



Grade 4 Writing

Expository Scoring Guide

March 2017

Grade 4 Writing Expository Prompt

READ the information in the box below.

When we are young, we often imagine having the chance to meet someone we admire.

THINK about having the chance to meet anyone in the world. What person would you choose to meet?

WRITE about the person you would want to meet and explain why you would choose that person.

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.

When someone is your admirer they are your role model. Role models are good people. My role model is Coco Jones. Because she is a good person. She is also a award winner. She is my admirer. Role models are people you look up to. A role model wins medals. They're good people. Role models are admirers. Admirers are role models. They are good people. They win medals. They also win awards. I hope that when I get older I can be a role model. I will dream big of being a admirer.

Score Point 1

The central idea of this essay is unclear. The writer begins with an illogical definition of a role model (When someone is your admirer they are your role model) and with the identification of Coco Jones as her role model. Instead of explaining why she would like to meet Coco Jones, the writer presents repetitive details about the characteristics of role models, making the essay difficult to follow. The essay is insubstantial because the writer's response to the prompt is vague and confused as she moves from identifying Coco Jones as her role model to general descriptions of role models to identifying Coco as her admirer. In addition, simplistic sentences and the writer's limited word choice significantly limit the effectiveness of this very limited writing performance.

The person who I admire the most is my stepdad. The thing he admires me is that he works hard and I go with him to Austin to work. When he works harder and harder and harder he gets more money but he gets tired easily.

When he puts me to work is that he has a lot of work in that same house. He works hard because he doesn't want to lose his money because they pay him more than one-hundred. What he works on is making rooms, closets and making more stuff out of wood and it stinks.

Score Point 1

In this response, the writer references the boxed information from the prompt page to lead to the central idea that “The person who I admire the most is my stepdad.” However, the essay as a whole is only weakly linked to the prompt because the development does not contribute to the idea of someone the writer would like to meet. The writer shifts from describing his admiration for his stepdad to attempting to relate why his stepdad sometimes needs help to adding extraneous information in the last sentence, weakening the coherence of the response. In addition, limited word choice and conventions errors further impede the quality and clarity of this very limited writing performance.

People in the world when they were young they admire some one like John F. Kennedy.

The person I admire and wanted too meet is Martin Luther King Jr. because he had a dream and he gave a big speech were he put the white and blacks together and he marched in Washington D.C. and got shot that's the person I admire because for what he did is I have a dream speech and now I can't see him because he's dead that was my only wish is too see Martin Luther King Jr because he's the one I mostly admire in my whole life and from today he is the one I still admire and I will never forgit the words he said I have a "dream speech" I won't ever forgit them words they always stay in my head from now on and intill I die and the other reason is because he chang our lifes from being slaves

That's the kind of person I want to be when I grow up like Martin Luther King Jr did when he was grown, was to let there be no slavery in our Nation which is the U.S.A. our country that we live in the man who took out the slavery and let us have freedom and that's my story about a man who let us have freedom.

Score Point 1

The writer of this very limited writing performance admires Martin Luther King, Jr. because of “what he did” and because he “changed our lifes.” Although the writer’s ideas are related to the prompt, they are vague and repetitive. For example, the writer repeatedly refers to Martin Luther King, Jr.’s “I Have a Dream Speech” (. . . because he had a dream and he gave a big speech; that is the person I admire . . . for what he did is I have a dream speech; he’s the one I mostly admire in my whole life and from today he is the one I still admire and . . . will never forget the words he said I have a “dream speech”); this causes serious disruptions in the progression of ideas and makes the essay difficult to follow. In addition, the lack of sentence boundaries disrupts the fluency of the piece and interferes with meaning.

"Omg!" I just had the best five minutes of my life! I imagined a day with Taylor Swift. We went in her private jet and flew to New York, then we went to go grab food from the best restrant ever Gino's, finally we went to the worlds biggest toystore!

Once I walked into her jet I was like "oh my gosh im so in love I found you finally, ya I was like, Oh Oh Oh Oh Oh Oh Oh my gosh!" it had leather chairs, tv's, and a sushi bar! Once we got to Gino's pizza place we ordered 2 pasta's with alfredo sause and chicken, then ordered 2 sets of lava cakes. Finally we went to the worlds biggest toy store and bought 1 box of nerds, 1 box of twizzlers, 1 tub of sweet hearts, and 1 huge gummy bear, but that was only down stairs. Once we went up the elevator to get up stairs we took a little peek and then looked at each other and ran we bought 2 gigantic stuffed animals and some lego's.

I didnt want to stop imagining but my mom yelled "Come down here please!" so I did when I was down stairs I told her the whole story. Then she asked me what I want for my birthday and I said "I want to meet Taylor Swift."

Score Point 1

In this very limited writing performance, the writer establishes "Taylor Swift" as the person she most wants to meet, but the organizing structure of the essay is inappropriate to the expository purpose. Instead of an explanation of why the writer would want to meet this person, the details move through time as the writer recounts an imagined day spent with Taylor Swift. Although the writer does include details to describe the day (it had leather chairs, tvs, and a sushi bar; I bought 1 box of Nerds, 1 box of Twizzlers, 1 tub of Sweethearts, and 1 huge gummy bear), these details do not contribute to an explanation of why the writer would like to meet Taylor Swift. The lack of appropriate explanatory development causes the essay to be insubstantial, and the narrative structure demonstrates the writer's lack of understanding of the expository writing task.

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.

A person I would like to meet is Michel Philips, because he won the olimpics, he can give me awesome tips about swimming, and I can see all the medles he has.

He won the olimipics. Michel Philips is one of the swimmers who won the olimpics. He was in the boys group for united States of America. I can't believe he won. He probably competed over 100 people! Wow!

Michel Philips can give me awesome tips about swimming. Someday I want to go up to Michel Philips, and ask for tips about my swimming. I could be the champion at it. I could have the same dives as him.

I could see all the medles he has. Imagine, him having all the medles and ribons. I can see the one he got at the olimpics, and maybe I can hold the real gold medlet in my hand. That would be super cool.

I hope someday I can see him.

A person I would like to meet is Michel Philips.

Score Point 2

In this basic writing performance, the writer describes wanting to meet Michael Phelps. Although the writer creates an appropriate organizational structure, the development about winning the Olympics, getting tips about swimming, and seeing Michael Phelps's medals is superficial and repetitive. The progression of ideas is not always controlled due to weak connections from sentence to sentence and paragraph to paragraph. Minimal development and general word choice, as well as the perfunctory introduction and conclusion, further weaken the overall effectiveness of the essay and demonstrate the writer's limited understanding of the expository writing task.

" Have you ever dreamed of meeting a person you admire? I have, the person I admire is Tony Hawk. I have three reasons why I admire him?

First of all, he is a pro skater he can teach me how to ollie, kick flip, Nollie, Heel Flip, Pop shuvit, grind down stairs, wall ride, and alot more

Second of all, he knows alot of skate parks. I can't skate in my nebor hood, its rough ground, no ramps, in my nebor hood. So he can tell me the best skate parks in Texas

Third of all, he is Super Famous! He is in movies, TV Shows, talk shows, and Guiniss world records 2014 edition,

To sum it up thats why I admire Tony Hawk,

Score Point 2

The writer of this response begins with a rhetorical question and then introduces the central idea that Tony Hawk is the person he admires and wants to meet. The essay includes three reasons for wanting to meet Tony Hawk (pro skater, knows location of skate parks, is famous), but each of these ideas is only minimally developed with random lists of details about skating tricks, skate parks, and Tony Hawk's fame. Additionally, the formulaic paragraph-to-paragraph transitions (First of all; Second of all; Third of all) weaken the progression of ideas, and the conclusion does not contribute to the explanation of the central idea. This further weakens the effectiveness of this basic writing performance.

If I could meet anyone in the world it would be, J. Mendal dress designer. She is a designer of many sorts. I would want to meet J. Mendal because I could learn to make beautiful designs.

J. Mendal is a very talented dress designer. She puts - sequence and lace on dresses. There are different steps in design. It takes time and lots of patience. Here is a step of design. First draw the design, then give it color. Finally sew it.

J. Mendal knows how to design dresses with sequence, lace, and color. If I could meet J. Mendal I, could do all of these things. And these things make her a great designer. That is why I want to meet J. Mendal.

Score Point 2

In this essay, the central idea is that the writer would like to meet dress designer J. Mendal so she “could learn to make beautiful designs.” The writer attempts to develop this idea by providing minimal development for choosing J. Mendal, such as identifying Mendal as “a designer of many sorts” and “a very talented dress designer.” The writer then shifts to an explanation of steps in the design process, but the details are too partially presented to provide substantive development. In addition, weak sentence-to-sentence and paragraph-to-paragraph connections cause the progression of ideas to be presented in a way that is not always logical, further hindering the effectiveness of this basic writing performance.

The person that I would like to meet is JJ. Watt. One of the reasons that I would want to meet him is that he is a really tough football player, and he inspires me to play. I want to meet him because of a lot of reasons such as he never gives up if he is trying to complete a goal in his life. He always works hard to finish what he is told to. Another thing is that he has a great personality to other people. He keeps his promise if someone told him to do something like go to a place and get something. He is a very successful football player for the line backers. Another thing is that he is very kind to other people and his team. The last thing is that he tries his best no matter how hard the task is to complete. JJ. Watt is truly the person that I would like to meet one day.

Score Point 2

The writer of this basic writing performance wants to meet J.J. Watt because “he is a really tough football player, and he inspires me to play.” Although it is clear why the writer wants to meet J.J. Watt, the progression of ideas is not always logical or controlled as the writer moves from “he never gives up” to “he has a great personality” to “he is very kind to other people” to “he try’s his best” without effective transitions or sentence-to-sentence connections to show the relationships among ideas. In addition, the details are too partially presented to add substantive development.

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.

Everyone has someone they want to meet and want to be like in their life. The person I want to meet is Pete Nelson. I am going to tell you the reasons why he is the person I want to meet.

For example, he makes people's dreams come true when he builds treehouses for other people that are out of this world. And he also lets people stay in his modern treehouses at treehouse point.

Second of all, Pete cares about others. Like when he lets the treehouse client choose what the actual treehouse should look like on the interior and exterior. And he also puts in little details that remind the owners of the treehouses of the deceased and past.

And lastly, he helps others out. And he would even travel across the United States just to fix a treehouse. Also he lets people have places to stay in the canopy of the trees.

In conclusion, Pete Nelson will always be someone that I would want to meet. And I hope I will be able to travel to Seattle, Washington to meet him soon.

Score Point 3

The writer of this satisfactory writing performance would like to meet treehouse builder Pete Nelson. Although the writer includes the formulaic preview statement “I am going to tell you the reasons why he is the person I want to meet” and uses some perfunctory transitions (For example; Second of all; In conclusion) the overall organization and development of ideas in this response is sufficient. The writer’s sentence-to-sentence connections support the flow of the ideas. Additionally, the essay reflects some thoughtfulness with the idea that Pete Nelson “makes people’s dreams come true when he builds treehouses for other people that are out of this world.” Specific word choice (interior, exterior, deceased) contributes to the clarity of the essay. The writer of this focused, succinct response demonstrates the writer’s good understanding of the expository task.

Everyone has someone we admire. To admire is to love and look up to. Erin Hunter is who I admire. I admire Erin Hunter because she really encourages kids to read. She also is very proud of her work, and she should be. Erin is a great author who allows kids to have a clear picture of what she's describing. People including I look up to Erin Hunter and would like to follow in her footsteps.

Erin's books are the best I've ever read. I think they are rays of sunshine on a cloudy day. She writes in animals' perspectives, and really informs me how these animals survive. Erin has written 3 brilliant series. These are Warriors in a cat's perspective, Seekers in a bear's perspective and Survivors in a dog's perspective. Erin Hunter has trillions of great ideas. Even though I love all her books I like Warriors the best.

The reasons why I like Erin's books are, she paints a clear picture in my mind. I could swear this picture is as clear as ice. Erin has a neat way of writing. She writes in perspective. Erin also uses figurative language. I really admire Erin Hunter and will always be thinking about her as a warrior. Meowowow!!

Score Point 3

The writer of this essay expresses admiration for author Erin Hunter. In the first paragraph, the writer explains that Erin Hunter deserves admiration because “she really encourages kids to read” and because she “allows kids to have a clear picture of what she’s describing.” The progression of ideas is generally controlled with sufficient sentence-to-sentence connections to link specific details and examples (animals’ perspectives; figurative language). To add some substance to the essay, the writer provides a metaphor and a simile to describe the examples of Erin’s books and the clear picture painted in the books. Specific details about the animal perspectives (warriors from cat’s perspective, seekers in bear’s perspective, and survivors in dog’s perspective) add some substance to the essay. The conclusion is mostly a summarization of the previously presented points; however, the writer ends the response with a thoughtful concluding sentence that compares Erin Hunter to the type of warrior she writes about. This provides unity and coherence to the writing. Overall, this response represents a satisfactory performance.

In the world, the only person I would like to meet is Superman, from the movie, Superman returns. I've been watching his shows since I was 3.

Superman has many amazing/amusing powers. Every episode I've seen, in the beginning, somebody always says, "Is it a bird, is it a plane, no, it's Superman!" And after they say that, another person says, "faster than a speeding bullet! Mightier than a deadly hurricane! And able to leap tall buildings in a single bound, it's Superman!"

Superman also has super strength to fight his enemies, he also has, heat vision, an icy cold burst of wind, and my favorite, he's indestructible. Whenever a bullet comes straight at him, it thunders away. Superman is indestructible anywhere, even his eye!

This man is from the planet Krypton. Krypton has been destroyed by a deadly explosion. Superman's mom and dad built a rocket and put him into it. When he was in the rocket, they rapped him up with a red and blue blanket and then he dashed away. As Superman thundered out of the planet, Krypton exploded.

As I got older, I discovered all this was fake. But then I realized, the actor for Superman was real. I know the name "superman", but I don't know his real name.

Today I realize how much I like Superman, and I'll never forget how amazing he really is.

Score Point 3

In this satisfactory writing performance, the writer expresses the desire to meet Superman because of his “many amazing/amusing powers.” To support this central idea, the writer moves from recounting the opening of every radio or television episode (faster than a speeding bullet; able to leap buildings in a single bound) to providing some clear and specific details that describe other super powers that Superman possesses, such as super strength, heat vision, and an icy cold burst of wind. However, the controlled progression is disrupted in the fourth paragraph, where the essay reveals a minor lapse in the writer’s focus with the description of Superman’s exit from Krypton in a rocket just before the planet exploded. Although these details do not contribute to the central idea of the essay, the overall organization and development are sufficient. In the two concluding paragraphs, the writer observes that, although the character of Superman is not real, the creator of the character still warrants the writer’s admiration. This provides some thoughtfulness to the piece, and meaningful transitions such as “As I got older” and “Today I realize” further contribute to the effectiveness of the essay.

Betty White is a hilarious actress who would be fun to talk to. She has starred in many television shows, and she has had her own, too. Betty White was on "The Mary Tyler Moore Show" as Sue Anne. On "The Golden Girls", my favorite television show, she acted with Beatrice Aruther, Rue McLanahan, and Estelle Getty. Betty White was the star in "Life with Elizabeth", and that show was on so long ago, that it was in black and white! "Off the Rockers", she was much older now, is another one of her own shows. Old people go around doing crazy, funny things in it. If I got to meet Betty White, we would talk about some funny things she's done. In "The Golden Girls", there's an episode where she plays Henry Penny in a play for 1st graders. Henry Penny thinks the sky is falling! Betty White starred on "The Carol Burnett Show", and she plays someone who talks like they're from New Jersey, chews gum, and the scene is on a beach. On "The Mary Tyler Moore Show", a guy picks her up and puts her onto a cake! She also was the voice of the grandma on The Lorax. Betty Marion White would be so much fun to talk to, and she's such a funny actress.

Score Point 3

The writer of this response states the desire to talk with Betty White because she is a "hilarious actress." The comprehensive list of television shows and the characters Betty White played in them provides specific and appropriate development that contributes some thoughtfulness to the essay (Life with Elizabeth was on so long ago it was in black and white) and supports the central idea. The progression of ideas is logical and controlled with sentence-to-sentence connections that are sufficient to support the flow of the essay. In addition, clear and specific word choice (she plays someone who talks like they're from New Jersey, a guy picks her up and puts her on a cake) and varied sentence structures contribute to the effectiveness of this 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.

"Hmm..." I say, examining a old, black & white photo of my oma, (grandmother) resting in my dad's office. Like dust, I settle into my dad's black, rolling chair and slide in tiny circles, not moving that much. I do this all without taking my eyes off the picture.

My family told me she was almost exactly like me. She had my smile, she had my nose, and she used to have the same color of hair, but most importantly, my personality. They told me that she was a kind, funny person that could make people laugh & people adored her, although when she moved to America, she was a tiny bit clueless. (Although, isn't everybody that way sometimes?)

She had an interesting back story, although there was a lot to it so I don't remember it all.

She was born in Holland, so we call her oma because that is the Dutch way to say grandmother.

She married my papa when she got older, & they lived a happy life together. From what I heard, she seemed like a nice person & I had always wanted to meet her.

Score Point 4

The writer of this skillfully crafted essay uses a reflective approach to introduce a clear central idea: the desire to meet a deceased grandmother. This essay is considered thoughtful and engaging because of the personal connections (my smile; my nose; my personality) that the writer shares with the grandmother she never met. Controlled language and precise details, such as the comparison of how the writer settles on her dad's chair like dust, add substance to the essay. The progression of ideas is logical and well controlled as the writer moves from describing her grandmother's personal characteristics to recounting traits (making people laugh; a tiny bit clueless) that endeared her grandmother to her family to explaining how her grandmother came to be called "Oma". By sustaining this focus throughout, the writer is able to create an essay that is unified and coherent. This response demonstrates an accomplished writing performance.

Martin Luther King Jr. was brave and determined. That's why I admire him. If I had the chance to meet anyone in the world I would meet him.

I would chose to meet Martin Luther King Jr. because he was very brave. Being brave means standing up for what you believe in and what's right, that is exactly what he did. He was telling anyone and everyone who would listen what was right. He knew he could have been thrown in jail for that but he kept going. He was fighting against segregation and for the rights of people. That takes a lot of bravery. He was very brave, I would have been to scared to even try to do what he did.

I also admire Martin Luther King Jr. because of his determination. He was willing to fight against segregation untill his last breath. When people said mean things about what he said he wouldn't be discouraged, he kept going even harder. He knew some people might disagree with him and try to harm him, but that didn't stop him. He was so determined that nothing could stop his fight for what's right.

I admire Martin Luther King Jr. because of his bravery and determination. He could have been one or the other but he was both. That's what made him strong and made him the person I would like to meet most in the world.

Score Point 4

In this tightly-controlled response, the central idea is that the writer would choose to meet Martin Luther King, Jr. because he was brave and determined. To support this idea, the writer describes MLK's bravery, which was demonstrated by King "standing up for what he believed in, knowing he could have been thrown in jail for that but he kept going." In the third paragraph, the writer explains how King was determined to fight against segregation despite opposition and the possibility of personal harm. This development of ideas is effective because the writer uses thoughtful, specific, and well-chosen examples to describe these traits in a manner that demonstrates a thorough understanding of the expository writing task. Purposeful and precise word choice (fight . . . until his last breath; wouldn't be discouraged) contribute to the quality and clarity of the essay. The writer's personal reflection about being "too scared to even try to do what [King] did" and the insightful conclusion strongly contribute to the unity and effectiveness of this accomplished writing performance.

One Person I'd like to meet

The one person I would like to meet is Tim Allen because he played in my favorite movies, I like his books, and he seems to be my type.

I really like Tim Allen's books. They describe everything well, and they are hysterical. Right now, I'm reading one where he lost a hood ornament but found the meaning of life. In a physics book he's reading, it says that unless a atom does a certain thing (I can't remember what) it is not real. That means you, and maybe not be here! Confusing, right?

Another thing I really like about Tim Allen is that he played in two of my favorite movies, Shaggy Dog and Santa Clause. He's such a good actor that I didn't even notice he was acting! And yet he is still modest about it. He is that good of a person.

Tim Allen is really my type. We both have our troubles, but we just keep going forward with them until they fix themselves. We like the same foods, and we still find a way to eat them even when someone is horassing us to eat something more "healthy". I mean, we know we need to eat healthy, but we do make sure the people that make "junk" food aren't waisting their time! We (after reading his books) seem to agree on a lot of things.

I'd really like to meet tim Allen. Who do you want to meet?

Score Point 4

The writer of this accomplished writing performance would like to meet Tim Allen for three reasons: he played in the writer's favorite movies, the writer likes his books, and he seems to be the writer's type. The writer structures the essay with development that includes well-chosen examples and details (books are hysterical; in the movies Shaggy Dog and Santa Claus . . . don't notice he's acting; enjoy the same foods) that add substance to the essay. Personal reflections within each body paragraph make the writing engaging and thoughtful. Purposeful and controlled sentences with strong sentence-to-sentence connections, such as the writer's observation about Tim Allen being such a good actor but also being modest about it, further enhance the effectiveness of the response.

If you could pick one person you would like to meet who would it be. A race car driver, artist those are some good choices, but I have one that will top them all. They go to space, he was the first man to do it. Have you guessed it yet.

It's Neil Armstrong! If I could meet with him it would be a dream come true. He would take me inside the shuttle and I could peer at all of the gadgets. I would sit in the pilots seat and pretend to gaze down at earth.

After that he would show me pictures of the huge gleaming craters, and he would show me what the earth looked like from the moon. I could stare at the view and pretend to fly around in the space. I would look through the windows, and gaze at all of the beautiful planets.

We could sit down and he would tell me how it felt to step on the moon. What he saw, how he felt and the most exciting part. He would tell me how fun it was to jump and soar over the surface of the crater filled planet, and glide back down.

So if you had the chance to meet some one who would you pick.

Score Point 4
Beginning with a rhetorical question and details to engage the reader, the writer of this accomplished writing performance identifies the central idea as his desire to meet Neil Armstrong, the first man to step on the moon. This writer uses an appropriate organizational structure describing the hypothetical experience of meeting Neil Armstrong. The progression of ideas is well controlled as the writer moves from going inside the shuttle to pretending to fly around in space and enjoying the view to having Armstrong recount his experience of stepping on the moon. The strong sentence-to-sentence connections enhance the flow of the essay and make the writer's train of thought easy to follow. The hypothetical nature of this concise response reveals the writer's unique perspective and demonstrates a thorough understanding of the expository writing task.

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