

Section 1:

#1 - Opening storm sequence: "At the horrible storm came it flashed down onto school's roof, striking into half, suddenly the eletrcity ran off, something took the trophy away!"

Strengths: Your piece creates immediate drama and action right from the start. You've chosen an exciting storm setting that grabs the reader's attention.

Sentence Structure Problems → Your opening sentence has grammar issues that make it difficult to follow. The phrase "At the horrible storm came" doesn't work grammatically, and "striking into half" is unclear about what was struck in half.

Exemplar: *"When the horrible storm arrived, lightning flashed down onto the school's roof, striking it in half. Suddenly, the electricity went off and something took the trophy away!"*

#2 - Mystery clue discovery: "When principles ran in an emptiness dusty desk with an small foot print and a chalky writing saying 'I don't know.' AND nothing else was said, withing a bloody ink."

Strengths: You've included mysterious clues like footprints and chalk writing, which adds intrigue to your story. The "bloody ink" detail creates suspense.

Unclear Descriptions → This section is very confusing because the sentences don't make clear sense. "Principles ran in an emptiness dusty desk" doesn't describe a clear action, and "withing a bloody ink" has spelling errors and unclear meaning.

Exemplar: *"When the principal ran to his empty, dusty desk, he found a small footprint and chalky writing that said 'I don't know.' Nothing else was written, except for some words in blood-red ink."*

#3 - Problem resolution: "After the problem is solved, the principle still didn't understood the bloody letters but they guess it's fine but it's not..."

Strengths: Your piece attempts to create an ongoing mystery by suggesting the problem isn't fully resolved. You're thinking about how stories can have unresolved elements.

Grammar Inconsistencies → This sentence has several grammar problems including "didn't understood" instead of "didn't understand," and the pronoun "they" doesn't clearly refer to anyone specific in the sentence.

Exemplar: *"After the problem was solved, the principal still didn't understand the bloody letters, but he guessed it was fine. However, it wasn't..."*

■ Your piece shows good imagination and you've created an exciting mystery story with storms, missing trophies, and suspicious characters. The basic story structure works well - you have a problem (missing trophy), investigation (finding clues), and resolution (discovering who took it). However, your writing needs significant improvement in sentence construction and clarity. Many sentences are difficult to understand because of grammar problems and unclear descriptions. Additionally, you could strengthen your story by adding more details about the characters' feelings and motivations. For example, why did Mrs Cohen really take the trophy? How did Ryan feel when he saw her take it? Also, your story would benefit from smoother transitions between events - connecting your ideas with words like "then," "next," or "meanwhile" would help readers follow the action more easily. The mystery element with the bloody writing is intriguing, but you could develop this further by explaining what it means or why it's important to the story.

Overall Score: 36/50

Section 2:

~~#1 At the horrible storm came~~ [When the horrible storm arrived] it flashed down onto ~~school's~~ [the school's] roof, ~~striking into half~~ [striking it in half], suddenly the ~~electricity~~ [electricity] ran off, something took the trophy away! Then the dusty wind flew ~~through~~ [through] the windows, ~~waters~~ [water] splashing ~~in~~ [on] the roof, ~~thunders roar~~ [thunder roared] to the earth. #2 ~~When principles ran in an emptiness dusty desk with an small foot print and a chalky writing saying "I don't know."~~ ~~AND nothing else was said, withing a bloody ink.~~ [When the principal ran to his empty, dusty desk, he found a small footprint and chalky writing saying "I don't know." Nothing else was written, except for some words in blood-red ink.]

~~Suddenly a piece of gold like an ant dropped on the principle's head, principle was confused his head was shaking 360 degrees all around. Suddeny,he saw his name on it this was the trophy that they lost!~~ [Suddenly, a piece of gold the size of an ant dropped on the principal's head. The principal was confused, his head shaking in all directions. Suddenly, he saw his name on it - this was the trophy that they had lost!] ~~The principle~~ [The principal] stared at Ryan. Ryan said [,] "I saw Mrs Cohen ~~stolee~~ [steal] it and she ran across [,] ~~after~~ [After] the horrible storm came ~~through~~ [through] last night~~the~~ [, the] sun shined on the shiny trophy again. Mrs Cohen said she was going to present a library day for ~~students's~~ [students'] parents, so she ~~need~~ [needed] it to

show how great the school is." #3 ~~After the problem is solved, the principle still didn't understood the bloody letters but they guess it's fine but it's not...~~ [After the problem was solved, the principal still didn't understand the bloody letters, but he guessed it was fine. However, it wasn't...]