



INNOVATIVE ASSESSMENT SCORE REPORT GUIDANCE GRADE 5 OPERATIONAL ASSESSMENT 2023-2024



The purpose of this document is to help teachers better understand the information in the Innovative Assessment Program End-of-Unit Reports in order to support instructional decisions. We will update this document as we continue to work through each assessment window and consult with participating educators. Send any suggestions or feedback to assessment@la.gov or elaguidebooks@la.gov.

GOAL OF ENGLISH LANGUAGE ARTS

The goal of English Language Arts is for all students to read, understand, and express understanding of complex, grade-level texts. Through reading and understanding a variety of fiction and nonfiction texts, students will gain insights into many aspects of our world and have an opportunity to explore human nature and identity. To ensure that all students are able to reach this goal, a teacher must help students build the knowledge and skills necessary to become independent readers and writers and support students throughout the instructional process by using high-quality instructional materials, which for the LEAP ELA Guidebooks Innovative Assessment is the ELA Guidebooks curriculum.

PURPOSE OF THE INNOVATIVE ASSESSMENT PROGRAM

The Innovative Assessment Program (IAP) is designed as a through-year assessment that is directly aligned with curriculum. For students participating in the IAP, the Grade 5 operational IAP assessments will take the place of their grade-level LEAP 2025 ELA summative assessments for the 2023-2024 academic year. The purpose of the program is to provide the following:

- Integration: Several brief assessments are administered throughout the year to measure students' deep knowledge of content and texts in the curriculum.
- Focus: Teachers can focus instruction on building background knowledge and making meaning of rich and varied texts.
- Accessibility: All students have the opportunity to develop shared background knowledge based on classroom instruction.
- Preserves local control: School systems continue to decide which ELA curriculum is used during instruction and which assessments students take.

ELA GUIDEBOOKS INNOVATIVE ASSESSMENT DESIGN

The LEAP ELA Guidebooks Innovative Assessment includes features that make it different from existing LEAP 2025 ELA assessments:

- The End-of-Unit assessments ask students to interpret texts and topics they have studied with their teachers as part of the ELA Guidebooks curriculum.
- End-of-Unit assessments are administered throughout the school year in three testing windows (fall, winter, and spring), which provides teachers and schools with the opportunity to administer the assessment soon after a unit of study and to receive information about their students' performance throughout the year.

End-of-Unit Test Design

- **The first section** draws upon the unit texts that students have read and encourages teachers to ensure that students master the language and essential ideas of the texts they study in each unit. Additionally, students are introduced to a new text or pair of texts that are topically or thematically related to the unit. The questions in this section include selected-response items based on previously studied ELA Guidebooks unit texts and the new unit-related text(s). Questions allow students to show their understanding of the new text(s) and how the text(s) connect to the knowledge of the unit.
- **The second section** consists of a single essay question that requires students to use the knowledge they have built from texts in the ELA Guidebooks unit and the new text(s) in Section 1 of the assessment in order to analyze and synthesize concepts across texts. Knowing that the essay question assumes knowledge of the materials in each unit strongly encourages teachers and students to view the unit texts as providing cumulative knowledge. In order to demonstrate synthesis and expression of knowledge across texts, students are asked to include relevant information from three texts in their written responses, including specific evidence from the new text (provided in Section 2) and details from unit texts.
- **The third section** consists of an ELA passage set with selected-response questions. Performance on the third section will be used for summative assessment calculation but will not be directly reported on the end-of-unit assessments.

Review the [LEAP ELA Guidebooks Assessment Guide for Grades 5-8](#) for more information about the test design, as well as sample items.

GUIDANCE ON THE INNOVATIVE ASSESSMENT RESULTS

Careful analysis of the student and class reports can support instruction in the upcoming units of study. However, keep in mind that raw scores from the end-of-unit score reports should not be converted to grades. The information in the reports is meant to be used in conjunction with ELA Guidebooks instructional supports and classroom activities.

The Innovative Assessment Program end-of-unit score reports are divided into three reporting categories:

- Knowledge of Unit Texts
- Application of Unit Knowledge
- Synthesis and Expression of Knowledge across Texts

The tables that follow describe each reporting category and provide general guidance about how teachers might support students in the next unit based on their performance on the end-of-unit test in each window. The final column has been left blank so that teachers, schools, and school systems can identify more specific supports based on the next unit they are teaching and the overall performance of their students.

Instructional Supports Guidance Table—Knowledge of Unit Texts

The questions that make up the Knowledge of Unit Texts reporting category ask students about the texts they studied deeply during a unit of instruction. The score report shows how many points students earned answering questions about these specific texts as well as how many points were possible. The class average, school average, school system average, and IAP average are also provided so that educators can compare each student’s performance to other students. The IAP average is the average score for all students in the state who took a particular unit assessment in the window.

Reporting Category	General Observations	General Instructional Supports for Subsequent ELA Guidebooks Units	School/Class Level Instructional Supports
<p>Knowledge of Unit Texts In this section, students answer questions about the anchor texts they read in class to show their understanding of key knowledge and skills taught in the unit.</p>	<p>If students struggle to answer the questions based on the unit texts, . . .</p>	<ul style="list-style-type: none"> ● Use the Culminating Task to guide students in analyzing the unit texts and understanding the central ideas of the unit. ● Engage students with the Additional Supports for Diverse Learners for sections and lessons on the anchor text for the unit. ● Examine the Text Analysis document to better understand the complexity demands of the anchor text to support students through additional learning opportunities. ● Review information about close reading in the Reading Guide. ● Use the Reader's Circles for Literary Text, the Reader's Circles for Informational Text, or the Reader's Circles for Literary Nonfiction to support individual students or a small group of students with language, structure, and/or meaning of complex, grade-level texts. 	
	<p>If students show success on the items based on the unit texts, . . .</p>	<ul style="list-style-type: none"> ● Use the Independent Reading Protocols to encourage additional reading. ● Review the students' Culminating Task and identify areas of strengths to build on in the next unit, especially use of the anchor text. 	

Instructional Supports Guidance Table—Application of Unit Knowledge

The questions that make up the Application of Unit Knowledge reporting category require students to read and show understanding of a new text related to the unit. Students answer selected-response questions in this section of the assessment. The score report shows how many points students earned responding to questions that measure their ability to apply key knowledge and skills taught in the unit of instruction. The class average, school average, school system average, and IAP average are also provided on the report.

Reporting Category	General Observations	General Instructional Supports	School-Level Instructional Supports
<p>Application of Unit Knowledge In this section, students read a new text(s) related to the unit content and respond to questions that measure their ability to apply the key knowledge and skills taught in the unit.</p>	<p>If students struggle to answer questions about the unit-related texts, . . .</p>	<ul style="list-style-type: none"> ● Support students in making meaning of unit-related texts in the upcoming ELA Guidebooks unit. ● Use ELA Guidebooks formative assessments (Section Diagnostics) to gauge student understanding of related texts and provide necessary ongoing support. ● Use the Culminating Task to guide students in analyzing the unit texts and understanding the central ideas of the unit. ● Provide support in understanding the relevant information surrounding the texts (timeframe, place, culture, etc.) ● Build the knowledge needed to understand the texts through the Let’s Set the Context videos and activities. 	

Reporting Category	General Observations	General Instructional Supports	School-Level Instructional Supports
		<ul style="list-style-type: none"> ● Look to determine if reading foundational skills are necessary and provide support in decoding or fluency as needed. ● Use the Reader's Circles for Literary Text, the Reader's Circles for Informational Text, or the Reader's Circles for Literary Nonfiction to support individual students or a small group of students with language, structure, and/or meaning of complex, grade-level texts. 	
	If students show success on the selected-response items for the unit-related texts, . . .	<ul style="list-style-type: none"> ● Use the Independent Reading Protocols to encourage additional reading. ● Use the ELA Guidebooks Application units to provide guidance for further learning. ● Review the students' Section Diagnostic and Culminating Task data and identify areas of strengths to build on in the next unit. 	

Instructional Supports Guidance Table—Synthesis and Expression of Knowledge across Texts

The written response is the most complex piece of the assessment since it asks students to apply their understanding and reasoning in a new situation or at a new level to convey their ideas through writing. If a student is successful on the writing task, then continued classroom level support and instruction can proceed with enrichments. However, if a student struggles to convey ideas on the written task, the following tables can help determine which instructional supports might be useful.

Strategies and acceleration ideas found in this guide can be implemented throughout the unit of study. Selected supports can be used either with the anchor text or with other unit texts in class. Teachers should employ the specific strategies and supports that individual students need rather than provide general support for all students within a classroom. See the [scoring activity](#) for information about collaborative scoring that is an excellent activity to be used as part of a professional learning community.

Reporting Category	General Observations	General Instructional Supports	School-Level Instructional Supports
<p>Synthesis and Expression of Knowledge Across Texts In this section, students write an extended response that demonstrates their ability to express their overall understanding of the key knowledge they gained in the unit by developing their ideas with information from the unit texts and a new text.</p>	<p>If students struggle with reading comprehension and written expression, . . .</p>	<ul style="list-style-type: none"> ● Use additional supports for meaning in Diverse Learners supports. ● Focus on getting control of ideas and examples: practice marking prompts or identifying tasks and coming up with a main idea. ● Practice revising topics for clarity and precision. ● Given pieces of evidence, have students select the best pieces to use to support a given topic. ● Given a topic sentence, have students create a concluding sentence to focus on the important idea. ● Given a topic, have students complete a single paragraph outline. ● 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 topic and evidence, and support students in making connections. ● Have students highlight in-class essay responses with different colors for (1) topic (2) supporting evidence, (3) analysis, and (4) irrelevant informa- 	

Reporting Category	General Observations	General Instructional Supports	School-Level Instructional Supports
Synthesis and Expression of Knowledge Across Texts		<p>tion or copied/paraphrased text with no analysis or connection. Students work on strengthening topic or evidence, one area of focus per activity.</p> <p>Once students demonstrate understanding of the texts, consider the following:</p> <ul style="list-style-type: none"> ● Review transition phrases with the students. ● Review evidence sentence starters (ELA Guidebooks Reference Guides) with the students. ● Use related supports from the Supports Flow Chart <ul style="list-style-type: none"> ○ Writing ○ Speaking and Listening ● If the student seems to have text-based evidence appropriate to the task, provide support with organization. <ul style="list-style-type: none"> ○ ELA Guidebooks Reference Guides 	
	<p>If students struggle with knowledge and use of language conventions, . . .</p>	<p>Once students demonstrate understanding of the texts and proficiency with organization and style, consider the following:</p> <ul style="list-style-type: none"> ● Use the Grammar Guide to identify language skill deficits in student writing to focus on during small-group instruction. ● Diagnose student gaps and provide students with targeted practice using an application such as Quill. ● Use the mentor sentence approach during small-group instruction to: 	

Reporting Category	General Observations	General Instructional Supports	School-Level Instructional Supports
		<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. ● 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. 	

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 task from [ELA Guidebooks](#) (e.g., section diagnostics, Culminating Task):

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](#) from a released Grade 6 IAP unit test for examples of anchor papers for the Reading Comprehension and Written Expression dimension.
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 in the guidance.

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

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 (LC). 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 LC scores range from 0 to 3 points for a total of up to three points. The rubric that follows includes both dimensions, but the student samples provided for the writing prompt show scores for RCWE only since this is the area of most concern and requires the most intensive instruction. As we continue to build out the student work samples, we will add annotations for the LC dimension.

CONSTRUCT	SCORE POINT 4	SCORE POINT 3	SCORE POINT 2	SCORE POINT 1	SCORE POINT 0
<p style="text-align: center;">READING COMPREHENSION AND WRITTEN EXPRESSION</p>	<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.

<p>KNOWLEDGE AND USE OF LANGUAGE CONVENTIONS</p>		<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 Point 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 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. 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 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 sing from God . They did not lisen to Sarah and she keep on talking and talking begging them to not change the name and they leisned 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.