


# Animal Habitats

## ELA Grade 4 Informational Annotated Anchors

A decorative graphic consisting of several overlapping, slanted rectangular bars in shades of grey, blue, and green, positioned above the first note.

**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.

**Note:** The pilot sources differ slightly from the practice test sources.

# PURPOSE/ ORGANIZATION



**Response**

At the bottom of the sea, it is as dark as night. The Desert's air is dry. And people can live in ho place's and cold place's but not and people can live in dry place's because the have tool's. Wild Animal's and Plant's don't have tool's.

**SCORE POINT****1**

Although the response is related to the topic, there is little purpose-specific focus and no information about how animals survive in difficult environments. There is little or no discernible organizational structure, and connections between ideas are unclear (e.g., as presented, there is no clear relationship between having tools and dry places). This response, overall, merits a 1 for purpose and organization.

Grade 4  
Organization and Purpose  
Sample 1-Point

Anchor Response #2

**Response**

There are some animals that live in the Arctic like: penguins, ice fish, and polar bears. Some animals like polar bears and penguins have to huddle up to get warm and polar bears share body heat. But then there's some that live in the warm desert. Some animals like snakes and other reptiles come in the night. But the elf owl lives in the Saguaro cactus to keep cool. They can keep cool because the Saguaro cactus keeps water inside it so it keeps the elf owl nice and cool.

**SCORE POINT**

**1**

Although the animals are grouped into habitats and survival tactics are mentioned, the list-like progression of ideas is weak. The response lacks an introduction as well as a conclusion, and the few transitional strategies (*But, so*) are simplistic. This brief response remains in the 1 scoring category for purpose and organization.

Grade 4  
Organization and Purpose  
Sample 2-Point

Anchor Response #3

**Response**

plant animals live is in the ecosystem. when your walking around and you see a big puddle, you may not know this but that puddle could be an ecosystem. where ever plant an animals live together it's an ecosystem. an ecosystem can be big or small even hot or cold. an ecosystem can be a living thing too. like how squirrels nest in trunks. after a few years the oak tree grows acorns. every once and a while a hawk will swoop down looking for a mouse to eat. when the acorns are done they fall to the ground and all the animals stuff their self for winter. When you see the coral reef that can also be an ecosystem for fish. they can also go there for hiding from predators. Reefs can draw in a lot of animals.

SCORE POINT

2

The response has a general focus on ecosystems: what an ecosystem is and how it helps animals survive. The introduction is weak and there is no conclusion, but there are some transitions (*when your walking...; like how...; every once in awhile*). Although the ideas seem somewhat randomly added, there is enough of a progression of task-appropriate ideas to move this response into the 2 scoring category for purpose and organization.

Grade 4  
Organization and Purpose  
Sample 2-Point

Anchor Response #4

**Response**

Animal habitats and plant habitats are very different from each other, but what's really different is that most animals have the ability to live anywhere they want as long as it is safe for them starting out with penguins. Penguins have the ability to live anywhere they want as long as it's not too hot. Most penguins live in the cold, it can get minus 128 degrees Fahrenheit, plus the water freezes at 32 degrees. Antarctica is colder than ice. Do you wonder how penguins survive this kind of weather? One word blubber, blubber is a kind of fat that keeps animals warm. Penguins aren't the only ones who have blubber polar bears have blubber because they live in cold weather too and they stay in the freezing waters a lot longer than penguins. Another animal is the whale, whales need blubber because if the water gets too cold they need the blubber to last them while they swim to warmer waters. The only way plants grow is water, sun not always dirt. Most plants need water to survive, but the cactus plant doesn't need too much of water like other plants. The reason why is since the cactus lives in the deserts they don't get much water so they learned when it rains they soak up all the water that falls on them and that keeps them alive until the next time it rains. Most plants die if there is drought or someone doesn't water them. Animals that live in the desert such as snakes, lizards, and squirrels live in burrows. During the day time they stay underground to stay out of the sun. The End :D

## SCORE POINT

## 2

The focus on animal habitats and survival is mostly sustained, but the response has an inconsistent organizational structure. The progression of ideas from beginning to end is somewhat confusing (animals, plants, animals). Some transitions are effective (*Penguins aren't the only ones who have blubber....*) while others do not adequately clarify connections between ideas (whales to plants; cactus to desert animals). There is no conclusion and a weak opening. Although the response has some characteristics of an adequate response, structural flaws confirm a holistic score of 2 for purpose and organization.

Grade 4  
Organization and Purpose  
Sample 3-Point

Anchor Response #5

**Response**

Animals can survive in different and difficult habitats. There are cold habitats and warm habitats. Wherever the habitats are, animals can make the best of them. They don't need to use air conditioners in the desert, or, thermal blankets in the Arctic. Animals live on nature and themselves. How do they? In the desert there are lots of animals that live in the hot, dusty place. In cactuses, the spikey plant, has stored water in its walls, which helps small animals, such as the elf owl, have a cooling source and a nice place to live in. Other animals, like mice, lizards, snakes, and squirrels, burrow under the ground. Both of those plans work for keeping out of the sun. Well it's time to leave. That is just the desert, there are a lot of others. Like the ocean and the Arctic. So now you know about some resources. Bye!



## SCORE POINT

## 3

The response is adequately sustained and generally focused on animal habitats and survival. There is an evident organizational structure: the response moves from generalizations about the topic, followed by specific examples. There is an adequate introduction that establishes an awareness of audience, and although the conclusion is weak, it is present. Varied transitional strategies adequately clarify relationships (*How do they?; Other animals...; Both of those plans work...*), reflecting an adequate progression of ideas and contributing to a sense of completeness. This response moves into the 3 scoring category for purpose and organization.

**Response**

Animals and there ways of living in harsh and difficult areas of the Earth must is acutluly like a peie of cake. let me tell you a little about it. In the hot desert a lot of animals escape the heat during the day by staying in there burrows and they come out at night. But an owl will live in cacti full of rich sweet cool water to keep them cool and out of the heat. They will burrow into the catis and make a little area for there home. You ask how water gets into the cacti? Well the cati has long roots that are like a sponge and they suck up water into the base of the cactis when it rains. In the ocean there are harsh places too like a deep part of the ocean reaching up to 7 miles deep. Now ill tell you about the ocean and its invierment. In the deepest parts of the ocean it is very cold at the bottom. But the sea creatures that live down there find a way to stay warm. How you ask? There are mini valcanos on the sea floor that keep the water around it hot. So what do you think about animals and there inviorment and how they survive harsh areas in the world? well in my apinion its pretty cool.

## SCORE POINT

## 3

This response focuses on the relationship between animals and how they deal with temperature extremes, and that focus is sustained throughout. The introduction and conclusion are adequate (the use of commentary – *peie of cake* and *its pretty cool* – are 4<sup>th</sup> grade appropriate). The progression of ideas is logical (hot desert climate followed by cold ocean climate), and most transitions (*Let me tell you about...; But...; How you ask?*) adequately connect ideas. Although *Now Ill tell you about the ocean...*, is somewhat misleading because the subject of the ocean has already been introduced, overall, the response fulfills the criteria for a score point 3 for purpose and organization.

**Response**

We animals and people have different life styles. Something we have in common is we all live in the same places. Some of us live in cold places or hot. All kinds of animals live in icie oceans in Alaska or Antartica. There are also animals that live in the desert where it is arid alll day. Last the ocean is dark and deep. In the icy cold places lots of animals have adaptations. They have fur to keep them warm ,a layer of fat ,or eachother. Take penguins for instance they have a thick layer of body fat or blubber under there feathers. They also have a little trick they cuddle together and block the wind from them. In these snowy places there are polar bears. These magnificent creatures also have that layer of blubber under their fur. But they also do something special to keep warm they dig large dens into the snow and snuggle up. There are also the sea creatures of the cold oceans. Whales swimm away to wammer parts of the ocean. An Fish have a special protine in their blood. That protine helps the fish not get ice peices in their bodys. There are the complete oppisist places in the world like the desert. In the desert many animals stay under ground. Like mice, snakes, lizards, and squirrals live underground. Some of these same animals are nocturnal they sleep during the day and come out at night. They come out at night because it gets cooler at night in the desert. Not all animals live underground the elf owl lives inside a cactus. It is actually cool inside the cactus. The cactus sucks up all the rain water from its roots. That is like natruel air- conditioning. The last biome is the ocean. When your at the bottom of the ocean it is dark and extremly cold. It its so deep that there is no light. Some sea creatures even can glow down there. But there is always a soulution to a promblem even in the ocean. At the depths of the ocean there are little volcanos or gusers that shoot out hot water. Crabs like to hang out around there. Every single animal or person has its way of surviving. Its amazing that we all live today. Whether its in the Artic, The desert , or the ocean we all have are ways.

## SCORE POINT

4

The response has a clear and effective organizational structure, creating a sense of unity and completeness for this newsletter. The introduction describes the environments common to living things, and the conclusion goes beyond summary (*Every single animal or person has its way of surviving. Its amazing that we all live today. Whether its in the Artic, The desert, or the ocean we all have are ways*). Consistent use of a variety of transitional strategies provides connections between and among ideas (*...for instance...; not all animals...*), and the syntactical variety within repeated transition words enhances the flow of the response (*There are also....; These magnificent creatures also...; But they also...*). Holistically, this response earns a 4 for purpose and organization.

*\*errors as in the original*

Grade 4  
Organization and Purpose  
Sample 4-Point

Anchor Response #8

**Response**

A World of Many Places Do you know how lucky you are? You have air conditioners, television, computers, food, water shelter, you are lucky. There are a lot of animals outside with none of those. Think about the desert animals, where water is rare. You don't have to worry about that, you might have a well. Or the deep ocean, they can't see the sun or where they are going because it is so dark. You have electricity. We are lucky. I will tell you about those who aren't so fortunate. You'll be surprised how neat Earth is! First let's talk about the desert, with the hot sun raining down and little water, it is hard to survive. But the saguaro cactus doesn't seem to mind, with its air conditioner and water preserving technique it gets along quite well. It almost never rains, but when it does it is quite a downpour! That is when the cactus soaks it up! Next I would like to tell you about Antarctica. The chilly temperature is almost unbearable! But not for the penguins. They can share their body heat by huddling together. The polar bears have it figured out too. Their thick fur is very helpful in this weather! Lucky for bears, they hibernate and don't have to even worry about anything! The ocean is just as pleasurable, dark and cold. That far down into the sea, you can't find the sun. It is freezing cold! Not to mention it is dark, without the sun no light. Crabs don't seem to have a problem though. There are small volcanoes they can pass by that act like heating vents. The cold keeps the water from boiling, but when they erupt it gets warm and cozy for those crabs. The sea isn't all tropical! Now do you see how very lucky we are? It makes you appreciate the things you have. Nature can be really cruel, but we all tend to find our way. Like the saguaro cactus, penguins, polar bears, and crabs we all seem to survive.

The response has a clear and effective organizational structure creating a sense of unity and completeness (desert to Arctic to ocean). The focus on comparing animals to humans is consistently maintained. The introduction and conclusion are both effective: Although not physically indented, the first three sentences serve to introduce the topic with a rhetorical question and commentary that segue nicely into the body of the response (*Do you know how lucky you are? You have air conditioners, television, computers, food, water shelter, you are lucky. There are a lot of animals outside with none of those*). Likewise, the final four sentences effectively conclude the response. Comments on how lucky humans are serve to transition between supporting ideas. This cohesive response merits a holistic score of 4 for purpose and organization.

# EVIDENCE/ ELABORATION





## Response

Camels live in a hot environment, wich is very tough to live in. Whales, penguins, and polar bears also live in a very tough environment, wich is very cold. Frogs have to live outside in the cold. Some hawks live on people's roof wich is different. Some mice live in people's house in a little tiny hole on their wall. In the Sonoran Desert of Arizona the little elf owl lives inside a tall saguaro cactus. Inside the cactus has natural air-conditioning. The cactus is full of water. Because the cactus is full of water the elf owl has a nice cool home, wich is very different because the elf owl lives INSIDE a cactus and not many animals live inside a cactus.

## SCORE POINT

1

Although the animals referenced in this response do come from Source #1, there is no elaboration of the information. Except for the mostly copied\* example *because the cactus is full of water the elf owl has a nice cool home*, survival for the other animals listed is not addressed let alone developed. The final comment (*not many animals live inside a cactus*) seems to be the only attempt at development. This response reflects the characteristics of the score category 1 for evidence/elaboration.

\*mostly copied from the pilot source material

**Response**

There are some animals that live in the Arctic like: penguins, ice fish, and polar bears. Some animals like polar bears and penguins have to huddle up to get warm and polar bears share body heat. But then there's some that live in the warm desert. Some animals like snakes and other reptiles come in the night. But the elf owl lives in the Saguaro cactus to keep cool. They can keep cool because the Saguaro cactus keeps water inside it so it keeps the elf owl nice and cool.

**SCORE POINT****1**

The writer groups some animals into their habitats and provides evidence about how Arctic and desert animals survive, but the evidence is minimal. In addition, there is no development of these ideas, and no elaborative techniques are demonstrated. Vocabulary is limited and, at times, repetitive (*cool*). Overall, this response remains in the 1 scoring category for evidence/elaboration.

**Response**

Ecosystem is basicly where you live as a family. The enviornment is what the tempatcher is. For example a Clown fish. The enviornment would be under the sea and its' ecosystem would be in enenamy. For you, your enviornment is on Earth and your Ecosystem is most likely in a house and maybe in your own bed room. Some animals like squarles they live in trees (Enviornment) and this is how they survive. They spend all summer, spring, and fall collectig nuts for te winter so they can stay in there tree all winter long. Another animalis a bird. They live with squirals in trees. They survive because they bild nests (ecosystem) and they fly south for the winter. I hope you learned some thing new!!

## SCORE POINT

## 2

The response supports a main idea with very limited use of information from the sources\*. Some evidence from the sources is weakly integrated with the writer's own examples and explanations (*clown fish, birds fly south*), and there is some limited use of elaborative techniques (e.g., comparing the environment/ ecosystem of a clown fish to that of a human). The [laudable] attempt to paraphrase source materials results in some simplistic language (*Another animal is a bird. They live with squiarls in trees...*) and possible misinterpretation (*...and its' ecosystem would be in enenamy*). However, there is also a budding sense of style (*Ecosystem is basicly where you live...; For you, your environment is on Earth...and maybe in your own bedroom*). Holistically, this response enters into the score point 2 category.

\*pilot sources differ slightly from the practice test sources

**Response**

Animals can survive in different and difficult habitats. There are cold habitats and warm habitats. Wherever the habitats are, animals can make the best of them. They don't need to use air conditioners in the desert, or, thermal blankets in the Arctic. Animals live on nature and themselves. How do they? In the desert there are lots of animals that live in the hot, dusty place. In cactuses, the spikey plant, has stored water in its walls, which helps small animals, such as the elf owl, have a cooling source and a nice place to live in. Other animals, like mice, lizards, snakes, and squirrels, burrow under the ground. Both of those plans work for keeping out of the sun. Well it's time to leave. That is just the desert, there are a lot of others. Like the ocean and the Arctic. So now you know about some resources. Bye!

## SCORE POINT

## 2

The response provides mostly limited use of concrete facts and details from the source materials. There is also an uneven use of elaborative techniques: For example, the use of rhetorical question and the combining of ideas (*They don't need to use air conditioners in the desert or, thermal blankets in the Artic*) is somewhat effective. However, many details need further explanation (*Lots of animals live in the desert* is not adequately explained). The evidence of style is likewise uneven. For example, *They don't need to use air conditioners in the desert or, thermal blankets in the Artic*, followed by the rhetorical question, is nice; however, the last few sentences do not adequately develop the information (*Well it's time to leave and Like the ocean and the Artic*). The vocabulary is uneven and simplistic at times (*animals live on nature and themselves*). Holistically, the response is too unevenly elaborated to advance beyond the 2 scoring category.

**Response**

Animal habitats and plant habitats are very different from each other, but what's really different is that most animals have the ability to live anywhere they want as long as it is safe for them starting out with penguins. Penguins have the ability to live anywhere they want as long as it's not too hot. Most penguins live in the cold, it can get minus 128 degrees Fahrenheit, plus the water freezes at 32 degrees. Antarctica is colder than ice. Do you wonder how penguins survive this kind of weather? One word blubber, blubber is a kind of fat that keeps animals warm. Penguins aren't the only ones who have blubber polar bears have blubber because they live in cold weathers too and they stay in the freezing waters a lot longer than penguins. Another animal is the whale, Whales need blubber because if the water gets too cold they need the blubber to last them while they swim to warmer waters. The only way plants grow is water, sun not always dirt. Most plants need water to survive, but the cactus plant doesn't need too much of water like other plants. The reason why is since the cactus lives in the deserts they don't get much water so they learned when it rains they soak up all the water that falls on them and that keeps them alive until the next time it rains. Most plants die if there is drought or someone doesn't water them. Animals that live in the desert such as snakes, lizards, and squirrels live in burrows. During the day time they stay underground to stay out of the sun. The End :D

## SCORE POINT

## 3

The response provides adequate support for the main idea by integrating paraphrased information (the response nicely combines specific data from paragraph 2 with examples from paragraph 4 of Source #1). Adequate development of these ideas is demonstrated through the use of, for example, appropriate extensions (*Most plant die if....*). Although language use is somewhat general, there is an evident style (*Do you wonder...; One word--blubber*). Overall, this response reflects enough characteristics of the score point 3 category for evidence/elaboration.

\*pilot sources differ slightly from the practice test sources

**Response**

Thing Mrs.Odom's class learned. Wow, its great to know that we are protected and safe with our families. But animals aren't, they are outside where poeple can shoot them and thing are destroring thier homes.They can be in hot, cold ,dark cruel weather!. I'm going to tell you how creul it can get for these pore animals.Here we go!!! In the Anarctica near the South Pole,it can be super cold. The weather can be as cold as minus 128 degrees Fahrenheit and the water can be 32 degrees. I know what you're thinking "How do ice fish stay alive." Well its because of their blood! Ice fish have a special protein that lets them swim deep down though layers of ice. The opisit of cold is hot, so that leads us to the desert. In the desert there are snakes, lizards, mice, owl, squirrels, and other animals like that. Most of the desert animals hunt at night cause it is cool, that means they are natural.Natural means something or someone can see at night. This is how animal stay alive in this creul world. This has been Mrs. Odom's class reporting the news.Thank you for reading our news.



## SCORE POINT

## 3

The response provides adequate facts and details from Source #1 to support the main idea, and there is some variety of elaborative techniques (rhetorical question, commentary reflecting the writer’s voice, definition). The response develops these ideas with a mix of precise (*nocturnal*) and more general language (*...thing are destroying their homes*), and there is an emerging sense of style (*I know what you’re thinking “How do ice fish stay alive.”*). Overall, this “newsletter” reflects the characteristics of a 3 scoring category for evidence/elaboration of ideas.

**Response**

The Cruel world. By Nicholas . You might be wondering, how plants and animals survive in the wild. Paint a picture in your mind. You see the windy sand breaking your eyesight and making you tumble to the ground. The pressure of the deep sea making your eardrums pop like a ballon.And the cold wintery artic make you freeze to death. This is The Cruel World! On a hot sunny day you tan, but if you went to the desert you would toast like a pizza that just came out the oven!The tempture is so hot it would could kill you! But at night the tempture is cold, too. The ferocious animals and plants that survive in these parts are snakes, lizards, mice and squirrels. They go at night when it's cold and chilly. Little elf owls make homes in the saguaro cactus and it is a nice home because it has natural air-conditioning. The ocean is very vast and takes up 75% of our planet! Some animals live at the bottom of the sea and some even glow.When there's water there is heat.The bottom of some seas you can't see any light, but there's also thermal vents. they are little volcanoes that heat up the ocean floor. The arctic is so cold that even a tiny fish couldn't live there! Its tempture is -128 degrees! The very furry and blubbery animals that live there are the polar bear,peinguins, and whales which are very very fat. There's is no plants that live in arctic because it's so cold.

## SCORE POINT

## 3

The response provides adequate support for the main idea that includes the use of information from the source material. This information is adequately developed; for example, the response predicts how humans would survive in conditions that challenge animals (*if you went to the desert you would toast like a pizza...; making your eardrums pop like a balloon*). The response also demonstrates the attempted integration of information by using the writer's own words (*blubbery animals*). There is strong evidence of style (*you might be wondering*) and vivid language and imagery (*toast like a pizza...; making your eardrums pop like a balloon*). While the development of ideas causes occasional confusion (*when there's water there is heat*), overall this response merits a score point 3 for evidence/elaboration.

## Response

A World of Many Places Do you know how lucky you are? You have air conditioners, television, computers, food, water shelter, you are lucky. There are a lot of animals outside with none of those. Think about the desert animals, where water is rare. You don't have to worry about that, you might have a well. Or the deep ocean, they can't see the sun or where they are going because it is so dark. You have electricity. We are lucky. I will tell you about those who aren't so fortunate. You'll be surprised how neat Earth is! First let's talk about the desert, with the hot sun raining down and little water, it is hard to survive. But the saguaro cactus doesn't seem to mind, with its air conditioner and water preserving technique it gets along quite well. It almost never rains, but when it does it is quite a downpour! That is when the cactus soaks it up! Next I would like to tell you about Antarctica. The chilly temperature is almost unbearable! But not for the penguins. They can share their body heat by huddling together. The polar bears have it figured out too. Their thick fur is very helpful in this weather! Lucky for bears, they hibernate and don't have to even worry about anything! The ocean is just as pleasurable, dark and cold. That far down into the sea, you can't find the sun. It is freezing cold! Not to mention it is dark, without the sun no light. Crabs don't seem to have a problem though. There are small volcanoes they can pass by that act like heating vents. The cold keeps the water from boiling, but when they erupt it gets warm and cozy for those crabs. The sea isn't all tropical! Now do you see how very lucky we are? It makes you appreciate the things you have. Nature can be really cruel, but we all tend to find our way. Like the saguaro cactus, penguins, polar bears, and crabs we all seem to survive.

## SCORE POINT

## 4

The response synthesizes information from source materials (in the writer's own words) and effectively integrates information by drawing comparisons with humans to emphasize the animal adaptations. The response uses a variety of elaborative techniques, most notably commenting on the difference between animals and humans (*Do you know how lucky you are?* and *It makes you appreciate how lucky you are*) and drawing logical conclusions about the main idea (*Nature can be really cruel, but we all tend to find our way*). Precise language (*water-preserving technique; hibernate; pleasurable*) and an effective, appropriate style (*Think about...; polar bears have it figured out...*) enhance the content, further confirming the score of 4 for this thoroughly supported and developed response.

### Response

Animals are very special creatures. For us, humans, to survive in burning hot deserts, and freezing cold snow, and the deep and dark ocean, it would be almost impossible without tools. But with animals, all they need is a little help from nature, and then they can survive. If you want to know how, keep reading. Many animals can survive in the a cold freezing place. Such as, Polar Bears, Ice Fish, Penguins, and Whales. But those are just a few. Ice Fish have a special protein in their bodies which keeps them from freezing and keeps ice crystals from forming in their bodies. But Polar Bears, Penguins, and Whales have a different survival tactic. They have multiple layers of fat or blubber that keeps them warm and toasty. But they still have some more tricks up their blubber and fat. For penguins, a big group hug with a few other penguin buddies, is all they need to stay warm. Polar Bears are a different story though, they dig up the best den they can. Finally safe from the sharp icy winds, they go in their den to have a good long sleep through the winter. But Whales don't stick around long to wait for the winter to get colder. They flee from the cold water to get to nice, warm water. Then they're warm and toasty. Deserts are a different story though. Many animals in the desert only come out during the night when it's cool. In the day time, they stay underground, so the sun doesn't shine on them and make them hot. These animals include, snakes, lizards, mice, and squirrels. Elf owls live in tall, saguaro cactus. The cactus has natural air conditioning because the cactus' walls are full of water it stores for months. But the ocean is the exact opposite of the desert. But, it can be a really tough place to live in. If it's dark, then it is going to be cold. Crabs live in the ocean too. There's also all kinds of fish too. Now you should understand how special animals are. Now you also know how they survive in their environment. Whether it's the scorching hot desert, the cold ocean, or the freezing arctic, they can always find a way to survive

## SCORE POINT

## 4

Comprehensive information from Source #1 is well-integrated and effectively paraphrased (e.g., *if it's dark, then it is going to be cold*). Details from the source material are synthesized and developed with a variety of elaboration strategies, including logical conclusions (*It would be almost impossible [for humans to survive] without tools*). Effective style (*They still have more tricks up their blubber and fat; For penguins, a big group hug..is all they need...; and But Whales dont stick around...*) and precise language (*flee, scorching*) enhance the response and confirm the score of 4.

# CONVENTIONS



**Note:** The conventions anchor set is composed of samples from several different grade 4 Performance Tasks. The analysis of grade-specific conventions, however, is not purpose-specific; therefore, teachers can use the following anchors regardless of task.



**Response**

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One day i went to a entertainment farm and at the entertainment farm I was looking at the hens and all of the animals that were there at the entertainment farm and it was fun to go there and my family went there to and there were alot of animals there and thats what happend when i went to the entertainment farm.

## SCORE POINT

0

This response demonstrates little control of conventions -

- There is a **grammar usage** error with frequently confused words (*to* instead of *too*).
- There is a **spelling** error (*alot*) and incorrect use of *a* instead of “an.”
- **Capitalization** errors include failing to capitalize the personal pronoun “I.”
- **Sentence formation** – Technically, “on-and-on-and-on” sentences are stylistic flaws rather than conventions errors\*, but this response is written as all one sentence.
- The most notable **punctuation** error is the failure to use commas before coordinating conjunctions in compound sentence structures (see above comment on sentence formation). There is also a missing apostrophe in “that’s.”

Overall, given the brevity of this response relative to the number and variety of errors, this response receives a score of 0 for conventions.

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

**Response**

Hummingbird disaster

Today was a very crazy day. When I got to school Mrs. Blanc told us to take out are writing journal I grabbed my journal and she told us to write a story about a Hummingbird flying into are class room. when I was about to finish a baby Hummingbird flew into are classroom. All the girls were going all googly eyes over it while the boys tried to catch it. Are teacher Mrs. Blanc told everybody to calm down.

The bird flew into a cabinet and then the boys jumped into the cabinet trying to get everyone was psycho. Mrs. Blanc told the boys I sit down and read while she trys to get it out. she yelled at it fed it named it drawed it jumped with it and then finally the princepal came and gave nectar to it. It fowled her out the door and that was the last time weve ever saw him.

## SCORE POINT

0

This response demonstrates little control of conventions -

- There is a **grammar usage** error with frequently confused words (*are* instead of *our*), and errors with the irregular verbs *draw* (*drawed*) and *seen* (*weve ever saw*). Note: Although there are many obvious unnecessary shifts in verb tenses, this is a grade 5 skill and therefore not a relevant error for this response.
- There are several errors with grade-appropriate **spelling** (*trys*, *princepal*, *fowllled*).
- **Capitalization** errors include missing capitals for the first word of a sentence.
- **Sentence formation** errors include at least one fused sentence (*When I got to school Mrs. Blanc told us to take out are writing journal I grabbed my journal ...*).
- There are missing commas before coordinating conjunctions in a compound sentence construction (*...I grabbed my journal and she told us to write a story about...*), and a missing apostrophe in the contraction for “we have” (*weve*). Note, the missing commas in a list (*...yelled at it fed it named it...*) is a grade 5 skill and therefore is not a relevant error for this response.

The number and variety of errors are significant when compared with the amount of writing done well, confirming a score of 0 for conventions.

**Response**

the fun of my life

When i went to a farm it was a lot of fun.I got to milk a cow.I got to eat pan cakes.I got to ride on the big hay ride with my friends.They let me drive the tractor pulling the hay wagon.The man was helpful to me my friend Tyler,my mom Kim,my sister Michelle,my bother Dalton and my dad Robert.We got home made ice cream it was good.I stead the whole week.

I got to drive the four wheeler around the camp .We had to help with one of the mazes.We got to milk all the cows.I got to ride a big house who loved me.The house follow me every wheres i went.That night we had a bomb fire we burn the garbing we had.The house came to the bomb fire he broke his rope one me.I bought him in the barn and i laded down and he did to.The next morning he woke me up.He was all stale up and wanted me to ride him.After that i went to the house and ate breakfast.

The next morning i got up to the smell of bacon,ham and eggs.The guide was cooking my family and friend.The guide got every one up and we ate breakfast.Then we went in the corn maze and we got lost.The guide found us in there he gave us detection out of the maze.Then we went to the beach we had to go through a corn maze to get there on a four wheeler.After that we did a team build.We build ed a big tree house we stead in that.There are to levels in the tree house i slept on the top floor my mom and dad slept in the prat where there was a wall.The last day there we had to put fuel in the troctors.We went to the pound and pick up are stuff and went home that was the most fun in my life.

## SCORE POINT

## 1

This response demonstrates partial control of conventions -

- There are some **grammar usage** errors including errors with frequently confused words (*to* instead of *two*; *are* instead of *our*). There are also some errors with verbs including showing basic tenses (*The house follow me . . .*) and forming tenses with irregular verbs (*We builded a big tree house . . .*).
- There are some **spelling** errors (*every wheres, stead, house* instead of *horse, garbing, bomb fire* instead of *bonfire*).
- **Capitalization** errors include the failure to capitalize the personal pronoun "I."
- **Sentence formation** errors include several fused sentences (*We got home and made ice cream it was good; The guide found us in there he gave us detection out of the maze*).
- Grade-appropriate **punctuation** errors might include missing a comma in a single word list (*...bacon, ham and eggs...* unless one considers ham and eggs to be a single dish), and missing commas before a conjunction in several compound sentences (*the guide got everyone up and we ate breakfast*).
- 

Despite the variety of errors observed, this response merits a 1 because of the larger proportion of writing done well.

## Response

351283\_56313 - ELA-4-Spring-2013-2014

Today is the big day we are going to the pumpkin patch. Our teacher said that we must have a buddy with us because we are go to be in a maze. I pick Emily because me and her are friend. After every one pick a buddy we got on the bus. We were on our way to the pumpkin patch . When we got there we saw cows, pigs , horses,lambs , ponies,and ducks. Then we got to milk cows it was fun. Next we got to go on the hayride it was fun all so. Then we got to eat. It was time to go in the maze we all got a map. The first one to get out was John with Mike. Then Emily and me got out . After every one got out it was time to go home. We were on our way to school. It was fun.

## SCORE POINT

1

This response demonstrates partial control of conventions -

- There is a grade-level **grammar usage** error with simple verb tense (*After everyone pick a buddy we got on a bus; ...we are go to be in a maze*). Note: students are not accountable for errors with pronoun case until grade 6 (*me and her are friends; Emily and me got out...*).
- The **spelling** errors include *every one* instead of everyone and *all so* instead of also.
- There are no errors with **capitalization**.
- **Sentence formation** errors includes four fused sentences.
- There are no grade-appropriate **punctuation errors**.

Although there are some errors, the variety of errors is quite limited, validating a score of 1 for this brief response.

**Response**

I have just visited an entertainment farm and boy was it fun! The first thing that I did was went to the petting zoo. They had ducks, goats, piglets, and sheep. The sheep was the softest of them all. I loved the petting zoo, but I did many other things too!

The second thing that I did was the hay ride. I rode on a huge tractor filled with hay and blankets. I sat on the end so that I could see all of the beautiful things behind me. I saw 3 scarecrows and a big pumpkin patch! The ride was very fun but I had fun in many other ways too.

The third thing I did, I found the most fun. I got ot pick my very own pumpkin! I searched and sarched the patch but none of the pumpkins were pretty and plump enough for me. Finally, I found the perfect one. It was small, a little bigger than my hands, it had no scratches or markings on it, and it had a cute little stem on it. After I picked my pumpin I went to have fun somewhere else.

The last thing that I did was the corn maze. I was alittle scared because I was worried that I was going to get lost in the middle of it. I started walking straight forward in the maze, then left, then right, then,OH NO! I hit a dead end! After several trys I finally made it to the end of the maze. Boy was I glad that that was over. It was hard to do but it was fun. I relized that I was not god at mazes.

I was done at the entertainment farm an dI didn't want to leave but I knew that I would get to go again sometime!



## SCORE POINT

## 2

This response demonstrates adequate control of conventions -

- There is a **grammar usage** error with verb tense (*the first thing that I did was went to the petting zoo*).
- There are some **spelling** errors (*ot, sarched, pumpin, trys, corrn*).
- There are no **capitalization** errors.
- There are no **sentence formation** errors.
- The most notable **punctuation** errors include missing commas after coordinating conjunctions in compound sentence structures (*The ride was very fun but I had fun in many other ways too.*)

There are few errors relative to the length of the response, confirming a score of 2.

You will learn about uncommon animals and why there uncommon. A pet spider can be a little strange and uncommon. But you can have it as a pet. When you take care of it, you **must** give it insects to eat because that is the only thing they eat. When catching a spider, don't take a black widow spider or a fiddle back spider because they can be very, very poisonous. Also, don't give then big insects to eat or else it won't eat the insect and also the insect can tear the web when it is trying to escape. You'll have to take care of your spider or else a bird, a wasp, a big storm, or a person can kill it. A very unusual pet to have is a oragutang. But belive it or not, a man named Pak and his wife have one named Biki. Pak wants to bring him to a zoo so he can learn with other orangutans. After All, Pak and his wife brought Biki to a nusery to learn with other rescued orangutans. At the nursery Biki is in, they will learn a lot of skills to survive. They also will learn to climb, swing, build high nests, dig for insects, and many more. I hope you enjoyed learning about how to care for uncommon animals!!

## SCORE POINT

## 2

This response demonstrates adequate control of conventions -

- There is a **grammar usage** error with frequently confused words (*there* instead of *they're*) and the use of *a* instead of *an*.
- There are some **spelling** errors (*then* instead of *them*, *belive*).
- There is a **capitalization** error (*All*).
- There are no grade-level **sentence formation** errors.
- The most notable **punctuation** errors include missing commas after coordinating conjunctions in compound sentence structures (*Also, don't give then big insects to eat or else it won't eat the insect and also the insect can tear the web when it is trying to escape*).

Overall, this response earns a 2 for conventions because there are few errors relative to the amount of writing done well.

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

Score	4	3	2	1	NS
<b>Organization/Purpose</b>	<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"> <li>controlling/main idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose and audience</li> <li>consistent use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>effective introduction and conclusion</li> <li>logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety</li> </ul>	<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"> <li>controlling/main idea of a topic is clear, and the focus is mostly maintained for the purpose and audience</li> <li>adequate use of transitional strategies with some variety to clarify the relationships between and among ideas</li> <li>adequate introduction and conclusion</li> <li>adequate progression of ideas from beginning to end; adequate connections between and among ideas</li> </ul>	<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"> <li>controlling/main idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience</li> <li>inconsistent use of transitional strategies and/or little variety</li> <li>introduction or conclusion, if present, may be weak</li> <li>uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas</li> </ul>	<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"> <li>controlling/main idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience</li> <li>few or no transitional strategies are evident</li> <li>introduction and/or conclusion may be missing</li> <li>frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression</li> </ul>	<ul style="list-style-type: none"> <li>Insufficient (includes copied text)</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Off-purpose</li> </ul>

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

Score	4	3	2	1	NS
<b>Evidence/Elaboration</b>	<p><b>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:</b></p> <ul style="list-style-type: none"> <li>comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific</li> <li>clear citations or attribution to source material</li> <li>effective use of a variety of elaborative techniques*</li> <li>vocabulary is clearly appropriate for the audience and purpose</li> <li>effective, appropriate style enhances content</li> </ul>	<p><b>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:</b></p> <ul style="list-style-type: none"> <li>adequate evidence (facts and details) from the source material is integrated and relevant, yet may be general</li> <li>adequate use of citations or attribution to source material</li> <li>adequate use of some elaborative techniques*</li> <li>vocabulary is generally appropriate for the audience and purpose</li> <li>generally appropriate style is evident</li> </ul>	<p><b>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:</b></p> <ul style="list-style-type: none"> <li>some evidence (facts and details) from the source material may be weakly integrated, imprecise, repetitive, vague, and/or copied</li> <li>weak use of citations or attribution to source material</li> <li>weak or uneven use of elaborative techniques*; development may consist primarily of source summary</li> <li>vocabulary use is uneven or somewhat ineffective for the audience and purpose</li> <li>inconsistent or weak attempt to create appropriate style</li> </ul>	<p><b>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:</b></p> <ul style="list-style-type: none"> <li>evidence (facts and details) from the source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied</li> <li>insufficient use of citations or attribution to source material</li> <li>minimal, if any, use of elaborative techniques*</li> <li>vocabulary is limited or ineffective for the audience and purpose</li> <li>little or no evidence of appropriate style</li> </ul>	<ul style="list-style-type: none"> <li>Insufficient (includes copied text)</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Off-purpose</li> </ul>

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

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.