

Annotated Anchors

English Language Arts/Literacy

Grade 7 – Climbing Mount Everest Narrative Performance Task

October 30, 2019



Anchor Response 1

Purpose and Organization • Sample 1-Point

STUDENT RESPONSE

one day i had a choice to climb mount everest se me and my family got a handbook and tryed to look for everthing we needed to survive and help us climb. once we got every thing we headed up there and statred to climb. as we vere climbing we saw alot of intresting things we thought it was just snow and other disgusting things up there but ere were shining rocks and we meet other peoples dogs while we were up there. a few hours or minutes later we re staring to get highier and highier and we as we get higher we saw a wonderful wew, when we were going we saw alot of animlals wondering everywhere and we didnt know they were owned if they live up there or not se just peted them and said hi and let them wonder every where. mom said the wiew is geting more wonderful and ot bigger as we got to the top we were just siting there and looking at the wonderfil big wew

ANNOTATION

SCORE POINT 1

This response demonstrates minimal **organization** relevant to writing a narrative. There is a **beginning, middle, and end**, but the **sequence of events** is weak because it vaguely centers around climbing but is not specific to climbing Mount Everest. The only indication that the narrator is climbing Mount Everest is in the opening line (“one day i had a choice to climb mount Everest.”) The writer fails to establish a **setting** or any **characters**. The **transitions**, such as “once we got every thing” and “as we vere climbing,” are appropriate for a narrative but do not help the weak **plot**.

Anchor Response 2

Purpose and Organization • Sample 1-Point

STUDENT RESPONSE

As I planned to take a trip to climb Mount Everest I told my friends Dale, Susan, and Bob. They said they wanted to come with me I told them they had to pay for themselves and bring their own gear. They told me they would pay if we all drove up together. So right there we left and bought some gear for our trip. In all the gear we bought the total was \$1,500 dollars. As we got ready to leave for the trip Susan called and said " I am not going to be able to make it because i have to stay home with the kids." We all got sad and said we were sorry she couldn't go but we would miss her. So around 5:00 o'clock we left for Mount Everest. It took us almost a full day to get there but once we did we found out how cold it really was.

Once we settled in because we new we would be there for a little while. we went and got changed so we could start our hike. When dale was trying to put his clothes on he yeld out " My pants and jacket don't fit. Bob and I yeled " WHAT are you talking about." " They don't fit." Okay than you just stay here and we will go up said, Bob and I. Then Bob cried and said he did not want to go anymore and we drove all the way home because nobody wanted to do the trip anymore. SO we wasted all the that money and ended up not going what a trip that was.

ANNOTATION

SCORE POINT 1

This high 1-point response demonstrates minimal **organization** relevant to writing a narrative. The **sequence of events** is weak because it includes extraneous unconnected ideas such as Dale's pants not fitting and Susan having to stay home with the kids. There is no **beginning, end,** or discernible **plot**. The writer also fails to establish a **setting**. Although there are names listed, there is no characterization to provide the reader knowledge of the narrator or main character(s). The **transitions** ("As we got ready..." and "Once we settled in...") are appropriate for a narrative but do not compensate for the weak **plot**.

Anchor Response 3

Purpose and Organization • Sample 2-Point

STUDENT RESPONSE

The day i heard about mount everest i wonted to clime it. so the next day i looked up mount everest and found out it takes years of trianing and some necessary climbing equipment. so that what i been doing for the past 3 years i have been training to climb mount everest. and now i got what it takkes to climb mount everst.

So i went and drove there and started to climb. after a while i was a able to get to a spot were i could set up camp for the night. so i got out my tent and spent the night there. the next morning i got up packed my things and started to climb. from there on out it was a easy hike in till we got to the part were we need to clime up the mountin its self. when we were climbing the moutin we had to be carefull beacuse we could of sliped or rockes could have fallen on us so we had to to take it slow.by the time we got to a spot to set up camp it was midnight.

the next morning we we start to climb but found out there wasent much air up were we were so we had to stop and get uses to the air up there. later we put on maskes that would allow us the breath up there. the next day was the day were we were able to get to the top of mount everest.that is my story on how i was able to climb mount Everest

ANNOTATION

SCORE POINT 2

This response is a low score point 2. It demonstrates some **organization** relevant to the task of writing a narrative. The narrative has an extremely minimal and only somewhat effective **beginning**. The writer attempts to set up the story but fails to establish a **setting**; however, the point of view is consistent throughout. There is no real **plot**, although there is a **sequence of events**. There are some decent **transitions** (“after a while,” “the next morning,” “from there on”). There is a weak **ending** to the story (“that is my story on how i was able to climb mount Everest.”).

Anchor Response 4

Purpose and Organization • Sample 2-Point

STUDENT RESPONSE

It's currently early in the day. I get up and eat a hearty breakfast, because today is the day I climb Mt. Everest. I've been training for almost four years now and I'm finally physically ready. I am currently in Nepal right now staying at a fancy hotel. I check out and drive to my Sherpa, James's house. When I get there I walk in his house. We get our gear on and off we go.

As we are driving in I can already picture myself on top of the mountain. I park the car and call for James's brother to come pick up the car. I breathe in a shaky breath.

"Are you ready?" I asked James.

"Yeah, I am." He responded.

We walked on the little path to the mountain. As we get there I started to shake.

"Hey calm down we're barley there yet are you're already shaking." James told me.

"I-I know that I'm shaking, I think it's the adrenaline kicking in." I mumbled to James.

"If you don't want to do this we don't have to."

" No! I want to do this I've been training for almost four years." I scolded him. He stopped the arguments there and onward we went.

It's been about almost two months. I'm exhausted and I'm sure James is too. I can feel the victory of reaching the top. I can sense that we are almost there. My muscles are aching telling me to stop, but not now. I can't stop now.

Left foot, right foot. That's all that is going through my head. Hours later I feel a flat surface. I start feel accomplished. Next thing you know I'm on top of Mt. Everest.

ANNOTATION

SCORE POINT 2

The response has a structure that includes a **beginning, middle and end**. The writer attempts to create a **setting** in the opening paragraph (“I am currently in Nepal right now staying at a fancy hotel.”) However, the setting for the actual climb is not described at all. Overall, the limited **sequence of events** follows a logical order, using dialogue to advance the story. There are a few **transitions**, used primarily to indicate changes in time (“When we get there...,” “As we are driving in...,” “Hours later...”). Although the narrative includes the mention of a character, James, the narrator fails to establish **characterization** other than the fact that James is a Sherpa. Additionally, the narrative spends too much time describing arriving at the trail head and almost no time describing the actual climb. This response provides a weak and unsatisfying closing to the narrative.

Anchor Response 5

Purpose and Organization • Sample 2-Point

STUDENT RESPONSE

My Climb to Mount Everest

The pain was excruciating from the cold wind, it was cold, snowy, and icy. The misery of the weight loss from burning six thousand calories a day. Except it was all worth it especially when I would reach the tip top of the mountain and say that I, I climbed Mount Everest. A legend that I would carry to the day I pass on. Something that would stick with my future generation, history in my eyes.

Let me start the beginning. It all started in "2010" the year I asked my dad if we could climb Mount Everest. "Sure", he said, "only if your up to the hard preparation." So there we began we ran block after block, we ran the treadmill, exercised, and there we climbed our first mountain. Mount Fujiyama it was steep and riggid. It took us two weeks to climb but it was my first mountain. There was my dad, my mom, and I.

My second mountain was Mount Ash it took me two weeks and three days. It was also steep and riggid, it was cold but we made it. there as I called my mom on the sattelite phone I could tell she was happy by the tone of her voice.

Last mountain was Mount Everest the highest mountain in the world it was a four week trip up and down, it was so tall that we had to wear special equipment and oxegyn tanks. But it was all worth it as i called my mom on the 'satt' phone She was so happy, she was crying and so was my dad because we had made a legacy thatn would be passed on throught my families history.

ANNOTATION

SCORE POINT 2

This response has a structure that includes a **beginning**, **middle**, and **end**. The writer attempts to create a **setting** in the opening paragraph ("The pain was excruciating from the cold wind, it was cold, snowy, and icy."), but other attempts to describe the setting are repetitious ("It was also steep and riggid, it was cold but we made it there."). There is no attempt at establishing a **character** or **narrator**. Overall, the **sequence of events** follows a logical order with references to Mt. Fujiyama and Mt. Ash, but these trips are only weakly related to the story of climbing Mount Everest, which should be the focus of the narrative. The response uses basic **transitions** ("beginning," "My second," and "Last mountain") to progress from one event to the next. There is an **ending** to the narrative that the writer attempts to tie back into the introduction ("a legacy thatn would be passed on throught my families history.").

Anchor Response 6

Purpose and Organization • Sample 3-Point

STUDENT RESPONSE

The moment I grabbed on to the first rock that juttred out and began to climb was amazng. The fact that I was ow starting to climb the “tallest mountain in the world” was amazing. Everything in life seemed amazing, which was obviously a lie, because then, how will you learn? Anyway, moving slowly towards the top of the mountam was exciting and very pleasureable, and although knowing that something will go wrong, it felt like that fact was distand and far away. ‘That was two weeks ago, and the condition I was in then and now were too different. As I lifted my ice axe to ull up myself up farther, my hand almost let go because of the ice forming around the place I’m supposed to hold on o. My heart rate that instantly sped up cooled down and I started to climb again. The process of sliding the jumar ip and supporting myself was getting so repetitive it almost felt annoying, so annoying that I changed the hands that I pported myself with way too many times. The process of burning 6000 calories a day instead of 2000 claories as tiring. I sometimes laugh at myself, remembering the moment that same day I started to climb that Mount verest was filled with snow.

It was almost 6:00 P. M., so I searched for a place to rest for the night. Siting down, I pulled out my bag of oatmeal rasin and chocolate chip cookies and a packet filled with soup. I began to bod the soup as I munched on the cookies. They tasted like what my mom made for me at home, which was almost half-way across the world. A tear almost spilled out, but I held it in. I didn’t want to take off my goggles in this cold weather!

The water began to bubble and Ttock out the packet that was now warm and dripping wet from the water. I cut open the pouch and drank it. Just as I was about to finish tt, T heard something that wasn’t too pleasant. [looked up, hoping not to see an avalanche.

Everything happened so fast. I felt pain on my head and my nght foot. The only sound I heard was the sound of tumbling snow and my screaming. Then everything was still,

I got up, very slowly because I was sure I broke my foot. The pain overwhelmed me. With tears streaming out of my face, ltock out my satellite phone and contacted the camp. Helicopters came instantly, and I was saved.

Later on, back in my home, I learned that not many people survived and avalanche. That fact was scary, and I felt really honored to be saved and able to be alive. Even if that meant having a cast on your nght foot for the next couple of months.

I must of been daydreaming, because my mom yelled at me so loud that I jumped out of my chair. She told me to taste her cookies. I smiled, rmembering the moment on the mountain. I slowly rose up like that time I fell, and went to the lutchen where the cookies waited.

ANNOTATION

SCORE POINT 3

This response adequately demonstrates **organization** that is appropriate for a narrative writing task. Although a bit repetitive (the word “amazing” is used three times in the first three sentences), the narrative opens with an engaging **beginning** that briefly describes the **setting**. The writer establishes a setting using descriptive language (e.g., “I grabbed on to the first rock that jutted out”). The writer uses a consistent first-person point of view from the perspective of the main character. The **sequence of events** adequately follows a logical order as the story progresses. There are a variety of **transitional** strategies used by the writer (“Later on,” “As I lifted my ice axe,” “Siting down”) to connect ideas and help the progression of the **plot**. The **ending** of the narrative is appropriate for the task.

Anchor Response 7

Purpose and Organization • Sample 3-Point

STUDENT RESPONSE

THE GREAT HIKE

The winds volume reached a howl on the snow covered rocks surrounding us. Snow swirled in mini tornadoes and lodged itself in any open spots in our clothing. This was Everest, the tallest and most daunting mountain on earth. Many had tried to do what we were hoping to do on this massive mountain. Our challenge was to be the first people to climb to the top.

This mountain has the highest death rate of all mountains at one out of five people dying on the way up. The Hillary slope is incredibly difficult to climb and has a sixty degree slope. Our crew has more gear than most scuba divers do, and we are very heavily laden with our thirty pound backpacks. Before we even began the hike, there was enough training to make the most unfit person healthy. As my partner, Jeff, climbed the slope, he pulled on his hiking rope with the jumar holding his position on the side of the mountain. His crampons, steel studs attached to warm boots that are used to walk on ice, grated on a piece of rock due to how difficult his facemask and goggles made it for him to see.

As I climbed behind him, I noticed how many holes from other peoples ice axes there were on this section of the mountain. Jeff had hooked onto one of the two ropes that were our next choice for our route on the way up. I hooked onto the other rope. We started our monotonous climbing again, separating slowly as the two ropes led us away from each other. Suddenly, the whole mountain shook under us. Jeff had felt the blast more than I had, and I yelled to him as he dangled from the strong rope. Just speaking made my head feel soft and dizzy. I realised that if I yelled to much, I might pass out from lack of oxygen. He yelled and said he was fine.

Then, out of nowhere, a huge chunk of ice fell from above us and ripped out the rope whe had been climbing on just 15 minutes ago. I yelled to Jeff that we should set up camp on the next outcrop that was flat enough. He stopped, pulled out his map, and checked his altimeter, a device that measures altitude from sea level. He tells me the next stoping point is 1/2 of a mile of 53 degree climbing. Now we have begun to get into the area of the mountian where the wind blows a steady 20 knots. We listen to the wind rattling through our backpacks. It was so lonely and cold up here. But we kept on moving on our slow journey.

Now there were constant tremors rattling us and the whole slope we were on. We created a small rise and saw a huge white wall of snow sheeting towards us. Jeff yelled !!!AVALANCHE!!! I yelled for him to unhook his harness and to come to me. Those were the last words he ever heard. He got three quarters of the way to where I was under a bend in the snow valley. At this point the sound of snow rumbling down the hillside was a mass of sound. Then Jeff disapeared as quick as he was moving. I yelled jefffff but he was just gone. I was left sobbing on the hillside, wanting to die.

ANNOTATION

SCORE POINT 3

This response is an interesting story with an engaging **beginning**. The writer establishes a **setting** using descriptive language (“The winds volume reached a howl on the snow covered rocks surrounding us. Snow swirled in mini tornadoes and lodged itself in any open spots in our clothing.”). Additionally, the writer establishes a consistent first-person point of view from the perspective of the main **character**. The **sequence of events** follows a logical order building suspense as the story progresses to the rather unexpected **climax**. The **plot** helps to create a sense of cohesion with the writer establishing a **conflict** and providing a **resolution** to the **conflict**. There are a variety of **transitions** used by the writer (“At this point,” “As I climbed,” “Suddenly”) to connect ideas and help the progression of the **plot**. The **ending** of the narrative however, lacks any true **falling action**, leaving the reader feeling a little less than satisfied that the narrative has ended.

Anchor Response 8

Purpose and Organization • Sample 4-Point

STUDENT RESPONSE

Mt. Everest Journey

As he stood before the snow-capped behemoth, John was eager to begin his long journey to the top. The cool air in his face was like a cold kiss of motivation to start a fire inside of this young 24 year old. John had been climbing since he was 10. At age 14, he began to climb mountains and a few were in the Himalayas. He knew what to bring and had all the essential supplies that he needed. With a smile hidden under his light fleece mask, he headed onward for the journey of his life.

John knew it was not too wise to go alone in the mountains, so he would join with groups after groups of climbers as he trudged on. It was going to be a long journey, but John didn't mind at all. He informed his boss at work that he would be gone for 7 weeks during the summer for this mission. Thinking about all this and many other things kept the man's mind off of the cold. He recalled that his trainer, Jack M , had told him to only spend 21 days walking and the rest of the days to camp, rest, and dry out the socks. So, John evened out and planned his times that he would walk and when he would rest. John realized it was growing darker as the light snow drifted lazily to the powdery, white ground. He found a small clearing within some trees and started a fire. John put his wet socks over the fire to dry and traded them for his second pair of warm, dry socks. Quickly was the only manner in which he could do this for fear that his toes would begin to freeze. He ate some snackbars, a cookie, and an already boiled egg which he could only eat now rather than later for this was one of few foods that were perishable. He snuggled his hulking body of coats within his thermal sleeping bag and began to sleep to prepare for the long day ahead of him. This happened as a routine for the next 3 weeks before any interference occurred.

3 weeks of this long trek had gone by and John was still eager but that fire was beginning to dwindle down. He began to grow bored and a little home-sick. The snow was beginning to come down a bit more heavily and occasionally hailed. John was running out of groups to merge with and his doubt of making it to the top became a slight lump in his throat. The thought of failing this mission brought butterflies to his stomach. Thinking about this just made him hungry and he kept a balanced diet of calories, he did this so he would stay alive even after burning a good 6,000 calories a day. His food supply was one of the little things that he could always rely on. When evening began to sweep over the sparkling white trail, John made it to the top of a cliff that he spent about an hour and a half climbing with his crampons, ice pick, jumar, etc. John built a steady fire by nightfall when he realized something. The howling wind and the rush of snow on his face made him see that something bad was on the horizon. A blizzard was beginning to sweep in throughout the clearing that John was set up in the middle of! His thoughts were blurred from the high almost as bad as the ground 10 feet away from him was. His mental stability decreased while he was stuck pacing back and forth across the snow in the darkness only illuminated by the fire. That also was an issue, however. The fire was being violently attacked by the snowstorm and John had no way of covering it. He had to think fast. In the distance, he could make out a bundle of trees about 800 yards away. The panicked climber hoisted his backpack onto his shoulder and started to rush towards the trees. After what seemed like an eternity within that disaster, John finally made it to salvation. The trees blocked out the snowstorm enough for him to safely build another fire. He did so and threw all but one layer of his soaked clothes over the crackling embers. He closed his eyes and drifted off with the thought of making it to the top slowly fading away.

When he awoke, the blizzard was thankfully long gone. The incident had caused John's clothes to be damp in the morning after drying over the fire all night. He threw on his last dry coat that he packed in the case of an emergency. It had been five weeks and the top could be seen from where John was standing. This fueled a generous amount of John's fire within him. He felt a small sense of the eagerness he had had back at the foot of the Mountain. He made his way slowly but surely up the mountain slope. The snow was dense here and covered the mountain with about a foot and a half of pure snow. After an hour or so, John had thrown on every layer of clothing he had with him. The atmosphere was thin and the weather was freezing. His oxygen mask supplied him well, though. He had enough to make it to the top and then back down again. As for the top of the mountain, it stood tall before him. The top was like a beacon of triumph in John's eyes. He used every last bit of force he had to climb, hike, and trudge through the mountain's obstacles. The sun was going to set soon. John was about 500 yards from the top. He began to slowly run up the hillside before running out of breath. The climber decided it was not a good idea to use up his energy like that. The top was right in front of him. One more rock wall to climb and he'd be at the top of Mt. Everest. His ice pick made a "clink, clink, clink," sound every time he lodged it into the rock that was glazed in sparkling ice. He hoisted himself up very carefully and when he put his hand to the top, he rolled up and over the rock onto the flat surface of a tiny plateau at the top of the mountain. He had done it! John M had made it to the top of Mount Everest. He had conquered the hulking behemoth and given his all. His lifelong goal had been accomplished and he felt amazed beyond what words could describe. The awestruck climber looked over the horizon at the beautiful Himalayas stretched out all across the skyline with a gorgeous setting sun behind that. John took many pictures and sadly said a silent "farewell" to the Mountain's peak. As he made his way back down after the hour he stood there, he felt as if he could do anything after what he had just accomplished.

The trip down had been much easier than the time it took to make it to the top. John kept a steady pace, kept his calorie diet high, set up camp regularly, and kept himself safe from any sudden dangers. When the young man had made it to the bottom, he was happy to see that his family was there waiting for him. They had been close by in a hotel near the mountain to be there for him when he returned from his long trek. John hugged all of them and explained how exciting the journey was as he showed them the pictures that he had taken of the top. On the plane ride home, John looked out the window to see Mt. Everest one last time below him. It did not look like much of a challenge now. It looked like more of a trophy sitting there to prove that this climber had made it to the very top of Mount Everest.

ANNOTATION

SCORE POINT 4

This response is a strong narrative with a **beginning** that draws the reader in. The **plot** is effective in creating a sense of cohesion and completeness. The writer establishes a **setting** using descriptive language to introduce the reader to the cold mountain environment. There is a consistent third-person **point of view** throughout the narrative. The writer effectively establishes a strong sense of the character's preparedness and determination. The writer utilizes a variety of **transitions** and transitional strategies effectively. The **sequence of events** follows a logical order in which the writer establishes a **conflict** and provides a **resolution** to the **conflict** that is satisfying to the reader. The **ending** is appropriate to the task, audience, and purpose and makes the story feel complete.

Anchor Response 9

Purpose and Organization • Sample 4-Point

STUDENT RESPONSE

As Sarah N approached the bottom of Mount Everest, the biggest summit in the world, she saw a dark skinned, dark haired man standing near an older woman and a young man. Sarah knew that the man was Krishnash Sabadi, a twenty-four year old Indian man. Sarah planned to climb the seven-week trek with him. She met him through a social media page for mountain climbers. The two had been chatting for the last two years. Sarah and Krish, as he nicknamed himself, had an instant spark and knew they would be perfect to climb the mountain together.

Sarah approached Krish.

"This it is it brother," said the young man with Krish.

The woman cut in, "Silence! This is not it. We shall see at the bottom of this mountain when you complete the climb." Tears began to roll down the womans cheeks.

Sarah walked up and said, "You must be Krish. I am Sarah N , from Colorado."

Krish's mother, the old woman, said, "You are the American Krish has told me about. Take good care of him. I must go now. I cannot stand to cry any longer." She kissed Krish and walked away.

Krish and his brother shook hands, and his brother followed the mother. Krish and Sarah made introductions, yet Krish kept his very breif and signaled to begin the trek. Sarah and Krish began to walk up the slope.

Sarah wore heavy fleece layers and a thirty pound backpack, and Krish wore nearly the same thing. The two climbed the mountain until night fell. Krish did not say a single word the whole day. Sarah wondered why, until she remembered Krish messaging her that he was a shy man. She knew he would break out of his shell sometime, or it would be a long seven weeks.

The next morning, the two began again. Sarah asked Krish how he slept. He just shrugged his shoulders and kept climbing. The day carried on, with out Krish saying a word. The most he did was nod his head when Sarah asked him to straighten out her harness. The next few weeks carried on nearly the same way; Krish only speaking when it was really needed.

Although Krish rarely spoke, once he did tell Sarah how he had become interested in climbing Mount Everest. He read a book about Edmund Hillary and Tenzig Norway, the first men to reach the summit of Mount Everest in 1953. Sarah told Krish that she also knows about them and admires that they used their fame to help others. Krish agreed.

Weeks passed, as the two ate chocolate, cookies, and boil-in-bag meals. Though it was cold, the two were surviving. Sarah and Krish had been climbing for while, when they saw what they had been striving to see. They saw the peak of the mountain. There is only one obstacle left until they reach their life goal. The Hillary Step.

As the two approached Hillary Step, Krish was slightly ahead of Sarah. Sarah decided to take a quick break before she took on Hillary Step. Krish carried on. Sarah watched Krish as he reached Hillary. He stopped. He bent down and felt something. He turned and sprinted to Sarah.

"A body! A body!" panted Krish.

Sarah said, "Slow down. Remain calm. What happened?"

"There is a frozen body at the bottom of Hillary, but he is alive. I see him struggling to move. I know I do not say much, but this I need to say. We must help him," said Krish.

Sarah and Krish ran to the bottom of The Hillary Step. As Sarah came closer to the body, she saw a Chinese man, frozen on the ground. Krish was right, for the man was alive. Sarah immediately knelt down next to him. She and Krish used their ice axes to chip off the heavy ice on the man. Once the ice was some what cleared, they covered the man in a sleeping bag and extra fleece layers. The man began to come with it.

"We have you under control. You will be fine. Relax. We will set up our camp here and sleep here for the night. In the morning, you will reach the top with us," Krish said.

The man did not reply, for he was still in shock and was very cold. Sarah, Krish, and the man stayed the night at the bottom of The Hillary Step.

When morning came, the Chinese man was much more alert. He introduced himself as Chai Bei, a Chinese man who lives in America. Sarah was relieved to see that he spoke some English. The three had breakfast to wake them up, then they set off to take Hillary Step.

Sarah was the to first try Hillary Step, a half rock, half snow, sixty-degree slope. Sarah chose a one of the five ropes on the slope and clinged he crampons to the slope. She held her ice axe and flung he body up the slope. She used her upper body strength to pull her up the slope. She made it!

Next was Chai. He tried to do the same as Sarah, but he did not succeed. He tried again, but failed. He was not nearly strong enough after his accident. He told Krish to go without him. Krish refused and said, "You will come with me. I've been training for three years. I have strength."

Krish grabbed onto Chai and pulled him up the slope, as both men clasped their crampons into the slope. Together, the men made it up the slope. Sarah awaited them. The three climbed to remaining of the mountain and finally reached the highest point in the world.

Sarah looked in the distance and thought about her trek with Krish so far. She knew she had met a life-long friend. He may be quiet, but he speaks up when someone needs help. Tears rolled down her cheek as she thought about Krishnash's kind action and achieving her dream.

ANNOTATION

SCORE POINT 4

The opening to this response skips the planning stages of the climb, beginning instead at the point of the departure when Sarah meets her co-climber. The **beginning** effectively engages the reader by introducing the reader to the main **characters** of the narrative. There is a consistent third-person limited **point of view** throughout the story. The writer makes consistent use of various **transitions** and transitional strategies (e.g., “until night fell,” “As Sarah came closer...”). The **plot** is effective with a naturally occurring **sequence of events**. The narrative’s **ending** in which the main character reflects on her experience climbing Mt. Everest, is appropriate and follows seamlessly from the events that make up the rest of the story.

Anchor Response 1

Development and Elaboration • Sample 1-Point

STUDENT RESPONSE

The day i heard about mount everest i wonted to clime it. so the next day i looked up mount everest and found out it takes years of trianing and some necessary climbing eequipment. so that what i been doing for the past 3 years i have been training to climb mount everest. and now i got what it takkes to climb mount everst.

So i went and drove there and started to climb. after a while i was a able to get to a spot were i could set up camp for the night. so i got out my tent and spent the night there. the next morning i got up packed my things and started to climb. from there on out it was a easy hike in till we got to the part were we need to clime up the mountin its self. when we were climbing the moutin we had to be carefull beacuse we could of sliped or rockes could have fallen on us so we had to to take it slow.by the time we got to a spot to set up camp it was midnight.

the next morning we we start to climb but found out there wasent much air up were we were so we had to stop and get uses to the air up there. later we put on maskes that would allow us the breath up there. the next day was the day were we were able to get to the top of mount everest.that is my story on how i was able to climb mount Everest

ANNOTATION

SCORE POINT 1

This response provides minimal elaboration with no discernable use of narrative techniques and few **details**. The writer confuses the reader by switching personal pronouns from “i” to “we” indicating that there is more than one **character**; however, no character names are mentioned. There is a vague reference to the **source material** in the first paragraph in which the writer mentions having trained for 3 years (“it takes years of trianing and some necessary climbing eequipment. so that what i been doing for the past 3 years i have been training to climb mount Everest.”). The writer makes no use of **sensory** or **figurative language** although the **style** is appropriate to the task.

Anchor Response 2

Development and Elaboration • Sample 1-Point

STUDENT RESPONSE

As I planned to take a trip to climb Mount Everest I told my friends Dale, Susan, and Bob. They said they wanted to come with me I told them they had to pay for themselves and bring their own gear. They told me they would pay if we all drove up together. So right there we left and bought some gear for our trip. In all the gear we bought the total was \$1,500 dollars. As we got ready to leave for the trip Susan called and said " I am not going to be able to make it because i have to stay home with the kids." We all got sad and said we were sorry she couldn't go but we would miss her. So around 5:00 o'clock we left for Mount Everest. It took us almost a full day to get there but once we did we found out how cold it really was.

Once we settled in because we new we would be there for a little while. we went and got changed so we could start our hike. When dale was trying to put his clothes on he yeld out " My pants and jacket don't fit. Bob and I yeled " WHAT are you talking about." " They don't fit." Okay than you just stay here and we will go up said, Bob and I. Then Bob cried and said he did not want to go anymore and we drove all the way home because nobody wanted to do the trip anymore. SO we wasted all the that money and ended up not going what a trip that was.

ANNOTATION

SCORE POINT 1

This response is a very brief summary in which the elaboration attempts to establish **characters** but is made up of mostly irrelevant **details** about Susan and Bob. The writer fails to develop an actual story about climbing. The response seems to attempt a sarcastic or comedic **style**, especially with the use of **dialogue** (e.g., "Susan called and said 'I am not going to be able to make it because i have to stay home with the kids.'" "My pants and jacket don't fit. Bob and I yeled 'WHAT are you talking about.' 'They don't fit.'"), but the **style** is not appropriate to the task. The writer makes no relevant reference to the **source material**.

Anchor Response 3

Development and Elaboration • Sample 2-Point

STUDENT RESPONSE

It's currently early in the day. I get up and eat a hearty breakfast, because today is the day I climb Mt. Everest. I've been training for almost four years now and I'm finally physically ready. I am currently in Nepal right now staying at a fancy hotel. I check out and drive to my Sherpa, James's house. When I get there I walk in his house. We get our gear on and off we go.

As we are driving in I can already picture myself on top of the mountain. I park the car and call for James's brother to come pick up the car. I breathe in a shaky breath.

"Are you ready?" I asked James.

"Yeah, I am." He responded.

We walked on the little path to the mountain. As we get there I started to shake.

"Hey calm down we're barley there yet are you're already shaking." James told me.

"I-I know that I'm shaking, I think it's the adrenaline kicking in." I mumbled to James.

"If you don't want to do this we don't have to."

" No! I want to do this I've been training for almost four years." I scolded him. He stopped the arguments there and onward we went.

It's been about almost two months. I'm exhausted and I'm sure James is too. I can feel the victory of reaching the top. I can sense that we are almost there. My muscles are aching telling me to stop, but not now. I can't stop now.

Left foot, right foot. That's all that is going through my head. Hours later I feel a flat surface. I start feel accomplished. Next thing you know I'm on top of Mt. Everest.

ANNOTATION

SCORE POINT 2

This response provides superficial elaboration using **dialogue**. The two main **characters**, the narrator and the Sherpa, James, are underdeveloped. The writer hints at details from the **sources** by alluding to the amount of time the main character states he has trained for the event and the fact that he is taking a Sherpa along on the climb. Other than **dialogue**, narrative techniques are lacking in this response. The writer uses some concrete **language** (“mumbled,” “scolded”); however, it does little to advance the purpose of the response. The response is brief but appropriate to the **style**. There is a strong sense of style (e.g., the last two paragraphs describing the exhaustion and struggle are nicely captured via several short sentences). Overall, this response has many characteristics of a 3-point response but has insufficient development to advance beyond a 2-point categorization.

Anchor Response 4

Development and Elaboration • Sample 2-Point

STUDENT RESPONSE

My Climb to Mount Everest

The pain was excruciating from the cold wind, it was cold, snowy, and icy. The misery of the weight loss from burning six thousand calories a day. Except it was all worth it especially when I would reach the tip top of the mountain and say that I, I climbed Mount Everest. A legend that I would carry to the day I pass on. Something that would stick with my future generation, history in my eyes.

Let me start the beginning. It all started in "2010" the year I asked my dad if we could climb Mount Everest. "Sure", he said, "only if your up to the hard preparation." So there we began we ran block after block, we ran the treadmill, exercised, and there we climbed our first mountain. Mount Fujiyama it was steep and riggid. It took us two weeks to climb but it was my first mountain. There was my dad, my mom, and I.

My second mountain was Mount Ash it took me two weeks and three days. It was also steep and riggid, it was cold but we made it. there as I called my mom on the sattelite phone I could tell she was happy by the tone of her voice.

Last mountain was Mount Everest the highest mountain in the world it was a four week trip up and down, it was so tall that we had to wear special equipment and oxegyn tanks. But it was all worth it as i called my mom on the 'satt' phone She was so happy, she was crying and so was my dad because we had made a legacy thatn would be passed on throught my families history.

ANNOTATION

SCORE POINT 2

This response provides brief elaboration using some **description** and **dialogue** (e.g., "Sure", he said, "only if your up to the hard preparation."). There is a partial description of the character's past, in which the narrator lists other mountains climbed, but little of this information is elaborated and does nothing to characterize the story's narrator. The writer integrates some information from the **sources** (e.g., "burning six thousand calories a day"). There are a few examples of attempted elaboration in which the writer uses descriptive **language** ("it was cold, snowy, and icy...Mount Fujiyama it was steep and riggid"), but the response is lacking in **sensory details** or **figurative language**. Overall, the **language** is general and the **style** is appropriate for the task.

Anchor Response 5

Development and Elaboration • Sample 3-Point

STUDENT RESPONSE

The moment I grabbed on to the first rock that juttred out and began to climb was amazng. The fact that I was ow starting to climb the “tallest mountain in the world” was amazing. Everything in life seemed amazing, which was obviously a lie, because then, how will you learn? Anyway, moving slowly towards the top of the mountam was exciting and very pleasureable, and although knowing that something will go wrong, it felt like that fact was distant and far away. ‘That was two weeks ago, and the condition I was in then and now were too different. As I lifted my ice axe to ull up myself up farther, my hand almost let go because of the ice forming around the place I'm supposed to hold on o. My heart rate that instantly sped up cooled down and I started to climb again. The process of sliding the jumar ip and supporting myself was getting so repetitive it almost felt annoying, so annoying that I changed the hands that I pported myself with way too many times. The process of burning 6000 calories a day instead of 2000 claories as tiring. I sometimes laugh at myself, remembering the moment that same day I started to climb that Mount verest was filled with snow.

It was almost 6:00 P. M., so I searched for a place to rest for the night. Siting down, I pulled out my bag of oatmeal rasin and chocolate chip cookies and a packet filled with soup. I began to bod the soup as I munched on the cookies. They tasted like what my mom made for me at home, which was almost half-way across the world. A tear almost spilled out, but I held it in. I didn’t want to take off my goggles in this cold weather!

The water began to bubble and Ttock out the packet that was now warm and dripping wet from the water. I cut open the pouch and drank it. Just as I was about to finish tt, T heard something that wasn't too pleasant. [looked up, hoping not to see an avalanche.

Everything happened so fast. I felt pain on my head and my nght foot. The only sound I heard was the sound of tumbling snow and my screaming. Then everything was still,

I got up, very slowly because I was sure I broke my foot. The pain overwhelmed me. With tears streaming out of my face, ltock out my satellite phone and contacted the camp. Helicopters came instantly, and I was saved.

Later on, back in my home, I learned that not many people survived and avalanche. That fact was scary, and I felt really honored to be saved and able to be alive. Even if that meant having a cast on your nght foot for the next couple of months.

I must of been daydreaming, because my mom yelled at me so loud that I jumped out of my chair. She told me to taste her cookies. I smiled, rmembering the moment on the mountain. I slowly rose up like that time I fell, and went to the lutchen where the cookies waited.

ANNOTATION

SCORE POINT 3

This response provides adequate elaboration using **descriptive details** and information from the **source materials**. The events are adequately developed over the course of the narrative. Throughout the narrative, the writer effectively uses information from the sources to add **details** to the story (e.g., “The process of burning 6000 calories a day instead of 2000 calories as tiring”) to help make the story believable. The writer uses a variety of narrative techniques to create an engaging story. There is an adequate use of concrete **language** (e.g., “I pulled out my bag of oatmeal raisin and chocolate chip cookies and a packet filled with soup. I began to sip the soup as I munched on the cookies. They tasted like what my mom made for me at home, which was almost half-way across the world. A tear almost spilled out, but I held it in. I didn’t want to take off my goggles in this cold weather!”). **Stylistically**, the response is appropriate and there is enough **detail** and **description** to advance the purpose of the writing.

Anchor Response 6

Development and Elaboration • Sample 3-Point

STUDENT RESPONSE

It was 6:00 in the morning and my friends and I flew in a helicopter toward the Himalayas. It was said that we would be able to enter the challenge of climbing mount Everest. A few years ago we received the letter that would allow us to go. Since then, we have been training and conditioning ourselves to prepare for the climb. We lifted weights, ran, and trained Inigo to not be afraid of heights. We have heard stories of others climbing Mount Everest and we heard that it was very challenging and took a lot of stamina. Anthony, and Ingo, my friends had stamina, and would also climb with me.

The helicopter brought us down at the base of Mount Everest. The pilot told us, "Good luck guys." We thanked him and started the journey. The ground was moist and filled with gravel. I told my friends, "You guys ready?" They responded, "Yeah, we're ready." We started out by taking out what we brought: harnesses, jumars, carabiners, ice axes, headlamps to see in the dark, crampons to make it easier to walk on snow, and altimeter, lots and lots of food and water, a camera to remember the moment, and a rappel device for climbing back down. We started climbing.

First we found a ledge, and hooked the rope around it, We harnessed ourselves to it and pulled upward. All the lifting weights training that we had really paid off It felt pretty easy and I was confident that we would reach the summit, Once the three of us got on te the ledge, we got the rope and threw it up to another ledge. It felt like a miracle that thee were ledges for us on the mountainside. We kept repeating the process until it was dark. The three of us sat down on the ledge and we talked. We were not really high up, maybe only 1000 feet or so. We turned on our headlamps and continued to climb. After about and hour of climbing, we soon found a platform big enough for the three of us to rest. I told the others, "Why don't we eat some food?" We all ate and agreed to start climbing tomorrow instead.

‘When the next morning came, we continued to climb, The ledges were shill there above us and we climbed. This pane process of climb, stop, rest, wake-up, climb, step, rest, wake-up continued for the next 2 weeks or so. We soon hit ice. I took out the ice axes. We continued to climb using them to get a solid purchase on the ice. The crampon on our shoes really helped out a lot on the ice. The altimeter I wore on my arm said that we were at around 20,000 feet. My fiends were freezing even with all of the clothes they were wearing. It was getting harder and harder. It was snowing, and the ledges were very slippery. A little bit over a week, after that we finally reached to summit. We were standing at the top of the world. My friends were so exhausted they the fell down right when they reached to summit. T helped them up. I shouted, "We made it] Yeah!" It was awesome. My friends and i were jumping up and down with joy. I was so happy. I took out the camera, and took a picture of the three of us, and then the beautiful scenery from all angles. Sadly, our joy was limited. I told them, " Alright guys that i it, We can't stay here forever. We eventually have to climb down." They said, "Awww, man. Alright then." We started our way down after I put away the camera.

Climbing down was pretty easy. We just used the rappel device to help us. We reached the bottom in a little over a week. That was the end of our exciting, and tiring journey.

ANNOTATION

SCORE POINT 3

This response provides adequate elaboration using **details** and **description** that is appropriate to a narrative writing task. The writer uses a variety of narrative techniques to adequately develop the events in the narrative. Throughout the narrative, the writer uses information from the **sources**, such as what the climbers carried with them, to add **details** and **description** in the story (e.g., “We started out by taking out what we brought: harnesses, jumars, carabiners, ice axes, headlamps to see in the dark, crampons to make it easier to walk on snow, and altimeter, lots and lots of food and water, a camera to remember the moment, and a rappel device for climbing back down.”). Additionally, the writer effectively utilizes concrete **language** to make the story more engaging (e.g., “First we found a ledge, and hooked the rope around it, We harnessed ourselves to it and pulled upward.”). The **style** is effective and appropriate to the task.

Anchor Response 7

Development and Elaboration • Sample 4-Point

STUDENT RESPONSE

Mt. Everest Journey

As he stood before the snow-capped behemoth, John was eager to begin his long journey to the top. The cool air in his face was like a cold kiss of motivation to start a fire inside of this young 24 year old. John had been climbing since he was 10. At age 14, he began to climb mountains and a few were in the Himalayas. He knew what to bring and had all the essential supplies that he needed. With a smile hidden under his light fleece mask, he headed onward for the journey of his life.

John knew it was not too wise to go alone in the mountains, so he would join with groups after groups of climbers as he trudged on. It was going to be a long journey, but John didn't mind at all. He informed his boss at work that he would be gone for 7 weeks during the summer for this mission. Thinking about all this and many other things kept the man's mind off of the cold. He recalled that his trainer, Jack M., had told him to only spend 21 days walking and the rest of the days to camp, rest, and dry out the socks. So, John evened out and planned his times that he would walk and when he would rest. John realized it was growing darker as the light snow drifted lazily to the powdery, white ground. He found a small clearing within some trees and started a fire. John put his wet socks over the fire to dry and traded them for his second pair of warm, dry socks. Quickly was the only manner in which he could do this for fear that his toes would begin to freeze. He ate some snackbars, a cookie, and an already boiled egg which he could only eat now rather than later for this was one of few foods that were perishable. He snuggled his hulking body of coats within his thermal sleeping bag and began to sleep to prepare for the long day ahead of him. This happened as a routine for the next 3 weeks before any interference occurred.

3 weeks of this long trek had gone by and John was still eager but that fire was beginning to dwindle down. He began to grow bored and a little home-sick. The snow was beginning to come down a bit more heavily and occasionally hailed. John was running out of groups to merge with and his doubt of making it to the top became a slight lump in his throat. The thought of failing this mission brought butterflies to his stomach. Thinking about this just made him hungry and he kept a balanced diet of calories, he did this so he would stay alive even after burning a good 6,000 calories a day. His food supply was one of the little things that he could always rely on. When evening began to sweep over the sparkling white trail, John made it to the top of a cliff that he spent about an hour and a half climbing with his crampons, ice pick, jumar, etc. John built a steady fire by nightfall when he realized something. The howling wind and the rush of snow on his face made him see that something bad was on the horizon. A blizzard was beginning to sweep in throughout the clearing that John was set up in the middle of! His thoughts were blurred from the high almost as bad as the ground 10 feet away from him was. His mental stability decreased while he was stuck pacing back and forth across the snow in the darkness only illuminated by the fire. That also was an issue, however. The fire was being violently attacked by the snowstorm and John had no way of covering it. He had to think fast. In the distance, he could make out a bundle of trees about 800 yards away. The panicked climber hoisted his backpack onto his shoulder and started to rush towards the trees. After what seemed like an eternity within that disaster, John finally made it to salvation. The trees blocked out the snowstorm enough for him to safely build another fire. He did so and threw all but one layer of his soaked clothes over the crackling embers. He closed his eyes and drifted off with the thought of making it to the top slowly fading away.

When he awoke, the blizzard was thankfully long gone. The incident had caused John's clothes to be damp in the morning after drying over the fire all night. He threw on his last dry coat that he packed in the case of an emergency. It had been five weeks and the top could be seen from where John was standing. This fueled a generous amount of John's fire within him. He felt a small sense of the eagerness he had had back at the foot of the Mountain. He made his way slowly but surely up the mountain slope. The snow was dense here and covered the mountain with about a foot and a half of pure snow. After an hour or so, John had thrown on every layer of clothing he had with him. The atmosphere was thin and the weather was freezing. His oxygen mask supplied him well, though. He had enough to make it to the top and then back down again. As for the top of the mountain, it stood tall before him. The top was like a beacon of triumph in John's eyes. He used every last bit of force he had to climb, hike, and trudge through the mountain's obstacles. The sun was going to set soon. John was about 500 yards from the top. He began to slowly run up the hillside before running out of breath. The climber decided it was not a good idea to use up his energy like that. The top was right in front of him. One more rock wall to climb and he'd be at the top of Mt. Everest. His ice pick made a "clink, clink, clink," sound every time he lodged it into the rock that was glazed in sparkling ice. He hoisted himself up very carefully and when he put his hand to the top, he rolled up and over the rock onto the flat surface of a tiny plateau at the top of the mountain. He had done it! John M had made it to the top of Mount Everest. He had conquered the hulking behemoth and given his all. His lifelong goal had been accomplished and he felt amazed beyond what words could describe. The awestruck climber looked over the horizon at the beautiful Himalayas stretched out all across the skyline with a gorgeous setting sun behind that. John took many pictures and sadly said a silent "farewell" to the Mountain's peak. As he made his way back down after the hour he stood there, he felt as if he could do anything after what he had just accomplished.

The trip down had been much easier than the time it took to make it to the top. John kept a steady pace, kept his calorie diet high, set up camp regularly, and kept himself safe from any sudden dangers. When the young man had made it to the bottom, he was happy to see that his family was there waiting for him. They had been close by in a hotel near the mountain to be there for him when he returned from his long trek. John hugged all of them and explained how exciting the journey was as he showed them the pictures that he had taken of the top. On the plane ride home, John looked out the window to see Mt. Everest one last time below him. It did not look like much of a challenge now. It looked like more of a trophy sitting there to prove that this climber had made it to the very top of Mount Everest.

ANNOTATION

SCORE POINT 4

The response provides thorough and effective elaboration using a variety of narrative techniques. The events in the story are well developed with relevant **details** and **description**. The writer's effective use of **figurative language** and **sensory details** paint a vivid picture that helps the reader experience the scene the writer describes (e.g., "began to sweep over the sparkling white trail...", "The top was like a beacon of triumph...", "glazed in sparkling ice"). The writing is illustrative rather than being solely descriptive. The writer effectively and seamlessly **integrates** information from the **sources** like what the climbers wore, ate, and carried with them (e.g., "crampons," "ice pick," "jumar") to add details and description to enhance the narrative. The narrative **style** is effective and appropriate to the task. Word choices like "clink, clink, clink" (onomatopoeia) and similes like "It looked like more of a trophy sitting..." all contribute to a mature and engaging sense of **style**.

Anchor Response 8

Development and Elaboration • Sample 4-Point

STUDENT RESPONSE

As Sarah N approached the bottom of Mount Everest, the biggest summit in the world, she saw a dark skinned, dark haired man standing near an older woman and a young man. Sarah knew that the man was Krishnash Sabadi, a twenty-four year old Indian man. Sarah planned to climb the seven-week trek with him. She met him through a social media page for mountain climbers. The two had been chatting for the last two years. Sarah and Krish, as he nicknamed himself, had an instant spark and knew they would be perfect to climb the mountain together.

Sarah approached Krish.

"This it is it brother," said the young man with Krish.

The woman cut in, "Silence! This is not it. We shall see at the bottom of this mountain when you complete the climb." Tears began to roll down the womans cheeks.

Sarah walked up and said, "You must be Krish. I am Sarah N , from Colorado."

Krish's mother, the old woman, said, "You are the American Krish has told me about. Take good care of him. I must go now. I cannot stand to cry any longer." She kissed Krish and walked away.

Krish and his brother shook hands, and his brother followed the mother. Krish and Sarah made introductions, yet Krish kept his very breif and signaled to begin the trek. Sarah and Krish began to walk up the slope.

Sarah wore heavy fleece layers and a thirty pound backpack, and Krish wore nearly the same thing. The two climbed the mountain until night fell. Krish did not say a single word the whole day. Sarah wondered why, until she remembered Krish messaging her that he was a shy man. She knew he would break out of his shell sometime, or it would be a long seven weeks.

The next morning, the two began again. Sarah asked Krish how he slept. He just shrugged his shoulders and kept climbing. The day carried on, with out Krish saying a word. The most he did was nod his head when Sarah asked him to straighten out her harness. The next few weeks carried on nearly the same way; Krish only speaking when it was really needed.

Although Krish rarely spoke, once he did tell Sarah how he had become interested in climbing Mount Everest. He read a book about Edmund Hillary and Tenzig Norway, the first men to reach the summit of Mount Everest in 1953. Sarah told Krish that she also knows about them and admires that they used their fame to help others. Krish agreed.

Weeks passed, as the two ate chocolate, cookies, and boil-in-bag meals. Though it was cold, the two were surviving. Sarah and Krish had been climbing for while, when they saw what they had been striving to see. They saw the peak of the mountain. There is only one obstacle left until they reach their life goal. The Hillary Step.

As the two approached Hillary Step, Krish was slightly ahead of Sarah. Sarah decided to take a quick break before she took on Hillary Step. Krish carried on. Sarah watched Krish as he reached Hillary. He stopped. He bent down and felt something. He turned and sprinted to Sarah.

"A body! A body!" panted Krish.

Sarah said, "Slow down. Remain calm. What happened?"

"There is a frozen body at the bottom of Hillary, but he is alive. I see him struggling to move. I know I do not say much, but this I need to say. We must help him," said Krish.

Sarah and Krish ran to the bottom of The Hillary Step. As Sarah came closer to the body, she saw a Chinese man, frozen on the ground. Krish was right, for the man was alive. Sarah immediately knelt down next to him. She and Krish used their ice axes to chip off the heavy ice on the man. Once the ice was some what cleared, they covered the man in a sleeping bag and extra fleece layers. The man began to come with it.

"We have you under control. You will be fine. Relax. We will set up our camp here and sleep here for the night. In the morning, you will reach the top with us," Krish said.

The man did not reply, for he was still in shock and was very cold. Sarah, Krish, and the man stayed the night at the bottom of The Hillary Step.

When morning came, the Chinese man was much more alert. He introduced himself as Chai Bei, a Chinese man who lives in America. Sarah was relieved to see that he spoke some English. The three had breakfast to wake them up, then they set off to take Hillary Step.

Sarah was the to first try Hillary Step, a half rock, half snow, sixty-degree slope. Sarah chose a one of the five ropes on the slope and clinged he crampons to the slope. She held her ice axe and flung he body up the slope. She used her upper body strength to pull her up the slope. She made it!

Next was Chai. He tried to do the same as Sarah, but he did not succeed. He tried again, but failed. He was not nearly strong enough after his accident. He told Krish to go without him. Krish refused and said, "You will come with me. I've been training for three years. I have strength."

Krish grabbed onto Chai and pulled him up the slope, as both men clasped their crampons into the slope. Together, the men made it up the slope. Sarah awaited them. The three climbed to remaining of the mountain and finally reached the highest point in the world.

Sarah looked in the distance and thought about her trek with Krish so far. She knew she had met a life-long friend. He may be quiet, but he speaks up when someone needs help. Tears rolled down her cheek as she thought about Krishnash's kind action and achieving her dream.

ANNOTATION

SCORE POINTS 4

This response provides effective elaboration using relevant **details**, **dialogue**, and **description**. The events are clearly described and the relationship between the two main characters is well developed. The writer’s physical description of Krish helps the reader to picture the character from the perspective of the narrator. Additionally, Krish’s character traits are developed through both explicit and implicit **details** (e.g., “He may be quiet, but he speaks up when someone needs help.”), assisting the reader to understand the character better. The writer utilizes a variety of narrative techniques to engage the reader. The writer’s effective use of **dialogue** (“There is a frozen body at the bottom of Hillary, but he is alive. I see him struggling to move. I know I do not say much, but this I need to say. We must help him,” said Krish.) helps to enhance the story. Throughout the narrative, the writer effectively integrates information from the **sources** like what the climbers wore, ate, and carried with them to create a sense of realism for a fictional story. The **style** is effective and appropriate to the task.

Anchor Response 1

Conventions • Sample 0-Point

STUDENT RESPONSE

The day i heard about mount everest i wonted to clime it. so the next day i looked up mount everest and found out it takes years of trianing and some necessary climbing eequipment. so that what i been doing for the past 3 years i have been training to climb mount everest. and now i got what it takkes to climb mount everst.

So i went and drove there and started to climb. after a while i was a able to get to a spot were i could set up camp for the night. so i got out my tent and spent the night there. the next morning i got up packed my things and started to climb. from there on out it was a easy hike in till we got to the part were we need to clime up the mountin its self. when we were climbing the moutin we had to be carefull beacuse we could of sliped or rockes could have fallen on us so we had to to take it slow.by the time we got to a spot to set up camp it was midnight.

the next morning we we start to climb but found out there wasent much air up were we were so we had to stop and get uses to the air up there. later we put on maskes that would allow us the breath up there. the next day was the day were we were able to get to the top of mount everest.that is my story on how i was able to climb mount Everest

ANNOTATION

SCORE POINT 0

This brief response demonstrates a **minimal control** of grade 7 conventions with many errors.

Sentence structure: There are numerous instances of awkward sentence constructions that read like run-ons (e.g., “so that what i been doing for the past 3 years i have been training to climb mount everest,” “the next morning we we start to climb but found out there wasent much air up were we were so we had to stop and get uses to the air up there.”).

Grammar usage: There are errors in grammar usage (e.g., the switch from “i” to “we” in the second paragraph in which the writer makes no mention of there being any characters other than the narrator.) There are errors with verbs (e.g., “i got,” “i been doing.”). Additionally, the writer makes the mistake of using “were” for “where” (“up were we were”) and “of” for “have” (“we could of sliped”).

Spelling: There are numerous spelling errors (“wonted,” “trianing,” “eequipment,” “takkes,” “sliped,” “rockes,” “clime,” “mountin,” “moutin,” “carefull,” “beacuse,” “wasent,” “maskes”).

Capitalization: The writer fails to capitalize the personal pronoun “i” and fails to use capitals at the beginnings of sentences. Mount Everest should be consistently capitalized as a proper name.

Punctuation: There are missing commas in several sentences (e.g., “the next morning i got up[,] packed my things[,] and started to climb.”).

Anchor Response 2

Conventions • Sample 1-Point

STUDENT RESPONSE

As I planned to take a trip to climb Mount Everest I told my friends Dale, Susan, and Bob. They said they wanted to comne with me I told them they had to pay for themselves and bringh there own gear. They told me they would pay if we all drove up together. So right there we left and bought some gear for our trip. In all the gear we bought the total was \$1,500 dollars. As we got ready to leave for the trip Susan called and said " I am not going to be able to make it because i have to stay home with the kids." We all got sad and said we were sorry she couldn't go but we would miss her. So around 5:00 o'clock we left for Mount Everest. It took us almost a full day to get there but once we did we found out how cold it really was.

Once we settled in because we new we would be there for a little while. we went and got changed so we could start our hike. When dale was tryiung to put his clothes on he yeld out " My pants and jacket don't fit. Bob and I yeled " WHAT are you talking about." " They don't fit." Okay than you just stay here and we will go up said, Bob and I. Then Bob cried and said he did not want to go anymore and we drove all the way home because nobody wanted to do the trip anymore. SO we wasted all the that money and ended up not going what a trip that was.

ANNOTATION

SCORE POINT 1

The limited response demonstrates **partial command** of grade 7 conventions.

Sentence structure: The second and final sentences are run-ons. Additionally, none of the dialogue is structured or punctuated correctly.

Punctuation: There are multiple instances throughout the response in which the writer did not use a comma (e.g., after introductory elements, in dialogue, in compound sentences) making the response, at times, challenging to comprehend.

Capitalization: The writer fails to capitalize "i" and proper nouns ("dale") throughout the response.

Grammar usage: There are grammar usage errors with frequently confused words such as "than" for "then," "there" for "their," and "new" for "knew."

Spelling: There are a few spelling errors ("comne," "bringh," "yeld," "tryiung" (which might be a typographical error, but an error nonetheless), "yeled").

Anchor Response 3

Conventions • Sample 1-Point

STUDENT RESPONSE

It is finally time. After years of non-stop training, I am standing in front of the highest mountain above sea level, Mount Everest. Before I start my wife kisses me on my forehead. "Be careful Michael" she said with much worry in her voice. Then I grab my heavy backpack and go on my way.

I start to climb. At first it was nothing so hard because I had been training for 3 years but as I climbed higher the snow became much steeper. It was about several inches. I don't know what I would have done without the crampon on my boots. I was at about 20,000 feet when I felt very lightheaded.

The air was so thin with such high altitudes. However, I knew I could not stop now. All I could picture was Sarah chanting in my mind "keep going Michael, I know you can do it." So I stuffed a piece of chocolate in my mouth to help regain some of my calories and kept climbing. I was now about 30,000 on the mountain.

While I was climbing I bumped into this big chunk of ice. I did not know how I was going to get around it! Although, I remember from my 3 years of training that when I came to the spot where I see a huge piece of ice that I should use my ice axe and break off as much as possible. "Crackkkk". I broke the ice!

I continued my climb for about 21 more days. Then one day while I was climbing, I could climb anymore. I had made it to the top! Pumping with excitement I used my radio phone and called Sarah. I told her I made it and I would be home soon. She wouldn't admit it but I could tell by her voice she was crying. "I am so proud of you!" she yelled. "Now hurry and get home I made your favorite dinner and for dessert there is chocolate ice cream!" I laughed and smartly remarked "I think I have had enough chocolate."

ANNOTATION

SCORE POINT 1

The response demonstrates a **partial command** of grade 7 conventions.

Sentence structure: There are a few awkward sentences that are confusing to the reader (e.g., “Although, I remember from my 3 years of training that when I came to the spot where i see a huge peice if ice that i should use my ice axe and break off as much as possible.”). Overall, the most problematic sentence structure errors are found in the way in which the writer structured the dialogue. There is a run-on sentence in the last paragraph of the response (“Now hurry and get home I made your favorite dinner and for dessert there is chochlate icecream.”).

Grammar usage: There are some grammar usage errors with frequently confused words (“to” for “too”) and errors with verb tense switches (e.g., in paragraph 2 the verb tense switches from present to past, but then paragraph 4 has some present tense usage again, causing mild confusion).

Spelling: There are some mistakes in spelling and capitalization (“mountian,” “gonon,” “climed,” “chochlate,” “bumoed,” “peice,” “contined,” “icecream”).

Capitalization: The personal pronoun “I” is not consistently capitalized.

Punctuation: There are missing commas throughout the response, including commas in compound sentences (“I had been training for 3 years[,] but as I climed higher the snow became much steeper.”) and commas after introductory elements (“Pumping with excitement[,] I used my radio phone and called Sarah.”).

Anchor Response 4

Conventions • Sample 1-Point

STUDENT RESPONSE

My Climb to Mount Everest

The pain was excruciating from the cold wind, it was cold, snowy, and icy. The misery of the weight loss from burning six thousand calories a day. Except it was all worth it especially when I would reach the tip top of the mountain and say that I, I climbed Mount Everest. A legend that I would carry to the day I pass on. Something that would stick with my future generation, history in my eyes.

Let me start the beginning. It all started in "2010" the year I asked my dad if we could climb Mount Everest. "Sure", he said, "only if your up to the hard preparation." So there we began we ran block after block, we ran the treadmill, exercised, and there we climbed our first mountain. Mount Fujiyama it was steep and riggid. It took us two weeks to climb but it was my first mountain. There was my dad, my mom, and I.

My second mountain was Mount Ash it took me two weeks and three days. It was also steep and riggid, it was cold but we made it. there as I called my mom on the sattelite phone I could tell she was happy by the tone of her voice.

Last mountain was Mount Everest the highest mountain in the world it was a four week trip up and down, it was so tall that we had to wear special equipment and oxegyn tanks. But it was all worth it as i called my mom on the 'satt' phone She was so happy, she was crying and so was my dad because we had made a legacy thatn would be passed on throught my families history.

ANNOTATION

SCORE POINT 1

The response demonstrates partial command of grade 7 conventions.

Sentence structure: There are a pattern of errors in sentence structure including fragments (e.g., the second and last two sentences in the first paragraph), run-ons (e.g., the first sentence in the third paragraph), and the dialogue is not structured or punctuated correctly. Arguably, the writer may have inserted the fragments as a stylistic choice, but because the response does not show adequate control of other sentence structures, it's difficult to dismiss them as stylistic.

Punctuation: There are punctuation errors like the comma splice in the first paragraph (“The pain was excruciating from the cold wind, it was cold, snowy, and icy.”). There are missing end marks for sentences (“on the 'satt' phone She was so happy...”). There is a missing apostrophe (“families” instead of “family’s”).

Grammar usage: There are some errors in grammar usage (e.g., the last sentence in the second paragraph has a subject/verb agreement error that should read “There were my dad, my mom, and I,” not “There was my dad, my mom, and I”). There are errors with frequently confused words (e.g., “your” for “you’re”).

Spelling: There are a few capitalization and spelling errors (“riggid,” “sattleite,” “oxegyn,” “thatn,” “throught”).

Capitalization: There are missing capital letters, both at the beginning of sentences and with the personal pronoun “I”.

Anchor Response 5

Conventions • Sample 2-Point

STUDENT RESPONSE

It's currently early in the day. I get up and eat a hearty breakfast, because today is the day I climb Mt. Everest. I've been training for almost four years now and I'm finally physically ready. I am currently in Nepal right now staying at a fancy hotel. I check out and drive to my Sherpa, James's house. When I get there I walk in his house. We get our gear on and off we go.

As we are driving in I can already picture myself on top of the mountain. I park the car and call for James's brother to come pick up the car. I breathe in a shaky breath.

"Are you ready?" I asked James.

"Yeah, I am." He responded.

We walked on the little path to the mountain. As we get there I started to shake.

"Hey calm down we're barley there yet are you're already shaking." James told me.

"I-I know that I'm shaking, I think it's the adrenaline kicking in." I mumbled to James.

"If you don't want to do this we don't have to."

" No! I want to do this I've been training for almost four years." I scolded him. He stopped the arguments there and onward we went.

It's been about almost two months. I'm exhausted and I'm sure James is too. I can feel the victory of reaching the top. I can sense that we are almost there. My muscles are aching telling me to stop, but not now. I can't stop now.

Left foot, right foot. That's all that is going through my head. Hours later I feel a flat surface. I start feel accomplished. Next thing you know I'm on top of Mt. Everest.

ANNOTATION

SCORE POINT 2

This response shows enough control to earn a score point 2 in conventions.

Sentence structure: There are two instances of run-on sentences within dialogue (“Hey calm down we’re barley there yet are you’re already shaking.” “I want to do this I’ve been training for almost four years.”).

Grammar usage: Shifts in verb tense are somewhat distracting. It begins in present tense (“It’s currently early in the day”), but shifts to past tense when the dialogue starts (“Are you ready?’ I asked James.”). Two lines later it shifts to present, then immediately to past again (“As we get there I started to shake.”). There is a shift back to present tense one last time in the next-to-last paragraph (“It’s been about almost two months.”) where it remains for the rest of the story. The misuse of “are” instead of “and” causes confusion in one line of dialogue (“we’re barley there yet are you’re already shaking”) and a missing preposition also causes some confusion (“I start feel accomplished.”).

Spelling: Spelling is generally correct except for the use of the word “barley” instead of “barely.”

Capitalization: The dialogue has some errors in both capitalization and punctuation (e.g., “Yeah, I am.’ He responded.” should be “Yeah, I am,’ he responded.”).

Punctuation: In addition to an unnecessary comma in the second sentence (“I get up and eat a hearty breakfast, because today is the day I climb Mt. Everest.”), there are also some missing commas following introductory elements (“As we are driving in[,] I can already picture myself...” “When I get there[,] I walk in his house...”).

