

Grade 4 / Organization and Purpose

SAMPLE A * SCORE 4

Informational Performance Task

Focus Standards

Grade 4: W.4.2a, c, e; W.4.4; W.4.5



STUDENT RESPONSE

In the sources I found for my science project, It's a Cold Cruel World, Animal Architects, and Don't Step in that Ecosystem, I learned how animals live in their environments.

To begin, animals build all kinds of structures to protect themselves from predators. For example, beavers build lodges or structures with the entrance under water. This allows them to "come and go without being seen by predators." (Source 2) It's important for beavers to be able to come and go without being seen by predators because they might eat them if they can see them. Lodges keep beavers safe. If you had predators after you, wouldn't you want to have a lodge to keep you safe also?

Climates affect animals and where they live as well. Ice fish live in extremely cold environments. In order to survive, ice fish keep ice crystals from forming with a special substance in their blood. (Source 1) Penguins also live in the cold. They stay warm from a thick layer of fat. (Source 1). I can relate to the ice fish and the penguin

CONTINUED ON PAGE 2

RATIONALE AND EVIDENCE

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

The controlling/main idea is clearly communicated ("In the sources . . . I learned how animals live in their environments."), and the focus is strongly maintained for the purpose, audience, and task (" . . . I found for my science project . . ."). There is consistent use of a variety of transitional strategies that clarify relationships between and among ideas, both within and between paragraphs ("To begin," "as well," "Furthermore," "To sum up"). The introduction, with a paragraph identifying the purpose, the sources, and the controlling idea, is adequate, as are the topic sentences that summarize the main ideas of each paragraph (" . . . animals build all kinds of structures to protect themselves . . ."; "Climates affect animals and where they live . . ."; ". . . plants provide places for animals to live, too"). There is a logical progression of ideas from beginning to end, and there are strong connections between ideas (" . . . beavers build lodges . . ." and "Lodges

CONTINUED ON PAGE 2



CONTINUED FROM PAGE 1

because I live in the mountains where it snows. To keep from freezing I have to put on extra layers of clothes.

Furthermore, plants provide places for animals to live, too. For example, the oak tree provides a home for to bugs and birds. It also gives a home to squirrels and their nests. The acorns from oak trees feed other animals, too. Like mice and deer. This is important because “plants and animals work together in an ecosystem to survive.” (Source 3). Coral reefs provide a home to one quarter to the fish in the sea. Just like the oak tree and the reef I depend on plants for food and for shelter.

To sum up, animals live in many interesting places. Their homes protect them from enemies and harsh climates. Many animals depend on plants for homes, as well.

CONTINUED FROM PAGE 1

keep beavers safe.”; “Ice fish live in extremely cold environments. In order to survive, ice fish keep ice crystals from forming . . .,” “. . . the oak tree provides a home . . .,” and “plants and animals work together in an ecosystem to survive”).

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

SCORE	4 POINTS	3 POINTS	2 POINTS	1 POINT	NS
ORGANIZATION/PURPOSE	<p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is sustained between and within paragraphs. The response is consistently and purposefully focused:</p> <ul style="list-style-type: none"> controlling/main idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose and audience consistent use of a variety of transitional strategies to clarify the relationships between and among ideas effective introduction and conclusion logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety 	<p>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:</p> <ul style="list-style-type: none"> controlling/main idea of a topic is clear, and the focus is mostly maintained for the purpose and audience adequate use of transitional strategies with some variety to clarify the relationships between and among ideas adequate introduction and conclusion adequate progression of ideas from beginning to end; adequate connections between and among ideas 	<p>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:</p> <ul style="list-style-type: none"> controlling/main idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience inconsistent use of transitional strategies and/or little variety introduction or conclusion, if present, may be weak uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas 	<p>The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> controlling/main idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience few or no transitional strategies are evident introduction and/or conclusion may be missing frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression 	<ul style="list-style-type: none"> Insufficient (includes copied text) In a language other than English Off-topic Off-purpose

Grade 4 / Organization and Purpose

SAMPLE B * SCORE 3

Informational Performance Task

Focus Standards

Grade 4: W.4.2a, c, e; W.4.4; W.4.5



STUDENT RESPONSE

Animals interact with their surroundings in many interesting and unique ways. Their climate, habatat, relationships with plants, and the ecosystems they live in all play a role in their survival.

First, animals survive in all different kinds of climate. For example, in source number one, it explains that the desert can be extremely hot and dry. Owls build nests in cacti so they have access to water. Water near the South Pole is ice cold. Ice fish have a special substance in their blood that keeps ice crystals from forming inside their bodies.

Next, animals live in all different kinds of habatat. In source number three it describes that coral provides a place for fish to live and eat. In source number two, it clearly explains that bald eagles build nests high up in tall trees. This helps protect them from enemies. In addition, animals build structures to protect themselves from enemies.

Plants and animals depend on each other for survival. For example, in source number three, an oak tree out in the forest is home to bugs, birds and squirrels. The bugs and other

CONTINUED ON PAGE 5

RATIONALE AND EVIDENCE

The controlling idea is very broad, outlining the various topics in all of the sources rather than choosing a particular focus, making it hard for the student to maintain a strong focus (“... climate, habatat, relationships with plants, and the ecosystems . . .”). The use of transitions is adequate and varied, and the transitions clarify relationships among ideas, but their use is often somewhat formulaic (“First,” “Next,” “In addition,” “For example,” “Another example,” “In conclusion”). In some cases, the lack of transitions between ideas limits the clarity of relationships between ideas within a paragraph (“Owls build nests in cacti so they have access to water. Water near the South Pole is ice cold.”).

The introduction and conclusion are adequate, although the conclusion restates most of the introduction (“Animals interact with their surroundings in many interesting and unique ways.” and “. . . animals interact with their surroundings in many ways . . .”). The progression of ideas is adequate, but the ideas sometimes jump between topics within paragraphs (“Owls build nests in cacti . . . Ice fish have a special substance in their blood . . .”). This response is a good example of

CONTINUED ON PAGE 5



CONTINUED FROM PAGE 4

animals depend on the tree so they have a home. Another example, in source number two, it tells the reader that a beaver and a tree depend on each other. The beaver depends on the tree so he or she can build a home with the wood. Here are a few ways plants and animals depend on one another.

In conclusion, animals interact with their surroundings in many ways. You now know that their habitat, climate, relationships, and ecosystems are a huge part in their life. These all play a role in their survival.

CONTINUED FROM PAGE 4

a 3 on the Organization and Purpose dimension of the Informational Writing Rubric.

Note that while this response includes copied text, the sources are cited, and there is sufficient original thought and writing that this is not scored as an NS on the rubric.

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

SCORE	4 POINTS	3 POINTS	2 POINTS	1 POINT	NS
ORGANIZATION/PURPOSE	<p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is sustained between and within paragraphs. The response is consistently and purposefully focused:</p> <ul style="list-style-type: none"> controlling/main idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose and audience consistent use of a variety of transitional strategies to clarify the relationships between and among ideas effective introduction and conclusion logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety 	<p>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:</p> <ul style="list-style-type: none"> controlling/main idea of a topic is clear, and the focus is mostly maintained for the purpose and audience adequate use of transitional strategies with some variety to clarify the relationships between and among ideas adequate introduction and conclusion adequate progression of ideas from beginning to end; adequate connections between and among ideas 	<p>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:</p> <ul style="list-style-type: none"> controlling/main idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience inconsistent use of transitional strategies and/or little variety introduction or conclusion, if present, may be weak uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas 	<p>The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> controlling/main idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience few or no transitional strategies are evident introduction and/or conclusion may be missing frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression 	<ul style="list-style-type: none"> Insufficient (includes copied text) In a language other than English Off-topic Off-purpose

Grade 4 / Organization and Purpose

SAMPLE C * SCORE 3

Informational Performance Task

Focus Standards

Grade 4: W.4.2a, c, e; W.4.4; W.4.5



STUDENT RESPONSE

Where Animals live

Animals live in many interesting places and make different varieties of homes that help them survive in their habitat.

Animals can build homes underground to be safe. For example “Wombats dig underground burrows that can be 100 feet long and inside the burrow is sleeping nests that are built on platforms to keep the safe and dry in case of flooding.” Wombats live together underground to stay protected from bad weather. I found this evidence on pg. #9 in the text Everybody Needs a home

One place were animals can build a home to be safe is the water. For example, “beavers build loges along ponds and lakes with brants that they chewed themselves then, the begin by building a cone-shaped frame. After that they fill the gapes with leaves and mud.” Beavers chew up branches to make a home that keeps them safe from predators. I found my evidence on pg. #7 in the text Every body Needs a Home

Other than underground and in the water, some animals build homes in different ways to stay safe in their habitat. Termites

CONTINUED ON PAGE 8

RATIONALE AND EVIDENCE

This response is on the lower end of a 3 for Organization and Purpose.

The controlling or main idea is clear (“Animals live in many interesting places and make different varieties of homes that help them survive . . .”), and this idea is mostly maintained for the purpose and audience (“Animals can build homes underground . . .”; “One place were animals can build a home to be safe is the water.”; “Termites make an interesting home . . .”) The response uses some transitional strategies to clarify relationships between ideas (“For example . . .”, “Other than . . .”, “In conclusion . . .”), but there is limited variety. The transition to paragraph three (“Other than underground and in the water...”) helps clarify the relationship between this paragraph and the preceding paragraphs. The introduction and conclusion clarify and summarize the focus of the paper. The progression of ideas is also adequate from beginning to end. In each paragraph, the writer discusses where animals live and supports claims about where animals live with evidence from sources; however, the connections between ideas can be formulaic in parts.



CONTINUED FROM PAGE 7

make an interesting home using their own saliva . Termites build “mounds like structures that are made by Termites. These giant structures are like small apartment buildings, besides living in areas, these towers have food nurseries for “baby” termites, a special chamber for the king and queen, and even gardens.” Termites, even babies are safe in these big mounds. I found my evidence on pg. #8 in the text everybody Needs a home

These are some examples of some interesting places and homes that some animals make. In conclusion animals make all types of homes to protect them from dangerous in the habitat, just like people do.

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

SCORE	4 POINTS	3 POINTS	2 POINTS	1 POINT	NS
ORGANIZATION/PURPOSE	<p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is sustained between and within paragraphs. The response is consistently and purposefully focused:</p> <ul style="list-style-type: none"> controlling/main idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose and audience consistent use of a variety of transitional strategies to clarify the relationships between and among ideas effective introduction and conclusion logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety 	<p>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:</p> <ul style="list-style-type: none"> controlling/main idea of a topic is clear, and the focus is mostly maintained for the purpose and audience adequate use of transitional strategies with some variety to clarify the relationships between and among ideas adequate introduction and conclusion adequate progression of ideas from beginning to end; adequate connections between and among ideas 	<p>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:</p> <ul style="list-style-type: none"> controlling/main idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience inconsistent use of transitional strategies and/or little variety introduction or conclusion, if present, may be weak uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas 	<p>The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> controlling/main idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience few or no transitional strategies are evident introduction and/or conclusion may be missing frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression 	<ul style="list-style-type: none"> Insufficient (includes copied text) In a language other than English Off-topic Off-purpose

Grade 4 / Organization and Purpose

SAMPLE D * SCORE 3

Informational Performance Task

Focus Standards

Grade 4: W.4.2a, c, e; W.4.4; W.4.5



STUDENT RESPONSE

Animal Habitats

Some animals have survived and lived in their own habitat for a long time. But the reason they can live there is because they have adapted. Some animals build and live in different places depending on how they have adapted to the climate and terrain. Take the wombat for example, The wombat has adapted by digging huge tunnels that can be 100 feet long. Forinstance, in my smarter balance packet in source #2 on page nine it quotes “wombats dig huge underground burrows that can be 100 feet long. Wombat tunnels are elaborate, with many entrances, side tunnels, and resting chambers. Inside the burrow, sleeping nests are built on raised “platforms” to keep them dry in case of flooding.”

Also, take an owl for another example. The owl has adapted by making nests in a cactus so it can have water. Forinstance, on page 5, source #1 it says “in the hot Sonoran Desert of Arizona, an owl lives in a nest that sits on a tall cactus. The cactus stems store water. Rain doesn’t fall often in the Sonoran Desert, but when it does, it falls quickly and heavily. The cactus

CONTINUED ON PAGE 11

RATIONALE AND EVIDENCE

The response has an evident organizational structure and a sense of completeness, though there may be minor flaws, and some ideas are loosely connected. The response is adequately sustained and generally focused.

The controlling or main idea is mostly sustained throughout the piece (“Some animals have survived and lived in their own habitat for a long time.”; “depending on how they have adapted to the climate and terrain”; “The wombat has adapted by digging huge tunnels that can be 100 feet long.” “The owl has adapted by making nests in a cactus so it can have water.”) The use of adequate transitional strategies helps to connect ideas (“for example,” “Forinstance,” “Also”). The writer includes a brief introduction and an adequate conclusion (“In conclusion, animals are wonderful, magnificent creatures that have been able to adjust and adapt to their own unique environment”). The progression of ideas is adequate from beginning to end, and there are adequate connections between ideas (“The wombat has adapted by

CONTINUED ON PAGE 11



CONTINUED FROM PAGE 10

has roots that spread out only inches below the surface of the soil. The roots are like a big sponge, soaking up rain water fast. Now the cactus can store water for months and the owl has a nice home high up in the cactus.” These animals are just two of the thousands upon thousands of animals that have amazingly adapted to their own biom.

In conclusion, animals are wonderful, magnificent creatures that have been able to adjust and adapt to their own unique environment that may be super cold, really hot, very dark, or very dry.

CONTINUED FROM PAGE 10

digging huge tunnels that can be 100 feet long.”; “The owl has adapted by making nests in a cactus so that it can have water”); however, the repetition of the ideas in the quotations limits the progression of ideas throughout the essay.

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

SCORE	4 POINTS	3 POINTS	2 POINTS	1 POINT	NS
ORGANIZATION/PURPOSE	<p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is sustained between and within paragraphs. The response is consistently and purposefully focused:</p> <ul style="list-style-type: none"> controlling/main idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose and audience consistent use of a variety of transitional strategies to clarify the relationships between and among ideas effective introduction and conclusion logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety 	<p>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:</p> <ul style="list-style-type: none"> controlling/main idea of a topic is clear, and the focus is mostly maintained for the purpose and audience adequate use of transitional strategies with some variety to clarify the relationships between and among ideas adequate introduction and conclusion adequate progression of ideas from beginning to end; adequate connections between and among ideas 	<p>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:</p> <ul style="list-style-type: none"> controlling/main idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience inconsistent use of transitional strategies and/or little variety introduction or conclusion, if present, may be weak uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas 	<p>The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> controlling/main idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience few or no transitional strategies are evident introduction and/or conclusion may be missing frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression 	<ul style="list-style-type: none"> Insufficient (includes copied text) In a language other than English Off-topic Off-purpose

Grade 4 / Organization and Purpose

SAMPLE E * SCORE 2

Informational Performance Task

Focus Standards

Grade 4: W.4.2a, c, e; W.4.4; W.4.5



STUDENT RESPONSE

Living creatures survive in all types of environments such as the sea, the forest and more. Im going to tell you a little more about the other environments and animals.

First, penguins have thick layers of skin called blubber. Penguins use their blubber to cuddle and share warm body temperatures.

The desert effects how animals live. Due to the little bit of rain animals cant drink water. On the optimistic side plants have roots that expand to get water underground.

Did you know termites build 20 feet mounds of dirt and saliva.

Clearly living creatures survive in diffrent environment.

RATIONALE AND EVIDENCE

The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and has a minor drift in focus.

The controlling/main idea is uneven and is not sufficiently sustained for the purpose, audience, and task. For example, in the third paragraph, the writer begins to discuss how the desert affects how animals live, but jumps to plant adaptation ("plants have roots that expand to get water underground"). This demonstrates a minor shift in focus. The response uses transitional strategies adequately, clarifying relationships between some of the ideas ("First"; "Due to the"; "On the optimistic side"). Although the introduction and conclusion are present, they are weak. ("Living creatures survive in all types of environments such as the sea, the forest and more."; "Clearly living creatures survive in diffrent environment."). There is a progression of ideas related to the topic; however, the ideas are limited and it is sometimes unclear how they are connected; for example, "Did you know termites build 20 feet mounds of dirt and saliva." is never connected to the idea that animals adapt to environments.

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

SCORE	4 POINTS	3 POINTS	2 POINTS	1 POINT	NS
ORGANIZATION/PURPOSE	<p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is sustained between and within paragraphs. The response is consistently and purposefully focused:</p> <ul style="list-style-type: none"> controlling/main idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose and audience consistent use of a variety of transitional strategies to clarify the relationships between and among ideas effective introduction and conclusion logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety 	<p>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:</p> <ul style="list-style-type: none"> controlling/main idea of a topic is clear, and the focus is mostly maintained for the purpose and audience adequate use of transitional strategies with some variety to clarify the relationships between and among ideas adequate introduction and conclusion adequate progression of ideas from beginning to end; adequate connections between and among ideas 	<p>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:</p> <ul style="list-style-type: none"> controlling/main idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience inconsistent use of transitional strategies and/or little variety introduction or conclusion, if present, may be weak uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas 	<p>The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> controlling/main idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience few or no transitional strategies are evident introduction and/or conclusion may be missing frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression 	<ul style="list-style-type: none"> Insufficient (includes copied text) In a language other than English Off-topic Off-purpose

Grade 4 / Organization and Purpose

SAMPLE F * SCORE 2

Informational Performance Task

Focus Standards

Grade 4: W.4.2a, c, e; W.4.4; W.4.5



STUDENT RESPONSE

Animals survive in different places.

After a while of living in a habitat an animal starts to adapt to that habitat. For Example in cold places penguins have thick layers of fat and a polar bear has thick fur so it could block the cold.

Animals need homes like we do to survive, but animals actually build their own homes. For example termites build 20 foot high mounds out of dirt and their own saliva.

Ecosystems are a big part of nature. But if a animal leaves it's ecosystem than the whole ecosystem will change.

RATIONALE AND EVIDENCE

The overall controlling idea, that “[a]nimals survive in different places,” is insufficiently sustained throughout the essay. The first two paragraphs do have a connection to the controlling idea by demonstrating two ways that animals can survive in different habitats (adaptations and building homes); however, the third paragraph drifts from the controlling idea and focuses on the role of an animal in an ecosystem. Focus within paragraphs is maintained. There is very little variety with the use of transitions (“For example”). The introduction is weak, but does introduce the controlling idea; however, there is no conclusion. The progression of ideas is uneven, as different topics and ideas are presented in each paragraph. Connections between the paragraphs are somewhat unclear, particularly in the third paragraph.

The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and has a minor drift in focus, and earns a score of 2 for Organization and Purpose.

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

SCORE	4 POINTS	3 POINTS	2 POINTS	1 POINT	NS
ORGANIZATION/PURPOSE	<p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is sustained between and within paragraphs. The response is consistently and purposefully focused:</p> <ul style="list-style-type: none"> controlling/main idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose and audience consistent use of a variety of transitional strategies to clarify the relationships between and among ideas effective introduction and conclusion logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety 	<p>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:</p> <ul style="list-style-type: none"> controlling/main idea of a topic is clear, and the focus is mostly maintained for the purpose and audience adequate use of transitional strategies with some variety to clarify the relationships between and among ideas adequate introduction and conclusion adequate progression of ideas from beginning to end; adequate connections between and among ideas 	<p>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:</p> <ul style="list-style-type: none"> controlling/main idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience inconsistent use of transitional strategies and/or little variety introduction or conclusion, if present, may be weak uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas 	<p>The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> controlling/main idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience few or no transitional strategies are evident introduction and/or conclusion may be missing frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression 	<ul style="list-style-type: none"> Insufficient (includes copied text) In a language other than English Off-topic Off-purpose

Grade 4 / Organization and Purpose

SAMPLE G * SCORE 2

Informational Performance Task

Focus Standards

Grade 4: W.4.2a, c, e; W.4.4; W.4.5



STUDENT RESPONSE

Where Animals Live

There are a variety of habitats that animals live in, and all of them are interesting. Deserts, forestes, or the bay, I'll bet you there are animals everywhere! Animals have so many different ways of living to survive. Different ways animals have to survive can vary alot. One way is that there is a fish called an icefish that lives in a very cold enviroment and could have ice crystals forming inside them! Luckily, the icefish has special substance in its blood to keep it from freezing. Some evendence in the text that support this is "The icefish lives in water so cold that even in summer, chunkes of ice continue to float in the water. How do icefish keep from freezing? The only way icefish can survive in this extreme enironment is because they have a special substance in their blood that keeps ice crystals from forming inside their bodies." I got information from source #1 paragraph 3 called It's a cold (Hot, dry, Dark, cruel world, by Dawn Baertlein. Another animal, the wombat, can dig huge underground burrows. Some can even be 100 feet long! Wombats usally have burrows that are connected and

CONTINUED ON PAGE 18

RATIONALE AND EVIDENCE

The controlling or main idea of the topic is clear, and the focus is mostly maintained for the purpose, audience, and task ("There are a variety of habitats that animals live in, and all of them are interesting"). Transitions are inconsistently used, and there is little variety ("Luckily," "Often," "All in all"), and the student does not use any paragraph breaks to supprt relationships between ideas. Although an introduction is evident, the conclusion is weak ("All in all animals can build and live aniwhere, if they can adapt").

The progression of ideas is uneven, with the student often repeating the same information articulated by the quotes ("the icefish has special substance in its blood to keep it from freezing.") In addition, the topic sentence is that habitats vary a lot. To support this, the student chooses the icefish and the wombat. There is no reference back to the topic sentence, and the transition between the icefish and the wombat is weak, making ideas unclear and inconsistent ("I got information from source #1 paragraph 3. . .").

The inconsistent organizational structure of this response earn a score of 2 for Organization and Purpose.



CONTINUED FROM PAGE 17

astronauts can see their burrows from outer space! Inside the burrow, there are little beds called sleeping chambers, and just in case the burrows flood, they build their sleeping chambers above the floor. I think wombats are pretty smart for doing that wombats have very long houses or burrows but it actually is set up like a house. There are resting chambers just like a bedroom, there are side tunnels compared to back doors, and so on. My evendice to prove my claim is “Wombats dig huge underground burrows that can be 100 feet long. Wombat tunnels are elaborate, with many enterances, side tunnels, and resting chambers. Inside the burrow, sleeping nestes are built on raised ‘platforms’ to keep them dry in case of flooding. Often, several burrows are connected, creating stuctures so huge they can actually be seen from space! . . .” I got my information from Animal Architects by Donna Henes in paragraph #10 source #2 All in all animals can build and live aniwhere, if they can adapt.

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

SCORE	4 POINTS	3 POINTS	2 POINTS	1 POINT	NS
ORGANIZATION/PURPOSE	<p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is sustained between and within paragraphs. The response is consistently and purposefully focused:</p> <ul style="list-style-type: none"> controlling/main idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose and audience consistent use of a variety of transitional strategies to clarify the relationships between and among ideas effective introduction and conclusion logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety 	<p>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:</p> <ul style="list-style-type: none"> controlling/main idea of a topic is clear, and the focus is mostly maintained for the purpose and audience adequate use of transitional strategies with some variety to clarify the relationships between and among ideas adequate introduction and conclusion adequate progression of ideas from beginning to end; adequate connections between and among ideas 	<p>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:</p> <ul style="list-style-type: none"> controlling/main idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience inconsistent use of transitional strategies and/or little variety introduction or conclusion, if present, may be weak uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas 	<p>The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> controlling/main idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience few or no transitional strategies are evident introduction and/or conclusion may be missing frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression 	<ul style="list-style-type: none"> Insufficient (includes copied text) In a language other than English Off-topic Off-purpose

Grade 4 / Organization and Purpose

SAMPLE H * SCORE 1

Informational Performance Task

Focus Standards

Grade 4: W.4.2a, c, e; W.4.4; W.4.5



STUDENT RESPONSE

Animals live in all types environments. Each animal has a different environment, but some wont.

In a animals environment the animal has prey. Some animals hide then jump and kill its prey.

A animal has shelter in its environment. A bald eagle makes a nest 4 to 5 feet long and 3 to 6 feet deep.

In Antarctica penguins keep warm because thick layrs of fat or blubber. Sometimes the cuddle and share body heat.

Animals and where they live is very intrtesting.

RATIONALE AND EVIDENCE

This response scored a 1 for Organization and Purpose because it has little or no discernible organizational structure and is only somewhat related to the topic, providing little or no focus.

The controlling/main idea is ambiguous (“Each animal has a different environment, but some wont.”). The response is too brief and does not address the audience or task completely. There is a lack of transitions that connect ideas and concepts. Although there is an introduction and conclusion, they are weak (“Animals live in all types environments.”; “Animals and where they live is very intrtesting”). Ideas are randomly ordered, and there is an unclear progression. For example, the writer begins with discussion of an animal’s environment and goes on to discuss its prey.

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

SCORE	4 POINTS	3 POINTS	2 POINTS	1 POINT	NS
ORGANIZATION/PURPOSE	<p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is sustained between and within paragraphs. The response is consistently and purposefully focused:</p> <ul style="list-style-type: none"> controlling/main idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose and audience consistent use of a variety of transitional strategies to clarify the relationships between and among ideas effective introduction and conclusion logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety 	<p>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:</p> <ul style="list-style-type: none"> controlling/main idea of a topic is clear, and the focus is mostly maintained for the purpose and audience adequate use of transitional strategies with some variety to clarify the relationships between and among ideas adequate introduction and conclusion adequate progression of ideas from beginning to end; adequate connections between and among ideas 	<p>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:</p> <ul style="list-style-type: none"> controlling/main idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience inconsistent use of transitional strategies and/or little variety introduction or conclusion, if present, may be weak uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas 	<p>The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> controlling/main idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience few or no transitional strategies are evident introduction and/or conclusion may be missing frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression 	<ul style="list-style-type: none"> Insufficient (includes copied text) In a language other than English Off-topic Off-purpose