

Grade 6 Sample Test Prompt

Conventions

The cafeteria serves some foods people like and some they don't like. Think about three different foods that you would like the cafeteria manager to serve that you can't get now in the cafeteria.

Write a letter to the cafeteria manager convincing her to serve each of the three new foods that you are suggesting.

Your essay should

- Target a specific audience and purpose.
- Organize clear ideas into meaningful sequence.

Remember to edit for spelling, grammar, punctuation, and capitalization.

AIMS Six Trait Analytic Writing Rubric – Official Scoring Guide

CONVENTIONS

<p>6</p> <p>The writing demonstrates exceptionally strong control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage) and uses them effectively to enhance communication. Errors are so few and so minor that the reader can easily skim right over them unless specifically searching for them. The writing is characterized by</p> <ul style="list-style-type: none"> • strong control of conventions; manipulation of conventions may occur for stylistic effect. • strong, effective use of punctuation that guides the reader through the text. • correct spelling, even of more difficult words. • paragraph breaks that reinforce the organizational structure. • correct grammar and usage that contribute to clarity and style. • skill in using a wide range of conventions in a sufficiently long and complex piece. • little or no need for editing. 	<p>5</p> <p>The writing demonstrates strong control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage) and uses them effectively to enhance communication. Errors are so few and so minor that they do not impede readability. The writing is characterized by</p> <ul style="list-style-type: none"> • strong control of conventions. • effective use of punctuation that guides the reader through the text. • correct spelling, even of more difficult words. • paragraph breaks that reinforce the organizational structure. • correct capitalization; errors, if any, are minor. • correct grammar and usage that contribute to clarity and style. • skill in using a wide range of conventions in a sufficiently long and complex piece. • little need for editing. 	<p>4</p> <p>The writing demonstrates control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage). Minor errors, while perhaps noticeable, do not impede readability. The writing is characterized by</p> <ul style="list-style-type: none"> • control over conventions used, although a wide range is not demonstrated. • correct end-of-sentence punctuation, internal punctuation may sometimes be incorrect. • spelling that is usually correct, especially on common words. • basically sound paragraph breaks that reinforce the organizational structure. • correct capitalization; errors, if any, are minor. • occasional lapses in correct grammar and usage; problems are not severe enough to distort meaning or confuse the reader. • moderate need for editing.
<p>3</p> <p>The writing demonstrates limited control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage). Errors begin to impede readability. The writing is characterized by</p> <ul style="list-style-type: none"> • some control over basic conventions; the text may be too simple to reveal mastery. • end-of-sentence punctuation that is usually correct; however, internal punctuation contains frequent errors. • spelling errors that distract the reader; misspelling of common words occurs. • paragraphs that sometimes run together or begin at ineffective places. • capitalization errors. • errors in grammar and usage that do not block meaning but do distract the reader. • significant need for editing. 	<p>2</p> <p>The writing demonstrates little control of standard writing conventions. Frequent, significant errors impede readability. The writing is characterized by</p> <ul style="list-style-type: none"> • little control over basic conventions. • many end-of-sentence punctuation errors; internal punctuation contains frequent errors. • spelling errors that frequently distract the reader; misspelling of common words often occurs. • paragraphs that often run together or begin in ineffective places. • capitalization that is inconsistent or often incorrect. • errors in grammar and usage that interfere with readability and meaning. • substantial need for editing. 	<p>1</p> <p>Numerous errors in usage, spelling, capitalization, and punctuation repeatedly distract the reader and make the text difficult to read. In fact, the severity and frequency of errors are so overwhelming that the reader finds it difficult to focus on the message and must reread for meaning. The writing is characterized by</p> <ul style="list-style-type: none"> • very limited skill in using conventions. • basic punctuation (including end-of-sentence punctuation) that tends to be omitted, haphazard, or incorrect. • frequent spelling errors that significantly impair readability. • paragraph breaks that may be highly irregular or so frequent (every sentence) that they bear no relation to the organization of the text. • capitalization that appears to be random. • a need for extensive editing.

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Writing**FINAL COPY**

Deer cafeteria went New kind of food in
the Cafeteria. We ARE bored of the old food.
The New food we wanted soup and potatoes
and fish.

Score point 1 – Numerous errors in spelling, capitalization, and punctuation distract the reader and make the text difficult to read. There is a need for extensive editing, even in this short response.

Writing**FINAL COPY**

Dear Lunch Ladies
I didn't ever like your old bean
buretos. Im glad you took them
off the menu. Oh and theres
2 more I didnt like that
Im glad you took off the
menu. #1 that old rotten
spaggette and the chefboyarede.
So thats all I needed to say
oh and thanks for taking
them off the menu.

Score point 2 – Frequent, significant errors impede readability. End-of-sentence punctuation errors, internal punctuation errors, and misspelling of common words distract the reader. There is a substantial need for editing.

Page 4**Go On** 

Writing**FINAL COPY**

Cafeteria Manager I would like to add tree new food's. My first one is like this. I would like Lagsana bicause it is good. Almost all the people like it. And bicause They like how it tastes and I also like It. My second choice is a Pafee they are really really good. Almost all the people like it Bicause its good. It's made like this they put some cream in the botom they put furits in the middle and last they put cream in the top. And you put it in the Freezer. My last choice is Fruit salad bicause it has fruits and it will loock good. And theachers mighth like my three Food Choices

Singed

A M S

Score point 3 –The writing demonstrates limited control of standard writing conventions; however, errors begin to impede readability. End-of-sentence punctuation is usually correct. There is misspelling of common words: manger for manager, tree for three, bicause for because, loock for look, mighth for might, and singed for signed.

Pac

Writing**FINAL COPY**

Dear Cafeteria Manager,

I was wondering if the Cafeteria could serve something different, besides the same old food. Some people get tired of eating the same food, so I was thinking the cafeteria could serve at least 3 new foods, if it was all good with you. If it is all right, then I was thinking that maybe the 3 new foods to serve could be Anchiladas, hot wings, and mozzarella sticks. I think that pretty much all the students would really enjoy to get a break from all the other food. If you disagree with me, then maybe you could at least let everybody vote, to see what they would prefer the most. If you want, I could even talk to the principal about it, if that's what you're worried about. I'll do anything to help, if you try my ideas! Maybe if you like it, then

Page 4

Go On 

Writing

FINAL COPY

Every Friday we could pick three new foods to serve. Please think about it and let me know soon. Thanks!

Sincerely,
S L

Score point 4 – The writer shows a control over conventions used, although a wide range is not demonstrated. Correct end-of-sentence punctuation is used, and there are only few internal punctuation errors. There are occasional lapses in correct grammar and usage, but only a moderate need for editing.

Writing**FINAL COPY**

April 22, 2004

To whom it may concern:

Our cafeteria is well managed, but it needs some change. The food is the main concern of the students. If you took some time out of your busy schedule to ask the people who eat the food, the students, about it, you may find that a need for new and better food has arisen.

One of the three new dishes that I would like to discuss is Chinese honey chicken. This is a very popular food among my family and I am sure it is also popular with many others. Also, my school has multicultural students. Some of these students may prefer to eat food from their country, not always from the United States. Think about this and remember, it's for the good of the students.

Next, I would like to briefly touch on the fact that some of the students at my school are vegetarians. These people may not eat meat, but they do eat salads. This is why I suggest that salads will be made available. Yes, I know that "salads" are

Page 4

Go On 

Writing**FINAL COPY**

obtainable, but these "salads" are just a few pieces of lettuce and two stake crutons. When I say I want salad, I mean real salad. Salad with different kinds of lots of lettuce, extra crutons and ceasar dressing. Which one do you prefer to eat? It is most likely the latter.

Lastly, my fellow students and I would greatly appreciate if you served sweet potatoes. I am not sure if everyone likes them, but I do. Sweet potatoes have been around for a long time, and I am sure you remember your grandmother's sweet potatoes with their sause, seasonings, and freshness. Remember those times, and let us experience them too.

I hope you will consider these requests and fullfill them. Thank you for your time.

Concerned Student,

A K

Score point 5 – The writing demonstrates strong control of standard writing conventions, using them effectively to enhance communication. Paragraph breaks reinforce the organizational structure. The writer employs correct grammar and usage that contributes to clarity and style. There is little need for editing.

Writing

FINAL COPY

Dear Cafeteria Manager,

What if you were a vegetarian who couldn't eat the meat that is present in almost all of the foods served in the cafeteria? What if you had a sore tooth that would hurt if anything came in contact with it? How about if you weren't getting enough nutrition and needed the nutrients found in the skins of foods? Well, there are plenty of students that you serve who are suffering because of the foods provided by our cafeteria (not your fault of course.) Luckily, there are a few changes we can make. All we have to do is add three new foods to the menu. These foods are baked potatoes, milkshakes, and seafood.

It has been proven that a large amount of children are not getting the nutrients they need. Do we really want that to be the fault of the school? Since I know you don't want it to be, there is a solution I have come up with. All you have to do is serve baked potatoes rather than mashed ones. It is proven that the nutrients of a food are in the skin. This means that while we are serving mashed potatoes, the students are not getting the nutrients that baked potatoes have to offer. Yet, what if it weren't a lack of nutrients? What if it were a problem slightly less dangerous?

The problem with our generation is that we eat much too much candy and sweets. That is a dreadful nurse for our teeth. Sometimes, those sugar rushes catch up to us and we have to pay the price. Yes, a cavity. We all know that cavities are horrid things and an experience we are not likely to forget. It can be made worse when something cold (like

Writing**FINAL COPY**

ice cream) meets with that toothache can prevent that from happening if you serve milkshakes rather than regular ice cream. The milkshakes may cause a smidgen amount of pain but not nearly as much as regular ice cream. This is because when we drink something, it goes straight down our throats, rarely hitting our teeth, and when we eat something we tend to automatically chew. Yet, what if we have no choice but to not eat a certain food?

Some religions (and those who simply choose to) cannot eat meat. This is a terrible news since almost all that is served contains some kind of meat. This can be solved by adding seafood to the menu. It just so happens that some (though not all) vegetarians can eat seafood. And, isn't it better to please some vegetarians rather than none at all?

I am hoping that since you care about the students you serve (and I know you do) that you will consider my proposition. I know that it would make me, and the other students you serve, just wonderful.

Sincerely,

B. C.

Score point 6 – This response has exceptionally strong control of writing conventions. The writer shows skill in using a wide range of conventions in a sufficiently long and complex piece. Correct use of internal punctuation, including parenthesis is noted. Correct grammar and usage contribute to clarity and style.