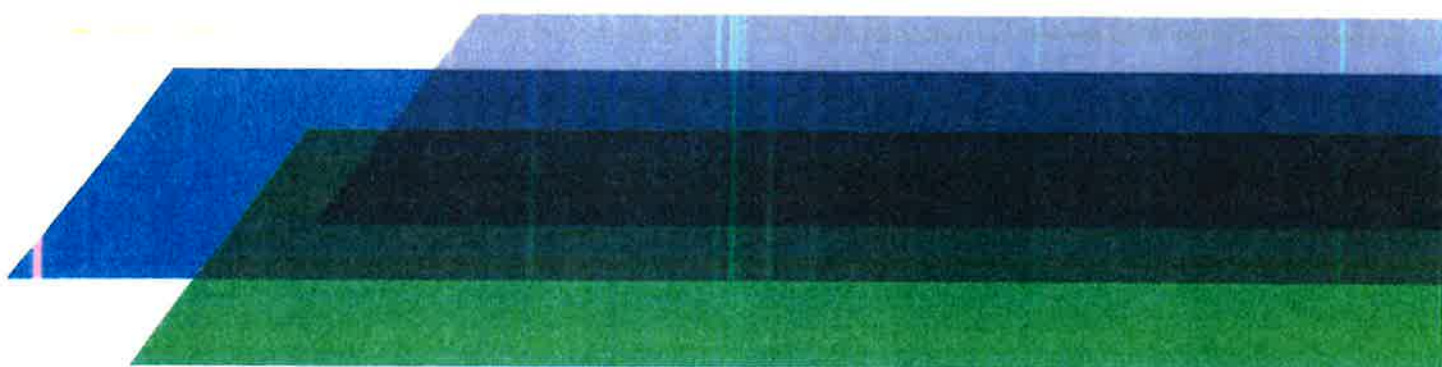


Smarter Balanced Scoring Guide

**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).

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

*point of view begins at grade 7

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

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

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 3
Narrative - Organization and Purpose
Sample 1-Point

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 "Once 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 (*Once it was a little pilgrim...*) and closure (*pepole today are adle to travl quickly*) are weak.

Grade 3
Narrative - Organization and Purpose
Sample 1-Point

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 wanted 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.

Grade 3
Narrative - Organization and Purpose
Sample 1-Point

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 also 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.

Grade 3
Narrative - Organization and Purpose
Sample 2-Point

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.

Grade 3
Narrative - Organization and Purpose
Sample 2-Point

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.

Grade 3
Narrative - Organization and Purpose
Sample 3-Point

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.

Grade 3
Narrative - Organization and Purpose
Sample 3-Point

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 dropped 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.

Grade 3
Narrative - Organization and Purpose
Sample 3-Point

Baseline Anchor Response 9

Pilgrims

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

Response A child pelgrim was on the Mayflour was sitting on a barrel thinking what to do. He knew that pilgrims are hungry on the Mayflour. 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 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.

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*).

Grade 3
Narrative - Organization and Purpose
Sample 4-Point

Baseline Anchor Response 11

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 mumbling 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.captan 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"Complained 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 coocked and handed the food out put spices on them to cover it up.

Two months after the passengers left thierr hometown Ingland,they reechd 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 Sken started his long, boring but merackules jerney 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*).

Grade 3
Narrative - Development and Elaboration
Sample 1-Point

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 Arctic with his owner Ashley. They always went out for a morning walk.

One day they heard something, they followed 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 derrection 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 derrection 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 mounth 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.

Grade 3
Narrative - Development and Elaboration
Sample 2-Point

Baseline Anchor Response 5

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 won 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.

Grade 3
Narrative - Development and Elaboration
Sample 2-Point

Baseline Anchor Response 6

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?...*).

Grade 3
Narrative - Development and Elaboration
Sample 3-Point

Baseline Anchor Response 7

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 turns 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.

Grade 3
Narrative - Development and Elaboration
Sample 3-Point

Baseline Anchor Response 8

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.

Grade 3
Narrative - Development and Elaboration
Sample 3-Point

Baseline Anchor Response 9

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*).

Grade 3
Narrative - Development and Elaboration
Sample 3-Point

Baseline Anchor Response 10

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 familys 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.

Grade 3
Narrative - Development and Elaboration
Sample 4-Point

Baseline Anchor Response 11

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 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.

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 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.SHURAIDS!!! 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.

Grade 3
Narrative - Development and Elaboration
Sample 4-Point

Baseline Anchor Response 13

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!"mmph!"They should realy fix this floor!"Uh,hi Mr.captan 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 coocked and handed the food out put spices on them to cover it up.

Two months after the passengers left thierr hometown England,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'. Whimpered 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 pilgrims and the natoamarecens dint get olong. but on thank giving thay shaer food and get olong 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 had taste to go away . Alot of people would get sick from the water they dranked 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 wonder how long astronauts have to stay in space? I wonder if jars come open easily in space? I wonder what astronauts eat before they take off. I wonder if it is safe in space? I wonder 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 wonder 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 wonder 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 dinning 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.

APPENDIX A: Convention Charts

Conventions Chart

Grade K-1

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

Grade 2

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

Grade 3

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

* as appropriate for grade level

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

Conventions Chart

Grade 4

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

* as appropriate for grade level

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

Conventions Chart Grade 5

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

* as appropriate for grade level

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

