

Section 1:

#1 "It was a thunder storming day with lightning strikes stroke in Malevolent on the sky. As I was walking down the narrow hallway and into my classroom, something buzzed, it buzzed like a fly stuck in the blinds of a massive window. I was delayed in my classroom by thinking what was in the bag."

Strengths: You've created a vivid atmospheric opening with strong sensory details. The comparison of the buzzing to "a fly stuck in the blinds of a massive window" is quite effective imagery.

Sentence structure → Your sentences contain grammatical errors that make them difficult to follow. "Thunder storming" isn't correct terminology, and "lightning strikes stroke in Malevolent on the sky" contains several issues. The word "Malevolent" seems misused here, as it's an adjective meaning "evil" rather than a place or description of the sky.

It was a thunderstorm day with lightning flashing across the threatening sky. As I walked down the narrow hallway into my classroom, something buzzed, like a fly trapped in the blinds of a massive window. I paused, distracted by thoughts about what was in my bag.

#2 "I flipped the coin another time and got the four leafed clover. "Test time, students," said the teacher sensibly. I forgot I did not listen to the teacher because she was giving out tips. We had 5 minutes and 10 questions to answer. The teacher said that It was easy, so I think I can get high marks... This is not good the am still on the first question and there is 30 seconds left."

Strengths: Your narrative builds tension effectively here, showing the character's anxiety about the test. The contrast between confidence and panic creates an engaging emotional shift.

Missing transitions → The paragraph jumps between ideas without clear connections. There's no transition between flipping the coin and the test beginning, making it difficult to follow the sequence of events. The sentence "I forgot I did not listen" is confusing—did the character forget something, or realise they hadn't listened?

I flipped the coin again and landed on the four-leafed clover symbol. Just then, "Test time, students," announced the teacher calmly. With a jolt, I realised I hadn't listened when she was giving out important tips for the test. Although we had 5 minutes to answer 10 questions and the teacher assured us it was easy, I was struggling. After several minutes, panic set in as I was still on the first question with only 30 seconds remaining.

#3 "As I was on my laptop I searched up these mysterious Symbols, the fire one means bad luck and also fire but the four leafed clover meant luck and joy embracing I got full marks on my test because flipped the coin and it landed on the four-leaf clover."

Strengths: You're developing an interesting magical concept with the coin and its symbols having real-world effects. The connection between the symbols and their meanings shows thoughtful planning.

Run-on sentence → This entire section is one long sentence without proper punctuation, making it difficult to understand. Ideas run together without clear separation, and there are missing words that affect meaning (like "because flipped" missing "I").

While researching on my laptop, I discovered the meanings behind the mysterious symbols. The fire symbol represented bad luck and actual fire, which explained the incident at school. The four-leafed clover, however, symbolised luck and joy. This explained why I received full marks on my test after the coin landed on the clover symbol.

■ Your story has an intriguing premise about a magical coin that affects reality depending on which symbol it lands on. This concept has great potential! To improve the substance of your writing, focus on developing a clearer sequence of events. Currently, some events happen too quickly without enough detail, like how the character found the coin or what happened during the fire alarm. Also, your dialogue needs more development—we only hear from the teacher briefly. Try adding more conversations between characters to show their personalities and reactions to the magical events. Additionally, your story would benefit from more emotional responses from your main character. How did they feel when they first discovered the coin's power? Were they scared, excited, or confused? Showing these feelings would help readers connect with your character. Finally, consider exploring the consequences of using the coin more deeply. Is there a price to pay for this luck? Will something bad happen if the coin is used too often? These questions could add depth to your magical story.

Score: 37/50

Section 2:

~~It was a thunder storming day~~ [It was a thunderstorm day] with lightning ~~strikes stroke in~~ Malevolent ~~on~~ [flashing across] the sky. As I was walking down the narrow hallway and into my classroom, something buzzed, it buzzed like a fly stuck in the blinds of a massive window. I was delayed in my classroom by ~~thinking what was in the bag~~ [wondering what was in my bag]. The teacher told us to fetch our math books; I fetched something else. I fetched an old, rusty coin with ridiculous symbols of fire and a four-leaf clover. I asked the class if this was someone's coin, but no one responded. I put the coin back into my soaked bag & [and] wondered what would happen If I flipped the coin?

Me and my friends ~~are~~ [were] going to find that ~~at~~ [during] break time. Today was inside break time because of the thunderstorm outside. We carefully took the disruptive coin out of my soaking bag and then... A GRAB A TOSS A SPLAT. It landed on the fire symbol. Then ~~My~~ [my] ~~Bag~~ [bag] went on fire, well not that much because my bag was fireproof. The smoke arose and headed directly for the fire alarm, making us evacuate. The school found the fire alarm was not genuine. We were back in class

looking ~~onto~~ [at] our history, everybody was focused because today was a test, but I was not focused on history, I was focused on the mysterious coin that triggered the fire alarm.

#2 ~~I flipped the coin another time~~ [I flipped the coin again] and got the four ~~leafed~~ [leaf] clover. "Test time, students," said the teacher sensibly. I ~~forgot I did not listen~~ [realised I hadn't listened] to the teacher because she was giving out tips. We had 5 minutes and 10 questions to answer. The teacher said that ~~it~~ [it] was easy, so I ~~think~~ [thought] I ~~can~~ [could] get high marks... This ~~is~~ [was] not good ~~the am~~ [I was] still on the first question and there ~~is~~ [were] 30 seconds left. I went for it; I guessed every question and thought my parents ~~are~~ [were] going to get disappointed when I ~~show~~ [showed] my marks. In a flash we got our marks back. When I saw my marks, I was astonished, I got all of them right, I got 100%. I was ~~superior~~ [filled] with joy as I guessed everything and still got 100%, Hah, talk about luck. But seriously, what ~~is~~ [was] about this coin. That night I sat on my new MacBook which I recently got because of the 100% on my history exam. Well, I took a photo and searched it up on the internet, but there were no matches.

#3 ~~As I was on my laptop I searched up these mysterious Symbols, the fire one means bad luck and also fire but the four leafed clover meant luck and joy embracing I got full marks on my test because flipped the coin and it landed on the four-leaf clover.~~ [As I continued researching on my laptop, I discovered the meanings of these mysterious symbols. The fire symbol represented bad luck and actual fire, while the four-leaf clover symbolised luck and joy. This explained why I received full marks on my test after flipping the coin and having it land on the four-leaf clover.]