



Intermediate ELL Writing Matrix and Anchor Papers

Burnaby School District #41

April, 2013

This document was developed through the collaborative efforts of educators in Burnaby.

We are grateful for the support and contributions of the following Burnaby ELL teachers:

Alicia James	Karen Low
Alicia Young	Karen McKenzie
Amanda Kerr	Kathie Nakano
Amie Chang	Kathie Stratton
Angela Berto	Lisa Bewley
Angie Kelly	Lori McNary
Ann Thorup	Lydia Legebokoff
Ben Pare	Margaret Hawken
Catherine Humphries	Michelle Basra
Celina Johnson	Nabat Habib
Christina Peterson	Nadia Volpe
Christina Yee	Nancy Kwan
Davida Wilson	Peter Frouws
Eileen Askew	Pilar Spratt
Eva Ng	Renee Orr
Fanny Lee	Sandhya Krishna
Farida Saleh	Sarah Yip
Helen Koster	Shaziya Jaffer
Isabel Chang-Joa	Shupeng Wong
Jayne Miller	Sue Takeuchi
Jennifer Liu	Tanis Wilkie
Joan Peddie	Teresa Fierro
Jocelyn Boyle	Tina Castela
Joyce Tait	Vanda Favaro
Karen Andersen	Winnie Lee

Grade 4/5 ELL Anchor Paper- Level 1

Context:

Directions to students:

Imagine that there is a large undeveloped space in your schoolyard. It is an empty place. Every student in the school has been asked for ideas about what to put there. A group of teachers and parents will choose the best suggestion. Write a proposal, or plan, for the group of parents and teachers to read. Describe what you would put in the space. Then, convince the group that your idea is the best way to use the space.

Students were given a time limit of 30 minutes to complete the writing task.

Topic: beach

Beach is fun place. Because swim and make sand kastle and sleep on the sand. And eating food and drink juice and wather or milk. And riding boat. Or some pepole streaching. And play beach ball. Or play run and jump. Beach is very good place and fun place.

Beach

Beach is fun place. Because swim and make sand kastle and sleep on the sand. And eating food and drink juice and wather or milk. And riding boat. Or some pepole streaching. And play beach ball. Or play run and jump. Beach is very good place and fun place.

Aspect	Level 1
Purpose/meaning <ul style="list-style-type: none"> knowledge of how ideas are organized and connected depth of content clarity of purpose 	<ul style="list-style-type: none"> - purpose is unclear, few details - basic, singular idea - limited content due to lack of language - may rely on pictures/drawings for clarification - little evidence of audience and voice
Organization /Structure <ul style="list-style-type: none"> match of language to task varied sentence structure use of transition words/phrases 	<ul style="list-style-type: none"> - mostly one paragraph - simple, repetitive sentence or phrase structure - run-on sentences/ incomplete sentences - patterned word order - begins to use conjunctions to join ideas - overuse of linking conjunctions- and, but, or - few or no transition words
Vocabulary/Word Choice <ul style="list-style-type: none"> knowledge of words and their meaning 	<ul style="list-style-type: none"> - simple, concrete vocabulary - repetitive use due to restricted vocabulary - limited output - omission of words - word choice errors interfere with meaning
Conventions <ul style="list-style-type: none"> control of grammar and surface features 	<ul style="list-style-type: none"> - basic/limited use of surface grammar (punctuation, capitals, plurals) - frequent errors in verb tense, form, - limited control of subject verb agreement - use of phonetic or invented spelling - errors interfere with meaning

Grade 4/5 ELL Anchor Paper- Level 2

Context:

Directions to students:

Imagine that there is a large undeveloped space in your schoolyard. It is an empty place. Every student in the school has been asked for ideas about what to put there. A group of teachers and parents will choose the best suggestion. Write a proposal, or plan, for the group of parents and teachers to read. Describe what you would put in the space. Then, convince the group that your idea is the best way to use the space.

Students were given a time limit of 30 minutes to complete the writing task.

Topic: Basketball court, tennis court, soccer field, playground

I want to build basketball court because some people loves basketball and its a good exercise. And I want to build, tennis court also because I love tennis and they can use the tennis court for hockey. Then I also wanted to build soccer field many people loves soccer and we can also play many kinds of sports in the soccer field. Last but not the list I want to build the playground because the children loves to play at the playground. Like monkey bars, slide and opsticles. Some old children loves to play grounders. I Love to play grounders to because I can play with my friends, my cousins and the kindergartens, The color of the monkey bars are yellow, green, red, blue and many others and also for the slides and opsticles. So when we build this things the students will be so happy. So they can play basketball, tennis, soccer and the kindergartens can play at the playground and hockey. So that's why I wanted to build this things.

Basketball court, tennis court, soccer field, playground

I want to build basketball court because some people loves basketball and it's a good exercise. And I want to build, tennis court also because I love tennis and they can use the tennis court for hockey. Then I Also wanted to build soccer Field many people loves soccer and we can also play many kinds oF sports in the soccer field. Last but not the list I want to build the playground because the children loves to play at the playground. Like monkey bars, slide ^{and} opsticles. Some old children loves to play grounders. I Love to play grounders to because I can play with my friends, my cousins and the kindergartens, The color of the monkey bars are yellow, green, red, blue and many others and also for the slides and opsticles. So when we build this things the students will be so happy. So they can play basketball, tennis, soccer and the kindergartens can play at the playground and hockey. So that's why I wanted to build this things.

The End !!!

Aspect	Level 2
Purpose/meaning <ul style="list-style-type: none"> knowledge of how ideas are organized and connected depth of content clarity of purpose 	<ul style="list-style-type: none"> - purpose may not be clear - some evidence of paragraph organization - ideas grouped together but may be a simple listing of ideas - repeated ideas - some supporting details, examples - may end abruptly - limited evidence of audience and voice
Organization /Structure <ul style="list-style-type: none"> match of language to task varied sentence structure use of transition words/phrases 	<ul style="list-style-type: none"> - may attempt to use paragraph structure, some evidence of topic sentence, often no conclusion - beginning to use sentences with varied sentence structures - some evidence of compound sentences - may overuse linking conjunctions - beginning to use transition words and descriptive language to clarify ideas - writing is similar to spoken language
Vocabulary/Word Choice <ul style="list-style-type: none"> knowledge of words and their meaning 	<ul style="list-style-type: none"> - vocabulary appropriate to purpose but still awkward - beginning to add some content/specialized vocabulary - errors in word choice - evidence of circumlocution- the use of more words than necessary to express an idea due to restricted vocabulary
Conventions <ul style="list-style-type: none"> control of grammar and surface features 	<ul style="list-style-type: none"> - increased control over basic punctuation - familiar words spelled correctly - may omit or incorrectly use articles/prepositions - attempts a variety of verb tenses—continues to demonstrate errors in subject verb agreement, tense, form

Grade 4/5 ELL Anchor Paper- Level 3

Context:

Directions to students:

Imagine that there is a large undeveloped space in your schoolyard. It is an empty place. Every student in the school has been asked for ideas about what to put there. A group of teachers and parents will choose the best suggestion. Write a proposal, or plan, for the group of parents and teachers to read. Describe what you would put in the space. Then, convince the group that your idea is the best way to use the space.

Students were given a time limit of 30 minutes to complete the writing task.

My Idea

Topic: Suggestion for space/school

I think we should use the empty space to make a school store. Because if a person needs some pencils during recess or lunch they can go buy one at the school store. They can also buy other stuff like toys, books, school supplies.

My Idea

Suggestion for space/school

I think we should use the empty space to make a school store. Because if a person needs some pencils during recess or lunch they can go buy one at the school store. They can also buy other stuff like toys, books, school supplies, lunches, snacks, posters, ect. Teachers can buy from the school store too.

The school store would also have a huge bulletin board, which people can put ads on. Like, math tutor \$10/sesion or learn how to be a life guard \$40/sesion. You can also put ads about the school. Like, run the school marathon and school track training every Thursday at 8:00 am or school bake sale everything only \$1 or \$2.

It will also help kids stay active, like I mentioned before the school store sell toys! Like jumm ropes, soccer balls basket balls, hoola hoops, ect. The school store will also help kids learn. Because they sell books. For example, text books or science books non-fiction book, fiction book, ect.

The school store will open at 8:00 AM and close at 4:30 PM. Kids can also go there during recess and lunch they can also go there during 1:00-1:15pm.

Aspect	Level 3
Purpose/meaning <ul style="list-style-type: none"> knowledge of how ideas are organized and connected depth of content clarity of purpose 	<ul style="list-style-type: none"> - purpose may be clear but focus wavers - begins to group ideas in logical order, organized paragraphs - ideas are mostly related to topic - conveys several ideas with supporting details but may include irrelevant information - greater use of examples and explanations - demonstrates some awareness of audience and voice
Organization /Structure <ul style="list-style-type: none"> match of language to task varied sentence structure use of transition words/phrases 	<ul style="list-style-type: none"> - increased control of paragraph structure- includes introduction and conclusion - may attempt multi-paragraph organization - begins to use some complex sentence structures, with errors - some evidence of transition words and phrases to connect ideas
Vocabulary/Word Choice <ul style="list-style-type: none"> knowledge of words and their meaning 	<ul style="list-style-type: none"> - demonstrates a wider range of vocabulary with some errors in word choice - uses some academic vocabulary - chooses vocabulary that is appropriate to topic/purpose
Conventions <ul style="list-style-type: none"> control of grammar and surface features 	<ul style="list-style-type: none"> - more consistent use of correct punctuation - occasional errors in grammar that do not interfere with meaning - mostly correct spelling - demonstrates more consistent control over a variety of verb tenses

Grade 4/5 ELL Anchor Paper- Level 4

Context:

Directions to students:

Imagine that there is a large undeveloped space in your schoolyard. It is an empty place. Every student in the school has been asked for ideas about what to put there. A group of teachers and parents will choose the best suggestion. Write a proposal, or plan, for the group of parents and teachers to read. Describe what you would put in the space. Then, convince the group that your idea is the best way to use the space.

Students were given a time limit of 30 minutes to complete the writing task.

Topic: Space in your schoolyard.

If there was a huge good oval shaped space in my schoolyard, I'd plan to make a soccer field for people who like to play some fun soccer!

Soccer is good for your excersing and good for those muscles. In this school, half a dozen students play soccer. This school would be boring if there were no soccer field for those who want to play soccer.

If that space where I plan to have a soccer field

Space in your schoolyard

If there was a huge good oval shaped space in my schoolyard, I'd plan to make a soccer field for people who like to play some fun soccer!

Soccer is good for your excersing and good for those muscles. In this school, half a dozen students play soccer. This school would be boring if there were no soccer field for those who want to play soccer.

If that space where I plan to have a soccer field I'd look at the ground. Is it safe to play? If its gravel then anyone can scrap there body. nice good rich grass is perfect!

Also I would wanna know how big is in the space of the schoolyard. Because if the space is to large, everyone would be huffing and puffing when they reach half of the soccerfield.

If I were to convince someone, I'd probably say the following things: Good for excersing, its fun to play and participate, helps you be good at well, excersing.

Aspect	Level 4
Purpose/Meaning	<ul style="list-style-type: none"> knowledge of how ideas are organized and connected depth of content clarity of purpose <ul style="list-style-type: none"> - purpose is clear, - coherent, logical organization - all ideas support topic - well-developed ideas with effective supporting details or examples - demonstrates increased awareness of audience and voice
Organization /Structure	<ul style="list-style-type: none"> match of language to task varied sentence structure use of transition words/phrases <ul style="list-style-type: none"> - well-organized paragraph structure, with introduction and conclusion - may include multi- paragraph passages <ul style="list-style-type: none"> -greater sense of control in text cohesion -greater sense of control in sentence structure, with few errors - uses a wider variety of sentence structures - more and varied use of transitional words and phrases, ideas are connected from beginning to end
Vocabulary/Word Choice	<ul style="list-style-type: none"> knowledge of words and their meaning <ul style="list-style-type: none"> - evidence of higher level academic vocabulary - vocabulary is more precise, related to topic - may demonstrate some errors in word choice- do not interfere with meaning - may include idiomatic language
Conventions	<ul style="list-style-type: none"> control of grammar and surface features <ul style="list-style-type: none"> - minimal errors with conventions and grammar- do not interfere with meaning - spelling errors do not interfere with meaning - may take risks in punctuation to expand writing style

Grade 4/5 Writing Sample- First Draft- Fully Meets Expectations

Context:

Directions to students:

Imagine that there is a large undeveloped space in your schoolyard. It is an empty place. Every student in the school has been asked for ideas about what to put there. A group of teachers and parents will choose the best suggestion. Write a proposal, or plan, for the group of parents and teachers to read. Describe what you would put in the space. Then, convince the group that your idea is the best way to use the space.

Students were given a time limit of 30 minutes to complete the writing task.

Topic: Changing Buckingham Elementary School

If I could put something in an empty space at the school it would be a water park with a lazer tag room! There would be 5 water slides called ; Race 3000, Dipsy Doodle, Tubing Terror, Curly Whirly, and The Awsomest of Awsomests. The lazer tag room would be set up so it could be like capture the flag. It is a mix of capture

Changing Buckingham Elementary School

If I could put something in an empty space at the school it would be a water park with a lazer tag room! There would be 5 water slides called ; Race 3000, Dipsy Doodle, Tubing Terror, Curly Whirly, and The Awsomest of Awsomests. The lazer tag room would be set up so it could be like capture the flag. It is a mix of capture the flag and lazer tag. You have to grab the flag and get back to your territory before someone shoots you. To add to the water park I would put in swimming pools, hot tubs, 3,5,10,12,15, and 18 meter diving boards, and a 70 feet high waterfall. Inside the water fall would be an arcade. I would choose this because it's a mix of what people like! Swimming, lazer tag and video games! It's the total package. I also think its going to be a big hit. People will use it a lot. If we get it, it would totally be worth it! I think it should be installed at the back of our school behind the swing sets and the basketball court. If it could be installed by the end of the year it would be awesome. Thier would also be Lazy River that would take you all around the premises tubing off the back of a boat.

Thank You!

Aspect	Fully Meets Expectations
SNAPSHOT	<i>The writing is easy to follow; ideas are relevant and logical..</i>
MEANING • ideas and information • use of detail	<ul style="list-style-type: none"> offers relevant ideas, with some analysis; there is a sense of individuality gives logical explanations and examples to develop and clarify the main ideas
STYLE • clarity, variety, and impact of language	<ul style="list-style-type: none"> language is clear and shows some variety includes a variety of sentence lengths and patterns
FORM • opening • organization and sequence • conclusion	<ul style="list-style-type: none"> opens with a clear intention or purpose sequence is logical; uses transitional phrases and words to make connections among ideas develops the topic, leading to a logical ending that often restates the writer's view
CONVENTIONS • complete sentences • spelling • punctuation • grammar (e.g., agreement, verb tense)	<ul style="list-style-type: none"> errors do not interfere with meaning most familiar words are spelled correctly, including capitals and apostrophes where appropriate basic sentence punctuation is correct most sentences are complete and correct including noun-pronoun and subject-verb agreement; verb tenses are consistent and accurate

Grade 6/7 ELL Anchor Paper- Level 1

Context:

Directions to students:

Imagine that there is a large undeveloped space in your schoolyard. It is an empty place. Every student in the school has been asked for ideas about what to put there. A group of teachers and parents will choose the best suggestion. Write a proposal, or plan, for the group of parents and teachers to read. Describe what you would put in the space. Then, convince the group that your idea is the best way to use the space.

Students were given a time limit of 30 minutes to complete the writing task.

Topic: the back yard

this is what I want to put in are backyard, we can put a
a sand
flower, a trees, and other. because if we put a
flowers, sand, trees, and other. the children is
gonna play in are backyard and
they can dig in the sand and play in

the backyard

this is what I want to put in are backyard, we can put a flower, a trees, ^{a sand} and other. because if we put a flowers, sand, trees, and other. the children is gonna play in are backyard and they can dig in the sand and play in the sand and they can jump in the sand and they can do what they want to play in the sand and other they want to play in sand and play a ball in the sand and they can play volleyball and they can play tag and soccer and tennis and

Aspect	Level 1
Purpose/meaning <ul style="list-style-type: none"> knowledge of how ideas are organized and connected depth of content clarity of purpose 	<ul style="list-style-type: none"> - purpose is unclear, few details - basic, singular idea - limited content due to lack of language - may rely on pictures/drawings for clarification - little evidence of audience and voice
Organization /Structure <ul style="list-style-type: none"> match of language to task varied sentence structure use of transition words/phrases 	<ul style="list-style-type: none"> - mostly one paragraph - simple, repetitive sentence or phrase structure - run-on sentences/ incomplete sentences - patterned word order - begins to use conjunctions to join ideas - overuse of linking conjunctions- and, but, or - few or no transition words
Vocabulary/Word Choice <ul style="list-style-type: none"> knowledge of words and their meaning 	<ul style="list-style-type: none"> - simple, concrete vocabulary - repetitive use due to restricted vocabulary - limited output - omission of words - word choice errors interfere with meaning
Conventions <ul style="list-style-type: none"> control of grammar and surface features 	<ul style="list-style-type: none"> - basic/limited use of surface grammar (punctuation, capitals, plurals) - frequent errors in verb tense, form, - limited control of subject verb agreement - use of phonetic or invented spelling - errors interfere with meaning

Grade 6/7 ELL Anchor Paper- Level 2

Context:

Directions to students:

Imagine that there is a large undeveloped space in your schoolyard. It is an empty place. Every student in the school has been asked for ideas about what to put there. A group of teachers and parents will choose the best suggestion. Write a proposal, or plan, for the group of parents and teachers to read. Describe what you would put in the space. Then, convince the group that your idea is the best way to use the space.

Students were given a time limit of 30 minutes to complete the writing task.

Topic: The empty space of schoolyard.

Hello, parents and teachers, I am a student of Cascade Heights Elementary, named

I think 2/3 place of schoolyard should be playground, because we can play many games and sports. In our playground, we have 3 pairs of basketball court. However, some students can't play basketball because at lunch

The empty space of schoolyard

Hello parents and teachers, I am a student of Cascade Heights Elementary, named

I think 2/3 place of schoolyard should be playground, because we can play many games and sports. In our playground, we have 3 pairs of basketball court. However, some students can't play basketball because at lunch time, the basketball court already use. And, we can play baseball and soccer in empty place. We have 2 goalpost on the playground. If we use the empty place, we can have more goal posts, so more students can play soccer.

Next, I think another 1/3 place of empty yard should be storage room and garbage place. Our school has so many stuffs in our gym. If we have storage room on the empty yard, we can put so many stuffs in the storage room, and we can use the gym widely. We can also put useless stuffs and old stuffs in the storage room.

We can also use the place for garbage. In school, we made very many garbage. In Korean school, we made garbage place and trashed garbage everyday. In Canada, we bring

lunch, so after lunch, sometimes we trash the food garbage in garbage box. If we have garbage room the janitor don't have to come and get garbages, and we can bring to garbage room ourselves.

So I think we should use the empty yard for playground, garbage place, and strage room. This is my opinion, and I hope the empty place to be storage room, garbage place, and playground.

Aspect	Level 2
Purpose/Meaning <ul style="list-style-type: none"> knowledge of how ideas are organized and connected depth of content clarity of purpose 	<ul style="list-style-type: none"> - purpose may not be clear - some evidence of paragraph organization - ideas grouped together but may be a simple listing of ideas - repeated ideas - some supporting details, examples may end abruptly - limited evidence of audience and voice
Organization /Structure <ul style="list-style-type: none"> match of language to task varied sentence structure use of transition words/phrases 	<ul style="list-style-type: none"> - may attempt to use paragraph structure, some evidence of topic sentence, often no conclusion - beginning to use sentences with varied sentence structures - some evidence of compound sentences - may overuse linking conjunctions - beginning to use transition words and descriptive language to clarify ideas - writing is similar to spoken language
Vocabulary/Word Choice <ul style="list-style-type: none"> knowledge of words and their meaning 	<ul style="list-style-type: none"> - vocabulary appropriate to purpose but still awkward - beginning to add some content/specialized vocabulary - errors in word choice - evidence of circumlocution- the use of more words than necessary to express an idea due to restricted vocabulary
Conventions <ul style="list-style-type: none"> control of grammar and surface features 	<ul style="list-style-type: none"> - increased control over basic punctuation - familiar words spelled correctly - may omit or incorrectly use articles/prepositions - attempts a variety of verb tenses—continues to demonstrate errors in subject verb agreement, tense, form

Grade 6/7 ELL Anchor Paper- Level 3

Context:

Directions to students:

Imagine that there is a large undeveloped space in your schoolyard. It is an empty place. Every student in the school has been asked for ideas about what to put there. A group of teachers and parents will choose the best suggestion. Write a proposal, or plan, for the group of parents and teachers to read. Describe what you would put in the space. Then, convince the group that your idea is the best way to use the space.

Students were given a time limit of 30 minutes to complete the writing task.

Topic:	What Should We do about the empty space in school?
<p>Hey! What would you do if you have a huge empty space in your school yard? Right now, we got an empty space in our schoolyard. For me, I would suggest to plant grass all over it to make it a "Large field of grass". There's a few reasons to support my idea. First is that students will have more space for them to run around and play. The second reason is that it will look better.</p>	

What should we do about the empty space in school?

Hey! What would you do if you have a huge empty space in your school yard? Right now, we got an empty space in our schoolyard. For me, I would suggest to plant grass all over it to make it a "Large field of grass". There's a few reasons to support my idea. First is that students will have more space for them to run around and play. The second reason is that it will look better.

If you're a student, do you want a larger space for you and your friends to run around and play? Well, I would. If you plant grass, students will have more space for them to play! They won't argue or complain about who is using this whole space for soccer and that space for basketball or whatever. I believe that no teachers would want to hear and to deal with that kind of problems. You wont need to flatten the field or anything.

Secondly, it will look better than a plain, brown field. If you plant grass the school would actually look "Green". People will think that this school is "Natural" and "clean". I think most school principals would want their school to be nice and clean. Kids will be happy, too. They won't worry if it's muddy or dirty when it's rainy.

That's the reasons that I think why this is a good idea. I believe there are more reasons than mine to prove why it is a good idea.

Aspect	Level 3
Purpose/Meaning <ul style="list-style-type: none"> knowledge of how ideas are organized and connected depth of content clarity of purpose 	<ul style="list-style-type: none"> - purpose may be clear but focus wavers - begins to group ideas in logical order, organized paragraphs - ideas are mostly related to topic - conveys several ideas with supporting details but may include irrelevant information - greater use of examples and explanations - demonstrates some awareness of audience and voice
Organization /Structure <ul style="list-style-type: none"> match of language to task varied sentence structure use of transition words/phrases 	<ul style="list-style-type: none"> - increased control of paragraph structure- includes introduction and conclusion - may attempt multi-paragraph organization - begins to use some complex sentence structures, with errors - some evidence of transition words and phrases to connect ideas
Vocabulary/Word Choice <ul style="list-style-type: none"> knowledge of words and their meaning 	<ul style="list-style-type: none"> - demonstrates a wider range of vocabulary with some errors in word choice - uses some academic vocabulary - chooses vocabulary that is appropriate to topic/purpose
Conventions <ul style="list-style-type: none"> control of grammar and surface features 	<ul style="list-style-type: none"> - more consistent use of correct punctuation - occasional errors in grammar that do not interfere with meaning - mostly correct spelling - demonstrates more consistent control over a variety of verb tenses

Grade 6/7 ELL Anchor Paper- Level 4

Context:

Directions to students:

Imagine that there is a large undeveloped space in your schoolyard. It is an empty place. Every student in the school has been asked for ideas about what to put there. A group of teachers and parents will choose the best suggestion. Write a proposal, or plan, for the group of parents and teachers to read. Describe what you would put in the space. Then, convince the group that your idea is the best way to use the space.

Students were given a time limit of 30 minutes to complete the writing task.

Topic: Empty Space in The School Yard

- If my ^{school} ever have a empty space in the school yard, I would sure vote to build a cafeteria. A cafeteria in the school will benefit ^{both} the parents and the kids. I really wish my school has a beautiful cafeteria.

Empty Space in The School Yard

If my ^{school} ever have a empty space in the school yard, I would sure vote to build a cafeteria. A cafeteria in the school will benefit ^{both} the parents and the kids. I really wish my school has a beautiful cafeteria.

First of all, a cafeteria should have a large variety of food, such as pizza, hot dog, sushi, rice, pop, and so on. It lets the students choose their favourit kind of lunch. Moreover, a cafeteria would also be essential when a student forgot his/her lunch. Insted of asking for food from friend, he/she can buy their lunch from the cafeteria.

When I think of this issue, I feel strongly about my opinion. If there is a cafeteria in the school, parents can be more relaxed too. Some parents wake up really early to prepare lunch for their children, other parents are thinking what would be more healthy for their children to eat. If the cafeteria is built, they can spend more time resting or playing with their kids instead of trying to figure out what the kids should eat.

Other people might not agree with me, they might say building a cafeteria costs too much money and doesn't earn much back. Furthermore, they might say not many people will apply for the job. They might even say that it is a waste of family's money. Also, they might believe it would be cheaper if the parents cook the food at home.

Regardless of other people's opinions, I am still convinced that every school should have a cafeteria. Don't you think a cafeteria will work better than anything else that fits in the empty space?

Aspect	Level 4
Purpose/Meaning	<ul style="list-style-type: none"> knowledge of how ideas are organized and connected depth of content clarity of purpose <ul style="list-style-type: none"> - purpose is clear, - coherent, logical organization - all ideas support topic - well-developed ideas with effective supporting details or examples - demonstrates increased awareness of audience and voice
Organization /Structure	<ul style="list-style-type: none"> match of language to task varied sentence structure use of transition words/phrases <ul style="list-style-type: none"> - well-organized paragraph structure, with introduction and conclusion - may include multi- paragraph passages - greater sense of control in text cohesion - greater sense of control in sentence structure, with few errors - uses a wider variety of sentence structures - more and varied use of transitional words and phrases, ideas are connected from beginning to end
Vocabulary/Word Choice	<ul style="list-style-type: none"> knowledge of words and their meaning <ul style="list-style-type: none"> - evidence of higher level, academic vocabulary - vocabulary is more precise, related to topic - may demonstrate some errors in word choice- do not interfere with meaning - may include idiomatic language
Conventions	<ul style="list-style-type: none"> control of grammar and surface features <ul style="list-style-type: none"> - minimal errors with conventions and grammar- do not interfere with meaning - spelling errors do not interfere with meaning - may take risks in punctuation to expand writing style

Grade 6/7 Writing Sample- First Draft- Fully Meets Expectations

Context:

Directions to students:

Imagine that there is a large undeveloped space in your schoolyard. It is an empty place. Every student in the school has been asked for ideas about what to put there. A group of teachers and parents will choose the best suggestion. Write a proposal, or plan, for the group of parents and teachers to read. Describe what you would put in the space. Then, convince the group that your idea is the best way to use the space.

Students were given a time limit of 30 minutes to complete the writing task.

Topic: New playground in empty space.

What can be better than a new playground? In this playground, kids should be able to just hang out with their friends, and have lots of fun! This playground should have a see-saw because it can keep kids of all ages entertained, and it's a fun activity to do with your friends when you're bored. This playground should also have a tire swing, or maybe even 2! A tire swing is great because lots of people can go on it, so you won't have to exclude any of your friends. You can have loads of fun on a tire swing and have a few laughs.

New Playground in empty space

What can be better than a new playground? In this playground, kids should be able to just hang out with their friends, and have lots of fun! This playground should have a see-saw because it can keep kids of all ages entertained, and it's a fun activity to do with your friends when you're bored. This playground should also have a tire swing, or maybe even 2! A tire swing is great because lots of people can go on it, so you won't have to exclude any of your friends. You can have loads of fun on a tire swing and have a few laughs with your friends. Normal swings are good too, for if you want to be alone. You can just think and relax while flying high up into the sky. A tunnel system would be a great addition to the playground as well. It could be great for hide and seek and tag! It's somewhere you could just hang out and talk with your friends. And what about slides; a bunch of different types of them!?!? There could be long slides, short slides, metal slides, double slides, tunnel slides and more! If you're bored, why not have some fun while going on a variety of slides!?!? And of course you can't forget monkey bars! Want to hang upside down or just practice some skills? Monkey bars are great for that! Or even just normal bars (high and low) to do front flips, back flips, chin-ups or just hang upside down!! And don't forget places for sports! Add in a soccer field, basketball court, hockey court and full 400

m. track to practice some skills! Also add in hopscotch and 4 square for some short fun games to play with your friends! A trampoline would also be fun, a place to jump, and flip with your friends and get a laugh out of it!! Another good idea could be a primary playground and an intermediate playground. This way the primary playground can have shorter equipment and intermediate can have taller equipment! But grade 4s should be able to go on primary and 3s on intermediate. These are just a few great ideas for a new playground!

Aspect	Fully Meets Expectations
SNAPSHOT	<i>The writing reads smoothly and shows some insight and development.</i>
MEANING • ideas and information • use of detail	<ul style="list-style-type: none"> offers reactions and views that show some insight and individuality usually focuses on straightforward, concrete ideas; may include some speculation, generalizations, or humour develops ideas and analysis through relevant details, examples, and logical explanations
STYLE • clarity, variety, and impact of language	<ul style="list-style-type: none"> tries to select language to fit the mood or purpose; generally clear and varied variety of sentence lengths and patterns
FORM • opening • organization and sequence • conclusion	<ul style="list-style-type: none"> often has a strong opening that draws the reader in; development and ending tend to be predictable logical sequence with related ideas grouped together ideas and sentences are linked by appropriate connecting words (may be some lapses)
CONVENTIONS • complete sentences • spelling • punctuation • grammar (e.g., agreement, verb tense)	<ul style="list-style-type: none"> may include errors in more complex language that do not interfere with meaning most sentences are correctly constructed; may include some errors in longer or more complex sentences most familiar words are spelled correctly uses capitalization and sentence end punctuation correctly generally grammatically correct; may include some errors in grammar and word choice (e.g., adjective instead of adverb form; wrong pronoun or verb form)