


Astronauts

ELA Grade 3 Informational Annotated Anchors



Note: All released anchors come from the Pilot Test, which did not specifically ask students to cite sources or to use multiple sources. Current Performance Tasks specifically tell students to use multiple sources and to attribute information to reference materials.

PURPOSE/ORGANIZATION



Grade 3
Purpose and Organization
Sample 1-Point

Anchor Response #1

Response

to be an astronuat you requiure lots of training you have to do evrything required.you have to have plans .you also need team work.thats what you need.

SCORE POINT

1

This brief response has a weak focus with little or no discernible organizational plan. Arguably, *to be an astronaut requiure lots of training*, and *thats what you need* constitute a vague introduction and conclusion. There are no transitional strategies to connect the details, which seem to be randomly selected. Overall, there is no sense of completeness.

Response

THE job of a astrnot is like, floating in a tin can out in a place wehr there is no gravity.

There is nothing like that around earth.

Somtims astrnots are scared sometimes there not being a astrnot is hard

work, thats my apinyon .you may have a difront a pinyon .

THIS is beause,

I like wringing because ,thats my favrot thing to do; some timse astrnots try to stop meders and as-troys .

Some times siontist investigate meters and astrology
most siintistt make little robots that go on the moon and ,they have little cameras so the sinusitis can see the moon and see whit is happening on the moon

SCORE POINT

1

While there is a clear introduction, the main idea is somewhat ambiguous (*there is nothing like that around earth*), and there is no conclusion. This response has little or no discernible organizational plan with few transitional strategies, in part because supporting details seem randomly included. There are some drifts (e.g., *my apinyon* is off-purpose).

Response

It is hard to get a job as an astronaut many people work hard to get the job and if you do have an job as a astronaut you need to work hard on traning.

Many astronauts get to have a close view at other planits. And many astronauts benn on the moon. And astronauts have roebot thingys that can go too other planits that the astonauts can not go to. And many astronauts beleav that there are many galixys. most astronauts trane for 100s of owers. When astronauts come back from space they are very weak.

SCORE POINT

2

This response inches into the 2 scoring category. The introduction is weak, but present, and there is no conclusion. Transitions between ideas are weak (*And many astronauts.... And astronauts have... And many astronauts...*). There is an evident progression of ideas: from details about what astronauts do to a brief statement about training along with another brief statement about their physical condition, but the connections do not clarify how they relate to the stated focus of *work hard to get job*.

Response

What is an Astronaut?

by Britney

Astronauts are people that travel into space. Astronauts go into space because they wanted to look and explore on a planet. Sometimes astronauts just go there for the fun of it. They like to jump and take pictures. But when they do that, you can get sick. Astronauts like to see planets because planets are interesting to see and explore. Most of the time they would collect samples of the planets so they could examine the samples. I think I would like to be an astronaut because I like to look and explore planets and float in space.

Life in Space

by Britney

There is not alot of living things in space, actually. All of the planets have no life exept our planet, Earth. Earth has a atmosphere of oxigen, heat to make us warm, and food we can make. Other planets have no living things because they have no atmosphere and sometimes, no heat. They have nidrogen and carbon dioxide, which are bad gasses. I think it is not fair to only have one planet that has life.

Is the Sun a Planet?

by Britney

Many scientests think that the Sun was a planet. But it is not a planet. It is a star. Stars are hot gasses that glow. People mistaken the Sun because it looked like it is a round ball. But this is no ordinary star. It's known as the Red Giant star. They are stars that evolve from a White Dwarf. Red Giants form when 5 billion years passed. I thought that our Sun was the biggest planet!

SCORE POINT**2**

This response demonstrates an attempt to organize an article with subtitles or headings. However, the progression of ideas does not match the assigned task (astronaut's job), and so some details are not relevant to the task and are not source-based (sections on earth's atmosphere and sun as a star). While these sections are drifts from the intended purpose of the assigned task, they likely reflect the writer's idea of an "article." The introduction is weak (definition of an astronaut), and there is no conclusion, further confirming the score of 2.

Anchor Response #5

Response

Have you ever want go to space?Ever want to see the moon up close?
You can do this if you are

an astronaut.Astronauts are people who are sent to space to study about the solar system.They live in space stations for months.Sometimes being an astronaut is hard.Since there is no gravity in space your muscles are not used as much.When that happens,your muscles gets smaller and weaker.But do not worry,space staitions have gyms set up so you can keep your muscles strong.

Training to be a astronaut is hard too.You have to spend hundred of hours learning to do weightless training and medical skills.You also have to learn about space and science.Sometimes you have to get use to floating because you feel dizzy or sick.When you get into space strange things happen.Your head get puffy and neck gets bigger.Thats because most of your blood is traveling to your head.At the same time,your legs get smaller.We call this bird legs.When astronauts come back from space they need to get use to get use to standing on the ground again.They work hard and have many adventures.

SCORE POINT

3

Effective rhetorical questions strengthen the introduction by drawing the audience in, and the conclusion adequately captures the essence of the article (hard work and adventure). Transitional strategies are adequate (*When...; But...; ...too*). The progression of ideas moves from explaining what happens to astronauts in space, to training, and back to what happens to astronauts in space, which is mildly confusing. Nonetheless, the overall organization leads to a sense of completeness, moving this response to the 3 scoring category.

Response

Astronauts

Being an astronaut is a very cool job! I think it is cool because you get to go into space and see all the planets. Also being an astronaut has some bad parts to it too. I'm going to talk about the bad parts first and when I'm done with the bad parts I'll talk about the good parts. One of the bad parts is that your bones and muscles shrink strange... but true. So another bad part is that you have to study for years and you have to also train for hundred of hours. There is 3 levels of training you must pass them all before you leave earth and go to space. When you're training, you learn about science and space. They also learn medical skills so they can keep each other healthy and safe while your in space. They practice riding rovers and other special vehicles that are only meant for space! They even take classes in scuba diving! Have you ever felt the feeling when you are in a pool or ocean? That's how it feels when your in space. Since there is all different kinds of astronauts who all have different kinds of jobs, some of the training is different. That is all that is good and bad about astronauts!

SCORE POINT

3

This response has an evident organizational structure, though some minor flaws are demonstrated. The introduction states a general opinion (*Being an astronaut is cool!*), and the main idea is vague (*good and bad parts*); the conclusion repeats this main idea. The writer tells the writer what the organization is – bad parts first and followed by good parts - although it isn't clear when the transition occurs (the training is introduced as a bad part, but scuba and riding rovers are presented as seemingly good aspects). Overall, the response is generally focused and adequately sustained to earn a score point 3 despite some copied text.

Response

What Does an Astronaut Do?

Being an astronaut is not an easy job. They don't just go to space to go sight seeing. they are there to learn about the wonderful things about space. You have to go to school for at least 18 years. After all that time studying you have to train for a very long time. Maybe even up to 130 hours of training.

Astronauts have to get plenty of exercise to stay healthy. Even in space!!!! If they don't they will get weak. They use big rubber bands and hook them around their shoulders. Then they bend their knees and press against the rubber bans to make their legs stronger. Then the do their arms by standinding on the band and pulling their arms up over their head.

When astronauts are in space their body changes. For the first week they are in space the might feel a little sick but they get used to it after a while. They also might feel wieghtless. That is what causes them to feel sick.

SCORE POINT

3

This response demonstrates an adequate organizational structure. The introduction is effective (adding a [3rd grade] humorous detail about astronauts not being in space to sightsee). The conclusion, however, is noticeably absent. The main idea focuses on astronaut training, and it is sustained throughout. Connections between and among ideas are generally clear (*if....[then]; after all that time; That is what causes...*).

Response

Astronauts

Have you ever thought about what it's like to be an astronaut? You might think that it would be a lot of fun but going into space is *very* hard. There is a lot of work to do before you go actually go to space. Before you become an astronaut, you have to be educated. Astronauts go to school for 12 years, then go to college for 4 years, and after that they study for two years or more. That's 18 years in total! Can you imagine that?

After school, there's training. These pre-astronauts will train for hundreds of hours to become an astronaut! They will learn what it is like to be in the International Space Station (ISS) and they will ride in vehicles made for space. They will also take scuba diving lessons because the feeling of being in a suit underwater is very similar to the feeling in space. Another thing they do in the training is get jobs. Some of the jobs are being a medical person so in case someone gets hurt or sick they can be healed, being a fixer so if the ship breaks down or catches on fire they can try to fix it, a pilot who can fly the rocket, a leader to make sure everyone does their job, and a scientist who can study how living things such as plants and animals survive in space.

Finally, it's time to blast off into space. This is a once in a lifetime event. You might be saying "Yay! Yippee! This is the fun part!" You are right and wrong if you said that. Being in space may be fun but is also very dangerous. When you are in space you feel as if you weigh nothing. You float around the spaceship. This is not good for your body. Your blood flows up to your head. Your head and neck gets puffy and your legs get small and thin. This condition is called "bird legs". Your muscles don't work hard and get weak and shrink. When you get back to earth it is hard to stand because you are weak. You

have to adjust. That means that when you are in space you have to excersize. The use big rubber bands and they stretch in them in different ways.
Being in space is fun also because you can see everything on earth. Maybe when you grow up you will be an astronaut, too.

SCORE POINT**4**

This response is fully sustained and purposefully focused with a clear and effective organizational structure (training followed by life in space). The introduction begins and ends with [3rd grade-effective] rhetorical questions, with background information about astronaut education in between. Transitions are effective and varied (*After school; also; Another thing; Finally*). The conclusion effectively wraps up the article, speculating on a reader's possible desire to become an astronaut. Overall, the consistently maintained focus and logical progression of ideas contribute to earning this response a 4.

EVIDENCE/ ELABORATION



Grade 3
Evidence and Elaboration
Sample 1-Point

Anchor Response #1

Response

to be an astronuat you requiure lots of training you have to do evrything required.you have to have plans .you also need team work.thats what you need.

SCORE POINT

1

There is minimal evidence for the vague main idea (training and teamwork), and those few supporting details are not elaborated. The language is vague (*evrything required, plans*) and repetitive (*requiure, required*). The brevity of the response further confirms a score of 1.

Response

THE job of a astrnot is like, floating in a tin can out in a place wehr there is no gravity.

There is nothing like that around earth.

Somtims astrnots are scared sometimes there not being a astrnot is hard

work, thats my apinyon .you may have a difront a pinyon .

THIS is beause,
I like wringing because ,thats my favrot thing to do; some timse astrnots try to stop meders and as-troys .

Some times siontist investigate meters and astrology
most siintistt make little robots that go on the moon and ,they have little cameras so the sinusitis can see the moon and see whit is happening on the moon

SCORE POINT

1

This response addresses the topic, but minimal evidence from the source material is present (*no gravity, robots*). The integration of some details lack a clear explanation (*some times astrnots try to stop meders and as-troys*). Some elaboration is effective ([being an astronaut is] *like floating in a tin can out in a place wehr there is no gravity*); but some other elaboration is ineffective (*thats my apinyon .you may have a difront a pinyon*). Overall, the development matches criteria for the 1 score point category.

Response

It is hard to get a job as an astronaut many people work hard to get the job and if you do have an job as a astronaut you need to work hard on traning.

Many astronauts get to have a close view at other planits. And many astronauts benn on the moon. And astronauts have roeboot thingys that can go too other planits that the astonauts can not go to. And many astronauts beleav that there are many galixys. most astronauts trane for 100s of owers. When astronauts come back from space they are very weak.

2

SCORE POINT

Some cursory evidence from the source materials is used, but it is weakly integrated. Elaboration is either weak (*...have roeboot thingys that can go too other planits that the asonausts can not go to*) or not supported by text (*many astronauts benn on the moon; many astronauts beleav that there are many galixys*). Overall, the weak but attempted development of source-based ideas is sufficient to move this response into the 2 scoring category.

Response

What is an Astronaut?

by Britney

Astronauts are people that travel into space. Astronauts go into space because they wanted to look and explore on a planet. Sometimes astronauts just go there for the fun of it. They like to jump and take pictures. But when they do that, you can get sick. Astronauts like to see planets because planets are interesting to see and explore. Most of the time they would collect samples of the planets so they could examine the samples. I think I would like to be an astronaut because I like to look and explore planets and float in space.

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SCORE POINT

2

The support for the assigned task – an article about the job of an astronaut – is uneven. Some details are neither relevant nor source-based (sections on earth’s atmosphere and sun as a star), and even the relevant source-based ideas in paragraph 1 are weakly developed (*Sometimes astronauts just go [to space] for the fun of it* is not a source-based conclusion). Elaboration via commentary (*I think I would like to be an astronaut because I like to look and explore planets and float in space*, and *I think it is not fair to only have one planet with life*) do not adequately support the main idea. Some precise vocabulary (*...so they could examine the samples...; ...that evolve from the White Dwarf*) and the writer’s style (*This is no ordinary star*) do not compensate for the weak elaboration, keeping this response in the 2 scoring category.

Response

Have you ever want go to space? Ever want to see the moon up close? You can do this if you are an astronaut. Astronauts are people who are sent to space to study about the solar system. They live in space stations for months. Sometimes being an astronaut is hard. Since there is no gravity in space your muscles are not used as much. When that happens, your muscles gets smaller and weaker. But do not worry, space staitions have gyms set up so you can keep your muscles strong.

Training to be a astronaut is hard too. You have to spend hundred of hours learning to do weightless training and medical skills. You also have to learn about space and science. Sometimes you have to get use to floating because you feel dizzy or sick. When you get into space strange things happen. Your head get puffy and neck gets bigger. Thats because most of your blood is traveling to your head. At the same time, your legs get smaller. We call this bird legs. When astronauts come back from space they need to get use to get use to standing on the ground again. They work hard and have many adventures.

SCORE POINT**3**

This response provides adequate support for the main idea although most of the information comes from one source. Integration is adequate for this grade level. For example, the writer takes text-based details, and paraphrases them by posing cause/effect statements (*Since there is no gravity in space your muscles are not used as much. When that happens, your muscles get smaller and weaker*) followed by commentary combined with text detail (*But do not worry, space staitions have gyms set up...*). There is a sense of style; for example, the writer has changed the point of view from “they” to “you,” making the audience feel personally addressed (*Have you ever want to go to space? You can do this if you are an astronaut; When you get into space, strange things happen. Your head gets puffy.....*)

Response

Being an astronaut is a very cool job! I think it is cool because you get to go into space and see all the planets. Also being an astronaut has some bad parts to it too. I'm going to talk about the bad parts first and when I'm done with the bad parts I'll talk about the good parts. One of the bad parts is that your bones and muscles shrink strange... but true. So another bad part is that you have to study for years and you have to also train for hundred of hours. There is 3 levels of training you must pass them all before you leave earth and go to space. When you're training, you learn about science and space. They also learn medical skills so they can keep each other healthy and safe while your in space. They practice riding rovers and other special vehicles that are only meant for space! They even take classes in scuba diving! Have you ever felt the feeling when you are in a pool or ocean? That's how it feels when your in space. Since there is all different kinds of astronauts who all have different kinds of jobs, some of the training is different. That is all that is good and bad about astronauts!

3

SCORE POINT

The paraphrasing and integration of source-based details are good although the details in the middle of the paragraph are copied (but not attributed or quoted). There is little specific elaboration or development of these details; however, commentary does serve as one elaboration strategy ([your] *bones and muscles shrink...strange but true*). The style is uneven, ranging from distracting (*I'm going to talk about the bad parts first and when I'm done with the bad parts I'll talk about the good parts*) to effective use of language (*you must pass ... all [3 levels of training] before you leave earth and go to space*). Overall, the response is adequately developed for a score of 3.

Grade 3
Evidence and Elaboration
Sample 4-Point

Anchor Response #7

Response

What Does an Astronaut Do?

Being an astronaut is not an easy job. They don't just go to space to go sight seeing. they are there to learn about the wonderful things about space. You have to go to school for at least 18 years. After all that time studying you have to train for a very long time. Maybe even up to 130 hours of training.

Astronauts have to get plenty of exercise to stay healthy. Even in space!!!! If they don't they will get weak. They use big rubber bands and hook them around their shoulders. Then they bend their knees and press against the rubber bans to make their legs stronger. Then the do their arms by standinding on the band and pulling their arms up over their head.

When astronauts are in space their body changes. For the first week they are in space the might feel a little sick but they get used to it after a while. They also might feel wieghtless. That is what causes them to feel sick.

4

SCORE POINT

This response provides convincing support for the main idea (astronaut training). Elaboration comes by drawing logical conclusions from text-based evidence (*...maybe even up to 130 hours; ...then they do their arms by standing on the band and pulling their arms up over their head*). Vocabulary is clearly appropriate and enhances the style of the response (*They don't just go to space to go sight seeing; Even in space!*).

Response

Astronauts

Have you ever thought about what it's like to be an astronaut? You might think that it would be a lot of fun but going into space is *very* hard. There is a lot of work to do before you go actually go to space. Before you become an astronaut, you have to be educated. Astronauts go to school for 12 years, then go to college for 4 years, and after that they study for two years or more. That's 18 years in total! Can you imagine that?

After school, there's training. These pre-astronauts will train for hundreds of hours to become an astronaut! They will learn what it is like to be in the International Space Station (ISS) and they will ride in vehicles made for space. They will also take scuba diving lessons because the feeling of being in a suit underwater is very similar to the feeling in space. Another thing they do in the training is get jobs. Some of the jobs are being a medical person so in case someone gets hurt or sick they can be healed, being a fixer so if the ship breaks down or catches on fire they can try to fix it, a pilot who can fly the rocket, a leader to make sure everyone does their job, and a scientist who can study how living things such as plants and animals survive in space.

Finally, it's time to blast off into space. This is a once in a lifetime event. You might be saying "Yay! Yippee! This is the fun part!" You are right and wrong if you said that. Being in space may be fun but is also very dangerous. When you are in space you feel as if you weigh nothing. You float around the spaceship. This is not good for your body. Your blood flows up to your head. Your head and neck gets puffy and your legs get small and thin. This condition is called "bird legs". Your muscles don't work hard and get weak and shrink. When you get back to earth it is hard to stand because you are weak. You have to adjust. That means that when you are in space you have to exercise. They use big rubber bands and they stretch in them in different ways.

Being in space is fun also because you can see everything on earth. Maybe when you grow up you will be an astronaut, too.

SCORE POINT

4

Evidence is relevant, specific, and well-integrated with selection of details from both sources. A variety of elaborative techniques are effectively used (scenarios/examples: *if the ship breaks down or catches on fire they can try to fix it...*; commentary: *This is a once in a lifetime event, and Can you imagine that?*; and speculation: *you might be saying "Yay! Yippee!..."*; *When you grow up you will be an astronaut, too*). Some precise vocabulary (*pre-astronauts*) enhances the style.

CONVENTIONS



Note: The conventions anchor set is composed of samples from several different grade 3 Performance Tasks. The analysis of grade-specific conventions, however, is not purpose-specific; therefore, teachers can use the following anchors regardless of task.

Anchor Response #1

Response

Bat help farmers with the bugs eat the cope so at nigt when the bugs come they go and hunt in the crops and eat the bugs and then they sherech over and over intle there done. The next day can eat another bach of inses and thy munch on 250/125 per night and they also they drink cow and they hunt very good and when they hunt they have a sence of smell and bats can lisin really fare and then bat make a eco to get the other bat to hear were there at.Bats canlive over 12 ole in texas.

SCORE POINT

0

The response demonstrates little or no command of conventions –

- Frequent **misspellings** cause confusion (*cope*; *nigt*, *sherech*, *intle*, etc.), and there are problems with plurals (*bat* instead of *bats*).
- **Grammar usage** problems include errors with frequently confused words (*there* instead of *they're*; *were* instead of *where*). It's unclear whether problems such as *bat make* and *bat help* are problems with basic subject/verb agreement or forming plural nouns.
- **Sentence formation** problems are stylistic “on-and-on” sentences, not convention errors* *per se*.
- The word *texas* should have a **capital** letter.

The frequency, severity, and variety of errors in this very short response confirm a score of 0.

*To be considered conventions errors, errors with sentence structure must be “correctable” with punctuation (comma splice or fused sentences).

Response

The pligerms eat nasty food and thay chravled in the maflaer for 2montes fand ther new home. And the pilgrims and the natoamarecens dint get olong. but on thank giving thay shaer food and get olong and eat.treky ane pork and iots of stof

SCORE POINT

0

The response demonstrates little or no command of conventions -

- Prolific grade-appropriate **spelling** errors are distracting (*thay, shaer, fand, chravled, montes, ther olong, stof*).
- **Grammar usage** errors include inappropriate use of past and present verbs (...eat...chravled...fand).
- **Sentence formation** errors include a fragment (*treky ane pork and iots of stof*). Note: “on-and-on” sentences (such as *But on Thanksgiving they share food and get along and eat*) are considered a style flaw, not a conventions error.*
- There are **capitalization** errors at the beginnings of sentences and with proper nouns (*pligerms, maflaer, natoamarecens*).
- There are grade-appropriate **punctuation** errors including an apostrophe to form a contraction (*didnt*).

The high number of errors relative to the length of the response confirms the score of 0.

*To be considered conventions errors, errors with sentence structure must be “correctable” with punctuation (comma splice or fused sentences).

Response

When the pilgrims began there joirny on the Mayflour a lot of the kids had to sleep on the floor. The parents got to sleep in the beds. They had to go in a chamberpot. They had on room to move arond. The were dieing when they got of the shipit was sad. THEN the pilgrims meet Squanto and he even helped them plant food.

SCORE POINT**1**

This response reflects a partial command of 3rd grade conventions -

- There are some errors in grade-appropriate **spelling** words (*on* instead of *one*, *arond*, *dieing*).
- **Grammar usage** errors include incorrect use of irregular verb in past tense (*THEN the pilgrims meet Squanto*) and an error with a frequently confused word (*there* instead of *their*).
- **Sentence formation** errors include a fused sentence (*They were dieing when they got of the ship it was sad*).
- The word *pilgrims* should be **capitalized**.

Overall, the use of conventions is adequate enough to earn a score of 1.

Response

My dog is a rescu dog.Last year I was waking my dog he startyed to run fast when sudenly we saw a bulding burning.I let go of the liesh my dog ran as fast he could and went in side the bulding.He came out of the bulding and in his moth he was holding a kitten.

Then
the next day I saw the kitten that my dog rescud was out side my windo.The cat started to mew.I let cat in.My dog started to play with the cat.He would never play with a cat like that.So when the cat left my dog Max was sad.The next weak I saw Max out side with the same cat he played with.

This year he has alot of cat frends that Max rescus and now he is a firfiter dog.But Max vists me.Now he rescus animal and humen in need.He still see the first cat or animal he rescud.

SCORE POINT

This response demonstrates a partial command of conventions -

- Errors in **spelling** grade-appropriate words are somewhat frequent (*windo, alot, in side/out side, firfiter, frends, vists, humen*). The response also shows systematic errors with plurals (*animal(s), humen(s)*).
- **Grammar usage** errors include an error with simple subject/verb agreement (*he still see*), and an error with a frequently confused word (*weak* instead of *week*).
- Errors with **sentence formation** include fused sentences (*Last year I was waking my dog he startyed to run fast when sudenly we saw a bulding burning*; and *I let go of the liesh my dog ran as fast he could in side the bulding*.)

The frequency and severity of errors keep this response at the 1 level.

Response

I think the Mars Rover is the most important invention because it helped scientists find what it is like on Mars. The 1st Mars rover was made by Donna Shirley. She worked with a group of scientists.

Now I will tell you about the 1st Mars rover. It was the size of a microwave oven. It had two pairs of three wheels.

SCORE POINT**2**

This response demonstrates an adequate command of conventions. Though it is brief, only one minor error in capitalization is demonstrated.

Response

A pilgrim child's journey started when they were very young like twelve years old and up. One day a pilgrim child was getting ready for her journey across the ocean. She was walking along their trail to the pilgrims houses. They left a trail so no one could get lost heading back home. She thought traveling across the ocean to a new land maybe sound fun but, the other kids did not think it was fun because they had to leave all of their stuff behind. The girl named rose did not like it either but she liked to try new things that she has not done before. The other kids did not like to try new things they just liked to work and help their families. When they sailed across the ship they didn't like it because this trip wasn't a vacation that they had planned for. The ship had no private rooms, no dinning rooms, no nice bathrooms. The food went bad as they got older they started to be more hungrier because they didn't get a lot of food when they were younger.

SCORE POINT

2

This response demonstrates an adequate command of 3rd grade conventions -

- There is a single error in **punctuation** (a missing apostrophe for the possessive of *pilgrims*).
- The word *pilgrim* and the name *rose* should be **capitalized**.
- There are errors in **sentence formation** including fused sentences (*The food went bad as they got older they started to be more hungrier because they didn't get a lot of food when they were younger;* and *The other kids did not like to try new things they just liked to work and help their families*).
- There are isolated errors in **grammar usage**: an error with a comparative adjective (*more hungrier*), and an error in verb tense (*sound* instead of *sounded*).

Overall, the errors are not severe or frequent enough to keep the response from earning a 2.

Response

Jack Skeen started his long, boaring but merackules jerney to the new world in sixteen twenty.He got on the bot complaning to his mom that he was hungry and needed to yous th bathroom,his mom told him that he would be able to eat at dinner,and for the bathroom, he would need to ask the captan that.Jack walked away mumbeling to himself "Oh great, i'm stuck in a ship, have to ask the capten were the bathroom is and can't eat anything for like 3 hours, just great".CREEK! CREEK!"mmph!"They should realy fix this floor!"!Uh,hi Mr.captan sir,uh I was woundering were the bathroom would be?"Down the stairs past a corner and to your left".(He said with a loud booming voice)."Uh,thankyou,thank you very much".Shreeked Jack a little scared.CREEK!,CREEK!"Grrr"!Ah,ha,here we are.SSSS!,ah,that feels alot beter.Three hours later,"WHAAT"!!!!ONLY SOME CRACKERS AND SOME BAKEN BITS"!!!Sereasly, thats the only thing we can eat" ? Asked Jack."Yes".said his mother."But mom"!now stop complaning and eat your dinner"!O,ok".

"Actually,that was pretty good"Said jack."See"Said his mother. "But I'm still hungry"."Oh, come on"Complained his mother.

This went on for the rest of the trip,exept the food got wet,moldy and went bad,also, some times they ate the food that went bad exept the passengers could not taste it because the men ho coocked and handed the food out put spices on them to cover it up.

Two months after the passengers left thiere hometown Ingland,they reeched the new world ,nowadays known as Plymith Masichusets.

"B,brrr,m,m,mom its co,cold".Wimpered Jack. "Oh hony,have my jacket". "Th,thanks mom.

Response continues onto the following page

Two months later,Jack and the other pilgrims were able to eat more than biscuts because of there new friends,the native americans.They touht Jack and the other pilgrims how to grow Corn,Barly and Peas.The Native americans also touht the pilgrims how to hunt for like birds and deer.The pilgrims found berries and fruits,and learned how to fish as well.By the time fall came around,the pilgrms realized they had much to be thankfull for.They did not have pumpkin pie on the first thanks giving but there was fresh food.There was even inugh food for the long,cold winter ahed of theme.And there was lots and lots to be thankful for.

So, long story short. AND THEY LIVED HAPELLY EVER AFTER,

THE
END!!!

SCORE POINT

2

This response demonstrates an adequate command of conventions -

- There are quite a few basic **spelling** errors (*boaring, ahed, thankfull, bot, ho, thiere, yuse, litle* etc.), but they are sufficiently dispersed throughout this lengthy response.
- There are errors with **capitals** including needless capitals on *Corn, Barley* and *Peas*; yet words such as *native americans, puritans*, and *i'm* should have capitals but don't.
- **Punctuation** errors include missing apostrophes (*thats* and *its* instead of *it's*) and errors with commas (and capital letters) in the dialogue ("*B,brrr, m,m,mom its co,cold*". *Wimpered Jack*).
- There are few **grammar usage** errors including misuse of frequently confused words (*there* instead of *their*; *were* instead of *where*). While there is a subject/verb agreement error, it is not a basic level error (*And there was lots and lots to be thankful for*).

Overall, in addition to the frequent misspellings, there are a variety of mostly minor errors. However, the response is complex. Therefore, the relatively low ratio of errors compared with the length of the student writing validates the score of 2.

**4-Point
Informational
Performance Task Writing Rubric (Grades 3-5)**

Score	4	3	2	1	NS
Organization/Purpose	<p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is sustained between and within paragraphs. The response is consistently and purposefully focused:</p> <ul style="list-style-type: none"> controlling/main idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose and audience consistent use of a variety of transitional strategies to clarify the relationships between and among ideas effective introduction and conclusion logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety 	<p>The response has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. The organization is adequately sustained between and within paragraphs. The response is generally focused:</p> <ul style="list-style-type: none"> controlling/main idea of a topic is clear, and the focus is mostly maintained for the purpose and audience adequate use of transitional strategies with some variety to clarify the relationships between and among ideas adequate introduction and conclusion adequate progression of ideas from beginning to end; adequate connections between and among ideas 	<p>The response has an inconsistent organizational structure. Some flaws are evident, and some ideas may be loosely connected. The organization is somewhat sustained between and within paragraphs. The response may have a minor drift in focus:</p> <ul style="list-style-type: none"> controlling/main idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience inconsistent use of transitional strategies and/or little variety introduction or conclusion, if present, may be weak uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas 	<p>The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> controlling/main idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience few or no transitional strategies are evident introduction and/or conclusion may be missing frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression 	<ul style="list-style-type: none"> Insufficient (includes copied text) In a language other than English Off-topic Off-purpose

**4-Point
Informational
Performance Task Writing Rubric (Grades 3-5)**

Score	4	3	2	1	NS
Evidence/Elaboration	<p>The response provides thorough elaboration of the support/evidence for the controlling/main idea that includes the effective use of source material. The response clearly and effectively develops ideas, using precise language:</p> <ul style="list-style-type: none"> comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific clear citations or attribution to source material effective use of a variety of elaborative techniques* vocabulary is clearly appropriate for the audience and purpose effective, appropriate style enhances content 	<p>The response provides adequate elaboration of the support/evidence for the controlling/main idea that includes the use of source material. The response adequately develops ideas, employing a mix of precise and more general language:</p> <ul style="list-style-type: none"> adequate evidence (facts and details) from the source material is integrated and relevant, yet may be general adequate use of citations or attribution to source material adequate use of some elaborative techniques* vocabulary is generally appropriate for the audience and purpose generally appropriate style is evident 	<p>The response provides uneven, cursory elaboration of the support/evidence for the controlling/main idea that includes uneven or limited use of source material. The response develops ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> some evidence (facts and details) from the source material may be weakly integrated, imprecise, repetitive, vague, and/or copied weak use of citations or attribution to source material weak or uneven use of elaborative techniques*; development may consist primarily of source summary vocabulary use is uneven or somewhat ineffective for the audience and purpose inconsistent or weak attempt to create appropriate style 	<p>The response provides minimal elaboration of the support/evidence for the controlling/main idea that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> evidence (facts and details) from the source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied insufficient use of citations or attribution to source material minimal, if any, use of elaborative techniques* vocabulary is limited or ineffective for the audience and purpose little or no evidence of appropriate style 	<ul style="list-style-type: none"> Insufficient (includes copied text) In a language other than English Off-topic Off-purpose

*Elaborative techniques may include the use of personal experiences that support the controlling/main idea

**2-Point
Informational
Performance Task Writing Rubric (Grades 3–5)**

Score	2	1	0	NS
Conventions	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<p>The response demonstrates little or no command of conventions:</p> <ul style="list-style-type: none"> infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<ul style="list-style-type: none"> Insufficient (includes copied text) In a language other than English Off-topic Off-purpose

Holistic Scoring:

- **Variety:** A range of errors includes sentence formation, punctuation, capitalization, grammar usage, and spelling.
- **Severity:** Basic errors are more heavily weighted than higher-level errors.
- **Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.