



Delaware Department of Education

Performance Tasks

ANNOTATED STUDENT WORK

FOR

GRADE 4

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Compiled by:

Carolyn Lazar, Ed.D.
Education Associate – ELA
Assessment

Denise Weiner
Education Associate – ELA
Assessment

**Delaware Department of Education
Accountability Resources Workgroup**
401 Federal Street, Suite 2
Dover, DE 19901
(302) 735-4090

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INTRODUCTION

Introduction

In the spring of 2013, teachers in Delaware volunteered to try performance tasks, developed by the Reading and Writing Project at Teachers' College, with their students. These performance tasks are located at <http://readingandwritingproject.com/resources/assessments/performance-assessments.html>

In July, teachers from throughout the state participated in a professional development opportunity, scoring samples of student work using the Delaware writing rubrics. At this range-finding, the papers were scored analytically. The following grade 4 samples are accompanied by the score point assigned for each trait and annotations illustrating the rationale for that score point.

We encourage you to try these performance tasks with your students and use the annotated student work to guide the scoring and discussion of your students' work.

We greatly appreciate the time and effort of the following teachers who participated in this project. Our thanks to

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Grade 4 Writing Prompt

Imagine that your school is holding a debate and the topic is: should students bring lunch from home or eat lunch provided by the school? Decide which side of this debate you will support. Write an argument essay that you could use in this debate, and use information from the articles and the video to support the side you think is most convincing.

Remember that as opinion writers, you'll want to be sure to:

- Quickly plan how your essay will go: how your reasons and evidence will be grouped and organized (you may write your plan on this page).
- Introduce the topic and state an opinion.
- Provide reasons and evidence that support the opinion, and that are organized in a way that make sense.
- Include information from the readings as evidence.
- Connect opinion with reasons and evidence using words and phrases that create smooth transitions (for instance, in order to, in addition).
- Provide a conclusion that clearly connects to the opinion or thesis statement.

GRADE 4 ARGUMENTATION/OPINION RUBRIC

Argumentation/Opinion Text-Based Writing Rubric – Grade 4

	Score of 4	Score of 3	Score of 2	Score of 1
Reading/Research 2 x =	<p>The writing –</p> <ul style="list-style-type: none"> ▪ makes effective use of available resources ▪ skillfully/effectively supports an opinion with relevant and sufficient facts and details from resources with accuracy ▪ uses credible sources* 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ makes adequate use of available resources ▪ supports an opinion with relevant and sufficient facts and details from resources with accuracy ▪ uses credible sources* 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ makes limited use of available resources ▪ inconsistently supports an opinion with relevant and sufficient facts and details from resources with accuracy ▪ inconsistently uses credible sources* 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ makes inadequate use of available resources ▪ fails to support an opinion with relevant and sufficient facts and details from resources with accuracy ▪ attempts to use credible sources*
Development 3 x =	<p>The writing –</p> <ul style="list-style-type: none"> ▪ addresses all aspects of the writing task with a tightly focused response ▪ states an opinion ▪ skillfully provides reasons that are supported with sufficient and relevant facts and details 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ addresses the writing task states an opinion ▪ states an opinion ▪ provides reasons that are supported with sufficient and relevant facts and details 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ addresses the writing task with an inconsistent focus ▪ states an opinion ▪ inconsistently provides reasons that are supported with sufficient and relevant facts and details 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ attempts to address the writing task but lacks focus ▪ states an opinion ▪ fails to provide reasons that are supported with sufficient and/or relevant facts and details
Organization 2 x =	<p>The writing –</p> <ul style="list-style-type: none"> ▪ effectively introduces the topic or text ▪ creates an organizational structure in which ideas are logically grouped to support the writer’s purpose and the writing task ▪ effectively links opinion and reasons using words and/or phrases ▪ provides an effective concluding statement or section related to the opinion presented 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ introduces the topic or text clearly ▪ creates an organizational structure in which related ideas are grouped to support the writer’s purpose ▪ links opinion and reasons using words and/or phrases ▪ provides a concluding statement or section related to the opinion presented 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ introduces the topic or text ▪ has a progression of ideas that may lack cohesion (ideas may be rambling and/or repetitive) ▪ inconsistently links opinion and reasons using words and/or phrases ▪ provides a sense of closure 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ identifies the topic ▪ has little or no evidence of purposeful organization
Language/Conventions 1 x =	<p>The writing –</p> <ul style="list-style-type: none"> ▪ demonstrates a well-developed command of standard English conventions ▪ skillfully employs language and tone appropriate to audience and purpose ▪ has sentences that are skillfully constructed with appropriate variety in length and structure ▪ provides a list of sources* 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ demonstrates a command of standard English conventions; errors do not interfere with understanding ▪ employs language and tone appropriate to audience and purpose ▪ has sentences that are generally complete with sufficient variety in length and structure ▪ provides a list of sources* 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ demonstrates a limited and/or inconsistent command of standard English conventions; errors may interfere with understanding ▪ inconsistently employs language and tone appropriate to audience and purpose ▪ has some sentence formation errors and/or a lack of sentence variety ▪ attempts to provide a list of sources* 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ demonstrates a weak command of standard English conventions; errors interfere with understanding ▪ employs language and tone that are inappropriate to audience and purpose ▪ has frequent and severe sentence formation errors and/or a lack of sentence variety ▪ fails to provide a list of sources*

* If applicable

ANNOTATED STUDENT WORK

Student Work 4-1

I think that lunches from schools are much healthier than lunches at home.

Kids need more vegetables. 66% of kids eat vegetables at school. 8% of kids that eat lunch from home eat vegetables. At the other schools they grow their own gardens and use scraps. They also have their own salad bar.

Kids should cut down on the sugary drinks from home because kids that drink/eat sugary stuff start to expand their waist. At school lunches most people drink water and milk but lunches from home are energy drinks or soda.

Some kids even go hungry because they forgot their lunch at home. If they eat lunch at school they will always have something to eat. They always have vegetables too. Unlike lunches from home.

Well you have heard why I chose lunch from school. I think that others should choose healthy lunch too!!

Student Work 4-1 Annotations/Comments

Trait	Score Point	Annotations/Comments
Reading/ Research*	2+	<p>Makes limited use of available resources</p> <p>Inconsistently supports an opinion with relevant and sufficient facts and details from resources with accuracy</p> <ul style="list-style-type: none"> ▪ Facts and details presented are accurate but insufficient. ▪ Did not include information from the 2006 study or the School Food Trust findings which would have strengthen the opinion.
Development	2	<p>Addresses the writing task with an inconsistent focus</p> <ul style="list-style-type: none"> ▪ “At the other schools they grow there own gardens and use scraps.” The connection to topic needs to be made. <p>States an opinion</p> <p>Inconsistently provides reasons that are supported with sufficient and relevant facts and details</p> <ul style="list-style-type: none"> ▪ “Kids need more vegtebles.” Is that the only issue with the food they bring from home to eat? ▪ “They also have there own salad bar.” What impact has that had? ▪ “Kids should cut down on the sugary drinks from home because kids that drink/eat sugary stuff start to expand their waist.” Why is that a problem (information provided in the video)?
Organization	2	<p>Identifies the topic or text</p> <ul style="list-style-type: none"> ▪ “I think that lunches from schools are much healthier than lunches at home” identifies but does not introduce the topic. <p>Has a progression of ideas that may lack cohesion (ideas may be rambling and/or repetitive)</p> <ul style="list-style-type: none"> ▪ Connection between the first three sentences in paragraph 2 and the last two is never made so writing seems to ramble. ▪ “They always have vegetables too. Unlike lunches from home.” This seems repetitious since it was already covered in paragraph 2. <p>Inconsistently links opinions and reasons using words and/or phrases</p> <ul style="list-style-type: none"> ▪ Writing would benefit from words and/or phrases linking opinions and reasons. <p>Provides a sense of closure</p>
Language/ Conventions**	2	<p>Demonstrates a limited and/or inconsistent command of English conventions; errors may interfere with understanding</p> <ul style="list-style-type: none"> ▪ “vegtebles” “thier” ▪ “...they grow there own gardens...” ▪ “...you have heard why I choosed lunch from school.” <p>Inconsistently employs language and tone appropriate to audience and purpose</p>

Trait	Score Point	Annotations/Comments
		<ul style="list-style-type: none"> ▪ “Well you have heard why I choosed lunch from school.” <p>Has some sentence formation errors and/or a lack of sentence variety</p> <ul style="list-style-type: none"> ▪ “Unlike lunches from home.” ▪ “Kids need more vegtebles. 66% of kids eat vegetables at school. 8% of kids that eat lunch from home eat vegetables.” <p>Fails to provide a list of (credit) sources**</p>

* The focus for reading/research is what information is pulled from the sources while the focus for development is on how those resources are developed.

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Student Work 4-2

So, there has been some talk about packing lunches and if we should let kids pack. Well I think we should let kids pack and here are my arguments for it.

For starters, if kids have to buy lunch from the cafeteria, parents may have to pay up to 2.25 a day for meals that their kids don't like which would just be a waste. But if you pack a lunch from home you don't have to pay at all.

Also, in a school in Chicago some kids don't like what the cafeteria serves for lunch. The kids will probably end up buying lunch from the cafeteria and then throw it all away and starve. Certainly parents' won't want their kids to starve.

Finally, kids should be able to buy lunch because some parents might want to pack their kids a certain meal. For example they might want to pack their kids a gluten-free meal. If schools ban lunches from home then parents won't know what is in the meals that their kids are eating.

So in conclusion, I think that if kids want to pack a lunch from home that they should be allowed to and the school shouldn't be able to say that they can't.

Student Work 4-2 Annotations/Comments

Trait	Score Point	Annotations/Comments
Reading/ Research*	2	<p>Makes limited use of available resources</p> <p>Inconsistently supports an opinion with relevant and sufficient facts and details from resources with accuracy</p> <ul style="list-style-type: none"> ▪ “The kids will probably end up buying lunch from the cafeteria and then throw it all away and starve.” This is an exaggeration since the text states, “Sometimes, they take the cafeteria lunch but then throw it away.”
Development	2	<p>Addresses the writing task with an inconsistent focus</p> <ul style="list-style-type: none"> ▪ “Finally, kids should be able to buy lunch because some parents might want to pack there kids a certain meal.” This statement contradicts itself. <p>States an opinion</p> <p>Inconsistently provides reasons that are supported with sufficient and relevant facts and details</p> <ul style="list-style-type: none"> ▪ “If schools band lunches from home then parents won’t know what it is in the meals that there kids are eating.” Why does that matter? Mentions “gluten-free meal” but without the context. ▪ Ideas in paragraphs 2 and 3 should be merged since they overlap and develop the topic more fully.
Organization	3–	<p>Introduces the topic</p> <p>Creates an organizational structure in which related ideas are grouped to support the writer’s purpose</p> <ul style="list-style-type: none"> ▪ Paragraph 2 focuses on the cost. ▪ Paragraph 3 focuses on throwing purchased lunches out (with some overlap with the previous paragraph). ▪ Paragraph 4 focuses on parents preferring to pack their child’s lunch. <p>Links opinion and reasons using words and/or phrases</p> <ul style="list-style-type: none"> ▪ “For starters,” “But if,” “Also,” “Finally,” “For example,” “If,” “in conclusion” <p>Provides a concluding statement or section related to the opinion presented</p> <ul style="list-style-type: none"> ▪ Weak, but more than a sense of closure.

Trait	Score Point	Annotations/Comments
Language/Conventions**	2	<p>Demonstrates a command of standard English conventions; errors do not interfere with understanding</p> <ul style="list-style-type: none"> ▪ “So their has been....” “...that there kids....” ▪ “dont” ▪ “If schools band lunches....” ▪ “Certainly parents’ won’t....” <p>Inconsistently uses language and tone appropriate to audience and purpose</p> <ul style="list-style-type: none"> ▪ “So, their has been some talk about packing lunches and if we should let kids pack.” ▪ “Well I think we should let kids pack and here are my arguments for it.” <p>Has some sentence formation errors and/or a lack of sentence variety</p> <ul style="list-style-type: none"> ▪ “For starters, if kids have to buy lunch from the cafeteria, parents may have to pay up to 2.25 a day for meals that there kids don’t like which would just be a waste.” <p>Attempts to provide a list of (credit) sources**</p> <ul style="list-style-type: none"> ▪ “Also, in a school in Chicago” is the closest the student gets to references his/her sources.

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Student Work 4-3

Do you think school lunches are healthier? Or ones from home? Although school lunches are healthier, I think you should be able to pack your lunch!!!

First you can pack what you want to eat or what you will eat. For example say you want a pear you can have one but probaly not from school.

Second you don't have to eat what you don't like. Say their serving a hamburger & you don't like them then you can pack & eat something you like.

Finally school food dosen't give you as many options. For fruit maybe you could have a pear or banana from home, from school it's a apple.

So as you can see you can pack what you want, you don't have to eat what you don't like, & lunches from home have more of a selection.

Student Work 4-3 Annotations/Comments

Trait	Score Point	Annotations/Comments
Reading/ Research*	1	<p>Makes inadequate use of available resources</p> <p>Fails to support an opinion with relevant and sufficient facts and details from resources with accuracy</p> <ul style="list-style-type: none"> ▪ “First you can pack what you want to eat or what you will eat.” This statement provides the lone text connection that makes this paper scoreable.
Development	1	<p>Addresses the writing task but lacks focus</p> <ul style="list-style-type: none"> ▪ Fails to follow the directions to “...use information from the articles and video to support the side you think is the most convincing.” <p>States opinion</p> <ul style="list-style-type: none"> ▪ Fails to provide reasons that are supported with sufficient and/or relevant facts and details from the text.
Organization	2	<p>Introduces the topic or text</p> <p>Has a progression of ideas that may lack cohesion (ideas may be rambling and/or repetitive)</p> <ul style="list-style-type: none"> ▪ The 3 body paragraphs are mere variations of the same topic—lunches from home allow the student to eat what he/she wants. <p>Links opinions and reasons using words and/or phrases</p> <ul style="list-style-type: none"> ▪ “Although,” “First,” “Second,” “Finally,” “So you can see,” “For example,” “Say their serving” Although weak, there is an attempt to link the opinions and reasons. <p>Provides a concluding statement or section related to the opinion presented</p> <ul style="list-style-type: none"> ▪ Weak, formulaic concluding statement.
Language/ Conventions**	1	<p>Demonstrates a limited and/or inconsistent command of standard English conventions; errors may interfere with understanding</p> <ul style="list-style-type: none"> ▪ “Say their serving...” ▪ “dosen’t” <p>Inconsistently employs language and tone appropriate to audience and purpose</p> <ul style="list-style-type: none"> ▪ “&” ▪ Very informal, conversational style. <p>Has frequent and severe sentence formation errors and/or a lack of sentence variety</p> <ul style="list-style-type: none"> ▪ “Or ones from home?” ▪ “For example say you want a pear you can have one but probably not from school.” ▪ “Say their serving a hamburger & you don’t like them then you can pack & eat something you like.” <p>Fails to provide a list of (credit) sources**</p>

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Student Work 4-4

I think lunches from home are better than lunches at school. Lunch laddies try to keep children healthy. With all that non-fat food there's no chance of getting eny fat free food. Only 20% probably like the food in the cafeteria. We should have a choice about what we eat. And some children could be very picky with there food. Iv seen people throw away there food and didn't even eat anything. Yaa sure we do need to eat non fat but we could have licorice once in a while. It's not like were going to bring a whole lunch box filled with candy to school from home.

Everyone knows you can get very sick from eating too much sweets. At least the lunch ladies could put something in there sweet, its like they think were going to start going bannanas if we eat just one peice.

There should be a couple of new rules in there. How about only Tuesdays and Thursdays you can buy 1/3 or one out of three peices of the cost of 50¢. Also ever 2 weeks we get to choose what we eat, kind of like a vote on the president. But it's a vote on food. For Example!

				
				
	Pizza	Chicken Patty	Chicken	
				

Say this is a chart that every teacher gets. Theres 10 different types of food. you get to pick 1. Out of those ten there will be five types that will be fed in the cafeteria. But the lunch ladies get to choose what days they are being fed on. At the end of the voting week the principal will round up all the votes from grades 1, 2, 3, 4, 5. That will be the vote for every week. Those are most of the reasons I would rather have lunch from home than lunch from school. I hope you will agree.

Student Work 4-4 Annotations/Comments

Trait	Score Point	Annotations/Comments
Reading/ Research*	1	<p>Makes inadequate use of available resources</p> <p>Fails to support an opinion with relevant and sufficient facts and details from resources with accuracy</p> <ul style="list-style-type: none"> ▪ “And some children could be very picky with there food.” This statement provides the lone text connection that makes this paper scoreable.
Development	1	<p>Attempts to address the writing task but lacks focus</p> <ul style="list-style-type: none"> ▪ “Yaa sure we do need to eat non fat but we could have licorice once in a while.” This sentence signals a shift from why students should be able to bring their lunches from home to how to change school lunches. <p>States an opinion</p> <p>Fails to provide reasons that are supported with sufficient and/or relevant facts and details</p> <ul style="list-style-type: none"> ▪ “Only 20% probably like the food in the cafeteria.” This attempt to support the writer’s opinion is not text-based, and neither are any other of the facts and details offered as support. ▪ The idea about how the cafeteria should incorporate foods students like is off topic and not text-based.
Organization	1	<p>Identifies the topic or text</p> <p>Has little or no evidence of purposeful organization</p> <ul style="list-style-type: none"> ▪ Jumps from one idea to the next.
Language/ Conventions	1	<p>Demonstrates a limited and/or inconsistent command of standard English conventions; errors may interfere with understanding</p> <ul style="list-style-type: none"> ▪ Yaa sure we do need to eat non fat but we could have licorice once in a while.” ▪ “laddies,” “eny,” “lv,” “anything,” “Theres” ▪ “there food” ▪ “With all that non fat food theres no chance of getting eny fat free food.” This does not make sense. ▪ “How about only Tuesdays and Thursdays you can buy 1/3 or one out of three pieces of the cost of 50¢.” ▪ “Out of those ten there will be five types that will be fed in the cafeteria. But the lunch ladies get to choose what days they are being fed on.” While not a convention error this misuse of “fed” for “served” is confusing. <p>Inconsistently employs language and tone appropriate to audience and purpose</p> <ul style="list-style-type: none"> ▪ “Yaa sure we do need to eat non fat but we could have licorice once in a while.” ▪ “It’s not like were going to bring a whole lunch box filled with candy to school from home.”

Trait	Score Point	Annotations/Comments
		<p>Has frequent and severe sentence formation errors and/or a lack of sentence variety</p> <ul style="list-style-type: none"> ▪ At least the lunch ladies could put something in there sweet, it's like they think were going to start going bannanas if we eat just one piece." ▪ "For Example!" ▪ Fails to provide a list of (credit) sources**

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Student Work 4-5

Have you ever heard of a policy called No home lunch policy? Well I have. It is a policy in which you can't pack your lunch at school. And do you think that's fair? No I don't think so!!! Little village academy has that policy. Sometimes I wonder how those kids feel. If you were one of those kids how would you feel?

Did you know at Little village academy the parents have to deal with it too. Most of the parents have to pay 2.25 for food that the kids don't even like. Also if the student does like food they either eat the food they don't like or starve. And don't you think that the students need the energy for school so they can work. Me too! Also in Little Village Academy students are complaining about the lunch policy. That's absolutely not right.

Some parents said that they would pack Gluten free meals for their child. Many of the students say the food is nasty and they rather starve than eat that food. So do you think that not packing your lunch is fair!!! Do you?!? And why? That's why I think that kids should pack their own lunch. Do you agree?

Student Work 4-5 Annotations/Comments

Trait	Score Point	Annotations/Comments
Reading/ Research*	2	<p>Makes limited use of available resources</p> <p>Inconsistently supports an opinion with relevant and sufficient facts and details from resources with accuracy</p> <ul style="list-style-type: none"> ▪ “Most of the parents have to pay 2.25 for food that the kids don’t even like.” The text says, “Parents may have to pay \$2.25 a day for food their kids don’t like.” ▪ “Many of the students say the food is nasty And they rather starve than eat that food.” But the text stated, “Some of the kids don’t like the food they give at our school for lunch or breakfast.”
Development	2	<p>Addresses the writing task with an inconsistent focus</p> <ul style="list-style-type: none"> ▪ Seems more like a summary of what is happening at Little Village Academy than an opinion about school lunches versus lunches brought from home. <p>States an opinion</p> <p>Inconsistently provides reasons that are supported with sufficient and relevant facts and details</p> <ul style="list-style-type: none"> ▪ “Also in Little Village Academy student are complaning adout the lunch policy. Thats absolutely not right.” Unclear as to what’s not right. ▪ “Some parents said that the would pack Gluten free meats for there child. Many of the students say the food is nasty And they rather starve than eat that food.” The second sentence does not support the first.
Organization	2	<p>Identifies the topic or text</p> <p>Has a progression of ideas that may lack cohesion (ideas may be rambling and/or repetitive)</p> <ul style="list-style-type: none"> ▪ “Sometimes I wonder how those kids feel. If you were one of those kids how would you feel?” ▪ “Also if the student does like food they either eat the food they don’t like or starve.” (paragraph 2) “Many of the students say the food is nasty And they rather starve than eat that food.” (paragraph 3) ▪ “So do you think that not packing your lunch is fair!!! Do you?!? And why I think thats why I think that kids should pack ther on lunch.” <p>Inconsistently links opinions and reasons using words and/or phrases</p> <ul style="list-style-type: none"> ▪ “Also” is the only word and/or phrase used to link opinions and reasons. <p>Provides a sense of closure</p>
Language/ Conventions**	2	<p>Demonstrates a limited and/or inconsistent command of standard English conventions; errors may interfere with understanding</p> <ul style="list-style-type: none"> ▪ “witch;” ▪ “Little village academy” ▪ “student are” ▪ “Thats” ▪ “there child” ▪ “So do you think that not packing your lunch is fair!!! ▪ Do you know at Little village academy the parents have to deal with it to.”

Trait	Score Point	Annotations/Comments
		<p>Inconsistently employs language and tone appropriate to audience and purpose</p> <ul style="list-style-type: none"> ▪ “Well I have.” ▪ Excessive use of questions creates a tone that is too informal and is counter-productive. <p>Has some sentence formation errors and/or a lack of sentence variety</p> <ul style="list-style-type: none"> ▪ Excessive use of questions. <p>Attempts to provide a list of (credit) sources**</p> <ul style="list-style-type: none"> ▪ While the response refers to Little Village Academy, no other information is provided.

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Student Work 4-6

I think lunches from school are better than lunches brought from home. I will be writing paragraphs that give support. I worked very hard to make my reasons sound reasonable. So listen closely because it might be a mind changer.

One reason why I think lunches from school are better than lunches bought from home because it's healthier. Some schools have to spend \$157 billion dollars for obese children. That happened because of lunches bought from home. I'm not surprised because parents don't control/balance their kid's lunches. But some schools actually control the lunches they serve. Really all they do is throw in food's (junk) that are already made for you like sugary snacks and drinks. Not very healthy.

Another reason why school lunches are better than lunches from home because kid's need more healthy foods than they do at home. Also, I think so because healthy food's helps your brain work. There's a school that I heard about has a snack bar for students and everyone else. Then when time goes on they'll want to have more veggies. When kid's get used to it they would like it. The same school that I mentioned earlier let the kids cook recipes in class. That's a good thing because those kid's might want to become a chef.

I think school lunches are better than lunches from home because lunches from home can sometimes slow down children. I mean lunches from home contain more fat, more sugar, and more salt. That's not what parents want their children eating. Lunches provided only have healthy food groups like starch, protein, vegetables, fruit, and dairy. That's okay. School lunches provide so many healthy food groups you can't keep track. So if you pack everyday you'll see the results. If you eat at school then you'll be strong, tall, and healthy.

Student Work 4-6 Annotations/Comments

Trait	Score Point	Annotations/Comments
Reading/ Research*	2–	<p>Makes limited use of available resources</p> <p>Inconsistently supports an opinion with relevant and sufficient facts and details from resources with accuracy</p> <ul style="list-style-type: none"> ▪ “Some schools have to spend \$157 billion dollars for obese children.” This is inaccurate. The information provided in the video was that \$157 billion dollars a year is spent on obesity-related illnesses in the United States. ▪ “That happened because of lunches bought from home.” This is an exaggeration. Lunches brought from home are only one of the contributing factors in obesity in children. ▪ “There’s a school that I heard about has a snack bar for students and everybody else.” The video mentioned a salad bar, not a snack bar. ▪ “School lunches provide so many healthy food groups you can’t keep track.” is inaccurate. “Lunches Provided By Schools May Be Healthier Than Lunches Brought From Home” states, “Few lunches from home contained all five healthy food groups (starch, protein, vegetables, fruit and dairy).” Five food groups are not too many to track.
Development	2	<p>Addresses the writing task with an inconsistent focus</p> <ul style="list-style-type: none"> ▪ “That’s a good thing because those kid’s might want to become a chef.” <p>States an opinion</p> <p>Inconsistently provides reasons that are supported with sufficient and relevant facts and details</p> <ul style="list-style-type: none"> ▪ “Some schools actually control the lunches they serve. Really all they do is throw in food’s (junk) that are already made for you like sugary snacks and drinks. Not very healthy.” Who is “they” in the second sentence? Sounds like schools which does not support the first statement. ▪ “Also, I think so because healthy food’s helps your brain work. There’s a school that I heard about has a snack bar for students and everyone else.” The second sentence does not support the first.
Organization	2–	<p>Identifies the topic or text</p> <p>Has a progression of ideas that may lack cohesion (ideas may be rambling and/or repetitive)</p> <ul style="list-style-type: none"> ▪ “One reason why I think lunches from school are better than lunches bought from home because it’s healthier.” (paragraph 2) “Another reason why school lunches are better than lunches from home because kid’s need more healthy foods than they do at home.” (paragraph 3) “I think school lunches are better than lunches from home because lunches from home can sometimes slow down children.” (paragraph 4) Reasons seem forced to create a formulaic five-paragraph essay. All reasons are variations on the idea that school lunches are healthier. ▪ “Really all they do is throw in food’s (junk) that are already made for you like sugary snacks and drinks. Not very healthy.” These statements seem to belong with “I’m not surprised because parents don’t control/balance their kid’s lunches” not “Some schools actually control the lunches they serve.”

Trait	Score Point	Annotations/Comments
		<ul style="list-style-type: none"> ▪ That’s a good thing because those kid’s might want to become a chef.” This is not relevant and is an example of the rambling nature of the response. <p>Inconsistently links opinions and reasons using words and/or phrases Provides a sense of closure</p>
Language/Conventions**	2	<p>Demonstrates a limited and/or inconsistent command of standard English conventions; errors may interfere with understanding</p> <ul style="list-style-type: none"> ▪ “food’s helps” ▪ “kid’s might” ▪ “When kid’s get used to it they would like it.” ▪ “The same school I mentioned earlier let the kids cook recipes in class.” <p>Inconsistently employs language and tone appropriate to audience and purpose</p> <ul style="list-style-type: none"> ▪ “I will be writing paragraphs that give support. I worked very hard to make my reasons sound reasonable.” <p>Has some sentence formation errors and/or a lack of sentence variety</p> <ul style="list-style-type: none"> ▪ “I think lunches from school are better than lunches bought from home.” (paragraph 1) “One reason why I think lunches from school are better than lunches brought from home because it’s healthier.” (paragraph 2) “Another reason why school lunches are better than lunches from home because kid’s need more healthy foods than they do at home.” (paragraph 3). “I think school lunches are better than lunches from home because lunches from home can sometimes slow down children.” (paragraph 4) <p>Attempts to provide a list of (credit) sources**</p> <ul style="list-style-type: none"> ▪ “There’s a school that I heard about” is the only reference to any of the resources used and is insufficient.

* The focus for reading/research is what information is pulled from the sources while the focus for development is on how those resources are developed.

** Using ideas from sources without attribution is a serious issue and the consensus of the committees, across grade levels, was that this type of plagiarism should prevent a paper from earning a score point higher than a 2 in this category.

Student Work 4-7

- opion ⇒ I think it will be better to eat at school. Schools lunches got a lot of vegtebals.
- backup ⇒ Many more students ate vegtebals when they ate school lunches.
- opion ⇒ lunches from school has a lots of healthy foods not that much junk.
- backup ⇒ the researchers found that kids who ate school lunches ate healtier foods.
- opion ⇒ kids who brought school lunch did not drink as many sugary drinks.
- backup ⇒ they were also much more likely to drink water all day.
- opion ⇒ the people observed and recorded everything in the lunches.
- backup ⇒ in the total they studied 3,481 students who brought lunches from home and 6,696 students who brought school lunches what they found may be very suprising.
- opion ⇒ agian the Researchers found that kids who bring lunches from home didn't have the essential ingredients needed for a healthy diet like vegetables.
- backup ⇒ most lunches from home contained sugary snacks and drinks.

Student Work 4-7 Annotations/Comments

INVALID:

Due to excessive selective copying starting with the fourth sentence.

Student Work 4-8

I think kids should be allowed to pack their own lunch because it says in one of the articles that they sometimes didn't eat the food because the students thought it was nasty. SO if they packed their own lunch they could bring the healthy foods they want to eat. Instead of being forced to eat something they don't want to eat.

I think that because Fernando Dominguez has a good point when he says "Who thinks lunch is not good enough" and he was pretty much right because everyone that heard him raised their hand and started yelling "we should bring our own lunches." Their principal thinks they will bring unhealthy things so they say they will bring their own fruits and vegetables and only bring a small treat sometimes.

I think it is important because like I said before if they don't like they won't eat it and if that happens they will go hungry and no one wants that to happen. So I think students should bring their lunch so they don't starve or so the staff know they can trust their kids.

Student Work 4-8 Annotations/Comments

Trait	Score Point	Annotations/Comments
Reading/ Research*	2	<p>Makes limited use of available resources</p> <p>Inconsistently supports an opinion with relevant and sufficient facts and details from sources with accuracy</p> <ul style="list-style-type: none"> ▪ Draws solely from one article, “Chicago School Bans Lunches Brought From Home,” and although the facts and details are accurate they are insufficient. For example, could have mentioned Justin Wilson contention that “Little Village Academy’s lunch policy is hurting parents’ rights.”
Development	2	<p>Addresses the writing task with an inconsistent focus</p> <ul style="list-style-type: none"> ▪ “So I think student should bring their lunch so they don’t starve or so the staff know they can trust their kids.” <p>States an opinion</p> <p>Inconsistently provides reasons that are supported with sufficient and relevant facts and details</p> <ul style="list-style-type: none"> ▪ Referred to the same limited information repeatedly but didn’t really elaborate.
Organization	2	<p>Introduces the topic or text</p> <p>Has a progression of ideas that may lack cohesion (ideas may be rambling and/or repetitive)</p> <ul style="list-style-type: none"> ▪ Ideas are repetitive. “Instead of being forced to eat something they don’t want to eat.” is in the first paragraph.” “Who thinks lunch is not good enough” is the focus of the second, and “...like I said before if they don’t like they won’t eat it” is the focus of the third. <p>Inconsistently links opinion and reasons using words and/or phrases</p> <ul style="list-style-type: none"> ▪ Doesn’t flow, somewhat choppy. <p>Provides a sense of closure</p> <ul style="list-style-type: none"> ▪ “So I think students should bring their lunch so they don’t starve or so the staff know they can trust their kids.”
Language/ Conventions**	2+	<p>Demonstrates a limited and/or inconsistent command of standard English conventions; errors may interfere with understanding</p> <ul style="list-style-type: none"> ▪ “...because It’s says...” ▪ “principle” ▪ “So I think student should bring their...” ▪ “...so the staff know they can trust their kids.” ▪ Uses quotation marks. <p>Employs language and tone appropriate to audience and purpose</p> <p>Has some sentence formation errors and/or lack of sentence variety</p> <ul style="list-style-type: none"> ▪ “Instead of being forced to eat something they don’t want to eat.” – fragment. ▪ ‘I think that because Fernando Dominguez has a good point when he says “who thinks lunch is not good enough” and he was pretty much right because everyone that heard him raised their hand and started yelling “We should bring our own lunches.” – run-on. ▪ “I think..., I think..., I think..., So I think...” – lack of sentence variety.

Trait	Score Point	Annotations/Comments
		Attempts to provide a list of sources <ul style="list-style-type: none"> ▪ "...one of the articles" and the use of the name, Fernando Dominguez, is only an attempt and is an insufficient crediting of sources.

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Student Work 4-9**Are school lunches healthier?**

Recently, there has been A lot of study about whether school lunches or home lunches are healthier. Reserchers say that schoo lunches are becoming more healthy then home lunches. For example, They are sending in chefs to cook better and healthier Foods. Personaly, I think home lunch is Better. For starters, some Families may not have the money to buy lunch every day. Another reason is some kids may be arlegic to the school Food. For example, some kid many not be able to eat gluten But the school is having The main meal as somthing with bread. Salad with croutons for example. So Then the kid can't eat it and wastes money and food. That is why I think home lunches are better.

Student Work 4-9 Annotations/Comments

Trait	Score Point	Annotations/Comments
Reading/ Research*	2	<p>Makes limited use of available resources</p> <p>Inconsistently supports an opinion with relevant and sufficient facts and details from resources with accuracy</p> <ul style="list-style-type: none"> ▪ The response taps information from each of the resources; it is not sufficient and misses key facts and details.
Development	1	<p>Addresses the writing task with an inconsistent focus</p> <ul style="list-style-type: none"> ▪ The title of the response, “Are school lunches healthier?” suggests the focus of the response will be whether school lunches or lunches brought from home are healthier. After conceding that lunches from school are healthier, the response proceeds with two reasons why home lunches are better. The actual task is to decide if students should bring lunches from home or eat lunch provided by the school. ▪ Almost the first half of the response is referencing a study that indicated that school lunches “are becoming more healthy than home lunches” and then the writer states, “Personally, I think home lunch is Better.” <p>States an opinion</p> <p>Inconsistently provides reasons that are supported with sufficient and relevant facts and details</p> <ul style="list-style-type: none"> ▪ “For starters, some families may not have the money to buy lunch every day.” No support for this statement is provided.
Organization	2	<p>Identifies the topic or text</p> <p>Has a progression of ideas that may lack cohesion (ideas may be rambling and/or repetitive)</p> <ul style="list-style-type: none"> ▪ Response seems to ramble given the shift midway through. <p>Inconsistently links opinions and reasons using words and/or phrases</p> <p>Provides a sense of closure</p>
Language/ Conventions**	2	<p>Demonstrates a limited and/or inconsistent command of standard English conventions; errors may interfere with understanding</p> <ul style="list-style-type: none"> ▪ “Reserchers,” “Personaly,” “arlegic” <p>Employs language and tone appropriate to audience and purpose</p> <p>Has some sentence formation errors and/or a lack of sentence variety</p> <ul style="list-style-type: none"> ▪ “Salad with croutons for example.” <p>Attempts to provide a list of (credit) sources**</p> <ul style="list-style-type: none"> ▪ “Reserchers” is insufficient, but an attempt.

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Student Work 4-10

I think our school should not ban lunches from home because kids should be able to bring what they want from home and still make healthy choices. The cafeteria worker could make signs that can tell you what to pack on certain days to help kids make good choices on what they bring for lunch.

I think that Elsa Carmona does not have a good point. I also think that the cafeteria should give kids more choices to pick from instead of 3 we should get 5 choices for the food we get. I think all of this because it's better to pick get the food you want with more choices.

I also want the school to make a salad bar with vegetables and fruit and dressing for your stuff. I can support that because in the video that the class watched had salad bars and the children at that school liked that idea but they still were bringing school lunches. I still think that Elsa Carmona still does not have a good point. I think this because kids shouldn't have to eat food they don't like that parents have to pay for.

Student Work 4-10 Annotations/Comments

Trait	Score Point	Annotations/Comments
Reading/ Research*	1+	<p>Makes limited use of available resources</p> <p>Inconsistently supports an opinion with relevant and sufficient facts and details from resources with accuracy</p> <ul style="list-style-type: none"> ▪ “I think that Elsa Carmona does not have a good point.” Assumes the reader knows Carmona’s point because it is never stated in the response.
Development	1	<p>Attempts to addresses the writing task but lacks focus</p> <ul style="list-style-type: none"> ▪ The task is to respond to whether students should bring lunch from home or eat lunch provided by the school; however, the response focuses on what the cafeteria should do differently. <p>States an opinion</p> <p>Fails to provide reasons that are supported with sufficient and relevant facts and details</p> <ul style="list-style-type: none"> ▪ “The caffeteria worker could make signs that can tell you what to pack on certain days to help kids make good choices on what they bring for lunch.” This non-text-based support does not support why students should be able to bring lunches from home. ▪ “I also think that the cafitera should give kids more choies to pick from instead of 3 we should get 5 choies for the food we get.” Again, this is not a text-based support and does not support why students should be able to bring lunches from home. ▪ “I also want the school to make a salad bar with veggables and fruit and dressing for your stuff.” Although this came from the video provided, it does not support why students should be able to bring lunches from home.
Organization	2–	<p>Identifies the topic or text</p> <p>Has a progression of ideas that may lack cohesion (ideas may be rambling and/or repetitive)</p> <ul style="list-style-type: none"> ▪ Jumps from “I think our school should not band lunches from home because kids should be able to bring what they want from home and still make healthy choies.” to three suggestions for the cafeteria workers to “I still think that Elsa Carmona still does not have a good point. I think this because kids shouldnt have to eat food they dont like that parents have to pay for.” Assumes the reader knows Carmona’s point because it is never stated in the response. The last sentence seems tacked on. <p>Inconsistently links opinions and reasons using words and/or phrases</p> <p>Provides a sense of closure</p>
Language/ Conventions**	2	<p>Demonstrates a limited and/or inconsistent command of standard English conventions; errors may interfere with understanding</p> <ul style="list-style-type: none"> ▪ “band,” “choies,” “caffiteria,” “cafiteria,” “its,” “shcool,” “veggables,” ▪ “dont” <p>Inconsistently employs language and tone appropriate to audience and purpose</p> <ul style="list-style-type: none"> ▪ “stuff” <p>Has some sentence formation errors and/or a lack of sentence variety</p> <ul style="list-style-type: none"> ▪ “...the video that the class watched had salad bars and the children at that school liked that idea but they still were bringing shcool lunches.”

Trait	Score Point	Annotations/Comments
		Attempts to provide a list of (credit) sources** <ul style="list-style-type: none"> ▪ Refers to Elsa Carmona but no context is provided. ▪ Mentions “The video that the class watched” but nothing more specific.

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