



## STUDENT RESPONSE

### Where animals live

Living creatures survive in all types of environments. Every animal faces challenges according to where they live. Most animals live in their own unique biomes that they have adapted to. Animals live in places such as burrows. My evidence is, “Wombats dig huge underground burrows that can be 100 feet long.” I found this in my Smarter Balanced packet in source #2, on pg. 9.

Animals can also live in lodges. My proof is, “Beavers build lodges along the banks of lakes and ponds.” I got this information in the text of my Smarter Balanced packet on pg. 7 in source #2.

Some animals even live in cactuses. My evidence says, “Now the cactus can store water for months and the owl has a nice home high in the cactus.” This useful information was found on pg. 5 on source #1 in my packet called Smarter Balanced.

Some animals live in the cold ocean. It says clearly in my Smarter Balanced packet on pg. 4 in source #1. It says, “The

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## RATIONALE AND EVIDENCE

This response demonstrates an adequate command of conventions.

There is adequate use of correct sentence formation, punctuation, capitalization, grammar, and spelling. It is a clear 2 on the Conventions dimension of the Informational Writing Rubric.

Holistically, looking at variety, severity, and density, the response earns a 2 as well. There are few or no basic errors in sentence formation, punctuation, capitalization, grammar, or spelling. The severity of errors is low to none, and the density of errors, or the proportion of errors to the amount of writing done well, is low to none.



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icefish lives in water so cold that even in summer chunks of ice continue to float in the water.”

Animals can live almost anywhere. Most animals work hard to design a home that they can adapt to.



## 2-Point Opinion Performance Task Writing Rubric (Grades 3–5)

SCORE	2 POINTS	1 POINT	0 POINTS	NS
CONVENTIONS	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> <li>adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> <li>limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<p>The response demonstrates little or no command of conventions:</p> <ul style="list-style-type: none"> <li>infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<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>



## STUDENT RESPONSE

### Where Animals live

Have you ever wondered why animals don't just live anywhere at anytime? Some animals have unique features to adapt to their own habatat and climate, for example a desert owl that lives in a cactus has a way of living that some animals don't. The cactus has its own supply of water, sence it doesn't rain in the desert often that is a really good advantage, for example in source 1 on pg. 5 it said, "Rain doesn't fall often in the Sonora Desert, but when it does it falls quickly and heavily. Then the water quickly flows away. The cactus has roots that spread out only inces below the surface of the soil. The roots are like a big sponge, soaking up rainwater fast."

Another example is a termite mound. termites find a place where there is a lot of dirt and a flat place then they start building. In the text it clearly says "Termites build 20 foot-high mounds out out of dirt and their own saliva. These giant structures are like small apartment buildings. Besides living areas, these towers have food storage areas, nursies for "baby"

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## RATIONALE AND EVIDENCE

This student demonstrates limited ability to form sentences correctly, specifically when to create a compound sentence versus when to create two complete sentences ("Some animals have unique features to adapt to their own habatat and climate, for example a desert owl that lives in a cactus has a way of living that some animals don't."). There is a minor grammatical error ("There is many animals"), but there are many instances of punctuation used correctly, and only one capitalization error ("termites find a place where there is a lot of dirt and a flat place then they start building."). There are several spelling errors that represent words used in the sources ("habatat," "burowrows", "vegetated") and others that should be spelled correctly by fourth grade ("sence," "their"). Some other spelling errors might be attributed to typing mistakes ("inces," "nursies," "imformation"), but the ratio of errors compared to student-generated text is high. Although this sample represents the high end of a 1-point score, the preponderance of evidence still falls under the score of 1.



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termites, a special chamber for the king and a queen, and even gardens.” I found this imformation in source 2 pg. 8.

There is many animals that live by their habatat to, some just dig burowrows and some just crawl under rocks, some live on vegietated areas but they all adapt to thier habatat.



## 2-Point Opinion Performance Task Writing Rubric (Grades 3–5)

SCORE	2 POINTS	1 POINT	0 POINTS	NS
CONVENTIONS	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> <li>adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> <li>limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<p>The response demonstrates little or no command of conventions:</p> <ul style="list-style-type: none"> <li>infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<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>

## Holistic Scoring:

- 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.

# Grade 4 / Conventions

## SAMPLE C \* SCORE 0

### Informational Performance Task

#### Focus Standards

Grade 4: W.4.5; L.4.1; L.4.2



### STUDENT RESPONSE

home and plants are really important because home is **enviriment** because you live there because is thier home with food, plates drinks to survive. but animals eat meat or plants or plants and meats. **and Drink water. people** need sticks to build a **hause** to survive. **like beavers Build lodges they need mud, stick like huge, big, small, xetara large sticks. Water to drink and stick to eat.** for they have a hole in under water to the home.

### RATIONALE AND EVIDENCE

This response demonstrates little or no command of English conventions, including sentence formation (“home and plants are really important because home is **enviriment** because you live there because is thier home with food, plates drinks to survive.”) and grammar (“Water to drink and stick to eat.”). Attempts at punctuation are inconsistent and infrequent (“**like beavers Build lodges they need mud, stick like huge, big, small, xetara large sticks.**”) and capitalization is incorrect (“**and Drink water**”). The student demonstrates a limited use of correct spelling, with words that are spelled incorrectly being those that a fourth grader is expected to spell independently (“**people**”/“**people**,” “**hause**”/“**house**”) or that can be found in the sources themselves (“**enviriment**”/“**environment**”). Overall, the range of errors, including basic errors, and the proportion of errors to writing done well earn a score of 0 for Conventions.

## 4-Point Informational Performance Task Writing Rubric (Grades 3–5)

SCORE	2 POINTS	1 POINT	0 POINTS	NS
CONVENTIONS	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> <li>adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> <li>limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<p>The response demonstrates little or no command of conventions:</p> <ul style="list-style-type: none"> <li>infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<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>

## Holistic Scoring:

- 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.