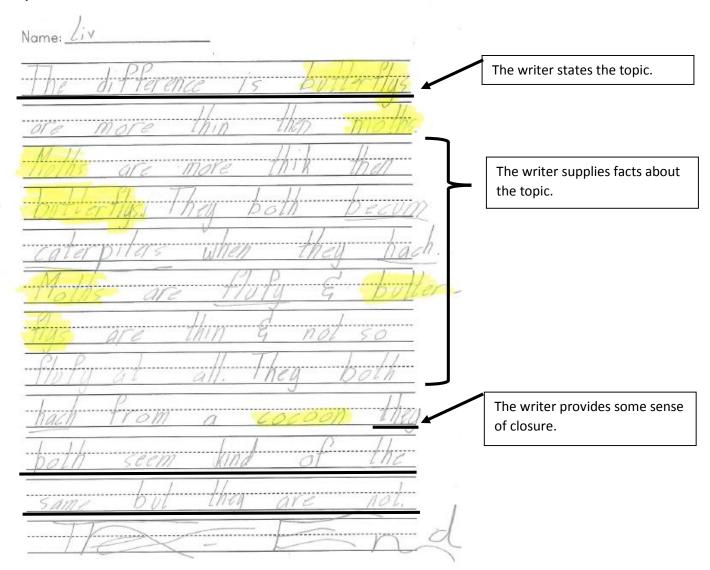
Statement of Purpose/Focus and Organization	Conventions & Editing
3	2

Prompt: The difference between moths and butterflies

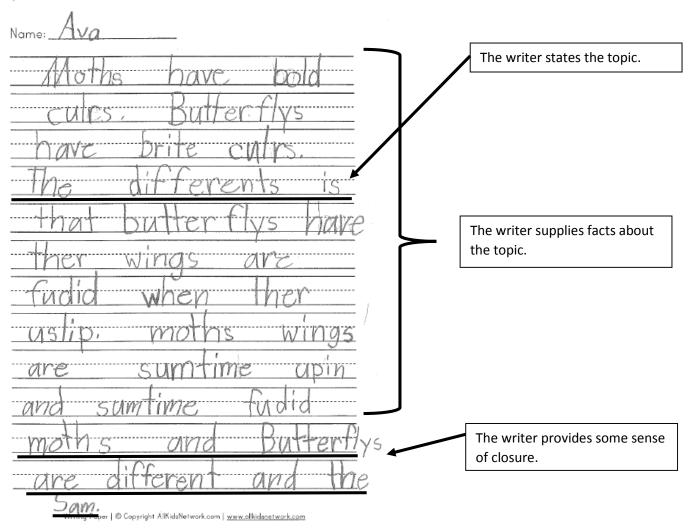


Revised and Edited: The difference is butterflies are thinner than moths. Moths are thicker than butterflies. They both become caterpillars when they hatch. Moths are fluffy and butterflies are thin and not so fluffy at all. They both hatch from a cocoon. They both seem kind of the same, but they are not.

In this first grade piece, the writer states the topic (*The difference is...*) and supplies 1 fact about the topic (*butterflys are more thin then moths. Moths are more thik then butterflys, moths are flufy and butterflys are thin and not so fluffy at all*) in two places in the sample. The student also provides closure (*they both seem kind of the same but they are not*). The writer also included 2 details regarding their similarities, however, one was erroneous (*they both hach from a cocoon*). The student demonstrates an adequate command of conventions.

Statement of Purpose/Focus and Organization	Conventions & Editing
3	1

Prompt: The difference between moths and butterflies

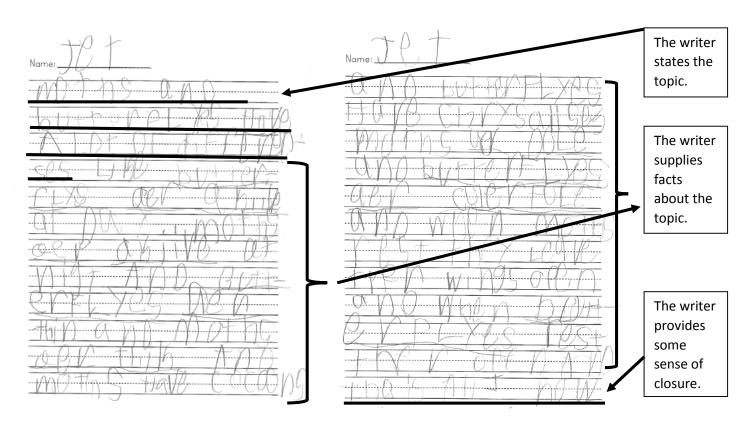


Revised and Edited: Moths have bold colors. Butterflies have bright colors. The difference is that butterflies have their wings folded when they're asleep and moth's wings are sometimes open and sometimes folded. Moths and butterflies are different and the same.

In this first grade piece, the writer states the topic (*The differents is that butterflys have ther wings are fudid when ther uslip. moths wings are sumtime upin and sumtime fudid*). The student provides 2 facts about the topic (*moths have bold culrs. Butterflys have brite culrs and butterflys have ther wings are fudid when ther uslip. moths wings are sumtime upin and sumtime fudid*). It is unsure whether the writer comprehends the word "bold". The writer also provides closure (*moths and Butterflys are different and the sam*). Capitalization is inconsistent throughout the sample.

Statement of Purpose/Focus and Organization	Conventions & Editing
3	0

Prompt: The difference between moths and butterflies

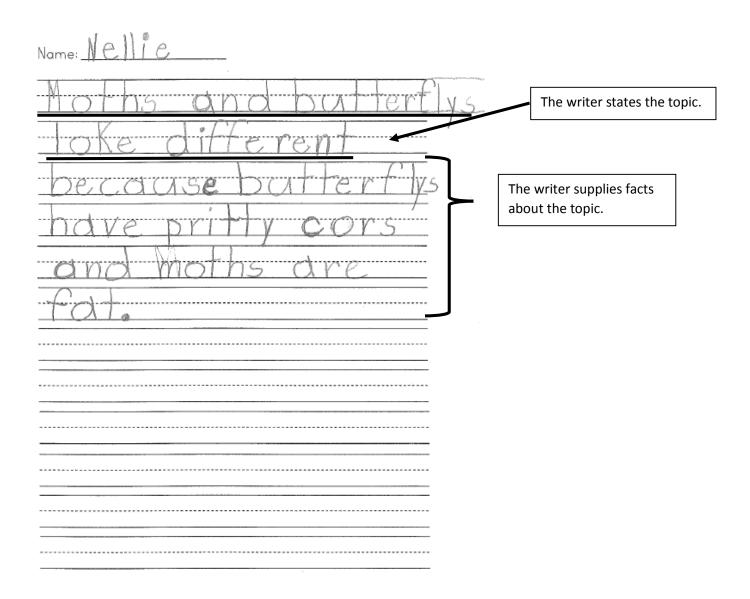


Revised and Edited: Moths and butterflies have a lot of differences. Butterflies are active during the day and moths are active at night. Butterflies are thin and moths are thick. Moths have cocoons and butterflies have chrysalises. Moths are dull and butterflies are colorful. When moths rest, they leave their wings open and when butterflies rest, their wings are open. That is all I know.

In this first grade piece, the writer states the topic (moths and butterflyes have a lot of differentses) and supplies 5 facts about the topic, although one is erroneous (butterflys aer akiive at day. moths aer akiive at nigt and butterflyes aer thin and moths aer thik and moths have cocoons and butterflyes have chrysalises. Moths aer dole and butterflyes aer colerfole and when moths rest they leave ther wings open and when butterflyes rest ther open). The student provides some sense of closure (tha is all I now), however, it drifts from the focus of the topic. The writer demonstrates a lack of command of conventions throughout the piece, making it difficult for readers to comprehend.

Statement of Purpose/Focus and Organization	Conventions & Editing
2	2

Prompt: The difference between moths and butterflies

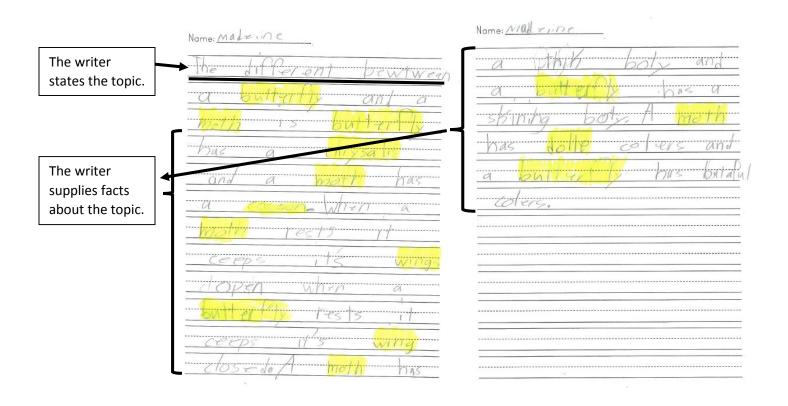


Revised and Edited: Moths and butterflies look different because butterflies have pretty colors and moths are fat.

In this first grade piece, the writer states the topic (*Moths and butterflys loke different because*) while providing 2 facts about the topic (*butterflys have pritty cors and moths are fat*). The students does not provide a sense of closure. The writer demonstrates an adequate command of conventions.

Statement of Purpose/Focus and Organization	Conventions & Editing
2	2

Prompt: The difference between moths and butterflies

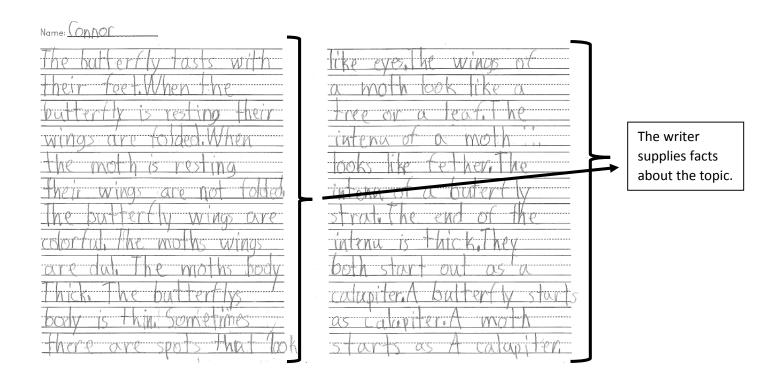


Revised and Edited: The difference between a butterfly and a moth is that a butterfly has a chrysalis and a moth has a cocoon. When a moth rests, it keeps its wings open. When a butterfly rests, it keeps its wings closed. A moth has a thick body and a butterfly has a skinny body. A moth has dull colors and a butterfly has beautiful colors.

In this first grade piece, the writer states the topic (*The different bewtwean a butterfly and a moth...*). The student supplies 4 facts about the topic (*a butterfly has a chrysalis and a moth has a cocoon. When a moth rests it ceeps its wings open when a butterfly rests it ceeps its wing closed. A moth has a thik boty and a butterfly has a skining boty. A moth has dolle colers and a butterfly has butaful colers). The writer does not provide closure. The student demonstrates an adequate command of conventions.* 

Statement of Purpose/Focus and Organization	Conventions & Editing
2	2

Prompt: The difference between moths and butterflies

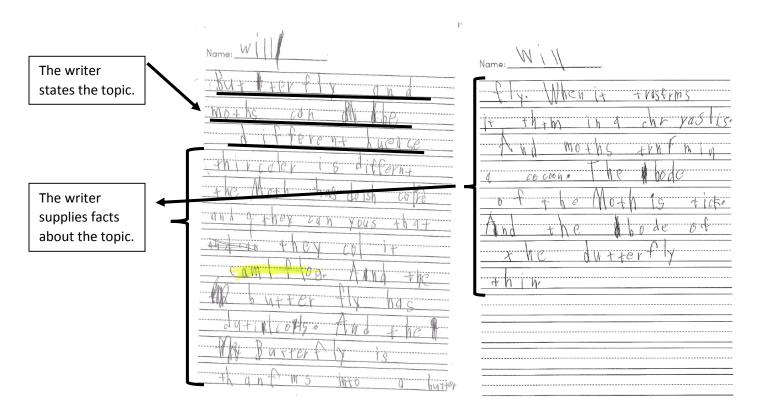


Revised and Edited: The butterfly tastes with their feet. When the butterfly is resting, their wings are folded. When the moth is resting, their wings are not folded. The butterfly's wings are colorful. The moth's wings are dull. The moth's body is thick. The butterfly's body is thin. Sometimes, they have spots that look like eyes. The wings of a moth look like a tree or a leaf. The antennae of a moth look like a feather. The antennae of a butterfly are straight. The end of their antennae is thick. They both start out as a caterpillar. A butterfly starts as a caterpiller and a moth starts as a caterpillar.

In this first grade piece, the writer does not state the topic, but goes beyond what the core standards are asking for by suppling 6 facts about the topic (*The butterfly tasts with their feet. When the butterfly is resting their wings are folded. When the moth is resting their wings are not folded. The butterfly wings are colorful. The moths wings are dul. The moths body is thick. The butterflys body is thin. The wings of a moth look like a tree or a leaf. The intenu of a moth looks like fether. The intenu of a buterfly strat). The writer does not provide closure. The student demonstrates an adequate command of conventions.* 

Statement of Purpose/Focus and Organization	Conventions & Editing
2	1

Prompt: The difference between moths and butterflies

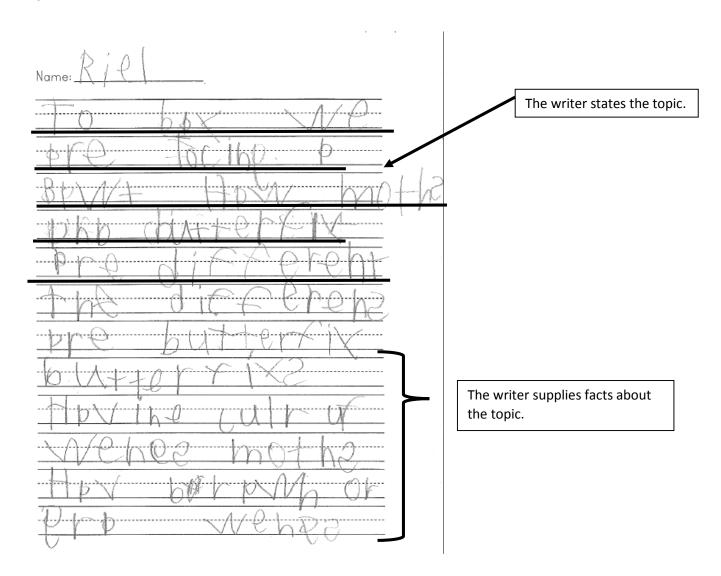


Revised and Edited: Butterflies and moths can be different because their color is different. The moth has dullish color and can use that as camouflage. The butterfly has beautiful colors. It transforms into a butterfly from a chrysalis and moths transform from a cocoon. The body of the moth is thick. The body of the butterfly is thin.

In this first grade piece, the writer states the topic (butterfly and moths can the different buease thir coler is differnt). The student supplies 3 facts about the topic (thir coler is differnt, tranfms into a butterfly in a chryaslis and moths trasfrms a cocoon, and the bode of the moth is tick and the he bode of the dutterfly thin). The writer does not provide closure. Capitalization is inconsistent throughout the sample.

Statement of Purpose/Focus and Organization	Conventions & Editing
2	0

Prompt: The difference between moths and butterflies

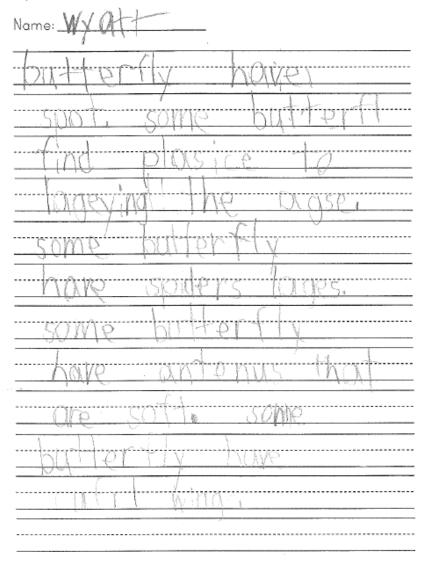


Revised and Edited: *Today we are talking about how moths and butterflies are different. The differences are butterflies have colorful wings. Moths have brown wings or grey wings.* 

In this first grade piece, the writer states the topic (*To bay we are tocing a bawt how moths and butterfly are different*). The student supplies 1 fact about the topic (*butterflys having culr uf wengs moths hav brawn or gra wengs*). The writer does not include closure in the sample. The lack of command of conventions make it difficult for readers to comprehend.

Statement of Purpose/Focus and Organization	Conventions & Editing
1	1

Prompt: The difference between moths and butterflies



Revised and Edited: Butterflies have spots. Some butterflies find places to lay their eggs. Some butterflies have spider legs. Some butterflies have antennae that are soft. Some butterflies have colorful wings.

In this first grade piece, the student does not attend to the topic of the prompt. The writer does not state the topic, although butterflies are related to the topic, the student fails to include moths or differences between the two. The student only supplies facts about butterflies and not the topic. The writer does not provide closure for the piece. Capitalization is inconsistent, but punctuation is adequate throughout the sample.