

ELA Innovative Assessment Program Grades 6-8 Score Report Reflections Guide

1. Introduction

Overview. The classroom end-of-unit score reports from the ELA Innovative Assessment Program (IAP) are meant to be used with your own classroom observations and insights to think through what kinds of instructional supports may help your students. This document provides the same set of reflection questions included within the classroom end-of-unit score reports as well as possible next instructional steps. To use this document, consider each set of students within the grouped roster section of the report and further differentiate between students within each group using the reflection questions. Doing so can help you determine what kinds of supports are best.



It is important to note that the IAP does not directly assess key building blocks of reading comprehension, including phonemic awareness, phonics, and fluency. Instead, the IAP assesses students' reading comprehension and written expression in relation to deep knowledge of unit texts. If your students are struggling to show proficiency in terms of phonemic awareness, phonics, and fluency, they will struggle to comprehend the assessment texts. If your students need additional support with foundational skills or elements of text complexity, consult other curriculum-embedded assessment data to determine how to best meet the needs of those students.

Using this Guide. Start with the Knowledge reflection group within the score report (those students who received a Weak rating in Knowledge) and consider how those students performed on recent curriculum-embedded assessments from the current ELA Guidebooks unit. Select **one or more text-based writing tasks** from the curriculum and gather the students' responses. As you review the student work against the rubric (success criteria) for that task, ask yourself the reflection questions in the Knowledge section of the table that follows. If you answer **NO** to the first question for some students, those students may need the support associated with that question. Write in the names of those students within the *Identified Students* column of the table. For other students, the answer may be **YES**. Consider the next

This document is meant to give more detailed guidance than the prior [Innovative Assessment Score Report Guidance from 2022-2023](#). However, this prior score report guidance is still valuable and can be used in conjunction, or in place, of this IAP Grades 6-8 Score Report Reflections Guide.

question for these students, repeating the process for each question. For some students, you may end up saying **YES** to each question in the Knowledge section. For those students, move to the next set of Reflection Questions for the Application Process. Repeat this process for the Application and Synthesis sections. The process is shown in the figure below with an example roster of six students within the Knowledge reflection group.

1. Start with the Knowledge, Application and Synthesis Tables in the **Classroom Report**.

2. Think through the questions in the **Reflection Questions Section** of this guide, identifying students for each question.

3. Identify and implement the instructional next steps that are most useful based on the **Support Guidance Section** of this guide.

LEAP						
The Given Unit Window 1 2023-2024			Class: Example Really Long Name Classroom			
Grade: 7			School: 123 Pelican Really Long Name School			
Report Date: 11/2023			School System: 123 Pelican Really Long Name Parish			
Knowledge Group						
In this reporting category students demonstrate their understanding of key knowledge taught in the unit by answering questions about the anchor text(s). As you analyze the results in the table below, consider the following questions about your students:						
1. Do they typically understand how to approach ELA assessment tasks?						
2. Do they typically understand and use academic and domain specific language?						
3. Do they typically understand how to select the best evidence?						
If you answered "No" to any of these questions, use the 2023-2024 IAP Score Report Guidance to consider next steps in the upcoming unit of instruction. If you answered "Yes" to all of the questions, consider the reflection questions in the Application section for those students.						
Knowledge Table						
Note: Students who did not take a portion of the test will receive a rating of Not Tested for that section.						
Knowledge	Application	Synthesis	Reading Comprehension and Written Expression	Knowledge and Use of Conventions	Student Name	LASID
Weak	Weak	Not Tested	-	-	Student 1	12345678
Weak	Weak	Weak	0	0	Student 2	12345678
Weak	Weak	Weak	0	0	Student 3	12345678
Weak	Weak	Moderate	0	1	Student 4	12345678
Weak	Weak	Moderate	1	1	Student 5	12345678
Weak	Weak	Moderate	1	1	Student 6	12345678
Weak	Moderate	Moderate	0	1	Student 7	12345678
Weak	Moderate	Moderate	1	1	Student 8	12345678
Weak	Strong	Moderate	1	2	Student 9	12345678
Weak	Strong	Moderate	1	2	Student 10	12345678

I. Knowledge - Overall, students who scored Weak or Moderate on this section of the assessment may encounter difficulty comprehending the text and/or understanding what the assessment items require them to do.	
Reflection Questions Based on one or more text based writing tasks from your classroom...	Identified Students
1. Do these students typically understand how to approach ELA assignments (i.e., success criteria)? ○ If YES, move on to question 2. ○ If NO, review support guidance for reading and understanding assessment items/tasks .	NO → Consider Reading and Understanding Items/Tasks Guidance for Student 2
2. Do these students typically understand and use academic and domain specific language? ○ If YES, move on to question 3. ○ If NO, review support guidance for building vocabulary .	NO → Consider Building Vocabulary Guidance Student 3, Student 5, Student 7, and Student 10
3. Do these students typically understand how to select the best evidence? ○ If YES, move on to the next section that requires support. ○ If NO, review support guidance for selecting evidence .	NO → Consider Selecting Evidence for Student 4, Student 5, Student 8, Student 9
YES → Move onto the Application Reflection Questions for Student 1	

I. Knowledge - Support Guidance	
Reflection Question 1: Do these students typically understand how to approach ELA assessment tasks?	
Guidance for supporting student understanding of ELA tasks and assessment items.	
What inference can be made from this data point?	Student's ability to independently read and understand a task are still developing. They encounter difficulty when: <ul style="list-style-type: none"> • they are being asked to analyze or make a judgment about a text, and/or • a task requires them to select more than one response.
What can I do tomorrow to support my students?	<ul style="list-style-type: none"> • For each curriculum assessment task, ensure students have a clear understanding of the success criteria. Challenge students to turn and talk with a partner and/or engage in a whole-class discussion about what knowledge and skills they feel are needed to be successful on the task.
Reflection Question 2: Do these students typically understand academic and domain specific language?	
Guidance for supporting vocabulary building.	
What inference can be made from this data point?	Student's academic and domain specific vocabulary is still developing. They encounter difficulty when: <ul style="list-style-type: none"> • they are asked to determine the meaning of unknown words in a text, and/or • an item/task uses ELA domain specific language. These students need explicit instruction and repeated practice in building the academic and domain specific vocabulary needed for understanding texts and assessment items/tasks.
How can I pull a learner tomorrow to support my students?	<ul style="list-style-type: none"> • Engage students in direct and explicit vocabulary instruction with academic or domain specific words from the current unit through the use of a vocabulary protocol, as well as the ELA Guidebooks lesson activities and student materials.
Reflection Question 3: Do these students typically understand how to select the best evidence?	
Guidance for supporting the accurate selection of evidence.	
What inference can be made from this data point?	Student's ability to select the evidence that best supports an idea is not yet developed. They are likely struggling to understand that while a response may be true according to the text, it is not necessarily the best response for the given task.
How can I pull a learner tomorrow to support my students?	<ul style="list-style-type: none"> • Given pieces of evidence aligned to an ELA Guidebooks task, have students select the best pieces to use to support a given thesis/claim. Use the student look-fors in the teaching notes to support you with this activity.

The Support Guidance Tables can be used when forming small groups or determining other differentiated instruction and tools needed for individual and groups of students. After going through each of the three groups within the grouped roster section - the Knowledge, Application and Synthesis groups - consider whether the recommended supports are appropriate within the Support Guidance tables, and how many unique kinds of supports you can provide to your students. In some cases, you may end up grouping or otherwise modifying the groupings and recommendations. This process and resulting groups are meant to be adaptable. Finally, as you review your score reports, it is important to understand that the IAP has limitations and you should compare data from this report with formative and summative curriculum-embedded assessment data from your own classroom.

2. Reflection Questions

I. Knowledge: Overall, students who scored Weak or Moderate on this section of the assessment may encounter difficulty comprehending the unit text(s) and/or understanding what the assessment items required them to do.

Reflection Questions: Based on a recent text-based writing task or tasks...	Identified Students
1. Do these students typically understand how to approach ELA assignments (i.e., success criteria)? <ul style="list-style-type: none"> ○ If YES, move on to question 2. ○ If NO, review support guidance for reading and understanding assessment items/tasks. 	
2. Do these students typically understand and use academic and domain-specific language? <ul style="list-style-type: none"> ○ If YES, move on to question 3. ○ If NO, review support guidance for building vocabulary. 	
3. Do these students typically understand how to select the best evidence? <ul style="list-style-type: none"> ○ If YES, move on to the next section that requires support. ○ If NO, review support guidance for selecting evidence. 	

II. Application: Overall, students who scored Weak or Moderate on this section of the assessment may be struggling to transfer the appropriate knowledge and skills to ELA tasks independently.

Reflection Questions: Based on a recent text-based writing task or tasks...	Identified Students
<p>4. Do these students typically demonstrate accurate comprehension when reading a new text independently?</p> <ul style="list-style-type: none"> ○ If YES, move on to the next section that requires support. ○ If NO, review support guidance for independent reading strategies. 	

III. Synthesis: Overall, students who scored Weak or Moderate on this section of the assessment may be struggling with:

- unpacking the demands of a writing task, and/or
- the skills required for written expression, and/or
- knowledge of language and conventions.

Reflection Questions: Based on a recent text-based writing task or tasks...	Identified Students
<p>5. Do these students typically demonstrate independence when unpacking a writing task?</p> <ul style="list-style-type: none"> ○ If YES, move on to question 6. ○ If NO, review support guidance for unpacking the demands of a writing task. 	
<p>6. Do these students typically understand how to select, organize, and clearly connect relevant evidence and ideas?</p> <ul style="list-style-type: none"> ○ If YES, move on to question 7. ○ If NO, review support guidance for using transitions and varying syntax. 	
<p>7. Do these students typically understand and follow the rules of Standard English (grammar, mechanics, and usage)?</p> <ul style="list-style-type: none"> ○ If YES, students are likely ready to be given a challenge to help them exceed expectations. ○ If NO, review support guidance for conventions. 	

3. Supporting Guidance

I. Knowledge – Support Guidance	
Reflection Question 1: Do these students typically understand how to approach ELA assessment tasks?	
Guidance for supporting student understanding of ELA tasks and assessment items.	
What inference can be made from this data point?	<p>Students’ ability to independently read and understand a task are still developing. They encounter difficulty when:</p> <ul style="list-style-type: none"> ● they are being asked to analyze or make a judgment about a text, and/or ● a task requires them to select more than one response.
Why does this data point matter?	<p>It is impossible to accurately measure a student’s comprehension of a text or understanding of a topic if they misunderstand the task or item itself. As a classroom teacher, getting data about how students are interpreting the task is equally important as getting data on how students are responding to the task. We must ensure all students are equipped to comprehend ELA tasks, both formative and summative.</p>
How does my curriculum’s design address this need?	<ul style="list-style-type: none"> ● There are multiple opportunities for formative assessment embedded within the ELA Guidebook’s daily lesson structure. Lesson activities allow the opportunity to observe and gather more informal data about students’ comprehension throughout the lesson, and each lesson culminates in a more formal expression of understanding through the “Let’s Express Our Understanding” slides. These formative assessments can provide important feedback to teachers on how well students are interpreting the assigned tasks. ● The ELA Guidebooks curriculum provides students with extensive opportunities to unpack text-based writing and discussion tasks. Many lessons encourage students to turn and talk with partners and/or participate in whole class discussions to ensure students have clarity on what the task is asking and how to approach their response. ● Many of the ELA Guidebooks 6-8 (2018) units include practice cold read tasks that teachers can utilize to ensure students understand the selected-response structure of those ELA assessment items. This will improve clarity on the knowledge and skills in need of more support within the current and future units. ● Additionally, the ELA Guidebooks offer supports for teachers in helping students understand the curriculum tasks. Scaffolded questions and other suggestions for how to support students can be found in the teaching notes within lessons, as well as student look-fors to ensure teachers can clarify the success criteria of each task.

**What can I do
tomorrow to
support my
students?**

- For each curriculum assessment task, ensure students have a clear understanding of the success criteria. Challenge students to turn and talk with a partner and/or engage in a whole class discussion about what knowledge and skills they feel are needed to be successful on the task.
- Use the protocol for teaching vocabulary based on the [Vocabulary Guide](#). Additionally, use other practices such as anchor charts or other methods to display key academic vocabulary terms based on the grade-level standards. Ensure students understand word meanings.
- Utilize the “Let’s Express Our Understanding” slides at the end of each lesson to allow students to discuss or write about what they believe they are being asked to do. Use this information to determine students who need additional support in how to approach ELA tasks.
- Focus on comprehension of ideas as tasks appear in the curriculum: practice marking ELA tasks within lessons to define terms, notice connections between the various parts of the task, and clarify what knowledge and skills students need.
- Present examples of strong and weak responses to ELA tasks and ask students to analyze why the strong response sufficiently addresses the task and why the weak response does not.

I. Knowledge – Support Guidance (continued)

Reflection Question 2: Do these students typically understand academic and domain-specific language?

Guidance for supporting vocabulary building.

<p>What inferences can be made from this data point?</p>	<p>Students' academic and domain-specific vocabulary is still developing. They encounter difficulty when:</p> <ul style="list-style-type: none"> ● they are asked to determine the meaning of unknown words in a text, and/or ● an item/task uses ELA domain-specific language. <p>These students need explicit instruction and repeated practice in building the academic and domain-specific vocabulary needed for understanding texts and assessment items/tasks.</p>
<p>Why does this data point matter?</p>	<p>It is difficult for students to show accurate comprehension of a text or understanding of a topic if they misunderstand the text or assessment item itself.</p>
<p>How does my curriculum's design address this need?</p>	<ul style="list-style-type: none"> ● The language of the grade-level standards is used within the ELA Guidebooks lessons, teaching notes, student materials and assessments. There are multiple opportunities to develop academic and domain-specific vocabulary knowledge embedded within each ELA Guidebooks unit. ● Notice, in particular, the "Let's Work With Words" slides, the student materials that support tracking key vocabulary throughout the units, as well as the pre-defined vocabulary terms for explicit teaching within the diverse learners supports in the teaching notes.
<p>What can I do tomorrow to support my students?</p>	<ul style="list-style-type: none"> ● Engage students in direct and explicit vocabulary instruction with academic or domain-specific words from the current unit through the use of a vocabulary protocol, as well as the ELA Guidebooks lesson activities and student materials that support vocabulary acquisition. ● When teaching, make sure you are using the language of your grade-level standards and the unit words. As needed, question students to ensure they understand the words you are using to communicate the task. ● When students are expressing understanding of text through either written or spoken expression, require them to use the language of the standards and the unit words. If students do not do this automatically, provide in-the-moment feedback for integrating this language into their speaking or writing. ● Use the protocol for teaching vocabulary based on the Vocabulary Guide and display key vocabulary terms throughout the unit. This can assist students in using them frequently in their writing and discussion. ● Engage students in a volume of reading to authentically build students' vocabulary. Use the Independent Reading Protocol with your curriculum and implement the components to hold students accountable for that reading to support the development of a more robust vocabulary.

I. Knowledge – Support Guidance (continued)

Reflection Question 3: Do these students typically understand how to select the best evidence?

Guidance for supporting the accurate selection of evidence.

What inference can be made from this data point?	<p>Students’ ability to select the evidence that best supports an idea is not yet developed. They are likely struggling to understand that while a response may be true according to the text, it is not necessarily the best response for the given task.</p>
Why does this data point matter?	<p>If students cannot adequately justify responses using strong textual evidence, they are not fully able to demonstrate the ability to think critically about the text or why certain pieces of evidence provide more support for a text-based claim than others.</p>
How does my curriculum’s design address this need?	<ul style="list-style-type: none"> ● Questions and tasks embedded throughout the ELA Guidebooks require the use of evidence when students are expressing their understanding of the unit texts in writing and discussion. ● Supports for selecting and using evidence are present within the ELA Guidebooks via graphic organizers, sentence frames, and other supports for diverse learners within the teaching notes of the lesson slides. ● The ELA Guidebooks 6-8 (2018) contain cold-read tasks for each unit, which allow students to practice selecting accurate text-based evidence in a selected response structure.
What can I do tomorrow to support my students?	<ul style="list-style-type: none"> ● Given pieces of evidence aligned to an ELA Guidebooks task, have students select the best pieces to use to support a given thesis/claim. Use the student look-fors in the teaching notes to support you with this activity. ● Utilize discussion opportunities within the curriculum where students are asked to provide text evidence for their responses. <ul style="list-style-type: none"> ○ Ask multiple students to share their selected evidence, and record the evidence shared using a board, anchor chart, or projection device. ○ Ask students to discuss why one piece of evidence is stronger or weaker than another. ○ Probe students with follow-up questions that help them make connections between their claims and the evidence best equipped to support those claims. ● During class discussions, use an instructional strategy such as Talk Moves to support you in facilitating a productive, student-led discussion to determine the best evidence. ● Provide students with additional supports for selecting evidence using the Diverse Learners supports embedded in the teaching notes throughout the unit.

II. Application – Support Guidance

Reflection Question 4: Do these students typically demonstrate accurate comprehension when reading a new text independently?

Guidance for Supporting Comprehension

<p>What inference can be made from this data point?</p>	<p>Students are still developing the ability to independently approach a new text. They possibly have a dependence on heavy scaffolds and supports present within core instruction of their curriculum.</p>
<p>Why does this data point matter?</p>	<p>The goal of ELA instruction is for students to be able to read, understand, and express understanding of complex, grade-level texts proficiently and independently. If students cannot analyze complex, grade-level texts proficiently and independently, they will be unprepared for the demands of future school or workplace tasks.</p>
<p>How does my curriculum’s design address this need?</p>	<ul style="list-style-type: none"> ● The ELA Guidebooks are built to support students in building independence for reading, understanding, and expressing understanding of complex, grade-level text. Each unit follows a gradual release model. For example, students may receive heavier support and guidance when dealing with a text initially, then work with a partner or small group to perform a close-read. Then complete a Let’s Express Our Understanding task independently. ● The ELA Guidebooks 6-8 (2018) contain cold-read and extension tasks for each unit. These summative assessments should be used to gauge students’ ability to comprehend and express their comprehension of texts independently.
<p>What can I do tomorrow to support my students?</p>	<ul style="list-style-type: none"> ● Review the supplemental unit texts that support knowledge building around the anchor text and identify supports. <ul style="list-style-type: none"> ○ Review the supports in the teaching notes and identify specifically the scaffolds your students may need in making meaning of the supplemental texts and understanding their connection to the unit goals and tasks. ○ Ensure supports are provided to assist students in understanding the relevant information surrounding the texts (timeframe, place, culture, etc.). ● Use ELA Guidebooks formative assessments (Let’s Express Our Understanding slides) to gauge student understanding of related texts through short writing activities, and provide necessary ongoing support. ● Use the culminating writing task to guide students in analyzing the unit texts and understanding the central ideas of the unit. ● Use the ELA Guidebooks cold-read task to provide practice in the application of unit knowledge. Use the data to inform where students may need additional support in the current or future unit. ● Look to determine if reading foundational skills are necessary and provide support in decoding or fluency as needed. ● Refer to the scoring materials in the Appendix to help guide discussions around student performance on classroom tasks.

III. Synthesis – Support Guidance

Reflection Question 5: Do these students typically demonstrate independence when unpacking a writing task?

Guidance for supporting comprehension of a writing task.

<p>What inference can be made from this data point?</p>	<p>Students’ ability to independently read and understand the demands of the IAP writing task are still developing. They are struggling to understand:</p> <ul style="list-style-type: none"> ● the language of the task; ● how to address all parts of the task; and/or ● the writing genre and organization structure to best meet the demands of the task.
<p>Why does this data point matter?</p>	<p>As a classroom teacher, getting data of how students are interpreting the task is equally important to the data gathered for how they respond to the task. Without ensuring all students actually understand the knowledge and skill demands of the task, it is too difficult to isolate which area of support a student might need.</p>
<p>How does my curriculum’s design address this need?</p>	<ul style="list-style-type: none"> ● The ELA Guidebooks curriculum provides students with extensive opportunities to unpack text-based writing and discussion tasks. Many lessons encourage students to turn and talk with partners and/or participate in whole class discussions to ensure students have clarity on what the task is asking and how to approach their response. ● Additionally, the ELA Guidebooks offer supports for teachers in helping students understand the curriculum tasks. Scaffolded questions and other suggestions for how to support students can be found in the teaching notes within lessons, as well as student look-fors to ensure teachers can clarify the success criteria of each task.
<p>What can I do tomorrow to support my students?</p>	<ul style="list-style-type: none"> ● Use additional supports for meaning in Additional Supports for Diverse Learners. Be prepared to ask follow-up questions, such as Teacher Talk Moves, to lead students in their understanding of the prompt. Create anchor charts to display key academic language frequently used in writing and discussion prompts. ● Focus on comprehension of ideas as tasks appear in the curriculum: practice marking the text-based prompts within lessons to define terms, notice connections across the parts of the prompt, and clarify what students need to produce. ● Present examples of strong and weak thesis statements/claims and ask students to analyze how well they address the entire prompt. ● Provide examples of paragraphs with disordered structures and ask students to identify the best order of the sentences. ● Given a thesis statement or claim, have students complete a paragraph or essay outline to ensure they understand the best organization of ideas to address the entire prompt. ● Review sample responses in the Appendix to see examples of how students addressed complex writing tasks.

III. Synthesis – Support Guidance (continued)

Reflection Question 6: Do these students typically understand how to select, organize, and clearly connect relevant evidence and ideas?

Guidance for supporting the use of evidence in writing.

<p>What inference can be made from this data point?</p>	<p>Students’ ability to include evidence and elaboration in a thoughtful way is still developing.</p>
<p>Why does this data point matter?</p>	<p>It is impossible to accurately measure a student’s comprehension of a text or understanding of a topic if they lack the skill to clearly express and support their thoughts in writing.</p>
<p>How does my curriculum’s design address this need?</p>	<ul style="list-style-type: none"> ● Questions and tasks embedded throughout the ELA Guidebooks require the use of evidence when students are expressing their understanding of the unit texts in writing and discussion. ● Supports for selecting and using evidence are present within the ELA Guidebooks via graphic organizers, sentence frames, and other supports for diverse learners within the teaching notes of the lesson slides.
<p>What can I do tomorrow to support my students?</p>	<ul style="list-style-type: none"> ● Use additional supports for meaning in the Additional Supports for Diverse Learners. ● Given pieces of evidence, have students select the best evidence to support a given thesis/claim. ● Provide students with supports and opportunities to practice finding appropriate quotations when providing direct evidence from the text in their writing throughout the unit. ● Provide students with a thesis and evidence, and support students in making connections. ● Have students highlight in-class essay responses with different colors for (1) claim/thesis (2) supporting evidence, (3) analysis, and (4) irrelevant information or copied/paraphrased text with no analysis or connection. Then have students work on strengthening claim or evidence, one area of focus per activity. ● Once students demonstrate understanding of the texts, consider the following: <ul style="list-style-type: none"> ○ Review transition phrases with the students. ○ Review evidence sentence starters (grade 6; grades 7-12) with the students. ○ Use related supports from the Supports Flow Chart or Interactive Supports <ul style="list-style-type: none"> ■ Writing ■ Speaking and Listening ● Review sample responses in the Appendix to see examples of how students used evidence when developing their ideas and showing understanding of texts.

III. Synthesis – Support Guidance (continued)

Reflection Question 7: Do the students who scored Weak or Moderate on the Synthesis section typically understand rules of spelling, grammar, and conventions?

Guidance for supporting knowledge of language and conventions.

<p>What inference can be made from this data point?</p>	<p>Students’ ability to skillfully apply grade-level grammar and conventions is still developing.</p>
<p>Why does this data point matter?</p>	<p>Proficient application of grammar and language conventions is essential for effective communication and writing. Students who struggle in this area may encounter difficulties in expressing their ideas clearly.</p>
<p>How does my curriculum’s design address this need?</p>	<ul style="list-style-type: none"> ● Aligned Language Tasks (mentor sentences) and Language Links (The Writing Revolution©) for ELA Guidebooks 6-8 (2016) found within the K-12 ELA Planning Resources. ● Expectations of students integrating appropriate language and conventions in their writing as detailed by the culminating writing task rubrics, extension task rubrics, etc.
<p>What can I do tomorrow to support my students?</p>	<ul style="list-style-type: none"> ● Use the Language Links lessons and/or mentor sentence approach during small-group instruction to: <ul style="list-style-type: none"> ○ Explain how the parts of a sentence (e.g., conjunctions, phrases, clauses, parts of speech) function in particular sentences. ○ Target specific grade-level or below grade level writing conventions with which students need support. Have students look at a sentence that uses the convention properly and discuss how that convention is used to create meaning in the sentence. Then have students write or revise a sentence in their own writing to use the targeted convention correctly. ● Practice shared and interactive writing with your students while responding to a curriculum embedded writing prompt. ● Provide students with sentence fragments and complete sentences. Prompt students to identify the fragments and rewrite as complete sentences. ● Provide students with writing frames that lead them into using appositives, coordinating conjunctions, subordinating conjunctions, or transitions and direct students to complete the sentences to demonstrate understanding of the text they are reading.

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|--|---|
| | <ul style="list-style-type: none">● Provide students with a kernel sentence and prompt them to expand the sentence using grammatical skills that have been taught in recent lessons.● Focus students' attention on how grammatical structures contribute to the meaning of a phrase, clause, and/or sentence. Ask students to compare the structure of a phrase, clause, or sentence in English to the structure of a phrase, clause, or sentence with similar meaning in the students' home language. Focus on the difference in order/structure and how each contributes to the meaning.● Review sample responses to the released writing (essay) prompt in the Appendix for examples of students' ability to demonstrate their command of grammar and conventions. |
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Appendix: Scoring Materials

SCORING ACTIVITY: SCORING STUDENT WRITING USING RUBRICS

This activity, when done with a group of teachers who teach the same grade level, can be invaluable. By analyzing the rubrics, choosing papers at each score point, and discussing the scoring of student papers collaboratively, teachers not only gain a better understanding of grade-level writing expectations, but they discover students' strengths and weaknesses and how they might be addressed within their own classroom or within their schools or school systems. We encourage school and school system leaders to incorporate the scoring activity into their professional development or to at least set aside time for teachers to engage in the kind of discussion about student work that is at the heart of the scoring activity.

This same activity can be used with students as well. By having students work through the scoring process, they learn so much about what is expected, and they see the rubric in action as they score and discuss other students' papers. Often the discussion turns out to be the most valuable part of the activity and takes hold in a way that looking at sample responses from another source could never achieve.

Purpose:

- To establish common expectations for student writing

Outcomes:

- Learn to use a writing rubric and identify qualities of writing that meet standards
- Reveal grade-specific expectations in a school
- Learn about and discuss different approaches that can improve instruction

Process:

After students respond to a writing task from the [ELA Guidebooks](#):

1. Collect students' written responses to the common prompt.
2. Work collaboratively to understand the rubric.
 - a. Review the scoring criteria on the chosen rubric. Read through each row. Highlight the keywords on the rubric that show the differences between each score point.
 - b. Create anchor papers for each score point. These are papers that all participants agree represent a solid score (e.g., a 4 in Reading Comprehension/Written Expression, a 2 in Conventions, etc.). Annotate the papers to identify which qualities

match the rubric. They will serve as models of each score point on the rubric. Refer to the Sample Student Work that follows for examples of anchor papers.

3. Score the responses collaboratively.
 - a. Individually score the responses using the rubric and anchor set.
 - b. Then come together as a group. Read each response aloud, and, as a group, discuss the individual scores using the rubric and the anchor papers.
 - c. Try to reach consensus on the scores for each response. Discuss any scores that are not consistent.
4. After the responses are scored, discuss the responses in general—strengths, weaknesses, different approaches to the task, etc. Determine any patterns that exist in the responses as a whole (e.g., difficulty with a particular construct, such as relevance of the evidence or the organization of the ideas). Individual teachers should also consider their own students’ responses to determine any patterns.
5. Finally, discuss the instructional implications: “How will we address the general learning opportunities? How will I address my own students’ learning opportunities, etc.?” Develop a plan.

SAMPLE STUDENT WORK

These sample student work materials are provided to help teachers better understand the writing expectations for the prompts on the IAP tests and are meant to be used in conjunction with the collaborative scoring activity described above.

Because only a small number of students participated in the field-testing of the Grade 6 Witch of Blackbird Pond unit, we were not able to use this unit assessment operationally. However, this allows us to release some of the writing prompts that were administered during the field test and the sample student responses from that particular test form. When reviewing the materials, please keep in mind that the samples are from grade 6 and are in response to timed writing prompts on a field test.

At this time, we do not expect to release additional prompts and student work for other units and grade levels, but we do want to continue to support our IAP systems. Therefore, if you are interested in working with the Department to create additional support materials, please contact Ruth Caillouet, the Innovative Assessment Program Coordinator, at ruth.caillouet@la.gov.

The materials listed below are included in the sections that follow:

- A released constructed response prompt and a released essay prompt
- Scoring rubrics and scoring notes for each prompt
- Student responses with annotations that explain why each response received a particular score

CONSTRUCTED-RESPONSE MATERIALS

Prompt (from Section 1 of the Grade 6 Witch of Blackbird Pond End-of-Unit Field Test)

Based on Excerpt 2 from *The Heretic's Daughter* by Kathleen Kent,* respond to the following prompt in the space provided.

Write a paragraph explaining why in Excerpt 2 Martha reacts to the accusation of being a witch in the way that she does. Support your explanation with evidence in Excerpt 2 from *The Heretic's Daughter*.

*The text referenced in the prompt has copyright protections that require it be accessed through a password-protected site. It is available in the ADAM system. If you do not have an ADAM account, please ask your school test coordinator for assistance.

Scoring Rubric

SCORE	RUBRIC FOR GRADE 6 WITCH OF BLACKBIRD POND CONSTRUCTED RESPONSE (Scored for Reading Comprehension only)
4	The response includes an accurate and thorough explanation of why Martha reacts to the accusation the way she does. The explanation is supported by relevant and specific evidence from Excerpt 2 of <i>The Heretic's Daughter</i> .
3	The response includes an accurate and mostly complete explanation of why Martha reacts to the accusation the way she does. The explanation is supported by relevant but often general evidence from Excerpt 2 of <i>The Heretic's Daughter</i> .
2	The response is a partial explanation of why Martha reacts to the accusation the way she does. The response includes limited evidence from Excerpt 2 of <i>The Heretic's Daughter</i> and may include misinterpretations, or the response provides an accurate explanation with no relevant evidence from the text.
1	The response is minimal , with little or no evidence from the text, and may include misinterpretations or the response relates minimally to the task.
0	The response is incorrect or irrelevant or contains insufficient information to demonstrate comprehension.

Scoring Notes (some possible responses, not inclusive):

- Martha is independent, strong, and a fighter.
- She believes Puritans are acting without good reason and judgment. “They’ve had so many shambling, half-witted women in front of them that the magistrates are starting to harken to this nonsense. Well, I am not confused and I am not afraid of them. They are lawyers and judges and must rule by law.”
- As a young mother, Martha stands up for what she believes in for the sake of what's right, her family, and others who have been falsely accused--even when her husband and daughter don't want her to do so. “If I do not do this thing, then it may go on and on. ‘Nothing of the greater good comes without struggle and sacrifice in equal measure, be you man or woman, and in this way are we freed from tyranny.’”
- She is determined to speak the truth (“Because someone must speak for the truth of things.”)
- She is also protective of her family; she gives instructions to Sarah about what to do and say if “they come for you.”

Annotated Student Responses

Response #1: Score Point 4

When Martha is accused of being a witch she acts with courage. Even though her husband wants her to run away and hide she stays strong: "I am not afraid, Thomas." She also wants to protect her family by not expecting them to do what she does. She believes that even if the rest of her family lies she must be the one to do the right thing. In the passage her daughter asks why she can't lie like the rest of the family and Martha says "Because someone must speak for the truth of things." This is what shows her courage and her kindness in the tough situation her family is going through.

Annotation:

- This response has an accurate and thorough explanation of why Martha reacts in the way she does (*She acts with courage...She stays strong... She also wants to protect her family...*).
- Relevant evidence is provided (*"I am not afraid, Thomas"... "Because someone must speak for the truth of things."*) and explained (*She believes that even if the rest of her family lies she must be the one to do the right thing.... This is what shows her courage and her kindness in the tough situation her family is going through*).

Response #2: Score Point 4

Martha reacts to the accusation of being a witch by being fearless. She reacts this way because she believes she can speak the truth to them and they will have to listen and stop the accusations. She does this because she knows if she doesn't do this it will continue on. In the text it says, "If I do not do this thing, then it may go on and on. 'Nothing of the greater good comes without struggle and sacrifice in equal measure, be you man or woman, and in this way are we freed from tyranny.'" This shows how she knows she must make a sacrifice in order to be free from the accusations or for everyone to be free.

Annotation:

- This response has an accurate and thorough explanation of how Martha reacts (*by being fearless*) and why she reacts in the way she does (*...she believes she can speak the truth to them and they will have to listen and stop the accusations. She does this because she knows if she doesn't do this it will continue on.*)
- Relevant evidence is provided (*In the text it says, "If I do not do this thing, then it may go on and on. 'Nothing of the greater good comes without struggle and sacrifice in equal measure, be you man or woman, and in this way are we freed from tyranny'"*) and explained (*This shows how she knows she must make a sacrifice in order to be free from the accusations or for everyone to be free.*).

Response #3: Score Point 3

Martha reacts to the accusation of being a witch in the way she does because she knows that Puritans are putting children in jail too, so she is afraid they might do something to her children. She wants them to do anything they can to save themselves. The text states, "If they come for you, you must tell them anything they want to hear to save yourself. And you must tell Richard and Andrew and Tom to do the same." This explains that Martha does not want her kids to get hurt, so they must do anything to get them selves out of the situation. To sum this up, Martha wants her kids to be as safe as possible from the Puritans.

Annotation:

- This response has included an accurate idea about one of Martha's reactions, but the explanation is more superficial (*...she knows that Puritans are putting children in jail too, so she is afraid they might do something to her children. She wants them to do anything they can to save themselves.*).
- Evidence is provided (*The text states, "If they come for you, you must tell them anything they want to hear to save yourself. And you must tell Richard and Andrew and Tom to do the same."*), but the analysis restates the evidence rather than providing a deeper explanation of her motives (*This explains that Martha does not want her kids to get hurt, so they must do anything to get them selves out of the situation.*).

Response #4: Score Point 3

In Excerpt 2 Martha reacts to being accused on being a witch the way she does because she is very strong minded and if something is false she will prove that it is false. The text says "I will speak to them. They must listen". this shows how she is going to make them listen to her claim showing she is a strong minded person. in conclusion Martha reacted the way she did because she is very stong minded and will only stand for the truth.

Annotation:

- Response has an accurate claim (*...she is very strong minded and if something is false she will prove that it is false.*), but is only mostly complete since there is not much analysis of the idea.
- Evidence is provided that supports the first part of the claim (*The text says "I will speak to them. They must listen".*), but doesn't focus on the second part of their claim (*"... if something is false, she will prove that it is false."*).

Response #5: Score Point 2

Martha responds to the accusation like this because she is confidence and knows the true behind this accusation. She is not afraid. In the text it says, "They've had so many Shambling, half-witted women in front of them that the magistrates are starting to harken to this nonsense. Well, I am not confused and I am not afraid of them" {Kent 2}. They are lawyers and judges and must rule by law. In conclusion this is why Martha acted like that when she was accused of being a witch.

Annotation:

- The first two sentences include different reactions from Martha (*.. she is confidence...knows the true...She is not afraid.*) that are correct but not clearly supported or explained.
- Evidence from the excerpt is provided (*In the text it says, "They've had so many Shambling, half-witted women in front of them that the magistrates are starting to harken to this nonsense. Well, I am not confused and I am not afraid of them" {Kent 2}. They are lawyers and judges and must rule by law.*); however, no connection between the evidence and the claims is provided.

Response #6: Score Point 2

Martha reacts to the accusation of being a witch in the way that she does because she is not afraid to stand up for what is right and she wants her kids to as well. I know this because as I was reading Excerpt 2 it stated, "Well, I am not confused and I am not afraid of them. They are lawyers and judges and must rule by law." This shows that Martha knows they have to rule by law so she uses that in hers and others will of being accused of being a witch.

Annotation:

- This response is an example of a Score Point 2 with a misinterpretation—that Martha wants her kids to stand up for what is right (*and she wants her kids to as well.*). The opposite is true; in paragraph 14, Martha says, "If they come for you, you must tell them anything they want to hear to save yourself. And you must tell Richard and Andrew and Tom to do the same."
- The evidence that was used isn't effective in supporting the claim that she is standing up for what is right (*"... They are lawyers and judges and must rule by law."*).
- The closing sentence is an ineffective attempt at explaining the evidence.

Response #7: Score Point 1

In Excerpt 2 Martha reacts the way she does when being accused of being a witch because she is not afraid and she knows that they are just lawyers and judges the evidence I found to support my answer is "They are lawyers and judges and must rule by law" this piece of evidence shows that she is not afraid.

Annotation:

- Minimal response that identifies a correct reaction (*she is not afraid*), but the reasoning is incorrect ("*...they are just lawyers and judges...*").
- The evidence is related to the faulty reasoning and doesn't support the part of the response that is correct, her not being afraid.

Response #8: Score Point 1

Martha reacts to the accusation of being a witch the way she does because she knows that she did not do anything wrong. Martha also reacted like the way she did was because she knows that Mary and Margret did not do anything. In the text it states, "And do you know why Mary and Margaret are arrested?" she asked. And I responded, "Because they are believed to be witches also. No." in the text it also states, "Because they say you are a witch." Evidence from Excerpt 2 from The Heretic's Daughter.

Annotation:

- Minimal response that provides two explanations for why she reacted that way (*...she knows that she did not do anything wrong...she knows that Mary and Margret did not do anything.*).
- However, the evidence doesn't really support either explanation ("*And do you know why Mary and Margaret are arrested?*" *she asked. And I responded, "Because they are believed to be witches also. No." in the text it also states, "Because they say you are a witch."*).
- There is enough in the first sentence for a SP 1 since they tried to bring in evidence, but it's not the right evidence.
- This response relates minimally to the task.

Response #9: Score Point 0

When Martha found out she was the witch she was very very nervous. She did not take it like Hannah did when she found out and Kit did not care at all. Hannah was cool and chill about it she did not care what other people had so say about her. She did not care that she was a witch. But, Martha was also a little bit anxouis about it because she had no idea how she became a witch, how to stop being a witch, and what to do because you are a which.

Annotation:

- While the student wrote quite a bit, it is inaccurate. The student doesn't show understanding of the text or Martha.
- The response doesn't show any understanding of the prompt. It brings in characters from *Witch of Blackbird Pond*, but doesn't address the prompt.

Response #10: Score Point 0

The Heretics Daughter Martha reacted to being a witch by,telling the lawyers and judges something and I know this because in paragraph 3 the text states. You do yourself a credit to believe in your own strength and courage. Now in paragraph 4 the text states that "if I do this thing then it may go on and on. Nothing of the greater or good comes without a struggle and a sacrifice.

Annotation:

- At first glance, these quotes could seem selective (especially the last one), but the student's writing does not explain the quotes or show understanding.
- The first sentence is not supported. The first quote is the husband telling Martha they won't listen to reason. The second quote speaks to her motivation, but there is no explanation around it.
- This is a good example of a Score Point 0 where the student wrote/copied a lot, but the quotes aren't explained and don't support the prompt.

WRITING PROMPT (ESSAY) MATERIALS

Prompt (from Section 2 of the Grade 6 *Witch of Blackbird Pond* End-of-Unit Field Test)

The texts in *The Witch of Blackbird Pond* unit and the excerpts from *The Heretic's Daughter* describe the people who lived in Puritan New England and what shaped their identities.

Write a well-developed essay explaining how people's identities are impacted by their values, beliefs, and actions.

Support your explanation with relevant ideas and information in the excerpts from *The Heretic's Daughter** and from any **two** unit texts listed below:

- *The Witch of Blackbird Pond* by Elizabeth George Speare
- "Choices" by Nikki Giovanni
- "Identity" by Julio Noboa Polanco
- "The Road Not Taken," by Robert Frost

*The text referenced in this prompt has copyright protections that require it be accessed through a password-protected site. It is available in the ADAM system. If you do not have an ADAM account, please ask your school test coordinator for assistance.

Scoring Rubric

The responses to the writing prompt are scored for two dimensions: Reading Comprehension and Written Expression (RCWE) and Knowledge and Use of Language Conventions (KLC). The RCWE scores range from 0 to 4 points, and the holistic score is doubled for a total of up to 8 points for that dimension. The KLC scores range from 0 to 3 points for a total of up to three points. The rubric that follows is a general rubric, used for all of the grades 6-8 IAP writing (essay) prompts, but when used alongside student work samples, grade-level expectations will be more evident.

CONSTRUCT	SCORE POINT 4	SCORE POINT 3	SCORE POINT 2	SCORE POINT 1	SCORE POINT 0
READING COMPREHENSION AND WRITTEN EXPRESSION	<p>The student response</p> <ul style="list-style-type: none"> demonstrates full comprehension of ideas stated explicitly and inferentially by providing an accurate analysis; addresses the prompt and provides effective and comprehensive development of the claim or topic that is consistently appropriate to the task, purpose, and audience; uses clear reasoning supported with relevant references to ideas and information from the unit texts and a new text to develop claim or topic; is effectively organized with clear and coherent writing; establishes and maintains an effective style. 	<p>The student response</p> <ul style="list-style-type: none"> demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a mostly accurate analysis; addresses the prompt and provides mostly effective development of the claim or topic that is mostly appropriate to the task, purpose, and audience; uses mostly clear reasoning supported with relevant references to ideas and information from the unit texts and a new text to develop claim or topic; is organized with mostly clear and coherent writing; establishes and maintains a mostly effective style. 	<p>The student response</p> <ul style="list-style-type: none"> demonstrates basic comprehension of ideas stated explicitly and/or inferentially by providing a generally accurate analysis; addresses the prompt and provides some development of the claim or topic that is somewhat appropriate to the task, purpose, and audience; uses some reasoning and references to ideas and information from the unit texts and a new text to develop claim or topic; demonstrates some organization with somewhat coherent writing; style is somewhat effective. 	<p>The student response</p> <ul style="list-style-type: none"> demonstrates limited comprehension of ideas stated explicitly and/or inferentially by providing a minimally accurate analysis; minimally addresses the prompt and provides minimal development of the claim or topic that is limited in its appropriateness to the task, purpose, and audience; uses limited reasoning and reference to ideas and information from the unit texts and a new text; demonstrates limited organization and coherence; style is minimally effective. 	<p>The student response</p> <ul style="list-style-type: none"> demonstrates no comprehension of ideas by providing an inaccurate or no analysis; is undeveloped and/or inappropriate to the task, purpose, and audience; includes little to no reasoning or reference to ideas and information from the unit texts and a new text; lacks organization and coherence; has an inappropriate style.
KNOWLEDGE AND USE OF LANGUAGE CONVENTIONS		<p>The student response</p> <ul style="list-style-type: none"> demonstrates full command of the conventions of standard English at an appropriate level of complexity; may include a few minor errors in mechanics, grammar, and usage, but meaning is clear. 	<p>The student response</p> <ul style="list-style-type: none"> demonstrates some command of the conventions of standard English at an appropriate level of complexity; may include errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear. 	<p>The student response</p> <ul style="list-style-type: none"> demonstrates limited command of the conventions of standard English at an appropriate level of complexity; may include errors in mechanics, grammar, and usage that often impede understanding. 	<p>The student response</p> <ul style="list-style-type: none"> does not demonstrate command of the conventions of standard English at the appropriate level of complexity; includes frequent and varied errors in mechanics, grammar, and usage that impede understanding.

Scoring Notes

Detailed scoring notes are provided when training readers to score the student responses on the tests. The notes that follow include some possible ideas and relevant evidence from the unit-related text as well as relevant information and details from the unit texts listed in the prompt.

Notes for the Excerpts from *The Heretic's Daughter*

Although the constructed-response prompt mentions both excerpts from *The Heretic's Daughter*, a student may use evidence from one or both texts. To get a higher score, the student should reference specific and relevant evidence, especially since the excerpts are available to the students during the test. They appear on the left side of the screen, which allows students the opportunity to show their understanding of a new text by using well-chosen evidence.

- In the letter to her granddaughter, **Sarah** expresses anger toward the Puritans of her childhood. She says that the Puritans turned every event (“a falling tree, a sickness, a wart”) into a judgment from God. She claims that the Puritan leaders themselves broke many commandments that they taught and turned people against each other with false accusations (“It was a terrible time, when charity and mercy and plain good sense were all thrown into the fire of zealotry, covering everyone left living with the bitter ash of regret and blame.”) Even though she lived in the Puritan community, Sarah rejects their unjust beliefs.
- Sarah’s ability to reject the unjust Puritan beliefs is a result of what she was taught and what was modeled in her home. Martha, who is Sarah’s mother, and her father have strong principles as Martha reminds her husband when she says, “‘Nothing of the greater good comes without struggle and sacrifice in equal measure, be you man or woman, and in this way are we freed from tyranny.’ Those are your words.”
- Sarah learns that the town leaders want family members to turn in other family members as witches. Martha warns Sarah that she and her brothers must tell the leaders what they want to hear in order to save themselves. However, Martha will stand up to them to tell the truth because “someone must speak for the truth of things.”
- These childhood experiences shape Sarah’s beliefs and identity, and thus, years later, she speaks these truths to her granddaughter in the letter and story of *The Heretic's Daughter*.

Notes for *The Witch of Blackbird Pond*

A strong response may analyze one or more characters from the novel and provide examples of how their identities were impacted or shaped by the beliefs, values, and actions of the character(s). Although the students do not have access to the novel, they should be able to provide some details about the character(s) they analyze as described in the notes that follow.

- **Kit Tyler** is an outsider in Wethersfield, the Connecticut town that is the setting of the novel. She had been raised by her grandfather on the Caribbean Island of Barbados where she developed her free-spirited and independent identity.
 - Kit lived a colorful and carefree life in Barbados where her grandfather educated her by reading history, plays, and poetry to her. She becomes a young woman who is friendly and judges only those who judge her, as some passengers on the boat do. She is daring and unafraid, such as when she jumps in the cold water to retrieve a child's doll. Kit values people, nature, education, and fairness.
 - Kit demonstrates her compassion and sense of fairness—and defiance—when she helps Hannah Tupper, who had been accused by the townspeople of being a witch. Kit visits her in secret and brightens the widow's life, for example, by introducing the child Prudence to her. Both Hannah and Kit teach Prudence to read. Eventually, Kit helps Hannah escape the angry townspeople.
 - Kit finds contentment when she is in the meadow or with Hannah. She feels the same peace she felt in Barbados; she feels less out of place there.
 - Kit is strong and firm in her beliefs; she knows herself well. Because she and William value different things, she says no to marrying him, even though he can offer her a beautiful new home.
- **The Wood family** represents a typical Puritan family whose identities are shaped by their beliefs and values about living simply and traditionally.
 - Each member of the family assumes traditional roles to contribute to the household.
 - The Woods have strong religious beliefs, but they are not as fanatical and superstitious as other people in the town are.
 - Matthew Wood's criticism of Kit's colorful and variety of clothes shows his belief in living simply, without frills.
 - Matthew shows his bravery, beliefs, and convictions during the discussion of the town charter when he proves to be a leader and not just a follower.
 - Kit's Aunt Rachel worries about Kit befriending Hannah out of fear for Kit's reputation and because she worries about what the community will do if they see Kit visiting a Quaker. Aunt Rachel does not always follow the strict Puritan rules. For example, she cannot bear to see Hannah going hungry and sends food to her. For the most part, she follows the subservient rules of the community and respects her husband as leader of the household. .
- **Hannah Tupper** is unfairly accused of being a witch because she lives alone in the meadow.
 - In her past, she and her husband had been treated badly (branded, tied to a cart's tail, flogged) in Massachusetts, presumably for their Quaker beliefs.
 - Because of this treatment, Hannah chooses to live alone in the meadow where she won't be bothered. Perhaps because of her Quaker beliefs, Hannah treats Kit, Prudence, and Nat with kindness.
 - There is a peacefulness in her home, which is disturbed when the angry townspeople come after her.
- **The townspeople**, especially their leaders, represent the strident beliefs of the Puritans.

- They do not accept differences and believe some people who have different beliefs, like Hannah, are witches.
- Some townspeople, like Goodwife Cruff, are quick to make accusations such as when her daughter Prudence demonstrates she can read. Goodwife Cruff believes it is due to a spell Hannah has cast over her. However, her husband is more open-minded and proud of his daughter.

Notes for the Other Unit Texts:

Since the other options are all poems, a more general and less detailed explanation of the relationship between identity and beliefs, values, and actions is acceptable, as described in the notes that follow.

- "Choices" by Nikki Giovanni
 - The speaker in this poem talks about their lack of choices and how that shapes their values and beliefs. The speaker acknowledges their situation (that they can't do or have or go where they want, or even express their true feelings), but instead of dwelling on the lack of choices, they attempt to reframe their situation so they can get along in the world. Despite this attitude, the speaker does end the poem by expressing how frustrating this can be and the pain and suffering it can cause.
- "Identity" by Julio Noboa Polanco
 - This poem uses a metaphor of being a flower among other flowers to reveal the message.
 - The poem's speaker describes that they would rather choose a life of freedom, even if it were less beautiful, than to live within restrictions.
 - The speaker recognizes that this may not be a desire of others, but this is their choice. They are happy for others to be like pretty and fragrant flowers, while they would rather be weeds if it means freedom.
- "The Road Not Taken" by Robert Frost
 - In this poem, the speaker is struggling between choosing one path in the woods over another. The poem could be interpreted as a metaphor for life and the impact of the choices one makes, that there are limited opportunities and that the speaker's choosing the road less traveled might have made all the difference in the speaker's life.

Annotated Student Responses

Response #1: Score Points: RCWE 4; KLC 3

What people believe and value reveals who they are and impacts their choices in life. Religious values and beliefs as well as the actions they inspire shape their identities in many significant ways. Their beliefs can cause them to be outcasts from society. Their beliefs can also get them killed in some instances even today, although that's less likely. People's choices matter in these stories and in real life. These things shape a person's reputation and identity.

In "The Heretic's Daughter" Martha's identity is impacted by her beliefs and values. In Excerpt 2, Martha is being accused of being a witch, and may be arrested. This is because of her beliefs, and her sticking up for what is right. As the text states, " 'No. They are arrested to make Uncle confess and in the hopes that they will in turn cry out against others for practicing witchcraft. They will come for me tomorrow, but I will not confess and I will not cry out on anyone.' " This is basically saying that Martha will not tell them what they want, but instead will stick to her own beliefs. Martha's value of the truth and her belief in what is right motivate her actions. This decision could get Martha thrown in jail, or maybe put on trial and even hung, but Martha's belief in doing what is right shapes her identity. Martha's actions and beliefs also impact her daughter's identity and shows why Sarah later feels like she has to speak about the evils of the puritans to her granddaughter when she says in her letter "*I tell you all this to show you the inner resources of the Puritan mind.*"

In "The Witch Of Blackbird Pond", Kit is forced to choose between sticking with her own morals and be friendly to Hanna, or stay away and not be accused of being a witch. Hanna is thought to be a witch because she is different. Her Quaker beliefs set her apart from the strict Puritan ways, something that Kit understands, since her upbringing in Barbados was so different from Wethersfield and her new family. Being raised in a more open environment impacted Kit and is part of the reason why she is kind to Hanna, but there is a lot of risk involved when it comes to Hanna. Kit has to decide; Morals, or a home. Kit needs to stay living with her aunt and uncle, but if she sticks by Hanna's side, she could get thrown out. Kit's choice can forever change her reputation or can possibly get her thrown in jail or worse. Kit's choices have both pros and cons, and they just show her much decisions effect her and her identity.

In the poem "The Road Not Taken" it tells about two pathways, signaling ideas, and tells about how even though you may go down one, you may be unable to come back and try the other. The author shows that once you make a decision, it cannot be undone in most circumstances. The poem tells about how one path has been taken a lot, and another has not been. If you went down the pathway many had taken, then you would be going with a group. If you choose the road less taken, then you would be sticking to yourself, and going or deciding something that had not been

done. The poem seems to suggest that they chose the less traveled road and that it made a big difference for the speaker.

This is how Choices can affect you and your identity. The choice you make could change people's views of you, for the better or the worse. Your identity is mainly changed by your choices, and whether you choose to go with the crowd, maybe out of pressure or to make people happy, or if you stick to yourself, may it be controversial or not, it can change your identity. These texts I have used have told about this. The texts have told just how important your actions and beliefs are and how they shape your identity.

Annotation:

- The student clearly understood all 3 texts.
- The response focuses on how beliefs influence choices—then how choices influence identity.
- The three body paragraphs are a bit unbalanced/uneven with less discussion of the poem, but the use of relevant examples from the new text (*'No. They are arrested to make Uncle confess and in the hopes that they will in turn cry out against others for practicing witchcraft. They will come for me tomorrow, but I will not confess and I will not cry out on anyone.'*) and the anchor text (*Hanna is thought to be a witch because she is different. Her Quaker beliefs set her apart from the strict Puritan ways*) make up for the general details about the poem.
- The student demonstrates understanding of the moral dilemma in the new text (*...Martha is being accused, and may be arrested. This is because of her beliefs, and her sticking up for what is right.*) and in the anchor text (*Kit is forced to choose between sticking with her own morals and be friendly to Hanna, or stay away and not be accused of being a witch... Kit's choice between these two can forever change her reputation or can possibly get her thrown in jail or worse . . . "I tell you all this to show you the inner resources of the Puritan mind."*).
- The student makes a good attempt at showing how values, beliefs, and actions impact identity in the three texts, and the analysis is effective.
- The response shows effective organization, with a clear introduction and a conclusion that is insightful although the language is clunky at the very end (*These texts I have used have told about this. The texts have told just how important your actions and beliefs are and how they shape your identity.*).

KLC (Score Point 3): The response has a few glitches, but the student is trying more complex sentences.

Response #2: Score Points: RCWE 3; KLC 2

People's values, beliefs, and actions impact their identities in many ways. The "The Witch of Blackbird Pond" supports this and so does the poem and "The Heretic's Daughter". There is much evidence that can back this up.

In the story "The Witch of Blackbird Pond" Kit felt like she did not belong with the puritans she had different beliefs than they did and that's why there was so much conflict in the story. Kit's first in counter with Prudence was when Prudence dropped her doll in the water while they were on the boat and she asked her mom to get it but she just ignored her as always. Then Kit tried to get the captain to stop the boat so she could get it and the captain also ignored her but Kit was not used to being ignored so she got angry. She jumped off the boat to swim after the doll but the people were shocked because no woman in the town knew how to swim nor were they allowed to so a man named Nat jumped in swimming after her even though he couldn't swim that well then Kit swam past him to get back on the boat. Once she got back on everyone stared at her and Nat was angry those were his only clothes and they were ruined. That was also Kit's first in counter with Nat. This shows that Kit was a nice person and also that she did not care what other people thought until further in the story. Kit didn't know Prudence but she still helped her even though that's gonna bring more conflict. Kit's beliefs judging by her actions was that she wanted to be her own person that's why the puritan life was not easy for her. This evidence explains my claim because it shows how Kit's actions and beliefs shaped her identity. Kit's values also shaped her identity because she valued being herself and helping Hannah and Prudence.

In the poem "Identity" it shows that the flower wasn't like every other pretty flower it felt and looked different. The flower didn't want to be like other flowers also because they were put in flower pots and to the flower it seemed like they were held captive and it didn't want to be held down. It liked to be free to be its own flower or person. At first it wanted to be like others but after seeing what happens to them it changed its mind and liked that it was free. The flower's beliefs judging by its actions was that you should be free and not held down and you should be able to be yourself. The flower's values were its freedom. The flower's actions show that it likes that it's different and not held down.

In "The Heretic's Daughter" Sarah from this text was a child during Salem's Witch Trials and she had a lot of her childhood memories from that time shaping her identity. Sarah's mom Martha got accused of being a witch but she wouldn't give in. "I started to shake my head no, but a terrible idea was forming in the back of my mind and my eyes must have widened, so that Mother nodded her head grimly and said, "When they cannot make me confess they will come to my family and it will not matter that you are a child. There are children in Salem Town jail even now." She saw the look in my eyes and knelt in front of me, holding me tight in her arms. "If they come for you, you must tell them anything they want to hear to save yourself. And you must tell Richard and Andrew and Tom to do the same." "But why can you not do the same . . ." My voice had started to rise plaintively but she shook me and choked it off." Because

someone must speak for the truth of things.” This shows an example of one of Sarah's childhood memories that makes Sarah's identity a person who stands up for things and very hard headed because of what she went through.

All in all, Peoples values, beliefs, and action have a ginormous impact on their identity like you see with Sarah and Kit. Also they explain that choosing to be your own person is better then going along with the crowd.

Annotation:

- This response provides a mostly accurate analysis of three texts.
- Sometimes the response seems to be writing about how identity is reflected in one's values/beliefs/actions rather than how those things impact identity, but given that the word *shaped* is part of the introduction, that approach is certainly acceptable.
- The *Witch of Blackbird Pond* paragraph has quite a bit of summary, but there are some nuggets of good ideas (*...felt like she did not belong with the puritans she had different beliefs then they did and that's why their was so much conflict in the story.; Kit's beliefs judging by her actions was that she wanted to be her own person that's why the puritan life was not easy for her.*).
- The “Identity” paragraph attempts some analysis (*The flowers beliefs judging by its actions was that you should be free and not held down and you should be able to be yourself. The flowers values were its freedom The flowers actions shows that it is a bright flower and that it likes that its different and not held down.*) and seems to understand the identity of the “flower.”
- The explanation of how Sarah's memories of her mother from *The Heretic's Daughter*” impact Sarah is solid, but the student includes a very long quote, showing less ability to select the most relevant evidence, similar to what is happening in the paragraph about Kit when the student includes too much summary information.
- The student has a lot of issues with conventions, especially sentence formation and mechanics, but the response meets the criteria for a score point of 3 in reading comprehension/written expression by demonstrating mostly accurate analysis with mostly effective development of the claim. The response is organized and provides mostly clear reasoning.

KLC (Score Point 2): The response has a frequent pattern of errors (especially over-extended sentences), but the meaning is generally clear.

Response #3: Score Points: RCWE 2; KLC 2

In both the *Witch Of Blackbird Pond* and *The Heretic's Daughter* Peoples values and beliefs impact their identities. The *Witch Of Blackbird Pond* is about a 16 year old girl who comes from Barbados to *Whether's Field* because she has no money or family left in Barbados. *The Heretic's Daughter* is about a girl who's mom is on trial for witchcraft.

In *The Witch Of Blackbird Pond* by Elizabeth George Speare *Kits* values and beliefs impacted her identity. *Kit* believed that she could speak her own voice so she kept on going to see *Hannah Tupper*, who was accused of being a witch, even though the *Wood* family told her not to go. This shows *Kits* values and beliefs because she is loyal to herself and sticks to her belief of doing what she wants to do and what she thinks is right.

In *The Heretics Daughter* *Sarah's* mom's beliefs are to tell the truth. Her mom will not confess or cry to anyone about being guilty of witchcraft because she knows she is not guilty and wants to do the right thing. She also wants to protect her daughter by telling her to save herself. Because of her mom's example *Sarah* learns to be someone who tells the truth. This is how her values and beliefs affect who she is.

In conclusion this is how in both *The Witch Of Blackbird Pond* by Elizabeth George Speare and *The Heretic's Daughter* by *Kathleen Hunt* peoples values and beliefs impact peoples identities.

Annotation:

- This response addresses the prompt and provides some development of a character from two sources (the anchor text and the new unit-related text).
- In the *Witch of Blackbird Pond* paragraph, the student states that *...Kit believed that she could speak her own voice so she kept on going to see Hannah Tupper, who was accused of being a witch, even though the Wood family told her not to go. Some reasoning follows the characterization (This shows Kits values and beliefs because she is loyal to herself and sticks to her belief of doing what she wants to do and what she thinks is right.),* but the explanation is very general. To get a higher score, the response needs to include more explanation about *Kit's* background and how that impacted her identity.
- In the paragraph about the new text, the student does provide a basic understanding of *Sarah's* mom (*Sarah's mom's beliefs are to tell the truth.*) and makes a connection between *Sarah* and her mom (*Because of her mom's example Sarah learns to be someone who tells the truth.*) but doesn't provide an explanation of how *Sarah* is like her mom. Since students have access to the new text, they need to show understanding by providing specific and relevant examples.
- This response meets the criteria for a score point 2 by demonstrating basic comprehension of ideas since it provides a generally accurate analysis with some development of the claim. Some reasoning is provided, and

there is also some organization and coherent writing. Overall, this is a fairly typical 2: the response shows a basic understanding but is thin when it comes to development.

KLC (Score Point 2): There are errors in construction, mechanics, and usage, but the meaning is generally clear.

Response #4: Score Points: RCWE 1; KLC 2

In the passage "The Heretics Daughter " by Kathleen Kent there were people that lived in New England and there identities were shaped over the course of the Salem Witch trials.

One of the People there was named Sarah Carrier Chapman. Her identity was shaped because she disagrees with the Puritan lifestyle because of the Salem witch trials. Sarah was a child who lived in Salem in 1692 at the time of the Salem witch trials. For example Sarah's mother was accused she was a witch and if anyone asked about her mother, Sarah and her siblings had to say what they had to to save themselves. The passage states, "Because they say you are a witch" and "When they cannot make me confess they will come to my family and it will not matter that you are a child." Sarah's mother also says save yourself if they question you. Then she told her to tell her siblings. In closing Sarah lived a rough life in Salem.

Sarah's identity was shaped over the course of the Salem witch trials. For example, she disagrees with the puritan lifestyle because of Salem 1692. The text states "*I say no, What arrogance. The Town Fathers believed they were saints, predestined by the Almighty to rule over our little hamlets with harsh justice and holy purpose. This holy purpose, like autumn brush fires, would swell and burn mightily through Salem Village and neighboring towns, committing scores of families in due course to dust.*" Sarah then talks about how Puritan faith is turning into a warning judgement from the eternal father. She also talks about how she want to pass on the story she told to her grandchild. In closing, Sarah now disagrees with the witch trials.

In conclusion, Sarah used to live in a small town called Salem and she had a rough life there. In the passage "The Heretic's daughter" Sarah lived through the witch trials and disagrees on how they did things there.

Annotation:

- This response minimally addresses the prompt since it only discusses the new text, which is commendable. However, the focus of the writing prompt is to have students synthesize the knowledge built in the unit, and without any mention of the unit texts, especially the anchor text, there is no synthesis.
- There is understanding of the new text and a claim: *Her identity was shaped because she disagrees with the Puritan lifestyle because of the Salem witch trials*, but the claim and the quotes that follow don't come together.

- The response includes information about Sarah's mother (... *Sarah's mother was accused she was a witch and if anyone asked about her mother, Sarah and her siblings had to say what they had to do to save themselves. The passage states, "Because they say you are a witch" and "When they cannot make me confess they will come to my family and it will not matter that you are a child."* Sarah's mother also says *save yourself if they question you. Then she told her to tell her siblings.*) and attempts to make a connection to Sarah (*In closing Sarah lived a rough life in Salem.*), but the reasoning is limited.
- The last paragraph tries to address the prompt by mentioning Sarah's identity and uses a quote ("*I say no, What arrogance. The Town Fathers believed they were saints, predestined by the Almighty to rule over our little hamlets with harsh justice and holy purpose. This holy purpose, like autumn brush fires, would swell and burn mightily through Salem Village and neighboring towns, committing scores of families in due course to dust.*"), but the student is not able to make a clear connection between the quote and instead just repeats the claim about disagreeing with the Puritans, leaving the reader to infer the relevance of the supporting evidence.
- The repetition weakens the organization of the student's ideas and contributes to a minimally effective style.

KLC (Score Point 2): This response is getting close to a KLC 3, but there is a pattern of errors in capitalization, usage, and construction that suggest room for improvement.

Response #5: Score Points: RCWE 0; KLC 1

In Wich of Blachbird Pond Kit was a 16 year old girl coming from barbatos Kit left barbatos becuse she lived with her grandfather and he passed after he passed Kit had nowhere to live. Kit found a note in a drawer and it said where her ant lived so she got on a ship and meet a boy named Nat his name was nate but he went by nat he was a nice boy his father owned the ship . When Kit got off the ship she was in a small town a lady was doing chores when kit asked her did she know kits ant and uncle the lady lede kit to a house kit knocked on the door and a lady opened the door and saw kit the lady was happy to see kit. KIt told her ant and the rest of the famly she was liveing with them they told her she had to do chores and help and she had to go to church kit later found out they have to go to church two times a day .

In The Heretics Daughter a girl name Sarah was a girl in a small town named Salem and one day the town wonted to change the name of the town becuse they thought it will change the town but Sarah was aggenst that she said " As God in heaven knows changing a name cannot change the history of a place " . The town father belived they were saints predestined by Almighty to rule over our little hamlets with harsh justice and holy purpose . The puritan faith turned every happening a falling tree a sickness a wart into a warning and a judgment from the Eternal Father . they thought

that every bad thing that happened was a sign from God . They did not listen to Sarah and she kept on talking and talking begging them to not change the name and they listened and she said " As God is my witness i have set them down as faithfully as i may and my voice had started to rise because someone must speak for the truth of things " . she made her point and saved the town .

Annotation:

- This response has lots of summary of the anchor text and some quotes from the new text, but the details do not come together to address the prompt.
- The student mentions the main character from the anchor text, Kit, and includes lots of specific details about her, but the connection to Kit's identity is not made.
- In general, the student doesn't seem to be able to control the ideas, especially when discussing the new text, *The Heretic's Daughter*. Several quotes are used, but the choice of quotes is not purposeful, and they don't address the prompt.
- The response is not organized, and evidence of reasoning/analysis or coherence of ideas is lacking.

KLC (Score Point 1): The response demonstrates limited command of conventions, especially with sentence construction. There are quite a few run-on sentences.



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