



# California Standards Tests

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## Teacher Guide for the 2005 California Writing Standards Test in Grade Four

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prepared by the  
California Department of Education

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### For More Information

For more information about the California Writing Standards Tests (CSTs in writing) or Standardized Testing and Reporting (STAR) Program, consult the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/tg/sr/resources.asp> (Internet) or contact the Standards and Assessment Division of the CDE at (916) 445-8765 (phone), at (916) 319-0969 (fax), or at [STAR@cde.ca.gov](mailto:STAR@cde.ca.gov) (e-mail).

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Melissa King  
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## Introduction

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In February 2000, the Governor signed legislation to add writing assessments to the Standardized Testing and Reporting (STAR) Program's California Standards Tests (CSTs) to be administered at the elementary and middle grade levels. The California Writing Standards Tests (CSTs in writing) have been administered annually since 2001 in grades four and seven as part of the California English-Language Arts Standards Tests (CSTs in English-language arts).

The CSTs in writing address state Writing Applications content standards for grades four and seven. In grade four, these standards require students to produce four types of writing: narratives, summaries, information reports, and responses to literature. In grade seven, these standards require students to produce five types of writing: narratives, persuasive essays, summaries, responses to literature, and research reports.

The CSTs in writing do not assess information reports in grade four or research reports in grade seven because these writing assignments require extended time for students to gather information and/or research topics before writing can begin. In addition, the narrative writing tested in grades four and seven does not include personal or autobiographical narrative. Writing that would invite personal disclosure is not tested in any genre on the CSTs in writing.

In addition to the CSTs in writing, the 2005 CSTs in English-language arts in grades four and seven contained 75 multiple-choice questions. Beyond 2005, the CSTs in English-language arts in grades four and seven will continue to include a CST in writing. The writing test in each of these grades may address any of the writing types identified as appropriate for testing at that grade level.

This document is the latest in a series of teacher guides for the CSTs in writing in grades four and seven that have been provided each year since writing assessments were added to the STAR Program's CSTs. Every guide has featured the writing tasks administered that year, sample student responses, teacher commentaries, and scoring rubrics used to score student responses. All of the teacher guides are available on the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>.

## Writing Tasks and Scoring Rubric □

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The writing tasks for the 2005 CSTs in writing in grade four are shown on pages 11 □ and 32. Students in schools, tracks, or programs in session on March 1, 2005, re-□

sponded to the task administered on that date or on the makeup date, March 2. Students in schools, tracks, or programs not in session on March 1 responded to the task administered on April 26 or on the makeup date, April 27. Students had time to read the tasks and to plan, write, and proofread their essays. The estimated administration time was 75 minutes, including time for directions.

Student responses to the writing tasks administered in 2005 were scored using a four-point holistic scoring rubric, with four being the highest score. Two readers evaluated each response, and the student's reported score was the sum of the two scores. If the two readers assigned scores that differed by more than one point, a third reader scored the response. If a third reader was needed, the third reader's score was added either to the score to which it was identical or to the higher of the two scores to which it was adjacent. If the third reader's score was adjacent to only one score, it was added to that score.

The scoring rubric for grade four is shown on pages 55 and 56. On pages 57 to 62, the grade four rubric is presented in a rearranged format to indicate how all the scoring criteria were applied to student responses in each genre tested.

In 2005, each student's result on the grade four writing task was reported as a separate Writing Applications score that could range from 2 to 8. This score was combined with the student's multiple-choice score on the CST in English-language arts to determine the student's overall English-language arts performance level. The total score possible for the CST in English-language arts was 83 points if students received the highest rating in the writing test and answered all of the multiple-choice questions correctly.

It is important to note that the score a student receives on the CST in writing does not equate to a performance level. A student can be said to have achieved at a particular performance level only when that student's performance-level result is based on results of the full CST in English-language arts (including the CST in writing).

## **Sample Student Responses and Teacher Commentaries** □

Sample student responses to the writing tasks administered in grade four on March 1 and 2 are shown on pages 13 through 31, along with teacher commentaries. Sample student responses to the tasks administered on April 26 and 27 are shown on pages 33 through 54, along with teacher commentaries. This guide contains three sample student responses at the mid-range of each score point for the two writing tasks administered in grade four in March and April 2005. Three responses for each score point are provided to illustrate the different types of responses that may receive the same score. Accompanying these student responses are teacher commentaries that illustrate how criteria for each score point were applied during the scoring process.

The sample responses are drawn from field tests and operational tests. Although the January 2006 teacher guide contains more student responses for each score point than previous guides, it should be remembered that the range of student work within any of the four score points is broader than even multiple examples can suggest. It also should be remembered that, within a given score point, responses will demonstrate differing combinations of strengths and weaknesses.

In 2005, narrative writing was tested in grade four. It should be noted, however, that since other genres may be tested in this grade, the types of writing students may be asked to produce can change annually.

## Suggested Uses for This Teacher Guide □

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The writing prompts, sample student responses, and teacher commentaries in this guide are intended to illustrate how the scoring rubric was used to score student responses on the 2005 CST in writing in grade four. Teachers also can use the information provided as guidance in applying the rubric to their students' writing. Students can familiarize themselves with state content standards addressed on the writing test by using the rubric to score other students' writing. These suggested activities can enable teachers and students to use rubric-based scoring as a diagnostic tool to help identify areas of strength and weakness in student writing.

The list below provides further suggestions for using the teacher guide to inform and improve the assessment and teaching of student writing.

### Using the Teacher Guide for School District or School Assessments

Some suggestions for using the teacher guide to help improve school district or school assessments include but are not limited to the following activities:

- □ Use the contents of the guide to become familiar with the components of writing assessments (i.e., prompt, scoring rubric, student responses).
- □ Examine the released prompts to identify distinguishing elements of narrative writing.
- □ Examine the scoring rubric to ascertain critical features of a holistic rubric.
- □ Analyze sample student responses in conjunction with teacher commentaries and criteria in the scoring rubrics to determine grade-level-specific writing expectations. This information can inform decisions about areas of focus for writing programs.

- Compare the state writing prompts and scoring rubrics with those that accompany the school's existing curricular program. This information can help identify areas that need to be strengthened in writing programs. It could be determined, for example, that a particular writing program may not provide students enough opportunities to write in a particular genre. It also could be determined that the characteristics of a writing genre in a particular curricular program do not align well with the characteristics of that genre as defined by the state content standards and the CST in writing.

### **Using the Teacher Guide for Classroom Assessments**

Some suggestions for using the teacher guide to help improve classroom assessments include but are not limited to the following activities:

- Use the writing prompts, sample student responses, teacher commentaries, and scoring rubrics to help teachers understand what is required by specific state content standards that are the focus of the writing tests.
- Use the writing prompts and scoring rubrics to help teachers understand the advantages and benefits of writing tests:
  - They engage students in a cognitively complex activity.
  - They give students an opportunity to create rather than select a response.
- Encourage teachers to study the scoring rubrics to understand the criteria that should be used to assess writing.
- Use the writing prompts, sample student responses, teacher commentaries, and scoring rubrics to help teachers identify the knowledge and skills required by the writing tests. This information should become the focus of writing instruction.
- Encourage teachers to use the prompts, sample student responses, teacher commentaries, and scoring rubrics to help their students understand what is expected of them on the CST in writing.

## Questions and Answers About the Grade Four CST in Writing

In 2001, the California Writing Standards Tests (CSTs in writing) were added to the Standardized Testing and Reporting (STAR) Program in grades four and seven as part of the California English-Language Arts Standards Tests (CSTs in English-language arts). In 2004, the California Department of Education (CDE), the State Board of Education (SBE), and Educational Testing Service (ETS) convened a statewide Writing Test Task Force in Sacramento to review the current status of the CSTs in writing and recommend possible changes. The task force consisted of teachers (kindergarten through grade twelve), administrators, test measurement specialists, university professors, and other educators.

ETS, the testing contractor for the STAR Program, was scheduled to field test new writing prompts in 2005 for the first time in three years. Convening the task force provided an opportunity for representatives from the field and other specialists to recommend possible changes to the writing test that could be incorporated into the field tests. The following are answers to common questions about the outcomes of the task force and subsequent field testing.

### **Why was the Writing Test Task Force convened?**

The task force was convened because the majority of students who took the CSTs in writing during the first five years of its administration received scores of 2, 3, or 4 out of a possible 8 on the writing test. A large number of students who scored proficient or advanced on the overall grade four and grade seven CSTs in English-language arts were among those who received these scores. These results gave rise to two main issues:

First, when writing test scores are confined to such a narrow range, they do not discriminate effectively

among student writing abilities. Consequently, these scores contribute relatively little useful information to the results of the grade four and grade seven CSTs in English-language arts. Second, the CDE had received numerous inquiries from parents, teachers, and school and school district administrators about why many of their students who had achieved proficient and advanced on the grade four and grade seven CSTs in English-language arts received scores of 4 or below on the writing tests.

The Writing Test Task Force was convened to review the CSTs in writing and recommend possible changes.

### **What did the Writing Test Task Force recommend?**

The task force made a number of recommendations, including field testing new writing prompts, modifying the scoring process, reviewing the scoring guide, modifying writing test format, and clarifying the directions to students. The full text of the task force recommendations is available in Item #4 of the SBE January 2005 Meeting Agenda. The agenda can be accessed on the CDE Web site at <http://www.cde.ca.gov/be/ag/ag/yr05/agenda0105.asp>.

### **How were the new writing prompts developed?**

The process for developing the new writing prompts was as follows:

- The prompts initially were written by item writers at item writing workshops and by ETS content experts.
- Proposed prompts were reviewed by ETS content-area experts, CDE content-area experts, and the English-Language Arts Assessment Review Panel. Reviewers approved 20 prompts for field testing in grade four and 20 prompts for field testing in grade seven.

- ETS pilot tested a number of prompts to determine which of the modifications in format and directions recommended by the Writing Test Task Force were most helpful to students.
- The new writing prompts with modified formats and directions were field tested with thousands of California students.
- Following reviews of field test results by CDE, ETS, and the English-Language Arts Assessment Review Panel, two grade-four and two grade-seven prompts were selected for the spring 2006 administration.

***Will all the writing genres that were eligible for testing in previous years continue to be eligible in 2006 and beyond?***

Yes. All the writing genres eligible for testing in grades four and seven in previous years will continue to be eligible.

***When will the new prompts and formats be available for operational use?***

The new prompts will be available beginning with the spring 2006 administration.

***How will the writing tasks administered in 2006 be different from those administered in previous years?***

Since the writing genres eligible for testing will be the same as in previous years, the new writing tasks will be very similar to those administered previously. The following are the most notable changes:

- A planning page has been added to allow students to plan their responses.
- Students will have fewer pages on which to write their responses to summary writing tasks. This change was implemented to indicate that summaries are not expected to be as long as the passages they summarize.

- The directions to students have been refined to make them clearer.

***Will writing on the planning page be scored?***

Writing on the planning page will not be scored. Students are free to use this page or not use it as they wish.

***What if students spend so much time planning their essays that they do not finish their scored responses?***

The directions on the planning page tell students to spend no more than 15 minutes planning their responses. In addition, after students have had 15 minutes for planning, the test administrator will announce that students should finish any work on the planning page and begin their essays.

***If students write their essays on the planning page of the test booklet, will their essays be scored?***

No. A brief introduction to the planning page states that writing on that page will not be scored. As in previous years, the directions in the test booklet state that only writing on the lined pages of the test booklet will be scored.

***Will the process for scoring the writing test be the same as in past years?***

No. In the past, the two readers who read each student response gave the response an identical score approximately 75 percent of the time. The responses received either identical or adjacent scores from the two readers over 99 percent of the time. Ninety-nine percent identical or adjacent scores constitutes such high percentage of interrater agreement that it essentially amounts to a score produced by a single scorer. CDE recommended that to expedite scoring and reduce scoring costs, each student response be read by only one scorer (with ten percent read by a second reader) without sacrificing scoring reliability. The SBE approved this recommendation at the January 12, 2005, meeting.

Beginning in 2006, one reader rather than two will read each student response and assign a score ranging from one to four. Ten percent of the responses will be read by a second reader to ensure that the scores are accurate and reliable. The score from the second reader will not count toward the student's writing test score. The score the student receives from the one reader will be doubled to produce the student's overall score on the writing test.

***If one reader's score will be doubled, will students receive only scores of 2, 4, 6, or 8 on the writing test?***

That is correct. In previous years, if the two readers' scores were identical or only one point apart, the two scores were added together to produce the student's writing test score. In 2006, only one reader will read each student response and will give it a score of 1, 2, 3, or 4. This score will be doubled to produce the student's overall score of 2, 4, 6, or 8.

***Will the writing tests receive a performance-level result in 2006?***

No. As in past years, a student's score on the writing test will be added to the student's multiple-choice score on the grade four or grade seven CST in English-language arts. This combined score will be then be placed on a scale, and the scale score will be assigned a performance level for the CST in English-language arts.

***Do California teachers score the writing tests?***

The readers are college graduates who possess at least a bachelor's degree. Whenever possible, educators are hired as readers. California teachers select the sample student responses used to train the readers.

***Is the CDE considering changing the scoring rubric?***

The English-Language Arts Assessment Review Panel reviewed the scoring rubric for grade four and

made slight adjustments to ensure that it was making accurate distinctions among score points. This rubric will be used to score the 2006 CST in writing. The 2006 scoring rubric for grade four is now available in *Questions and Answers About the California Writing Standards Tests in Grades Four and Seven* on the CDE Web site at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>. The scoring rubrics for 2005 are on pages 55–62.

***Where can I find additional information on the writing test scoring process?***

Additional information is available on the CDE Web site at <http://www.cde.ca.gov/ta/tg/sr/scoringprocess.asp>.

***Where can I find additional information on the writing test to inform instruction?***

Several teacher guides to the CSTs in writing are available on the CDE Web site at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>. These guides contain background information on the writing test, the writing prompts administered in the previous operational administration, the scoring rubric used to score the tests, student responses that illustrate student writing at each score point, and teacher commentaries explaining why the student responses received the scores they did.

**Note:** Pages 8 through 10 show the first five pages of a sample writing test booklet for grade four to illustrate how the test format and directions will appear in the 2006 writing test booklets. The narrative genre is used for illustrative purposes only. The planning page and directions for the other genres are essentially the same as for narrative, except for minor modifications in the directions that may be necessitated by differences in genre. The prompt shown in the sample was previously released.

# Sample Grade Four Narrative Writing Task\*



**Grade 4**

## California Writing Standards Test Writing Prompt and Response Booklet

### Narrative Writing Task

**Directions:**

- In this writing test, you will respond to the writing task on the following pages.
- You will have time to plan your response and write a first draft with edits.
- Only what you write on the lined pages in this booklet will be scored.
- Use only a No. 2 pencil to write your response.

**Scoring:**

Your writing will be scored on how well you

- include a beginning, a middle, and an end;
- use details; and
- use correct grammar, spelling, punctuation, and capitalization.

\* This sample is intended only to illustrate the changes made to the test format and directions to students for the 2006 administration. It is **not** intended to suggest that the writing genre or prompt shown here has been selected for the 2006 CST in writing.

# Sample Grade Four Narrative Writing Task

Read the following writing task. You must write a narrative about this topic.

## Writing a Narrative

Imagine that you are asked to keep an elephant for a week. Write a story about your unusual experiences with your elephant.\*

When you write about this experience, remember

- to include a beginning, a middle, and an end;
- to use details to describe the experience; and
- to use correct grammar, spelling, punctuation, and capitalization.

\* Please note that this prompt was administered in grade four in 2002 and subsequently released.

GO ON ►

**DO NOT WRITE ON THIS PAGE.**

**This page is blank  
on purpose.**

— 2 —



## Grade Four Narrative Writing Task

### Administered on March 1 and 2, 2005

The writing task below was administered to students who took the CST in writing in grade four on March 1 or 2, 2005. The prompt used for the April 26 and 27 administration is shown on page 32. Sample student responses and teacher commentaries are included for both tasks.

#### Narrative Writing Task

**Directions:**

- In this writing test, you will respond to the writing task on the following page.
- You will have time to plan, write, and proofread.
- Only what you write on the lined pages in this booklet will be scored.
- Use only a No. 2 pencil to write your narrative.

**Scoring:**

Your writing will be scored on how well you

- include a beginning, a middle, and an end
- use details
- use correct grammar, spelling, punctuation, and capitalization

Read the following writing task. You must write a narrative about this topic.

#### Writing a Narrative

Imagine that you are able to spend a day with anyone you want. Write a story about what happens during that day.

When you write about this experience, remember

- to include a beginning, a middle, and an end;
- to use details to describe the experience; and
- to use correct grammar, spelling, punctuation, and capitalization.

## Narrative Task—Grade Four

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Student responses to the narrative tasks on pages 11 and 32 were scored using the Grade Four Scoring Rubric shown on pages 55 and 56. This rubric incorporates portions of the English-language arts Writing Strategies and Written Conventions content standards that address writing in general and includes criteria specific to narrative writing.

### Standard

#### Writing Applications (Genres and Their Characteristics)

2.1 Write narratives:

- a. Relate ideas, observations, or recollections of an event or experience.
- b. Provide a context to enable the reader to imagine the world of the event or experience.
- c. Use concrete sensory details.
- d. Provide insight into why the selected event or experience is memorable.

### Grade Four Focus

For the writing tasks in grade four, students were expected to tell a complete story with a beginning, a middle, and an end. Students who did well incorporated concrete details, maintained a clear focus, and demonstrated a sound grasp of written conventions. Effective narratives exhibited a range of writing strategies such as descriptive detail and, sometimes, dialogue.

# Sample Student Work and Teacher Commentaries for Grade Four Narrative Writing Task Administered on March 1 and 2, 2005

## Score Point 4 Essay

### Student Work Sample 1

*"It has has been two weeks since I entered Spend-The Day With Tim Salmon contest, and I have not got a reply yet. I wish I could meet Tim Salmon. He is my favorite player on the Anehiem Angels. He is also one of the best hitters on the Angels." I thought to myself as I was partly awake.*

*Beep, beep, beep!*

*"Huh? Where's my alarm clock," I said lazily as I woke up.*

*"Ah, here it is. Wait, that time can't be right. It says I have to be at school in fifteen minutes." Uh-oh, I thought to myself.*

*So, as quick as a flash, I got out of bed and leaped to my door. I took off my pajamas and put on a pair of jeans and and a t-shirt. I went down stairs and expected to see my mom in the kitchen, but I saw no one anywhere downstairs. There was no sight of anyone at all. There wasn't even a fly. So, I went back upstairs. I went in to my mom's room and I saw a lump of something or someone under the blankets on my mom's bed.*

*"Wake up mom. Mom, wake up. It's 8:14. I'm going to be late for school." I heard a wierd snort and a voice.*

*"Mikey, is that you? What do you mean your going to be late. You don't have school today. Today is Saturday, honey," said my mom. All of my insides froze.*

*"Oops," I said.*

*"Yeah, oops," my mom said back.*

*"Well, since your up, could you get the mail for me," my mom said.*

*"Okay," I replied. So, I went back downstairs and went out in the front yard and out to the mail box. There were three parcels. One was a hot water bill. Another was an electricity bill, and the last one was for me. I went inside and set the bills down and opened my parcel. It was a letter for the contest I entered.*

*"Dear Michael,*

*I am pleased to inform you that you have won our Spend The Day With Tim Salmon contest. We hope you have a good time."*

*Your favorite team Coach,*

*Mike Socia*

*p.s. Tim will be coming on Saturday at 9:00.*

*Once I was done reading, I realized today was Saturday, and it was 8:30.*

*He's going to be here soon. No sooner was it 9:00 then the door bell rang. Time Salmon was standing there.*

## Commentary

This response demonstrates a clear understanding of the purpose of a story by thoroughly developing a sequence of significant events that, for the most part, lead up to the narrator's notification that he has won a chance to spend a day with baseball player Tim Salmon. Although the story focuses mainly on events that occur before the narrator meets Tim Salmon, it fulfills the writing task by describing what happens that day.

The writer maintains a consistent organizational structure, proceeding sequentially from the morning, through the events of the day, to the evening when the narrator celebrates with Tim Salmon's victorious team. The writer brings the story to a fitting close with a clear statement of the central idea ("That day I will never forget.").

The central idea is supported primarily through descriptive language, dialogue, and sensory details. In the fifth paragraph, for example, the writer describes the morning ("I got out of bed and leaped to my door...I saw no one anywhere downstairs."). In the last paragraph, the writer conveys the drama of the game he attended with Tim Salmon ("It was the last ining, two on, two out."). Dialogue provides details that help bring the events to life ("Wake up mom. Mom, wake up. It's 8:14. I'm going to be late for school." "Hey, um, Michael, how would you like it if you came to our game at 11:00?" he [Tim Salmon] said."). Sensory details ("Beep, beep, beep!" "...I saw a lump of something or someone under the blankets....") and figurative language ("quick as a flash") enable the reader to visualize events.

The writer uses a variety of sentence types, including compound sentences ("It has been

# Sample Student Work and Teacher Commentaries for Grade Four Narrative Writing Task Administered on March 1 and 2, 2005

## Score Point 4 Essay

### Student Work Sample 1 (continued)

*"Hey, um, Michael, how would you like it if you came to our game at 11:00?" he said. "Sure," I said.*

*So I saw the game. It was the last ining, two on, two out. Salmon was up. They were down by one. After five pitches, it was full count. The sixth pitch was down the middle. Salmon hit a three run homerun and won the game. I got the homerun ball, signed by Salmon. I even got to party with the entire Angel team. That day I will never forget.*

### Commentary

two weeks since I entered the Spend-the Day With Tim Salmon contest, and I have not got a reply yet." "I went down stairs and expected to see my mom in the kitchen, but I saw no one anywhere downstairs.") and compound-complex sentences ("Once I was done reading, I realized today was Saturday, and it was 8:30.").

This story contains few errors in the conventions of the English language. The descriptions of the morning and those at the end of the story contain spelling errors ("wierd," "your" for you're," and "ining" for "inning"). These errors are to be expected in a first draft and do not interfere with the reader's understanding of the writing.

# Sample Student Work and Teacher Commentaries for Grade Four Narrative Writing Task Administered on March 1 and 2, 2005

## Score Point 4 Essay

### Student Work Sample 2

*If I had and was able to spend a day with anyone I want, I would definitely choose John. John is very funny and imaginative, and that is why he is one of my best friends.*

*When he arrived at my house, I was amazed. I was so happy, I jumped up and down and smiled from ear to ear. The first thing we decided to do was to go over to the L.A. zoo. I knew this would be one of the coolest and most fun days I have ever experienced.*

*The first place we went was the Reptile House so that we could see Coco, the first and only red alligator. When we got to the artificial pond, we saw many fascinating animals, but there was no Coco. We searched and searched, looking for the reptilian beast. "Where did that thing go?" John questioned. "Did we come all the way over here for nothing?" I chuckled a little bit, and John chuckled too. That is when we saw the alligator—crawling all over the vine-enclosed walls! His eyes were glowing like fire, and we knew we were in for it.*

*"Run!" I screamed. Me and John ran through the corridors, hoping that Coco didn't somehow gain fire powers.*

*That is when we heard the red beast talk. "Tell me children, is it true that you, the good people of Litel, are trying to have a nice, clean, fun-filled day?" it said in a croaky voice.*

*"Yes, sir," I replied "It is true?" The creature just stared at us as if we were a free banquet. We backed away from Coco and turned around to see a square ship beaming down a red light on the tiger cage. The animals started to lift up and were warped through the aircraft. As the UFO landed, something started to walk out of the ship.*

*Although I have never seen an alien before, I was sure this was an extraterrestrial. I couldn't believe what I saw in front of me. This creature had about nine or ten arms, three legs that looked like tree trunks, about three thousand pea-sized and tomato-shaped eyes, and six ears that looked like tunnels. To sum up my description of the alien, he was downright ugly. John walked up to the creature and poked his belly. The alien was not at all pleased.*

*"Afa buba klarure ska!" he said with a bad temper. Even though we did not no what he said, we knew he was very angry. He got both of us together and poked us so hard, we flew into the spaceship. The alien got into the cockpit and started the engine. "Put on those spacesuits," he exclaimed. "We are going on a ride."*

*Among all the things I thought he would say, he spoke fluent english. I was so flabbergasted, my mouth literally dropped open. "Where are we going?" John asked.*

*"We are going to Earth, duh!" he replied.*

*"Weren't we just on Earth?" I asked.*

### Commentary

This response demonstrates a clear understanding of the purpose of a story by presenting a thoroughly developed story about the narrator's day at the Los Angeles Zoo with John, the narrator's friend. The story is developed with a sequence of events and with vivid language and sensory details.

The second paragraph establishes the central idea that the day would be "one of the coolest and most fun days [the narrator has] ever experienced." The writer develops this idea with a clear sequence of events and neatly brings the story to an end with the ringing of an alarm clock that jolts the narrator awake. The writer moves from one event to the next with appropriate paragraphing.

Events are developed with vivid language ("fascinating animals," "vine-enclosed walls," "[running] through the corridors," and "it said in a croaky voice."). The narrator adds that an alligator that the characters meet at the zoo stares at them "as if we were a free banquet," and that the animals "warped through the aircraft." The interchange between characters is illustrated through expressive dialogue ("Tell me children, is it true that you, the good people of Litel, are trying to have a nice, clean, fun-filled day?" "Because it is a disguise, duh."). Vivid description and sensory details enable the reader to visualize the characters. The alligator is described as a "red beast" whose eyes are "glowing like fire." An alien the characters encounter has "about nine or ten arms, three legs that looked like tree trunks, about three thousand pea-sized and tomato-shaped eyes, and six ears that looked like tunnels."

The writer uses a variety of sentence types, including compound-complex sentences ("When we got to the artificial pond, we saw

# Sample Student Work and Teacher Commentaries for Grade Four Narrative Writing Task Administered on March 1 and 2, 2005

## Score Point 4 Essay

### Student Work Sample 2 (continued)

*"No, we were on Mars, duh! Don't you know anything? Why else would there be a red alligator? What are you, idiots?"*

*"If so, how come the sign at the zoo reads L.A. Zoo?" I shot back.*

*"Because it is a disguise, duh." From then on I decided not to talk, but when we landed, I yelled in anger. "THIS IS MARS!"*

*"No it is not, it's earth!" the martian cried. I lunged at the annoying alien. He fell to the red dust.*

*Drinng! Drinng! my alarm sounded so loudly I fell out of bed.*

*"Wha, wha, what happened?"*

*"Wake up sweetie, time for school!" my mom said. That is what happened on my day alone with my best friend.*

### Commentary

many fascinating animals, but there was no Coco.") and complex sentences ("Although I have never seen an alien before, I was sure this was an extraterrestrial.>").

The story contains few errors in the conventions of the English language. The errors include misspellings ("definetly," "no" for "know," and "litterally"), capitalization errors ("L.A. zoo," "english"), and a pronoun case error ("Me and John ran through the corridors..."). These errors are to be expected in first draft writing and do not interfere with the reader's understanding of the story.

# Sample Student Work and Teacher Commentaries for Grade Four Narrative Writing Task Administered on March 1 and 2, 2005

## Score Point 4 Essay

### Student Work Sample 3

Today, I am with my friend, Adam Riss, in the Ontario International Airport. We have been waiting to get on a flight to Las Vegas, Nevada to stay for two days and it is a Saturday. When we first wanted to meet together and fly to Las Vegas, we thought our parents wanted to come with us, but they said, "Oh well. You need some time to yourselves." We insisted that they join us, but they said the same thing.

Adam and I had been still waiting when we were startled. We were just about to walk around and talk about "Yu-Gi-Oh" cards and cartoons when we heard, "Flight to Las Vegas via Delta Airlines now boarding" along with "the Flight to New Orleans is now boarding." We rushed over to the departure gate, and we got on the plane.

Just when Adam and I thought everything would be fine, the flight crew announced, "Welcome to Delta Flight 380 to New Orleans." Adam and I jumped causing a big stir. We rushed to the exit, and the flight attendant was just about to close it. We told her of our misfortune, and rushed to the flight to Las Vegas. We made it just in time.

As we got on the plane, I spotted a familiar face. It was Sandee, my aunt. She was a teacher working for Delta, and she immediately said, "You're going to Las Vegas? You're going to have a lot of fun!"

I almost fainted, but Adam caught me just in time. It was a quick flight to Las Vegas, and we were greeted in Las Vegas with quite some alarm.

"Are you Adam Riss, Kirss Jakori, and Sandee Jakori?" said a man's not-so-familiar voice.

"Yes," said all three of us at the same time.

"Jinx," said Adam and I because we said the same thing at the same time.

"Double Jinx," we said again.

"Bullfrog," we said yet again, but 'bullfrog' is used to get out of a jinx.

"Oh-ah . . . Jinx!" since we again said the same thing at the same time.

Sandee frowned along with the mysterious man.

"You're getting nowhere. Stop that!" said Sandee.

"Come with me," said the mysterious man. He led us all to the President of the airline, which was surprising. Adam almost fainted. I was stiff. He said that since Adam and I were the trillionth persons to come to Las Vegas, he would reward us.

### Commentary

This response demonstrates a clear understanding of the purpose of a story by thoroughly developing a sequence of events and employing vivid descriptive language and sensory details to describe the narrator's day as he travels to Las Vegas with his friend Adam. Although most of the events occur before the characters arrive in Las Vegas, the story fulfills the writing task by describing what happens that day.

The central idea is clearly stated in the essay's final sentence ("The day had been so much fun that time really flew by."). This idea is supported by vivid description that illustrates the characters' excitement ("We rushed over to the departure gate, and we got on the plane." "Adam almost fainted. I was stiff." "All three of us were so stunned that we were silent..."). Sensory details and dialogue establish the airport setting ("...we heard, 'Flight to Las Vegas via Delta Airlines now boarding....'" "Welcome to Delta Flight 380 to New Orleans." ). The writer also uses dialogue to help characterize the narrator and Adam ("Jinx.... Double Jinx.... Bullfrog.... Oh-ah...Jinx!"). Appropriate paragraphing identifies each step in the narrative sequence as well as each new speaker.

The writer uses a variety of sentence types, including compound sentences ("We rushed to the exit, and the flight attendant was just about to close it." "I almost fainted, but Adam caught me just in time.") and complex sentences ("When we stood up, we noticed that it was already 8:30 p.m.").

The response contains a few errors in the conventions of the English language. The third paragraph contains an unnecessary comma ("We told her of our misfortune, and rushed to the flight to Las Vegas."). A later

# Sample Student Work and Teacher Commentaries for Grade Four Narrative Writing Task Administered on March 1 and 2, 2005

## Score Point 4 Essay

### Student Work Sample 3 (continued)

*Astonishingly, Adam fainted. The president gave us a pass that said, "Free Food and Video Games for a Day." All three of us were so stunned that we were silent until we reached our hotel, the MGM Grand. It wasn't until then that Sandee asked, "May I stay in your room for awhile?"*

*We were too stunned to answer. Adam, Sandee, and I reached the Front Desk, got the keys and went to our room. It was a suite. All of us fainted onto our beds. When we stood up, we noticed that it was already 8:30 p.m. The day had been so much fun that time really flew by.*

### Commentary

paragraph contains a capitalization error ("He led us all to the President of the airline.") These errors are to be expected in a first draft and do not interfere with the reader's understanding of the writing.

# Sample Student Work and Teacher Commentaries for Grade Four Narrative Writing Task Administered on March 1 and 2, 2005

## Score Point 3 Essay

### Student Work Sample 1

#### *A Day with Anyone I Want*

*I would want to be with a rock star for one day because he had a concert that night. He also asked if I wanted to be in it. I was shy, but I said sure. The rock star told me that the show started at 4:00 to 8:00 at night. I couldn't wait! It was already 3:30 and the rock star handed me a costume that I liked alot!*

*It was now 4:00, and I was so excited to hear all the people yelling. Then they were screaming and now I was very nervous once I got my costume on! "Five more minutes", I have said to myself. I was even more nervous. It finally started. I was singing and dancing almost the whole time. Everyone was screaming expieccally the front row! I started getting very nervous again! We did 10 songs until eight, but we only did nine already. I felt like I had just run ten miles when we were finished. "It was really fun!" I said to the rock star with a calm look on his face.*

*The day was almost up and we went out to dinner and had a chocolate milk shake and a burger from carrows. It was really yummy. We waited for my mom by talking alot about the concert. When my mom came, which was at 9:45, "I told the rock star, "Thanks alot for letting me be in your concert." I waved him good-bye and went back home, put my pajamas on and went to bed. I was dreaming about what I did with the rock star.*

*The next day the rock star came over and said "Thank you for being in my concert it was a mavoles. I can't wait to do it again with you." Then he said good-bye. While he was leaving he said "I'll mail you sometime or someday!" I also said "Good-bye!!"*

### Commentary

This response demonstrates a general understanding of the purpose of a story by narrating a sequence of events that describe the narrator's day with a rock star. Although the writer plunges abruptly into the events, the narrator's day is adequately developed with some descriptive language and sensory details.

In the second paragraph, the writer introduces the central idea that the narrator's experience with the rock star was fun and exciting ("...I was so excited to hear all the people yelling..." "It was really fun!" I said to the rock star."). The sequential organizational structure contains separate paragraphs on the rock star's invitation to the narrator to perform, the performance itself, the narrator's evening with the rock star following the concert, and the rock star's visit with the narrator the next day.

Events are adequately developed with sensory details that enable the reader to visualize the narrator's experiences. In the first paragraph, the writer explains that "the rock star handed me a costume that I liked alot!" Subsequent details express the commotion at the concert and the narrator's excitement (The audience is "yelling" and "screaming, expieccally the front row," and the narrator is "singing and dancing" and "felt like I had just run ten miles..."). Dialogue conveys the rock star's appreciation of the narrator ("I can't wait to do it again with you.... I'll mail you sometime or someday."). Some elements of the story that are briefly summarized, however, would benefit from further development. Among these are the description of the narrator's outfit ("a costume that I liked alot") and the narrator's performance itself ("I was dancing and singing almost the whole time.").

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# Sample Student Work and Teacher Commentaries for Grade Four Narrative Writing Task Administered on March 1 and 2, 2005

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## Score Point 3 Essay

### Student Work Sample 1 (continued)

### Commentary

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The writer employs some variety in sentence types, including simple sentences (“It was really yummy.”) and compound sentences (“I was shy, but I said sure.” and “The day was almost up and we went out to dinner and had a chocolate milk shake and a burger from carrows.”).

The response contains some errors in the conventions of the English language, including errors in spelling (“alot,” “exicted,” “expieccally”) and improper shifts in verb tense (“I would want to be with a rock star for one day because he had a concert that night.”). These errors do not interfere with the reader’s understanding of the story.

# Sample Student Work and Teacher Commentaries for Grade Four Narrative Writing Task Administered on March 1 and 2, 2005

## Score Point 3 Essay

### Student Work Sample 2

*Today when I woke up and got out of bed, something great happened to me. I won a contest I entered in on the internet. Guess the grand prize, I got to chose anybody in the world that I wanted to meet. The person I chose was sitting on my bed!*

*It was The Rock my favorite all-time wrestler. The first I heard was, "Hi Bill, how you doin' today?" My mouth dropped open in a split second. Finally I got a hold of myself a little bit. I asked him, "Are you the real People's Champ (his nickname)?" "Yes. And why did you ask?"*

*"I don't know, when things happen like this I can't believe it so I keep on asking questions to make sure it's not a fantasy. After I take a shower and get dressed let's go have some fun, but I have to ask my mom if she says it's okay."*

*I finished taking my shower and all my regular morning routine. I asked my mom if it was okay and she said it was okay. The Rock and I left the house around 9:30 AM.*

*First we went to the Staples because he had a wrestling match against Brock Lesner tomorrow at Staples. Went an hour watching people setup everything for tomorrow night. Then we went to Denny's for breakfast. After that we went siteseeing in Hollywood. And to top the day we went to San Francisco to the seventh game in the world series.*

*I had a great time with The Rock. I hope I can do it again. And I asked where he lives and his phone number so we can keep in contact.*

### Commentary

This response demonstrates a general understanding of the purpose of a story by developing a sequence of events that describe the narrator's day with "The Rock," the narrator's favorite wrestler. Some descriptive language and sensory details help illustrate events.

The central idea is presented in the final paragraph ("I had a great time with The Rock."). The writer maintains a consistent point of view and focuses primarily on the narrator's experience with The Rock at the narrator's house and to a lesser extent on the narrator and The Rock's activities later that day. Paragraphs are used appropriately to present background material, the exchange between the narrator and The Rock, the narrator's preparation for the day, the pair's activities, and the conclusion.

Development of events is adequate. The writer relies on dialogue and on some descriptive language and sensory details to develop the story. The writer begins by illustrating the narrator's surprise at winning the contest ("My mouth dropped open...") and uses dialogue to express the narrator's astonishment at meeting The Rock ("Are you the real People's Champ [his nickname]?" "Yes," [answers the Rock.] "And why did you ask?" "I don't know, when things happen like this I can't believe it so I keep on asking questions to make sure it's not a fantasy."").

After establishing that the visitor really is The Rock, the narrator takes "a shower" and completes his "morning routine." The two then head to Staples, go to "Denny's for breakfast," do some "siteseeing in Hollywood," and travel to San Francisco for the World Series. The description of these activities is brief, however, and constitutes somewhat thin evidence

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## Sample Student Work and Teacher Commentaries for Grade Four Narrative Writing Task Administered on March 1 and 2, 2005

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### Score Point 3 Essay

#### Student Work Sample 2 (continued)

#### Commentary

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in support of the story's central idea that the narrator's day with The Rock was "great."

The story demonstrates some variety in sentence types, including complex sentences ("Today when I woke up and got out of bed, something great happened to me.") and compound sentences ("After I take a shower and get dressed, let's go have some fun, but I have to ask my mom if she says it's okay.").

The response contains some errors in the conventions of the English language, including errors in usage ("chose" for "choose"), errors in spelling ("sitieseing"), and errors in capitalization ("internet," and "world series"). These errors do not interfere with the reader's understanding of the story.

# Sample Student Work and Teacher Commentaries for Grade Four Narrative Writing Task Administered on March 1 and 2, 2005

## Score Point 3 Essay

### Student Work Sample 3

*If I could spend a day with anyone I want I would pick my dad. I would pick my dad because he is fun to play with. And he's so cool. First we would go to the park and play some basketball. Then we would go get some ice cream. An then we will go to the museum and look at the cool stuff, because me and my dad like the museum. After that we will go bowling. Me and my dad love to bowl. We love bowling because its fun.*

*We would do all of that in the three hours. Then we could go to the book store and buy some books. I like to read books. I would get joke books because I like joke books, and my dad could get some hard to read adult books.*

*We would read and read our books until were done with them. The best place to read a book is under a tree so that's where we'll read it.*

*After we were done reading our book we would go eat at McDonalds. I would get myself a Big Mac. And my dad will get two Big Mac's. Me and my dad like to eat at McDonalds because they have really good food. After were done eating we will go back home and watch tv.*

*Now another three hours past. It's been six hours since me and my dad have been doing stuff. When were done watching tv we will go swimming. We will swim for like one hour.*

*I love swimming with my dad. My dad is a good swimmer. After swimming we'll dry off and go back home and have a big snack. I would have a giant slim jim and my dad will have large bags of chips.*

*My day with my dad would really be fun.*

### Commentary

This response demonstrates a general understanding of the purpose of a story by developing a sequence of events and using some descriptive language and sensory details to describe the narrator's day with "my dad." Although the writer develops events using future and conditional rather than past tense ("...we will go to the museum..." "...we would go eat ..."), events are presented sequentially and development of events is adequate.

The central idea is presented in the first paragraph ("... my dad...is fun to play with" and "cool") and is followed by a list of activities (The narrator and the dad "go to the park" and "play some basketball...get some ice cream...go to the museum..." and 'go bowling.") that illustrate the central idea. The story exhibits a mostly consistent organizational structure with a beginning that describes what the narrator and the father would do; a middle that describes shopping at the bookstore, eating at McDonald's, and swimming; and an ending that reiterates that the "day with my dad would be really fun." The writer introduces some inconsistency into the story's organization by including details about activities of the narrator and father in the opening paragraph rather than in the body.

The story is developed with mostly relevant details. In the middle paragraphs, for example, the writer introduces details that support the central idea. The writer notes that the narrator and father would visit the bookstore where the narrator would "get joke books" and the father would get "hard to read adult books," that the two would watch television and "swim for like one hour," and that the narrator loves to swim with the father. Details about the number of Big Macs they would eat, however, are less relevant to the

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# Sample Student Work and Teacher Commentaries for Grade Four Narrative Writing Task Administered on March 1 and 2, 2005

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## Score Point 3 Essay

### Student Work Sample 3 (continued)

### Commentary

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central idea.

The writer uses some variety in sentence types, including simple sentences (“I like to read books.”), complex sentences (“After we were done reading our book we would go eat at McDonalds”), and compound sentences (“I would have a giant slim jim and my dad will have large bags of chips.”).

The response contains some errors in the conventions of the English language, including mistaken shifts in verb tense (“I would get myself a Big Mac. And my dad will get...”), lack of commas (“The best place to read a book is under a tree so that’s where we’ll read it”), mistakes in capitalization (“tv” and “I would have a giant slim jim”), errors in forming contractions (“its” for “it’s” and “were” for “we’re”), and errors in pronoun usage (“Me and my dad like to eat ...”). These errors do not interfere with the reader’s understanding of the story.

# Sample Student Work and Teacher Commentaries for Grade Four Narrative Writing Task Administered on March 1 and 2, 2005

## Score Point 2 Essay

### Student Work Sample 1

*One day my mother told me that I could have the day with one of my friends. So I went to my friends house but she wasn't their so I waited for her outside. then an hour passed and finelly she came. I told her if she wanted to come with me to the mall and she said yes just let me change clothes because I'm starting to get cold.*

*Then we got inside the car and went to the mall. My mother told me to get two scarfs, two pants, and two shirts. Then my friend helped me find all the clothes but it costed to much money and I just had 200 dollars and the skurts cost 30 dollars.*

*Then we went to get ice cream and left all the clothes in the store.*

### Commentary

In this response, minimal development of the events of the story indicates that the writer has little understanding of the purpose of the writing task.

The organizational structure consists of a long beginning in which the narrator invites a friend to go to the mall, a thinly developed middle that explains that the friend helps the narrator shop for clothes, and a one-sentence ending that stops rather than concludes. Few details are provided to develop ideas.

Although the subject of the essay is introduced in the first paragraph ("I told her if she wanted to come with me to the mall and she said yes..."), the essay does not provide a true central idea. The writer uses limited descriptive language ("Then we got inside the car and went to the mall." "Then my friend helped me find all the clothes but it costed to much money...").

The response demonstrates little variety in sentence types. For the most part, the writer uses rambling compound sentences consisting of clauses connected by "and," "but," or "so" ("So I went to my friends house but she wasn't their so I waited for her outside." "Then my friend helped me find all the clothes but it costed to much money I just...").

The response contains several errors in the conventions of the English language, including errors in usage ("their" for "there," "have the day" instead of "spend the day," "to" for "too," and "costed" for "cost"), errors in capitalization ("then an hour passed..." [the beginning of a sentence]), and errors in spelling ("finelly," and "skurts"). Some of these errors may interfere with the reader's understanding of the writing.

# Sample Student Work and Teacher Commentaries for Grade Four Narrative Writing Task Administered on March 1 and 2, 2005

## Score Point 2 Essay

### Student Work Sample 2

*I would spent time with my family and go relax on our spa. Then next we would go and watch The Santa Claus 2 and eat popcorn, get drinks, and get candy. After that movies done we'd go home and play family games like Monoply, Sorry, Chess, Checkers, Dominos, Snakes and kids, and play puzzles. Then we'd watch shows like The family feud, The Cosby Show, and Wheel of fortune. Sometimes we'll watch Sabrina and laugh all the time. Then we'd play next is video games and play Tetris, Tekken, Tetris 3d, Billiards, and Dr. Mario. Dr. Mario is my Mom's favorite, my Dad's favorite is Tekken, my Sister's favorite is Billiards, and my favorite game is Tekken and Billiards. We love those games, but we play our most favorite games the most. Then we'd also play computer games like Solitare, Chess 3d, Checkers 3d, hearts, and Pinball 3d. Then finally at night we would have to go to sleep.*

### Commentary

The response demonstrates little understanding of the purpose of the writing task. It minimally develops a story about how the narrator would spend time with his family and includes no central idea to lend coherence to the activities the writer describes.

The story is communicated in a single paragraph that consists of an opening sentence (“I would spent time with my family and go relax on our spa.”), followed by a listing of family activities (“watch The Santa Claus 2 and eat popcorn,” “play family games,” “watch shows,” “play “...video games,” and “play computer games”), and a concluding sentence (“Then finally at night we would have to go to sleep.”). The writer names the television shows the family would watch and the video and board games they would play, but for the most part these activities are merely listed without description or details that might enable readers to visualize the experiences.

The response demonstrates some variety in sentence types. These primarily include simple sentences with compound verbs (“Sometimes we'll watch Sabrina and laugh all the time.”) and compound sentences (“Dr. Mario is my Mom's favorite, my Dad's favorite is Tekken, my Sister's favorite is Billiards, and my favorite game is Tekken and Billiards” and “We love those games, but we play our most favorite games the most.”).

This response contains several errors in the conventions of the English language, including errors in usage (“I would spent time”), errors in capitalization (“my Mom's favorite,” “my Dad's favorite,” “my Sister's favorite,” “hearts,” “Wheel of fortune”), and missing contractions (“After the movies done...”). These errors may interfere with the reader's understanding of the writing.

# Sample Student Work and Teacher Commentaries for Grade Four Narrative Writing Task Administered on March 1 and 2, 2005

## Score Point 2 Essay

### Student Work Sample 3

*My day with Cindy*

*It was a long Saturday when my friend Cindy was going to come over we were going to go swimming for 2 hours. we were going to play games like marco polo, volley ball, and racing.*

*We will get out and eat pizza I will have to order it. I will order a large pizza for the two of us Cindy and I. I will eat 5 slices of cheese pizza Cindy will eat 4 slices because she does not like pizza that much.*

*Cindy and I will go out side and we will do flips and do flips like cart wheel. I can only do hand stands. When my Dad gets home we will go out to dinner. I think we will go out to sizzler. I will get a salad bar.*

*We will have to go take her home. I will stay there for a little while. Then I will go home and I will rest and watch tv. Then I will go to sleep until next time.*

### Commentary

This response demonstrates little understanding of the purpose of a story. Although the writer organizes the story into beginning, middle, and ending paragraphs, the organization is inconsistent. The beginning paragraph, for example, lists the narrator and her friend Cindy's plans for the day ("go swimming," "play games," and "racing"). Rather than developing the activities introduced in this paragraph, however, the second paragraph describes ordering and eating pizza, and the third paragraph describes acrobatic tricks and going out to dinner. The story concludes by stating that the narrator will take Cindy home and explaining what the narrator will do afterward.

The story lacks a central idea that might help the writer select details that are significant in supporting that idea. Consequently, the experiences the writer describes (eating pizza and doing flips) seem randomly chosen and some of the details irrelevant ("I will eat 5 slices of cheese pizza Cindy will eat 4 slices because she does not like pizza that much.").

Sentences are often structured awkwardly, and several consist of clauses run together without conjunctions or internal punctuation ("It was a long Saturday when my friend Cindy was going to come over we were going to go swimming for 2 hours."). Some sentences, however, are complex ("When my Dad gets home we will go out to dinner."), some are compound ("Then I will go home and I will rest and watch tv."), and others are simple ("I think we will go out to sizzler.").

The response contains several errors in the conventions of the English language, including errors in capitalization ("we were going to play games..."[first word in the sentence], "marco polo," "When my Dad gets home...,"

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# Sample Student Work and Teacher Commentaries for Grade Four Narrative Writing Task Administered on March 1 and 2, 2005

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## Score Point 2 Essay

### Student Work Sample 3 (continued)

### Commentary

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“tv,” and “sizzler”), errors in spelling (“volley ball” for “volleyball”), run-on sentences (“We will get out and eat pizza I will have to order it.”), and missing commas (“I will order a large pizza for the two of us Cindy and I.” [missing comma after us.]). These errors may interfere with the reader’s understanding of the writing.

# Sample Student Work and Teacher Commentaries for Grade Four Narrative Writing Task Administered on March 1 and 2, 2005

## Score Point 1 Essay

### Student Work Sample 1

*One Day I was going to my to my cosin house he was take his bike at The park so I got my bike and went with him. So we were at The Park some kids told us if we want to play we said yes. So we were play Then we when home so we did and I got water Then we were looking at the tv and my cosin Dad came he was eating meat So he give us some. So he when to slpple and the at 30 min more we went to bed. At the more we went to bed. At the more we got up and then we work up and it was cool so we put a baskt over us we were warm so we ate and the we when to the store and got some Sare Mist Then my Dad came and I when home*

### Commentary

This response demonstrates little understanding of the purpose of a story. Rather than developing a series of events, the writer lists marginally related details and explanations about spending a day with the narrator's cousin.

The narrative consists of a single paragraph that lacks a central idea and a beginning, middle, and end. The writer begins by providing a context and subject ("One Day I was going to my to my cosin house he was take his bike at The park so I got my bike and went with him."), but the rest of the story lacks descriptive language and sensory details specific enough to enable the reader to visualize events. The writer attempts to develop the story by listing events that occurred with the cousin ("So we were at The Park some kids told us if we want to play we said yes. So we were play Then we when home so we did and I got water..."), but without a central idea to provide a focus, any details the writer includes appear marginal.

The writer uses no variety in sentence structure. The story consists of strings of clauses connected by "then," "and," or "so," or often by no coordinating conjunctions at all ("At the more we got up and then we work up and it was cool so we put a baskt over us we were warm so we ate and the we when to the store and got some Sare Mist...").

The response contains serious errors in the conventions of the English language, including errors in capitalization ("One Day," "at The park," and "my cosin Dad came"), errors in spelling ("cosin," "when" for "went," and "slpple" for "sleep"), errors in usage ("told us" for "asked us," "work up" for "woke up," and "baskt" for "blanket"), and errors in punctuation ("One Day I was going to my to my cosin house" [no end punctuation], "some kids told us if we want to play" [no end punctuation], and "tv" for "T.V."). These errors seriously interfere with the reader's understanding of the story.

# Sample Student Work and Teacher Commentaries for Grade Four Narrative Writing Task Administered on March 1 and 2, 2005

## Score Point 1 Essay

### Student Work Sample 2

*A Day With Mario*

*I would like to spend the day with Mario. From Super Mario 64 & Super Mario Sunshine.*

*I would wan't Mario to how to defeet Bowser. Mario's arch nemeses. And his evil army.*

*An then save every one that Bowser had captured.*

### Commentary

This response demonstrates no understanding of the purpose of a story because it lacks a sequence of events related to the idea that the narrator “would like to spend the day with Mario.”

The response lacks a clear focus and organizational structure. The writer does not provide a context or background information about the story’s situation or characters. It is not clear, for example, how the material in the three paragraphs is related. There is no organizational structure except for indentations before some sentences that provide the appearance of paragraphs.

The response contains no central idea and no development of the events to which the writer refers. Without a central idea, sequence of events, or further development, the response consists only of names (Mario and Bowser) and of fragmented, marginally related references (“his evil army,” “Mario’s arch nemeses,” and “...every one that Bowser had captured”) that are scattered about without a focus.

The response demonstrates no variety in sentence structure. Altogether, the writer uses two simple sentences (“I would like to spend the day with Mario.” “I would wan’t Mario to how to defeet Bowser.”) and four sentence fragments.

The response contains serious errors in the conventions of the English language, including errors in spelling (“wan’t” for “want” and “every one” for “everyone”) and sentence fragments (“From Super Mario 64 & Super Mario Sunshine.”, “Mario’s arch nemeses.”, “And his evil army.”, “An then save every one that Bowser had captured.”). These errors interfere with the reader’s understanding of the story.

# Sample Student Work and Teacher Commentaries for Grade Four Narrative Writing Task Administered on March 1 and 2, 2005

## Score Point 1 Essay

### Student Work Sample 3

*I'd buy jewelry, eat at hometown and by the end of the day I'd be on a motorcycle. And some how I'd pay the celeberty back. by doing something for him or her. I'd have to donate money to cheridy and be a pop star. And live with my dad for one month just me and my dad Only And build trucks.*

### Commentary

This response demonstrates no understanding of the purpose of a story and addresses only one part of the writing task. Events in the story do not relate to a single day, and there is no evidence that the narrator experiences the events with another person as the writing task requires.

The response lacks a clear focus and a sequential organization. Events move randomly from buying jewelry, to eating at “hometown,” to being on a motorcycle, to paying a celebrity back, to donating money to “cheridy,” to living with the narrator’s father. The story ends with the unrelated idea that the narrator and his dad would build trucks.

The response contains no central idea or beginning, middle, and end. The writer begins with a detail (“I’d buy jewelry”) and continues with a list of additional information (eating at the restaurant, riding the motorcycle, and repaying the celebrity). Without a context to orient the reader and without an organization, central idea, or further explanation of the activities the writer identifies, details appear random and marginal. There is no use of descriptive language or sensory details to help illustrate events.

The writer begins the story with a compound sentence (“I’d buy jewelry, eat at hometown and by the end of the day I’d be on a motorcycle.”), but the rest of the response consists of simple sentences and sentence fragments (“And some how I’d pay the celeberty back. by doing something for him or her.”).

The response contains serious errors in the conventions of the English language, including errors in capitalization (“...And build trucks.” “by doing something for him or her”), errors in spelling (“jewlry,” “some how” for “somehow,” “celeberty,” and “cheridy”), and errors in pronoun case (“And live with my dad for one month just me and my dad...”). These errors interfere with the reader’s understanding of the story.

# Grade Four Narrative Writing Task

## Administered on April 26 and 27, 2005

The writing task below was administered to students who took the CST in writing in grade four on April 26 or 27, 2005. Sample student responses and teacher commentaries are presented on pages 33 through 54.

### Narrative Writing Task

**Directions:**

- In this writing test, you will respond to the writing task on the following page.
- You will have time to plan, write, and proofread.
- Only what you write on the lined pages in this booklet will be scored.
- Use only a No. 2 pencil to write your narrative.

**Scoring:**

Your writing will be scored on how well you

- include a beginning, a middle, and an end
- use details
- use correct grammar, spelling, punctuation, and capitalization

Read the following writing task. You must write a narrative about this topic.

### Writing a Narrative

Imagine waking up one morning to find that you live in a world where machines do everything. Write a story about what happens next.

When you write about this experience, remember

- to include a beginning, a middle, and an end;
- to use details to describe the experience; and
- to use correct grammar, spelling, punctuation, and capitalization.

# Sample Student Work and Teacher Commentaries for Grade Four Narrative Writing Task Administered on April 26 and 27, 2005

## Score Point 4 Essay

### Student Work Sample 1

*One morning in October 2250 I woke up and got dressed. After I got dressed I went to get something to eat for breakfast. When I stepped outside everything seemed normal. So I got into my Lexus hardtop convertible and went to get some breakfast. I drove about three miles and finally stopped at Ryan's house of pancakes.*

*When I entered, I was astonished because instead of ordinary servers there were robots. At first I thought I was dreaming so I sat down. Shortly there after a robot asked me what I would like. I was timit to answer but soon said I wanted orange juice and the short stack. I was so surprised to get my order back within twenty minutes, I thought for sure it would be at least thirty minutes but boy did they prove me wrong. After breakfast I said to myself "man that was some good stuff."*

*As soon as I got out of there I went to work. I had to drive about one hour to get to work. I work in Monrovea for a huge law firm. When I got to work, I went to the elevator and pressed the button to go to the forty fifth floor. I got out and saw my whole office filled with robots and machines. They were filing, typing, on the phone, and I even saw some eating in the cafeteria. I was most upset when I saw a robot on my computer in my seat. I even went down one floor and the same exact thing was happening on that floor as mine. Finally I just sat down crying, and I realized that someone else was sitting to the right of me.*

*Therefore, I went towards him and noticed it was Alex from the third floor. I said, "what are you doing up here"? I told him to follow me, and so we crawled to the stairs through the robots. When we got there we got up and ran down them, we ran out the building and around the corner.*

*After that I said "this is crazy and went home". I sat in my car and went home. When I got home I just sat in a corner and rocked back and forth, and fell asleep again. When I woke up I went outside and went to the market. I got there and paused, then I went in. I saw no machines or robots. I saw normal human beings. I sighed a great breath of relef and went home again. When I got home, I turned on the television and saw that robots and machines attacked Virgina. Then I just started to laugh and laugh. After all it was just a dream.*

### Commentary

This response demonstrates a clear understanding of the purpose of a story by thoroughly developing a sequence of significant events that precede and follow the narrator's discovery that robots have taken over. The writer creates suspense as the events unfold and brings the story to an effective close with the idea that "it was just a dream."

The writer maintains a consistent focus by illustrating the central idea that the presence of robots and machines is disorienting. This idea is thoroughly supported through a series of significant events. The writer provides a clear beginning (the narrator's surprise at the efficiency of the robots running the restaurant), middle (the narrator's frustration with and escape from robots in the narrator's workplace), and end (the narrator's relief upon realizing that the events were apparently a dream). Appropriate paragraphing leads the reader sequentially through the events.

The writer uses descriptive language and sensory details to enable the reader to visualize events and experiences ("...soon [I] said I wanted orange juice and the short stack." "[The robots] were filing, typing, on the phone, and I even saw some eating in the cafeteria.") and to illustrate the narrator's emotional withdrawal ("When I got home I just sat in a corner and rocked back and forth....").

The writer demonstrates a variety of sentence types, including simple sentences ("I sat in my car and went home."), complex sentences ("When I woke up I went outside and went to the market."), and compound sentences ("Finally I just sat down crying, and I realized that someone else was sitting to the right of me.").

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# Sample Student Work and Teacher Commentaries for Grade Four Narrative Writing Task Administered on April 26 and 27, 2005

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## Score Point 4 Essay

### Student Work Sample 1 (continued)

### Commentary

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This story contains few errors in the conventions of the English language. Errors include lack of capitalization and apostrophes (“Ryans house of pancakes”), lack of commas (“...I thought for sure it would be at least thirty minutes but boy did they prove me wrong.”), and errors in spelling (“convertable,” “timit” for “timid,” and “relef”). These errors are to be expected in a first draft and do not interfere with the reader’s understanding of the writing.

# Sample Student Work and Teacher Commentaries for Grade Four Narrative Writing Task Administered on April 26 and 27, 2005

## Score Point 4 Essay

### Student Work Sample 2

*One day I woke up and I was in a mechanical world. I got out of bed and a robot maid got me dressed. Then I went into the bathroom to brush my teeth. There was a mechanical toothbrush sitting on the sink. I picked it up, pressed a green button and in seconds the toothbrush was wet and it had toothpaste on it. Then I pressed a blue button and the toothbrush started spinning. It brushed my teeth and then shut itself off. There was one more thing upstairs. It was a Hair Styler. I stood under it and in five seconds my hair was spiked and ready to go.*

*Next I went downstairs to eat some breakfast. My mom was already making pancakes with her mechanical spatula. My dad was reading the "Daily Mechanical Street Journal" while he was drinking his coffee which was put on a flying plate. My sister was doing her homework with a mechanical pencil. My brother was riding his waveboard on the skatepark we built outside. My breakfast was also served on a hovering plate. I ate all my breakfast and went to school.*

*I rode to school on my hoverboard and was there in a flash. I pressed a button on my hoverboard, and it folded up into my backpack. At school I met up with my friend Steven. We put our backpacks in our lockers and went to class. We stepped into our classroom just as the school bell rang.*

*In class we sat down at our desks and started doing mechanical math and mechanical language. Our teacher Mr. Bolts told us we had five minutes. We finished just in time. Then we went out to play lazer tag with our friends Austin, Greg, Sean, and Nicole at recess. We had a great time at recess. We all came into the classroom and the teacher said we could go home because he had alot of grading to do. Steven, Austin, Greg, Sean, Nicole, and I were all going to go to the Spaceball game tonight. We couldn't wait.*

*After we all finished our homework, my friends and I got our things and flew off to the Spaceball game. Tonight the Flamebots and the Alien Invadors were playing. It was the machine sieries. Robot Sosa staped up to the plate and hit a 5,365,927,299 foot home run. The Flamebots won the game with that homerun. I had a wonderful time at the Spaceball game. I said goodbye and went back home.*

### Commentary

This response demonstrates a clear understanding of the purpose of a story by thoroughly developing a sequence of significant events that illustrate the narrator's day in a mechanical world. The writer provides imaginative and detailed descriptions of each machine and event in the story.

The story conveys the central idea that the mechanical world is one of convenience and ease. A sequential organizational structure and well-developed paragraphs move from the narrator's use of machines to groom himself and eat breakfast, through the use of machines to carry the narrator to school, and finally to machines that transport the narrator and his friends to a competition between robots.

The writer selects facts and details that thoroughly illustrate the mechanized world ("I picked [the mechanical toothbrush] up, pressed a green button and in seconds the toothbrush was wet and it had toothpaste on it." "I stood under [a Hair Styler] and in five seconds my hair was spiked and ready to go." "My breakfast was also served on a hovering plate." "I rode to school on my hoverboard and was there in a flash.").

The writer uses a variety of sentence types, including compound sentences ("I pressed a button on my hoverboard, and it folded up into my backpack." "We all came into the classroom and the teacher said we could go home because he had alot of grading to do.") and complex sentences ("After we all finished our homework, my friends and I got our things and flew off to the Spaceball game.").

This story contains few errors in the conventions of the English language. Errors include a lack of commas between independent clauses

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# Sample Student Work and Teacher Commentaries for Grade Four Narrative Writing Task Administered on April 26 and 27, 2005

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## Score Point 4 Essay

### Student Work Sample 2 (continued)

### Commentary

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("I got out of bed and a robot maid got me dressed.") and mistakes in spelling ("spachula," "alot," and "sieries"). These errors are to be expected in a first draft and do not interfere with the reader's understanding of the writing.

# Sample Student Work and Teacher Commentaries for Grade Four Narrative Writing Task Administered on April 26 and 27, 2005

## Score Point 4 Essay

### Student Work Sample 3

*When I woke up this morning, I was surprised to see that it wasn't my mom who woke me up, it was a machine! Once I got out of bed, a machine rushed to my room and made my bed. Then, when I started to get my clothes from my closet, another machine popped out of my closet with my clothes. When I was done getting dressed, I walked downstairs to the breakfast table. I asked my mom what we were having for breakfast, and a machine that was wearing an apron and had a spachela for a hand quickly cooked my whole family pancakes, eggs, and toast for breakfast. I went to the bathroom to brush my teeth, and when I got my toothbrush, a machine plucked it out of my hand and started to brush my teeth! Once the machine was done, I asked it why machines are doing everything. It replied, "We were built to do everything, and the best part is, we have something to do all day! Now, get going. Machine Bob is going to drive you, your brother and your sister to school."*

*Then I asked "What is your name?" it said, "My name is Machine Pat. Now hurry, you're going to be late." Machine Pat handed me my back-pack and my lunch, then I was off to school.*

*When I got to school, my teacher, Mrs. Rupert, was just sitting down in a chair reading a book while a machine with a pin on its shirt that read: Machine Rupert was teaching our math lesson, and later on machines popped out of everyone's desks. The machines told us all the answers for our math problems. That's how it was the whole day at school.*

*When school was over, Machine Bob came to pick me up. At home, Machine Pat took out my homework, my brother's homework, and my sister's homework and started working on it all. Then the same machine that cooked our breakfast came in with ice cream and gave one scoop of ice cream to all three of us. So the whole day machines were coming in and pampering my whole family (even my dogs). At dinner our cooking machine made us some burgers. After dinner, our machines brushed our teeth, gave us our pajamas, and tucked us in bed.*

*When I awoke the next morning, my mom was the one who woke me up. "That's odd," I thought to myself. After I got dressed, (without a machine) I went downstairs to find that my dad was cooking breakfast. I asked my brother "Where are all the machines?" He said "There were never any machines, you must have dreamed it." "Hmm, I guess I did." I thought to myself, "too bad they aren't real."*

### Commentary

This response demonstrates a clear understanding of the purpose of a story by thoroughly developing a sequence of events that take place when the narrator wakes up one morning to discover a machine performing the family's household tasks.

The story conveys the central idea that mechanization has made everyone's life easier. The writer illustrates this idea with an opening paragraph that describes how machines prepare the narrator's family for its day, a middle paragraph that describes how machines assist in the narrator's classroom, and concluding paragraphs that describe how machines do the family's after-school and evening chores and illustrate the narrator's recognition that the mechanized world is not real.

The writer uses vivid descriptive language and sensory details to convey the central idea and to enable the reader to visualize the narrator's experiences ("...a machine that was wearing an apron and had a spachela for a hand quickly cooked my whole family pancakes, eggs, and toast for breakfast."). The narrator arrives at school to find "[his] teacher, Mrs. Rupert...sitting down in a chair reading a book while a machine with a pin on its shirt that read: Machine Rupert was teaching our math lesson...." "At dinner our cooking machine made us some burgers."). Dialogue provides additional detail and helps characterize the machines ("Now, get going [Machine Pat tells the narrator]. Machine Bob is going to drive you, your brother and your sister to school."). The narrator's realization that the mechanical world is imaginary is also conveyed through dialogue ("I asked my brother 'Where are all the machines?' He said 'There were never any machines, you must have

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# Sample Student Work and Teacher Commentaries for Grade Four Narrative Writing Task Administered on April 26 and 27, 2005

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## Score Point 4 Essay

### Student Work Sample 3 (continued)

### Commentary

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dreamed it.' 'Hmm, I guess I did.' I thought to myself, 'too bad they aren't real!')

The writer uses several sentence types, including simple sentences ("That's how it was the whole day at school."), compound sentences ("I went to the bathroom to brush my teeth, and when I got my toothbrush, a machine plucked it out of my hand and started to brush my teeth!"), and complex sentences ("Once the machine was done, I asked it why machines are doing everything.").

This story contains few errors in the conventions of the English language. Errors include a mistake in verb tense ("I asked it why machines are [instead of were] doing everything.") and in spelling ("spachela"). These errors are to be expected in first draft writing and do not interfere with the reader's understanding of the story.

# Sample Student Work and Teacher Commentaries for Grade Four Narrative Writing Task Administered on April 26 and 27, 2005

## Score Point 3 Essay

### Student Work Sample 1

*In the year 2004 there were machines that did all the work for you. They do all your chores and clean your room and also did all the other things that needed to be done. One day it rained and rained, and all the people who had robots left them outside in the rain. Then the next morning all of the robots were broken. None of the people knew that if you left the robot outside in the rain it would rust and it wouldn't work anymore. The next morning you could see everybody outside working. They were mowing the lawn, driving to work, and taking kids to school. All this work made them want to get their robots fixed.*

*When all the kids got home from school there was even more work. The kids got really tired of all that work. They were very tired, hungry and very thirsty. The kids decided to help the others fix the robots.*

*They tried to fix the robots but they couldn't. They tried about one-hundred times, but none of them worked. They didn't know what was wrong with them so they kept on trying.*

*After hours of trying to figure out the problem, they finally figured it out. It was because all the wires rusted because of all the rain.*

*So they fixed all the wires. Now the robots were back to normal. Everybody was happy.*

### Commentary

This response demonstrates a general understanding of the purpose of a story. It adequately develops a sequence of events that relate what happens when robots stop working and convey the central idea that people find life harder when their robot assistants stop functioning. Although the story focuses on life when the robots are not working, the writer addresses the writing task by describing a world where machines normally do everything.

The writer describes events from the third person point of view. The story is organized logically, beginning with background information to provide context and continuing with the sequence of events. The organization demonstrates inconsistency, however, by including both background information and the beginning of the narrative sequence in the opening paragraph rather than beginning the narrative portion ("One day it rained and rained...") in a separate, second paragraph. Following the opening paragraph, the paragraphs are appropriately divided and adequately developed with some details ("The next morning you could see everybody outside working. They were mowing the lawn, driving to work, and taking kids to school."). These paragraphs, however, would be more vivid with the addition of details to help the reader visualize events.

The writer uses some variety in sentence types, including simple sentences ("The kids got really tired of all that work."), compound sentences ("They tried to fix the robots but they couldn't. They tried about one-hundred times, but none of them worked."), and complex sentences ("When all the kids got home from school there was even more work.").

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# Sample Student Work and Teacher Commentaries for Grade Four Narrative Writing Task Administered on April 26 and 27, 2005

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## Score Point 3 Essay

### Student Work Sample 1 (continued)

### Commentary

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This response contains some errors in the conventions of the English language, including lack of commas (“In the year 2004 there were machines that did all the work for you.”) and inconsistent verb tense (“They do all your chores and clean your room and also did all the other things that needed to be done.”). These errors do not interfere with the reader’s understanding of the writing.

# Sample Student Work and Teacher Commentaries for Grade Four Narrative Writing Task Administered on April 26 and 27, 2005

## Score Point 3 Essay

### Student Work Sample 2

*Yesterday when I woke up I got dressed and ate a quick breakfast. I was excited because it was show and tell day and I was going to bring in my new puppy. I started walking along the road when all of a sudden I bumped in to 1 huge figure. I told the strange metal man sorry as I walked to my classroom. When I got inside my classroom my desk was gone. There was just a small seat facing a pastel orange color computer. The computer with my name on was the one I sat down in. When I sat down all the other students appeared.*

*"Your late!" roared a huge robot. I then asked him where my teacher was.*

*"I am your teacher" he replied. All the kids started laughing real hard so I pretended as if I was going to the bathroom and thought to myself.*

*"This is all a dream!" When I remembered the big robot I bumped into. If it was a dream it wouldn't have hurt. I walked back into my classroom and started to learn about famous monuments of the USA. When the bell rang I invited my friend over for dinner. She asked why I was so weird at school and I told her everything that had happend to me. When we finished our dinner my friend went home. I tucked myself in and fell asleep.*

*The next morning I woke up on the floor. I noticed my bed was moving! I saw a big odd shaped button next to my bed. I pushed it.*

*"BOOM! my bed blew up. I walked down stairs and noticed my mom didn't hear a thing. I walked to school and everything was back to normal. I then remememberd the night before yesterday I bumped into my bed. I must of hit the odd shaped button.*

*When school ended I ran quikly to my room. My bed was back. I saw the odd shaped button stuck to my bed. I tried to cut it off with scissors but it just wouldn't come off. I took off my sheets and the button came off. I got nice clean sheets from the closet and burned the sheet with the button on it. I checked for any other sheets with strange buttons on them but there were no more. I was so happy I would never have to live in this strange world of robots again!*

### Commentary

This response demonstrates a general understanding of the purpose of a story by adequately developing events that convey the central idea that machines are a disorienting presence in the narrator's life.

The writer maintains a consistent focus on the mechanization of the narrator's world with references to a pastel orange computer, a robot that teaches the narrator's class, and a button that detonates the narrator's bed. The story exhibits a mostly consistent organization that moves the reader from the morning of one day through the afternoon of the next and paragraphing that appropriately delineates the sequence of events and identifies shifts in dialogue between speakers. The transition between the end of the first day, which focuses on the narrator's experience with the robot, and the morning of the second day, which focuses on the "odd shaped button," is weak, however, and results in two stories that seem only loosely related.

The writer provides description and details that convey the strangeness of the narrator's experience. The writer shows, for example, that the narrator's classmates understand what's happening that day but that the narrator does not ("Your late! roared a huge robot. I then asked him where my teacher was. 'I am your teacher' he replied. All the kids started laughing real hard so I pretended as if I was going to the bathroom and thought to myself. 'This is all a dream!'").

The writer uses some variety in sentence types, including compound sentences ("I was excited because it was show and tell day and I was going to bring in my new puppy." "I tried to cut it off with scissors but it just wouldn't come off.") and complex sentences ("When we finished our dinner my friend went home."

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# Sample Student Work and Teacher Commentaries for Grade Four Narrative Writing Task Administered on April 26 and 27, 2005

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## Score Point 3 Essay

### Student Work Sample 2 (continued)

### Commentary

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“When school ended I ran quikly to my room.”).

This response contains some errors in the conventions of the English language, including a lack of commas (“Yesterday when I woke up I got dressed and ate a quick breakfast.” “When I got inside my classroom my desk was gone.”), spelling errors (“happend,” “down stairs” for “downstairs”), and usage errors (“Your” for “You’re” and “I must of...”). These errors do not interfere with the reader’s understanding of the writing.

# Sample Student Work and Teacher Commentaries for Grade Four Narrative Writing Task Administered on April 26 and 27, 2005

## Score Point 3 Essay

### Student Work Sample 3

#### *Remember*

*"How did I get here?" I'd ask. This strange world where no man works is all controlled by machine. I've been here for a month and no one, even my friends and family, don't remember my native home.*

*One "real" day, I noticed a ragged old man trying to sell toys for cheap. I could hear myself giggle when the man said, "Con flabbit!" Darn kids don't appreciate good hand carved toys. All these mumbo-jumbo video games and electronic gismos! Now back in my day —"*

*All Winifred and I could do was hollar with laughter. Oh, how I wish I could take it back because then you could hear him say, "I'll show you! I'll show you all!" And that's how I got here.*

*Every morning is the same, get up, step inside the Style-o-matic. Step into the elevator and to the kitchen. Mom's working the machine that makes breakfast. It's not as good as Mom's cooking, if you know what I mean. Erik is using the Primp-o-matic. It's just like the Style-o-matic but for guys. Every morning is so predictable.*

*Since knowledge is just a shot away, I call up, excuse me, the machine calls Winifred. "I have a great plan," I whisper, "Let's run away Win! I'm sick and tired of this life let's go!"*

*"Uhh, sure, you betcha," she said unsure. "Behind the tree, now."*

*"Now you know how it feels," it was the man? "Remember. He told me to go home and come back another time."*

*Now I stand in the street, selling hand carved toys. All I get is giggling in return for selling. Like he said, "remember." I always will. When I am at family breakfast and dinners, don't worry, I will.*

### Commentary

This writer demonstrates a general understanding of the purpose of a story by adequately developing a sequence of events about the monotony of living in a world of machines. The writer contrasts the predictability of mechanization with the unpredictability of a life that has escaped mechanization. Organizational weakness resulting from a lack of transitions overshadows a number of strengths in this student response.

The story appears to illustrate the central idea that one cannot appreciate another's predicament until one experiences it. After making fun of an old man who derides the mechanized world of "mumbo-jumbo video games and electronic gismos," the narrator and her friend Winifred are spirited to a world where machines do everything. Fed up with the mechanized world, the narrator and her friend try to escape, and the narrator ends up like the old man, selling hand-carved toys on the street, herself now the target of derision.

The story maintains a consistent first-person point of view. The organizational structure, however, suffers from a lack of transitions, which results in jarring shifts between ideas. The sequence in which the narrator invites her friend Winifred to run away is typical ("Let's run away Win! I'm sick and tired of this life let's go! 'Uhh, sure, you betcha,' she said unsure. 'Behind the tree, now.' 'Now you know how it feels,' it was the man? 'Remember. He told me to go home and come back another time.'"). A lack of transitional material also results in the unexplained appearance of characters (Winifred, for example, suddenly is introduced without an indication of who she is.) and unexplained references ("Since knowledge is just a shot away...").

The writer uses descriptive language and explanation to illustrate the monotony of living

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## Sample Student Work and Teacher Commentaries for Grade Four Narrative Writing Task Administered on April 26 and 27, 2005

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### Score Point 3 Essay

#### Student Work Sample 3 (continued)

#### Commentary

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in the mechanized world (“Every morning is the same, get up, step inside the Style-o-matic. Step into the elevator and to the kitchen. Mom’s working the machine that makes breakfast.” “Every morning is so predictable.”). Dialogue is used effectively to illustrate character (“‘Con flabbit! ‘Darn kids don’t appreciate good hand carved toys!’[says the old man]).

The writer uses some variety in sentence types, including compound sentences (“I’ve been here for a month and no one, even my friends and family, don’t remember my native home.”) and complex sentences (“Since knowledge is just a shot away, I call up, excuse me, the machine calls Winifred.”).

This response contains some errors in the conventions of the English language. Errors include sentence fragments (“Step into the elevator and to the kitchen.”), punctuation errors (“‘Con flabbit! Darn kids don’t appreciate...’ [end quotation mark incorrectly placed after flabbit.]”), and spelling errors (“controled” and “hollar”). These errors do not interfere with the reader’s understanding of the writing.

# Sample Student Work and Teacher Commentaries for Grade Four Narrative Writing Task Administered on April 26 and 27, 2005

## Score Point 2 Essay

### Student Work Sample 1

*The Day a New World was Born*

*It was Monday morning time for school. As soon as I wake up, I see my room with advance technology. I'm like, "What the hek just happen here?" My mom tells me to fix my room. I don't like fixing my room, but then I thought, "Hey if this is advance maybe it's like the show of the "Jetsons". "So I called out my robot ..... uhh ..... Muscle, so I did. I told him to fix my room. Man did he do it fast.*

*"Raaphhaaaee!!!!" my mom was calling out wile she was making breakfast. When I went down there she had made ....., "Wow! Now that's what I call delisios." I ate it way to fast. When I went to school my friend Daniel is like, "Yo yo yo waz up?" "Nothing really, but you know what?"*

*"What?" he asked nervously.*

*"Look, I bought this watch that my robot made me. It's a watch that could make me and whoever else is touching me go to hyper time."*

*"Cool like hek!" he said surprised.*

*We tried it and when we go in hyper time we were fooling around with other people. We got bored so we stoped. We got in trouble by the principle, a robot. The other days the same.*

*THE END?*

### Commentary

This response demonstrates little understanding of the purpose of a story. Although the writer narrates a sequence of events, the organization is inconsistent, with limited development and little use of descriptive language or sensory detail.

The story is written from the point of view of the narrator and suggests the central idea that the world in which the writer wakes up one morning is bizarre. This idea is illustrated to a limited extent when Muscle, the narrator's robot, cleans the narrator's room and when the narrator and his friend Daniel are transported to "hyper time" by a special watch. The response exhibits an inconsistent organization, however, when the narrator's breakfast and appearance at school are squeezed into a single short paragraph. The narrative also contains unexplained incidents. It is unclear, for instance, why Daniel, the narrator's friend, reacts "nervously" when the narrator addresses him midway through the story.

Descriptive language and sensory details are limited. The writer tells rather than describes, for example, how Muscle cleans the narrator's room ("I told him to fix my room. Man did he do it fast."), tells rather than describes how he and his friend Daniel "fool[ed] around with other people" in hyper time, and fails to explain what is meant by hyper time. The writer does use bits of dialogue effectively to characterize the narrator's mother ("Raaphhaaaee!!!") and Daniel ("Yo yo yo waz up?" "Cool like hek!").

The story demonstrates varied sentence types, including compound sentences ("I don't like fixing my room, but then I thought, "Hey if this is advance maybe it's like the show of the 'Jetsons.'") and complex sentences ("As soon

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# Sample Student Work and Teacher Commentaries for Grade Four Narrative Writing Task Administered on April 26 and 27, 2005

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## Score Point 2 Essay

### Student Work Sample 1 (continued)

### Commentary

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as I wake up, I see my room with advance technology.”).

This response contains several errors in the conventions of the English language, including numerous instances of inconsistent verb tense (“My mom tells me to fix my room. I don’t like fixing my room, but then I thought...” “We tried it and when we go in hyper time we were fooling around with other people.”), missing commas (“When I went down there she had made...”), usage errors (“to” for “too”), spelling errors (“hek,” “wile,” “principle” for “principal,” and “stoped”), and improper sentence construction (“It was Monday morning time for school.”). Some of these errors interfere with the reader’s understanding of the writing.

# Sample Student Work and Teacher Commentaries for Grade Four Narrative Writing Task Administered on April 26 and 27, 2005

## Score Point 2 Essay

### Student Work Sample 2

*One day I woke up and I looked out of my window. When I looked outside I saw hovercars floting in the air all over the place! After that I went to my closet to get dress for school. When walked to my closet small robot hands grabed my shorts and a shirt that matches my shirt. Then I walked to the stairs I dicided to slide down the stair handle to the kichten. When I got to the end of the stair handle I ran to the kichten when I went to the kechten I ask my robot to make me some frenchtoast with surup. After I ate I went to school. When I went to my class my teacher said, hello. After class I went to the cafateria to eat. When I went to the cafateria I ate pizza for lunch. After lunch I went back to my class to pack up for home. When I got home I went to my room to do homework. After homework I played some videogames but my little robot played for me. After that I ate dinner I had a 3 pound hamburger. Then after that I used my elevator to my room then I went to bed.*

### Commentary

This student response lists events that occur on a day in which hovercars provide transportation and in which machines perform daily tasks. Despite several language and sentence errors, minimally developed events create a limited story.

The story is written from the point of view of the narrator. It lacks any central idea about the day's events, and the organizational structure consists of a single paragraph made up of an introductory sentence ("One day I woke up and I looked out of my window."), subsequent events connected by repetitive transitions ("when," "then," and "after"), and a concluding statement ("Then after that I used my elevator to my room then I went to bed.").

The organizational structure is inconsistent. After a robot prepares the narrator's breakfast, the writer's focus drifts from mechanization to a summary of a day in which there is no reference to machines ("After I ate I went to school. When I went to my class my teacher said, hello. After class I went to the cafateria to eat. When I went to the cafateria I ate pizza for lunch. After lunch I went back to my class to pack up for home. When I got home I went to my room to do homework."). References to machinery reappear late in the story after the narrator completes his homework.

The writer uses limited descriptive language and sensory details. The most concrete language describes food ("frenchtoast with surup," "pizza," and "a 3 pound hamburger"). Although they are specific, these details appear marginal because they do not relate to mechanization.

The story contains a mixture of sentence types, including compound sentences ("After

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# Sample Student Work and Teacher Commentaries for Grade Four Narrative Writing Task Administered on April 26 and 27, 2005

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## Score Point 2 Essay

### Student Work Sample 2 (continued)

### Commentary

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homework I played some videogames but my little robot played for me.”) and complex sentences (“After that I went to my closet to get dress for school.”).

This response contains several errors in the conventions of the English language. These include comma splices (“Then I walked to the stairs I dicided to slide down the stair handle to the kichten”), inconsistent verb tenses (“...when I went to the kechten I ask my robot to make me some frenchtoast with surup.”), errors in comma usage (“When I got to the end of the stair handle I ran to the kichten...”), and spelling errors (“floting,” “grabed,” “dicided,” and “cafateria.”). Some of these errors may interfere with the reader’s understanding of the writing.

# Sample Student Work and Teacher Commentaries for Grade Four Narrative Writing Task Administered on April 26 and 27, 2005

## Score Point 2 Essay

### Student Work Sample 3

*When I went downstairs to make my breakfast it was already made. My mom was still sleeping. When I got on the bus I remembered that I forgot to do my homework so the page was blank. When I got to school my homework was done and I didn't even touch my homework last night or this morning. When I got my homework back I got a hundred percent.*

*When I got home there was a note that said "Your robot will do whatever you want." All of a sudden a robot comes in and I screamed for my mom she finally comes and I asked "Can I keep him in my room?" My mom said "yes, he can stay in your room." After five years passed I started to get bored of the robot so I stopped playing with him.*

### Commentary

This response lists events that occur when the narrator acquires a robot. Employing a minimally developed sequence of events and limited descriptive language and sensory details, the writer demonstrates little understanding of the purpose of a story.

The writer suggests the central idea that the narrator's day was unusual when the narrator awakens to find breakfast prepared and arrives at school to find his homework completed. The organization of the narrative, however, is inconsistent. The opening paragraph begins abruptly ("When I went downstairs to make my breakfast it was already made."). Rather than devoting one paragraph to an introduction and subsequent paragraphs to a narrative of events, the writer begins the sequence of events in the first paragraph immediately after the opening sentence. The second paragraph continues the narration, and the story ends abruptly with a single, very general concluding sentence ("After five years passed I started to get bored of the robot so I stopped playing with him.").

The response contains limited detail (The narrator says, for example, that he got "a hundred percent" on "my homework," and the second paragraph adds brief dialogue between the narrator and his mother.). The story stops immediately after the narrator gets permission to keep the robot, and the response indicates nothing about the narrator's life with the robot.

The story exhibits little variety in sentence types. The writer relies primarily on compound and complex sentences, introduced by a phrase or clause that begins with "when" ("When I went downstairs...", "When I got on the bus...", "When I got to school...", "When I got my homework back...", "When I got home...").

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# Sample Student Work and Teacher Commentaries for Grade Four Narrative Writing Task Administered on April 26 and 27, 2005

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## Score Point 2 Essay

### Student Work Sample 3 (continued)

### Commentary

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The response contains several errors in the conventions of the English language. These include a lack of commas within compound sentences (“When I got to school my homework was done and I didn’t even touch my homework last night or this morning.”) and a run-on sentence with inconsistent verb tenses (“All of a sudden a robot comes in and I screamed for my mom she finally comes in and I asked...”). These errors may interfere with the reader’s understanding of the writing.

# Sample Student Work and Teacher Commentaries for Grade Four Narrative Writing Task Administered on April 26 and 27, 2005

## Score Point 1 Essay

### Student Work Sample 1

*ther were cool people and in a year people were giting land off there jobs. Then they will be broke will the will the people that made the machines are going to rich will the people are poor and the rich people will be having a lot of stuf. And a few people will have a job working where house haveing less people and there will be lots of machines and to nose how to work them and people won't not like that because it a ounce a pound a time there where relly cool people whod'nt like it because the people whont have a job to do and they whoud be broke as a joke then the people that make the machines will be rich but the outhur people will be poor and will all of the rest of will be have lots of stuf. And few wherehouse will have a few people working in the wherhouse.*

### Commentary

This response lacks a sequence of events, a focus or organizational structure, and descriptive language and sensory detail. It demonstrates no understanding of the purpose of the writing task.

The writer presents a one-paragraph response that attempts to explain rather than illustrate the adverse consequences of a world where machines do everything. The writer suggests the central idea that mechanization will be detrimental to most people. Rather than illustrating this idea with a sequence of events, however, the writer simply repeats the idea that a few people will have jobs in a warehouse, that people who make the machines will be rich, and that most people will be unemployed and poor.

The response lacks descriptive language and sensory details that would enable the reader to visualize events or experiences and instead relies on general statements (“...people were giting land off there jobs.” “...rich people will be having a lot of stuf.”).

The response demonstrates little variety of sentence types. Much of the response consists of run-on sentences that are not fully comprehensible (“And a few people will have a job working where house haveing less people and there will be lots of machines and to nose how to work them...”). Other run-ons are more clearly compound sentences (“...then the people that make the machines will be rich but the outhur people will be poor and will all of the rest of will be have lots of stuf.”).

This response contains serious errors in the conventions of the English language, including errors in spelling (“ther,” “will” for “while,” “haveing,” “whout,” “outhur” for “other,”

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# Sample Student Work and Teacher Commentaries for Grade Four Narrative Writing Task Administered on April 26 and 27, 2005

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## Score Point 1 Essay

### Student Work Sample 1 (continued)

### Commentary

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“warehouse,” and “wherhouse.”), errors in capitalization (“ther,”[first word of a sentence]), and errors in verb tense (“... people were giting land ...they will be broke.”). These errors seriously interfere with the reader’s understanding of the writing.

# Sample Student Work and Teacher Commentaries for Grade Four Narrative Writing Task Administered on April 26 and 27, 2005

## Score Point 1 Essay

### Student Work Sample 2

*The machines make a robot that makes food. They make what ever you want when ever you want it. Then they make a house that move by itself were you want it to move. A robot were that does your homework that does your chores and the dishes and moes the lon. And a machine that make a robot that trans-forms into anything you want.*

*The machines make a robot that makes subway, hamburgers and soda. Then they make house that move close to the beach close to the pools by itself. Then they make a robot that your math, social studies, and scines homework. They make a robot that does your chores like the dishes and moes the lon when they make you do that. And a robot that trasforms into anything you want like a plane so you and your family can go to mexico, navada, new york and any place you want.*

*The End*

### Commentary

This response demonstrates no understanding of the purpose of the writing task. Rather than narrate a sequence of events, the writer attempts an expository essay consisting of an opening paragraph that introduces information and a second paragraph that attempts to elaborate on this information.

The writer suggests the central idea that machines will allow people to fulfill their whims (“They make what ever you want when ever you want it. Then they make a house that move by itself were you want it to move. A robot were that does your homework that does your chores and the dishes...”). Lacking a sequence of events, however, the response does not illustrate how the machines accomplish these tasks.

The response contains very limited descriptive language (“The machines make a robot that makes subway, hamburgers and soda.” “...you and your family can go to mexico, navada, new york...”), but even these fragments of concrete language do not call up clear visual images because they are not embedded in narrative action.

This response demonstrates almost no sentence variety. Nearly all sentences are simple sentences, most beginning either “The machines make,” “They make,” or “Then they make.”

This response contains serious errors in the conventions of the English language, including spelling errors (“moes” for “mows,” “lon” for “lawn,” “trasforms,” and “scines” for “science.”), capitalization errors (“mexico, navada, new york”), and errors in verb agreement (“And a machine that make a robot...” “Then they make a house that move by itself.”). These errors interfere with the reader’s understanding of the story.

# Sample Student Work and Teacher Commentaries for Grade Four Narrative Writing Task Administered on April 26 and 27, 2005

## Score Point 1 Essay

### Student Work Sample 3

*One day I woke up and I noticed that there was machines every where. There was machines labled cleaning machine, dressing machine. So I disided to try the dressing machine. So I went over to my dresser picked out some clothes.*

*So I dicided to go find my mom and ask her what happend but she wasn't there, so a machine told me she went to the store.*

### Commentary

This response demonstrates very little understanding of the purpose of a story. Although it employs a narrative sequence, the response includes few events to explain what happens on the day machines take over.

The response demonstrates a consistent first-person point of view, but it contains no central idea about the narrator's day and it lacks an organizational structure. The story consists of a beginning ("One day I woke up and I noticed that there was machines every where.") followed by statements about machines the narrator observed and about choosing clothes to wear. It ends without a real conclusion.

The writer incorporates no descriptive language or sensory detail and relies instead on general statements (One machine is labeled "cleaning machine" and another "dressing machine." The narrator "picked out some clothes" from a "dresser") to relate events.

This response consists of only four sentences, two of which are simple and two of which are compound. It demonstrates little sentence variety, however, because sentence structures are repetitive. Clauses, for example, tend to begin with "there was" and "so" ("...I noticed that there was machines every where." "There was machines labled..." "So I went over to..." "So I dicided to go find my mom...").

This response contains serious errors in the conventions of the English language, including errors in verb agreement ("...there was machines"), errors in spelling ("every where," "labled," "disided," and "happend"), errors in sentence structure ("So I went over to my dresser picked out some clothes."), and capitalization errors ("...machines labled cleaning machine..." [proper name not capitalized]). These errors interfere with the reader's understanding of the story.

## 2001–05 Grade Four Scoring Rubric

The scoring rubric shown below is used to assign scores to students' written responses on the grade four writing tests. This rubric includes two sets of criteria. The criteria under "The writing" are adapted from the English-language arts academic content standards for Writing Strategies and Written Conventions of English. These criteria are used to evaluate written responses in all genres for their clarity of purpose, central idea, and organization and for their use of supporting evidence, sentence variety, and writing conventions. The criteria under "Narrative writing," "Summary writing," and "Response to literature writing," adapted from the grade four Writing Applications academic content standards for these genres, are used to evaluate student writing in the specific genres to which they apply.

On pages 57 through 62, the grade four rubric is presented in a rearranged format to indicate how all the scoring criteria are applied to student responses in each genre.

### 4 The writing—

- Clearly addresses all parts of the writing task.
- Demonstrates a *clear* understanding of purpose.
- Maintains a *consistent* point of view, focus, and organizational structure, including paragraphing when appropriate.
- Includes a *clearly presented* central idea with *relevant* facts, details, and/or explanations.
- Includes a *variety* of sentence types.
- Contains *few, if any, errors* in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors do **not** interfere with the reader's understanding of the writing.

### Narrative writing—

- Provides a *thoroughly developed* sequence of *significant* events to relate ideas, observations, and/or memories.
- Includes *vivid* descriptive language and sensory details that enable the reader to visualize the events or experiences.

### Summary writing—

- Is characterized by paraphrasing of the main idea(s) and *significant* details.

### Response to literature writing—

- Demonstrates a *clear* understanding of the literary work.
- Provides *effective* support for judgments through *specific* references to text and prior knowledge.

### 3 The writing—

- Addresses all parts of the writing task.
- Demonstrates a *general* understanding of purpose.
- Maintains a *mostly consistent* point of view, focus, and organizational structure, including paragraphing when appropriate.
- Presents a central idea with *mostly* relevant facts, details, and/or explanations.
- Includes a *variety* of sentence types.
- Contains *some errors* in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors do **not** interfere with the reader's understanding of the writing.

### Narrative writing—

- Provides an *adequately developed* sequence of significant events to relate ideas, observations, and/or memories.
- Includes *some* descriptive language and sensory details that enable the reader to visualize the events or experiences.

### Summary writing—

- Is characterized by paraphrasing of the main idea(s) and *significant* details.

### Response to literature writing—

- Demonstrates an understanding of the literary work.
- Provides *some* support for judgments through references to text and prior knowledge.

**2** **The writing—**

- Addresses *only parts* of the writing task.
- Demonstrates *little* understanding of purpose.
- Maintains an *inconsistent* point of view, focus, and/or organizational structure.
- *Suggests* a central idea with *limited* facts, details, and/or explanations.
- Includes *little* variety in sentence types.
- Contains *several errors* in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors **may** interfere with the reader's understanding of the writing.

**Narrative writing—**

- Provides a *minimally developed* sequence of events to relate ideas, observations, and/or memories.
- Includes *limited* descriptive language and sensory details that enable the reader to visualize the events or experiences.

**Summary writing—**

- Is characterized by *substantial* copying of key phrases and *minimal* paraphrasing.

**Response to literature writing—**

- Demonstrates a *limited* understanding of the literary work.
- Provides *weak* support for judgments.

**1** **The writing—**

- Addresses *only one part* of the writing task.
- Demonstrates *no* understanding of purpose.
- *Lacks* a clear point of view, focus, and/or organizational structure.
- *Lacks* a central idea but may contain *marginally related* facts, details, and/or explanations.
- Includes *no* sentence variety.
- Contains *serious errors* in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors interfere with the reader's understanding of the writing.

**Narrative writing—**

- *Lacks* a sequence of events to relate ideas, observations, and/or memories.
- *Lacks* descriptive language and sensory details that enable the reader to visualize the events or experiences.

**Summary writing—**

- Is characterized by substantial copying of *indiscriminately selected* phrases or sentences.

**Response to literature writing—**

- Demonstrates *little* understanding of the literary work.
- *Fails* to provide support for judgments.

# Grade Four Scoring Rubric in Rearranged Format

In the following charts, the grade four scoring rubric is presented in a rearranged format to indicate how all the scoring criteria in the rubric—those derived from the academic content standards for Writing Strategies and Written Conventions as well as those derived from the academic content standards for Writing Applications—are applied to student responses in each genre.

The column under “Genre” contains the scoring criteria derived from the grade four academic content standards for Writing Applications. The column under “Organization and Focus” contains scoring criteria derived from the subset of Organization and Focus standards within the grade four academic content standards for Writing Strategies. The column under “Sentence Structure” contains the scoring criterion derived from the subset of Sentence Structure standards within the grade four academic content standards for Written and Oral English Language Conventions. The column under “Conventions” contains the scoring criteria derived from the subsets of Grammar, Punctuation, Capitalization, and Spelling standards within the grade four academic content standards for Written and Oral English Language Conventions. Although some columns contain more bullets than others, this is not meant to imply that columns with more bullets are more important in the scoring than those with fewer. References to the writing standards from which each scoring criterion is derived are presented in coded form following each criterion for score point four.

## 2001–05 Grade Four Scoring Rubric: Narrative Writing

	<i>Genre (Narrative Writing)</i>	<i>Organization and Focus</i>	<i>Sentence Structure</i>	<i>Conventions</i>
<b>4</b>	<ul style="list-style-type: none"> <li>■ Provides a <i>thoroughly developed</i> sequence of significant events to relate ideas, observations, and/or memories. (WA 2.1 a, d)</li> <li>■ Includes <i>vivid</i> descriptive language and sensory details that enable the reader to visualize the events or experiences. (WA 2.1 b, c)</li> </ul>	<ul style="list-style-type: none"> <li>■ <i>Clearly</i> addresses all parts of the writing task.*</li> <li>■ Demonstrates a <i>clear</i> understanding of purpose. (WS 1.1)</li> <li>■ Maintains a <i>consistent</i> point of view, focus, and organizational structure, including paragraphing when appropriate. (WS 1.1; 1.2 a, c, e; 1.3)</li> <li>■ Includes a <i>clearly presented</i> central idea with <i>relevant</i> facts, details, and/or explanations. (WS 1.2 b, c)</li> </ul>	<ul style="list-style-type: none"> <li>■ Includes a <i>variety</i> of sentence types. (WC 1.1; 1.2)</li> </ul>	<ul style="list-style-type: none"> <li>■ Contains <i>few, if any, errors</i> in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors do <b>not</b> interfere with the reader’s understanding of the writing. (WC 1.3–1.7)</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>■ Provides an <i>adequately developed</i> sequence of significant events to relate ideas, observations, and/or memories.</li> <li>■ Includes <i>some</i> descriptive language and sensory details that enable the reader to visualize the events or experiences.</li> </ul>	<ul style="list-style-type: none"> <li>■ Addresses all parts of the writing task.</li> <li>■ Demonstrates a <i>general</i> understanding of purpose.</li> <li>■ Maintains a <i>mostly consistent</i> point of view, focus, and organizational structure, including paragraphing when appropriate.</li> <li>■ Presents a central idea with <i>mostly</i> relevant facts, details, and/or explanations.</li> </ul>	<ul style="list-style-type: none"> <li>■ Includes a <i>variety</i> of sentence types.</li> </ul>	<ul style="list-style-type: none"> <li>■ Contains <i>some errors</i> in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors do <b>not</b> interfere with the reader’s understanding of the writing.</li> </ul>

\* Since this criterion addresses requirements of the writing test rather than a content standard, it does not include a standards reference.

Genre (Narrative Writing)	Organization and Focus	Sentence Structure	Conventions
<p><b>2</b></p> <ul style="list-style-type: none"> <li>■ Provides a <i>minimally developed</i> sequence of significant events to relate ideas, observations, and/or memories.</li> <li>■ Includes <i>limited</i> descriptive language and sensory details that enable the reader to visualize the events or experiences.</li> </ul>	<ul style="list-style-type: none"> <li>■ Addresses <i>only parts</i> of the writing task.</li> <li>■ Demonstrates <i>little</i> understanding of purpose.</li> <li>■ Maintains an <i>inconsistent</i> point of view, focus, and/or organizational structure.</li> <li>■ <i>Suggests</i> a central idea with <i>limited</i> facts, details, and/or explanations.</li> </ul>	<ul style="list-style-type: none"> <li>■ Includes <i>little</i> variety in sentence types.</li> </ul>	<ul style="list-style-type: none"> <li>■ Contains <i>several errors</i> in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors may interfere with the reader's understanding of the writing.</li> </ul>
<p><b>1</b></p> <ul style="list-style-type: none"> <li>■ <i>Lacks</i> a sequence of events to relate ideas, observations, and/or memories.</li> <li>■ <i>Lacks</i> descriptive language and sensory details that enable the reader to visualize the events or experiences.</li> </ul>	<ul style="list-style-type: none"> <li>■ Addresses <i>only one part</i> of the writing task.</li> <li>■ Demonstrates <i>no</i> understanding of purpose.</li> <li>■ <i>Lacks</i> a clear point of view, focus, and/or organizational structure.</li> <li>■ <i>Lacks</i> a central idea but may contain <i>marginally related</i> facts, details, and/or explanations.</li> </ul>	<ul style="list-style-type: none"> <li>■ Includes <i>no</i> sentence variety.</li> </ul>	<ul style="list-style-type: none"> <li>■ Contains <i>serious errors</i> in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors interfere with the reader's understanding of the writing.</li> </ul>

## 2001–05 Grade Four Scoring Rubric: Summary Writing

Genre (Summary Writing)	Organization and Focus	Sentence Structure	Conventions
<p><b>4</b> ■ Is characterized by paraphrasing of the main idea(s) and <i>significant</i> details. (WA 2.4)</p>	<p>■ <i>Clearly</i> addresses all parts of the writing task.*</p> <p>■ Demonstrates a <i>clear</i> understanding of purpose. (WS 1.1)</p> <p>■ Maintains a <i>consistent</i> point of view, focus, and organizational structure, including paragraphing when appropriate. (WS 1.1, 1.2 a, c, e; 1.3)</p> <p>■ Includes a <i>clearly presented</i> central idea with <i>relevant</i> facts, details, and/or explanations. (WS 1.2 b, c)</p>	<p>■ Includes a <i>variety</i> of sentence types. (WC 1.1; 1.2)</p>	<p>■ Contains <i>few, if any, errors</i> in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors do <b>not</b> interfere with the reader's understanding of the writing. (WC 1.3–1.7)</p>
<p><b>3</b> ■ Is characterized by paraphrasing of the main idea(s) and <i>significant</i> details.</p>	<p>■ Addresses all parts of the writing task.</p> <p>■ Demonstrates a <i>general</i> understanding of purpose.</p> <p>■ Maintains a <i>mostly consistent</i> point of view, focus, and organizational structure, including paragraphing when appropriate.</p> <p>■ Presents a central idea with <i>mostly</i> relevant facts, details, and/or explanations.</p>	<p>■ Includes a <i>variety</i> of sentence types.</p>	<p>■ Contains <i>some errors</i> in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors do <b>not</b> interfere with the reader's understanding of the writing.</p>
<p><b>2</b> ■ Is characterized by <i>substantial</i> copying of key phrases and <i>minimal</i> paraphrasing.</p>	<p>■ Addresses <i>only parts</i> of the writing task.</p> <p>■ Demonstrates <i>little</i> understanding of purpose.</p> <p>■ Maintains an <i>inconsistent</i> point of view, focus, and/or organizational structure.</p> <p>■ <i>Suggests</i> a central idea with <i>limited</i> facts, details, and/or explanations.</p>	<p>■ Includes <i>little</i> variety in sentence types.</p>	<p>■ Contains <i>several errors</i> in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors <b>may</b> interfere with the reader's understanding of the writing.</p>

\* Since this criterion addresses requirements of the writing test rather than a content standard, it does not include a standards reference.

Genre (Summary Writing)	Organization and Focus	Sentence Structure	Conventions
<p><b>1</b> ■ Is characterized by substantial copying of <i>indiscriminately selected</i> phrases or sentences.</p>	<ul style="list-style-type: none"> <li>■ Addresses <i>only one part</i> of the writing task.</li> <li>■ Demonstrates <i>no</i> understanding of purpose.</li> <li>■ <i>Lacks</i> a clear point of view, focus, and/or organizational structure.</li> <li>■ <i>Lacks</i> a central idea but may contain <i>marginally related</i> facts, details, and/or explanations.</li> </ul>	<ul style="list-style-type: none"> <li>■ Includes <i>no</i> sentence variety.</li> </ul>	<ul style="list-style-type: none"> <li>■ Contains <i>serious errors</i> in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors interfere with the reader's understanding of the writing.</li> </ul>

## 2001–05 Grade Four Scoring Rubric: Response to Literature Writing □

	<i>Genre (Response to Literature Writing)</i>	<i>Organization and Focus</i>	<i>Sentence Structure</i>	<i>Conventions</i>
<b>4</b>	<ul style="list-style-type: none"> <li>■ Demonstrates a <i>clear</i> understanding of the literary work. (WA 2.2 a)</li> <li>■ Provides <i>effective</i> support for judgments through <i>specific</i> references to text and prior knowledge. (WA 2.2 b)</li> </ul>	<ul style="list-style-type: none"> <li>■ <i>Clearly</i> addresses all parts of the writing task.*</li> <li>■ Demonstrates a <i>clear</i> understanding of purpose. (WS 1.1)</li> <li>■ Maintains a <i>consistent</i> point of view, focus, and organizational structure, including paragraphing when appropriate. (WS 1.1; 1.2 a, c, e; 1.3)</li> <li>■ Includes a <i>clearly presented</i> central idea with <i>relevant</i> facts, details, and/or explanations. (WS 1.2 b, c)</li> </ul>	<ul style="list-style-type: none"> <li>■ Includes a <i>variety</i> of sentence types. (WC 1.1; 1.2)</li> </ul>	<ul style="list-style-type: none"> <li>■ Contains <i>few, if any, errors</i> in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors do <b>not</b> interfere with the reader's understanding of the writing. (WC 1.3–1.7)</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>■ Demonstrates an understanding of the literary work.</li> <li>■ Provides <i>some</i> support for judgments through references to text and prior knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>■ Addresses all parts of the writing task.</li> <li>■ Demonstrates a <i>general</i> understanding of purpose.</li> <li>■ Maintains a <i>mostly consistent</i> point of view, focus, and organizational structure, including paragraphing when appropriate.</li> <li>■ Presents a central idea with <i>mostly</i> relevant facts, details, and/or explanations.</li> </ul>	<ul style="list-style-type: none"> <li>■ Includes a <i>variety</i> of sentence types.</li> </ul>	<ul style="list-style-type: none"> <li>■ Contains <i>some errors</i> in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors do <b>not</b> interfere with the reader's understanding of the writing.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>■ Demonstrates a <i>limited</i> understanding of the literary work.</li> <li>■ Provides <i>weak</i> support for judgments.</li> </ul>	<ul style="list-style-type: none"> <li>■ Addresses <i>only parts</i> of the writing task.</li> <li>■ Demonstrates <i>little</i> understanding of purpose.</li> <li>■ Maintains an <i>inconsistent</i> point of view, focus, and/or organizational structure.</li> <li>■ <i>Suggests</i> a central idea with <i>limited</i> facts, details, and/or explanations.</li> </ul>	<ul style="list-style-type: none"> <li>■ Includes <i>little</i> variety in sentence types.</li> </ul>	<ul style="list-style-type: none"> <li>■ Contains <i>several errors</i> in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors <b>may</b> interfere with the reader's understanding of the writing.</li> </ul>

\* Since this criterion addresses requirements of the writing test rather than a content standard, it does not include a standards reference.

Genre (Response to Literature Writing)	Organization and Focus	Sentence Structure	Conventions
<p><b>1</b></p> <ul style="list-style-type: none"> <li>■ Demonstrates little understanding of the literary work.</li> <li>■ <i>Fails</i> to provide support for judgments.</li> </ul>	<ul style="list-style-type: none"> <li>■ Addresses <i>only one part</i> of the writing task.</li> <li>■ Demonstrates <i>no</i> understanding of purpose.</li> <li>■ <i>Lacks</i> a clear point of view, focus, and/or organizational structure.</li> <li>■ <i>Lacks</i> a central idea but may contain <i>marginally related</i> facts, details, and/or explanations.</li> </ul>	<ul style="list-style-type: none"> <li>■ Includes <i>no</i> sentence variety.</li> </ul>	<ul style="list-style-type: none"> <li>■ Contains <i>serious errors</i> in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors interfere with the reader's understanding of the writing.</li> </ul>