

## Section 1

**#1: "Today I was a crossing buddy for a younger student during walk/roll week. I felt pretty important wearing a bright orange vest and a blue badge."**

### Strengths:

- You've created a clear opening that immediately tells us what happened and introduces your role in the story.
- The specific details about the orange vest and blue badge help us picture you in your role.

**Lack of Emotional Depth** → While you tell us you felt "pretty important," your writing would be stronger if you showed us more about what this importance meant to you. Instead of simply stating the feeling, you could expand on what was going through your mind. For example, was this your first time being a crossing buddy? Did you feel nervous or excited about the responsibility? Adding these inner thoughts would help your reader connect more deeply with your experience.

**Exemplar:** *Today I was chosen as a crossing buddy for a younger student during walk/roll week. As I slipped on the bright orange vest and pinned the blue badge to my chest, I felt a flutter of pride mixed with nerves—this was my chance to show I could be responsible.*

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**#2: "As we stood on the cold pavements near the curb, the air was cool and crisp, mingling with the faint scent of the neighbourhood's blooming rosemary bushes. I felt myself getting more anxious, tugging on my sleeve. Tiffany's small hands were curling on the fabric of my jumper, as if she was confused."**

### Strengths:

- Your sensory details about the cool air and rosemary scent create a vivid setting that draws the reader into the moment.
- You've shown both characters' nervousness through physical actions (tugging on your sleeve, Tiffany clutching your jumper), which is effective writing.

**Unclear Cause of Anxiety** → Your writing mentions that you felt anxious, but it doesn't explain why this anxiety appeared at this particular moment. The reader might wonder: Were you worried about keeping Tiffany safe? Did something happen that made you suddenly nervous? Additionally, when you write "as if she was confused," it's unclear what Tiffany might be confused about. Is she uncertain about when to cross? Is she unsure about holding your jumper? Clarifying these moments would strengthen your narrative and help the reader understand both characters' feelings more fully.

**Exemplar:** *As we stood on the cold pavement near the curb, the air was cool and crisp, mingling with the faint scent of the neighbourhood's blooming rosemary bushes. I felt myself getting more anxious, tugging on my sleeve—what if I made a mistake and we crossed at the wrong time? Tiffany's small hands curled tightly on the fabric of my jumper, and I could tell she was unsure whether to trust me.*

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**#3: "In the end I realised that being a leader was not just about being the loudest, it is about the small changes that you make."**

**Strengths:**

- You've identified a meaningful lesson from your experience, which shows reflection and growth.
- Your conclusion connects back to the main idea of your diary entry.

**Vague Conclusion** → Your final reflection mentions "small changes," but your writing doesn't clearly connect this phrase to specific moments from your story. What small changes did you actually make? The only change you described was slowing down your walking pace when Tiffany said you were going too fast. Your conclusion would be much stronger if you either explained what you mean by "small changes" or gave another example from your experience. Additionally, the mention of "being the loudest" seems to come from nowhere, as nobody in your story was loud or trying to be loud. This makes the lesson feel disconnected from the actual events you described.

**Exemplar:** *In the end, I realised that being a leader wasn't about knowing everything or never feeling nervous. It was about noticing when someone needed help—like when Tiffany was struggling to keep up—and making small adjustments to help them feel safe and cared for.*

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■ Your diary entry captures a sweet moment of responsibility and growth, and you've done well at including sensory details that bring the scene to life. The rosemary bushes, the cool air, and Mrs Davis's sharp whistle all help your reader feel present in the moment. Your choice to write about being a crossing buddy shows you understand that meaningful stories don't always need to be about huge events—sometimes the smaller moments teach us the most.

However, your writing would benefit from digging deeper into your thoughts and feelings throughout the experience. When you write "I felt myself getting more anxious," consider adding why you felt this way. When Tiffany seems confused, help us understand what confused her. Your readers can't see inside your head, so you need to share more of your internal thinking. Also, your conclusion about "small changes" needs to connect more clearly to what actually happened in your story. Right now, the only change you mentioned was slowing your pace, so either develop this idea more fully or include other examples of adjustments you made to help Tiffany.

Additionally, the middle section of your entry—from standing at the curb to crossing the road—moves quite quickly. You could slow down this important moment by adding more detail about the actual crossing. What did you notice while walking across the road? How did Tiffany react when you slowed down? Did she seem relieved or grateful? Expanding this section would help your reader experience the full journey with you. Your opening paragraph also introduces several details (the vest, the badge, Tiffany's appearance, her bag) all at once. Consider spreading these details throughout your entry so the beginning doesn't feel rushed. Overall, your writing shows promise, and with these revisions focusing on depth and clarity, your diary entry will become much more engaging and meaningful.

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**Overall Score: 38/50**

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## Section 2:

Dear Diary,

#1 ~~Today I was a crossing buddy~~ [Today, I was a crossing buddy] for a younger student during ~~walk/roll~~ [Walk/Roll] week. I felt pretty important wearing a bright orange vest and a blue badge. My little buddy was a ~~first-grader~~ [first-grader] ~~girl called~~ [named] Tiffany ~~with her hair- the messiest shock~~

~~of blonde hair I had ever seen~~ [, with the messiest shock of blonde hair I had ever seen]. She looked a bit nervous, tugging tightly ~~to~~ [at] the strap of her unicorn bag.

#2 As we stood on the cold ~~pavements~~ [pavement] near the curb, the air was cool and crisp, mingling with the faint scent of the neighbourhood's blooming rosemary bushes. I felt myself getting more anxious, tugging on my sleeve. Tiffany's small hands were curling on the fabric of my jumper, as if she was confused. I looked down and gave her a reassuring look to calm her down.

Our crossing guard-[,] Mrs Davis [Davis,] blew hear [her] whistle- [—a] clear, sharp~~and very loud noise~~ [, and loud sound]. "Are you ready to do this?", I asked. Tiffany paused for a second and gave me a small nod. I held her hand tightly and we stepped onto the road. "You walk really fast.[" she said puffing and [, puffing,] her voice tiny and breathless. I slowed down my pace.

#3 In the end~~I~~ [, I] realised that being a leader was not just about being the loudest, it is [, it is] about the small changes that you make.

- Chloe