

## Section 1

**#1: Opening paragraph – "At Maplewood High, Lily Matthews was the textbook definition of a 'teacher's pet'... And in doing so, she became the favorite of every teacher—especially Mr. Hughes, her biggest supporter."**

### Strengths:

- Your opening creates a clear picture of Lilly's character right away, helping readers understand who she is
- You use good descriptive details like "always raising her hand first" and "staying after class" to show rather than just tell us about Lilly

**Inconsistent character naming** → Throughout your piece, you switch between spelling the main character's name as "Lily" and "Lilly." In this first paragraph, you write "Lily Matthews" but later use "Lilly" more frequently. This makes it confusing for readers to follow who you're talking about. You need to choose one spelling and stick with it throughout the entire story.

*Exemplar: "At Maplewood High, Lilly Matthews was the textbook definition of a 'teacher's pet.'"*

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**#2: Middle section – "With captain elections nearing, Lily went into overdrive... That's when her desperation finally to show through her perfect exterior."**

### Strengths:

- You show Lilly's character change effectively by describing how "her compliments felt forced, her efforts desperate"
- The rumour subplot adds tension and shows how far Lilly is willing to go

**Incomplete sentence structure** → You've written "That's when her desperation finally to show through her perfect exterior," but this sentence is missing a word. The phrase "finally to show" doesn't make sense grammatically. You need to fix this so the sentence flows properly and makes sense to your readers.

*Exemplar: "That's when her desperation finally began to show through her perfect exterior."*

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**#3: Ending section – "By the next week, Lily had vanished... On a post that said 'Maya for win!' Lilly, who was still in the school instagram page replied – She's a teacher's pet. Don't be her friend, she's toxic.' Everyone just rolled their eyes."**

**Strengths:**

- Your ending shows the consequences of Lilly's actions, which completes the story well
- The Instagram comment is a realistic touch that fits how students communicate today

**Unclear transition and weak resolution** → Your ending feels rushed and doesn't explain things clearly. You write "Lily had vanished" and then say teachers gave "vague answers," but then immediately jump to Instagram posts. It's confusing whether Lilly actually left the school or not, since she's still commenting on Instagram. The story needs a clearer explanation of what happened to Lilly and why. Your final sentence "Everyone just rolled their eyes" doesn't give readers a satisfying ending or show what Lilly learned.

*Exemplar: "By the next week, Lilly had stopped attending school. Her locker sat empty, and teachers refused to discuss where she'd gone. Some students heard she transferred to another school, unable to face her classmates after the election. Even from afar, she couldn't let go—posting bitter comments on the school's Instagram page. But by then, no one was listening anymore."*

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■ Your story has a clear beginning, middle and end, which shows you understand how to structure a narrative. The main conflict—Lilly wanting to become school captain and losing to Maya—comes through clearly. However, your piece needs more depth in several areas to make it truly engaging.

First, you need to develop your characters more. Maya appears suddenly and wins, but we don't really know much about her or why students prefer her over Lilly. You tell us Maya is "thoughtful, kind and helpful," but you don't show us these qualities through actions or examples. Try adding a scene where Maya does something kind, or include specific moments that show why students trust her.

Additionally, your paragraphs sometimes feel disconnected from each other. The story jumps from one event to another without smooth connections. For example, you move from talking about Lilly being a

"Pick me" girl straight to "About two weeks before the school captain vote" without showing us what happened in between. Use transition sentences to help your ideas flow better, such as "As the election approached..." or "Over the following weeks..."

The ending also needs strengthening. Right now, Lilly just disappears and the story stops. Think about what message you want readers to take away. Does Lilly learn anything? How does the school change after Maya becomes captain? Adding one or two more paragraphs showing the aftermath would make your story feel complete. You could show Maya in her new role, or describe how students reflected on what happened, which would give your story more meaning and purpose.

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**Overall Score: 41/50**

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## Section 2

~~#1 At Maplewood High, Lily Matthews~~ [At Maplewood High, Lilly Matthews] was the textbook definition of a "teacher's pet." Always raising her hand first, staying after class to chat with teachers, and subtly putting down her peers, she made it clear she was the star student. Whether it was in group projects or casual conversation, ~~Lily~~ [Lilly] was always quick to remind everyone how "dedicated" she was. And in doing so, she became the ~~favorite~~ [favourite] of every teacher—especially Mr. Hughes, her biggest supporter.

~~Aside~~ [Aside] from being the teacher's pet, she was also the classic "Pick me" girl. "I'm just focused on my future," Lilly would say when other girls asked her for help. But the real reason behind Lilly doing this was simple – she wanted to be school captain. At Maplewood, being school captain ~~was~~ ~~be~~ [was] everything a student could dream of. Leading school tours, getting a badge, speaking at assemblies, everything[—it had everything]. To those who knew Lilly, she was a performer, not a leader.

~~#2~~ About two weeks before the school captain vote, Maya Williams signed up for school captain after encouragement from friends and a few passive-aggressive remarks from ~~Lily~~ [Lilly]. Unlike Lilly, Maya didn't show up with bribes, campaign posters ~~and~~ [or] a perfectly rehearsed speech. She just showed up as her normal self – thoughtful, kind and helpful. That was what scared Lilly the most.

With captain elections nearing, ~~Lily~~ [Lilly] went into overdrive. She turned her charm up to ten, suddenly trying to be everyone's best friend. But her compliments felt forced, her efforts desperate. The once-confident front-runner started to spiral.

Then things got messy. Whispers started circulating — that Maya had missed a club meeting she was supposed to lead. [,] ~~That~~ [that] she wasn't as ~~organized~~ [organised] as people thought. [, and] ~~That~~ [that] she had copied an idea for her campaign from someone else. Nothing ~~ever~~ [was ever] confirmed, but it didn't take long for people to trace the source of the ~~rumors~~ [rumours]: [to] ~~Lily~~ [Lilly]. People were shocked, but not surprised. ~~That's when her desperation finally to show through her perfect exterior.~~ [That's when her desperation finally began to show through her perfect exterior.] One classmate, Ava, said, "~~Lily~~ [Lilly] started acting like the position was her birthright. When Maya got popular, she couldn't handle it."

When voting day came, students submitted their votes, but everyone knew who was going to win. [—] Maya Williams. But Lilly was still unaware of everything that was going on. She still thought she was the perfect girl, destined to become school captain. When Principal Franklin's voice boomed over the speakers, he announced, "Maya Williams, school captain!" The crowd of students cheered. Lilly didn't even get runner~~up~~, [up;] that position went to Chloe Chen. Lilly clapped~~but~~ [, but] it was fake. More applause erupted and echoed in the hall, students cheering "Go Maya! Go Chloe!" Lilly had thought that people would be cheering for her, that she would get the glory~~but~~ [, but] she was wrong.

#3 By the next week, ~~Lily~~ [Lilly] had vanished. She stopped coming to school and her locker was cleaned out. Teachers gave vague answers. One said she was "taking time off." Another said she transferred. Most students assumed she couldn't face the embarrassment.

"She built her whole identity around that badge," someone said. "When she didn't get it... there was nothing left." The news blew up on the school's ~~instagram~~ [Instagram] page, photos of Maya beaming with excitement and signs saying ~~Maya and Chloe forever~~ ["Maya and Chloe Forever"]. On a post that said "Maya for ~~win~~ [the Win]!" Lilly, who was still ~~in~~ [on] the school ~~instagram~~ [Instagram] page ~~replied~~ [, replied]= [:] ~~She's~~ ["She's"] a teacher's pet. Don't be her friend, [,] she's toxic." Everyone just rolled their eyes.