivid picture.

Effective and persuasive variation of sentence type.

Rare spelling error does not interfere with meaning.

Concluding paragraph extends controlling idea with a recommendation for visitors and residents.

Fifth Grade PWA: Descriptive Writing Annotated Anchor Paper

Winter—Neighborhood

Score Level 4

“Most of the time when you walk...”

What makes it a 4?

The author of this essay immediately engages the reader with a clear and compelling controlling idea: my neighborhood is weird because somebody is watching you all the time. The author leads up to the idea in an interesting way by using the technique of contrasting his neighborhood with others. The essay follows a clear organizational structure, with two supporting paragraphs between the introductory and concluding paragraphs. The supporting paragraphs begin with clear topic sentences—“nice people” and “useful stores”—while supporting evidence presented relates directly back to the controlling idea of the essay. The author deliberately sets a tone of casual and direct address, and creates a specific sense of audience by renaming the neighbor “Miss Ruth,” implying that identities must be hidden from a reader who might sometime visit the neighborhood.

Clear language identifies the shops described in paragraph three—Chinese restaurant, animal care center, and car fixing shop—although “car repair shop” would have been more precise in the latter case. There is one example of vivid sensory details (“the smell of steamed dumplings and fried wontons”), which interestingly echo the examples of descriptive language in the assessment materials. Given the richness of language modeled in the assessment materials, the author of this essay could have worked harder to paint a vivid picture of his neighborhood. A longer essay would have also done a better job of anticipating and answering the reader’s questions; for an author of this caliber one page is a minimal quantity of writing.

The author maintains clear control of conventions throughout the essay.

The preponderance of evidence indicates a score of 4.

5th Grade PWA: Descriptive Writing Winter Anchor Paper—Neighborhood

Score Level: 3

I live on a street that is a dead end, which means it stops at the end so there is very little coming and going. There is a very safe feeling when I enter my street. Sometimes I imagine a big gate opening and closing for cars and people. My life on Maple Street is very cozy and safe.

We can do things on Maple Street that are very fun and different because it is like its own safe world. When I have friends over, we go on my dad's big green cart down the hill screaming and laughing. I remember learning to ride my bike in the middle of the street at noon when there are barely any cars around.

Clear controlling idea presented in first paragraph.

Lively, clear language paints picture of neighborhood with specific sensory details: green cart, screaming and laughing, riding bike, etc.

Vivid image of "big gate" supports and enriches controlling idea.

Missing apostrophe does not interfere with meaning.

Paragraphs indented.

My life on Maple Street is safe for a house full of animals because there are so few cars around. I have 2 cats and every neighbor on my street except for 2 or 3 have either a dog or a cat. My neighbor diagonally across from me got 2 dogs about 1 1/2 years ago. They have grown dramatically and now are almost the size of an adult like!

My life on Maple Street is full of friends. My neighbor 2 doors down are like my grandpa and grandma. My little friend Daisy who will be coming to my school next year. I like my sister. I know she's there if we have a doorbell, don't see anybody and hear a giggle. I can't wait to be old enough to babysit her.

Maple Street is a very safe and cozy place to live. I can do fun things. Living on a dead end is like its own little world.

Subject and verb do not agree.

Charming and apt characterization of neighbor offers intriguing perspective on neighborhood.

Fifth Grade PWA: Descriptive Writing Annotated Anchor Paper

Winter—Neighborhood

Score Level 3

“I live on a street that is a dead end...”

What makes it a 3?

The author of this essay provides a clear controlling idea in the introductory paragraph. Since the idea is suggested in the assessment materials, it is slightly less engaging than an original idea would be, but the author does a good job providing specific and interesting evidence to support her idea. The organizational structure of the essay is strong. Three supporting paragraphs offer topic sentences—playing in the street, animals and friends—that the author relates back to the controlling idea and brackets with introductory and concluding paragraphs. Sentences are varied although the variations do not really excite the reader because of overuse of the passive tense. In several places throughout the essay, vivid descriptions enliven the text: the idea of an imaginary gate, the image of children laughing and screaming on a green go-cart, and the visits of little Daisy, just a doorbell and a giggle.

The author demonstrates good control of conventions, although the writing takes few risks in vocabulary or grammatical structure. The few errors in spelling and grammar (“remeber,” “neighbor...are”) do not interfere with meaning.

The preponderance of evidence indicates a score of 3.

5th Grade PWA: Descriptive Writing Winter Anchor Paper—Neighborhood

Score Level: 2

The life in my neighborhood

In my neighborhood I live close to a park and in the park their is fresh air. So is the grass and it is so green as the threes and bushes. Also we can hear the kids playing or screaming and having fun. When me and my family, go we play soccer with my mom, dad, brother, and sister. Then when It's getting late we go home and whatch TV.

Homonym misspelled.

Misspelling initially confusing to reader.

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

Misspelling does not interfere with meaning.

Concrete sensory detail.

Incorrect grammatical construction slows reader.

Go...where?
Missing reference can confuse reader.

In my neighborhood I live close to a restaurant and its call MAC Donalds. Sometimes we can hear people talking or eating. When we go for a walk we can smell the delidouse food that they sell. Well when we are very hungry we go their and eat. When we are done we go and play the games that are in their.

In my neighborhood their is a department and it's very calm and we can be resting. Sometimes when we need tomax comes we go their. My mom said, "When she goes their they charge her 25\$." So we go often only when its necesery. In my neighborhood its cam some times.

Penmanship neat but spacing often inadequate.

Evidence given does not support topic sentence of paragraph.

In my neighborhood I think that my house is pretty. The color of my house is brown and we have a pretty big garden. It has 3 rooms and 2 bath rooms and a big kitchen. Another thing is that we have a big front yard and back yard to. Some times I play tag out side with my dad, mom, sister, brother, and cousins.

Fifth Grade PWA: Descriptive Writing Annotated Anchor Paper

Winter—Neighborhood

Score Level 2

“The life in my neighborhood”

What makes it a 2?

The controlling idea of this essay is vague and must be interpreted by the reader based on evidence. The closest the author comes to stating an explicit controlling idea is in the sentence, “In my neighborhood it’s calm sometimes, which does not appear until the third paragraph. Although the writing is organized into indented paragraphs, the essay lacks a clear beginning and end. Paragraphs two, three and four have topics (food, office supply store, and the house) but no topic sentences, leaving the reader to fill in the organizational gaps. The onus on the reader to grasp the author’s point indicates the author’s lack of a clear sense of audience.

Although there are some descriptive images—green grass, fresh air, kids playing and screaming, smell of delicious food—they are general rather than specific and lively. Sentence type and structure are very repetitive; with the exception of a poorly executed attempt at dialogue, there is no variation from the declarative sentence. Most sentences begin with “In my neighborhood...” or “When...”

The author demonstrates only limited control of conventions, and errors often do interfere with meaning. The homonym there/there is consistently misspelled, grammar is often confusing and references are frequently omitted. Although penmanship is neat, inadequate spacing makes the writing sometimes difficult to read fluently.

The preponderance of evidence indicates a score of 2.

5th Grade PWA: Descriptive Writing Winter Anchor Paper—Neighborhood

Score Level: 1

No introduction, controlling idea, or topic presented.

Sentences not capitalized or punctuated.

And my neighborhood I
got to my park and I like
to play at my park and I like
to get play with my Brother
and I play at the park and I play.

Misspellings interfere with meaning.

Paragraphs indented, but punctuated as sentences.

at my neighborhood and
I got to my Story and I like
to go to the Story and with
my Brother and with my Brother
run to the Story and I like to.

Almost all sentences are run-ons.

at my School and I like my
like my School and I like
to play and I learned to do
math and my and my School
let out at 1:00 and I like.

Repetition of vocabulary.

and my neighborhood I got a Game
and I play at my Game and I play
Basketball and I play my Basketball
and with my self and I like to
play and my Game and I like.

at my will I play who
I want I like to go to the
will and I like to play and
and I like to play with my
and I want on the will team.

Ideas begin to
repeat themselves.

and my home I play my
P&P and I like to go my
home and I Bet my Brothers
and I like to play my
P&P and I like to play and.

Fifth Grade PWA: Descriptive Writing Annotated Anchor Paper

Winter—Neighborhood

Score Level 1

“And my neighborhood”

What makes it a 1?

This essay consists of a repetitive recitation of activities, with an unclear topic and no controlling idea whatsoever. Although the text is broken up into paragraph-like blocks, and each “paragraph” follows a general and unstated topic, the topics repeat themselves from one paragraph to another in a circular and illogical manner. The author offers no introduction, transitions or conclusion to guide the reader. The language is vague, simple and repetitive; heavy reliance on “and,” “I like” and “I play” indicate a very limited vocabulary. There are many incomplete and run-on sentences. The author includes no sensory details.

Although the writing is legible, it veers back and forth from printing to cursive, with imprecise margins. Misspellings often interfere with meaning (e.g. “got” for “go”, “Borther” for “brother,” “Gam, “vill,” etc.). Capital letters intrude in the middle of sentences. Sentences are not capitalized and the author only punctuates the ends of paragraphs.

The preponderance of evidence indicates a score of 1.