

Annotated Anchors

English Language Arts/Literacy

Grade 4 – Ant Colony Narrative
Performance Task

October 30, 2019



Anchor Response 1

Purpose and Organization • Sample 1-Point

STUDENT RESPONSE

When I shrunk I fel in a ant hole and there were hundreds to thousands of ants atacing me but my firned bobby did atcing me and there beds where made out of laeves and they eat bugs and they sleep on big big green leaves and we walked to Hanford and we were in Lemoore an we pictup up some bugs from there family that lives in Hanford and we walked back. Many ants build nest ants can live under stone and in trees they can live in house

ANNOTATION

SCORE POINT 1

This response demonstrates no purposeful organization relevant to the task of writing a narrative. It has a limited **beginning**. There is no discernable **plot**. The writer just lists a series of events all connected using the word “and.” The beginning (“*there were hundreds to thousands of ants atacing me but my firned bobby did atcing me and there beds where made out of laeves*”) could be read as a brief attempt to establish a **setting**. With the exception of “*When I shrunk,*” there are no **transitions**. There is no real **ending** to the story as the writer finishes the narrative with “*Many ants build nest ants can live under stone and in trees they can live in house.*”

Anchor Response 2

Purpose and Organization • Sample 1-Point

STUDENT RESPONSE

One day I was playing outside and i saw a ant. I went running to the ant, but the ant got away in its house. I went running to my house, but I felled and got smaller like a ant. I was the size of a ant. A ant came and took me away to its house. I fell in Its house and saw lots of ant working with the guen ant. I was tuck in a colony and didn't know what to do. I want looking for a place to get out ,but there was to place to get out.

I thought that I was going to be in the ants house forever, but then I saw my frined in the ants houes too. I garred my frined hand and pulled him to me. I told them what are you doing in the ants house, but he didn't say noiting to me. We saw a ladder and cland it and we got out. We where our size angian.

ANNOTATION

SCORE POINT 1

This response demonstrates limited organization appropriate to the task of writing a narrative. The brief **opening** appears to be the writer's attempt at establishing a **setting** ("I was playing outside..."). However, the writer does little to establish the **characters** (the narrator, the friend, and an ant) from the first-person perspective of the narrator. There is a list of events with connecting ideas joined by "and" and "but." However, with the exception of "but then" in the first sentence of the second paragraph, there are no real **transitional** strategies used by the writer. The **ending** is too brief and does not provide a satisfying closing for the narrative overall.

Anchor Response 3

Purpose and Organization • Sample 2-Point

STUDENT RESPONSE

One day my class was going on a field trip. We were going to a museam. When we got to the museam I got lost. I found nerf gun on the ground. I thought A kid left it there.

So I shot it at my self and turns out it was a shrink ray. So I was as small as a ant. So I walked outside and fell into a ant holl. I saw a bunch of ants. I freeked out.

So I ran and ran but then I saw the qween ant. It was the biggest ant of all. I walked out of the colony. then I turned back to my normol size. and then I went back in the museam.

I was looking for my class. but I could not find my class. and they were getting on the bus. So I ran to the bus. and got on the dus.

that was my story the end

ANNOTATION

SCORE POINT 2

This response demonstrates a narrative organizational structure that is only partially sustained. It has a limited **beginning**. The beginning (“One day my class was going on a field trip. We were going to a museam.”) minimally establishes a setting. There is no **character development** and no **conflict** other than the general “So I was as small as a ant...freeked out.” The **plot** is weak with the **progression of ideas** being little more than a list of events loosely connected with the word “so.” The writer’s **transitional** strategies are limited to the aforementioned use of “so,” “When we got to the museum,” and the two times the writer uses “and then.” The **ending** (“that was my story the end”) is weak.

Anchor Response 4

Purpose and Organization • Sample 2-Point

STUDENT RESPONSE

One day I was siting on my grass. Than I went inside to get a snack . I came back outside and I looked around and found a ant hill . I went over there I got a cup and I dumped it on the ant hill. I started walking back to my house . Than I turned in to a small person . Ants sarted picking me up . I looked and they took me in there hill . I said " where am I , why am I here ." Than a lot of ants were steping on me with there six tiny legs, they were touching me with there antennae . Then they picked me up again . They took me to the queen ant. I looked at the queen . She said " why did you flood my home . " " I don't know ." Then the queen told the soldiers took me away . But then she said " stop let her go home,I want tt see if we let her go . " The girl did change and she became nice and friends with the ants .

THE END!!!!!!!!!!:)

ANNOTATION

SCORE POINT 2

This response demonstrates appropriate organization. The writer attempts to establish narrative elements: **setting** (“One day I was siting on my grass.”), **character development** (very limited, but attempted), and a **conflict** (“why did you flood my home,”) implying that the queen is angry and could have done the narrator harm). The **sequence of events** follows a logical order using basic **transitions** (e.g. “Then,” “But then,” and “Than” for “Then”). Overall, the response is too brief and therefore the **plot** is too superficial to be adequate. The **ending** of the story is weak but follows logically from the events in the story.

Anchor Response 5

Purpose and Organization • Sample 3-Point

STUDENT RESPONSE

I woke up next to a tree. When I looked up the tree was gigantic and the grass was like bambo sticks in rows of millions. I started to wounder around until I heard foot steps. It sounded like six or seven people walking in a big group altogether. When the sound got closer I started to see who else was here. It was an ant, although it was very big? So I followed it on its back and it took me to an ant colony.

I was still on the ant and I to be honest, I was getting a little board so I jumped off the back of my new friend and started to walk away. Then I relised, I was lost in the ant colony! I started to panict and ran to a room filled with eggs but not the ones you boil or scramble the ones that hatch into little ants! I started run again but this time in a room filled with fungest. I stayed in that room for a while because not that many ants came in.

After a while I left and started to run until I either find a way out or until I find another room in the ant colony. Well I found another room but this one has a gigantic ant in it! Lukily it was harmless and this one was laying eggs. Then it hit me. The first room I was in had eggs and the secound one had fungest. It had all made scence to me now.

When the queen ant layed eggs the other ants take the eggs to the room I was in at the beggining and the ant I was on when I entered the colony must have been looking for food instead of me and onse the food gets in the room I was in with fungust they put that fungust on the food! Now I have to figure out the way out. I started to run but I ran into a soldier ant but the good thing is he brought me out of the colony.

THE END

ANNOTATION

SCORE POINT 3

This response demonstrates adequate organization. The **beginning** is somewhat ineffective as the reader has no idea what happened to cause the narrator to shrink while he/she slept. However, the writer does attempt to establish a **setting** (“the tree was gigantic and the grass was like bambo sticks in rows of millions.”). There is an identifiable and consistent **plot** with a **sequence of events** that follows a logical order. The response adequately establishes the narrator’s character (inquisitive—follows the ant, but then gets bored and wanders off, but then panics, etc.) although the **conflict** is vague. The writer effectively uses narrative transitions (e.g. “When I looked up,” “After a while,” “Then I relised,” “Lukily”) to connect ideas in the story and to move from one element of the plot to the next. The **ending** was brief but appropriate.

Anchor Response 6

Purpose and Organization • Sample 3-Point

STUDENT RESPONSE

Oh my gosh! I don't know what happened, but I shrank to an ant's size today! Some of the ants took me to their colony and I met the queen. Their home was nice and all, but I felt wierd as some of the other ants were glaring at me. The queen ant decided for me to become part of the ant colony and I wasn't so sure. I missed my parents and thought how worried they would be. Later as I looked around the ants' home, the queen told me to be a scout ant. I never thought I would be given a job, but I made some ant friends and got along with them.

It was actually sort of fun! But as I looked for food with the others, it got dark. I thought if the day already ended but NO!!!! A human was about to step on me!!! I warned the others to run away, but I tripped as I was scampering. I tripped on a piece of food! The human was trying to help me find food! I was so grateful that I wasn't squashed. As I stood up, the ants saw the food and called for the other ants to help get the food to the home.

The other scout ants told all about the adventure I had to the queen and she was suprised! She wanted to do something in return for me, so she asked me what I wanted most. I told her that I wanted to get back home where I came from. She was sad, but did what I wanted. Before that though, she asked me if I could join their feast. I was hungry, so I agreed. The feast was great and I had a wonderful time!!! After the wonderful feast, I was sent back home and was back to normal.

ANNOTATION

SCORE POINT 3

This response is adequately organized for a narrative writing task. The **beginning** is somewhat simplistic, but the **plot** of the narrative is evident and the writer establishes a **conflict** beyond the obvious shrinking, with the intervention of the human actually helping to set up the logical resolution (the queen grants the narrator his/her wish). There are a variety of **transitions** (e.g., “Later, as I looked around,” “As I stood up,” “Before that though”) used throughout the narrative to effectively connect ideas and help with the progression of the storyline. The **sequence of events** in the response follows a logical order progressing to the **climax** and completing the story with a happy **ending** (“After the wonderful feast, I was sent back home and was back to normal.”).

Anchor Response 7

Purpose and Organization • Sample 4-Point

STUDENT RESPONSE

One day there were two girls and they were playing outside in the cold wet rain .Thier names were Sabrina and Daphne. Sabrina and Daphne both loved rain but this time they were just sitting in it . They were staring at some extremely small holes . Little did they know that the holes that they were staring at were small ant holes .So here they were staring at these holes watching ants come out ant wondering what the holes had inside of them.

Suddenly , the girls felt with horror that they were morphing smaller and smaller and nad growing antenae that they were turning slowly into ants!They had unknowingly stepped on some ant holes that was not a problem then because they were much much smaller`!They fell through the hole and there was a puddle of saliva on the ground and the girls stared atthemselves and realized that they luckily had not turned into ants but had definitely shrunken oh no how they get home ?

Then a suspicious ant that the girls recognized as a worker ant came forward noticed that they were not ants and yelled intruder! The girls also noticed that the ants were incredibly strong!The ants were completely ready to bite them to protect the colony.In one chamber they ran into a bunch of aphids! Soon the girls found themselves being chased through a series of tunnels !Suddenly the girls came into a nursery chamber and saw a small leaf full of a certain substance. both girls leaned little to far and fell into it each geting a mouthful . The girls both exchanged an uh oh look then scrambled up the chamber, The ants were still in pursuit.when those ants realized that they were not enough they realeased some alarm chemicals to other ants to signal danger.Ants surried away here and there and some soldier ants came to help drive out Sabrina and Daphne.

Fortunately the girls kept on climbing up the wall of this one chamber .The ants followed in pursuit . The girls got out just in time! They started a disturbing change .After it though the girls were glad they were back to their normall size.The rain had stopped and their mom was calling them to lunch.They raced inside and agreed to stay away from antholes during rain!

ANNOTATION

SCORE POINT 4

This response demonstrates a moderately engaging story that is organized appropriately for a narrative writing task. In the **opening**, the writer attempts to establish the **setting** and **characters** (“One day there were two girls and they were playing outside in the cold wet rain...”). The writer establishes a **conflict** (being chased by the ants) and provides a **resolution** to the **conflict** along with a series of falling actions. The writer utilizes effective **transitional** strategies (e.g., “Little did they know,” “Suddenly,” “Fortunately”) throughout the narrative. The narrative’s **ending** is appropriately satisfying to the reader, making the story feel finished and providing a sense of closure, especially with the rain seemingly instigating the narrative event, and the weather clearing up signaling the end of the story.

Anchor Response 8

Purpose and Organization • Sample 4-Point

STUDENT RESPONSE

One dark night, tucked away in my bed, I dreamed something that was beyond reality. It was something that could never happen to anyone, but me. I was in a huge terrarium that I have never seen before. Suddenly the terrarium expanded greatly. Then I noticed it was me shrinking. I panicked wildly. I ran around the place in shock, but then I saw a hill. As I ventured up on the hill I spotted a hole. I walked toward it when I tripped over a rock. I fell in an ANT COLONY! I soon saw an ant that was my size. I was freaking out until the ant welcomed me into its nest.

Next, the ant introduced me to many ants including the queen. The ant showed me many chambers like the food chamber. I saw many aphids producing honeydew. The aphids stepped out of their way to greet me. The ant who guided me was a scavenger. He would look for food while other ants would do their jobs. This time he took me with him on a search for food. We walked 500 feet away from the colony when we found grains all over the place. The ant used an odor to attract many other scavengers. Ants all around gave us a helping hand by dragging the grains to the colony.

Then, making it back to the colony, I remembered a soldier I met. He let me be his right hand man by looking for any danger. Nothing happened until a whole army of ants coming from another colony claiming the private territory from our colony. Our colony seemed to know that the army of ants was from a smaller terrain. The soldier used an odor to warn the ants just like the other ant did. Ants rushed to the opening of the anthill and attacked. Finally the other colony gave up and returned to their home. I decided to go explore the anthill more.

Right then, I admired the way the aphids produced honeydew. Soon later, I wanted to give it a try. The aphids were nice like the ants. The many ants that were in that chamber liked to have the aphids around because one of an ant's favorite diet is honeydew. The aphids liked getting lots of attention. Anyway, I watched the aphids a little more and, tried doing it. I could not do it. I guess it is just their thing. Suddenly the aphids started making more honeydew. The ants alerted each other with the odor again. We munched and crunched on this elegant fruit until I woke up.

I woke up. I was in my bed. All that was on my mind was the ants. They communicated so amazingly. I looked at my clock and, it was 6:00. I got out of my bed and, went outside to spot any ants. I did find a colony but, one ant looked like the ant that welcomed me. It trotted up to me and, climbed on my leg. There I knew it was the same ant. I grinned in happiness.

ANNOTATION

SCORE POINT 4

This response demonstrates appropriate organization. The **opening** (“One dark night, tucked away in my bed, I dreamed something that was beyond reality.”) is interesting and engages the reader. The narrative follows a clear **sequence of events** leading to the **climax** and a quick resolution. The **progression of ideas** seems to be based on an attempt to cover all aspects of ant colony life rather than on crafting an engaging narrative. As a result, there is little-to-no

conflict involving the narrator. The writer uses a variety of **transitional** strategies (“Making it back to the colony,” “Right then,” “Finally”). However, the artificial—and possibly tacked-on—**transitions** used to begin paragraphs (“Next,” “Then,” and “Right then”) are distracting and more appropriate for informational writing. The narrative’s **ending** follows logically from the story and makes the story feel complete. The idea of recognizing an ant from the dream is quite creative and is very satisfying. Despite the flaws, the response reflects most qualities of a score point 4 narrative.

Anchor Response 1

Development and Elaboration • Sample 1-Point

STUDENT RESPONSE

When I shrunk I fel in a ant hole and there were hundreds to thousands of ants atacing me but my firned bobby did atcing me and there beds where made out of laeves and they eat bugs and they sleep on big big green leaves and we walked to Hanford and we were in Lemoore an we pictup up some bugs from there family that lives in Hanford and we walked back. Many ants build nest ants can live under stone and in trees they can live in house

ANNOTATION

SCORE POINT 1

This response provides minimal elaboration appropriate for a narrative writing task. The events in this narrative are confusing and difficult to follow. The writer does make a vague reference connected to the **source materials** (“Many ants build nest ants can live under stone and in trees they can live in house.”), but this is in no way integrated into a **plot** and detracts from the narrative purpose. The **language** use is weak and interferes with meaning, and the few **concrete details** do not help to advance the story.

Anchor Response 2

Development and Elaboration • Sample 1-Point

STUDENT RESPONSE

One day my class was going on a field trip. We were going to a museam. When we got to the museam I got lost. I found nerf gun on the ground. I thought A kid left it there.

So I shot it at my self and turns out it was a shrink ray. So I was as small as a ant. So I walked outside and fell into a ant holl. I saw a bunch of ants. I freeked out.

So I ran and ran but then I saw the qween ant. It was the biggest ant of all. I walked out of the coleny. then I turned back to my normol size. and then I went back in the museam.

I was looking for my class. but I could not find my class. and they were getting on the bus. So I ran to the bus. and got on the dus.

that was my story the end

ANNOTATION

SCORE POINT 1

This response demonstrates minimal elaboration for a narrative. There is a limited use of **narrative techniques** (little-to-no development of the narrator, brief list of events with no **dialogue** or **description**). The response fails to integrate any **figurative language** or **sensory details** to make the story more interesting. Other than vague references to a “queen” and a “colony,” the writer makes no use of information in the provided **source materials**. The **style** is only minimally appropriate for the task.

Anchor Response 3

Development and Elaboration • Sample 2-Point

STUDENT RESPONSE

One day I was siting on my grass. Than I went inside to get a snack . I came back outside and I looked around and found a ant hill . I went over there I got a cup and I dumped it on the ant hill. I started walking back to my house . Than I turned in to a small person . Ants sarterd picking me up . I looked and they took me in there hill . I said " where am I , why am I here ." Than a lot of ants were steping on me with there six tiny legs, they were touching me with there antennae . Then they picked me up again . They took me to the queen ant. I looked at the queen . She said " why did you flood my home . " " I don't know ." Then the queen told the soldiers took me away . But then she said " stop let her go home,I want tt see if we let her go . " The girl did change and she became nice and friends with the ants .

THE END!!!!!!!!!!!!:)

ANNOTATION

SCORE POINT 2

The events in this narrative are only partially developed (e.g., “I came back outside and I looked around and found a ant hill.”). The response provides only a couple of vague connections to the **sources** in mentioning the queen and ant hill. The complication of the flooded colony, which almost causes the narrator’s demise, shows a nice attempt at elaboration although it isn’t adequately explained. Although not-well implemented, the use of dialog shows an attempt at **elaboration**. Even though the narrative lacks any **figurative language** or **sensory details**, there is some **concrete language** in the story (e.g., “Than a lot of ants were steping on me with there six tiny legs, they were touching me with there antennae.”) used to add **description**.

Anchor Response 4

Development and Elaboration • Sample 2-Point

STUDENT RESPONSE

One day I was taking a walk and all of a sudden . . . I started shrinking and I fell into the ground. I ended up in an ant colony. "What is this place?" I said out loud to myself. There were ants everywhere, they all seemed to be in different groups doing different things.

The first thing I saw were ants that were building something, getting food for the other ants, and guarding the place that I was in. I also saw ants that were leaving and were looked like they were going out to get more food. The last thing I saw was a giant ant. It must have been a queen ant. "Wait," I thought for a few minutes, "I've seen this place in a book before, oh yeah its called an ant colony!"

Now that I at least know where I am I have to find a way out of here. "Hey what happened to the hole that I fell through, its gone." I could've found a way to go back through the hole and everything would be back to normal. Well I obviously can't get out through there

ANNOTATION

SCORE POINT 2

The response demonstrates partial elaboration for a narrative task. The writer gives a cursory list of unexplained events ("The last thing I saw was a giant ant. It must have been a queen ant."). The writer uses information from the **sources** to add details (e.g., "I saw were ants that were building something, getting food for the other ants, and guarding the place that I was in."); however, the ideas are a bit vague. The writer attempts to use narrative strategies by providing a cursory **setting** and some **character development**, mostly through dialog (e.g., "What is this place?" "Hey what happened to the hole that I fell through, its gone.") to advance the story. Much of the exposition uses simplistic, if appropriate, language ("building something," "guarding the place") while the **dialog** uses more lively language, attempting to show the character ("Wait, I thought for a few minutes, 'I've seen this place in a book before, oh yeah its called an ant colony!'").

Anchor Response 5

Development and Elaboration • Sample 3-Point

STUDENT RESPONSE

Oh my gosh! I don't know what happened, but I shrank to an ant's size today! Some of the ants took me to their colony and I met the queen. Their home was nice and all, but I felt wierd as some of the other ants were glaring at me. The queen ant decided for me to become part of the ant colony and I wasn't so sure. I missed my parents and thought how worried they would be. Later as I looked around the ants' home, the queen told me to be a scout ant. I never thought I would be given a job, but I made some ant friends and got along with them.

It was actually sort of fun! But as I looked for food with the others, it got dark. I thought if the day already ended but NO!!!! A human was about to step on me!!! I warned the others to run away, but I tripped as I was scampering. I tripped on a piece of food! The human was trying to help me find food! I was so grateful that I wasn't squashed. As I stood up, the ants saw the food and called for the other ants to help get the food to the home.

The other scout ants told all about the adventure I had to the queen and she was suprised! She wanted to do something in return for me, so she asked me what I wanted most. I told her that I wanted to get back home where I came from. She was sad, but did what I wanted. Before that though, she asked me if I could join their feast. I was hungry, so I agreed. The feast was great and I had a wonderful time!!! After the wonderful feast, I was sent back home and was back to normal.

ANNOTATION

SCORE POINT 3

The events are adequately developed over the course of this story. Referencing information from the sources, the writer identifies specifics about ants, such as how scouting ants search for food to make the story more interesting (“Later as I looked around the ants’ home, the queen told me to be a scout ant. I never thought I would be given a job, but I made some ant friends and got along with them.”). The response provides some **concrete details** (e.g., “but I felt wierd as some of the other ants were glaring at me.”) making the narrative more descriptive. The writer gives the ants personality (“some...glaring at me,” “She wanted to do something for...me...She was sad”) creating a **style** that is indicative of narrative writing.

Anchor Response 6

Development and Elaboration • Sample 3-Point

STUDENT RESPONSE

I woke up next to a tree. When I looked up the tree was gigantic and the grass was like bambo sticks in rows of millions. I started to wounder around until I heard foot steps. It sounded like six or seven people walking in a big group altogether. When the sound got closer I started to see who else was here. It was an ant, although it was very big? So I followed it on its back and it took me to an ant colony.

I was still on the ant and I to be honest, I was getting a little board so I jumped off the back of my new friend and started to walk away. Then I relised, I was lost in the ant colony! I started to panict and ran to a room filled with eggs but not the ones you boil or scramble the ones that hatch into little ants! I started run again but this time in a room filled with fungest. I stayed in that room for a while because not that many ants came in.

After a while I left and started to run until I either find a way out or until I find another room in the ant colony. Well I found another room but this one has a gigantic ant in it! Lukily it was harmless and this one was laying eggs. Then it hit me. The first room I was in had eggs and the secound one had fungest. It had all made scence to me now.

When the queen ant layed eggs the other ants take the eggs to the room I was in at the beggining and the ant I was on when I entered the colony must have been looking for food instead of me and onse the food gets in the room I was in with fungust they put that fungust on the food! Now I have to figure out the way out. I started to run but I ran into a soldier ant but the good thing is he brought me out of the colony.

THE END

ANNOTATION

SCORE POINT 3

The events in this response are adequately developed and described. The writer develops the narrator well by attributing emotions to the **character** (the narrator admits to being “board” and “panict”). The writer effectively utilizes information from the **sources** (e.g., “I found another room but this one has a gigantic ant in it! Lukily it was harmless and this one was laying eggs.”) to advance the story and make the narrative more interesting, even though the description of the fungus is somewhat misinterpreted. There is some figurative language (e.g., the simile “the grass was like bambo sticks in rows of millions”). Additionally, the response successfully establishes a conversational **style** that works to engage the reader (e.g., “to be honest,” “not the ones you boil or scramble [but] the ones that hatch...”).

Anchor Response 7

Development and Elaboration • Sample 3-Point

STUDENT RESPONSE

Once, a girl was spending a lot of time in her backyard playing. Her name was almost as long and beautiful as her blond and shiny as her hair. Her name was Jessica. She loved ants and often wanted to be one. Luckily, she was wearing her ant antenna headband. She accidentally stepped on an anthill below her. Just then, she shrunk! An ant came up to her and tried to cut her hair. She ran away before he could touch her hair. She met four other ant-lovers seconds later. Their names were McKenzie, Iridessa, a girl they nick-named Ella, and Iridessa's little sister, Allison. They decided to call themselves "The Ant 5", and it was 100% awesome! Of course, this would mean nick-names for all! McKenzie was now Ant Whisperer and grew giant colorful wings that looked like fairywings! Ella called herself the Ant Checker and got the same thing! Iridessa called herself the Fire Ant and got awesome dragon wings! Jessica called herself Black Ant and got mysterious, dark wings. Before Allison could speak, she got dragged to the egg caring room. She got dragged to the queen room from there and was expected to be the new queen. She said her new nick-name, but it didn't work. The magic of friendship was strong, but not strong enough. Meanwhile, the new friends learned that they had new powers! McKenzie with the blinding magic of light, Ella with fire, Iridessa with ice, and Jessica with dark. Together, they saved Allison and came out of the hole. From then on, whenever they came back, they would shrink and have more adventures.

ANNOTATION

SCORE POINT 3

The **characters** are adequately developed in this story. Each one is given a name and a brief physical description. The story's **events**, albeit a bit repetitive, are adequately developed by the writer integrating information from the **sources** (e.g., "she got dragged to the egg caring room. She got dragged to the queen room") to add details and description. The writer uses descriptive language (e.g., "giant colorful wings that looked like fairywings") and some figurative language (e.g., "Her name was almost as long and beautiful as her blond and shiny as her hair.") to make the story more interesting. The **style** of the response is adequate and appropriate to the task.

Anchor Response 8

Development and Elaboration • Sample 4-Point

STUDENT RESPONSE

One day there were two girls and they were playing outside in the cold wet rain .Thier names were Sabrina and Daphne. Sabrina and Daphne both loved rain but this time they were just sitting in it . They were staring at some extremely small holes . Little did they know that the holes that they were staring at were small ant holes .So here they were staring at these holes watching ants come out ant wondering what the holes had inside of them.

Suddenly , the girls felt with horror that they were morphing smaller and smaller and nad growing antenae that they were turning slowly into ants!They had unknowingly stepped on some ant holes that was not a problem then because they were much much smaller`!They fell through the hole and there was a puddle of saliva on the ground and the girls stared atthemselves and realized that they luckily had not turned into ants but had definitely shrunken oh no how they get home ?

Then a suspicious ant that the girls recognized as a worker ant came forward noticed that they were not ants and yelled intruder! The girls also noticed that the ants were incredibly strong!The ants were completely ready to bite them to protect the colony.In one chamber they ran into a bunch of aphids! Soon the girls found themselves being chased through a series of tunnels !Suddenly the girls came into a nursery chamber and saw a small leaf full of a certain substance. both girls leaned little to far and fell into it each geting a mouthful . The girls both exchanged an uh oh look then scrambled up the chamber, The ants were still in pursuit.when those ants realized that they were not enough they realeased some alarm chemicals to other ants to signal danger.Ants surried away here and there and some soldier ants came to help drive out Sabrina and Daphne.

Fortunately the girls kept on climbing up the wall of this one chamber .The ants followed in pursuit . The girls got out just in time! They started a disturbing change .After it though the girls were glad they were back to their normall size.The rain had stopped and their mom was calling them to lunch.They raced inside and agreed to stay away from antholes during rain!

ANNOTATION

SCORE POINT 4

This response demonstrates effective elaboration for narrative writing. The writer uses information from the **sources** to add **details** to the story making it more interesting (e.g., “The ants were completely ready to bite them to protect the colony.In one chamber they ran into a bunch of aphids! Soon the girls found themselves being chased through a series of tunnels ! Suddenly the girls came into a nursery chamber and saw a small leaf full of a certain substance.”). The integration of text information is particularly effective because the writer uses “the chase” as a narrative device allowing the integration of **source** information about the role of each ant in the colony. In addition, the writer gives the ants personality (“the suspicious ant...yelled intruder!”) developing engaging characters while integrating factual information. The writer effectively uses **concrete details** (e.g., “the girls felt with horror that they were

morphing smaller and smaller...”) to make the narrative more descriptive. Despite some repetition in the beginning, overall, the **style** is distinctive with phrases such as “Little did they know...” and “agreed to stay away from anthills during rain” adding personality to the characters.

Anchor Response 9

Development and Elaboration • Sample 4-Point

STUDENT RESPONSE

One dark night, tucked away in my bed, I dreamed something that was beyond reality. It was something that could never happen to anyone, but me. I was in a huge terrarium that I have never seen before. Suddenly the terrarium expanded greatly. Then I noticed it was me shrinking. I panicked wildly. I ran around the place in shock, but then I saw a hill. As I ventured up on the hill I spotted a hole. I walked toward it when I tripped over a rock. I fell in an ANT COLONY! I soon saw an ant that was my size. I was freaking out until the ant welcomed me into its nest.

Next, the ant introduced me to many ants including the queen. The ant showed me many chambers like the food chamber. I saw many aphids producing honeydew. The aphids stepped out of their way to greet me. The ant who guided me was a scavenger. He would look for food while other ants would do their jobs. This time he took me with him on a search for food. We walked 500 feet away from the colony when we found grains all over the place. The ant used an odor to attract many other scavengers. Ants all around gave us a helping hand by dragging the grains to the colony.

Then, making it back to the colony, I remembered a soldier I met. He let me be his right hand man by looking for any danger. Nothing happened until a whole army of ants coming from another colony claiming the private territory from our colony. Our colony seemed to know that the army of ants was from a smaller terrain. The soldier used an odor to warn the ants just like the other ant did. Ants rushed to the opening of the anthill and attacked. Finally the other colony gave up and returned to their home. I decided to go explore the anthill more.

Right then, I admired the way the aphids produced honeydew. Soon later, I wanted to give it a try. The aphids were nice like the ants. The many ants that were in that chamber liked to have the aphids around because one of an ant's favorite diet is honeydew. The aphids liked getting lots of attention. Anyway, I watched the aphids a little more and, tried doing it. I could not do it. I guess it is just their thing. Suddenly the aphids started making more honeydew. The ants alerted each other with the odor again. We munched and crunched on this elegant fruit until I woke up.

I woke up. I was in my bed. All that was on my mind was the ants. They communicated so amazing. I looked at my clock and, it was 6:00. I got out of my bed and, went outside to spot any ants. I did find a colony but, one ant looked like the ant that welcomed me. It trotted up to me and, climbed on my leg. There I knew it was the same ant. I grinned in happiness.

ANNOTATION

SCORE POINT 4

This response demonstrates effective elaboration for a narrative writing task. The narrative elements, like **setting** (“One dark night, tucked away in my bed...”) and **characterization** are clearly developed. Throughout the narrative, the writer uses information from the **sources** (“The ant showed me many chambers like the food chamber. I saw many aphids producing honeydew.”) to create a sense of realism in an otherwise fictional story. The writer effectively uses **concrete details** (e.g., “Suddenly the terrarium expanded greatly...I panicked wildly. I ran around the place in shock, but then I saw a hill.”) making the story more exciting and interesting. There is a bit of awkwardness, mostly due to strange **transitions** such as “Soon later”), but the overall **style** is effective. For example, paragraph 1 effectively utilizes short sentences to set the pace and establish a mood, a skill that is well above grade level).

Anchor Response 1

Conventions • Sample 0-Point

STUDENT RESPONSE

When I shrunk I fel in a ant hole and there were hundreds to thousands of ants atacing me but my firned bobby did atcing me and there beds where made out of laeves and they eat bugs and they sleep on big big green leaves and we walked to Hanford and we were in Lemoore an we pictup up some bugs from there family that lives in Hanford and we walked back. Many ants build nest ants can live under stone and in trees they can live in house

ANNOTATION

SCORE POINT 0

This brief response demonstrates no control of grade 4 conventions.

Sentence structure: There is a pattern of errors in sentence structure. Because there is no punctuation with the exception of the one period, the entire first paragraph is essentially a run-on sentence.

Punctuation: There are punctuation errors, mostly missing punctuation (e.g., there should be a comma in the first sentence after the introductory element “When I shrunk,” and there is a lack of commas for compound constructions).

Grammar usage: There are some errors in grammar usage. For example, the writer switches from past to present tense half way through the response. The writer also uses the wrong article “a ant” for “an ant” and has an error with the frequently confused word “there” in place of “their”.

Spelling: There are many spelling errors (e.g., “fel,” “laeves,” “atacing,” “pictup,” “firned”).

Capitalization: There are capitalization errors (e.g., “bobby” should be capitalized as it is a proper noun).

Anchor Response 2

Conventions • Sample 0-Point

STUDENT RESPONSE

One day I was playing outside and i saw a ant. I went running to the ant, but the ant got away in its house.I went running to my house, but I felled and got smaller like a ant. I was the size of a ant. A ant came and took me away to its house.I fell in Its house and saw lots of ant working with the guen ant. I was tuck in a colony and didn't know what to do.I want looking for a place to get out ,but there was to place to get out.

I thought that I was going to be in the ants house forever, but then I saw my frined in the ants houes too. I garred my frined hand and pulled him to me. I told them what are you doing in the ants house, but he didn't say noiting to me.We saw a ladder and cland it and we got out.We where our size angian.

ANNOTATION

SCORE POINT 0

This response demonstrates partial control of grade 4 conventions.

Sentence structure: There are sentence structure errors (e.g. the second to the last sentence is a run).

Punctuation: There are punctuation errors. There are quite a few missing commas (e.g. “*I told them what are you doing in the ants house*” should be punctuated for dialog). There are missing apostrophes for the possessive “ants house” throughout and a missing apostrophe with the possessive of friend (“my friend hand”).

Grammar usage: There are some errors in grammar usage. For example, “a” instead of “an” before ant throughout the narrative. Other grammar usage errors include with frequently confused words (“where” instead of were), error with the double negative (“didn’t learn nothing” instead of anything), errors with simple plurals (“ant” instead of ants in sentence 5), and errors with verbs (“felled” instead of fell).

Spelling: There are many spelling errors (e.g. “didn’t”, “frined”, “houes”, “garred”, “angian”).

Capitalization: There are capitalization errors (e.g., “i”). And an unnecessary comma with “Its” instead of “its” in the fifth sentence.

Anchor Response 3

Conventions • Sample 1-Point

STUDENT RESPONSE

One day my class was going on a field trip. We were going to a museam. When we got to the museam I got lost. I found nerf gun on the ground. I thought A kid left it there.

So I shot it at my self and turns out it was a shrink ray. So I was as small as a ant. So I walked outside and fell into a ant holl. I saw a bunch of ants. I freeked out.

So I ran and ran but then I saw the qween ant. It was the biggest ant of all. I walked out of the coleny. then I turned back to my normol size. and then I went back in the museam.

I was looking for my class. but I could not find my class. and they were getting on the bus. So I ran to the bus. and got on the dus.

that was my story the end

ANNOTATION

SCORE POINT 1

This response demonstrates partial control of grade 4 conventions.

Sentence structure: There do not appear to be errors in sentence structure; however, it's not always clear if the writer meant for some of the constructions to be compound sentences instead of short, simple (but grammatically correct) sentences because the writer used periods but did not follow with capital letters.

Capitalization: There are frequent capitalization errors at the beginning of sentences as well as an unnecessary capital A in the first paragraph.

Punctuation: There are punctuation errors. There are quite a few missing commas (e.g., in the third sentence after “When we got to the museam”).

Grammar usage: There are some errors in grammar usage, including using the article “a” instead of “an” before “ant” and a missing article in the fourth sentence (“I found nerf gun...”).

Spelling: There are spelling errors (e.g., “museam,” “freeked,” “holl,” “qween,” “normol”).

Anchor Response 4

Conventions • Sample 1-Point

STUDENT RESPONSE

I my name is Fred the ant and I love food. One day my friend Tom and I were in the ant coliny and I smelled some new food .lots of ants came and picked up all the food . We live on a farm because a farm has lots of food. one day me and my friend Tom smelled some crackers and got up and saw a big grape just then I was walking and fell into a big hole. HELP I screamed.Than Tom jumped down. than me and Tom saw a hole bunch of other ants. that night there was no way that we could get out so we built our on colony. It was very chalenging but we made it work in no time. than we relezied we cant have a ant colony whith out a queen ant so we started looking around confused . than Gym the mean ant said they wont just fall out of the sky. HELP I looked up and it was a queen ant that fell into the hole. than she said that she would be part of th ant colony. THE END

ANNOTATION

SCORE POINT 1

This response demonstrates partial control of grade 4 conventions.

Sentence structure: The sentence “*one day me and my friend Tom smelled some crackers and got up and saw a big grape just then I was walking and fell into a big hole.*” is a run on.

Capitalization: There are frequent capitalization errors at the beginning of sentences.

Punctuation: There are punctuation errors. “*HELP I screamed.Than*” is not punctuated correctly for dialog.

Grammar usage: There are some errors in grammar usage with frequently confused words (“than” instead of then), also “*one day me and my friend Tom smelled some crackers.*”

Spelling: There are several spelling errors (e.g., “smellled,” “coliny,” “chalenging,” “whith,” “relezied”).

Anchor Response 5

Conventions • Sample 2-Point

STUDENT RESPONSE

Oh my gosh! I don't know what happened, but I shrank to an ant's size today! Some of the ants took me to their colony and I met the queen. Their home was nice and all, but I felt wierd as some of the other ants were glaring at me. The queen ant decided for me to become part of the ant colony and I wasn't so sure. I missed my parents and thought how worried they would be. Later as I looked around the ants' home, the queen told me to be a scout ant. I never thought I would be given a job, but I made some ant friends and got along with them.

It was actually sort of fun! But as I looked for food with the others, it got dark. I thought if the day already ended but NO!!!! A human was about to step on me!!! I warned the others to run away, but I tripped as I was scampering. I tripped on a piece of food! The human was trying to help me find food! I was so grateful that I wasn't squashed. As I stood up, the ants saw the food and called for the other ants to help get the food to the home.

The other scout ants told all about the adventure I had to the queen and she was suprised! She wanted to do something in return for me, so she asked me what I wanted most. I told her that I wanted to get back home where I came from. She was sad, but did what I wanted. Before that though, she asked me if I could join their feast. I was hungry, so I agreed. The feast was great and I had a wonderful time!!! After the wonderful feast, I was sent back home and was back to normal.

ANNOTATION

SCORE POINT 2

This response demonstrates an adequate command of grade 4 conventions with minimal grade 4-appropriate errors in **spelling** and **punctuation**.

Sentence structure: There are no errors in sentence structure.

Punctuation: There are missing commas in compound sentences (e.g., third and fifth sentence in the response, and the next-to-last sentence in the response).

Grammar usage: There are some errors in grammar usage. For example, "I thought if the day already ended but NO!!!!" This sentence is a bit awkward.

Spelling: There are just a few spelling errors (e.g. "wierd", "greatful", "suprised").

Capitalization: There are no capitalization errors (presumably, the capitals for "NO!!!" are for effect).

Anchor Response 6

Conventions • Sample 2-Point

STUDENT RESPONSE

One dark night, tucked away in my bed, I dreamed something that was beyond reality. It was something that could never happen to anyone, but me. I was in a huge terrarium that I have never seen before. Suddenly the terrarium expanded greatly. Then I noticed it was me shrinking. I panicked wildly. I ran around the place in shock, but then I saw a hill. As I ventured up on the hill I spotted a hole. I walked toward it when I tripped over a rock. I fell in an ANT COLONY! I soon saw an ant that was my size. I was freaking out until the ant welcomed me into its nest.

Next, the ant introduced me to many ants including the queen. The ant showed me many chambers like the food chamber. I saw many aphids producing honeydew. The aphids stepped out of their way to greet me. The ant who guided me was a scavenger. He would look for food while other ants would do their jobs. This time he took me with him on a search for food. We walked 500 feet away from the colony when we found grains all over the place. The ant used an odor to attract many other scavengers. Ants all around gave us a helping hand by dragging the grains to the colony.

Then, Making it back to the colony, I remembered a soldier I met. He let me be his right hand man by looking for any danger. Nothing happened until a whole army of ants coming from another colony claiming the private territory from our colony. Our colony seemed to know that the army of ants was from a smaller terrain. The soldier used an odor to warn the ants just like the other ant did. Ants rushed to the opening of the anthill and attacked. Finally the other colony gave up and returned to their home. I decided to go explore the anthill more.

Right then, I admired the way the aphids produced honeydew. Soon later, I wanted to give it a try. The aphids were nice like the ants. The many ants that were in that chamber liked to have the aphids around because one of an ant's favorite diet is honeydew. The aphids liked getting lots of attention. Anyway, I watched the aphids a little more and, tried doing it. I could not do it. I guess it is just their thing. Suddenly the aphids started making more honeydew. The ants alerted each other with the odor again. We munched and crunched on this elegant fruit until I woke up.

I woke up. I was in my bed. All that was on my mind was the ants. They communicated so amazing. I looked at my clock and, it was 6:00. I got out of my bed and, went outside to spot any ants. I did find a colony but, one ant looked like the ant that welcomed me. It trotted up to me and, climbed on my leg. There I knew it was the same ant. I grinned in happiness.

ANNOTATION

SCORE POINT 2

The response demonstrates an adequate command of grade 4 conventions. There are very few errors in this narrative with near perfect **sentence structure** and minimal grade 4-appropriate errors in **grammar usage, punctuation, and spelling**.

Sentence structure: The third sentence in paragraph 3 is not a sentence as written (“Nothing happened until a whole army of ants coming from another colony claiming the private territory from our colony”) but changing the word “claiming” to “claimed” would have made it complete.

Punctuation: There are repeated errors with commas in compound sentences being misplaced (sentences 5, 6, 7, 8 in the final paragraph) and a missing comma after the introductory element in the eighth sentence of the first paragraph.

Grammar usage: There are minor grammar usage errors.

Spelling: There are a few spelling errors (e.g. “interduced”). In addition, the adjective “amazing” in the final paragraph should be “amazingly”.

Capitalization: There is a single capitalization error, “Making”.