



# Smarter Balanced Scoring Guide

For Grades 3, 6, and 11  
English/Language Arts  
Performance Task Full-Write Baseline Sets

November 2014



## INTRODUCTION

**English/Language Arts Performance Task:** The Smarter Balanced Assessment Consortium provides this scoring guide to help educators understand the scoring process for the Performance Task Full-Writes. To understand the writing scoring guides, it is helpful to understand the specifications for each Smarter Balanced Performance Task, including the following:

- **Writing Tasks:** Each Performance Task begins by describing a writing situation that motivates students to “find out more about” a given problem/question/circumstance, etc. Students are then presented with relevant source material and a writing task with a clearly stated writing topic, audience, purpose, and form, along with the scoring criteria. On the ELA Writing assessment, each student will respond to one performance task.
- **Source Materials:** Each Performance Task is accompanied by grade-appropriate “source material” (i.e. 2-5 texts depending on grade). Except for narrative tasks, which may be more *text-inspired* than *text-based* (i.e. connections to source materials may contribute to or enhance the narrative), students will use source materials to support ideas
- **Writing Purposes:** The Common Core State Standards prescribe three general rhetorical purposes for writing: **narrative**, **informational/explanatory**, and **opinion/ argumentative**. Each writing purpose has a different purpose-specific scoring rubric. For the assessment, each student will be given one of the purposes designated for his or her grade level. These purposes have subtle differences depending on the grade level of the students:
  - Students in grades 3 to 8 may be expected to write to the **narrative** purpose, using the information in the sources as inspiration to write a story or capture the essence of an experience (students in grade 11 will not receive a narrative PT).
  - Students in grades 3-5 may be expected to write to the **informational** purpose, using source material to “inform” an audience about a topic. Students in grades 6-11 may be expected to write to the **explanatory** purpose, analyzing source material to explain some aspect of a subject.
  - Students in grades 3-5 may be expected to form and defend an **opinion**, supported by information provided in source material. Students in grades 6-11 may be expected to compose an **argument**, using evidence from source materials to form and support claims and (in grades 7 -11) counterclaims.
- **Writing Forms:** Each performance task provides students with a clear expected writing form or product. These forms are grade-appropriate, such as letter or report in the earlier grades, moving to more sophisticated essays in later grades.
- **Audience:** The designated audience will be appropriate for the grade level, purpose, and situation for the task, ranging from familiar audiences (e.g., parents, principal) for younger students to more general audiences (e.g., legislative bodies, Internet audiences) for older students.

**Baseline Anchor Set:**

How is a “Baseline Anchor Set” developed? Professional contractor scorers, trained to use the Smarter Balanced scoring rubrics, preliminarily score a range of student responses, defining top level responses and then identifying samples representing different score points. Educators from Smarter Balanced states then review these selections and agree upon, or validate, sample responses that define the range of each score point and provide a variety of response types.

A Word of Caution: In order to maintain the security of the spring 2014 Field Test items for use in the 2015 Summative and Interim item banks, the student responses included in this guide were selected from the Smarter Balanced 2013 Pilot Test. The writing samples *can* help illustrate the descriptors for each score-point category on the Smarter Balanced writing rubrics; therefore, we see the baseline anchors as a useful educator tool. These first Baseline Anchor Sets are, however, just the beginning of what will become full and rich sets of student writing, that include a wide variety of purposes and writing forms for each grade.

## Grade 3 Narrative Performance Task Full Writes

The following third grade narrative rubrics and baseline set are used to anchor the scoring of student responses to narrative tasks at grade 3. Each student response is scored for three traits: organization/purpose (4 points possible), development/elaboration (4 points possible), and conventions (2 points possible).

		Organization/Purpose Grade 3 Narrative Description
Organization/Purpose	4	<p><b>The organization of the narrative, real or imagined, is fully sustained and the focus is clear and maintained throughout:</b></p> <ul style="list-style-type: none"> <li>• an effective plot helps to create a sense of unity and completeness</li> <li>• effectively establishes a setting, narrator/characters, and/or point of view*</li> <li>• consistent use of a variety of transitional strategies to clarify the relationships between and among ideas; strong connection between and among ideas</li> <li>• natural, logical sequence of events from beginning to end</li> <li>• effective opening and closure for audience and purpose</li> </ul>
	3	<p><b>The organization of the narrative, real or imagined, is adequately sustained, and the focus is adequate and generally maintained:</b></p> <ul style="list-style-type: none"> <li>• an evident plot helps to create a sense of unity and completeness, though there may be minor flaws and some ideas may be loosely connected</li> <li>• adequately establishes a setting, narrator/characters, and/or point of view*</li> <li>• adequate use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>• adequate sequence of events from beginning to end</li> <li>• adequate opening and closure for audience and purpose</li> </ul>
	2	<p><b>The organization of the narrative, real or imagined, is somewhat sustained and may have an uneven focus:</b></p> <ul style="list-style-type: none"> <li>• there may be an inconsistent plot, and/or flaws may be evident</li> <li>• unevenly or minimally establishes a setting, narrator/characters, and/or point of view*</li> <li>• uneven use of appropriate transitional strategies and/or little variety</li> <li>• weak or uneven sequence of events</li> <li>• opening and closure, if present, are weak</li> </ul>
	1	<p><b>The organization of the narrative, real or imagined, may be maintained but may provide little or no focus:</b></p> <ul style="list-style-type: none"> <li>• there is little or no discernible plot or there may just be a series of events</li> <li>• may be brief or there is little to no attempt to establish a setting, narrator/characters, and/or point of view*</li> <li>• few or no appropriate transitional strategies may be evident and may cause confusion</li> <li>• little or no organization of an event sequence; frequent extraneous ideas and/or a major drift may be evident</li> <li>• opening and/or closure may be missing or unsatisfactory</li> </ul>
	NS	<ul style="list-style-type: none"> <li>• Insufficient (includes copied text)</li> <li>• In a language other than English</li> <li>• Off-topic</li> <li>• Off-purpose</li> </ul>

\*point of view begins at grade 7

	Score	Development/Elaboration Grade 3 Narrative Description
Development/Elaboration	4	<p><b>The narrative, real or imagined, provides thorough, effective elaboration using relevant details, dialogue, and/or description:</b></p> <ul style="list-style-type: none"> <li>• experiences, characters, setting and/or events are clearly developed</li> <li>• connections to source materials may enhance the narrative</li> <li>• effective use of a variety of narrative techniques that advance the story or illustrate the experience</li> <li>• effective use of sensory, concrete, and figurative language that clearly advances the purpose</li> <li>• effective, appropriate style enhances the narration</li> </ul>
	3	<p><b>The narrative, real or imagined, provides adequate elaboration using details, dialogue, and/or description:</b></p> <ul style="list-style-type: none"> <li>• experiences, characters, setting, and/or events are adequately developed</li> <li>• connections to source materials may contribute to the narrative</li> <li>• adequate use of a variety of narrative techniques that generally advance the story or illustrate the experience</li> <li>• adequate use of sensory, concrete, and figurative language that generally advances the purpose</li> <li>• generally appropriate style is evident</li> </ul>
	2	<p><b>The narrative, real or imagined, provides uneven, cursory elaboration using partial and uneven details, dialogue, and/or description:</b></p> <ul style="list-style-type: none"> <li>• experiences, characters, setting, and/or events are unevenly developed</li> <li>• connections to source materials may be ineffective, awkward, or vague but do not interfere with the narrative</li> <li>• narrative techniques are uneven and inconsistent</li> <li>• partial or weak use of sensory, concrete, and figurative language that may not advance the purpose</li> <li>• inconsistent or weak attempt to create appropriate style</li> </ul>
	1	<p><b>The narrative, real or imagined, provides minimal elaboration using few or no details, dialogue, and/or description:</b></p> <ul style="list-style-type: none"> <li>• experiences, characters, setting, and/or events may be vague, lack clarity, or confusing</li> <li>• connections to source materials, if evident, may detract from the narrative</li> <li>• use of narrative techniques may be minimal, absent, incorrect, or irrelevant</li> <li>• may have little or no use of sensory, concrete, or figurative language; language does not advance and may interfere with the purpose</li> <li>• little or no evidence of appropriate style</li> </ul>
	NS	<ul style="list-style-type: none"> <li>• Insufficient (includes copied text)</li> <li>• In a language other than English</li> <li>• Off-topic</li> <li>• Off-purpose</li> </ul>

	Score	Conventions Grade 3 Narrative Description
<b>Conventions</b>	<b>2</b>	<p><b>The response demonstrates an adequate command of conventions:</b></p> <ul style="list-style-type: none"> <li>adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>
	<b>1</b>	<p><b>The response demonstrates a partial command of conventions:</b></p> <ul style="list-style-type: none"> <li>limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>
	<b>0</b>	<p><b>The response demonstrates little or no command of conventions:</b></p> <ul style="list-style-type: none"> <li>infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>
	<b>NS</b>	<ul style="list-style-type: none"> <li>Insufficient (includes copied text)</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Off-purpose</li> </ul>

Conventions are scored holistically per grade-level CCSS expectations considering the following guidelines:

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

Appendix A provides the grade-level convention charts used during scoring.

## Baseline Anchor Response 1

Pilgrims

Grade 3 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response**

ounce it was a little pilgrim he was makeing his journey on the maflower butit was not easy going across the sea and learning how to live finding food was hard he thout traveing across the sea souned fun but it was not getting to his new home wasn` t easy traveling in a ship may not seem hard pepole today are adle to travl quickly

## SCORE POINT

**1**

The organization of the narrative provides little focus. There is no discernible plot, only a series of events (*going across the sea...learning how to live...finding food*). The response is brief, and there is little attempt to establish a setting or characters beyond "Ounce it was a little pilgrim he was making his journey on the maflower." Few transitional strategies are evident, and there is no organization of an event sequence (the student mainly provides statements about the difficulty of travelling on a ship across the sea). The opening (*Ounce it was a little pilgrim...*) and closure (*pepole today are adle to travl quickly*) are weak.

## Baseline Anchor Response 2

Pilgrims

Grade 3 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response**

## The Child Who Wanted To Git On The Mayflower

The child watched the Mayflower as it wander by. But one of the Pilgrims went to git food in the new world. He came back and he sow the Mayflower was gone. He went to my house and asked me wear the Mayflower went. He ask me if wonted to go with him. and I said yes I will go with you. and the Mayflower came back because they wore hungry.

**SCORE POINT****1**

The organization of the narrative provides little focus. There is little discernible plot, and little attempt to establish a setting, narrator or characters (there is a minimal attempt to establish the character of a child who wants to get on the Mayflower.) There are few transitional strategies, and little organization of an event sequence (there is a brief description of the child watching the Mayflower, seeing it is gone, and then asking the narrator if he wants to go with him.) The narrative lacks an opening and closure.

## Baseline Anchor Response 3

Furry Heroes  
Grade 3 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response****Superdog**

A normal dog was sleeping named Blue until something bit him he was strong and he saved people when in danger. Till the next someone was in danger Blue wanted to help so he went to the beach where the danger was at. Blue called the cops and took the rober to jail then everyone was happy. THE END

**SCORE POINT****1**

The organization of the narrative provides little focus. There is little discernible plot, but there is a minimal attempt to establish the character of a dog named "Blue." A few transitional strategies are present (until something bit him...Till the next someone...so he went). Little organization of an event sequence is present in this brief response (the opening sentence is confusing and makes the plot difficult to follow). The opening (A normal dog was sleeping...) and closure (...everyone was happy) are weak.

Grade 3  
Narrative - Organization and Purpose  
Sample 1-Point

Baseline Anchor Response 4

Pilgrims

Grade 3 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response**

This is a story about a child that was cures. His name was Conrad. Then he herd about the Mayflower. and his uncul was going on it sohe ased if he could go and his parents said yes. So in a mouth he borded the ship. on his gorney he saw new animals and ohter cool stuff and that was good. But their was olso bad things lick the food went bad, he didnt get to eat the nomal amout of food. But in 6 mounth they came to the new world.

SCORE POINT

1

The organization of the narrative is somewhat sustained. There is a discernible plot (a child's journey on the Mayflower). The setting is minimally maintained (aboard the Mayflower), and characters are minimally developed (a child named Conrad, his uncle, and his parents.) There is an uneven use of appropriate transitional strategies (*Then he heard... So in a mouth... But in 6 mounth...*) and an uneven sequence of events. The opening (*This is a story about a child that was cures*) and closure (*But in 6 mounth they came to the new world*) are weak.

## Baseline Anchor Response 5

Furry Heroes  
Grade 3 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response**

Me and my pet trtal silver like to save sea creachers. One day we were swimming then... **BOOM!!!!!!!!!!!!** We went to see what happend. A Squid and a Shark was fihting! We tried to calm them down but they wouldnt stop. So I picked up my phon then I waiter and waited. Then when I looked out the window I sawe them coming. Its the sea patrol. we all gave them some medason to calm them down. Then when we got home, a mearical hapened silver laed some eggs! I named them spick,fang, and sheller.That was some advencher.

**SCORE POINT****2**

The organization of the narrative is somewhat sustained. There is a discernible plot (the narrator and a pet turtle help a squid and a shark). The setting is minimally maintained (the sea), and the narrator and characters are minimally developed (*Me and my pet trtal silver like to save sea creachers*). There is little variety in the use of transitional strategies (*Then when I looked... Then when we got home*). Gaps in the narrative lead to an uneven sequence of events (the narrative jumps from giving the squid and shark medicine, to the narrator being at home and Silver laying eggs.) The opening (*Me and my pet trtal silver like to save sea creachers*) and closure (*That was some advencher*) are adequate.

## Baseline Anchor Response 6

Pilgrims

Grade 3 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response**

They were on there way to the new world. There was like no space on the Mayflower. It was nice day out so Dave went out on deck and helped out by moping the deck he went near the eag of the deck he was moping **and** he almost fell over in to. **But** he cot his blnce. so when he was done he went down under the deck to play with one of the animal they brought with them. when he was done he went back up on deck and play with his friend named Greg they played cards, read books, and board games. In-tell it was time for dinner they had biscuits and dried vegetables they drank bear. When dinner was over it was time for bed the end.

## SCORE POINT

2

The organization of the narrative is somewhat sustained. Some inference is required to know that the plot is about a day on the Mayflower. The setting is maintained (onboard the Mayflower), and characters are minimally developed (*Dave...helped out by moping the deck*). There is little variety in the use of transitional strategies (*so when he was done...when he was done... When dinner was over...*) and an uneven sequence of events. The opening (*They were on there way to the new world*) and closure (*...it was time for bed the end*) are weak.

## Baseline Anchor Response 7

Pilgrims

Grade 3 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response**

Once there was a boy named Chris he and his family decided to take a long trip on the Mayflower. It was not an easy ride on the Mayflower they packed and packed their supplies and finally they arrived on the Mayflower. There were big storms and most of the food went bad or moldy. Life wasn't even close to easy on the Mayflower, but the Pilgrims' and Chrises family put seasoning on their food to make it taste better. There wasn't very much space with the food, the families, and the clothes most people thought the Mayflower was a big ship, not when it was full like this. Anyway they sailed and sailed and so on they sailed it has only been one month, and the weather has not been fabulous at all, and it needed to be so they could cook or roast their food. On rough days' like these some food will have to be eaten cold.

## SCORE POINT

**3**

The organization of the narrative is adequately sustained, with a maintained focus. There is an evident plot about a family's trip on the Mayflower, and the setting (onboard the Mayflower) and characters (Chris and his family) are adequately maintained. There is adequate use of a variety of transitional strategies to clarify relationships between ideas (*finally they arrived on the Mayflower...Life wasn't even close to easy on the Mayflower, but the Pilgrims' and Chrises family put seasoning on their food to make it taste better*) and an adequate sequence of events. The opening (*Once there was a boy...*) is adequate, but there is no closure.

## Baseline Anchor Response 8

Furry Heroes  
Grade 3 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response**

This story is about a guinie pig that saved his owners.This is his story . One late summer afternoon a fire broke out in the swenson house.Everyone was trapped.Luciley

harry was not .He ran over to the corner and he picked up his owner's phone and he put it in his mouth. Then he ran over to his owner but he got burn't.

But harry would not stop now .He ran through several flames . He got hurt very bad. He finally arrived where his owner was and he doped his phone. Then his owner picked up the phone and called 911.

Thanks to harry they were saved.Then harry was famous of his bravery.Then he was known as a life saver.

**SCORE POINT****3**

The organization of the narrative is adequately sustained and the focus is maintained. There is an evident plot about a guinea pig that saves his owner. The setting (*the swenson house*) is adequately maintained, and the character of Harry the guinea pig is adequately developed (*But harry would not stop now. He ran through several flames*). Adequate transitional strategies are utilized to create an adequate sequence of events from beginning to end (*One late summer afternoon...Then he ran over... He finally arrived...*). The opening (*This is a story about a guinie pig that saved his owners*) and closure (*Then he was known as a life saver*) are effective and provide a sense of unity to the response.

Pilgrims

Grade 3 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response**

A child pelgrim was on the Mayflower was sitting on a barrel thinking what to do. He knew that pilgrims are hungry on the Mayflower. The pilgrims actully do get hungry. So he got worried if he was one of them.

" I know that pilgrims hardly have any food to eat," he said. so he got up and went to the front of the large ship. "It's thundering," he said. A tiny raindrop went on his shirt and it started raining too. so he went inside again.

While he was inside he thought about the long trip. He also thought about where him and the other pilgrams would land. So he just stared at the floor.

He fell asleep and he dreamed that he was starving on the ship like other pilgrims do. He woke up fast. He was awake for a long time, so he was scared. He said, I don't like this trip.

When he was getting tired he got hungry he looked to see if no other pilgrims were over by the flour. So he got the flour and made hard crackers. He had a hard time eating them.

He got so hungry he went on the floor. He got up and forgot about being hungry. He had to go to the bathroom and change his clothes. But there wasn't a bathroom and he didn't have anymore clothes. So he got sad.

But the ship stopped and it was spring. Him and the others is thankful because Native americans helped them have fresh food, more

clothes and happines.

**SCORE POINT****3**

The organization of the narrative is adequately sustained and the focus is maintained. There is an evident plot about a child on the Mayflower. The setting (onboard the Mayflower) is adequately maintained, and the character of a pilgrim child on the Mayflower is adequately developed (...*he dreamed that he was starving on the ship like other pilgrims do... He said, I don't like this trip*). The response uses a variety of transitional strategies to maintain an adequate sequence of events from beginning to end (*So he got worried... While he was inside... When he was getting tired...*). An adequate opening is present (*A child pelgrim was on the Mayflour...*). The closure, which makes the point that the pilgrims now have all the things they did not have when they were on the Mayflower, is also adequate (*But the ship stopped...Him and the others is thankful because Native americans helped them have fresh food, more clothes and happines*).

Furry Heroes  
Grade 3 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response**

Avery

Avery was a stray horse when she was very young a girl named Abby found her and decided to take care of her. Abby and Avery went outside to ride in the fields but one day Avery jumped over the fence and raced to the end of the street and stuck her head in a box full of glass she pulled out a kitten. The kitten was scratched on her leg and could not walk. Abby decided to keep the kitten and name it Spots because of its black and white spots. She also decided to put the story in the newspaper. The next day hundreds of people came to visit Avery and Spots. They stared in amazement at the two brave animals. They left at last then Avery and Abby went out on a ride. You can not believe what happened next Avery found another stray kitten stuck in a tree. Abby adopted the kitten and named it pumpkin because it was the color orange and was very plump. Avery took care of the kittens and slept with them in the barn stalls.

The next day they found Lucy and Mark they were found in a abandon house. Lucy and Mark were brother and sister they also took care of each other. Now Avery got several awards for finding stray kittens and taking care of them. They also made a fund raiser to save stray kittens .The fund raiser was called Brave Cats they raised more than a hundred dollars each week.

## SCORE POINT

## 4

The organization of the narrative is fully sustained and the focus is clear and maintained throughout. An effective plot about a horse that saves stray kittens provides a sense of unity and completeness. The setting is effectively established and characters are skillfully developed (*Avery stuck her head in a box full of glass...Avery took care of the kittens and slept with them in the barn stalls...Abby decided to keep the kitten...*). Consistent use of transitional strategies help convey a logical sequence of events (*...one day Avery jumped over the fence...the next day hundreds of people came to visit...Now Avery got several awards*). The opening effectively introduces the characters (*Avery was a stray horse when she was very young a girl named Abby found her and decided to take care of her*) and the closure effectively shows the culmination of the characters work saving kittens (*...they raised more than a hundred dollars each week*).

Pilgrims

Grade 3 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response**

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

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

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

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

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

Two months later, Jack and the other pilgrims were able to eat more than biscuits because of their new friends, the Native Americans. They taught Jack and the other pilgrims how to grow corn, barley and peas. The Native Americans also taught the pilgrims how to hunt for like birds and deer. The pilgrims found berries and fruits, and learned how to fish as well. By the time fall came around, the pilgrims realized they had much to be thankful for. They did not have pumpkin pie on the first Thanksgiving but there was fresh food. There was even enough food for the long, cold winter ahead of them. And there was lots and lots to be thankful for.

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

THE  
END!!!

**SCORE POINT****4**

The organization of the narrative is fully sustained and the focus is clear and maintained throughout. An effective plot about a boy's journey to the new world creates a sense of unity and completeness. The setting, divided between the boat and Plymouth, MA, is effectively established, and the characters are effectively developed (*He got on the boat complaining...He said with a loud booming voice...'Oh honey, have my jacket'*) The student uses a variety of transitional strategies, including dialogue, to move the plot forward and create a natural and logical sequence of events (*'Sincerely, that's the only thing we can eat'? Asked Jack. 'Yes'. Said his mother. 'But mom!' 'now stop complaining and eat your dinner!' 'O,ok'. 'Actually, that was pretty good' Said Jack*). An effective opening introduces the main character and the setting (*Jack Skeen started his long, boating but remarkable journey to the new world in sixteen twenty*). The effective closure of the narrative provides a sense of resolution for the characters by showing that they have achieved their goal of reaching the new world (*And there was lots and lots to be thankful for. So long story short. AND THEY LIVED HAPPILY EVER AFTER*).

Baseline Anchor Response 1

Furry Heroes  
Grade 3 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response**

Once upon a time there was a dog named Couper.He was a hero because he saved a seal named Kiki.This is how the story goes.

Once there was a dog named Couper he lived in the Artic with his owner Ashley.they always out for a morning walk.

One day they heard something,they folowed the noise.they found a baby seal they took it home and heeled it.

They named it kiki and they all lived happily ever after.

THE END

SCORE POINT

1

The narrative provides minimal elaboration. The student uses few details to elaborate on characters or setting, and events are vague (they found a baby seal they took it home and heeled it). There is limited use of narrative techniques (events are an unelaborated list). The response does not utilize sensory or concrete language to advance the narrative purpose. There is only a very limited attempt to imitate the style of a story (“Once upon a time...”, “They lived happily ever after”).

Grade 3  
Narrative - Development and Elaboration  
Sample 1-Point

Baseline Anchor Response 2

Furry Heroes  
Grade 3 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response**

One day i was walking my dog and their was a fire. my dog was pulling my shirt in the derection of the fire. So i let her go she ran in the building five minutes she came out with a five year old girl. The fireman helped her. My dog ran to me and i huged her .I was so proud of my dog.

SCORE POINT

**1**

The narrative provides minimal elaboration with few details, no dialogue, and little description. Experiences, characters, setting and events are vague because the student does not stop to elaborate (the narrative is mostly a list of events). The use of narrative techniques is minimal (*my dog was pulling my shirt in the derection of the fire*). There is little use of sensory or concrete language to advance the narrative purpose (*I was so proud of my dog*), and there is little awareness of a writing style.

Grade 3  
Narrative - Development and Elaboration  
Sample 1-Point

Baseline Anchor Response 3

Pilgrims

Grade 3 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response**

This is a story about a child that was cures. His name was Conrad. Then he herd about the Mayflower. and his uncul was going on it sohe ased if he could go and his parents said yes. So in a mouth he borded the ship. on his gorney he saw new animals and ohter cool stuff and that was good. But their was also bad things lick the food went bad, he didnt get to eat the nomal amout of food. But in 6 mouth they came to the new world.

SCORE POINT

1

The narrative provides minimal elaboration with few details and little description. The student uses simple language, experiences are “told” rather than “shown” (*he saw new animals and ohter cool stuff and that was good*), and narrative techniques are minimal (*the food went bad*). The student uses general rather than specific language to advance the plot (*a child that was cures... borded the ship*) and little awareness of style.

Grade 3  
Narrative - Development and Elaboration  
Sample 2-Point

Baseline Anchor Response 4

Pilgrims

Grade 3 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response**

They were on there way to the new world. There was like no space on the Mayflower. It was nice day out so Dave went out on deck and helped out by moping the deck he went near the eag of the deck he was moping **and** he almost fell over in to. But he cot his blnce. so when he was done he went down under the deck to play with one of the animal they brought with them. when he was done he went back up on deck and play with his friend named Greg they played cards, read books, and board games. In-tell it was time for dinner they had biscuits and dried vegetables they drank bear. When dinner was over it was time for bed the end.

SCORE POINT

2

The narrative provides cursory elaboration using partial and uneven details and description. Experiences, characters, setting and events are unevenly developed. However, the student does attempt some sentence-to-sentence elaboration of Dave mopping the deck. The student uses some details from the source materials (*had biscuits and dried vegetables*), but the narrative techniques used are uneven (the student provides details about what Dave and Greg did together, but the details are presented as a list, with no elaboration). There is partial use of concrete language to advance the purpose of the narrative (*he went near the eag of the deck he was moping and he almost fell over in to. But he cot his blnce*) and some attempt at creating a narrative style.

Furry Heroes  
Grade 3 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response**

Once there was a dog that cared for people and animals. The dog and his owner live in Irvine. The dog and his owner saved some animals like cats, dogs, birds, and other animals. Once they saved a family of robins in a burning tree. And they also saved a person from getting hit by a car.

But his owner Josh moved to Mexico. So the dog was all alone. The dog had to help many people alone now. So the dog did.

The dog had to live in the city road all alone. But the dog still helped save people and animals! The dog helped save 29 cats, 77 birds, 47 people, and 36 dogs. But the dog was still alone. So the dog just still helped.

And now all the 47 people he helped are telling everyone about the dog. And now everyone wants to keep him. But the dog didn't want other people to adopt him. And now the people are trying to take him. So they called him Jack.

The mayor said if the owner of the dog does not come tomorrow then there would be a raffle for Jack. And Jack did not want that. The next day his owner was coming to the raffle. When Josh got there he put his ticket in the raffle. When the mayor pulled out a ticket Josh one and was back together with his dog.

**SCORE POINT****2**

The narrative provides minimal elaboration using partial and some details and description. Experiences, characters, setting, and events are unevenly developed, with mostly listed elaboration (*But his owner Josh moved to Mexico... The dog had to help many people alone now... The dog helped save 29 cats, 77 birds, 47 people, and 36 dogs*). Narrative techniques are uneven with weak use of concrete language (*The dog and his owner saved some animals like cats, dogs, birds and other animals. Once they saved a family of robins in a burning tree*). There is an attempt to “sound like” a story, but because the story is a “telling” rather than “showing” the student is not entirely successful.

Furry Heroes  
Grade 3 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response**

Click clack! I was walking my brown dog at the pretty park. Then I herd a load noise. I wondered what it was. So, I was wondering around. Then, I found the noise. I tiptoed over there. I peeked over at it. A small little cat was there stuck in a hole. So, I thought what am I going to do? Then I came up with an idea! Why don't we pull. So we did. Pull and pull. Unforchanitly, it did not work. Next, we tried to call help. That did not work eather. Then, when I was looking around for something to use, then the next minuite I turned around. The cat was out of the hole! I thought, how can a dog get a cat out? Even if I can't. Then, I thanked my dog. So, next we thought where are we going to do with her? First, I thought to bring her to a shelter. But then I thought that she might have a honer. Next, I was looking for a poster that had a piture of her. But, I did not find a poster. Then, I thought why don't we keep her with us till she finds her honer. Finally, we stayed at the park and played together!

**SCORE POINT****2**

The narrative provides uneven elaboration using partial and uneven details and description. Experiences and characters are unevenly developed. The student provides some character development by allowing the audience to know the thoughts of the narrator (*So, I thought what am I going to do?... I thought, how can a dog get a cat out? Even if I can't*), but most of the experiences lack elaboration (*Next we tried to call help. That did not work eather... Next I was looking for a poster... But, I did not find a poster*). Narrative techniques are uneven, with some weak descriptions (*small little cat*) and some partial use of descriptive language (*I tiptoed over there. I peeked over at it*). There is some awareness of audience and style with the integration of onomatopoeia (*Click Clack!*) and internal dialogue (*I thought, how can a dog get a cat out?...*).

Pilgrims

Grade 3 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response**

Anny went on the Mayflower boat and the biggest problem was the food. Since there was no kitchen they had fireboxes, they were cooking with the firebox. They all took churns cooking. Anny had to wear the same dress for the whole trip. She had to eat sometimes cold food. They needed good weather because they needed the food dry and if they were cooking with the fireboxes then they need good weather also because if a spark fell down on the Mayflower boat then the whole boat will be burned when there is a storm then it means it is rough. After two months they landed in America and the Native Americans taught the Pilgrims how to hunt for birds and deer, also have to plant corn, barley, and peas, Anny and also the other rest found berries and fruits and learned how to fish. They also realized they had much thankful for.

**SCORE POINT****3**

The narrative provides adequate elaboration using details and description to develop the story of a girl's journey on the Mayflower. Experiences (*there was no kitchen...they were cooking with the firebox*), characters (*Anny had to wear the same dress for the whole trip*), setting (*on the Mayflower boat*), and events are adequately developed and connections to source materials contribute to the narrative (*Native Americans taught the Pilgrims how to hunt for birds and deer... to plant corn, barley and peas*). There is adequate use of narrative techniques, and specific details are connected with sentence-to-sentence elaboration (*they need good weather also because if a spark fell down on the Mayflower boat the whole boat will be burned...*) and concrete language (*they needed the food dry and if they were cooking with the fireboxes then they need good weather*) that generally advance the narrative. A generally appropriate, matter-of-fact (*the biggest problem was the food*) style is evident.

Furry Heroes  
Grade 3 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response**

Once upon a time there was a plain old horse named Marie. She loved to run fast and to practice jumping. She never thought her speed was fast enough to save someones life. But one day Marie herded someone yelling for help.

Marie ran as fast as she could to were she herded the person yelling. When she got to a tree she stopped and looked around but didn't see any animals. Then she looked up and saw a kitten up in a tree. Marie asked how she got up there.

The kitten said she was walking and saw a dog the dog saw her and started running after her. When she got to a tree and remember that dogs can't climb so she stared to climb. But when the dog got to the tree he didn't see her. He looked and he looked but couldn't find her so then he ran back to were he belonged.

So then she tried to get down and she couldn't. So then she just called for help.

**SCORE POINT****3**

The narrative provides adequate elaboration using details and description to develop the story of a horse that saves a kitten. Experiences, characters (*a plain old horse named Marie. She loved to run fast and to practice jumping*), and events are adequately developed. There is adequate use of narrative techniques including some foreshadowing in the first paragraph (*She never thought her speed was fast enough to save someones life*). There is adequate use of sensory and concrete language (*Marie ran as fast as she could to were she herded the person yelling*) and a generally appropriate style is evident.

Pilgrims

Grade 3 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response**

Going to the "new world" was an epic journey. I managed to get through it. Our first day was difficult. It was NOTHING like I imaged. Traveling with 66 people was not easy.

There was NO private rooms! Most of the time I couldn't find my mom or dad. I wish there was a sort of container that could freeze the food so it won't go bad. There was this food called "ship's biscuits" that we ate. Once I bit it my teeth started bleeding.

It was so crowded I had to sleep at the bottom of the ship. There wasn't enough water so I had to find something else to drink. One time I stepped in a hole in the ship. It was stuck for the rest of the day. I feel frightened once I see a spider on the ship.

I have no idea how I did it but I made it. I NEVER want YOU to go on a trip like that ever. But if you do, watch out for the holes.

**SCORE POINT****3**

The narrative provides adequate elaboration using details and description. Experiences (*It was so crowded I had to sleep at the bottom of the ship*), characters, setting, and events are adequately developed, and connections to the source materials contribute to the narrative (*...this food called 'ship's biscuits'... There wasn't enough water so I had to find something else to drink*). Narrative techniques are adequately used to generally illustrate the experience (*Once I bit it my teeth started bleeding*), and there is adequate use of descriptive language (*I feel frightened once I see a spider*). There is a distinctive sense of style. The reader can hear the voice through repeated use of caps and subjective reactions to conditions on the ship (*I NEVER want YOU to go on a trip like that ever. But if you do, watch out for the holes*).

Pilgrims

Grade 3 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response**

In 1620 hundreds of people got on a ship called the Mayflower. They were going to travel to a new world. Everyone had to cook tons of food and get there families and the animals on board. They were going to be on board for a long time. Nobody liked it but they were already 56 miles from there old home. Lots of people got sea sick or screamed when the boat moved suddenly. There were only 4 people that didnt do any of this stuff and they were kids! When the boat moved suddenly they put there hands in the air and yelled WOOOOHOOOO!!!!!!!!!!!! 2 months past and everyone was happy to get off the ship. They landed in a new world. But there was a few problems. They landed in the new place during winter! They had to look for food but it wasnt easy. They meet Native Americans and they help eachother so they can survive. When spring comes the pilgrims learn how to plant corn, peas, and they learn how to hunt for birds and deer. They even learn how to fish! When fall came there was plenty of food for everyone and they had a big feast.

**SCORE POINT****3**

The narrative provides adequate elaboration using details and description. Experiences (*They meet Native Americans and they help each other so they can survive*), setting, and events are adequately developed, and connections to the source materials contribute to the narrative (*They were going to be on board for a long time...2 months past...When spring comes the pilgrims learn how to plant corn, peas and they learn how to hunt for birds and deer*). The response makes adequate use of narrative techniques (*Lots of people got sea sick or screamed when the boat moved suddenly*) and descriptive language (*When the boat moved suddenly they put there hands in the air and yelled WOOOOHOOOO!!!!!!!!!!!!*). A generally appropriate style is evident.

**Baseline Anchor Response 11**

Furry Heroes  
Grade 3 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

Response	Avery
	<p>Avery was a stray horse when she was very young a girl named Abby found her and decided to take care of her. Abby and Avery went outside to ride in the fields but one day Avery jumped over the fence and raced to the end of the street and stuck her head in a box full of glass she pulled out a kitten. The kitten was scratched on her leg and could not walk. Abby decided to keep the kitten and name it Spots because of it's black and white spots. She also decided to put the story in the newspaper. The next day hundreds of people came to visit Avery and Spots. They stared in amazement at the two brave animals. They left at last then Avery and Abby went out on a ride. You can not believe what happened next Avery found another stray kitten stuck in a tree. Abby adopted the kitten and named it pumpkin because it was the color orange and was very plump. Avery took care of the kittens and slept with them in the barn stalls.</p> <p>The next day they found Lucy and Mark they were found in a abandon house. Lucy and Mark were brother and sister they also took care of each other. Now Avery got several awards for finding stray kittens and taking care of them. They also made a fund raiser to save stray kittens .The fund raiser was called Brave Cats they raised more than a hundred dollars each week.</p>

**SCORE POINT** 4

The narrative provides thorough, effective elaboration using relevant details and description. Experiences (*Abby decided to keep the kitten and name it Spots*), characters (*Avery took care of the kittens and slept with them in the barn*), and events are clearly developed. The narrative uses the source materials to guide the story (the story of Avery and Abby closely parallels the source materials that describe a dog that rescues kittens and its owner who keeps the kittens and starts a fund to help cats). The student uses narrative techniques such as description to illustrate the experience (*...Avery jumped over the fence and raced to the end of the street...*) and descriptive language that clearly advances the purpose (*...named it pumpkin because it was the color orange and was very plump*). The narrative is enhanced by an effective, appropriate style that conveys the heroism of Avery.

Grade 3  
Narrative - Development and Elaboration  
Sample 4-Point

Baseline Anchor Response 12

Furry Heroes  
Grade 3 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response**

Once there was a hamster thats name was Thorn.Thorn was just adopted by his new owner,Max.Max was only 7 and Thorn was only 9.Now thorn got his name a week ago.Max didn't name his hamster Thorn for nothing.

About a week ago Max and his family went for a walk on the park.They were all having a really good time and they wanted to play a game.Max yelled his favorite game out loud.SHURRAIDS!!! He yelled.Max dicided he should go first because it was his idea.He stuck his tonge out,started spinning in circles and puffed his cheacks up.

His family started guessing a tornado!,A clown! Max spun and spun until he got super close to plant he was alirgic to! Thorn quickly ran as fast as he could.He ran right behind Max pushing him away from the plant. He didn't care if a leaf thorn was pushing into his body,he just kept on pushing he finally got Max away from the plant.

Max didn't now what to name his hamster but now he has the perfect name.

SCORE POINT

4

The narrative provides thorough, effective elaboration using relevant details and description to develop the story of how Thorn the hamster got his name. Experiences (*They were all having a really good time and they wanted to play a game*), characters (*He didn't care if a leaf thorn was pushing into his body...*), and events are clearly developed. The response uses a variety of narrative techniques including description (*Max spun and spun until he got super close to plant he was alirgic to*) and foreshadowing (*Max didn't name his hamster Thorn for nothing*) to illustrate the experience. The writer effectively uses descriptive language (*He stuck his tonge out, started spinning in circles and puffed his cheacks up*) that clearly advances the purpose and an effective, appropriate style that leads to the resolution of how Thorn got his name.

Pilgrims

Grade 3 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response**

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

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

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

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

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

Two months later, Jack and the other pilgrims were able to eat more than biscuits because of their new friends, the Native Americans. They taught Jack and the other pilgrims how to grow corn, barley and peas. The Native Americans also taught the pilgrims how to hunt for like birds and deer. The pilgrims found berries and fruits, and learned how to fish as well. By the time fall came around, the pilgrims realized they had much to be thankful for. They did not have pumpkin pie on the first Thanksgiving but there was fresh food. There was even enough food for the long, cold winter ahead of them. And there was lots and lots to be thankful for.

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

THE  
END!!!

**SCORE POINT****4**

The narrative provides thorough, effective elaboration using relevant details, dialogue, and description. Experiences (...some times they ate the food that went bad except the passengers could not taste it because the men who cooked and handed the food out put spices on them to cover it up), characters ('Sincerely, that's the only thing we can eat'? Asked Jack. 'Yes'. Said his mother. 'But mom!' 'now stop complaining and eat your dinner!' 'O,ok'), setting and events are clearly developed. Connections to the source materials enhance the narrative (Two months after the passengers left... they reached the new world... 'b,brrr,m,m,mom its so, cold'. Wimped Jack). The writer effectively uses dialogue as a narrative technique to advance the story ('Oh great, I'm stuck in a ship, have to ask the captain where the bathroom is and can't eat anything for like 3 hours, just great') and effectively uses descriptive language (He said with a loud booming voice... Shrieked Jack a little scared). There is an effective, appropriate style that enhances the narrative (the writer uses dialogue to provide the audience with insight into characters and events).

## Baseline Anchor Response 1

Bats

Grade 3 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response**

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

**SCORE POINT****0**

This response demonstrates little command of conventions. There is a variety of basic errors, including grammar usage (determiners and plural nouns: *bat make a eco*, *Bat help farmers*), and spelling (*cope*, *nigt*, *lisin*, *fare*). The proportion of errors to the amount of writing done well is significant.

Baseline Anchor Response 2

Pilgrims

Grade 3 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response**

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

**SCORE POINT**

0

This response demonstrates little command of conventions. The proportion of errors to the amount of writing done well in this brief response is significant. There is a variety of basic errors including punctuation (misplaced period, missing end period), capitalization (failing to capitalize the first word in the third sentence, the name of the ship and the holiday), and spelling (*fand*, *treky*, *allong*).

Baseline Anchor Response 3

Pilgrims  
Grade 3 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response**

ounce it was a little pilgrim he was makeing his journey on the maflower butit was not easy going across the sea and learning how to live finding food was hard he thout traveing across the sea souned fun but it was not getting to his new home wasn` t easy traveling in a ship may not seem hard pepole today are adle to travl quickly

**SCORE POINT**

0

This response demonstrates little command of conventions. There is a variety of basic errors in this brief response, including sentence formation (one long run-on sentence), punctuation (none, except for one correct contraction), capitalization (not capitalizing the first word in the response and the name of the ship), grammar usage (*ounce it was a little pilgrim*), and spelling (*pepole, makeing, souned*).

Baseline Anchor Response 4

Pilgrims  
Grade 3 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response**

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

SCORE POINT

1

This brief response demonstrates a partial command of conventions. There is limited use of correct sentence formation (*The were dieing when they got of the ship it was sad*) and spelling (*arond, on, The*). However, grammar usage, punctuation and capitalization are adequate.

## Baseline Anchor Response 5

Furry Heroes  
Grade 3 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response**

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

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

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

**SCORE POINT****1**

This response demonstrates a partial command of conventions with some variety. There is limited use of correct sentence formation (*I let go of the liesh my dog ran as fast he could and went inside the bulding*), grammar usage (*He still see the first cat, he rescus animal and humen in need*), and spelling (*windo, waking, moth*). However, punctuation and most capitalization are adequate in this lengthier response.

## Baseline Anchor Response 6

Pilgrims

Grade 3 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response**

the pilgrims

In the life of a pilgrim was pretty rough . Alot of them had to face new things , like moving somewere diffrant and living there friends behind . When they got on the boat there wasnt alot of food to eat . All of there food was dry and and it probly would have had mold on it , but they still ate it . It was the only thing they had . They couldn't throw it away like us they just put spices on it for the bad taste to go away . Alot of people would get sick from the water they drinked so they stoped drinking that water . Finally they arrived were they were going , but they arrived in winter . Since it was winter it was hard for them to plant food , or find some food . After winter was over they met some native americans and they helped them plant and fish for food . So they all lived better then they did befour .

**SCORE POINT****1**

This response demonstrates a partial command of conventions. There is some variety of errors, but the errors are neither dense nor severe. There is adequate use of capitalization, and most of the punctuation is correct. However, there are a few errors in sentence formation (*In the life of a pilgrim was pretty rough*), grammar usage (*drinked*), and spelling (*stoped, befour, living, alot*).

Baseline Anchor Response 7

Inventions  
Grade 3 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response**

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

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

SCORE POINT

2

This response demonstrates an adequate command of conventions. Though the response is brief, there are very few errors for the amount of writing present. Sentence formation, punctuation, spelling, and grammar usage are all adequate, and there is only one capitalization error (*rover*).

## Baseline Anchor Response 8

Astronauts  
Grade 3 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response**

First, I would like to be astronaut when I grow up. But it would take a long time to be an astronaut. It would awesome to go on the moon. I would not want to go in space because I do not want to get sick. I wonder how hard is training? I wounder how long astronauts have to stay in space? I wounder if jars come open easily in space? I wounder what astronauts eat before they take off. I wounder if it is safe in space? I wounder how many people work as an astronaut?

Next, you would have to have lots of training to be an astronaut. Probably a year for just classes. I would be scared to go in space the first time. You would have to eat right. I wounder how long you have to excise for every day.

Middle, I would excise for a hour to go in space. I would eat fruits and veggies if I was an astronaut. I would be healthy and strong. I would not go up in space. It would be fun to be underwater astronaut. I would not like to get sick in space. I can not believe that you are wait less in space. I wounder how long you can stay in space? I wish i can live in space forever. That would be cool.

End, I would love to be astronaut but it looks to hard. I would like to see the moon. It would be fun to be astronaut. I hope my friends will join me. I could see lots of different planets in a video.

**SCORE POINT****2**

This response demonstrates an adequate command of conventions. There are few errors for the amount of writing present in this lengthier response. There are no grade-level errors in sentence formation, and only one capitalization error (failing to capitalize I in the third paragraph). Some errors are present in grammar usage (*like to be astronaut, for a hour*), spelling (*wounder, excise*), and punctuation (missing a few end of sentence question marks).

## Baseline Anchor Response 9

Pilgrims

Grade 3 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response**

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

**SCORE POINT****2**

This response demonstrates an adequate command of conventions. There are few errors for the amount of writing present in this lengthier response. In sentence formation there are two run-on sentences, one punctuation error (*pilgrims houses*), two grammar usage errors (*maybe sound fun*, *more hungrier*), and two capitalization errors (*pilgrim*, *rose*).

Appendix A provides the grade-level convention charts used during scoring.

## Grade 6 Explanatory Performance Task Full Writes

The following sixth grade explanatory rubrics and baseline anchor set are used to anchor the scoring of student responses written to explanatory tasks at grade 6. Each scoring sample is scored for three traits: organization/purpose (4 points possible), evidence/elaboration (4 points possible), and conventions (2 points possible).

		Organization/Purpose Grade 6 Explanatory Description
<b>Organization/Purpose</b>	<b>4</b>	<p><b>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is fully sustained between and within paragraphs. The response is consistently and purposefully focused:</b></p> <ul style="list-style-type: none"> <li>• thesis/controlling idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose and audience</li> <li>• consistent use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>• effective introduction and conclusion</li> <li>• logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety</li> </ul>
	<b>3</b>	<p><b>The response has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. The organization is adequately sustained between and within paragraphs. The response is generally focused:</b></p> <ul style="list-style-type: none"> <li>• thesis/controlling idea of a topic is clear, and the focus is mostly maintained for the purpose and audience</li> <li>• adequate use of transitional strategies with some variety to clarify the relationships between and among ideas</li> <li>• adequate introduction and conclusion</li> <li>• adequate progression of ideas from beginning to end; adequate connections between and among ideas</li> </ul>
	<b>2</b>	<p><b>The response has an inconsistent organizational structure. Some flaws are evident, and some ideas may be loosely connected. The organization is somewhat sustained between and within paragraphs. The response may have a minor drift in focus:</b></p> <ul style="list-style-type: none"> <li>• thesis/controlling idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience</li> <li>• inconsistent use of transitional strategies and/or little variety</li> <li>• introduction or conclusion, if present, may be weak</li> <li>• uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas</li> </ul>
	<b>1</b>	<p><b>The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:</b></p> <ul style="list-style-type: none"> <li>• thesis/controlling idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience</li> <li>• few or no transitional strategies are evident</li> <li>• introduction and/or conclusion may be missing</li> <li>• frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression</li> </ul>
	<b>NS</b>	<ul style="list-style-type: none"> <li>• Insufficient (includes copied text)</li> <li>• In a language other than English</li> </ul>

	<ul style="list-style-type: none"> <li>• Off-topic</li> <li>• Off-purpose</li> </ul>
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	Score	Evidence/Elaboration Grade 6 Explanatory Description
<b>Evidence/Elaboration</b>	<b>4</b>	<p><b>The response provides thorough elaboration of the support/evidence for the thesis/controlling idea that includes the effective use of source material. The response clearly and effectively develops ideas, using precise language:</b></p> <ul style="list-style-type: none"> <li>• comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific</li> <li>• clear citations or attribution to source material</li> <li>• effective use of a variety of elaborative techniques*</li> <li>• vocabulary is clearly appropriate for the audience and purpose</li> <li>• effective, appropriate style enhances content</li> </ul>
	<b>3</b>	<p><b>The response provides adequate elaboration of the support/evidence for the thesis/controlling idea that includes the use of source material. The response adequately develops ideas, employing a mix of precise and more general language:</b></p> <ul style="list-style-type: none"> <li>• adequate evidence (facts and details) from the source material is integrated and relevant, yet may be general</li> <li>• adequate use of citations or attribution to source material</li> <li>• adequate use of some elaborative techniques*</li> <li>• vocabulary is generally appropriate for the audience and purpose</li> <li>• generally appropriate style is evident</li> </ul>
	<b>2</b>	<p><b>The response provides uneven, cursory elaboration of the support/evidence for the thesis/controlling idea that includes uneven or limited use of source material. The response develops ideas unevenly, using simplistic language:</b></p> <ul style="list-style-type: none"> <li>• some evidence (facts and details) from the source material may be weakly integrated, imprecise, repetitive, vague, and/or copied</li> <li>• weak use of citations or attribution to source material</li> <li>• weak or uneven use of elaborative techniques*; development may consist primarily of source summary</li> <li>• vocabulary use is uneven or somewhat ineffective for the audience and purpose</li> <li>• inconsistent or weak attempt to create appropriate style</li> </ul>
	<b>1</b>	<p><b>The response provides minimal elaboration of the support/evidence for the thesis/controlling idea that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:</b></p> <ul style="list-style-type: none"> <li>• evidence (facts and details) from the source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied</li> <li>• insufficient use of citations or attribution to source material</li> <li>• minimal, if any, use of elaborative techniques*</li> <li>• vocabulary is limited or ineffective for the audience and purpose</li> <li>• little or no evidence of appropriate style</li> </ul>
	<b>NS</b>	<ul style="list-style-type: none"> <li>• Insufficient (includes copied text)</li> <li>• In a language other than English</li> <li>• Off-topic</li> <li>• Off-purpose</li> </ul>

\*Elaborative techniques may include the use of personal experiences that support the controlling idea.

	Score	Conventions Grade 6 Explanatory Description
<b>Conventions</b>	<b>2</b>	<p><b>The response demonstrates an adequate command of conventions:</b></p> <ul style="list-style-type: none"> <li>adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>
	<b>1</b>	<p><b>The response demonstrates a partial command of conventions:</b></p> <ul style="list-style-type: none"> <li>limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>
	<b>0</b>	<p><b>The response demonstrates little or no command of conventions:</b></p> <ul style="list-style-type: none"> <li>infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>
	<b>NS</b>	<ul style="list-style-type: none"> <li>Insufficient (includes copied text)</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Off-purpose</li> </ul>

Conventions are scored holistically per grade-level CCSS expectations considering the following guidelines:

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

Appendix A provides the grade-level convention charts used during scoring.

Baseline Anchor Response 1

MARTIAL ARTS

Grade 6 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response** Pretend that your school wants to have a Martial Art class/classes here are some different types of Martial arts : Taekwondo,Kung Fu, and Aikido. One way the leadership team could figure how to make it work is by having a avote of who wants to have a Martial Art class/classes. Or you could just have the people that want do the class/classes.On the other hand they could wrirote out a sign up sheet so the people who want do the can just sign up and also write down the type of Martial Arts they want to do. Plus if one the classes for example Kung Fu gets full we could make another class seperate so the kids can have the class they want and get stuck in a class they don't like.

SCORE POINT

1

The response has little discernible organizational structure. Although the response is related to the topic, it has problems maintaining focus. The response begins by suggesting the reader pretend that the school wants to offer martial arts classes. The response then identifies the different varieties of martial arts as if each is going to be explained in the response. It then focuses, however, on the process of and troubleshooting for putting the classes in place (*by having avote*). Few transitional strategies are evident (*Or, On the other hand, Plus*), but the ideas on how to get student input or judge student interest in martial arts are randomly ordered. A one-sentence introduction (*Pretend that your school wants to have Martial Art . . .*) is present, and there is no conclusion. When considered holistically, this response receives a score of 1 for Organization/Purpose.

Note regarding citations or attributions to source material: The Pilot Test full-write task instructions did not direct students to reference their sources by name or number as do the Field Test task instructions.

## Baseline Anchor Response 2

## MARTIAL ARTS

Grade 6 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response** The three main types of Martial Arts are very exciting and can teach you several lessons, strategies, and techniques. These martial arts can prove to be very difficult, but many people say it is a good way to relax your mind and relieve yourself of stress.

Several people have practiced these forms, and have found it very reliable. It is now practiced throughout the world like any other sport.

Truly, these forms of Martial Arts are very helpful, and are often recommended to people who have a lot of stress in their lives. To sum up, taekwondo, kung fu, and aikido are very good ways to spend your time with when you have nothing to do.

## SCORE POINT

1

This brief response has little discernible organizational structure. The response begins by identifying a few advantages in adding martial arts to the curriculum (*very exciting, can teach you . . . lessons, strategies, and techniques . . . relax your mind*), but then moves, without transition, to a new idea about how many martial arts and where these martial arts are practiced. Each of these ideas can be reordered without affecting meaning. There are some simple attempts at transitions (*Truly, To sum up*). The introduction and conclusion are very brief and do little to help the reader follow the essay. Taken as a whole, this response represents a score of 1 for Organization/Purpose..

Note regarding citations or attributions to source material: The Pilot Test full-write task instructions did not direct students to reference their sources by name or number as do the Field Test task instructions.

## Baseline Anchor Response 3

## USING THE INTERNET WISELY

Grade 6 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response** Once we get on the computers, everyone should be careful when you research about the information. There are a few things to do to make sure that the websites you are on give you accurate, and useful information. When you are looking for websites to get information from, you probably want to look at the websites that end with .edu or .gov because those websites are well managed and most of the time, accurate information. Usually they don't have that many ads either to try and sell you things.

If you aren't able to find any that end with .edu or .gov then you have to look at the websites that end in .com These sites aren't as reliable as the others because anyone, anywhere could make a website like that. So when you are on a .com website, try and find where the date was when it was last edited to make sure the information is correct. If you can't then you should probably look for a different website. These websites can be good, but some are not. So make sure you find the right website for you!

## SCORE POINT

1

The response has little discernible organizational structure. This response begins with a weak thesis (*Once we get on the computers, everyone should be careful when you research about the information. There are a few things to do to make sure that the websites you are on give you accurate, and useful information*). A progression of ideas is present from explaining where to find accurate information (. . . with .edu or .gov) to having to use a .com website. An embedded transition is used effectively to step through the information (*Usually they don't have that many ads either . . .*). Other basic transitions help connect ideas (*So . . . , If you can't then . . .*). Although there is connectivity between ideas, this response is not sufficiently sustained to receive more than a 1 for Organization/Purpose.

Note regarding citations or attributions to source material: The Pilot Test full-write task instructions did not direct students to reference their sources by name or number as do the Field Test task instructions.

## IMMIGRATION

Grade 6 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response** Times are sometimes hard for people, so they might have to move to a better place. There are pushes, features of life that make people want to leave their homes. There are also pulls, features of life that attract people to a new place. things like the gold rush attracted people to America from there old town that may have had some pushes.

In the 1800's many people came to america when their was many new technology. Most of the peole were from Ireland, because crops had failed and they were so desperate they came during the Civil War. People from other places in Europe also came because they couldn't find jobs or house. Other people came for religious freedom or lower birthing rates.

Later in the 1800's industry grew and many more people came to America. New transportation has been mad to make it more convenient for traveling. Now it is much easier for people to move to America. They could take a train to another method of transportation to get to America. The printing press was also invented at that time to print inexpensive books and newspapers, so that opened up a job opportunity for someone that is looking for a job. Also in 1844 someone invented the telegraph and in 1876 they had invented the telephone. Now the people in America can keep in touch with their family back at their home town.

In 1848 gold was discovered in California, so that brought even more people to America. More than 70,000 people came to search for gold which brought the population up much higher. Many people have moved to America for many different reasons, and now Ameirica has close to the highest population out of all of the counries.

## SCORE POINT

## 2

The response has an inconsistent organizational structure with evident flaws. The controlling idea of the piece is that “[t]imes are sometimes hard for people, so they might have to move to a better place.” The reader is left to determine what the connection is to “pushes” and “pulls.” The first body paragraph introduces new technology as a driving force for “pulling” immigrants to America, but then lists a few “pushes” that are unrelated to technology (. . . *crops had failed and . . . Civil War . . .*). The response finishes with an extremely weak conclusion. Holistically, the response receives a score of 2 for Organization/Purpose.

Note regarding citations or attributions to source material: The Pilot Test full-write task instructions did not direct students to reference their sources by name or number as do the Field Test task instructions.

## USING THE INTERNET WISELY

Grade 6 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response**

I am a member of the technology club. Using the new computers will be very fun and interesting. You are going to need to know some basic facts. Also I am going to tell you risk and responsibilities.

You must know what sites to use and how to use them. Some sites like .edu are used for schools, org. is used for organization, .museum or .lib are used for museums and libraries and .com is used for commercials. Some sites can not be perfect and can have mistakes. Make sure you type address in correctly and check after you finish. Sometimes websites can be boring and if they are go look for a better one that interests you. This site .gov is made from the government and kids should should use it mostly. It better to check when the site was last updated and see who made it and see if u can ask question to the author. You must know these thing for research.

When you start using technology its best to know what the information is based on in the sources. You must know what is appropriate to use. Also you must decide what to install so you won't damage you computer. Make sure no one knows your passwords, address, or phone number. If you feel like something does not feel right you must tell parent or guardian. Make smart decisions and don't do anything wrong. Always know whats best when you start using technology.

When using Internet for school work or reports you must know this responsibilities. Sometimes internet can be useful but sometimes it can't. People that make the website can tell false thing or be wrong. There are many other ways to find out more things. Like using a book, or encyclopedia. Always check when you are researching know when it was last updated, where information came from, most important know who it came from. When you use internet for school reports know what responsibilities.

I am a member of technology club. Using new computers will be fun. Still you must know all these risk and responsibilities. Also know how to stay safe and be alert. All these thing are what you need to know about using new computers.

## SCORE POINT

## 2

The response has an inconsistent organizational structure with evident flaws. The response is adequately sustained, however. The response begins with a simple introduction describing the writer's background and the two types of consideration the writer feels are relevant to safe Internet usage (*basic facts, risks and responsibilities*). The first paragraph begins adequately, with a topic sentence indicating that the writer will discuss the types of sites and how to use those sites, followed by a random list of ideas that tracks that road map. A brief concluding sentence (*You must know these thing for research*) adequately concludes this paragraph. The second paragraph, however, is not organized as well. The lack of a clear topic sentence leaves the reader guessing whether these are the "risks" that were foreshadowed in the opening. No variety in transitional strategies is present and the conclusion merely repeats the ideas presented in the introduction. The uneven progression of ideas from beginning to end and the lack of clarity result in a holistic Organization/Purpose score of 2 for this response.

Note regarding citations or attributions to source material: The Pilot Test full-write task instructions did not direct students to reference their sources by name or number as do the Field Test task instructions.

## IMMIGRATION

Grade 6 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response**

Party in the U.S.A.

Many immigrants came to the United States in the 1800s, but why? They came because of pushes and pulls, or things that forced them to come, and things that lured them into coming. The pushes and pulls include harsh conditions and the finding of gold. Lots of immigrants came to the United States for these reasons!

One push reason causing immigrants to come to the United States were caused by of harsh conditions in Europe. Russian Jews left to escape "organized violent attacks." Italians went through harsh farming losses due to lower prices. Even the tradition of giving the land to the first baby boy was a mistake, since it left younger siblings landless! Hungarians, Greeks, Poles, Portuguese, and Armenians also moved, hoping to make a new life for themselves and their families in the United States. Europeans experience harsh conditions in the 1800s.

A pull reason that attracted people was gold. After gold was discovered in 1848 by John Sutter, it attracted huge amounts of immigrants. 70,000 hopeful adventurers came to California in 1849, and 325 of those men were from China. More and more Chinese came as the years went by, hoping to strike rich. Due to this event, by the 1870s, there were almost 65,000 Chinese in the U.S. What makes it even more amazing is the fact that there were only 2,716 in 1851. Gold clearly attracted immigrants.

As you can see, immigrants settled in the United States by pushes and pulls. The Europeans were forced to by harsh conditions, while the Chinese were attracted by the chance of sudden wealth. People in the United States need to be thankful for these events, for without them, where would we be without them?

## SCORE POINT

## 3

The response has an evident organizational structure and a sense of completeness. The response is adequately sustained and clearly focused. The response begins with an adequate introduction, using a rhetorical question that invites the reader to consider the “*pushes*” and “*pulls*” that *forced* and *lured* immigrants to America. The response maintains a clear focus on these concepts throughout, using them to adequately organize the response. Adequate transitions are used between paragraphs (*One push reason . . . A pull reason . . . As you can see*) and internally (*Even the tradition . . . Due to this event . . . What makes it even more amazing . . .*). Holistically, this response receives a score of 3 in Organization/Purpose.

Note regarding citations or attributions to source material: The Pilot Test full-write task instructions did not direct students to reference their sources by name or number as do the Field Test task instructions.

## USING THE INTERNET WISELY

Grade 6 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response** When you are on the internet you have to be careful, and the best way to be careful on the internet is by spotting the dots and making sure it's a website about what you're researching. Also make sure to keep private information to yourself and not on the internet. When you're writing a report for school make sure to look who put the information on the website. Here is some more information on how to spot the dots on a website, and how to write it down.

Different websites have different dots and one dot can be more important than another. The .gov is a type of dot that leads to a website that was made by the government, these websites are the safest and the ones with the best and most information. Another dot is the .edu dot. This dot is full of sites made from schools and universities resources found on these sites are usually carefully researched and checked; they can be fun sometimes and still have some information. The dot that isn't as reliable as the others is the .com dot. These websites can be made by anyone. Some websites on that dot can be reliable and some can't. These are just some dots on the internet, but there are still tons of them out there.

Another way is by making sure you don't put personal information on the internet. Keep personal information private, and not to people that aren't your parents. Don't put any passwords, addresses, bank accounts (if you have one), phone numbers, or names (if you don't know them). Giving this stuff away is like giving control of your life, and everything you own. The internet is a little bit secure, but there's still bad things and some bad people out there and by giving them your personal information they can use it against you. This is why you have to be careful about what you put out there.

When you are doing a school report on a computer you should always make sure who wrote the site you're on. Check to see if the person who made the site is an expert on the subject that you're looking for. Also ask yourself if the information in the website is in a book if you look it up in one. One more thing is that you should make sure that this person is serious about the subject and isn't pulling a prank on people by just putting random stuff that isn't real. Checking these things can help find a good source for your school report.

The best and the safest way to go on the internet is by spotting the dots and making sure it's about the subject. Keeping personal information to yourself. Also

by checking who put the information on the website. These tips can help you be safer on the internet and can help better understand how to look up things.

**SCORE POINT****3**

The response has an evident organizational structure and a sense of completeness. The response is adequately sustained and generally focused. The writer begins by adequately identifying three keys to Internet safety: *spotting the dots*, identifying the website author, and protecting personal information. These ideas are adequately used as topic sentences for the body paragraphs. The first body paragraph identifies three “dot” types, *.gov*, *.edu*, and *.com*, followed by a comment regarding each. Although this structure is formulaic, the transition to the *.com* characterization clarifies the connection for the reader (*The dot that isn't as reliable as the others is the .com dot*). The second paragraph adequately progresses from identifying the type of personal information that one needs to be careful with to the ramifications of carelessness with this type of information. A brief sentence summarizing this paragraph (*This is way you have to be careful about what you put out there*) is used to adequately transition to the next paragraph. The third paragraph uses functional internal transitions (*Also, . . . One more thing . . .*) to list reasons why one needs to know the source of the information on a website. Once again, the writer uses an adequate concluding sentence to complete this paragraph. Although functional, the conclusion does nothing more than mirror the introduction. Adequate transitional strategies and progression of ideas from beginning to end result in a holistic Organization/Purpose score of 3 for this response.

Note regarding citations or attributions to source material: The Pilot Test full-write task instructions did not direct students to reference their sources by name or number as do the Field Test task instructions.

## IMMIGRATION

Grade 6 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response**

Over 60 million people came to the United States between 1860 and 1910. These people came because of hardships in their country, opportunities in America, and of America's modern technology. The United States is a country that many people immigrated to and this is why.

Many people immigrated to the United States because of hardships. For example, Russian Jews came from Russia to escape prejudice and persecution, in the form of violent attacks. These people came to America to be safe from harm. In addition, Southern Italians suffered from high birth rates, since the tradition was to give land to their first born son, it left many people's children landless. These people came to America for their children to have a better life. Also, many Europeans came to America to escape conflict and poverty brought on by over crowding. These people came to America to have a better life for themselves and their children. This is the many hardships immigrants faced before they came to America.

In addition to hardships, many people came to America because of opportunities. To show this, people came to America for jobs. Many Europeans came to America to find work, since over crowding in Europe led to job "shortages". Furthermore, people came to America to avoid hunger. A food shortage in Ireland killed 1 million people from starvation. People used that as a wake up call to move to a better place with more food. Finally, people saw an opportunity in resources. People packed up their belongings and came to America for more resources for them and their families. A great number of people immigrated to America because of opportunities.

Finally, people immigrated to America because of the new technology in America. For example, from 1860 to 1910 over 200,000 miles of railroad tracks were laid across America which meant for easy travel. In addition to railroad tracks, over 2,200 newspapers were delivered daily from 1860 to 1910. People found that new technology and the printing press made it easier to get news in America. Lastly, people came to America because of the new technology in factories. Jobs were needed in these factories and immigrants were ready to work. People came to America to get their hands on this new technology.

In conclusion, many immigrants came to the United States between 1860 and 1910. The hardships in their own countries "pushed" them here, the opportunities

and new technology "pulled" immigrants to come live in America. America was a very promising country to the people between 1860 and 1910.

**SCORE POINT****4**

The response has a clear and effective organizational structure, creating a sense of unity and completeness. It is fully sustained, and consistently and purposefully focused. The opening paragraph begins with a sharp and effective thesis (*These people came because of hardships in their country, opportunities in America, and of Americas modern technology.*). Although functional transitions are present between and within paragraphs throughout this response, transitions are weak at times (*Also, Finally, Lastly*). There is a logical progression of ideas from beginning to end from the hardships faced by immigrants in paragraph one to the opportunities to overcome these hardships in paragraph two to the new technology in America in paragraph three. The conclusion goes beyond simply restating the information in the introduction by using the “push” and “pull” concepts from the source material to synthesize the ideas, and, in total, the response receives a score of 4 for Organization/Purpose.

Note regarding citations or attributions to source material: The Pilot Test full-write task instructions did not direct students to reference their sources by name or number as do the Field Test task instructions.

USING THE INTERNET WISELY

Grade 6 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response**

The internet is a place where friends and family can connect, and you can make new friends off of social networking sites. The internet is huge though, so you need yo make good decisions on the sites you decide to visit. Some may seem inviting when you type something up in the search engine, but when you actually go to the site, it may seem like one huge ad. There are many different ways to judge a site to see if you should continue there, and you should know them. You want to steer clear of those sites that are just a way for the site creator to make money. Here are some tips you can use to judge a site.

Many sites may seem good enough, but when you delve into the facts, you will see how the site is unreliable and you should stay away. One good way to find that out is by looking at the site's URL. The URL is the thing at the top of the screen which says which site you are at, and it should say something like <http://www.website.something>, and you can find many things from whats after the dot at the end. Sites that end in .edu are from schools and universities, and normally very well made and fun to go through. Sites that end in .museum or .lib are sites made by a museum or library, respectively, and each are informative. Sites that end in .org are formed by an organization and are very reliable. The sites that end in .com are the ones you should be careful of. Some may be good, but anyone can set up a .com site, so it may be an ad or someone just trying to sell you something. Always pay attention to the URL to make sure that the site is informative and reliable.

The internet is filled with information, but if you have a household computer, decide with your parents or guardian to decide when you can use it, what sites you are allowed to visit, and whether or not you should download a certain software. You should also set up privacy settings, and try not to give out your personal information unless you completely trust that site. If it's a social networking site, and you don't set privacy settings, anybody around the world can learn all about you, which is not a good thing at all. Also make sure not to upload content, such as pictures and videos, that are inappropriate and would make someone uncomfortable or embarrassed. The internet is a great place, but set up boundaries and think about what you are doing.

If you're doing a report for school, the internet is a great place for information on

your subject, but not all of the info you find will be accurate. First you should find out who posted this information and see if they are trying to sell you something or actually provide information. Also make sure that they're not playing a prank on you. Next you should find out when the information was posted onto the site. You should also try to find where they found this information, and if those sites are trustworthy as well. You could also send an e-mail to an expert on the subject, but don't use e-mails that other people received, because you don't know who sent that e-mail, so they may not actually be very knowledgeable in that subject. You can use the internet for school reports, but you'll still want to know the facts about that page.

The internet can be a tool used to catch up with friends and do research. Still, there are some sites that just want to sell you things and other sites that just use their site for advertising. You want to learn how to judge a site in an instant, by looking at how many ads there are, and if it seems professional. You don't want to go to a site that is just a complete ad to you and provides no real information, do you? That's why you want to be able to steer clear of those sites so you can get real facts and information.

**SCORE POINT****4**

The response has a clear and effective organizational structure, creating a sense of unity and completeness. The response is fully sustained and consistently and purposefully focused. The response begins with an effective introduction that highlights, without listing, the basic concepts to be addressed more fully in the body of the essay. The first body paragraph logically progresses from alerting the reader that one needs to look beyond the veneer of a website to explaining how “urls” work to specific types of websites (.edu, .museum, .lib) to describing specifically the .com, which is most prone to problems because of its open and commercial characteristics. An effective summary sentence concludes this paragraph (*Always pay attention to the URL to make sure that the site is informative and reliable.*). The remaining body paragraphs take a similar approach with privacy concerns and with determining accuracy of information. Some basic transitions are used on occasion (*First, Also, Next*) and although there is some overuse of the conjunction “but,” the term is used to successfully establish a helpful contrast to help clarify relationships for the reader (e.g., *The internet is filled with information, but if you have a household computer, decide with your parents or guardian to decide . . .*). An effective conclusion completes the response that, when considered as a whole, receives a score of 4 for Organization/Purpose.

Note regarding citations or attributions to source material: The Pilot Test full-write task instructions did not direct students to reference their sources by name or number as do the Field Test task instructions.

## Baseline Anchor Response 1

## MARTIAL ARTS

Grade 6 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response** Pretend that your school wants to have a Martial Art class/classes here are some different types of Martial arts : Taekwondo,Kung Fu, and Aikido. One way the leadership team could figure how to make it work is by having a avote of who wants to have a Martial Art class/classes. Or you could just have the people that want do the class/classes.On the other hand they could wrirote out a sign up sheet so the people who want do the can just sign up and also write down the type of Martial Arts they want to do. Plus if one the classes for example Kung Fu gets full we could make another class seperate so the kids can have the class they want and get stuck in a class they don't like.

## SCORE POINT

1

The response provides minimal support for the controlling idea and supporting ideas. Other than the names of the types of martial arts, no information from the source material is used in the response. Rather than explaining the characteristics of the martial arts identified in the source material, the writer describes options for deciding what martial arts classes to offer to students and various options for the process to sign up for such a class. Listed support for options for class sign up is provided, with the exception of one scenario in which one of the classes, Kung Fu, fills up. Another section of that class can be created so *the kids can have the class they want and get stuck in a class they don't like*. Vocabulary is limited and there is little evidence of appropriate style. Holistically, this response receives a score of 1 for Evidence/Elaboration.

Note regarding citations or attributions to source material: The Pilot Test full-write task instructions did not direct students to specifically and explicitly reference their sources by name or number as do the Field Test task instructions.

## Baseline Anchor Response 2

## MARTIAL ARTS

Grade 6 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response**

The three main types of Martial Arts are very exciting and can teach you several lessons, strategies, and techniques. These martial arts can prove to be very difficult, but many people say it is a good way to relax your mind and relieve yourself of stress.

Several people have practiced these forms, and have found it very reliable. It is now practiced throughout the world like any other sport.

Truly, these forms of Martial Arts are very helpful, and are often recommended to people who have a lot of stress in their lives. To sum up, taekwondo, kung fu, and aikido are very good ways to spend your time with when you have nothing to do.

## SCORE POINT

**1**

The response provides minimal support for the controlling idea and supporting ideas. Little source material is integrated (. . . *practiced throughout the world* . . ., from Source 2, What's Kung Fu?) or is vaguely used. The idea that martial arts as a stress reliever is repeated in the first and last paragraphs and may have been derived from Source 3, Aikido: A Japanese Martial Art. All of the characteristics of martial arts identified in the response are listed, with the exception of a minor extension on *mind relaxation* leading to stress reduction (. . . *many people say it is a good way to relax your mind and relieve yourself of stress*). Although some attempt to enhance the vocabulary and style through the use of the term “very” is used, it is still limited. Holistically, this response receives a score of 1 for Evidence/Elaboration.

Note regarding citations or attributions to source material: The Pilot Test full-write task instructions did not direct students to reference their sources by name or number as do the Field Test task instructions.

**Baseline Anchor Response 3**

IMMIGRATION  
Grade 6 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response** There were many immagrants from Europe,Germany and England. They immagrated to America because their crops were failing and people were dieing of starvation.So people from different continent's were immagrating to plant new crop and to own farming land...

Then a few years later after some of the states were discovered thats when the gold rush started..The gold rush was heard all over the world and thats when the chinese came and everybody started moving to California.And than more and more people started to come to America and then they built rail roads to transport silver,coal and gold.Then they mined for either gold,silver and coal.In Europe they built steamboats to travel faster in the ocean.And then they started to invent new things.

**SCORE POINT** 1

The response provides minimal support for the controlling idea and supporting ideas and includes little use of source material. The response begins by explaining that immigration from Europe, Germany, and England was motivated by crop failures and the resultant starvation. These populations, according to the response, sought new farmland in America to raise crops. Source 1, Moving to America, does note the crop failures in Ireland and mentions that many Europeans came to America to avoid hunger. While there is some overlap, the use is not completely correct. The next attempt to use source material comes from Source 3, Gold Rush! Chinese Move to California. Reference to this source is imprecise (*Years later . . .*) and sometimes not contained in the source material (no references to silver mining or building steamboats in Europe in sources). Minimal elaboration regarding the process that created the motivation for European immigration is made (. . . *crops were failing . . . starvation . . . to plant new crops . . . to own farming land . . .*). Explanation of Chinese immigration is similarly elaborated (*...gold rush...Chinese came...built railroads...*). The response concludes with a list of a few advancements that resulted from immigration (*steamboats to travel faster . . . invent new things*). Vocabulary is limited and there is no evidence of appropriate style. Given these considerations, and considered holistically, this response receives a score of 1 for Evidence/Elaboration.

Note regarding citations or attributions to source material: The Pilot Test full-write task instructions did not direct students to reference their sources by name or number as do the Field Test task instructions.

## MARTIAL ARTS

Grade 6 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response** Our very own school is considering a martial arts program. Here is some info on each. Whichever you choose, I know it will be fun and exciting.

"Swap, crack!" Taekwondo might be coming to our school. I am hoping every single one of our students will have this amazing opportunity. Children will be able to learn how to fight and succeed all the way up to learning a black belt.

"Slap, crack,slap!" Kung Fu is an amazing thing. If you would like to participate in Kung Fu classes, you are in luck. You will be able to learn how to fight by using moves inspired by many animals! Kung Fu teaches kids how fight as well as fighting gracefully!

"Wack, crack!" Aikido is the incredible art of fighting and learning. In Aikido, you will learn physical as well as mental strength. However, Aikido is for self-defense only and will not be used in competition.

Enjoy choosing your martial arts classes!

SCORE POINT

2

The response provides cursory support for the controlling idea and supporting ideas. Although little source material is used, this response does contain an element of style generally appropriate for audience and purpose in the use of sounds that may be heard during a martial arts act to begin each body paragraph. Each paragraph integrates detail from each of the sources (Source 1, Getting a Kick out of Taekwondo – *black belt*; Source 2, What's Kung Fu – *moves inspired by many animals*; Source 3, Aikido: A Japanese Martial Art – *physical as well as mental strength . . . self-defense only . . . not used in competition . . .*). The response unevenly elaborates using listed support with minimal extension (for Taekwondo, one can *learn how to fight and succeed all the way up to . . . black belt*; for Kung Fu, animal inspiration leads to *fighting gracefully*; and for Aikido, *for self-defense only . . . not used in competition*). Simplistic language is used throughout. Holistically, this response receives a score of 2 for Evidence/Elaboration.

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USING THE INTERNET WISELY

Grade 6 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response**

The Internet is a powerful tool that takes responsibilities. The Internet can be a source when you want to know something, you normally go there to know about it. Sometimes the Internet can help you out, and sometimes it can't. Also, it might hurt someone's feelings when you talk about them in the Internet.

The Internet can be useful sometimes when you want to learn something or research something. Sometimes we go in the Internet to look for answers or research something for a report, essay, science project, or just to know something out of curiosity. Those are some of the ways how the Internet can be useful or helpful.

Now, the Internet can be not helpful in some ways by it lying or giving a fake fact about something. Or it just making stuff pop up for no reason like a commercial or an add trying to sell something to you. Those are the ways that the Internet cannot be useful or helpful.

The Internet can be a harmful way for some people, and their feelings like when someone talks behind someone's back, or embarrasses someone. Also, the people might spread bad rumors or hateful things about other people, and they might do something without the person's approval or their knowledge. That is the way that the Internet can be harmful. Also, the Internet takes responsibilities

People can prevent from commercials from popping up or adds, like, if it ends in "dot com," there is a chance that an add or commercial of those might pop up, because com is short for commercial. The sites you might want to go at are "dot edu," which means dot education for schools and universities, "dot gov," short for dot education and which was created by the government, "dot org" created by an organization and short for dot organization. So some types of Internet sites are not helpful or useful, but others are. Also, the Internet can harm or hurt someone's feelings if people are not careful about it. So websites can also be fun and better than others.

## SCORE POINT

## 2

The response provides uneven, cursory support for the controlling idea and supporting ideas. Ideas are elaborated unevenly. Four points are made: that the Internet can be useful, unhelpful, and harmful, and that the various types of websites are described by their “dot” designation (e.g., .com). The first body paragraph of the response, discussing the usefulness of the Internet, uses listed support (*report, essay, science project, or just . . . curiosity.*). Although all of the sources mention Internet usefulness, Source 1, The Good, the Bad, and the Just Plain Awful: How to Judge Web Sites, was probably the primary source for this information. The second point regarding ways in which the internet is “unhelpful” uses listed support with minor extension (*lying or...fake fact [o]r...pop up for no reason like a commercial or an add trying to sell something.*). Information for this point was derived from Source 2, How to Best Use Technology. The writer’s third point, that the Internet can be harmful, uses listed support with minor extension (*talks behind someone's back, or embarrasses . . . spread bad rummors or hateful thing . . . do something without the person's approval or their knowledge*). The last point the writer makes is to classify websites by their “dot” source. The .com example extends the listed support by providing a scenario in which an advertisement might appear due to the commercial nature of the site. Source 1 contains this information. Vocabulary is generally appropriate for the audience and purpose, and a weak attempt to create an appropriate style is made. Word choice often remains vague (*sell something, bad rummors*) and attempts to create style are weakened by a lack of precision at the idea level (*Internet is a powerful tool that takes resposabilities*). Although the writer vaguely attempts to use information from the source material, the overall lack of elaboration results in a score of 2 for Evidence/Elaboration.

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MARTIAL ARTS

Grade 6 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response**

Have you ever wanted to learn a variety of new things? Well, if so you can learn lots of incredible and amazing things like, Taekwondo, Kung Fu, and Aikido class. These wonderful entertainments can be so much fun to learn. Taekwondo includes powerful kicks, hand movements, and balanced stances. Kung Fu is practiced all around the world, even though there are lots of different types of kung fu existing. Aikido class is only used for defensive purposes. Many individuals are happy to be participating in these great hard forceful movements.

Taekwondo, is more than just having fun, its to enjoy yourself. Next, this incredible moving entertainment can lead you to an olympic competition. Lots of people practice taekwondo. Masters of taekwondo, recognize that taekwondo is also a way of life. To be part of taekwondo, can be a wonderful experience.

To begin with, kung fu is to be practicing lots of exciting moves. Some of the graceful movements they do are strikes, kicks and soft movements. Kung fu has developed because, of the Shaolin style, one of the best known. The shaolin style is popular in many different cities or states. Kung fu is also seen in T.V and movies. Kung fu is available for children and adults too. individuals can have an exciting moment to when they are practicing in kung fu.

Aikido, a japanese martial art, is only used for defensive purposes, with basic skills. Aikido is composed by three japanese words ai means harmon, ki means spirit/energy and, do meaning path. This amazing class can be a way of harmonizing energy and intended for defense not offense. It emphasizes self-defense without embarrassment or harm. For the good of everyone, this can be a great example for self-defense.

Lastly, these three classes can be amazing to participate or join in. They're entertaining and keeps you healthy. It can keep your muscles strong, and you can learn new movements. If you're interested in any of these you can participate in any of them at an time. It would be a great experience for everyone.

## SCORE POINT

## 2

The response provides cursory support for the controlling idea and supporting ideas. Each of the body paragraphs simply summarizes information contained in the respective source materials. Information used to support paragraph one regarding Taekwondo is summarized from Source 1, Getting a Kick out of Taekwondo. The writer uses listed detail that can be reordered without damaging meaning to explain why Taekwondo goes beyond fun (*can lead to Olympics, many people practice, way of life for masters*). These unconnected ideas fail to build depth of elaboration. Paragraph two utilizes information from Source 2, What's Kung Fu? This paragraph contains listed detail as support as well. Source 3, Aikido: A Japanese Martial Art, is the basis for information in paragraph three of the response. Once again, the response lists information from the source material as support (meaning of the word in Japanese and focus on *harmonizing energy* and defense). Although elaboration is weak, this response does use clearly appropriate vocabulary and style given the content, audience, and purpose. Holistically, this response receives a 2 for Evidence/Elaboration.

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## USING THE INTERNET WISELY

Grade 6 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response** When you are on the internet you have to be careful, and the best way to be careful on the internet is by spotting the dots and making sure it's a website about what you're researching. Also make sure to keep private information to yourself and not on the internet. When you're writing a report for school make sure to look who put the information on the website. Here is some more information on how to spot the dots on a website, and how to write it down.

Different websites have different dots and one dot can be more important than another. The .gov is a type of dot that leads to a website that was made by the government, these websites are the safest and the ones with the best and most information. Another dot is the .edu dot. This dot is full of sites made from schools and universities resources found on these sites are usually carefully researched and checked; they can be fun sometimes and still have some information. The dot that isn't as reliable as the others is the .com dot. These websites can be made by anyone. Some websites on that dot can be reliable and some can't. These are just some dots on the internet, but there are still tons of them out there.

Another way is by making sure you don't put personal information on the internet. Keep personal information private, and not to people that aren't your parents. Don't put any passwords, addresses, bank accounts (if you have one), phone numbers, or names (if you don't know them). Giving this stuff away is like giving control of your life, and everything you own. The internet is a little bit secure, but there's still bad things and some bad people out there and by giving them your personal information they can use it against you. This is why you have to be careful about what you put out there.

When you are doing a school report on a computer you should always make sure who wrote the site you're on. Check to see if the person who made the site is an expert on the subject that you're looking for. Also ask yourself if the information in the website is in a book if you look it up in one. One more thing is that you should make sure that this person is serious about the subject and isn't pulling a prank on people by just putting random stuff that isn't real. Checking these things can help find a good source for your school report.

The best and the safest way to go on the internet is by spotting the dots and making sure it's about the subject. Keeping personal information to yourself. Also

by checking who put the information on the website. These tips can help you be safer on the internet and can help better understand how to look up things.

**SCORE POINT****2**

The response provides cursory support for the controlling idea and supporting ideas using limited source material. The response makes three points about proper Internet usage: the “dot” impacts website quality, internet privacy, and website source relation to information quality. The writer uses information contained in Source 1, The Good, the Bad, and the Just Plain Awful: How to Judge Web Sites, to explain the types of “dots” and how the dot can be used to evaluate website quality. Source 2, How to Best Use Technology, is the basis for information in the second body paragraph relating to Internet privacy. The writer begins to use a general layered approach that builds and connects ideas (*Giving this stuff away...*) and that is bolstered by a specific list of data one should keep private (*. . . passwords, addresses, bank accounts . . .*). The third point the writer makes is to be certain to know the website source. The basis for this content is found in Source 3, Using the Internet for School Reports. Once again, the writer begins to integrate source material within a general layered approach, but the ideas are more separate than connected though they all relate to the topic sentence. Vocabulary is generally appropriate for the audience and purpose, and a generally appropriate style is evident. Given the degree of source summary compared to the quantity and quality of elaboration and integration, the response represents a high 2 for Evidence/Elaboration.

Note regarding citations or attributions to source material: The Pilot Test full-write task instructions did not direct students to reference their sources by name or number as do the Field Test task instructions.

## MARTIAL ARTS

Grade 6 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response**

I know that there are multiple types of martial arts, but three really stand out to me. They are taekwondo, kung fu, and Aikido. All three of these would be great to have in an after-school program because each one is almost the same, but there are many qualities about them that make them different. If you could choose just one of these three types of martial arts, which would you choose? If I could only choose one, it would be taekwondo and the reason is because it is quite simple to learn, but it still teaches you a lot about how to defend and protect yourself.

Taekwondo would be a great martial arts class to have after-school because it uses your feet and hands to preform it unlike kung fu and Aikido where they are preformed by fighting with all of your body and using your mind. Taekwondo means "the way of the hand and foot" or "using the hand and foot with discipline." Taekwondo teaches students restraint, and self-control, which I think most kids, during school, or after-school, should have. This would be a great choice if not the best choice for and after-school program.

Kung fu would have to be another good martial arts class for an after-school class because it teaches you to use your whole body to preform it. The reason why this type of martial arts uses all of your body to preform it is because kung fu was created at a period of time when there was constant conflict between humans and animals. Kung fu means "learned skill" or "great achievement." Students who take this class will feel as if they have done a great achievement, and this can make someone feel good about themselves and it would make them go back and take the class again and again.

The last class that would suit an after-school program would be Aikido. This would be a great class to have because it is a Japanese martial art. With this class being a Japanese martial art, it would be great to have because students who attend the after-school program will get to experience a sport that another culture preforms/does. Aikido is the way of harmonizing energy. Stusents who learn Aikido should remember two things about what Aikido is: a commitment to peaceful resolution to conflict and a commitment to self-improvement through Aikido training. This class would be one of the best martial arts classes out of all of them because the overall goal of Aikido is to turn ann opponent's strength and momentum against him or her.

## SCORE POINT

## 3

The response provides adequate support for the controlling idea and supporting ideas. The response adequately elaborates ideas, employing a mix of precise and more general language. The response begins with a contrast of the types of martial arts discussed in the sources, explaining that Taekwondo is the writer's first choice as an after-school activity. The writer goes beyond merely summarizing the source material to integrating and synthesizing the information from across the sources to advocate for Taekwondo over Kung Fu and Aikido *because it uses your feet and hands to perform it*. Facts about Taekwondo (uses feet and hands and teaches restraint/self-control) are taken from Source 1, Getting a Kick out of Taekwondo. Support for Kung Fu is derived from Source 2, What's Kung Fu? Once again, the writer moves beyond source summary, to integrate the information by suggesting that the positive reinforcement of a "great achievement" *would make them go back and take the class again and again*. The writer uses information from Source 3, Aikido: A Japanese Martial Art, in explaining why Aikido would be another good choice. The writer adequately integrates this information with details from the source material to support the notion that Aikido would allow students *to experience a sport that another culture performs/does*. A layered approach to elaboration is used throughout the response, building depth. Vocabulary is generally appropriate for the audience and purpose, and a generally appropriate style is evident. The response receives a score of 3 for Evidence/Elaboration.

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USING THE INTERNET WISELY

Grade 6 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response** While using a new computer in our newly installed computer lab, there are many things to consider. Some of these are sorting out if a website is a good resource or a bad one, staying safe on the internet, and using the web to find information for school reports. In this article, I will tell you how to best use these computers for your purposes.

While using a computer, it is important to know how to tell a good website from a bad one. The simplest way to do this is to look at the ending of the web address. The most common endings are .gov, which is by the government, .edu which is used by universities and schools, .org used by organizations, .lib which come from libraries, and .com which is a commercial website. The first ones are all generally trust worthy because they come from trust able sources, except for the last two. .org websites usually just try to convince you to use their product and .com sources have many ads that lead to non-valuable information.

Staying safe on the internet involves not giving out any personal information. Giving someone you don't know something as simple as the location of your school can lead to cyber bullying. When you are posting or emailing with someone, make sure that it is appropriate. Some things not meant to be offensive can be taken offensively. One way to check yourself is to think "what if my grandma saw this?" In this day and age, your grandma could see anything you post, so keep it appropriate. That can be one of the most important parts of using the internet.

As i talked about earlier, while using the computer for a school project, make sure you use a trustworthy source. A webpage could say "Today's News" but really could be from a month ago. Some websites let anyone edit them, so the info on them may not be true. Fro instance, a page could say that howler monkeys breathe through their gills. You would know this is not true because monkeys don't live underwater. Using a faulty source could lead to a bad grade because of false information, so this is very important.

As you can see, there are many precautions that must be taken while using our new computers. Misuse of a computer could end up damaging your grades or the computer. I hope that you have learned something important from this article. Have fun using the new lab!

## SCORE POINT

## 3

The response provides adequate support for the controlling idea and supporting ideas. The writer adequately integrates information from Source 1, The Good, the Bad, and the Just Plain Awful: How to Judge Web Sites, in the first point, that *it is important to know how to tell a good website from a bad one*. Although not deeply elaborated, the writer distills the relevant portions of this source for the reader without merely summarizing the source (*. . . org websites usually just try to convince you to use their product and .com sources have many ads that lead to non-valuable information.*). The writer uses layered elaboration to integrate information from Source 2, How to Best Use Technology. Ideas build and connect to flesh out the writer’s point about proper Internet conduct and privacy, culminating in the “*what if my grandma saw this?*” example used from the source. Source 3, Using the Internet for School Reports, is used by the writer to explain the pitfalls of using untrustworthy sources. Two specific examples are used to adequately illustrate this point: one based on timeliness of the information (*Today’s News*) and the other based on source reliability (*howler monkeys breathe through their gills*). Vocabulary and style are generally appropriate for the audience and purpose. Although predominately general, source material is integrated and relevant. The response adequately elaborates ideas, employing a mix of precise and more general language. Holistically, this response receives a 3 for Evidence/Elaboration.

Note regarding citations or attributions to source material: The Pilot Test full-write task instructions did not direct students to reference their sources by name or number as do the Field Test task instructions.

## USING THE INTERNET WISELY

Grade 6 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response**Safest Ways to use Technology

As a member of the Technology Club I have been asked to provide information to those students that will be using new computers. I am going to explain the risks, and responsibilities that go along with this tool, as well as being sure of things that you do on a website when using the Internet. I will describe to you these three topics in full detail and explanations.

First, I will explain the risks that go along with using the Internet. When you are typing website addresses make sure that you are careful. For example kids websites that ends with ".com" may not be the same as if you were to use ".org". There are hundreds of ways to now connect with friends from Social Networking, countless things to view, and links to see and read about, you can upload pictures and text informatin in just a push of a button. Also you could look on the home page to see if this is the right website that you want to see or one that the information on the page is something that you are interested in reading about. Maybe if you want to look on a new website that you have never been on before you could check this with your parents, teacher, gaurdian,etc. to see if the website is appropriate to use. If you can e-mail the author of the website that is also a good source to use, you can ask when the website was last updated, ask about the different topics that are on the website, and why the website was put out for users. Does your gardian approve of this website id so When are you allowed to get on it? Which website are you allowed to see?

Next, I will tell you about the responsibilities that you need to use when searching the web or even just using your computer for a different reason. Say you are researching for a school project that is coming up. Websites will give real true facts, So ".edu" can be fun and they come from schools and universities, Does the usage tend to be reliable? If the website address ends with ".org" then it would mostly likely come from museums and or libraries and can be a good site to use. Then if a website adress ends with ".com" then they come from commercials Anyone could make a website using .com so therefore most will not be a reliable source to use. trhey are mostly looking to try and convince you to buy something off of their website. Then when you do they might not even get to you what you spent your money on and bought. Which in my opinion would be a waste of time and money.

Lastly, I'm going to tell you how to be sure of things you do on a website. When you are on a website address be sure the links, posts, pictures, and videos are appropriate for you to read, watch, and see. Before you post something ask your self: What if a family member saw this? Would this post ruin someones reputation? What would people think if they saw this post? When we are on Social networks we tend to be able to talk alot of talk but when we are face to face we then tend to show respect to one another. You should remind yourslef that when you are on the internet that you should still treat people the way that you want to be treated so be careful and aware of that. Keep personal information about yourslef private. You shouldnt give anyone passwords, cell phone numbers, or most importantly adresses. When online you should be sure that you know who you are talking with, just as if you were walking in the neighborhood and would avoid any strangers that walk by you.

I have gone over all the major proceedures in using a new computer and the internet. I explained the risks, responsibilities, and to be sure of things you do while you are online. I hope that you can be safe with your computer and know to think twice before you do something that you know is the wrong thing to do online. I think eith having a new computer it's a good way to be able to start fresh with it and try again.

**SCORE POINT****3**

The response provides adequate support for the controlling idea and supporting ideas. The response begins explaining the risks of Internet usage followed by a series of tips derived from multiple sources. The writer uses the information from Source 1, The Good, the Bad, and the Just Plain Awful: How to Judge Web Sites, using layered elaboration to describe the distinction between each of the “dots” and the relative qualities of each as to reliability (*Anyone could make a website using .com so therefore most will not be reliable source to use.*). Reordering these sentences, particularly regarding the .com concerns, would result in lost meaning. Some of the tips are merely listed. For example, the tip suggesting that one consult with an adult about website reliability, taken from Source 2, How to Best Use Technology, is listed with a minor extension using a rhetorical question (*Does your gardian approve of this website id so When are you allowed to get on it?*). Source 3, Using the Internet for School Reports, is the basis for information integrated in paragraph 3. The writer uses scenarios and rhetorical questions in a layered approach to adequately explain the effect of inappropriate Internet behavior (*What if a family member saw this?*) and breaches of privacy (*just as if you were walking in the neighborhood and would avoid any strangers that walk by you.*). Vocabulary is generally appropriate for the audience and purpose. The use of rhetorical questions contributes to an effective, appropriate style, enhancing content. The response adequately elaborates ideas, employing information from a variety of sources. Holistically, the response remains at the 3 level for Evidence/Elaboration, though moving toward the 4 level.

IMMIGRATION

Grade 6 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response**

Over 60 million people came to the United States between 1860 and 1910. These people came because of hardships in their country, opportunities in America, and of America's modern technology. The United States is a country that many people immigrated to and this is why.

Many people immigrated to the United States because of hardships. For example, Russian Jews came from Russia to escape prejudice and persecution, in the form of violent attacks. These people came to America to be safe from harm. In addition, Southern Italians suffered from high birth rates, since the tradition was to give land to their first born son, it left many people's children landless. These people came to America for their children to have a better life. Also, many Europeans came to America to escape conflict and poverty brought on by over crowding. These people came to America to have a better life for themselves and their children. This is the many hardships immigrants faced before they came to America.

In addition to hardships, many people came to America because of opportunities. To show this, people came to America for jobs. Many Europeans came to America to find work, since over crowding in Europe led to job "shortages". Furthermore, people came to America to avoid hunger. A food shortage in Ireland killed 1 million people from starvation. People used that as a wake up call to move to a better place with more food. Finally, people saw an opportunity in resources. People packed up their belongings and came to America for more resources for them and their families. A great number of people immigrated to America because of opportunities.

Finally, people immigrated to America because of the new technology in America. For example, from 1860 to 1910 over 200,000 miles of railroad tracks were laid across America which meant for easy travel. In addition to railroad tracks, over 2,200 newspapers were delivered daily from 1860 to 1910. People found that new technology and the printing press made it easier to get news in America. Lastly, people came to America because of the new technology in factories. Jobs were needed in these factories and immigrants were ready to work. People came to America to get their hands on this new technology.

In conclusion, many immigrants came to the United States between 1860 and 1910. The hardships in their own countries "pushed" them here, the opportunities

and new technology "pulled" immigrants to come live in America. America was a very promising country to the people between 1860 and 1910.

**SCORE POINT****4**

The response provides thorough and convincing support for the controlling idea and supporting ideas by effectively integrating source material that is relevant and specific. The response clearly and effectively elaborates ideas, using precise language. This response begins with the “hardship” motivation for immigration using information from Source 2, Changes in America: The “Pushes” and “Pulls” for Immigrants. Multiple examples are used to effectively explain the hardships that prompted an increase in immigration (Russian Jews fleeing persecution, Southern Italians came for land, Europeans to escape conflict and poverty). The “opportunities” paragraph is equally well elaborated with examples gathered primarily from Source 1, Moving to America (Europeans for jobs, Irish for food). This paragraph does a particularly good job of integrating source material through synthesis of these examples into the broader concept of “resources.” The last factor driving immigration during this period discussed in the response is America’s new technology. The writer synthesizes and integrates information from across sources, including substantial detail and statistics from the source material found in Sources 1, 2, and 4 (Chart: American Population and Industrial Growth, 1860-1910). Clearly appropriate vocabulary for audience and purpose and effective style contribute to the response (*wake up call . . . packed up their belongings and came to America...a very promising country . . .*). The response effectively uses source material to clearly and effectively elaborate. Holistically, this response achieves a score of 4 for Evidence/Elaboration.

Note regarding citations or attributions to source material: The Pilot Test full-write task instructions did not direct students to reference their sources by name or number as do the Field Test task instructions.

## Baseline Anchor Response 1

Cursive Writing  
Grade 6 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response** I think no because it is the new way to write if people dont use it they will most likely not get a good job because people look for it. Also they what you to know cursive and how yo read it because if you wor kat a mail place hoew are you going to read it if you dont know it. I think people should know it because its a good skill to know. People think that its not a good skill how are you going to get a good job.

SCORE POINT

0

The response demonstrates little or no command of conventions. Four types of errors are present: spelling (*what, hoew, yo*) punctuation (*dont*), grammar usage (*its*), and sentence formation (run-together sentences). Density of a variety of errors, and severity in sentence formation and spelling in this short response result in a score point of 0.

## Baseline Anchor Response 2

Cursive Writing  
Grade 6 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response** We should keep cursive and writing in general. Everyone has these new electronics and iPods and iPads we don't need all that stuff we were fine without it. Its that so many people grow so attached to there electronics there scared to be away from them! you wold not believe how many people have phones,iPods,i pads,computers,touch screens. We don't need all those.

I think we should keep teaching cursive. What if we get so advanced none of us wold know what to do nothing would be done with care and by hand anymore it all would be replaced. Imagine you have all this stuff you don't need that you got so attached to and then everything just went brain dead you would not know what do do for entertainment,conversation anything all gone. You would think why did i spend so much time on this stuff i don't need. You waist time on things like that and when it comes down to it you wont know what to do when its gone. or will you?

SCORE POINT

0

The response demonstrates little or no command of conventions. A variety of errors is present in this response, including spelling (*wold*), capitalization (*i* for *I* and at the beginning of sentences), grammar usage (*its* for *it's*, *there* for *their*), and sentence formation (several run-together sentences). When compared to the proportion of writing done well, the variety and severity of errors, particularly in grammar usage and sentence formation, result in a score point of 0 for this response.

**Baseline Anchor Response 3**

Cursive Writing  
Grade 6 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response** A reason why poeple should not do cursive hand wriiting is some poeple dont like to write in cursive and people just like to write regularly. For example I know some people that like to wite in cursive nad some that dont. Usally poeple just write regular becuae its easier than just writing in cursive. I think that writing in cursive is impossible and possible at the same time. Another reason why I think writing in cursive is uneccasary is becuae writing in reagular handwriting is more simple than wrting in cursive. Some pople dont know how to write in cursive.

**SCORE POINT****0**

The response demonstrates little or no command of conventions. Three types of errors are present in this response: spelling (*poeple, hand wriiting, wite, nad, Usally*), one instance of grammar usage (*its* for *it's*) and punctuation (apostrophes in contractions). Severity is present in the misspelling of basic words at this grade level. Although a smaller variety of errors is present, the severity and density of errors, when compared to the writing done well, result in a score point of 0 for this response.

## Baseline Anchor Response 4

Cursive Writing  
Grade 6 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response**

I think that writing in cursive has a colossal importance. Physical development, different learning, and letting go of tradition are only a few effects of the change from cursive to keyboarded. This, by few, is called development, and by the other half is called change. But I say, whatever you call it, letting go of cursive is not right. Cursive was always important to us, why did it change? why did we suddenly switch over to keyboarding? Well, to answer those questions, I have put together an essay to get you thinking.

Cursive helps everyone. From children to great grandmas, all who breathe air and have opposable thumbs, this applies to. A lot of people support the idea of cursive. For example, Sandy Schefkind says that learning cursive helps develop fine motor skills. Fine motor skills are skills that require precise movements. These skills can be shown in origami, art, and cursive writing.

Teaching and learning are changing a lot these days thanks to technology. Of course, this is a good thing, and we should keep developing but it does not give an excuse for forgetting cursive. Susana Cordova says, "there will always be a role for the written word by hand on paper." Such as this academic officer says, cursive was, and always will be, incredibly important.

Letting go of cursive's importance is one thing but entirely letting go of the tradition? That is out of line. It is possible that most people don't even remember what January 23rd is. Do you? It is National Handwriting Day. This is also John Hancock's birthday. As you could see, cursive has a ginormous importance. Don't

let it go.

**SCORE POINT****1**

The response demonstrates a partial command of conventions. A variety of errors is present in this response including spelling (*keybored, breath, alot, sypport*), sentence formation (comma splice), capitalization (many instances of incorrectly failing to capitalize the first word of sentences and “national Hanwriting day”), punctuation (*grandma’s, cursives, dont*), and grammar usage (*skill* for skills). Although severity exists in spelling and capitalization errors, the response does use commas as well as interrupters to assist the reader. The variety, severity, and density of errors, when compared to what is written well, result in a score point of 1 for this response.

**Baseline Anchor Response 5**

Cursive Writing  
Grade 6 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response** To begin with, I Joselin Daza, do think that it would be a good idea to learn cursive handwriting in school.

First, Many people would think that it isn't a concern or any reason why we would have to learn it. I for one do think, now I know I'm not the only one. To give in example, Katie Zezima also thinks it is a good idea to learn cursive because it will help students develop their fine motor skills. I absolutely agree to that comment she said to the New York Times article. It would be good for students and even adults to use their skills because you never know if it will come in handy some day.

Next, most students these days think that they will just be able to type everything and not need to write in cursive or at all. That is totally false. In life you won't be able to just type, in school you are not allowed to type your stories or essays all the time. Sometimes you are, but not always so it would be good to learn cursive so you can get use to it and when you are older you will be able to use it to write your work things or write signatures.

Then, according to The Huffington Post, cursive handwriting teaches students how to group words in the proper order and make it more difficult to swap letters. That is absolutely true because some kids think too fast and just switch

letters and don't care to try to fix those mistakes. If you write in cursive and get use to it their wont be any problem with mistakes like that.

In conclusion, i would have to say with many other things and comments i have heard it would be a good idea to learn cursive handwriting. First, it will help students and adults use their skills. Second, you wont always be able to type your work. You will sometimes have to write it down and sometimes they will make you write things in cursive like your signature. Finally, it teaches students how to group words in the proper order and you wont mess up so much with switching letters around. Cursive hand writing can come in handy someday so it is good to learn it now to be prepared for the future.

**SCORE POINT****1**

The response demonstrates a partial command of conventions. A variety of errors is present in the response, including sentence formation (a few comma splices), capitalization (*i* for *I* in many instances), grammar usage (*in* for *an*, *aloud* for *allowed*, *use* for *used*, *your* for *you're*), and punctuation (*wont*). Grammar usage errors are considered severe given their frequency and variety. Given the proportion of errors to the amount of writing done well, this response receives a score point of 1.

**Baseline Anchor Response 6**

Cursive Writing  
Grade 6 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response**

I think they shouldn't teach cursive hand writing for many reasons. They should spend time learning other things instead of learning cursive writing. People hardly ever write in cursive writing anymore. Computers and other electronics have taken most of the time to write notes or reports on computers instead of writing on paper.

They should teach kids other things instead of cursive writing, because it is not a skill they need for the rest of their lives. The kids could learn other stuff that they will need for the rest of their lives for example: multiplication, how to read, subtraction, addition, division and much more. Instead of learning cursive writing the kids could catch up on their missing assignments or study for a test they can many things to improve some skills or practice the skills instead of learning how to write in cursive.

People don't write in cursive anymore, because you can use print writing. You don't need to write in cursive anymore, because if people don't write in cursive you don't need to know how to read it. When people take notes they don't really care if they are pretty as long as they are legible enough so you can read them or study them so you can use print. In life you don't necessarily use cursive writing. If they learn you cursive writing and don't really use it you could of thought you could used that time do do useful things that could of helped you improve.

With the technology we have today people don't use cursive writing

they usually write on the computer and if you really need to use cursive writing you can use a difernt type of fondent to change the type of writing. With all the tecnology we have there are endless ways to write in cusve on the computer. If you really need cursive writing on the computer you don't need to learn how to type in cursive you just need to learn how to spell and if you spell it wrong the computer has an auto-correct that corrects your spelling mistakes.

So as you can see, you don't neccsarly have to learn cursive writing. there are many reasons why you don't need to learn cursive writing. People don't really use cursive writing anymore. Tecnology has all we need to write on the computer with differnt fondents and auto-correct for your spelling. Instead of learning cursive writing the kids can improve other skills they will really need for the rest of their lives like math and improve their reading and many other things instead of cursive writing. Peolpe can do many things that don't need cusive writing. In a few years computers will be used for eveything useful and necessary.

**SCORE POINT****1**

The response demonstrates a partial command of conventions. A variety of errors appear in the response: spelling (*hand writing, multiplaction, subtraction, asignments*), punctuation (missing comma), capitalization (one failure to capitalize at the beginning of a sentence), grammar usage (*of for have, used for use*), and sentence formation (run-together sentences). Although errors in grammar usage are considered severe, higher grade-level words are spelled correctly. Given the proportion of errors to the amount of writing done well, this response receives a score point of 1.

**Baseline Anchor Response 7**

Cursive Writing  
Grade 6 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response****Cursive is Not That Important**

It is not very important to learn how to learn to write cursive. We already have all this technology to use and it is better to use it than to let it go to waste. For example if you teach in a school that is dyslexic it will be harder for the student to learn. It will probably be much easier if the student can type it and then on a program on the computer they can change the font. Another example is, John Hancock's signature on the Declaration of Independence we can't really read his signature. If he accidentally moved his hand or someone bumped him there is no redoing it at all. Of course there was no technology back then like we have today but if something happens like that it will be easier to hit "backspace" on the computer.

If all of a sudden technology becomes the "new thing" and there is no more writing on paper, it is better to get us children ready for whats coming up. If children have not taken any classes on how to use a computer then it will be difficult to learn. Teaching cursive writing takes up valuable class time that could be better spent on using the computer on relevant skills. Many states have adopted a new set of curriculum standards called CCSS. It stands for Common Course State Standards. Cursive is not a skill that is needed in the new standard. Instead, it requires keyboarding skills. Why teach master cursive writing, students shouldn't be forced to learn that skill. There will still be paper and pencil but why waste so much time when later on it will just "float away"? For some reason it is way more fun for kids to type

on the keyboard.

A teacher named Kristi Peck said "many of her students can't comfortably read cursive". "As a teacher I don't have the luxury of messy writing, if I want my lessons and notes to be clear", She says. As a student I would agree with her. It is more important what students write than how they right. Cursive was popular in the 1700s to about the 1920s. First they came up with letters, then cursive, then typewriters, and writing became less important. Students today need to find success in the world, not in the past.

**SCORE POINT****2**

The response demonstrates an adequate command of conventions. Three types of errors are found in the response: sentence formation (run-together and comma splice), punctuation (apostrophe in contraction, missing comma, and incorrect use of quotations), and grammar usage (*right* for write, although used correctly elsewhere in response). No errors are considered severe. Most of the errors encountered are due to the writer's inability to successfully use quoted material. Given the proportion of errors to the amount of writing done well, this response receives a score point of 2.

**Baseline Anchor Response 8**

Cursive Writing  
Grade 6 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response**

Dear fellow students,

Do you think cursive handwriting should be allowed to be taught in schools? I don't think it should be allowed for many reasons. One reason is because it takes up valuable school time. Instead of practicing for a post test, you're sitting there learning how to write in cursive. Another reason it should not be taught is because we have highly advanced computers now. Now a days, most people write their documents and stuff on their computer so what's the point of learning how to write cursive when you can just type on your computer. One last reason cursive should not be taught is because if children don't want to learn how to write cursive, why force them? Here, let me explain more.

One reason cursive handwriting should not be taught in school is because it takes up valuable school time. If you have a post test tomorrow and you're not so sure if you can at least get an A, you need to spend your time in school studying the test and practicing, not learning cursive handwriting. Learning cursive handwriting also takes up recess time which means less exercise which means more obese children. Another reason cursive handwriting should not be taught in school is because if your school isn't doing the best at a certain subject, they should be practicing the subject, not learning cursive. Another reason is because cursive is not a subject! Cursive should not be taught if we are not going to use it in tests or quizzes. One last reason cursive writing should not be taught in school is because if you have the CMT's coming up, you have to practice for those tests not cursive because it's not a test on there.

Another reason cursive handwriting should not be taught in school is because if a child does not want to learn cursive, why force them? Children may never want to learn it because they may find it cruel, useless, and pointless. They may have such horrible handwriting they probably think it would look even worse in cursive so they don't want to do it. Another reason is because every child wants to have time or maybe even extra time for recess and that would be wasted on learning cursive. One last reason a child may not want to learn cursive is because they probably think it's boring. Having to learn a whole new way of writing could get boring at times so why force children to learn it.

One last reason why cursive should not be taught in school is because if we have computers that we normally use, why stress on learning cursive? Most computers these days have a font called 'electronic signatures' that while you write, cursive comes out for you. Another reason is because most people do everything on computers these days such as making documents, writing contracts, and doing reports so why waste time on cursive? Another reason cursive should not be taught is because computers are so much easier to use. If you mess up, you don't have to erase which will save you a lot of time in tests.

So, as you can see, cursive handwriting should not be taught because it takes up valuable school time, we have computers to use instead, and if children do not want to be taught cursive, why force them? So, do you think cursive handwriting should be taught in school or should not be taught?

## SCORE POINT

## 2

The response demonstrates an adequate command of conventions. Three types of errors are present in the response: spelling (*valuble*, *curive*, *becasue*), grammar usage (*tached* for taught, *your* for you're, *their* for there), and punctuation (incorrect period for a question mark). None of the errors in the response are considered severe. The response contains a substantial portion written well, including the use of complex sentences and well-placed commas. This relatively lengthy response receives a score point of 2.

## Baseline Anchor Response 9

Cursive Writing  
Grade 6 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response** I believe we should not teach cursive in school. I think this because cursive is not really valuable anymore. It just is a waste of our precious and valuable school time. If we do teach cursive in school, we waste school time. It's also not really valuable information anymore. We don't really need to learn it for our future. Plus, we have technology and electronic signatures.

One reason we should not have cursive in school because it wastes our school time. We could be learning more valuable things that we actually need in the future if we didn't have cursive.

Second reason is that it's not really valuable anymore. we don't really need it in our future anymore. We have computers and electronic signatures.

Third reason is that we don't really need it in our future anymore. Cursive is usually written for signatures and we already have electronic signatures.

In conclusion, I think we shouldn't learn cursive writing. I think we shouldn't have it because it is a waste of school time to learn it, we have technology, and we don't need it in our future.

## SCORE POINT

2

The response demonstrates an adequate command of conventions. Four types of errors are present in the response: spelling (*electronis, usally*), capitalization (missing a capital letter at the beginning of one sentence), and one sentence formation error (fragment). None of the errors are considered severe. No repetition or pattern of errors is found in this moderate-length response. Considering the proportion of errors to the amount of writing done well, this response receives a score point of 2.

Appendix A provides the grade-level convention charts used during scoring.

## Grade 11 Argumentative Performance Task Full Writes

The following eleventh-grade argumentative rubrics and baseline set are used to anchor the scoring of student responses written to argumentative tasks at grade 11. Each scoring sample is scored for three traits: organization/purpose (4 points possible), evidence/elaboration (4 points possible), and conventions (2 points possible).

	Score	Organization/Purpose Grade 11 Argumentative Description
<b>Organization/Purpose</b>	<b>4</b>	<p><b>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is fully sustained between and within paragraphs. The response is consistently and purposefully focused:</b></p> <ul style="list-style-type: none"> <li>• claim is introduced, clearly communicated, and the focus is strongly maintained for the purpose and audience</li> <li>• consistent use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>• effective introduction and conclusion</li> <li>• logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety</li> <li>• alternate and opposing argument(s) are clearly acknowledged or addressed*</li> </ul>
	<b>3</b>	<p><b>The response has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. The organization is adequately sustained between and within paragraphs. The response is generally focused:</b></p> <ul style="list-style-type: none"> <li>• claim is clear, and the focus is mostly maintained for the purpose and audience</li> <li>• adequate use of transitional strategies with some variety to clarify relationships between and among ideas</li> <li>• adequate introduction and conclusion</li> <li>• adequate progression of ideas from beginning to end; adequate connections between and among ideas</li> <li>• alternate and opposing argument(s) are adequately acknowledged or addressed*</li> </ul>
	<b>2</b>	<p><b>The response has an inconsistent organizational structure. Some flaws are evident, and some ideas may be loosely connected. The organization is somewhat sustained between and within paragraphs. The response may have a minor drift in focus:</b></p> <ul style="list-style-type: none"> <li>• claim may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience</li> <li>• inconsistent use of transitional strategies and/or little variety</li> <li>• introduction or conclusion, if present, may be weak</li> <li>• uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections among ideas</li> <li>• alternate and opposing argument(s) may be confusing or not acknowledged *</li> </ul>
	<b>1</b>	<p><b>The response has little or no discernible organizational structure. The response may be related to the claim but may provide little or no focus:</b></p> <ul style="list-style-type: none"> <li>• claim may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience</li> <li>• few or no transitional strategies are evident</li> <li>• introduction and/or conclusion may be missing</li> <li>• frequent extraneous ideas may be evident; ideas may be randomly ordered or have unclear progression</li> <li>• alternate and opposing argument(s) may not be acknowledged *</li> </ul>

	<b>NS</b>	<ul style="list-style-type: none"> <li>• Insufficient (includes copied text)</li> <li>• In a language other than English</li> <li>• Off-topic</li> <li>• Off-purpose</li> </ul>
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\*Acknowledging and/or addressing the opposing point of view begins at grade 7.

	Score	Evidence/Elaboration Grade 11 Argumentative Description
<b>Evidence/Elaboration</b>	<b>4</b>	<p><b>The response provides thorough and convincing elaboration of the support/evidence for the claim and argument(s) including reasoned, in-depth analysis and the effective use of source material. The response clearly and effectively develops ideas, using precise language:</b></p> <ul style="list-style-type: none"> <li>• comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific</li> <li>• clear citations or attribution to source material</li> <li>• effective use of a variety of elaborative techniques*</li> <li>• vocabulary is clearly appropriate for the audience and purpose</li> <li>• effective, appropriate style enhances content</li> </ul>
	<b>3</b>	<p><b>The response provides adequate elaboration of the support/evidence for the claim and argument(s) that includes reasoned analysis and the use of source material. The response adequately develops ideas, employing a mix of precise with more general language:</b></p> <ul style="list-style-type: none"> <li>• adequate evidence (facts and details) from the source material is integrated and relevant, yet may be general</li> <li>• adequate use of citations or attribution to source material</li> <li>• adequate use of some elaborative techniques*</li> <li>• vocabulary is generally appropriate for the audience and purpose</li> <li>• generally appropriate style is evident</li> </ul>
	<b>2</b>	<p><b>The response provides uneven, cursory elaboration of the support/evidence for the claim and argument(s) that includes some reasoned analysis and partial or uneven use of source material. The response develops ideas unevenly, using simplistic language:</b></p> <ul style="list-style-type: none"> <li>• some evidence (facts and details) from the source material may be weakly integrated, imprecise, repetitive, vague, and/or copied</li> <li>• weak use of citations or attribution to source material</li> <li>• weak or uneven use of elaborative techniques*; development may consist primarily of source summary or may rely on emotional appeal</li> <li>• vocabulary use is uneven or somewhat ineffective for the audience and purpose</li> <li>• inconsistent or weak attempt to create appropriate style</li> </ul>
	<b>1</b>	<p><b>The response provides minimal elaboration of the support/evidence for the claim and argument(s) that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:</b></p> <ul style="list-style-type: none"> <li>• evidence (facts and details) from the source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied</li> <li>• insufficient use of citations or attribution to source material</li> <li>• minimal, if any, use of elaborative techniques*; emotional appeal may dominate</li> <li>• vocabulary is limited or ineffective for the audience and purpose</li> <li>• little or no evidence of appropriate style</li> </ul>

	<b>NS</b>	<ul style="list-style-type: none"> <li>• Insufficient (includes copied text)</li> <li>• In a language other than English</li> <li>• Off-topic</li> <li>• Off-purpose</li> </ul>
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\*Elaborative techniques may include the use of personal experiences that support the argument(s).

	Score	Conventions Grade 11 Argumentative Description
<b>Conventions</b>	<b>2</b>	<p><b>The response demonstrates an adequate command of conventions:</b></p> <ul style="list-style-type: none"> <li>• adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>
	<b>1</b>	<p><b>The response demonstrates a partial command of conventions:</b></p> <ul style="list-style-type: none"> <li>• limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>
	<b>0</b>	<p><b>The response demonstrates little or no command of conventions:</b></p> <ul style="list-style-type: none"> <li>• infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>
	<b>NS</b>	<ul style="list-style-type: none"> <li>• Insufficient (includes copied text)</li> <li>• In a language other than English</li> <li>• Off-topic</li> <li>• Off-purpose</li> </ul>

Conventions are scored holistically per grade-level CCSS expectations considering the following guidelines:

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

Appendix A provides the grade-level convention charts used during scoring.

Grade 11  
Argumentative - Organization and Purpose  
Sample 1-Point

Baseline Anchor Response 1

Archeological Controversies  
Grade 11 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response** I AGREE THAT PEOPLE SHOULD START SEARCHING FOR MORE HISTORY THATS IS FOUND AROUND THE WORLD THE LEGAL ARGUMENT FOR RETURNING THE ROSETTA STONE TO EGYPT FRANCE RECENTLY RETURNED SOME EGYPTIAN PAINTING FRAGMENTS IN ACCORDANCE WITH THE UNESCO ARGREEMENT. THE LEGAL POSSESSION OF THE STONE BY ENGLAND IS BASED ON A COLONIAL DISPUTE BETWEEN ENGLAND AND FRANCE. THE STONE WAS STOLEN FROM EQYPT BY FRENCH AND GIVEN TO THE BRITISH AS A RESULT OF WAR. I STRONGLY AGREE THE BRITISH MUSEUM TO ACT RESPONSIBLY AND CONSIDERATELY BEARING IN MIND THE BENEFIT OF INTERNATIONAL RELATIONS AND HUMAN CIVILATION AS A WHOLE. THE ROSETTA STONE ON THE OTHER HAND BECOME THE PROPERTY OF GREAT BRITAIN LONG BEFORE 1970.

SCORE POINT

1

The response has little or no discernable organizational structure. The response is related to the claim but provides little or no focus.

- Claim is confusing (“*I STRONGLY AGREE THE BRITISH MUSEUM TO ACT RESPONSIBLY AND CONSIDERATELY BEARING IN MIND THE BENEFIT OF INTERNATIONAL RELATIONS AND HUMAN CIVILATION AS A WHOLE*”), embedded within a brief response.
- No transitional strategies are evident.
- Introduction and conclusion are not apparent.
- Ideas seem randomly ordered (e.g., “*...THE LEGAL ARUGUMENT FOR RETURNING THE ROSETTA STONE TO EGYPT FRANCE RECENTLY RETURNED SOME EGYPTIAN PAINTING FRAGMENTS IN ACCORDANCE WITH THE UNESCO AGREEMENT. THE LEGAL POSSESSION OF THE STONE BY ENGLAND IS BASED ON A COLONIAL DISPUTE BETWEEN ENGLAND AND FRANCE.*”). Alternate and opposing arguments are not acknowledged except with the seemingly random phrase “*ON THE OTHER HAND.*”

NOTE: The Pilot Test full-write task instructions did not direct students to reference their sources by name or number as do the Field Test task instructions.

Grade 11  
Argumentative - Organization and Purpose  
Sample 1-Point

Baseline Anchor Response 2

Public Art  
Grade 11 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response** Public art is a great way to to get people from out of town to come and visit. when people come to town they might realize just how cool this place is and might want to move here. When people move here the they have to pay taxes, when they pay taxes we get more money to help the community. Even if people don't move here they still will want to buy snacks and drinks from walking around looking at art. when they buy snacks and drinks they still have to pay taxes.

Now for the people who say it's a bad idea because we are spending to much money, we could create a budget for the first year and see how it works out. If it doesn't work out we can stop with the public art. If the idea works we will continue to build and give jobs to local artist.

SCORE POINT

1

The response has little discernable organizational structure. The response is related to the claim but provides little or no focus.

- The claim is mildly confusing (“*Public[ly funded] art is a great way to to get people from out of town to come and visit*”) and is somewhat off the topic of public vs. private funding for art.
- Transitional strategies do little to guide the reader (e.g., “*...might want to move here. When people move here...*”) or build the argument.
- The response lacks an introduction and conclusion.
- Ideas seem randomly ordered (e.g., “*Public art is a great way to to get people from out of town to come and visit. When people come to town they may realize just how cool this place is and might want to move here. When people move here the they have to pay taxes...*”). Some concession to the opposition (e.g., “*Now for the people who say it’s a bad idea because we are spending to much money...*”) makes the progression of the “argument” in paragraph two marginally clearer than in paragraph one.

NOTE: The Pilot Test full-write task instructions did not direct students to reference their sources by name or number as do the Field Test task instructions.

Cell Phones  
Grade 11 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response****Cellphones**

Cellphones have become a part of peoples lives, and some people just cant live without their phones. I think people do take up a lot of time on their phones but however, that's normal these days. You just can't live without you phone, living without your phone is like living in a cave with no news.

Cellphones have also become a huge part of teenagers social life. Texting has become the most famous way to reach one of your friends. Before, it was normal phones and teens just talked on it, however nowadays, their used to play games and watch videos and a lot more things than people could imagine it could do. Teens sometimes do waste a lot of time using their phones, however sometimes its for the right reasons.

Adults usually think that teens only use their phones just to watch videos and text, however that's not true. Cellphone users also use the majority of their time on their cellphones to research topics their interested of knowing more about. Cellphones are not always used for texting and playing games, sadly; that's what most adults think of cellphones.

I think cellphones are going to grow and get more famous as more people use it more and more, because not only that's its easy to use, it makes peoples lives easier to live. Some people might not know this, but cellphones also increase a users knowledge about whats going on around the world by using the internet. Internet on cellphones is the best way to see the news or look up important topics about a users project in school.

As you can see, cellphones have increased knowledge of a lot of users and its not a waste of time. I do admit however that phones does cause students to sometimes have a bad grade on a class because of the obsession of texting in class. Cellphones have their bads and goods, but definitely more goods than bads, people just need to realize that and not always think the worst of it.

## SCORE POINT

## 1

The response has little discernable organizational structure. The response is related to the claim but provides little or no focus.

- Claim is ambiguous (i.e. the final paragraph states “*Cellphones have their bads and goods, but definitely more goods than bads*”), although most of the essay presents information that more or less favors cell phones.
- . Few transitional strategies are attempted (e.g., “*...but however...*”; “*Cell phones have also become...*”; “*...however nowadays...*”; “*As you can see...*”); however, the transitions do not serve to advance a reasoned argument.
- Introduction is missing and conclusion is weak (e.g., “*As you can see, cell phones have increased knowledge of a lot of users and its not a waste of time...*”).
- Frequent extraneous ideas are evident (e.g., “*You just cant live without you phone, living without your phone is like living in a cave with no news. Texting has become the most famous way to reach one of your friends.*”).
- Opposing argument is acknowledged, but not effectively dealt with (e.g., “*I do admit however that phones does cause students to sometimes have a bad grade on a class because of the obsession of texting in class.*”).
- Score: 1 +

NOTE: The Pilot Test full-write task instructions did not direct students to reference their sources by name or number as do the Field Test task instructions.

Grade 11  
Argumentative - Organization and Purpose  
Sample 2-Point

**Baseline Anchor Response 4**

Apprenticeship  
Grade 11 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response** Among the world, America is seemingly known to be a very successful country. Much of this comes from our educational system that has been nearly the same since the innovation of a higher learning process from hundreds of years ago. America has no reason to switch it's learning process to that of what a different country does.

College is a place to take your intelligence and learning ability to the next level. Not every kid should be enrolled in college because some simply don't have the drive or funding necessary to do so. But, if the oppurtunity is there, it's a much better option than changing our successful learning system to one that may not work for us.

Consider America and Germany to be kids enrolled at a school. Every kid in that school will have a much different preffered way to be tought the information. America likes to be tought in a very straight forward way where as Germany likes a hands on educational system. Countries work the same way. Because of the specialized industries in Germany maybe doing it their way with internships is better. But in America, our uniform way is working just fine.

Internships are a great thing in any learning environment but that shouldn't be our main basis of education. They should used as an extra curricular activity to enhance their learning abilities in their field of work or studies. America currently has these in place already so there is no reason to change what is currently working.

There are clearly pros and cons to each argument made but I believe that the learning program that is already in use should be kept with and is doing just fine.

## SCORE POINT

## 2

The response has an inconsistent organizational structure, and flaws are evident, and some ideas may be loosely connected. The response is somewhat sustained; the response may have a minor drift.

- Claim is somewhat muddled (e.g., “*America has no reason to switch it’s learning process to that of what a different country does.*” The claim is later referred to as “*learning program,*” “*learning environment,*” “*educational system,*” “*preffered way to be taught,*” etc., and it’s never really made clear what the writer is referring to (traditional college vs. 2-3 year work internships).
- Response shows inconsistent use of transitional strategies; some are simple, repetitive, one-word transitions (e.g., “*but,*” “*so*”); others are more successful in creating connections between paragraphs (i.e. “*...in Germany maybe doing it their way with internships is better. But in America, our uniform way is working just fine. Internships are a great thing in any learning environment...*”). Regardless, the transitions do little to build a strong argument.
- Introduction is weak; conclusion is somewhat clearer but very brief (i.e. “*There are clearly pros and cons to each argument made but I believe that the learning program that is already in use should be kept with and is doing just fine.*”).
- The strategy for acknowledging the opposing argument is confusing (i.e. “*Consider America and Germany to be kids enrolled at a school. Every kid in that school will have a much different preferred way to be taught the information. America likes to be taught in a very straight forward way where as Germany likes a hands on educational system. Countries are the same way. Because of the specialized industries in Germany maybe doing it their way with internships is better. But in America, our uniform way is working just fine.*”).

NOTE: The Pilot Test full-write task instructions did not direct students to reference their sources by name or number as do the Field Test task instructions.

Public Art  
Grade 11 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response** To whom it may concern,

Both public art and art found in a museum are beautiful to look at. There is art of every form all over the world today. Cities and government should not be paying money to have public art pieces put up around towns because it could raise taxes, the art could get ruined and some people could find the art offensive.

The government paying for cities to have public art pieces could raise the money of taxes once again. The country we live in is already paying too much in taxes and it is leaving many Americans broke. There are plenty of art museums to go to for beautiful paintings and sculptures.

Moreover, the art pieces that are made could get ruined by a number of things. Sun, water, heat, and cold are just a few things that could effect the public art. There are also kids and adults both that could go around looking for fun and deciding to ruin the art by drawing on it or breaking it. That does not sound like a good idea to have public art out in the middle of cities.

Many people might find the public art to be rude or offensive. There are many different cultures and religions here and it would not be a good thing if one of them got offended because of art. If it offends one person there will be a lot of money going in to take out the art piece that was put up.

I strongly urge you to think about these things as you consider making the choice of putting public art in cities. Once again it might not be such a good idea, as it could offend people, get damaged, or cost everyone else money.

## SCORE POINT

## 2

The response has an inconsistent organizational structure. Some flaws are evident, and some ideas may be loosely connected. The response is somewhat sustained; the response may have a minor drift.

- Despite being somewhat confused about the difference between public and private art, there is a clear claim about public funding for art: *“Cities and government should not be paying money to have public art pieces put up around towns...”*
- Some transitional strategies are present (e.g., *“Moreover...”*; *“There are also...”*; *“Once again...”*) although they are more effective within paragraphs than between paragraphs.
- Introduction is present. Conclusion simply repeats much of the introduction.
- Progression of ideas is formulaic (e.g., *“...it could raise taxes, the art could get ruined, and some people could find the art offensive.”*; *“...paying for cities to have public art pieces could raise the money of taxes...”*; *“...the art pieces that are made could get ruined...”*; *“...people might find the public art to be rude or offensive.”*; *“Once again it might not be such a good idea, as it could offend people, get damaged, or cost everyone else money.”*).
- Opposing argument is barely acknowledged (e.g., *“Both public art and art found in a museum are beautiful to look at.”*).

NOTE: The Pilot Test full-write task instructions did not direct students to reference their sources by name or number as do the Field Test task instructions.

Fracking  
Grade 11 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response**

Hydraulic Fracturing, or "fracking" consumes more than a million gallons of water, sand and other chemicals. These chemicals can be very harmful for the environment.

We should oppose the plan for drilling for natural gas by fracking.

Fracking is a process used to gain natural gas from underground. Some might say that this natural gas is cheaper and will save our economy millions of dollars, however it will be very harmful for the environment. As said in a previous article, "Scientists are worried that the chemicals used in fracturing may pose a threat either underground or when waste fluids are handled and sometimes spilled on the surface" These chemicals can cause harm to not only our environment but to our animals, and other life.

Some could say that Fracking produces half as much carbon dioxide, but the other chemicals it gives off can be more harmful. As said in an article, "Fracking is a form of methane gas extraction that uses toxic cocktails of high pressure chemicals", (Fracking in Ohio facts). These chemicals can make people sick. When fracking radiation can be produced, which can cause cancer among humans. There is no safe way of Fracking, and it shouldn't be done.

It is said that Fracking produces natural gas that is better for the government, however the chemicals can produce pollution in cities, and other areas. As said in an article from ProPublica, "A separate government investigation into contamination in a place where residents have long complained that drilling fouled their water". People have gotten ill or are unable to cook because of the pollution. By drilling into the ground, underground pollution has come up. Some people had to leave their homes because of the pollution.

Fracking may be cheap but it is harmful to our environment and should not be allowed anywhere. Fracking causes pollution and can get people sick. We should oppose the plan for drilling for natural gas by fracking.

## SCORE POINT

## 2

The response has an inconsistent organizational structure. Some flaws are evident and some ideas may be loosely connected. The response is somewhat sustained and the response may have a minor drift.

- Claim is clear: “*We should oppose the plan for drilling for natural gas by fracking.*”
- Little variety in transitional strategies (e.g., “*Some might say...*”; “*Some could say...*”; “*It is said...*”).
- Introduction and conclusion are present but weak. The conclusion, although formulaic, is stronger than the introduction.
- The essay is organized by counterclaims, which are then rebutted in each paragraph. The counterclaims are presented in no apparent order and with no apparent connection between the counterclaims.
- Score: 2 +

NOTE: The Pilot Test full-write task instructions did not direct students to reference their sources by name or number as do the Field Test task instructions.

Fracking

Grade 11 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response** Electricity runs our lives and we all know it. Right now our most used energy source is coal and although it does cause pollution, I believe that fracking will not help us advance in efficiency. Now I understand that a great amount of job and economical opportunities are going to come out of hydraulic fracturing, but we must put the environment before ourselves this time around.

Natural gas comes from the ground so in order to gather it we must drill, which is the process called hydraulic fracturing or fracking. It doesn't sound like it takes much right? Well unfortunately the fissures that we are able to create by fracking will eventually close unless we can keep something in them. Millions of gallons of a mixture of water, sand, and various chemicals are being pushed into the earth in order to keep the fissures open. That is like putting a drug in our veins in order to keep our energy up. There have been various studies that show that these mixtures are toxic and will continue to pollute our air and water. There is no way to safely dispose of the waste that comes from fracking. The natural gases can seep into our water and begin to intoxicate us without us even knowing it. The same is true for air. Methane gas has no smell so if we were to have a fracking leak many would not know and it could lead to several illnesses and even deaths. Fracking also continues our downward drop into global warming because it contributes to climate change. Although it has been said that fracking is going to help our economy it is truly just going to worsen it. A main cause of this would be the fact that if we allow fracking the pollution will affect our agricultural growth. We cannot farm on soiled land with polluted water, which will lead to a decline in our economic gains by agriculture.

As great of an idea as this is, it has not been thought out thoroughly. Our economy is important but quite frankly it is not as important as our lives, I do not approve of our state and our communities to becoming toxic wastelands just so that we can make some money for our country. We can find a better, less environmental affecting, way to get energy because it is truly unnecessary to kill our earth for our humanistic selfish ways.

## SCORE POINT

## 3

The response has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with overall coherence. The organization is adequately sustained between and within paragraphs, and the response is generally focused.

- The claim is clear: *"...I understand that a great amount of job and economical opportunities are going to come out of hydraulic fracturing, but we must put the environment before ourselves this time around"*).
- The response shows good use of transitional strategies throughout (e.g., *"The same is true..."*; *"Fracking also..."*; *"Although it has been said..."*; *"As great of an idea as this is..."*).
- Introduction and conclusion are adequate. Although the introduction could be stronger (the context for the argument is not clear: what does electricity running our lives have to do with fracking?), the conclusion is more robust, in part because it goes beyond repeating the introduction.
- Despite a lack of physical indentations where ideas change and physical "paragraphing" might be, there is an adequate and discernable progression of ideas from beginning to end with adequate connections between ideas: For each aspect of the fracking process, the response describes corresponding problems.
- Opposing arguments are adequately addressed (e.g., *"Although it has been said that fracking is going to help our economy it is truly just going to worsen it. A main cause of this would be the fact that if we allow fracking the pollution will affect our agricultural growth. We cannot farm on soiled land with polluted water..."*).

NOTE: The Pilot Test full-write task instructions did not direct students to reference their sources by name or number as do the Field Test task instructions.

Public Art  
Grade 11 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response** Dear City Council,

Public art is a misuse of the government's money, The artwork is not appreciated by all of the people, the money could be spent on more useful government tasks, and the money can already come from the private sector.

Not everyone likes every piece of art. In Source 1 public art is described as being "displayed in a public or open space". Public art is seen by everyone, so naturally there will be people that see it and dislike it. This is because of the inherent controversial nature of art which makes it what it is (source 4). The issue with this is that the people who see it and do not like it were forced to pay for it indirectly through tax dollars (source 4). Other reasons people may dislike it is that there is little reason behind each sculpture or painting. Many people believe that the art money would be best used in commemoration for someone who performed an outstanding civic duty (source 3). The art may look great to some poeple but as a governement you need to look at how these PUBLIC decisions effect everyone.

The art also takes away from money that would be better used on other tasks. 858 million government dollars were spent on public art in 2008 (source 4). While this is not a huge amount in the grand scheme of things, when put in the right perspective this number means a lot. Take the perspective of a kid like me. I am made to take long and boring tests that do nothing to help me in school, every penny spent on art could be better spent on improving these horrible tests. Things such as health care, and infrastructure affect everyone just as public art does. The difference is that the first two help people while the last amuses people at best. The money does not and should not need to be spent on public art.

Governement funded art is not just wasted in the sense that it could be spent better, but the artwork would be funded anyway. The private sector donated 12.79 billion dollars to public art during 2008 as well (source 4). The governement money is insignificant in comparison, so why waste it? Also when art is governmt funded it is often censored, this kind of art is not art at all. If art is privately funded and publicly displayed there is no issue that is not solved.

It is clear to me as a citizen of this community that this city council should not be looking to fund more public art projects. Many people may dislike this art;

taxpayer dollars are better spent on more practical things; and the private funding can do a better job of creating public art anyway.

**SCORE POINT****3**

The response has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with overall coherence. The organization is adequately sustained between and within paragraphs, and the response is generally focused.

- Claim is clear (“*Public art is a misuse of the government’s money*”), and the focus is mostly maintained for the purpose and audience (the writer’s attempt to comment on high-stakes tests does not interfere with coherence, although it is somewhat inappropriate for the audience).
- Adequate use of transitional strategies, both within and between paragraphs, with some variety (e.g., “*This is because...*”; “*Other reasons...*”; “*Government funded art is not just..., but ....*”).
- Introduction and conclusion are adequate; both are formulaic, but the conclusion is particularly repetitive and is not an effective argumentative closing.
- Adequate progression of ideas from beginning to end; adequate connections between and among ideas.
- Opposing arguments are adequately acknowledged (e.g., “*The art may look great to some people but as a government you need to look at how these PUBLIC decisions affect everyone*”; “*Things such as health care and infrastructure affect everyone just as public art does. The difference is that the first two help people while the last amuses people at best.*”).

NOTE: The Pilot Test full-write task instructions did not direct students to reference their sources by name or number as do the Field Test task instructions.

Fracking  
Grade 11 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response**

**The Faults of Fracking**

The issue of fracking has arrived in our state. After we were presented with evidence for both sides of the debate, we have chosen to oppose the plan for hydraulic fracking. Our reasoning has led us to this decision, and here is the evidence we found.

The most glaring problem with fracking is its massacre of the environment. The energy company swears it will keep its wells clean, but that hasn't been the case with its fracking elsewhere. Ask the residents of western Pennsylvania for a gulp of water from their rivers and lakes. Instead of a cool and refreshing cascade of sparkling clean H<sub>2</sub>O, you'll get a mouthful of grimy, gritty gasoline. And when residents have too much pollution in their plumbing, the city condemns their houses and they must move out. It's already difficult to sell a house in these economic times, and it's even more so if the house is condemned. If the residents can't sell their house, then they can't move out and must find somewhere else to stay.

Another problem is the massive amount of toxic chemicals launched downwards into the Earth. Energy companies say the chemicals can't escape their pipes, yet it has been found that the pipes aren't 100% crack-free. The toxic chemicals do have a large potential to escape, not only invading the surrounding water but the soil and possibly the atmosphere as well.

Finally, there is the issue of energy dependence. The energy companies promote natural gas because it decreases dependence on coal and other countries for our energy supply. It would, of course, but is it worth the cost to citizens and the environment? Modern-day science has advanced greatly and there are a bounty of ways to gather energy without harming the natural world. For instance, take solar power and geothermal energy. Both of these ways will present us with energy without harming the planet. Why don't we invest in companies that promote green energy?

After being presented with these arguments, I hope you will understand the position we have taken on the issue of fracking. I hope you will choose wisely in favor of our planet. There is only one Earth and so we must protect it. Let's keep our waters clean and sparkling and our soil rich and full of life so future generations can

enjoy the beautiful landscapes that we call our home.

**SCORE POINT****3**

The response has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with overall coherence. The organization is adequately sustained between and within paragraphs, and the response is generally focused.

- The claim is clear (e.g., “...we have chosen to oppose the plan for hydraulic fracking.”).
- The response shows adequate use of transitional strategies between paragraphs (“*The most glaring problem...*”; “*Another problem...*”; “*Finally...*”) and within paragraphs (“*if...then...*”; “*And when*”; “*so*”; “*For instance*”).
- Introduction is rather weak (the attempt to frame the argument is somewhat mechanical), but the conclusion is adequate in its attempt to get to the importance of the issue.
- There is adequate progression of ideas from beginning to end: Paragraphs two and three both deal anecdotally with environmental (mostly water) issues; paragraph four deals with energy dependence. There are adequate connections between and among ideas
- Opposing arguments are adequately addressed (e.g., “*The energy company swears it will keep its wells clean, but that hasn’t been the case...*”; “*Energy companies say the chemicals can’t escape the pipes, yet it has been found that the pipes aren’t 100% crack-free.*”).

NOTE: The Pilot Test full-write task instructions did not direct students to reference their sources by name or number as do the Field Test task instructions.

Fracking  
Grade 11 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response**

To frack or not to frack, seems to be the question. Fracking is a very complex issue requiring one to balance the economic benefits with the environmental concerns. It would seem after do consideration that the answer is to frack as it is both ecomically beneficial and environmentally friendly.

The economic benefits to be reaped from fracking cannot be ignored. Underneath the United States there is such an abundance of natural gas that must be tapped. For example, there is enough natural gas that can be harvested to supply the entire United States' energy demand for years to come. Furthermore, fracking for natural gas is significantly cheaper than importing vast quantities of oil and other fossil fuels, which will decrease spending and help improve the economy.

There are many concerns regarding the run-off of the fluid used in the process of fracking. The main concern is that harmful chemicals are present in the fluid which then gets mixed in with the drinking water supply. While this is a legimate concern it possess a simple solution. The solution to this problem is that fracking companies can be required to collect the fracking fluid and obligated to have that water properly treated before allowing it to be released into the enronment. In this way the the process is greener.

Fracking possess some environmental benefits as well. Fracking is utilized to harvest natural gas. Natural gas is a very green fuel that can sustain the United States for the foreseeable future. Natural gas burns cleaner than oil or coal and can be easily utilised as an alternative for everything. If America were to take full advantage of the natural gas potential then therrere would not be an energy crisis. How can anyone deny the potential of clean energy in the form of natural gas?

The answer is clear, fracking needs to be utilised so that natural gas can be harvested. Natural gas is far too valuble to not be sought after and the only way to get to it is through the use of fracking.

## SCORE POINT

## 4

The response has a clear and effective organizational structure, creating a sense of unity and completeness. The response is fully sustained between and within paragraphs, and the response is consistently and purposefully focused.

- Claim is introduced and clearly communicated: “...*the answer is to frack as it is both economically beneficial and environmentally friendly.*” Tight focus is strongly maintained for the purpose, audience, and task.
- Consistent use of subtle transitional strategies to clarify the relationships between and among ideas
- Introduction and conclusion are brief but effective, with the conclusion going beyond what’s been stated in the introduction.
- There is logical progression of ideas from beginning to end. The argument builds to its strongest point: the benefits of natural gas and the obliteration of the energy crisis, which is then emphasized in the conclusion. There are strong connections between and among ideas with some syntactic variety (“*If America were to take full advantage of the natural gas potential then there would not be an energy crisis. How can anyone deny the potential of clean energy in the form of natural gas?*”)
- Opposing views are clearly acknowledged and addressed (i.e. problem-solution).

NOTE: The Pilot Test full-write task instructions did not direct students to reference their sources by name or number as do the Field Test task instructions.

Grade 11  
Argumentative – Evidence and Elaboration  
Sample 1-Point

Baseline Anchor Response 1

Cell Phones

Grade 11 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response** I believe student should be allowed to use their cell phones at school because eventually they'll have to use it for many research projects. In high school we do a lot of research. We do research for Colleges, Universities, jobs and careers, and when it comes down to that, we will most likely be in need of any electronic devices that can be used to start the research. Some people use computers, others use tablets, but the majority of people use their cell phones because that little device is wireless and has the ability to communicate and browse for any resource that will be needed. Cell phones can also be used to look up things and study. I think the only time cell phone should be banned is when students have tests, exams, quizzes, and even practice tests. Other than that I think students should be allowed to use their cell phones.

SCORE POINT

1

The response provides minimal support/evidence for the argument and claim that includes little or no use of source material. The response's expression of ideas is vague, lacks clarity, or is confusing:

- Evidence from the source material is relevant but minimal, general, and not well integrated. For example, there is a reference to cell phones along with computers and tablets, with the explanation that the “majority use cell phones because” they are wireless and have the “ability to communicate and browse” which computers and tablets also have. There is however, an attempt to use general details to address the opposing point of view (“...cell phone should be banned is when students have tests, exams,...”)
- No use of citations or attribution to source material.
- Elaborative techniques consist mostly of general repetition such as “In high school we do a lot of research. We do research for Colleges, Universities, jobs and careers...”. Vocabulary is limited and ineffective for audience and purpose (e.g., “...they'll have to use it for many research projects. In high school we do a lot of research. We do research for...”).
- The vocabulary is limited but appropriate for the audience and purpose.
- The style is appropriate although not especially convincing.

NOTE: The Pilot Test full-write task instructions did not direct students to reference or attribute their sources by name or number as do the Field Test and as will all future administrations of Smarter Balanced full write task instructions.

Archeological Controversies  
Grade 11 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response** Should the Rosetta Stone stay in England in a museum or should the stone be returned to Egypt. The Rosetta Stone was once taken from Egypt by a French invader hoping to conquer the Ottoman Empire but was later defeated by Great Britain who is in possession of the stone.

Many say that the stone should stay in Great Britain to provide tourist a chance to be able to experience the Egyptian past through the hieroglyphics carved into the historical stone.

A letter written by a Concerned Citizen sent to The British Museum, attempts to reason with the museum to return the historical stone back to Egypt where it was originally from. Not only does the stolen artifact actually belong to Egypt but also, that it gives Egypt a chance to welcome tourist to be able to explore another historical part of the world. The writer speaks of how during the colonial era, Egypt was treated as a treasure hunt for England with no concern for the people.

While an interview with Professor Mann, a renowned scholar of ancient Egypt, who explains his views of why England should be able to keep the Rosetta Stone. The Professor says that the chance of more tourist seeing the historical artifact is greater by being in the United Kingdom already since the United Kingdom already had over 28 million tourist visit in 2012. He also explains that it would be must safer being in England because of Egypt's protest riots when several artifacts were destroyed.

## SCORE POINT

## 1

The response provides minimal support/evidence for the argument and claim, which is never clearly stated and includes little use of source material. The expression of ideas is vague, and lacks clarity.

- Evidence from the source material is sometimes inaccurate (i.e. *“The Rosetta Stone was once taken from Egypt by a French invader...”*) and often consists primarily of source summary.
- There are attempted citations and attribution to source materials (e.g., *“A letter written by a Concerned Citizen sent to The British Museum...”*; *“While an interview with Professor Mann, a renowned scholar of ancient Egypt, who explains his views of why England should be able to keep the Rosetta Stone. The professor says...”*).
- Some elaborative techniques include minimal explanations, mostly copied or closely paraphrased (e.g., *“...the chance of more tourists seeing the historical artifact is greater by being in the United Kingdom already since the United Kingdom already had over 28 million tourist visit in 2012.”*).
- Vocabulary is often wording taken directly from the source material, often causing confusion (i.e. The Rosetta Stone *“would be much safer being in England because of Egypt’s protest riots when several artifacts were destroyed.”* Was the destruction a cause or an effect of the riots?)
- The response reflects an attempt at an objective, convincing style (e.g., with an unpunctuated rhetorical question and such phrases as *“many say”* and *“the writer speaks of...”*) but the lack of clarity diminishes the effectiveness of this attempt.

NOTE: The Pilot Test full-write task instructions did not direct students to reference their sources by name or number as do the Field Test task instructions.

**Grade 11**  
**Argumentative–Evidence and Elaboration**  
**Sample 1-Point**

**Baseline Anchor Response 3**

Fracking  
Grade 11 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response**

Hydraulic fracking is the process by which hundreds of gallons of sand, water, and other chemicals are injected into the earth at high pressure to crack the earth and release natural gas.

Hydraulic fracking is a very enviromentally destructive process that will make the ground above the area that it is on top of very unstable. It will also contaminate the water we drink with cancer causing agents.

Its is good because it provides a lot of natural gas to the people who need it and will put a lot of money into flow around the country. But still I do not think it is a good process to mass produce.

I propose that we frack, but only at a minimun. Instead of mass fracking we should frack just a little and always check the water supply for chemicals used in fracking and if there is a trace of the chemicals we shoul shut it down immediatly and clean the water.

## SCORE POINT

## 1

The response provides minimal support/evidence for the argument and claim that includes minimal use of source material. The expression of ideas is vague, and lacks clarity.

- Evidence from the source material is minimal (e.g., it is “*environmentally destructive*” and it is a good source of gas and money).
- No use of citations or attribution to the source material are evidenced.
- Minimal use of elaborative techniques include definitions copied from the source (i.e., “*Hydraulic fracking is the process by which hundreds of gallons of...*”) and predicting general good and bad effects (e.g., “*contaminate ... with cancer-causing...*” and “*...put a lot of money into flow...*”). A vague compromise solution (“*I propose that we frack, but only at a minimum.*”) is offered and somewhat elaborated (e.g., “*check the water supply for chemicals ... and if there is a trace of the chemicals we should shut it down immediately and clean the water*”).
- Vocabulary is limited and does not serve the argumentative purpose (e.g., “*It is good because it provides a lot of natural gas to the people who need it and will put a lot of money into flow around the country. But I still do not think it is a good process to mass produce.*”).
- Although not inappropriate, the style is not convincing

NOTE: The Pilot Test full-write task instructions did not direct students to reference their sources by name or number as do the Field Test task instructions.

Public Art  
Grade 11 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response** Throughout the years, public art has caused inspiration and patriotism. These public arts are constantly being funded by the government and private foundations. In the past, the involvement of the government in public arts have caused the removal of great arts that expressed artist's thoughts. The governments funds for public art expected their requirements to be fulfilled and restricted the artist's potentials. Therefore, public art should not be funded by the government but by private organizations.

With the funds of private organizations, artists are not restricted from their full potential. Without the government involvement, artists are allowed to create great arts that fully express their insights and feelings. It is said that the greatest arts "represents an individual point of view that is critical, imaginative, and eye-opening." In addition, the governments involvement with fund for public art has also caused economic difficulties. For example, if the government fund was cut for public arts, they could focus more on necessities that would protect the citizens safety. Public arts should be funded voluntarily rather than by the government so the money from tax payers can be used to fund other structures like "road building and maintenance, healthcare, housing, and education." Statistics have also shown that art can survive and flourish without the need of government's funds. For example, the arts of Shakespeare and Leonardo da Vinci were privately funded and their arts still continue to influence and inspire people across the nation. The government funds are not needed to help proceed with the inspiration of public arts.

Public arts are therefore best if funded by private organizations rather than public funds by the government. Without the the government's funds, artists are able to inquire the freedom to create art that can freely express their thoughts and imaginations. In addition, without the government's fund to public art, they can focus more on significant factors like the citizen's safety and education. Public art is also able to proceed without the public funds and can become independent on just private funds. The public arts that have cause inspiration and patriotism are best funded by private organizations than by government funds.

## SCORE POINT

## 2

The response provides uneven, cursory support/evidence for the argument and claim that includes some reasoned analysis and partial or uneven use of source material. The response expresses ideas unevenly, using simplistic language.

- Some evidence from the source material is weakly integrated. For example, in paragraph 2 the quoted material (“*It is said that the greatest arts ‘represents an individual point of view...’*”) lacks context. Other evidence is repetitive (i.e. paragraph 3 is primarily a repeat of paragraph 2).
- Some source materials are quoted, but not attributed or cited; other references are missing.
- Weak use of elaborative techniques. For example, elaborative explanations are often too vague to be helpful (e.g., “*...involvement of the government in public arts have caused the removal of great arts...*”). In another example, “*Statistics have also shown that art can survive and flourish without the need of government’s funds*” is followed by examples of 16<sup>th</sup> century artists, rather than a reasoned rebuttal of the opposing point of view.
- Vocabulary use is uneven (e.g., “*Public Art should be funded voluntarily...*”; “*The government funds are not needed to help proceed with the inspiration of public arts*”; “*...artists are able to inquire the freedom to create art...*”).
- Weak attempt to create a convincing argumentative style. Despite the attempt to contextualize the issue (“*Throughout the years, public art has caused inspiration and patriotism*”) and present a reasoned argument, the repetition and awkward integration of information keep the writing from being convincing.

NOTE: The Pilot Test full-write task instructions did not direct students to reference their sources by name or number as do the Field Test task instructions.

Cell Phones

Grade 11 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response**

According to the second source, 83% of American adults own a cell phone. Most teenagers own one as well. If many already have the technology, why not take advantage of it? Students should be allowed to benefit from the use of cell phones in school.

95% of people between the ages of 18 and 29 use their phones to send or receive text messages. Most teenagers use their phones daily. They are familiar with the technology. Instead of taking the time to teach students how to use programs on the computer, let them use cell phones instead. It saves time, and is more convenient. Schools could make great use of cell phones by embracing the Bring Your Own Technology idea proposed in source three. Students can bring their phones and use them as digital textbooks and for research.

Many teachers enjoy allowing the use of cell phones in their classroom. According to high school teacher Jamie Williams, "I'm a huge tech nerd and make my students use their phones throughout my class." He allows his students to use photos they've taken as the basis for paintings in class. They can also use phones for shooting videos in high definition. By having a handheld device, his students have been more productive. The convenience of having it all the time also allows them to be more creative.

If so many teens already have and use cell phones, shouldn't we take advantage of it and use them in schools? Students would benefit from them. Cell phones are always on hand, and are more convenient than computers. There are multiple towers throughout the nation, so students wouldn't have any problem getting service. Teachers would have a much easier time with assignments and projects by letting students work with what they already know. Since we have the technology, we should most definitely use it.

## SCORE POINT

## 2

The response provides uneven support/evidence for the argument and claim that includes some reasoned analysis and partial or uneven use of source material. The response expresses ideas unevenly, using simplistic language.

- Some evidence from the source is weakly integrated (For example, using data such as “95% of people between the ages of 18 and 29 use their phone...” as support for high school teens (most of whom are not 18) using cell phones in school would require more explanation). Other evidence is general and repetitive. There is no attempt to deal with the opposing point of view
- Weak use of citations but does attribute some information to the source material (e.g., “...the *Bring Your Own Technology* idea proposed in source three.”; “According to high school teacher Jamie Williams...”).
- Some evidence is somewhat elaborated (i.e. “Most teenagers use their phones daily. [therefore] They are familiar with the technology. [therefore] Instead of taking the time to teach students how to use programs on the computer, let them use cell phones instead”). Other evidence lacks the elaboration that would validate the support (i.e. “The convenience of having [the cell phone] allows them to be more creative.” How? Why?).
- Vocabulary is uneven: there is some awkwardness (“Teachers would have a much more easier time with...”) and some repetition (“convenient”).
- The style is generally sincere (the reasonable use of rhetorical questions, framed as “if....then” and finishing with “since....we should definitely ...” contribute to a convincing tone).

NOTE: The Pilot Test full-write task instructions did not direct students to reference their sources by name or number as do the Field Test task instructions.

Archeological Controversies  
Grade 11 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response**

Ever since the drafting of the UNESCO in 1970, the topic of returning ancient artifacts to their rightful homes has become the big topic. Many people believe that the artifacts should be returned home, and many believe that they should remain where they are. I am for returning the artifacts with some exceptions. Many of you may disagree with me, but there is boarder in which keeps the artifact safe.

With an anonymous letter being sent to the Bristish Museum earlier this week pleading for the Rosetta Stone to be sent back to Egypt, how safe will the Rosetta Stone if it were to be sent back? A few days ago in Egypt, there were riots because of the Egyptian Revolution that destoryed several mummies housed in the museum in Cairo. If the Rosetta Stone was to be sent back, what were to happen if there was another riot? Rioters, anarchists, and all of the other misfits aim to make change, and what better change is to attack the main person, idea, and in this case, exhibit. The Rosetta Stone is an important artifact to the Egyptian society, while it is a good idea to return it to Egypt, it is a bad idea as well exposing it to the troubles that can come to it in Egypt.

Now I don't want to be stereotypical, but London is a well-mannered place. Eventhough with its occasional riots, these riots are not as destructive to the important treasure such as the mummies in Cairo. Keeping the artifacts such as the Rosetta Stone protected its important. It would be similiar to the United States losing the Declaration of Independence and wanting for its return. If the United States were a riot country, then returning something important to the word of "freedom" to a chaotic place is a bad idea. However, if it was a safe and secure place were there was garuanteed no chance of harm, then it would be a good idea to return.

I am for returning the important artifacts of the world to their rightful homes, but their wellbeing is the most important subject when deciding this. What is the reason for returning something important having to see it destroyed or ruined after? If the place it was held before was fine, why change it? Keeping what is important safe is what matters, not where it is. Why risk losing something important to the world just because some people don't feel it right being there.

## SCORE POINT

## 2

The response provides uneven support/evidence for the argument and claim that includes some reasoned analysis and partial or uneven use of source material. The response expresses ideas unevenly, using simplistic language.

- The response uses evidence from the source material that focuses only on artifact safety (i.e. *“If the Rosetta Stone was to be sent back, what were to happen if there was another riot?”*). Therefore, the use of source material is limited to that narrow focus.
- No use of citations or attribution to the source material are evidenced.
- Some evidence is elaborated by implying an extreme potential outcome: *“Rioters, anarchists, and all of the other misfits aim to make change, and what better change is to attack the main person, idea, and in this case, exhibit?”* In paragraph 3, there is an attempt to deepen the argument by elaborating the point (protecting artifacts) through analogy (The Declaration of Independence).
- Vocabulary use is somewhat inappropriate for a formal argument in places. (*“Now I don’t want to be stereotypical,” “misfits,” “If the United States were a riot country...”*).
- Despite some lapses in formality, there is a moderate sense of audience awareness (personal appeal of Declaration of Independence, rhetorical questions, recognition of opposing point of view) that make this essay somewhat convincing.
- Score: 2+

NOTE: The Pilot Test full-write task instructions did not direct students to reference their sources by name or number as do the Field Test task instructions.

Fracking  
Grade 11 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response** Electricity runs our lives and we all know it. Right now our most used energy source is coal and although it does cause pollution, I believe that fracking will not help us advance in efficiency. Now I understand that a great amount of job and economical opportunities are going to come out of hydraulic fracturing, but we must put the environment before ourselves this time around.

Natural gas comes from the ground so in order to gather it we must drill, which is the process called hydraulic fracturing or fracking. It doesn't sound like it takes much right? Well unfortunately the fissures that we are able to create by fracking will eventually close unless we can keep something in them. Millions of gallons of a mixture of water, sand, and various chemicals are being pushed into the earth in order to keep the fissures open. That is like putting a drug in our veins in order to keep our energy up. There have been various studies that show that these mixtures are toxic and will continue to pollute our air and water. There is no way to safely dispose of the waste that comes from fracking. The natural gases can seep into our water and begin to intoxicate us without us even knowing it. The same is true for air. Methane gas has no smell so if we were to have a fracking leak many would not know and it could lead to several illnesses and even deaths. Fracking also continues our downward drop into global warming because it contributes to climate change. Although it has been said that fracking is going to help our economy it is truly just going to worsen it. A main cause of this would be the fact that if we allow fracking the pollution will affect our agricultural growth. We cannot farm on soiled land with polluted water, which will lead to a decline in our economic gains by agriculture.

As great of an idea as this is, it has not been thought out thoroughly. Our economy is important but quite frankly it is not as important as our lives, I do not approve of our state and our communities to becoming toxic wastelands just so that we can make some money for our country. We can find a better, less environmental affecting, way to get energy because it is truly unnecessary to kill our earth for our humanistic selfish ways.

## SCORE POINT

## 3

The response provides adequate support/evidence for the argument and claim that includes reasoned analysis and the use of source material. The response adequately expresses ideas, employing a mix of precise with more general language.

- The response integrates many pieces of evidence from the sources, some of which is well-integrated (e.g., *“Although it has been said that fracking is going to help our economy it is truly just going to worsen it. A main cause of this would be the fact that if we allow fracking the pollution will affect our agricultural growth. We cannot farm on soiled land with polluted water, which will lead to a decline in our economic gains by agriculture.”*); some of which is not (*“Fracking also continues our downward drop into global warming because it contributes to climate change.”*) The introduction does acknowledge the opposing point of view.
- There is no use of citations or attribution to source material.
- Adequate use of some elaborative techniques. For example, some evidence is elaborated through cause and effect (i.e. *“...if we allow fracking the pollution will affect our agricultural growth. We cannot farm on soiled land with polluted water, which will lead to a decline in our economic gains by agriculture”*). An attempt is made to elaborate by analogy; however, to be more effective, more explanation would be needed (e.g., *“Millions of gallons of a mixture of water, sand, and various chemicals are being pushed into the earth in order to keep the fissures open. That is like putting a drug into our veins in order to keep our energy up.”*).
- Vocabulary is generally appropriate for the audience and purpose. Occasional imprecise usage (*“decline in our economic gains”* and *“humanistic selfish ways”*) does not detract from the overall achievement of the argumentative purpose.
- Generally appropriate style is evident. Response uses personal appeal to our humanity (*“Now I understand ... but...,” “the economy is important but quite frankly it is not as important as our environment,” don’t want our community becoming “toxic wastelands...”*) to achieve a convincing, if not compelling, argument.

NOTE: The Pilot Test full-write task instructions did not direct students to reference their sources by name or number as do the Field Test task instructions.

Cell Phones  
Grade 11 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response**

Cell phones have enabled us to have knowledge at our fingertips. We can now access this information at LTE speeds. Cell phones are now an integral part of our daily lives and we do much of our work on them. People use them for the internet, for apps, and even to pay bills. The internet can also be utilized on the latest type of cell phone, the smart phone. Smart phones can surf the web which enables people to be able to read up on articles or watch videos. I couldn't think of a better tool for a student whose goal is to learn than a cell phone which will let you access an ocean of information. Cell phones are a great tool and should be used in schools in order to make sure that students are well educated.

According to source one, 64% of people ages 18-29 use their cell phones to search the internet. Although most people in high school are not 18 or older, it can be deduced from the numbers shown that the trend is probably somewhat similar to the rest of the data. Most students in high school do indeed use their cell phones to access information. This information can aid students in looking something up as the teacher says it, thereby giving them a better understanding of the topic and allowing them to contribute more to the conversation.

Most educators fear that the cell phone will distract kids from learning. This is where personal responsibility comes into play. In college, the professors won't treat you like children, they won't hover over you and make sure you're on task, it makes no sense for high school teachers to do the same. Even if you aren't going to college, no one in the real world will regulate you the way high school teachers do with cell phones. If a kid wants to use his cell phone for beneficial purposes, then why punish him for the kids who's texting? Why is the productivity of the one who wants to do better being hindered because of the one who puts no effort into doing better? And if that kid is putting no effort in, why punish him? Won't his grades punish him enough?

In source two, an arts teacher named Williams shows how cell phones can be utilized for productive purposes. He allows his students to take pictures on them for their projects. Most cell phones have HD cameras, enabling the kids to do better on their projects. If teachers were to begin following the example of this one teacher, the classroom would be a much more productive place, and he has proven that.

Cell phones aid students in accessing information and enable them to become

better students. Administration needs to stop fearing cell phones are start promoting them in order to create a more interesting and efficient learning environment.

**SCORE POINT****3**

The response provides adequate support/evidence for the argument and claim that includes reasoned analysis and the use of source material. The response adequately expresses ideas, employing a mix of precise with more general language.

- Adequate evidence from the source material is integrated and relevant For example, the writer pulls a specific piece of evidence from the source (*“According to source one, 64% of people...”*), qualifies the use of that data (*“although most people in high school are not 18..., it can be deduced...”*) and validates it as support for the claim.
- Adequate use of citations and attribution to source material (e.g., *According to source one...; In source two...*).
- Adequate use of some varied elaborative techniques. For example, rhetorical questions, although a bit overused, do serve to elaborate some examples such as *“If a kid wants to use his cell phone for beneficial purposes, then why punish him for the kids who’s texting?”* The writer also uses anecdotal evidence (i.e. *Williams*) and attempts to elaborate by predicting how much more productive school would be if others would follow this example.
- Vocabulary is generally appropriate for the audience and purpose (e.g., *“integral part,” “personal responsibility,” “productive purposes,” “hover over you”*) although there are some lapses such as *“kids”*
- The style is generally appropriate and sincere; the conclusion in particular is well crafted to appeal to the audiences’ sense of reason (i.e. *“Administration needs to stop fearing [and] start promoting...”*).

NOTE: The Pilot Test full-write task instructions did not direct students to reference their sources by name or number as do the Field Test task instructions.

Cell Phones

Grade 11 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response**

Since the invention of the first cell phone, these devices have become much more useful and advanced. Not only can you make phone calls from almost anywhere, but you are also able to send text messages, take photos and videos, and access the internet. There has been much speculation on whether or not cell phones and other devices should be utilized in school classrooms. The usage of these cellular devices would be very beneficial due to the fact that they are productive and conservative. Although school board members have many worries of cell phone usage in the classroom, many rules can be implemented in order to maintain a stable learning environment.

There have been many cases in which my peers have asked the teacher a question which they did not have the answer to. This can be solved by simply typing the question into a search engine. Students would be able to get their answers quickly with multiple sources which provides certainty. Instead of flipping back and forth through many pages of a dictionary or thesaurus, students would be able to type in the word they're looking for and get results in a matter of seconds. There are also various class assignments in which cell phones can be utilized (Source #2). Not only is this form of research productive, but it is also efficient and conservative.

Schools spend a vast amount of money on pencils, papers, text books, and many more supplies. With the use of cell phones, online text books can be used and instead of using so many pieces of paper, students could type their assignments and send them via internet (Source #3). This would save many trees which would be beneficial to the environment. Using cell phones would not only save resources, but it would also save time. Cellular devices are usually quick to load. They work fast and eliminate the time being spent on passing out or getting out papers and text books.

The debate over whether or not the usage of cell phones in the classroom should be allowed has been on-going. Some disagree with this proposal because they believe that students will get distracted or cheat on tests or assignments. However, the use of cell phones will be mediated and rules will be implemented to keep order. Some would include: making the students turn off their calling and text messaging services, making the students connect to the school's wifi which would block inappropriate websites, and not allowing the use of phones during tests which

would be taken on paper. With the implementation of these rules, the usage of cell phones can be mediated and a healthy learning environment can be maintained.

It is unnecessary to argue any longer over this topic because there are many reasons why the usage of cell phones and other cellular devices should be used in classrooms. Some provide arguments against cell phones in classrooms, but their problems have easy solutions. If we implement the use of cellular devices, we would be increasing students' productivity, helping the environment by being conservative, and maintaining order in the classroom with rules for cell phones.

**SCORE POINT****3**

The response provides adequate support/evidence for the argument and claim that includes reasoned analysis and the use of source material. The response adequately expresses ideas, employing a mix of precise with more general language.

- Evidence selected from the source material is more general than specific data, but it is adequately integrated and relevant. (e.g., *“Schools spend a vast amount of money on pencils, papers, text books, and many other more supplies. With the use of cell phones, online text books can be used and instead of using so many pieces of paper, students could type their assignments and send them via internet.”*).
- Adequate (though simplistic) use of citations and attribution to source material (e.g., *“There are also various assignments in which cell phones can be utilized (Source #2); “...students could type their assignments and send them via internet (Source #3)”*).
- Adequate use of some elaborative techniques. For example, the response provides examples and explanations for supporting evidence. (i.e. *“The debate over whether or not the usage of cell phones in the classroom should be allowed had been on-going. Some disagree with the proposal because they believe that students will get distracted or cheat on tests or assignments. However, the use of cell phones will be mediated and rules will be implemented to keep order. Some would include: making the students turn off their calling and text messaging services, making the students connect to the school’s wifi which would block inappropriate websites, and not allowing the use of phones during tests which would be taken on paper.”*).
- Vocabulary is generally appropriate for the audience and purpose (e.g., *“usage of these cellular devices would be very beneficial,” “the use of cell phones will be mediated and rules will be implemented”*).
- Generally appropriate style is evident and contributes to an overall convincing piece (i.e. *“It is unnecessary to argue any longer over this topic...” “Some provide arguments against cell phones in classrooms, but their problems have easy solutions.”*).

NOTE: The Pilot Test full-write task instructions did not direct students to reference their sources by name or number as do the Field Test task instructions.

Fracking  
Grade 11 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test**Response****The Faults of Fracking**

The issue of fracking has arrived in our state. After we were presented with evidence for both sides of the debate, we have chosen to oppose the plan for hydraulic fracking. Our reasoning has led us to this decision, and here is the evidence we found.

The most glaring problem with fracking is its massacre of the environment. The energy company swears it will keep its wells clean, but that hasn't been the case with its fracking elsewhere. Ask the residents of western Pennsylvania for a gulp of water from their rivers and lakes. Instead of a cool and refreshing cascade of sparkling clean H<sub>2</sub>O, you'll get a mouthful of grimy, gritty gasoline. And when residents have too much pollution in their plumbing, the city condemns their houses and they must move out. It's already difficult to sell a house in these economic times, and it's even more so if the house is condemned. If the residents can't sell their house, then they can't move out and must find somewhere else to stay.

Another problem is the massive amount of toxic chemicals launched downwards into the Earth. Energy companies say the chemicals can't escape their pipes, yet it has been found that the pipes aren't 100% crack-free. The toxic chemicals do have a large potential to escape, not only invading the surrounding water but the soil and possibly the atmosphere as well.

Finally, there is the issue of energy dependence. The energy companies promote natural gas because it decreases dependence on coal and other countries for our energy supply. It would, of course, but is it worth the cost to citizens and the environment? Modern-day science has advanced greatly and there are a bounty of ways to gather energy without harming the natural world. For instance, take solar power and geothermal energy. Both of these ways will present us with energy without harming the planet. Why don't we invest in companies that promote green energy?

After being presented with these arguments, I hope you will understand the position we have taken on the issue of fracking. I hope you will choose wisely in favor of our planet. There is only one Earth and so we must protect it. Let's keep our waters clean and sparkling and our soil rich and full of life so future generations can

enjoy the beautiful landscapes that we call our home.

**SCORE POINT****3**

The response provides adequate support/evidence for the argument and claim that includes mostly reasoned analysis and the use of source material. The response adequately expresses ideas, employing a mix of precise with more general language.

- Most of the evidence consists of source-based examples such as “*grimy, gritty gasoline*” water from Pennsylvania, and examples of potential problems such as “*toxic chemicals*” that “*can’t escape their pipes*” that admittedly “*aren’t 100% crack-free.*” Although the evidence could be stronger, it is relevant and well integrated.
- There are no citations or attribution to source material.
- There are some elaborative techniques such as positing causality (i.e. “*and when residents have too much pollution in their plumbing, the city condemns their houses and they must move out. It’s already difficult to sell a house in these economic times, and it’s even more so if the house is condemned.*”). The writer also elaborates by acknowledging the opposing point of view (decreased energy dependence and cost savings of fracking) and then rebutting through questioning the “*worth*” of the environment and humanity.
- Vocabulary use such as “*glaring problem*” and “*massacre of the environment*” suggest a strong position without going too far beyond the limits of reasoned argument.

Generally appropriate style is evident throughout, although the conclusion is particularly effective in appealing to the audience by bringing a global perspective to the argument, making a call to action, and maintaining the personalization used in the introduction (“*we*” and “*let’s*”).

NOTE: The Pilot Test full-write task instructions did not direct students to reference their sources by name or number as do the Field Test task instructions.

Apprenticeship  
Grade 11 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response**

The idea of taking on a German style apprenticeship here in the United States can increase technical and vocational training for high school graduates. This concept can really help graduates of high school and college develop skills that are not available anywhere else. This idea will allow higher rates of employment, as proven in Germany. Especially with America with our unemployment rates so high, the best thing our society can do is to adopt this plan to help out our newly educated students. Unlike just emphasizing attending a four-year college or university, the German-style apprenticeship in the United States will actually make a difference in the lives of students.

The German concept gives students to opportunity to apply for a two- or three-year training contract, which will broaden their education in his or her field of choice at a vocational school. After the training is over, he or she will have learned "practical and technical skills to compete in a global market, along with a good overall perspective on the nature of their profession" (Dolgow). This gives graduates the opportunity to have some hands-on training on their actual profession, unlike in a four year college that may or may not provide this experience. Also, this hands on training is much faster than the education at a college, most of which will actually help later in life; This can cut the learning time in half, providing a much more efficient system of learning. This concept also guarantees a job ready for every graduate that is enrolled in vocational school, which "Provides less risk of heartbreak when years of hard work in university go unrewarded by an unforgiving market" (Dolgow). With America's unemployment rate so high, this emphasis on vocational education can really help to improve our economy and our society in general.

The United States thus far has not promoted technical and vocational training in society. American society "is not ready to invest in technical and vocational education that goes beyond a few weeks of induction or learning on the job" (Koenig). However, this is the very reason our nation to adopt the German apprenticeship program. Hiring someone to do the job he or she already is trained to do is much easier and more efficient than hiring and training an inexperienced person on the spot. This allows for a more stable and stronger economy and nation.

In comparison with the prevalent idea of a four year college or university, the

German idea of a Dual Vocational Training System is a much better and more efficient means of improving the overall life of a citizen of America. With its faster learning program and hands on training, the apprenticeship can almost always guarantee a job for the average student who is enrolled in the program. It is a more efficient means of allowing college graduates to unlock their potential in the real world and giving them the chance to prove that vocational training does give technical and practical skills that are essential in their lifetime.

**SCORE POINT****3**

The response provides adequate support/evidence for the argument and claim that includes reasoned analysis and the use of source material. The response adequately expresses ideas, employing a mix of precise with more general language.

- Adequate evidence from the source materials is mostly integrated and relevant (i.e. paragraph two is especially strong in using source material to build the argument rather than merely accumulating “evidence” from the source). The rebuttal to the opposing points of view are also skillfully embedded (“*unlike in a four-year college,*” “*much faster than the education at a college*”). On the other hand, paragraph three is less successful in integrating evidence from the sources. In addition, there was much more concrete information that could have been selected from the sources but wasn’t
- Quoted sources are cited; other sources are not attributed/cited.
- Adequate use of some elaborative techniques: The entire essay develops the argument through comparison between Germany and the United States secondary training programs, elaborating on the benefits of the German model. As mentioned, paragraph two builds the argument especially well by defining and explaining all the outcomes (e.g., the program gives “*...hands-on training on their actual profession, unlike in a four year college that may or may not provide this experience. Also, this hands on training is much faster than the education at a college, most of which will actually help later in life; This can cut the learning time in half, providing a much more efficient system of learning. This concept also guarantees a job ready for every graduate...*”).
- Vocabulary is generally appropriate for the audience and contributes to the effectiveness of the argumentative purpose (“*prevalent idea,*” “*efficient means of improving the overall life,*” “*good overall perspective*”)
- The style is not overly formal or didactic, but the sincerity of the response comes through (e.g., “*Unlike just emphasizing attending a four-year college or university, the German-style apprenticeship in the United States will actually make a difference in the lives of students,*” and, in the conclusion, “*...this is the very reason that...*”)

NOTE: The Pilot Test full-write task instructions did not direct students to reference their sources by name or number as do the Field Test task instructions.

Archeological Controversies  
Grade 11 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response** I enjoy visiting museums. There is an inexplicable exhilarating sensation of standing amidst priceless artifacts and feeling a connection with the people of the past. Whether I am examining a mummy or admiring a brilliant painting, I always cherish any opportunity I have to partake in the wonders that are offered at a museum. However, these chances to savor a precious statue or a historical treasure from only a mere few feet away are slowly dwindling. In short, ancient artifacts should not be returned to their country of origin.

Specifically, the repatriation of ancient artifacts to their country of origin would decrease the opportunity of numerous individuals to experience a taste of historical culture. For example, according to source #3, the Great Britain attracts twice as many tourists as Egypt does. That's fourteen million people who would lose the chance to view the wonders of the Rosetta Stone if it were returned to Egypt. Housing the Rosetta Stone and other priceless artifacts in a popular institution such as the British museum allows greater numbers of people to appreciate it. In short, a well-established museum in Europe would allow its artifacts to have greater accessibility compared to a museum in a less advanced country. And this greater accessibility is crucial. As stated in source #1, the historical treasures of this world should be shared by all of its people; no individual country should be able to claim complete ownership.

Furthermore, ancient artifacts are better protected in the institutions of Europe and the United States. According to source #1, the security and impeccable preservation that these museums can offer their artifacts makes them the ideal locations. Also, as Professor Mann asserts in the interview feature in Source #3, protestors in the 2011 Cairo revolution demolished several priceless mummies in the Egyptian museum. Obviously, ancient artifacts should not be subjected to the risk of damage at less advanced museums when they could be safely housed in a European or American institution.

Some individuals insist on the restitution of ancient artifacts. For example, source #4 indignantly protests how the Rosetta Stone was stolen from Egypt by the French numerous centuries ago and given to the British. However, if the Rosetta Stone had remained in its original country, its secrets might never have been revealed. As a result of British possession, research has been able to be conducted upon this

valuable stone. Consequently, historical languages have been unearthed and a bridge has been built between the past and present as well as between diverse cultures.

Ultimately, ancient artifacts should remain in European and American museums where they can be better protected and more accessible to the world.

**SCORE POINT****4**

The response provides thorough and convincing support/evidence for the argument(s) and claim that includes reasoned analysis and the effective use of source material (evidence such as facts and details). The response clearly and effectively expresses ideas, using precise language.

- Comprehensive evidence from the source material is integrated, relevant, and specific. For example, the writer takes evidence from the source (“*Great Britain attracts twice as many tourists as Egypt does*”), interprets it (“*that’s 14 million people,*” “*...housing the Rosetta Stone and other...*”), and then stresses the consequences of that evidence (“*greater accessibility*”), making clear the warrant or supporting principle (such treasures should be shared by all people).
- There are clear citations or attributions to source materials (e.g., “*...according to source #3...*”; “*As stated in source #1...*”; “*Also as Professor Mann asserts in the interview feature in Source # 3...*”).
- Effective use of a variety of elaborative techniques (e.g., The writer uses elaborative techniques, such as specific examples and expert opinions to address the opposing point of view by acknowledging and then rebutting that position (e.g., “*Some individuals insist on...ancient artifacts*”).
- Vocabulary is clearly appropriate for the audience and purpose, contributing to the credibility of the writer (e.g., “*...the security and impeccable preservation that these museums can offer their artifacts makes them the ideal locations.*”; “*...protesters in the 2011 Cairo revolution demolished several priceless mummies in the Egyptian museum.*”).
- Effective, appropriate style enhances content. For example, the writer sets the context for the argument by personalizing the subject with his style: “*I enjoy...Whether I am examining a mummy or admiring...I always cherish any opportunity I have...at a museum.*” This style draws the reader in, setting up the thesis: “*However, these chances to savor...are slowly dwindling.*”).

NOTE: The Pilot Test full-write task instructions did not direct students to reference their sources by name or number as do the Field Test task instructions.

## Baseline Anchor Response 1

Cell Phones

Grade 11 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

Response

Cell phones should be able to be used in highschools. they can be used to scheduale what assignments are due on the days that they are assigned. Children can also use them to find important information on a topic in class. Then they will be able to understand and identify what he/ she is learning about.

I think that overall a cell phone would futrther help student effcantly learn about the subject thats in hand they can also find ways to help them study for a test or a quiz.

Their are also ways that it could be bad the students might play games or apps in class and get distracted from their work, htey might also text friends in class and not pay attention to what us being taught. but i think it would help more then it would hurt.

I think that cell phone should be able to be used in high school. the world has to advance with the techonolgy and thus is a way of doing it.

SCORE POINT

0

The response demonstrates little command of conventions. A variety of errors in sentence formation (i.e. run together sentence), punctuation (i.e. missing comma and apostrophe), spelling (e.g., *highschools*, *scheduale*, *futrther*, *effcantly*, *detracted*, *htey*, *tought*, *techonolgy*, *thus*), capitalization (i.e. at the beginning of sentences and the pronoun “I”), and grammar usage (e.g., *their* for *there*, *then* for *than*, *cell phone* for *cell phones*) are present in the response. There are errors in basic skills (i.e. capitalization, spelling). There is a high proportion of errors in comparison to the amount of writing done correctly.

## Baseline Anchor Response 2

Apprenticeship  
Grade 11 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response** i believe that we should not take the german way out because everyone deserves the right to choose on their own what they want to do. the germans are giving strictly vocational, or technical school options but they arent good ones. 4 year colleges give you the experience and more knowledge in your feild

i personally think that a college is the best route but for those who enjoy technical schools and such, let them make their own decision. we can't choose for then.

Germany is very communist like in the wat they train their kids and how you grow. i think we should keep schools the way they are now

## SCORE POINT

0

The response demonstrates little command of conventions. A variety of errors in punctuation (i.e. missing periods at the end of sentences, missing apostrophe), capitalization (e.g., the pronoun “I”, at the beginning of sentences, and the proper noun “German”), and spelling (e.g., *feild* for field, *then* for them, *wat* for what) are present in the response. There are errors in basic skills (i.e. missing periods, capitalization of proper nouns). There is a high proportion of errors in comparison to the amount of writing done correctly.

**Baseline Anchor Response 3**

Kenya Technology  
Grade 11 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response** *The use of cellphones have benefited the social and economy of Kenya. As a result Kenya has seen its dead rate going down thanks to the new technology and its better health care. Also we see how sending money is faster, essayer, and safer. plus it has also helped the Kenyans connect with the world in farming business.*

*First we see how the death rate is been going down thanks to the fact that doctors are able to go down to villages and test the habitents for diesises and illness like malaria and treat them to eliminate the illness. they do all this thanks to the help of cellphones and they also send text messages to keep up with the patients health and to remind them to take their pills when their supposed to. thanks to the use of cellphone the mortality rate has begun to decline.*

*Second its also proven to be very useful in banking and money transfer plus buying or selling. the people have begun to used their cellphone to deposit their money in the bank. they also have sent money back to their family and their love ones in a single minutes on their cellphones. it has also helped farmers sell their food and buy the things need to grow again next year.*

*Third and most important is how cellphones and technology have helped the Kenyans to better them self in the market. to gain higher profits for their crop and to better themselves. it has also helped them keep up with the stock market and other things.?*

*In conclusion i see that technology and cellphone have reshaped how the world flows. it also shaped how we live. without it life may of have been harder for us. so i think technology has reproved the way we live.*

SCORE POINT

0

The response demonstrates little command of conventions. A variety of errors in sentence formation (i.e. fragment in fourth paragraph.), punctuation (i.e. missing commas, missing apostrophe), basic capitalization (i.e. at the beginning of sentences), grammar usage (e.g., *is* for *has*, *their* for *they're*, *love ones* for *loved ones*, *them self* for *themselves*), and spelling (e.g., *cellphone* for *cell phone*, *essayer* for *easier*, *habitents* for *inhabitants*, *diesisesfor* for *diseases*, *reproved* for *improved*) are present in the response. There are errors in basic skills (i.e. capitalization, grammar usage). There is a high proportion of errors in comparison to the amount of writing done correctly.

## Baseline Anchor Response 4

Archeological Controversies  
Grade 11 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response** Ancient treasures left behind by past generations in a country is an unspoken wealth, maybe not in dollar signs and cents, but in cultural and spiritual connectivity to a country's past. Many people search the world for such treasures, the "Indiana Jones" of the 21st century. These people seek the glory in finding the treasure, it is the Museum director that benefits from the ancestral beauty and meaning of the piece, right?

But the question is, where should the treasures be left when they are found? The "Indiana Jones" might want it in their own country, a kind of "I found it first" way of thinking. But it can also be argued that the country, or even the individuals that find artifacts may take it as their own.

This of course caused many problems and speculation around the world of artifacts from many countries being stolen from them by other countries. And so needless to say this needed to stop, this brings us to the UNESCO (United Nations Educational, Scientific, and Cultural Organization) This agreement that was made in 1970 made it so any artifact that is found in any country must be returned to its rightful owner, or heir. After an artifact is found, a thorough investigation takes place to find out where it would belong, before a decision is made on where it is to be shown.

## SCORE POINT

**1**

The response demonstrates a partial command of conventions. A variety of errors in sentence formation (i.e. run-together sentences in paragraph 1 and 3), punctuation (i.e. missing quotation marks, comma errors, missing period), and grammar usage (i.e. subject-verb agreement) are present in the response. There are some errors in basic skills. There is a moderate amount of writing done correctly in proportion to errors.

**Baseline Anchor Response 5**

Kenya Technology  
Grade 11 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response**

There are many nations in this world that consist of much poverty. One nation that has suffered this is Kenya. Kenya is a country in Africa that lacks the resources they need to become a stable nation. There are many issues that this country faces, and some of these are a lack of doctors to supply health needs, and another is personal businesses.

Technology is something that helped this country much though. Cell phones has helped greatly with peoples health. Cell phones have helped the people of Kenya greatly with how they are able to catch illnesses. there is not very many doctors in Kenya to attend everyone when needed. So, with the help of cell phones there is not so much of a need for the doctors all the time. The people are able to attend themselves with how they are notified with their illness. Also, because of cell phones being able to detect illness, it saves money. People catch their illnesses soon enough to be able to cure it without needed to spend money on medicine and other products to help them get better.

Another reason on how technology with mobile devices improves Kenya is how people now have more access to own businesses. They can finally have bank accounts and are able to pay their suppliers through their mobile devices. This saves money for these business owners because before the M-pesa system in Kenya, people would need to travel to get their goods, with running the risk possible getting robbed on the way. So as a result, the M-pesa system has supplied much support in Kenya with not only being able to obtain their merchandise, but also saving money.

In conclusion, Technology has improved Kenya drastically. The usage of cellular devices had made a dramatic impact of Kenya's society today, and will continue to do so. They have improved Peoples health and personal businesses, and most importantly, they have been proven to save peoples money, rather then wasting it. Cell phones are not just a luxury in Kenya, they are also a device that improves the lives of many people.

## SCORE POINT

**1**

The response demonstrates a partial command of conventions. A variety of errors in punctuation (e.g., *peoples* for people's), capitalization (e.g., *there* for There, *Peoples* for peoples), grammar usage (e.g., *cell phones has* for cell phones have, *there is* for there are, *cure it* for cure them, *had* for have), a lack parallelism in grammar usage, and spelling (e.g., *heath* for health, *possible* for possibly, *of* for on, *then* for than) are present in the response. There are some errors in basic grammar (i.e. subject-verb agreement) and basic capitalization (i.e. at the beginning of a sentence). There is a moderate amount of writing done correctly in proportion to errors.

**Baseline Anchor Response 6**

Kenya Technology  
Grade 11 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response** Kenya, being one of the developing nations, had been struggling for a long time. But, in 2001, the mobile phone was introduced and things started to drastically change. As the amount of mobile phone subscriptions increased so did the efficiency of social institutions.

For instance, medical outcomes in Kenya have become more positive. Although the country only has one doctor for every 6,000 people, the smart phone has made it possible to help all. Now, a doctor can reach a patient from home and remind them to take their medication, or they can have their patients list their symptoms and the doctor can tell them what needs to be done. According to the article "Both Doctors and Patients on Call in Kenya": "As a result of innovative medical practices involving cell phone technology, the health status of many Kenyans is improving and fewer people are becoming ill in the first place." If the cell phone usage increases, so will this positive outcome of saving more lives.

On another positive note, business men and women can now easily operate their business. Instead of traveling far away and using money to get to a place, they can simply use their smart phones to pay a bill, or purchase something. One of the subjects in source three stated that, now, with, "mobile phone-based financial network, she can use her hand-held to pay her suppliers in faraway cities with money stored in her wireless account." This not only reduces the effort of making a payment, but also increases one's management skill, therefore, creating a better business.

According to the graph in source two, cell phone subscriptions have been on a constant increase, and have no signs of slowing down. If this continues, one will see more efficiency, and reduced complications in medical and business advancements. Kenya might be on the road to advancement in the near future.

SCORE POINT

1

The response demonstrates a partial command of conventions. Errors are primarily in spelling (*subscptions* for subscriptions, *poep*le for people, *practives* for practices, *imporving* for improving, *becomign* for becoming, *buisness* for business, *opperate* for operate, *finincial* for financial, *effciency* for efficiency, *advecement* for advancement). Note that a misspelled word is considered one error regardless of how many times it is used. There is a moderate amount of writing done correctly in proportion to errors.

**Baseline Anchor Response 7**

Kenya Technology  
Grade 11 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response**

There are always a number of troubles facing developing nations like Kenya. Kenya is located in a part of the world where things we do and have everyday can be luxuries to some. But there is something that we have that more people in Kenya are starting to get, cell phones. More and more people are getting cell phones, which can be of great use in a country like Kenya.

**SCORE POINT**

**1**

The response demonstrates a partial command of conventions. There are few errors present (*everyday* for *every day*), but the response is too brief to demonstrate full command of conventions.

**Baseline Anchor Response 8**

Apprenticeship  
Grade 11 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response**

The world is always changing and that includes its education system. There was a time where the college path worked for everybody but now in comparison to other countries, it seems to fail and not level up with the capability of how our nation is supposed to be. In the United States, our norm is that we go to highschool and work hard until we are accepted to a college and from then, we work even harder. This method would have worked easily in the beginning of the 20th century however times have changed and being in a four year college is proving to not be as useful as it once was.

In Germany, the system is completely different than the United States. They have a sort of apprenticeship available for students around the age of 18 where they can immediately jump into a training contract. If they are accepted, the student can learn on the job and at a free school, unlike the expensive college fees that are required here in the United States if you ever want a future. This method has led Germany to the country with the lowest rate of jobless youths in the world of industrialized nations. Compared the to US, that is a much better outcome of a school system and its time that we adapt to a change much like Germany's.

Although I believe we should adapt to a system like Germany's, I don't believe that we only need to copy their ways because they're better than us in a sense, we need to change because our college-for-all ideal was useful at first because now associate degrees usually come from community colleges rather than a four year institution. This has made our people lazy and has dumbed down the colleges in our country and raised the fees for it. This furthers my conclusion that we must move forward to a new way of education -to-job transition.

Altogether, if we continue to persist with this way of thinking, our expectations will just lower as more students drop out. If our expectations and requirements are lowered, then as a nation, we will not be as outstanding or accomplished.

SCORE POINT

2

The response demonstrates an adequate command of conventions. Some errors in sentence formation (i.e. fragments in paragraph 3) and grammar usage (*where* for *when*, *its* for *it's*) are present in the response. A missing word (e.g. *...led Germany to the country...*), and transposition of words (e.g. *Compared the to US...*) are also of note. There are relatively few errors in proportion to the amount of writing done correctly.

## Baseline Anchor Response 9

Public Art  
Grade 11 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response** Dear City Council,

Our town has been debating recently whether the city should use its well-earned funds to finance public art. As a citizen of our town, I have to say that we should not use our funds in this manner. Based on research done, I believe that our town should try to find someone to privately fund an art project instead of us publicly funding it. When an artist is publicly funded, they are often stifled and it is a waste of tax dollars. In fact, what happens if the work of art is an embarrassment to our fine town? While it is true that a work of art will boost our cities culture and happiness, I strongly feel that we should not fund the project ourselves.

According to the Finance and Culture Magazine Editorial, "when using public funds, the artist is constrained by the need to represent the point view of the government and to gratify the general public." Do we really want an artist to have to limit to freedom of expression? To me that just sounds un-American. In fact, it seems very likely that the artist will not give their full effort when working on their project for fear of their art not being liked. They have good reason to feel this way; there are several stories about the government forcing artists to change their artworks because they were deemed too "controversial". Funding a sculpture just seems like a waste of time and money if there is a chance that the masses may be disgusted by it.

In 2008, the United States spent 858 million public dollars on the arts. As a person who has to pay taxes during the recession, I find this a little excessive. Surprisingly, 12.79 billion dollars have been spent privately. This is just an example that we CAN find someone somewhere to fund the project, such as an eccentric art-lover. Again according to the Finance and Culture Magazine Editorial, statistics show that art will still gain popularity if privately funded. It is logically sound that we should try to find a private investor to save our money, and save our town some embarrassment if it the artist becomes too controversial.

Since history often repeats itself, I feel that we should look at history for an answer. In 1832, Congress commissioned a statue of George Washington by the sculptor Haratio Greenough. The artist wanted to compare America to the great society of Ancient Greece, so he sculpted Washington in a toga, bare chested. Needless to say that the citizens of the United States at that time period did not

approve of the sculpture and congress promptly removed it. As a town, do we really want to take the chance of having something much worse in our town and say that we approved of its funding? I assume the answer is no. I do realize that there has been examples for public funding, but as a whole they are not ideal.

Picasso once sculpted a work of art in Chicago, publicly funded, and to this day it is still a symbol of the city. But again, it had some conflicts that I assume no one really wants to deal with. For example, several people wanted it removed because it was too modern for the city at the time. It was also a part of a lawsuit, which deemed the statue not copyrighted. This caused several other artists to copy its design, which ultimately led to it being accepted, but no longer a unique work of art.

In conclusion, I feel like the only logical choice is to not publicly fund the sculpture. The cons clearly outweigh the pros. It is a waste of tax money, stifling to the artist and can ultimately lead to disaster and lawsuits. It is in the town's best interest to not fund the work of art.

**SCORE POINT****2**

The response demonstrates an adequate command of conventions. There are errors in capitalization (“*when...*” for “*When...*”), punctuation (*cities* for cities’), grammar usage (e.g. *...there has been examples...* for *...there have been examples...*), and spelling (e.g., *Haratio* for Horatio, *intrest* for interest) present in the response. These are relatively few in proportion to the amount of writing done correctly.

Appendix A provides the grade-level convention charts used during scoring.

APPENDIX A: Convention Charts

CONVENTIONS

**Grade K-1**

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> <li>Use regular plural nouns correctly by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</li> <li>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> </ul>	<b>Capitalize</b> <ul style="list-style-type: none"> <li>first word in sentence</li> <li>the pronoun I</li> <li>names of people</li> <li>days of the week</li> <li>months of the year</li> </ul>	<ul style="list-style-type: none"> <li>Use end punctuation for sentences.</li> </ul> Use commas - <ul style="list-style-type: none"> <li>in dates</li> <li>to separate single words in a series.</li> </ul>	<b>Nouns:</b> <ul style="list-style-type: none"> <li>Correctly use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</li> </ul> <b>Verbs:</b> <ul style="list-style-type: none"> <li>Correctly use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</li> </ul> <b>Pronouns:</b> <ul style="list-style-type: none"> <li>Correctly use common personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).</li> </ul> <b>Determiners:</b> <ul style="list-style-type: none"> <li>Correctly use determiners (e.g., articles, demonstratives).</li> </ul> <b>Conjunctions:</b> <ul style="list-style-type: none"> <li>Correctly use frequently occurring conjunctions (e.g., and, so, but, so, because)</li> </ul>	NA

**Grade 2**

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> <li>Spells words at grade level and below correctly.</li> </ul>	<b>Capitalize</b> <ul style="list-style-type: none"> <li>holidays</li> <li>product names</li> <li>geographic names</li> <li>greetings and closings</li> </ul>	Use commas <ul style="list-style-type: none"> <li>in greetings and closings of letters.</li> </ul> Use an apostrophe <ul style="list-style-type: none"> <li>to form contractions</li> <li>in [frequently occurring] possessives.</li> </ul>	<b>Nouns:</b> <ul style="list-style-type: none"> <li>Correctly use collective nouns (e.g., group).</li> <li>Correctly use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</li> </ul> <b>Verbs:</b> <ul style="list-style-type: none"> <li>Correctly use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</li> </ul> <b>Pronouns:</b> <ul style="list-style-type: none"> <li>Correctly use reflexive pronouns (e.g., myself, ourselves).</li> </ul>	NA

*Smarter Balanced – Conventions Chart – April, 2014*

Students are expected to demonstrate grade-level skills in conventions as specified in the CCSS as well as those specified for earlier grades.

## Conventions

### Grade 3

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completeness
<p>Correctly spell -</p> <ul style="list-style-type: none"> <li>plurals (e.g., cat to cats, glass to glasses, carry to carries).</li> <li>words at grade level and below (adding suffixes to bases; using spelling patterns and generalizations)</li> </ul>	<p>Capitalize -</p> <ul style="list-style-type: none"> <li>person's title (e.g., President Smith vs. the president)</li> <li>titles of books</li> </ul>	<p>Commas:</p> <ul style="list-style-type: none"> <li>in complete address (e.g., 12345 67th Ave., Spokane, WA).</li> <li>Use commas and quotation marks in dialogue</li> </ul> <p>Apostrophe:</p> <ul style="list-style-type: none"> <li>in possessive nouns (e.g., the dog's house, the dogs' houses).</li> </ul>	<p>Nouns:</p> <ul style="list-style-type: none"> <li>Correctly use regular and irregular plural nouns.</li> <li>Correctly use abstract nouns (e.g., childhood)</li> </ul> <p>Verbs:</p> <ul style="list-style-type: none"> <li>Correctly use regular and irregular verbs</li> <li>Correctly use simple verb tenses (e.g., I walked; I walk; I will walk)</li> </ul> <p>Adjectives/Adverbs:</p> <ul style="list-style-type: none"> <li>Correctly use comparative and superlative adjectives and adverbs</li> </ul> <p>Agreement:</p> <ul style="list-style-type: none"> <li>Correctly use pronouns that match a [close] antecedent* (The <u>boy</u> walked <u>his</u> dog)</li> <li>Correctly use subject verb agreement* (He has...; They have....)</li> </ul> <p>Conjunctions:</p> <ul style="list-style-type: none"> <li>Correctly use coordinate (e.g., and, but) and subordinate conjunctions (e.g., because)</li> </ul>	<ul style="list-style-type: none"> <li>Avoid "fused" (e.g., run together, comma splices) sentences (e.g., They went to the store they bought groceries.)*</li> </ul>

\* as appropriate for grade level

*Smarter Balanced – Conventions Chart – April, 2014*

\* Students are expected to demonstrate grade-level skills in conventions as specified in the CCSS as well as those specified for earlier grades.

### Grade 4

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completeness
<ul style="list-style-type: none"> <li>Correctly spell words at grade level and below</li> </ul>	<ul style="list-style-type: none"> <li>Uses capitalization rules from the previous grades.</li> </ul>	<p><b>Commas:</b></p> <ul style="list-style-type: none"> <li>Use commas and quotation marks to mark direct speech and quotations from the text.</li> <li>Use a comma before a coordinating conjunction (and, but, for, [n]or, yet, so) in a compound sentence</li> </ul>	<p><b>Pronouns:</b></p> <ul style="list-style-type: none"> <li>Correctly use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</li> </ul> <p><b>Verbs:</b></p> <ul style="list-style-type: none"> <li>Correctly use the progressive (<i>e.g., I was walking; I am walking; I will be walking</i>) verb tenses.</li> <li>Correctly use modal auxiliaries (<i>can, may, must</i>) to convey various conditions.</li> </ul> <p><b>Adjectives:</b></p> <ul style="list-style-type: none"> <li>Use conventional patterns to order adjectives within sentences (<i>e.g., a small red bag, not a red small bag</i>).</li> </ul> <p><b>Agreement:</b></p> <ul style="list-style-type: none"> <li>Pronouns and antecedents agree (<i>He brought his dog to school; He and Gary brought their lunch</i>)</li> <li>Subjects and verbs agree (<i>My friend and I go to recess together; Sally goes to recess with her friends</i>)</li> </ul> <p><b>Frequently Confused Words:</b></p> <ul style="list-style-type: none"> <li>Use frequently confused words* correctly (e.g., to, two, too; their, there, they're; it's, its; your, you're)</li> </ul>	<ul style="list-style-type: none"> <li>Avoid "fused" (e.g., run together, comma splices) sentences*</li> <li>Avoids sentence fragments* (e.g., Going into town).</li> <li>May use purposeful fragments such as "Not us." or in dialogue.</li> </ul>

\* as appropriate for grade level

Smarter Balanced – Conventions Chart – April, 2014

\* Students are expected to demonstrate grade-level skills in conventions as specified in the CCSS as well as those specified for earlier grades.

## CONVENTIONS

### Grade 5

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completeness
<ul style="list-style-type: none"> <li>• Correctly spell words at grade level and below</li> </ul>	<ul style="list-style-type: none"> <li>• Uses capitalization rules from the previous grades.</li> </ul>	<p><b>Commas:</b></p> <ul style="list-style-type: none"> <li>-Use punctuation to separate items in a series.</li> <li>-Use a comma to separate an introductory element from the rest of the sentence.</li> <li>-Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</li> </ul>	<p><b>Verbs:</b></p> <ul style="list-style-type: none"> <li>• Correctly uses the perfect tense (e.g., <i>I had walked, I have walked; I will have walked</i>)</li> <li>• Uses verb tense to convey various times, sequences, states, and conditions.</li> <li>• Avoids inappropriate shifts in verb tense.*</li> </ul> <p><b>Conjunctions:</b></p> <p>Use correlative conjunction (e.g., <i>either/or, neither/nor</i>)</p> <p><b>Agreement:</b></p> <ul style="list-style-type: none"> <li>• Pronouns and antecedents agree (<i>He brought his dog to school; He and Gary brought their lunch</i>)</li> <li>• Subjects and verbs agree (<i>My friend and I go to recess together; Sally goes to recess with her friends</i>)</li> </ul> <p><b>Frequently Confused Words:</b></p> <ul style="list-style-type: none"> <li>• Uses frequently confused words* correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Avoid "fused" sentences* (e.g., run together, comma splices)</li> <li>• Avoids sentence fragments* (e.g., <i>Going into town</i>).</li> <li>• May use purposeful fragments such as "Not us." or in dialogue.</li> </ul>

\* as appropriate for grade level

*Smarter Balanced – Conventions Chart – April, 2014*

\* Students are expected to demonstrate grade-level skills in conventions as specified in the CCSS as well as those specified for earlier grades.

## Grade 6

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> <li>Spells words at grade level and below correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Uses capitalization rules from the previous grades.</li> </ul>	Comma, parenthesis or dash <ul style="list-style-type: none"> <li>to set off nonrestrictive/parenthetical information (e.g., appositives, explanatory phrases/clauses such as <i>Batman, the famous caped crusader, battled the Joker; Our teacher, who loves cake, enjoyed the birthday party we threw her</i>)*</li> </ul>	<b>Pronouns:</b> <ul style="list-style-type: none"> <li>Correctly uses pronoun case (subject, object, possessive)</li> <li>Correctly uses intensive pronouns (e.g., myself, ourselves)</li> <li>Avoids inappropriate shifts in pronoun number and person*</li> <li>Avoids vague or ambiguous or unclear pronoun references*</li> </ul> <b>Verbs:</b> <ul style="list-style-type: none"> <li>Avoids inappropriate shifts in verb tense.*</li> </ul> <b>Agreement:</b> <ul style="list-style-type: none"> <li>Pronouns and antecedents agree (<i>Everybody wants his or her own book bag VS They all want their own book bags</i>)</li> <li>Subjects and verbs agree (<i>People who forget the words just hum the tune</i>)</li> </ul> <b>Frequently Confused Words:</b> <ul style="list-style-type: none"> <li>Uses frequently confused words* correctly</li> </ul>	<ul style="list-style-type: none"> <li>Avoids "fused" sentences*</li> <li>Avoids sentence fragments*</li> <li>May use purposeful fragments.</li> </ul>

\* as appropriate for grade level

*Smarter Balanced – Conventions Chart – April, 2014*

\* Students are expected to demonstrate grade-level skills in conventions as specified in the CCSS as well as those specified for earlier grades.

## Grade 7

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> <li>Spells words at grade level and below correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Uses capitalization rules from the previous grades</li> </ul>	<p><b>Comma:</b></p> <ul style="list-style-type: none"> <li>Uses a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old, green shirt.</i>)</li> </ul> <p>Comma, parenthesis or dash to set off nonrestrictive/parenthetical information* (e.g., appositives, explanatory phrases/clauses such as <i>Batman, the famous caped crusader, battled the Joker; Our teacher, who loves cake, enjoyed the birthday party we threw her</i>)</p>	<p><b>Phrases:</b></p> <ul style="list-style-type: none"> <li>Avoids misplaced or dangling modifiers</li> </ul> <p><b>Pronouns</b></p> <ul style="list-style-type: none"> <li>Avoids inappropriate shifts in pronoun number and person*</li> <li>Avoids vague or ambiguous or unclear pronoun references*</li> </ul> <p><b>Verbs:</b></p> <ul style="list-style-type: none"> <li>Avoids inappropriate shifts in verb tense*</li> </ul> <p><b>Agreement:</b></p> <ul style="list-style-type: none"> <li>Pronouns and antecedents agree (<i>Everybody wants <u>his or her</u> own book bag VS <u>They</u> all want <u>their</u> own book bags</i>)</li> <li>Subjects and verbs agree (<i><u>People</u> who forget the words just <u>hum</u> the tune</i>)</li> </ul> <p><b>Frequently Confused Words:</b></p> <ul style="list-style-type: none"> <li>Uses frequently confused words* correctly</li> </ul>	<ul style="list-style-type: none"> <li>Avoids “fused” sentences*</li> <li>Avoids sentence fragments*</li> <li>May use purposeful fragments.</li> </ul>

\* as appropriate for grade level

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## Grade 8

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> <li>Spells words at grade level and below correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Uses capitalization rules from the previous grades</li> </ul>	<p><b>Comma, Ellipsis, Dash:</b></p> <ul style="list-style-type: none"> <li>To indicate a pause or break</li> </ul> <p><b>Ellipsis (...):</b></p> <ul style="list-style-type: none"> <li>To show omitted words)</li> </ul> <p><b>Comma, parenthesis or dash to set off nonrestrictive/parenthetical information*</b></p>	<p><b>Verbs:</b></p> <ul style="list-style-type: none"> <li>Correctly uses verbs in the active and passive voice.</li> <li>Correctly uses verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</li> <li>Correctly uses consistent and appropriate voice and mood (e.g., passive vs. active voice; conditional and subjunctive)</li> <li>Avoids inappropriate shifts in verb tense*</li> </ul> <p><b>Pronouns:</b></p> <ul style="list-style-type: none"> <li>Avoids inappropriate shifts in pronoun number and person*</li> <li>Avoids vague or ambiguous or unclear pronoun references*</li> </ul> <p><b>Agreement:</b></p> <ul style="list-style-type: none"> <li>Pronouns and antecedents agree (<i>Everybody wants his or her own book bag VS They all want their own book bags</i>)</li> <li>Subjects and verbs agree (<i>People who forget the words just hum the tune</i>)</li> </ul> <p><b>Frequently Confused Words:</b></p> <ul style="list-style-type: none"> <li>Uses frequently confused words* correctly</li> </ul>	<ul style="list-style-type: none"> <li>Avoids “fused” sentences*</li> <li>Avoids sentence fragments*</li> <li>May use purposeful fragments.</li> </ul>

\* as appropriate for grade level

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## HIGH SCHOOL

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> <li>Spells words that are at or up to two grades below grade level, including frequently misspelled words, correctly</li> </ul>	<ul style="list-style-type: none"> <li>Uses capitalization rules from the previous grades</li> </ul>	<p><b>Semicolons:</b></p> <ul style="list-style-type: none"> <li>Uses semi-colon between two independent clauses connected by a conjunctive adverb (e.g., I studied late into the night; consequently, I passed the test)</li> <li>Uses semi-colon between two independent clauses</li> </ul> <p><b>Colons:</b></p> <ul style="list-style-type: none"> <li>Uses a colon to introduce a list or quotation.</li> </ul> <p><b>Hyphens:</b></p> <ul style="list-style-type: none"> <li>Follows hyphenation conventions.</li> </ul> <p>Comma, parenthesis or dash to set off nonrestrictive/ parenthetical information*</p>	<p><b>Parallel Construction:</b></p> <ul style="list-style-type: none"> <li>with single words (e.g., verbs particularly in informational and technical writing ( ~ parallel: <i>A scientist observes, hypothesizes, and analyzes.</i> VS ~ not parallel: <i>A scientist observes, hypothesized, and analyzed</i>)</li> <li>with clauses ( ~ parallel: <i>The coach told the players they should get plenty of sleep, they should eat well, and they should do some warm-up exercises.</i> VS ~ not parallel: <i>The coach told the players they should get plenty of sleep, that they should eat well, and to do some warm up exercises</i>).</li> <li>with phrases (e.g., infinitive) ~parallel: <i>Jamillah likes to hike, swim, and ride a bicycle.</i> ~not parallel: <i>Jamillah likes to hike, to swim, and rides a bicycle</i>).</li> </ul> <p><b>Verbs:</b></p> <ul style="list-style-type: none"> <li>Avoids inappropriate shifts in verb tense*</li> </ul> <p><b>Pronouns:</b></p> <ul style="list-style-type: none"> <li>Avoids inappropriate shifts in pronoun number and person*</li> <li>Avoids vague or ambiguous or unclear pronoun references*</li> </ul> <p><b>Agreement:</b></p> <ul style="list-style-type: none"> <li>Pronouns and antecedents agree* (The teacher told each student to turn in his or her papers; The teacher told the students to turn in their papers)</li> <li>Subjects and verbs agree* (<i>Neither the coach nor the player is going to the banquet; <u>None of us</u> wants a second helping of pie; <u>None of the pie is</u> left</i>)</li> </ul> <p><b>Frequently Confused Words:</b></p> <ul style="list-style-type: none"> <li>Uses frequently confused words* correctly</li> </ul>	<ul style="list-style-type: none"> <li>Avoids "fused" sentences*</li> <li>Avoids sentence fragments*</li> <li>May use purposeful fragments.</li> </ul>

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