

Measurements of Student Progress

Grade 7 Writing

Writing to Persuade Instructional Guide

to accompany the Spring 2010
Measurements of Student Progress
Anchor Set Annotations



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Grade 7 Anchor Set Annotations, Spring 2010 MSP in Writing

Instructional Guide - Writing to Persuade

Introduction

The following guide is designed to use with staff, to introduce the use of the *Grade 7 Anchor Set Annotations, Spring 2010 MSP in Writing* document. The document has two applications:

- ◆ Teachers in grades 5-7 will be able to use the document as a tool for identifying quality student writing, improving writing instruction, and improving student achievement in writing.
- ◆ The materials in the document may also be used to teach students to assess and improve the quality of their own writing and to set goals.

Purpose

The purpose of this publication is to encourage a staff presentation introducing the *Grade 7 Anchor Set Annotations, Spring 2010 Writing MSP* document.

A staff presentation will lay the foundation for grade-level teams, cross-grade level teams, or individual teachers to delve further into the *Annotations* document for the purpose of enhancing writing instruction.

Presentation Overview

Arrange participants in groups of 3–5 people per group. The presentation should take approximately one hour.

- | | |
|--|--------------|
| 1) General Information for Staff | (2 minutes) |
| 2) Scoring Activity | (15 minutes) |
| 3) Instructional Implications Discussion | (15 minutes) |
| 4) Debriefing the Activity: Group Discussion | (14 minutes) |
| 5) Next Steps/Conclusion | (14 minutes) |

- Note: A detailed outline of the “Instructional Guide” and the materials needed for the presentation are attached. The student responses and scoring guide in this packet will need to be copied for participants.

Materials/Arrangements Needed for Presentation:

One copy for each participant

- *Student Responses: A Sample Selection*
- *Content, Organization, and Style Scoring Guide*
- *Grade 7 Anchor Set Annotations, Spring 2010 MSP in Writing*

Presentation Steps:

1) General Information for Staff

This document contains student responses from the *High School Anchor Set Annotations, Spring 2010 MSP in Writing* document. The purpose of the document is to give examples of student writing at the levels described in the scoring guide. The materials should be useful for all teachers in grades 8–10.

(Hold up a copy of the *Grade 7 Anchor Set Annotations, Spring 2010 MSP in Writing*, but do not pass it around at this time.)

Remember, on the Grade 7 MSP in Writing, students respond to two prompts, one **to explain** and one **to persuade**. We will work in groups today on an activity using the persuasive prompt and the *Content, Organization, and Style Scoring Guide*.

2) Scoring Activity

(Distribute *Student Responses: A Sample Selection*. Do not distribute the *Content, Organization, and Style Scoring Guide* at this time.)

- ◆ In this packet are six student responses written to the following persuasive prompt: A recent study has suggested that students under the age of 15 should be in bed by 8:00 p.m. in order to do their best in school. Do you agree or disagree? Write a multiple-paragraph letter to the editor of your newspaper persuading him or her to support your position.
- ◆ Read the six student responses. Put them in three piles—high, middle, low.
- ◆ Discuss rankings in your group and come to a consensus as a group.
- ◆ Discuss the rankings in the whole/large group.
- ◆ Distribute the *Content, Organization, and Style Scoring Guide*.
- ◆ Using the scoring guide, assign scores for each paper first in the small group, then the large group. Use the scoring guide to defend the scores.
- ◆ Discuss if/why the scores were different from the original rank order.

3) Discuss the instructional implications for students to improve the quality of responses in content and/or organization and/or style. Discuss as a group how you would teach to that instructional priority.

- ◆ (Ask groups to share the instructional priorities they identified and explain how they would teach to those priorities.)

4) Debriefing the Activity: Group Discussion

- ◆ What new insights did you gain about the MSP and how it is scored?
- ◆ How could students use these same sample papers?
 - Individually draft a response to the prompt.
 - Work in groups to sort the six sample responses into two categories: strong and weak.
 - Generate two lists of descriptions: one for the weak papers and one for the strong papers.
 - Use the scoring guide to evaluate two or three of the six sample responses.
 - Evaluate the same response individually, then discuss as a small group, and finally debrief group ideas with the whole class.
 - Practice revising to improve content, organization, and style as a whole class, using a copy of one of the sample responses on an overhead transparency along with the scoring guide.
 - Revise individual draft response to the prompt, using the scoring guide to improve the draft for content, organization, and style.
 - Repeat the process above to edit for conventions, using the *Conventions Scoring Guide* with the sample responses and then individual drafts.

5) Next Steps/Conclusion

- ◆ This is an introduction to the materials contained in *Grade 7 Anchor Set Annotations, Spring 2010 MSP in Writing* document.
- ◆ There are many more student samples for both the persuasive prompt and the expository prompt contained in the *Annotations* document, complete with scores and annotations for content, organization, and style, as well as for conventions.
- ◆ What are some of the ways we might delve further into the *Annotations* document? For example, we could learn more about how conventions are scored; staff and students could work together to develop a “student friendly” version of the scoring guides, or we could decide to meet in grade-level or cross-grade level groups, including special education and Title I specialists, to further study the *Annotations* document.

Suggestions for Additional Writing Resources for Staff

-
- *Grade Level Expectations (GLE) for Writing*
- *OSPI Middle School Instructional Support Modules for Writing*

Grade 7 Anchor Set Annotations Spring 2010, Writing

Student Responses
A Sample Selection

Task B: Writing to Persuade

Final Draft

Directions: Before you begin your final draft, read the checklist on page 16 again. Then make revisions and edits to your first draft according to the checklist. When you have made your revisions and edits, write your final draft on this page and the next four pages as you need them. Reminder: Use a No. 2 pencil only. Do not use a mechanical pencil or pen.

After you have finished writing your final draft in this booklet, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft. Remember, you may use a commercially published thesaurus and dictionary in print form only. No electronic tools may be used. Your final draft will be scored.

Early Bedtime

A recent study has suggested that students under the age of 15 should be in bed by 8:00 P.M. in order to do their best in school. Do you agree or disagree? Write a multiple-paragraph letter to the editor of your newspaper persuading him or her to support your position.

I think the students under 15 years old bedtime should be later than 8:00 P.M. and I have three reasons why.

My first reason is that its harder to sleep earlier some students say that its actually easier to sleep

Final Draft

You may continue your final draft on this page.

early, but its harder because
somedays the sun is still
shining at 8:00 P.M.

My second reason is
that its hard if your
bedtimes at 8:00 because what
if you have alot of homework.
yeah yeah some students do
thier homework right after
school, but-I do it at night
time then thatway I wont
have the erge to go
outside.

My last reason is
there is les time for some
one to hang out with

T

Task B: Writing to Persuade

T

Final Draft

You may continue your final draft on this page.

thier buddies outside. some
say they would rather
stay inside than do something
outside, but not me because
I like hangin with my
buddys and I usually come
back in my house at
around 8:00 or 8:30 P.M.

There are my three
great reasons why its better
to have a student under
15 years old bed time should
be later than 8:00 P.M.

Persuasive Writing Task B

Final Draft

Directions: Before you begin your final draft, read the checklist on page 12 again. Then make revisions and edits to your first draft according to the checklist. When you have made your revisions and edits, write your final draft on this page and the next four pages as you need them. **Reminder:** Use a No. 2 pencil only. Do not use a mechanical pencil or pen.

After you have finished writing your final draft in this booklet, read the checklist one more time to make sure you have done your best writing. If you need to make any final revisions or edits, make them on your final draft. Remember, you may use a commercially published thesaurus and dictionary in print form only. No electronic tools may be used. Your final draft will be scored.

Early Bedtime

A recent study has suggested that students under the age of 15 be in bed by 8:00 p.m. in order to do well in school. Do you agree or disagree? Write a multiple-paragraph letter to the editor of a newspaper persuading him or her to support your position.

Dear Editor,

According to recent studies, students under the age of 15 should be in bed by 8:00 p.m. in order to do well in school. I disagree with this study for three main reasons: homework, sports, and any inside or outside of school activities.

Homework is a reason for not

Final Draft

You may continue your final draft on this page.

going to bed at 8:00 p.m. because kids, especially in the ages closer to 15, get a lot of homework. It would be very hard to finish everything before 8:00. This bedtime might even have a reverse effect, by not being able to finish homework kids would do worse in school.

Another reason I think an 8:00 bedtime is a bad idea is most children play sports. In this day and age everyone plays on select teams and they usually aren't close to home. My practices don't even end until 8:00 p.m. Also, kids wouldn't have much time to practice at home either.

My final reason for why an

Persuasive Writing Task B

Final Draft

You may continue your final draft on this page.

8:00 bedtime would not benefit kids is there are so many activities people do inside and outside of school along with homework and sports, there isn't any time. An early bedtime would encourage children to drop activities to do schoolwork. These actions could even hurt them in the long run.

In conclusion, an 8:00 bedtime could help some of the very young children, but for the large majority of older kids, it would not be beneficial. I hope you take my thoughts into consideration. Thanks for your time.

Sincerely,
Student

Task B: Writing to Persuade

Final Draft

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Early Bedtime

A recent study has suggested that students under the age of 15 should be in bed by 8:00 P.M. in order to do their best in school. Do you agree or disagree? Write a multiple-paragraph letter to the editor of your newspaper persuading him or her to support your position.

Dear Editor

I think you are doing the right thing by suggesting student under the age 15 should go to bed at 8:00 pm so they could do better in school. The reason why I agree with you is because us students need lots of sleep so we can pay attention in class, not fall asleep in class and so we know whats going on

Final Draft

You may continue your final draft on this page.

and not thinking "Oh my Gosh
what did we need to do because
I was Falling asleep."

One of my reasons, why I agree
with you is because students do
need enough sleep so there not
falling asleep in class. Trust me,
its not fun when your sleeping in
class and your friends and other
students are making fun of you
while your sleeping.

My second reason, why I agree
with students under the age 15
should go to bed at 8:00 pm is
because all students need to pay
attention in class so they know

Task B: Writing to Persuade

Final Draft

You may continue your final draft on this page.

what going on and not spacing out and day dreaming. Also, so they are getting good, great fantastic grades so they can spend there life on planning what college to go to. I know that when I get good grades in high school I'm going to want to be thinking on wich college I'm planning to go to.

My third reason, why I agree with you is because students always dream of what they want to be when the grow up so they pay attention in class, do their homework, get good grades, and get enough sleep

Final Draft

You may continue your final draft on this page.

To sum it up, going to bed
at 8:00pm is important so
you need lots of sleep, not fall
asleep in class, and not thinking
of other stuff.

Sincerely
Student

Task B: Writing to Persuade

Final Draft

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Early Bedtime

A recent study has suggested that students under the age of 15 should be in bed by 8:00 P.M. in order to do their best in school. Do you agree or disagree? Write a multiple-paragraph letter to the editor of your newspaper persuading him or her to support your position.

Dear Editor, I agree students under age of 15 should go to bed by 8:00 or 8:30. Because to do their best they have to get there sleep. Really they should go to sleep by 7:30pm. So that they get all their sleep. It is important to get all of your sleep. So you can get

Final Draft

You may continue your final draft on this page.

up in the mornings to go to
School. ALSO it is not good to
not get all of your Sleep.
Because the way your body
was builded it needs Sleep
to do the things you want to do.
So don't push your self to not Sleep
let your self Sleep you need all
the Sleep you can get.

Task B: Writing to Persuade

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Early Bedtime

A recent study has suggested that students under the age of 15 should be in bed by 8:00 P.M. in order to do their best in school. Do you agree or disagree? Write a multiple-paragraph letter to the editor of your newspaper persuading him or her to support your position.

Dear Editor,

These days, most kids come to school yawning and moaning about how tired they are. You recently wrote something about a study suggesting students under 15 should be in bed by 8:00 p.m. in order to do their best in school. Even though most kids would hate to go to bed early, this statistic stands to be true. Students under 15 should be in bed by 8:00 p.m.

Final Draft

You may continue your final draft on this page.

To start, most students are exhausted when they arrive at school. Teachers have a constant struggle to keep them awake long enough to get through a day's lesson. If parents made their kids' bedtimes earlier, the teachers could stop struggling and the kids would be wide awake, and they won't crash on their papers. The students would be able to stay awake all day, be a part of the class discussions, and be able to bring their grade up. If the kids play sports games after school, they would be doing their all, and working their butt off instead of just wandering around the court or field hopelessly, and then crash during the middle of the game. Older kids might say their social events in the evening are more important than school work, but if they fail classes, their parents will most likely say "no more socializing until you bring your grade up." Would the kids rather have social events while maintaining a good grade, or no social events at all?

Task B: Writing to Persuade

Final Draft

You may continue your final draft on this page.

Furthermore, with more sleep kids will be able to keep focused during the day. Therefore they will be able to keep their grades up, and they won't have to give up their social time, or sports events. Most kids would say, "If we go to bed at eight, we won't have any time to do homework! Since we have practice right after school every day!". To that we could argue, "I'm sure your practice doesn't last for or five hours, and if it does I'm sure your coach would let you take off early to finish your big homework assignment". Students would have more energy to go to practice after school, and they would still be entirely focused. That is, if their bedtime was eight.

To add on, there are a lot of kids regularly late to school. In fact, as I am writing this paper it is ten o'clock, school began at nine. There are still kids arriving. Most are being driven by parents. Most are late because they took too long getting ready after watching T.V. longer than they

Final Draft

You may continue your final draft on this page.

should have. Most are late because they slept in past their alarm since they were too tired to get up. Not only does going to bed late affect the student and their grades, it affects the parent's time, gas money, and now they're late for work. If the kids went to bed earlier, parents wouldn't have had to be late to work, kids wouldn't be sleeping past the alarm, and they would get the time they need to study for the test in third period. Going to bed late doesn't just affect students, but parents too.

To conclude, going to bed early will help the students stay on track with their day, stay focused, and be on time to school. To share this study with parents, this should be broadcasted on the news or over the radio. More parents will see or hear about the statistic, and before you know it, less parents will be driving their kids to school an hour late. Students

Task B: Writing to Persuade

Final Draft

You may continue your final draft on this page.

Under the age of 15 should be tucked in at 8:00 p.m.

Sincerely,

Student

Blank lined area for writing.

Task B: Writing to Persuade

Final Draft

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Early Bedtime

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Dear Reader,

I have heard talk about early bed time. Bad idea! If you are over the age of thirteen, you don't need a bed time. I mean, go to bed before ten o'clock.

Final Draft

You may continue your final draft on this page.

So don't take me the wrong way and stay up all night! I go to bed at nine o'clock and wake up feeling fine and awake at six-forty-five in the morning.

Personally, I like to watch a movie before I go to bed. Eight o'clock sounds like a perfect time to put in a movie. After dinner, and before I go to sleep. Trust me, if everyone fell asleep at eight o'clock every night, fun is out of the picture. Ask anyone at my school. Most of them will say nine o'clock is a great time to go to bed.

Task B: Writing to Persuade

Final Draft

You may continue your final draft on this page.

Lastly, you wouldn't be able to go to friends house after school very often. I like to go to my friends house after school or on school nights. Usaully, I come home at eight'o clock. Well what do you know, my time with friends is cut. So, basically, no more fun with eight'o clock bed times.

That's my opinions and facts on eight'o clock bed times. You may have something else to say about eight'o clock bed times, but now you know what I think about it

Sincerely,
Student

Grade 7

Content, Organization, & Style Scoring Guide

Points	Description
4	<ul style="list-style-type: none"> • Maintains consistent focus on topic and has selected relevant details • Has a logical organizational pattern and conveys a sense of wholeness and completeness • Provides transitions which clearly serve to connect ideas • Uses language effectively by exhibiting word choices that are engaging and appropriate for intended audience and purpose • Includes sentences, or phrases where appropriate, of varied length and structure • Allows the reader to sense the person behind the words
3	<ul style="list-style-type: none"> • Maintains adequate focus on the topic and has adequate supporting details • Has a logical organizational pattern and conveys a sense of wholeness and completeness, although some lapses occur • Provides adequate transitions in an attempt to connect ideas • Uses adequate language and appropriate word choices for intended audience and purpose • Includes sentences, or phrases where appropriate, that are somewhat varied in length and structure • Provides the reader with some sense of the person behind the words
2	<ul style="list-style-type: none"> • Demonstrates an inconsistent focus and includes some supporting details, but may include extraneous or loosely related material • Shows an attempt at an organizational pattern, but exhibits little sense of wholeness and completeness • Provides transitions which are weak or inconsistent • Has a limited and predictable vocabulary which may not be appropriate for the intended audience and purpose • Shows limited variety in sentence length and structure • Attempts somewhat to give the reader a sense of the person behind the words
1	<ul style="list-style-type: none"> • Demonstrates little or no focus and few supporting details which may be inconsistent or interfere with the meaning of the text • Has little evidence of an organizational pattern or any sense of wholeness and completeness • Provides transitions which are poorly utilized, or fails to provide transitions • Has a limited or inappropriate vocabulary for the intended audience and purpose • Has little or no variety in sentence length and structure • Provides the reader with little sense of the person behind the words

**2010 Grade 7 Instructional Guide
Sample Papers - Persuasive
Answer Key**

Paper #	COS Score	Notes
Persuasive Sample 1	2	
Persuasive Sample 2	3	
Persuasive Sample 3	2	
Persuasive Sample 4	1	
Persuasive Sample 5	4	
Persuasive Sample 6	3	