

ELA.05.CR.02.01.090

Sample Item ID:	ELA.05.CR.02.01.090
Grade/Model:	05/3b
Claim:	2: Students can produce effective writing for a range of purpose and audiences.
Assessment Target:	1: WRITE/REVISE BRIEF TEXTS: Write or revise one or more paragraphs demonstrating specific narrative strategies (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event)
Secondary Target(s):	n/a
Standard(s):	W-3, W-3a, W-3b, W-3c, W-3d, and/or W-3e
DOK:	2
Difficulty:	M
Item Type:	Constructed Response
Score Points:	3
Correct Response:	See scoring rubric
Stimulus/Passage(s):	"The Peaches"
Stimuli/Text Complexity:	n/a (writing stimulus)
Acknowledgement(s):	Source Title: "The Peaches" From <i>Rock A Bye Library. A Book Of Fables, Amusement For Good Little Children.</i> Taggard & Thompson, 29 Cornhill, Boston, 1859 Author: Unknown Source Location: http://www.gutenberg.org/cache/epub/22539/pg22539.txt
Item/Task Notes:	
How this item/task contributes to the sufficient evidence for this claim:	To successfully complete this item, students must demonstrate narrative strategies for coherence in constructing closure for a narrative.
Target-Specific Attributes (e.g., accessibility issues):	Adapted presentation of stimulus text is needed for students with visual impairment.

Stimulus Text:

The Peaches

A farmer bought five peaches. He gave one to his wife and one to each of his four sons. The next day, he asked his sons what they had done with their peaches. The oldest son told him that he planted the seed of the peach in the ground to grow a peach tree. The second son told his father that he sold his peach so he could buy more. The youngest son told his father that he ate his

peach and half of his mother’s, too. The third son told his father that he gave his peach to a sick neighbor. The father told his sons that one of them used his peach in the best way.

Item Prompt:

Rewrite the story by adding dialogue, descriptive details, and a conclusion without changing the events or characters.

Rubric for a 3-point CR item	
3	<p>A response:</p> <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to write a story using narrative strategies (dialogue and description), chronology, and transitional strategies • Includes a specific conclusion that clearly supports the text • Fully supports the audience, purpose, and task with clearly relevant events from the text
2	<p>A response:</p> <ul style="list-style-type: none"> • Gives some evidence of the ability to write a story using narrative strategies (dialogue and description), chronology, and transitional strategies • Includes some conclusion that supports the text • Adequately supports the audience, purpose, and task with mostly relevant events from the text
1	<p>A response:</p> <ul style="list-style-type: none"> • Gives limited evidence of the ability to write a story using narrative strategies (dialogue and description), chronology, and transitional strategies • Includes a conclusion but it is not explicit or makes only vague references to the text • Supports the audience, purpose, and task with at least one event from the text but the relevance of that event to the text must be inferred
0	<p>A response gets no credit if it provides no evidence of the ability to write a story using narrative strategies (dialogue and description), chronology, and transitional strategies, and includes no relevant information from the text, or is vague.</p>

Scoring Notes:

A score point 3 response should include dialogue, description, and a conclusion, but does not necessarily need to provide excellent examples of all three. For instance, a response containing many examples of well-written dialogue but fewer pieces of description could qualify as a 3. A 2 response should contain adequate examples of dialogue and description, as well as including some transitional strategies and a relevant conclusion, whereas a 1 response contains very limited dialogue and description, and/or provides no examples of dialogue or description, and contains only a vague conclusion. A response should receive no points if it merely copies text from the prompt, and/or does not include dialogue, description, transitional strategies, or a conclusion, and/or is off-topic.

Score Point 3 Sample:

One day an old farmer decided to buy five peaches. He had a wife and four sons, and he gave everyone in his family a beautiful ripe peach. Everyone was excited! They all thanked the farmer and then they ate their dinner and went to bed.

The farmer wondered what all his sons had done with their peaches, so the next day he called everyone together and said, "Kids, what did you do with the peaches I gave you yesterday?"

"I planted my peach outside," said the oldest son, who had brown hair and blue eyes and was very tall. "That way a peach tree will grow in our yard, and then we will all have peaches without having to buy them."

The farmer said to his second son, "What did you do with your peach?"

The second son said, "I sold my peach so I could get some money and then we could buy something that we need."

The farmer said to the next son, "What did you do with your peach?"

The third son said, "I ate my peach and half of mom's peach. They were so good!"

And then the farmer said to the last son, "What did you do with your peach?"

The last son, who had curly blond hair, said, "I gave it to the lady who lives next door since she's sick and I thought it was a nice thing to do."

All the children were waiting for the farmer to say something about the peaches. They waited and waited. They started to get a little nervous about what their dad was thinking.

Finally the farmer said, "One of you used his peach in the best way. And it was you!" He pointed to the oldest son. "You planted your peach so that we could have a peach tree. That was so smart! You were thinking about the future. I'm really proud of you." He gave his oldest son a big hug. "Now next year we can all eat lots and lots of peaches from the tree that you planted!" Everyone hugged the oldest son, and then they all decided to go outside and water the place where he had planted the peach, so that the peach tree would grow up big and strong and healthy.

Score Point 2 Sample:

One day a farmer bought some peaches. He gave all of his four sons a peach. Then he told them that they should do something with their peaches, and he went away.

The next day, the farmer said, "What did you all do with your peaches?"

The oldest son said he planted the peach in the garden to grow a peach tree. The second son said he sold his to get money. The next son said that he ate his peach and half of his mother's peach, and then the last son said that he gave his peach to their neighbor because she had the flu and couldn't get out of bed, and also she was old.

The farmer said, "One of you used his peach in the best way. Who do you think that was?"

The sons thought a lot, but they couldn't figure it out, so they asked the farmer to tell them. The farmer said, "It was my last son. He did the best thing with his peach. He gave it to someone else who needed it. We should all remember to be as nice to other people as he was to our neighbor." And all the sons said that they would.

Score Point 1 Sample:

A farmer bought peaches and he gave them to his kids. He had four sons. Then later he asked them what they did with their peaches.

One son said, "I planted the peach in the ground."

The other sons said what they did too. One of them sold the peach, one of them ate his peach, and one of them gave his peach away to somebody sick.

The farmer said that one of them did the best thing with his peach. But the kids didn't know who that was, so he told them.

Score Point 0 Sample:

A farmer bought some peaches and gave them to his kids. The farmer asked what they did with them. One son planted the peach. Another son sold it. One son gave his peach away. One son ate his and half his mom's peach. The end.