

Grade 6 Sample Test Prompt

Sentence Fluency

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

SENTENCE FLUENCY

<p>6</p> <p>The writing has an effective flow and rhythm. Sentences show a high degree of craftsmanship, with consistently strong and varied structure that makes expressive oral reading easy and enjoyable. The writing is characterized by</p> <ul style="list-style-type: none"> • a natural, fluent sound; it glides along with one sentence flowing effortlessly into the next. • extensive variation in sentence structure, length, and beginnings that add interest to the text. • sentence structure that enhances meaning by drawing attention to key ideas or reinforcing relationships among ideas. • varied sentence patterns that create an effective combination of power and grace. • strong control over sentence structure; fragments, if used at all, work well. • stylistic control; dialogue, if used, sounds natural. 	<p>5</p> <p>The writing has an easy flow and rhythm. Sentences are carefully crafted, with strong and varied structure that makes expressive oral reading easy and enjoyable. The writing is characterized by</p> <ul style="list-style-type: none"> • a natural, fluent sound; it glides along with one sentence flowing into the next. • variation in sentence structure, length, and beginnings that add interest to the text. • sentence structure that enhances meaning. • control over sentence structure; fragments, if used at all, work well. • stylistic control; dialogue, if used sounds natural. 	<p>4</p> <p>The writing flows; however, connections between phrases or sentences may be less than fluid. Sentence patterns are somewhat varied, contributing to ease in oral reading. The writing is characterized by</p> <ul style="list-style-type: none"> • a natural sound; the reader can move easily through the piece, although it may lack a certain rhythm and grace. • some repeated patterns of sentence structure, length, and beginnings that may detract somewhat from overall impact. • strong control over simple sentence structures, but variable control over more complex sentences; fragments, if present, are usually effective. • occasional lapses in stylistic control; dialogue, if used, sounds natural for the most part, but may at times sound stilted or unnatural.
<p>3</p> <p>The writing tends to be mechanical rather than fluid. Occasional awkward constructions may force the reader to slow down or reread. The writing is characterized by</p> <ul style="list-style-type: none"> • some passages that invite fluid oral reading; however, others do not. • some variety in sentences structure, length, and beginnings, although the writer falls into repetitive sentence patterns. • good control over simple sentence structures, but little control over more complex sentences; fragments, if present, may not be effective. • sentences which, although functional, lack energy. • lapses in stylistic control; dialogue, if used, may sound stilted or unnatural. 	<p>2</p> <p>The writing tends to be either choppy or rambling. Awkward constructions often force the reader to slow down or reread. The writing is characterized by</p> <ul style="list-style-type: none"> • significant portions of the text that are difficult to follow or read aloud. • sentence patterns that are monotonous (e.g., subject-verb or subject-verb-object). • a significant number of awkward, choppy, or rambling constructions. 	<p>1</p> <p>The writing is difficult to follow or to read aloud. Sentences tend to be incomplete, rambling, or very awkward. The writing is characterized by</p> <ul style="list-style-type: none"> • text that does not invite—and may not even permit—smooth oral reading. • confusing word order that is often jarring and irregular. • sentence structure that frequently obscures meaning. • sentences that are disjointed, confusing, or rambling.

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Writing

FINAL COPY

Dear Mr. Manager

How are you doing Mr. Manager. fine with
Is it all worth if you can make these new foods
for us and it will be blood sushi, and
Manager take in that ok

word by. J.

Score point 1 – The writing is difficult to follow or to read aloud. Sentences are rambling. Sentences are disjointed and confusing word order is jarring.

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Go On ➡

Writing**FINAL COPY**

Dear Cafeteria manager,

Hi, I'm E G and I wanted to say that if you can put in the Cafeteria some other food like brownies, cupcake, and bologna please thank you, and can you please put to drink, apple juice, Orange Juice, and limonad thanks alot I'm telling you that to put in te cafeteria because you have to put more variation of food because all the students are not bring any more in the Cafeteria because they allways eat the same in lunch but if you put the three things that I told you. You are going to sell alot and in like three months you can put another variation of food okay.

Score point 2 – The writing is rambling. It is difficult to ascertain where one sentence ends and a new one begins. Awkward constructions force the reader to slow down: "...thanks a lot I'm telling you that to put in te cafeteria because you have to put more variation of food bec ause all the students..."

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Writing**FINAL COPY**

6612 S.M Rd.
 Tucson, AZ 85 6
 April 22, 2004

Mrs. S V, lunch lady
 at P Middle School
 3521 La x St.
 Tucson AZ, 85 6

Dear Mrs. V

I am writing this letter to
 inform you that I have made
 a list of food people do and don't
 like and another list of what they
 would like to eat.

Here is the list of what they
 would like to eat. Eggs, curly fries,
 and Carl's Jr burgers. The things they
 don't like is the Been & Chees
 Burritos, Chicken nuggets, and Panda J

Writing

FINAL COPY

I would really appreciate if
you would look over this and
consider some of these suggestions.

Sincerely,

C G

C G

Score point 3 – The writing tends to be mechanical rather than fluid. The writer has good control over simple sentences but little control over more complex sentences. Occasional awkward constructions may force the reader to slow down or reread. The first sentence and the last sentence are awkward and don't flow well when reading aloud.

Writing**FINAL COPY**

Have You ever tried a food in the Cafeteria that you don't like? I have this essay will tell you how I persuade the Cafeteria ladies to sell three new products in the Cafeteria.

The first Product is Hot Fries. First, Hot Fries are good to eat with Pizza or a Pretzel. This shows that, the kids that like Hot Fries will buy a bag. This also shows that, we would be raising more money for the school. To sum up, this is the first product I chose to have in the Cafeteria.

The second Product is Lasona. First, Lasona is sold mostly at restaurants. This shows that, kids will be getting Lasona a lot. This also shows that, more students will be lining up to get Lasona. To sum up, this is the second product I chose to have in the Cafeteria.

The last Product is Steak. First, almost all the kids I know eat steak. This shows that, kids eat steak regularly at home. This also shows that, steak

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Would go good with Hot Fries. To sum up, This is the last Product I chose to be in the Cafeteria.

To sum up, this is how I would persuade the Cafeteria ladies to get three new products in the Cafeteria.

Score point 4 – The writing flows; however, the connections between phrases or sentences are less than fluid. The writer uses repeated patterns of sentence structure. The paper has strong control over simple sentences. Creating sentences that are not repetitive in structure would improve the sentences fluency and allow for more demonstration of fluidity.

Writing**FINAL COPY**

Dear Miss R,

It comes to my attention that some of the children find the food at lunch mouth watering and deluctable. Others despise it. I have thought of three foods that may help those who despise their lunch enjoy their lunch.

One of these foods is macaroni. Macaroni is one of the most popular foods on the planet. That cheeseey taste in your mouth just makes you want more. Macaroni is one of those foods that are just so much fun to eat! the cylinder shaped noodles are fun to stack up on your fork. The best thing about macaroni is that it fills you up! So for the rest of the day you can think about your schoolwork rather than your stomach.

The second food is chicken nuggets. Everyone loves finger foods! People of all ages love to eat with their fingers. So why not have chicken nuggets? One of the most spectacular things is that with chicken nuggets you can use all kinds of

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different fun sauces.

The final food is eggs and bacon. Now you may say that we don't serve breakfast during lunch, but why shouldn't we?! Eggs and bacon are a different food to serve, and that's what makes it such a good idea to serve it! It wakes people up for the ending half of school. Some kids even fall asleep during class! I'm positive that a meal like eggs and bacon would wake them up. Just walking into the cafeteria and smelling that breakfast smell gives people energy!

So there you have it. Three foods that could change the slow life of cafeteria work into a busy fun-filled day. Thank you for considering my thoughts on cafeteria food.

Sincerely,

K O

Score point 5 – The writing has an easy flow and rhythm. The first two sentences offer one long and one short, establishing the rhythm. Sentences are carefully crafted, with strong and varied structure that makes expressive oral reading easy and enjoyable (again, the first two sentences demonstrate this). Variations in sentence beginnings add interest: “That cheesy taste in your mouth...,” “Just walking into the cafeteria...,” and “So there you have it.”

Writing**FINAL COPY**

Dear Cafeteria Manager,

Although the food you serve to myself and my fellow classmates is scrumptious, I am fairly sure it's not doing much to improve the health of us. Forgive me if I seem too straightforward, but with the growing weight related health problems in children like us, this has become a rather serious matter. Perhaps I can offer some new dish ideas that are just as delicious, but more smart health wise. I believe if you added the following dishes to the lunch menu, it would do a lot to improve health issues.

There are many delicious, healthy foods out there, but I have to say one of my favorites is good old beans and rice. I think this item should be added to the menu because first, it is healthy, but you couldn't tell that by the taste! Second, it is very tasty. Lastly, beans and rice are pretty cheap. Great for schools with constricted budgets. With so many things good about this food, how could you not want it on the menu?

The second food I'd like to suggest is baked chicken. Everybody loves chicken. Have you ever met a person who turned down chicken? I highly doubt it. There's no way around it, chicken tastes great. Baked or fried, it's all good! However it's not all

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Go On 

Writing**FINAL COPY**

healthy. Baked chicken is a smart solution to our fatty chicken problem. Baked chicken is healthy, and utterly satisfying. Need I say more?

There is now only one more food I'd like to add to the menu. That food is Boca Burgers. Like the last two foods, Boca Burgers are both flavorful, and good for you. This particular food is also a marvelous choice because it's vegetarian! Most foods served in the cafeteria contain meat, or meat products, but Boca Burgers have no meat at all, which makes it vegetarian friendly. I'm sure both the omnivores and vegetarians will be very pleased with the menu addition.

The foods I have mentioned aren't just going to make the kids happy; it will delight the parents too! I believe these foods could become cafeteria favorites in a flash! So, make the intelligent choice. Add these wonderful items to the menu straight away, and I promise you you won't be sorry. Thank you for taking the time to read and consider these possible new menu choices.

Sincerely,

Score point 6 – The writing has effective flow and rhythm. Sentences show a high degree of craftsmanship, with consistently varied structure. “Although the food you serve..., I am fairly sure...” There is strong control over sentence structure as well as variation in length and beginnings. “I highly doubt it.” “Everybody loves chicken.” “There are many delicious, healthy foods out there, but I have to say one of my favorites is good old beans and rice. Fragments work well. “Great for schools with constricted budgets.”