

Section 1:

#1 "As soon as the lunch bell rang, I went all the way down to my buddy's class. His name was James, and he was in kindergarten. I met James outside his classroom, and he seemed to be searching for me."

Strengths:

- You've created a clear sense of anticipation and established the setting well
- The detail about James searching for you adds a nice personal touch

Weak Transition Flow → Your sentences here feel a bit choppy because each one starts a new thought without connecting smoothly to the previous one. The information about James's name and year level could flow better with the moment of meeting him, rather than being stated separately.

Exemplar: *As soon as the lunch bell rang, I hurried down to the kindergarten area where my buddy, James, was waiting outside his classroom, his eyes searching the crowd for me.*

#2 "We were staring at the road, cars zooming past us like people in a race. I was starting to feel scared as well, but then I realised that it was my job to keep James safe now. Suddenly, I was not scared anymore; I was confident that I was going to get James across to the other side of the road and back."

Strengths:

- Your simile "like people in a race" creates a vivid image of the busy traffic
- The shift from fear to confidence shows good emotional development

Underdeveloped Moment → This is a powerful turning point in your story, but it happens too quickly. You tell us that you suddenly felt confident, but you don't show us what caused this change or what it felt like in your body. This micromoment needs more sensory details and inner thoughts to help readers experience your transformation.

Exemplar: *I took a deep breath, feeling my heartbeat slow as I squeezed James's small hand. This was my responsibility now, and somehow, that thought made my shoulders straighten and my fear melt away like ice in the sun.*

#3 "We were crossing a road when a car suddenly came. I pushed James to the other side and started running. The car was about to come. 3... 2... 1...! It came. Fortunately, I was able to speed down the road to the other side just in time for me to miss the car."

Strengths:

- The countdown creates suspense and urgency
- You've attempted to build tension in this moment

Unclear Sequence of Events → This section becomes confusing because the order of actions doesn't make logical sense. You say you pushed James to the other side first, then you started running, but you were already crossing when the car came. It's unclear how far across you were, why you needed to push James if you were holding hands, and how the countdown relates to your actions. The physical details need to be clearer so readers can picture exactly what happened.

Exemplar: *We were halfway across when I heard an engine roar. My head whipped around to see a car speeding towards us. "Run!" I shouted, gripping James's hand tighter as we sprinted together, our feet pounding on the asphalt until we reached the safety of the footpath.*

■ Your piece shows real enthusiasm for the crossing buddy experience, and you've captured an exciting narrative with a dramatic road-crossing scene. The reflective ending about responsibility is thoughtful and shows growth. However, your writing would benefit from slowing down during the important moments. The car incident happens very quickly, and because the details aren't fully clear, it's hard for readers to understand exactly what occurred. Additionally, the drama of nearly being hit by a car feels quite extreme for a supervised crossing buddy activity—perhaps focusing on smaller, more realistic worries would make your story more believable whilst still being engaging.

Your micromoments need more development, particularly the sensory details. You've included one strong simile about the cars, but your "before, during, and after" moments could be expanded with more description of what you saw, heard, felt, and thought. For example, what did James look like when you first met? What sounds did you hear at the crossing? How did your hands feel when you held his?

Also, work on connecting your sentences more smoothly. Many of your ideas are presented one after another without transition words or phrases to guide readers through your thoughts. Try using words like "meanwhile," "as," "while," or "after" to link your ideas together. Your dialogue with James is great,

but you could add more conversations to show your growing friendship throughout the experience. The ending message about responsibility is mature and meaningful—this strength shows you understand the deeper purpose of the activity.

Score: 40/50

Section 2:

11/10/25

Dear Diary, Today at school, we got to have a crossing buddy! I was so excited because I've never had a crossing buddy before! As soon as the lunch bell rang, I went all the way down to my buddy's class\[, where I would meet James, a kindergarten student.] ~~His name was James, and he was in kindergarten. I met James outside his classroom, and~~ [Outside the classroom,] he seemed to be searching for me. As I walked up to James [him], he asked, "Are you Noah?". I replied yes, and we went to the school gates holding hands.

#1 The teacher checked the slips that our teachers had given us and let us through. James was shaking as we walked out of the school gates onto the footpath. **#2** We were staring at the road, cars zooming past us like people in a race. I was starting to feel scared as well, but then I realised that it was my job to keep James safe now. Suddenly, I was not scared anymore [—] I was confident that I was going to get James across to the other side of the road and back.

#3 We were crossing a [the] road when a car suddenly came. I pushed James to the other side and started running. The car was about to come. 3... 2... 1...! It came. Fortunately, I was able to speed down the road to the other side just in time ~~for me~~ to miss the car. I stood up and brushed myself ~~as~~ [off as] James started to do the same. Finally, we were ready to cross back. This time, no cars came by. We got back to school safely. This made me learn that helping the younger kids isn't something that the teachers force you to do. It's our responsibility.