



Louisiana Believes

Student Work Samples for the Writing Prompt in the 2013-14 Practice Test

English Language Arts

Grade 5

Introduction

As we implement the Common Core State Standards (CCSS) in English language arts (ELA), the spring 2014 LEAP and iLEAP tests will continue to include writing prompts that focus on a key instructional shift of the CCSS—writing grounded in textual evidence. The writing section of the 2013-14 assessments will ask students to read one or two passages and then write a composition that includes evidence from the text(s) to support the writer’s ideas. These evidence-based writing prompts ask students to read text carefully to determine what evidence is most relevant and then create an organized, well-written composition that incorporates that evidence. For more information about the writing session and other sessions of the 2013-14 assessments, please refer to the [Assessment Guidance](#) on the Louisiana Department of Education’s website.

Purpose of This Document

The Sample Student Work documents are meant to be used with the [2013-14 practice tests](#). By providing teachers with sample responses to actual prompts and annotations explaining the responses, the documents will help teachers better prepare their students to read and respond to text. Writing prompt information and samples of student work for grade 5 are included in this document, but teachers are encouraged to look at the materials at the other grade levels in order to see models of all of the types of writing assessed on the spring tests. Looking across the grade levels, teachers and parents can also see the changes in passage complexity and the increasing expectations for rigor in student work as students progress from grade 3 to grade 8.

This document includes the following:

- Grade-specific information about how writing will be assessed on the 2014 spring assessments
- The Grade 5 writing prompt from the [2013-14 practice test](#)
- The Content rubric used to score the writing prompt, followed by actual student compositions that represent each score point on the Content rubric (score points 4, 3, 2, and 1) and annotations explaining the Content scores
- The Style rubric, followed by actual student compositions that represent each score point on the Style rubric (score points 4, 3, 2, and 1) and annotations explaining the Style scores
- The Conventions rubric and actual student compositions that represent acceptable and unacceptable examples of sentence formation, usage, mechanics, and spelling

Additional Materials:

- A key that lists the total scores for all student samples in this document
- A copy of the Writer’s Checklist students will be provided when taking the test
- Additional Notes for Scoring Conventions
- A scoring exercise to use as an extension activity for schools and districts

Scoring Information

The responses to the LEAP and /LEAP writing prompts will be scored on three dimensions: Content, Style, and Conventions, using the state’s scoring rubrics. A summary of the score points for the Writing Session is shown in the table below.

Dimensions	Maximum Possible Points
Content	4
Style	4
Conventions: Sentence Formation	1
Conventions: Usage	1
Conventions: Mechanics	1
Conventions: Spelling	1
Total Points	12

2013-14 Practice Test Writing Prompt

The writing prompt that follows is from the [2013-14 Grade 5 Practice Test](#) and appeared on the Spring 2013 Grade 5 iLEAP Test. It asks students to convince someone of their position, but other writing prompts at grade 5 may ask students to write a story or develop an explanation or description.

Session 1: Writing

Read the passage about school gardens. As you read the passage, think about whether you believe your school should or should not have a garden. Then use the passage to help you write a well-organized multiparagraph letter.

School Gardens

Many schools today have gardens. School gardens are planted by students and staff and are filled with flowers, often lavender and sunflowers, and crops such as tomatoes, carrots, and peppers. Whether the garden is large or small, the students and school community who care for the plants have a rewarding experience while they learn new skills and information.

Teachers can find many ways to use school gardens as part of their lessons. For example, math teachers can take their students out to the garden to measure the heights of different plants. Science teachers can use a school garden to help students learn how plants grow. Art teachers can ask students to decorate pots or create signs for each type of plant in the garden. The educational possibilities are endless.

There are just as many benefits for the students who work in the school gardens. One of the most important things they learn is responsibility. By being in charge of a section, they learn how to care for their plants. Students also see the consequences when they fail to do the work. Gardens also provide lots of opportunities for teamwork. Students work together to prepare the soil, plant the seeds, and care for the plants as they grow. They see a whole process that depends on the class working together as a team.

A school garden not only benefits the whole school; it also benefits the entire community! By allowing community members to help tend the garden, students can get to know the people in their community. The food grown in the garden can be donated to local food banks, which will make students feel proud about helping their neighbors. In addition, studies have shown that students who are actively involved in their community earn higher grades.

However, there are some disadvantages to school gardens. A school garden can be fun and educational, but it also takes a lot of time and requires a lot of space. If schools do not have an area for the garden, additional supplies must be purchased to create a garden area. Some schools may not be able to afford the wood, soil, seeds, water, and tools needed to build a raised garden. Students could injure themselves while using gardening tools if safety rules are not followed. Insect bites and allergies may also affect some students who spend time in the garden. In addition to cost, space, and safety concerns, there is also the question of who will care for the garden during the summer when students are not in school. A garden can be a good addition to a school, but it may not be right for every school.

Writing Topic

If you could choose, decide whether or not you would like your school to have a school garden.

Write a multiparagraph letter to convince your principal whether or not to have a school garden. Use details from the passage to help you convince your principal.

As you write, follow the suggestions below.

- Be sure your letter has a beginning, a middle, and an end.
- Use details from the passage and include enough information so your principal will understand your response.
- Be sure to write clearly.
- Check your writing for correct spelling, punctuation, and grammar.

Content Samples

The **Content** dimension measures

- the focus of the student’s central idea;
- the development of that idea, including the appropriate and accurate use of information from the passage(s); and
- the organization of the student’s ideas.

As teachers continue to work with text-based prompts, considering the ideas below will be helpful, especially when reviewing the sample responses that follow and in teaching students how to incorporate evidence into their compositions:

- The assessment is not asking students to use citations the way they would in a research paper. Because there are no authors and page numbers included with the grades 3-8 passages, it would be difficult and unwise to apply formal citation rules to the transitional writing prompts.
- Students may certainly quote directly from a text when supporting their ideas; however, students need to be directed to choose evidence carefully. Students and teachers may consider this question when evaluating a composition: Is the student just copying big chunks of text, seemingly without purpose or connection to his or her ideas, or is the student selecting specific and well-chosen textual evidence that supports the ideas developed in the composition?
- Students should be instructed to explain the evidence they include in their compositions. They need to show a clear connection between the passage information and the development of their ideas.
- Students should be reminded to consider the task when citing information. For example, it would not be appropriate for a student to include a formal introduction to a quote or idea from the passage, such as “according to the passage,” for a narrative task. It might, however, be appropriate to use a more formal citation when the task is a persuasive or expository one, especially when the evidence is being used to substantiate a student’s claim. For example, the grade 5 writing prompt in last year’s practice test asked students to respond to a passage about the pros and cons of teaching handwriting. The passage quotes educators and other experts, so it would be fitting to introduce that evidence by saying, “According to Marlena Hamilton, Professor of Neurology at University of Pennsylvania, . . .” This kind of citation adds authority to the evidence and may strengthen the student’s argument.

CONTENT (One Passage): Central Idea, Development, and Organization

Key Questions: Does the writer stay focused and respond to all parts of the task? Does the writer's use of the text show an understanding of the passage and the writing task? Does the organizational structure strengthen the writer's ideas and make the composition easier to understand?

Score Point	4 Consistent, though not necessarily perfect, control; many strengths present	3 Reasonable control; some strengths and some weaknesses	2 Inconsistent control; the weaknesses outweigh the strengths	1 Little or no control; minimal attempt
CENTRAL IDEA	<ul style="list-style-type: none"> focused central idea shows a complete understanding of the task 	<ul style="list-style-type: none"> clear central idea shows a general understanding of the task 	<ul style="list-style-type: none"> vague central idea shows a partial understanding of the task 	<ul style="list-style-type: none"> unclear or absent central idea shows a lack of understanding of the task
USE OF THE PASSAGE AND DEVELOPMENT	A composition without information from the passage cannot receive a score higher than a 2 in Content.			
	<ul style="list-style-type: none"> includes well-chosen information from the passage to support central idea Passage information and ideas are developed thoroughly. Details are specific, relevant, and accurate. 	<ul style="list-style-type: none"> includes sufficient and appropriate information from the passage to support central idea Passage information and ideas are developed adequately (may be uneven). Details are, for the most part, relevant and accurate. 	<ul style="list-style-type: none"> includes insufficient or no information from the passage Ideas are not developed adequately (list-like). Some information may be irrelevant or inaccurate. 	<ul style="list-style-type: none"> includes minimal or no information from the passage and/or the information shows a misunderstanding of the passage minimal/no development Information is irrelevant, inaccurate, minimal, confusing.
ORGANIZATION	<ul style="list-style-type: none"> Evidence of planning and logical order allows reader to easily move through the composition. clear beginning and ending effective linking words and phrases sense of wholeness 	<ul style="list-style-type: none"> Logical order allows reader to move through the composition without confusion. has a beginning and ending some linking words and phrases 	<ul style="list-style-type: none"> attempt at organization weak beginning, ending may lack linking words and phrases 	<ul style="list-style-type: none"> random order no beginning or ending difficult for the reader to move through the response

Sample 1

Writing

Final Draft

Dear Principle,

Many schools have gardens. And I believe we should too. No matter the size of the garden, the students and school community will love it all the same. Plus, they will be learning new skills and information they may not experience anywhere else.

Gardens may also be useful in many school lessons. In math, they could measure the heights of many plants and compare them. They could also use fractions as to how many plants are, which, or multiply the number of leaves or petals. Science teachers could benefit by teaching how plants grow and which environment is best for planting them. Art projects could include decorating pots, creating signs for use of labeling herbs, or even drawing their favorite flower of the assortment.

Students may also learn important character traits. By taking care of a section of the garden, they learn to be responsible. They will see consequences when they fail to do their

Final Draft (continued)

work as well. The vegetables grown in the garden can be donated to local food banks and students will recognize the importance and kindness in giving, as well as feeling proud about helping their neighbors. And studies show that children actively involved in their community result in receiving better grades.

I believe that having a school would be a great addition because it teaches responsibility, skills, and the importance of helping out the environment as well as being a helpful tool to many teachers' lessons. Plus, it may even bring a few butterflies to cheer up the school.

Your student,

Sample 1: Content 4

This response demonstrates consistent control in the content dimension. The writer shows a complete understanding of the task and clearly states his or her choice—that having a school garden would benefit the school. Ample and well-chosen evidence from the passage is used throughout the composition and is followed by the writer's own ideas to help develop the passage information. The composition includes an introduction, a middle section with ideas presented in a logical order, and an engaging final thought, all of which contribute to a sense of wholeness.

Sample 2

Writing

Final Draft

April 3rd, 2012

South Court

LA

Dear Principal

It would be a great idea for our school to get a garden. It is a healthy and fun way to learn about science, math, and art. We could sell the plants as fundraisers and there could be an afterschool gardening club. It would be a great way to get kids to enjoy eating vegetables!

One great reason we should get a garden is the educational value. In science, we could learn about photosynthesis and plant cells. In math, we could measure the heights of plants. In art, we could paint flowers. We could sell some of the plants in fundraisers to buy gardening tools. An afterschool gardening club could help take extra care of the plants and could

Writing

Final Draft (continued)

learn how to cook with them! This could teach kids that vegetables are delicious. In the cafeteria, these plants could be used in food. The garden could help teach us responsibility by teaching us to work hard. We will learn consequences, such as plants dying from doing something wrong. We would work together on the garden, so the school would learn teamwork.

The school has a lot of unused land that we could put the garden on. Since we don't have any tools, we could ask for donations. During the summer, we could get volunteers to keep the garden healthy. A garden is a great idea!

A garden would be a fun, educational school project. It could change students' lives by making them healthier.

Sincerely,

Sample 2: Content 3

This response demonstrates reasonable control in the content dimension. The writer clearly presents the opinion that a school garden would be educational and healthy for students. The writer has used ample evidence from the passage, but the ideas are not developed thoroughly. There is not enough extension of the passage information. The ideas about a gardening club and fundraising are interesting, but not clearly connected to the central idea and integrated into the composition. A little more planning and elaboration is needed to achieve a higher score.

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Sample 3

Writing

F

Final Draft

Dear principal,

I think that we should have a school garden. Well just look at all of the benefits we could get like the great time. We could give away some of the food to charity. This will give our school high expectations. Now those were all of the good things.

Even though there are some bad about a school garden, I think that we should overlook those. To be totally honest I will state some of those things but some solutions can be thought of. Kids with a allergic may not be able to plant. Those kids can paint pots for us to put the plants. That is one of the bad things but it has a solution to it like every thing else can.

Through all of the good and and bad I

Final Draft (continued)

think we can overlook the bad. So hope fully you will consider the letter and make the right choice.

Your student,

Sample 3: Content 2

This response shows inconsistent control in the content dimension. Although the writer has a general understanding of the task—convincing the principal that a school garden is a good thing—there is little evidence of an organizational plan. The writer begins with stating the central idea and attempts a conclusion, but the composition lacks sufficient passage evidence and development of ideas to support the central idea. The writer also attempts to counter the issue of allergies being triggered by contact with a garden, but fails to explain how this idea supports the central idea.

Sample 4

Writing

Final Draft

Dear, Mr. C.

Many school today have a garden.
School gardens are planted by students. I think that
we should have school gardens. Teachers can find a way to do
math. Whether the gardens is large or small. I want a garden.

In the school garden's will be vegetables.
One garden will be carrots.
One will be peppers.
One will be tomatoes.
Last one will be mix.

Sample 4: Content 1

This very brief response demonstrates little control in the content dimension. While the writer responds to the prompt, he or she seems to have copied a minimal amount of passage evidence and randomly included it in the response. There is minimal development, no focus, and no evidence of organization.

Style Samples

The **Style** dimension evaluates the ways in which the student shapes and controls the language and the flow of the composition. Features of Style include

- word choice;
- sentence fluency, which includes sentence structure and sentence variety; and
- voice, the individual personality of the writing.

STYLE: Word Choice, Sentence Fluency, and Voice

Key Questions: Would you keep reading this composition if it were longer? Do the words, phrases, and sentences strengthen the content and allow the reader to move through the writing with ease?

Score Point	4 Consistent, though not necessarily perfect, control; many strengths present	3 Reasonable control; some strengths and some weaknesses	2 Inconsistent control; the weaknesses outweigh the strengths	1 Little or no control; minimal attempt
WORD CHOICE	<ul style="list-style-type: none"> • precise • effective • vivid words and phrases appropriate to the task 	<ul style="list-style-type: none"> • clear but less specific • includes some interesting words and phrases appropriate to the task 	<ul style="list-style-type: none"> • generic • limited • repetitive • overused 	<ul style="list-style-type: none"> • functional • simple (below grade level) • may be inappropriate to the task
SENTENCE FLUENCY	<ul style="list-style-type: none"> • fluid, very easy to follow, because of variety in length, structure, and beginnings 	<ul style="list-style-type: none"> • generally varied in length and structure • Most sentences have varied beginnings. 	<ul style="list-style-type: none"> • little or no variety in length and structure • Awkward sentences may affect the fluidity of the reading. • same beginnings 	<ul style="list-style-type: none"> • simple sentences • no variety • Construction makes the response difficult to read.
VOICE (individual personality of the writing)	<ul style="list-style-type: none"> • compelling and engaging 	<ul style="list-style-type: none"> • clear, but may not be particularly compelling 	<ul style="list-style-type: none"> • weak and/or inconsistent voice 	<ul style="list-style-type: none"> • no voice • Response is too brief to provide an adequate example of style; minimal attempt.

Sample 5

Writing

Final Draft

Dear Mrs. D:

I think that our school should have a garden. This garden will make a wonderful background for Spring pictures and it's a great way to show students teamwork and responsibility.

Our garden will go just perfectly with Art, Science, and Math lessons. In Art students can make signs to place right in front of the plants they are growing, or fix up and paint old park benches to put in beside the garden. In Science the students can experiment things about the plant like how long it will take a sunflower to reach three feet or how much sunlight and water the plants need. Also in Math students can measure how tall a plant is one week and then measure it again the next week and find out how much it has grown.

The garden could also supply the lunchroom with fresh fruits and vegetables. Using the food in the garden can save time and money!

Writing

Final Draft (continued)

Also tests now show that students who are actively involved in their community such as this garden have earned higher grades.

Lastly, this garden will be home to many interesting little creatures that us students could learn so much about.

So you see, a school garden isn't only a beautiful and inviting place to be, but it can also teach us many important things while still having a great time.

Cleve

Sample 5: Style 4

This writer demonstrates consistent control in the style dimension. There is effective, precise vocabulary used to convince the principal to allow a school garden. Well-constructed sentences that vary in length, structure, and beginnings allow for fluid reading. The voice is convincing and somewhat compelling and reveals the personality of the writer.

Writing

Final Draft

Dear Mrs. _____,

I am writing this letter to you to ask if our school can grow a garden. There are many things that are able to grow here, such as tomatoes, bell peppers, and squash. This activity would also help students learn, but still have fun. In science, they could learn the plant parts, and in math, they could measure the plants' heights.

It could also be a great fundraiser! We could have a party, where each grade could make a type of meal, using the fruits and veggies from the garden. At the end of that activity, we could have a food carnival. Many teachers think it would be great for our education, and many students think it would be a fun project. Also, you could use the garden for art, music, and even P.E.! For art, students could paint pictures of the plants and decorate pots. For music, students could make up a "garden song" and then perform it. Finally, for P.E.,

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Final Draft (continued)

Students could have a digging contest, which would be good for muscles.

You could also get students to buy tools for the garden, and maybe a little bus money. For watering a class could have a week to go out and water the garden, and check up on it. Of course, if someone had allergies and couldn't do that, they could keep track of which plants are growing the best. My opinion is, it would be a terrific idea to grow a garden for our school!

Sincerely,

Sample 6: Style 3

This response demonstrates reasonable control in the style dimension. The writer uses vocabulary appropriate to the task, though not particularly vivid. The sentences are varied in length, structure, and beginnings. The voice is the strongest element. While it is not compelling, there is a distinctive positive quality to it; for example, the writer says, "We could have a party, where each grade could make a type of meal, ..." and "... it would be a terrific idea to grow a garden for our school!"

Sample 7

Writing

Final Draft

I think that it would be cool to have a school garden. It would be cool because kids can learn new things and have responsibilities. Also it's educational for kids all ages. Science teachers can let kids observe the different kinds of plants and how they grow.

Gardens are even a cool treat for kids to work in. You might think that the garden would die overtime in the summer. But kids can go to the school and volunteer to take care of it. If some people want one and some don't we can vote.

A garden can mean alot to people. Like I said, it can teach kids how to be responsible. Also, kids would want an garden in the school. So I hope you understand and we can have a garden.

Sample 7: Style 2

This response demonstrates inconsistent control in the style dimension. There is a lack of sentence variety. For example, almost all of the sentences start the same way: subject + verb ("I think," "It would," "Gardens are," "A garden," etc.), and most are the same length. The vocabulary is generic and repetitive, which results in little evidence of voice.

Sample 8

Writing

Final Draft

School garden

I would not like to have a school garden because my principal would have to water it everyday. During school she would have to water it. Also during recess she would have to water it.

I would like to have a school garden because we could get oxygen from them. We could give them the carbon dioxide to live. Also my principal would love to have a garden.

Sincerely,

Sample 8: Style 1

This response shows little control in the style dimension. It is brief; the word choices are simple and repetitive ("water it" is mentioned three times in the first paragraph). There is no variety in sentence structure and no evidence of voice.

Conventions Samples

The scoring of conventions has been added to the 2014 *i*LEAP tests to help prepare students for a more integrated approach to Language skills, one that asks students to recognize and correct errors in their own writing.

Compositions are rated as showing either “acceptable control” or “unacceptable control” in the following conventions of language:

- Sentence Formation
- Usage
- Mechanics
- Spelling

The Conventions rubric is found on the next page, followed by two examples of student work for each of the four conventions of language that are assessed on the writing prompt session of the test. The first example for each element shows acceptable control; the second example shows unacceptable control. For more specific information about each of the particular conventions elements, see the **Additional Scoring Criteria for Writing** handout, found at the back of this document.

Conventions Rubric: All Grades

Each dimension—Sentence Formation, Usage, Mechanics, and Spelling—is scored 1 point for acceptable or 0 points for unacceptable, for a total of up to 4 points. Scorers look for acceptable control based on the amount of original student writing in the response. (For example, in a response with very little original work by the student, one mistake may signal unacceptable control in a dimension. However, for a longer response, it may take several errors to demonstrate a pattern of mistakes in a dimension.) Scorers also look for correct application of grade-level skills based on the [Common Core Language Standards](#) and the grade-appropriate skills identified on the [Common Core Language Progressive Skills Chart](#).

Sentence Formation: completeness and correct construction of different types of sentences

1	The response exhibits acceptable control of sentence formation. Most sentences are correct; there are few, if any, fragments, run-on sentences, comma splices, or syntax problems. Sentences show the appropriate level of complexity for the grade level.
0	The response exhibits unacceptable control of sentence formation. There are run-on sentences, fragments, and/or poorly constructed sentences that indicate that the writer does not have adequate skill in sentence formation.

Usage: correct agreement, verb tenses, and word choice

1	The response exhibits acceptable control of usage. Subject-verb agreement and pronoun-antecedent agreement; verb tenses; forms of nouns, pronouns, adjectives, and adverbs; and word meaning are generally correct. If errors are present, they do not appear to be part of a pattern of usage errors.
0	The response exhibits unacceptable control of usage. There are errors in agreement; verb tenses; forms of nouns, pronouns, adjectives, and adverbs; and/or word meaning. The pattern of errors is evidence of a lack of control of the features of usage.

Mechanics: correct punctuation and capitalization

1	The response exhibits acceptable control of mechanics. Punctuation and capitalization are generally correct. If errors are present, they do not appear to be part of a pattern of mechanics errors.
0	The response exhibits unacceptable control of mechanics. There are errors in punctuation and capitalization. The pattern of errors is evidence of a lack of control of the features of mechanics.

Spelling: correct spelling of high-frequency and grade-appropriate words

1	The response exhibits acceptable control of spelling. High-frequency words and the majority of grade-appropriate words are spelled correctly. There is no pattern of spelling errors.
0	The response exhibits unacceptable control of spelling. There are errors in spelling high-frequency and grade-appropriate words. There is a pattern of spelling errors.

In some cases, a composition may not be scorable. For example, if it is incoherent or if it includes only copied text from the given passage(s), it will not be scored in any dimension and will receive a score of zero. A paper may be off-topic and cannot be scored for Content or Style, but it may be scored for Conventions. Such a paper could receive a maximum of 4 out of 12 points.

Sample 9

Writing

Final Draft

Dear Principal,

I think that we need a school garden. Numerous schools have them, and it would be a great addition to our school! Students learn responsibility, and learn how to take care of plants, too. There are also many more benefits for students that work in the garden.

Teachers can also use the garden to help to help students. It can be part of their lesson plan. Math teachers can ask their students to measure the height of different plants. Science teachers can help students learn how plants grow and work. Art teachers can have their students decorate pots, make sketches and create signs to help welcome people to the garden.

See, students that work in the garden have rewarding experiences, and learn new skills. They can have consequences when they don't

Final Draft (continued)

care for the plants. The crops that are grown, like tomatoes, carrots, and peppers, can be donated to a local food shelter, or soup kitchen. That makes the students feel proud about themselves. Studies have shown that kids that are actively involved, tend to have higher grades than children that aren't. That is why I think that we should have a garden in our school.

Sincerely,

Sample 10

Writing

Final Draft

School Garden

D. Dear principal, I think we should have a school garden because it will save money from buying vegetables and fruits by planting seeds.

By planting seeds also teach students how plant grows. Plants also can teach students new skills and information.

The plants can help teachers use them with lesson and it will be easier for the students to learn about the teachers lessons and observe the plant at the same time. The reason why we should start a school garden is because it will teach student how to care, respect, have responsibility and love.

Sample 10: Sentence Formation 0

Writing

Final Draft

Why We Should Have a School Garden.

Dear Mr. C,

Schools all around the world have school gardens. It would be an amazing experience to have one for our school. There are also many different reasons to have one.

First of all, the students could learn more about gardens. They can learn lessons such as teamwork and responsibility. Students can also practice their skills in math, science, and even social studies. The teachers may even teach different lessons for school about the garden.

Next, a school garden could provide opportunities for the students and teachers. The students can learn how to use teamwork in many activities. In school, their grades may also start to get higher. They can learn how to tend to a garden from school and even start their own at home.

Lastly, when you have a school garden you help your school and community. With a school garden the students can donate the food to food banks in their community. This can help to make the school a healthier school, too. School gardens also give students and teachers a chance to get to

Writing

Final Draft (continued)

know people in the community.

I could go on and on about the opportunities a school garden can benefit, but these are just a few.

Although making a school garden causes hard work, it would help the students, teachers, the school, and the community.

These are all great examples of why we should have a school garden. What do you think about having a school garden for our school and community?

Sincerely,

Sample 11: Usage 1

Sample 12

Writing

Final Draft

The Garden

I think we should have some garden at some of the schools. Because it something that will keep you busy when you don't have nothing to do when you bored. I know I will like a garden at some of the schools that don't have any gardens. Gardens are beautiful during spring time when the colors come out so so beautiful, pretty, and cute.

What I like about a garden is. When ever all of the flowers bloom they come out so colorful cause when the flowers come out so colorful it looks like Easter colors.

When all of your garden flowers bloom all the butterflies come and just enjoy their time around the flowers. Butterflies come out so beautiful with their colorful wings.

The reason I like gardens is because you can do it with teamwork so if one day you have a question you can ask somebody that's right by side to ask.

What I like doing in garden is planting fruit. Gardens not only made for

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Final Draft (continued)

flower. it's made for fruit, vegetable, too
you can plant all type of thing in a
garden.

If you ever want to know my
favorite to do is in the garden a lot
working with some team works that
by my side.

Sample 12: Usage 0

Final Draft

Dear Mrs. B,

Did you ever think about having a beautiful garden at our school? Well, I'll explain my ideas to you. Ok, today many schools have gardens now. Either flower, vegetable, or even both! All the children and staff have done an extraordinary good job on them. Which is why I think we should have a garden, with everyone's help, we could do it!

A garden would make this school even more successful! It would help teachers by giving them ideas on projects to give to their students. It could even give students ideas and make them ponder about plant life. We could get some flowers to attract butterflies and caterpillars. If we could, we could catch caterpillars and raise them to become butterflies and then let them free!

Having a school garden would teach students responsibility. They could help out in the garden and help take care of the plants also. You could take a survey on how many would like to have a garden and how many wouldn't. Even though we don't have the money, we could have donations and fundraisers to help. That would be fun and would help a lot!

However, having a garden relies on many things. Like space, hard work, someone to tend to it, time and much more. There are good and bad things about it. We could do it with your help and maybe you could even make our garden available to the community! In my opinion, we should get/make a garden!

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Final Draft (continued)

Another few reasons to have a garden are, it would make our recess time more fun by being able to work in the garden. We could go outside with adult supervision, and read quietly. There are ways to make and raise a garden. And if we had a vegetable garden, we could use the food we grew at snack recess or lunch. So if you could, can you please write back to me?

Love,

A concerned student,

Sample 13: Mechanics 1

Sample 14

Writing

F

Final Draft

dear Mr P

a garden can be a good addition to our school gardens. are fun and educational and make students fill proud about their neighbors. a garden also benefits the whole community and people grow gardens so they can eat tomatoes carrots and pepper it. I grow a garden I would take care of it and my neighborhood would come and help me grow it.

Sample 14: Mechanics 0

Sample 15

Writing

F

Final Draft

Dear _____ Elementary Principal,

I'm one of the fifth grade students at _____ Elementary school. I'm writing this letter to persuade you to pay for a new garden at this school. I think you should have a garden at this school because it provides ^{scholastic} appropriate educational opportunities. It can provide teachers to use what they're teaching to the students to be put to the test. The teachers can use education with plants. This can also teach the students to have fun while planting. I guarantee you and the students will love this.

One reason you should have a garden there is that there is open space everywhere. Behind the buildings, by the fence, and between the building and the little playground. Kids will love planting fruits, vegetables, and flowers. They might not like ^{it} at first but they'll get used to it. There are even

Writing

Final Draft (continued)

More advantages if you would have a garden at this school. Teachers can use their teaching skills with plants. Math teachers can measure the height and weight of the fruits, vegetables and plants. Science teachers can teach their students how plants grow, how they get food, and what's their main source of energy. Art teachers can use the plant pots for decoration. They can also paint plant portraits.

There are also some disadvantages, but don't worry. Some students might be allergic to some plants so we won't plant those kind anymore. If students get bitten by bugs then we'll move to a different area. You would have everything under control if you had a garden at your school. In conclusion, a garden at your school could be a big opportunity for educational purposes. I think you should have a garden at Elementary School.

Sample 15: Spelling 1

Sample 16

Writing

Final Draft

I think the school should have a garden.
Because the kids need to see how things
grow it might dew them a little good
They can also learn from it.

Sample 16: Spelling 0

ADDITIONAL MATERIALS

Scoring Key for Grade 5 Sample Papers

Sample Number	Score	Content	Style	Sentence Formation	Usage	Mechanics	Spelling
1	Content 4	4	4	1	1	1	1
2	Content 3	3	3	1	1	1	1
3	Content 2	2	2	0	1	1	1
4	Content 1	1	1	1	0	0	1
5	Style 4	3	4	1	1	1	1
6	Style 3	3	3	1	1	1	1
7	Style 2	2	2	1	0	1	1
8	Style 1	1	1	1	0	1	1
9	Sentence Formation 1	4	4	1	1	1	1
10	Sentence Formation 0	2	2	0	0	0	1
11	Usage 1	3	3	1	1	1	1
12	Usage 0	2	2	0	0	1	1
13	Mechanics 1	3	4	1	1	1	1
14	Mechanics 0	1	1	0	0	0	1
15	Spelling 1	3	3	1	1	1	1
16	Spelling 0	1	1	0	0	1	0



GRADES 5, 6 & 7

ENGLISH LANGUAGE ARTS WRITER'S CHECKLIST

As you write your composition, remember these important points.

Content:

- Read the directions, the passage(s), and the writing topic carefully and write on all parts as directed.
- Present a clear main idea.
- Give enough details to support and develop your main idea.
- Make sure to use well-chosen details from the passage(s) to support your ideas.
- Present your ideas in a logical order and include a beginning, middle, and ending.

Style:

- Use interesting words that express your meaning well.
- Write complete sentences and use a variety of sentence types and lengths to make your writing easy to follow.



Important Reminders:

Your composition will be scored on content.

- ☞ your central idea
- ☞ development of ideas
- ☞ use of the passage(s)
- ☞ organization

Your composition will be scored on style.

- ☞ word choice
- ☞ expression of ideas
- ☞ sentence variety

DIRECTIONS FOR WRITING

Follow the steps below to help you write your composition.

Step 1: Planning and Drafting

- ☞ Read the directions, the passage(s), and the writing topic in your test booklet carefully.
- ☞ Think about what you will write before you begin.
- ☞ Make sure to use well-chosen details from the passage(s) to support your ideas.
- ☞ Use the space provided in your test booklet for planning your composition and writing your rough draft.
- ☞ Remember that your planning notes and rough draft will not be scored.

Step 2: Revising

- ☞ Review your composition to make sure you have covered all the points on the Writer's Checklist.
- ☞ Reread your rough draft.
- ☞ Rearrange ideas or change words to make your meaning clear and improve your composition.
- ☞ Write your final draft neatly on the correct page(s) in your answer document.
- ☞ Write your final draft in either print or cursive using a No. 2 pencil.
- ☞ Use appropriate formatting.

Step 3: Proofreading

- ☞ Read your final draft.
- ☞ Correct any errors in usage (subject-verb agreement, verb tenses, word meanings, and word endings).
- ☞ Correct errors in punctuation, capitalization, and spelling.
- ☞ Erase or strike through words if necessary.



Only the writing on the Final Draft pages in your answer document will be scored.



Remember to print or write neatly.

Additional Scoring Criteria for Writing: All Grades

To avoid double jeopardy during scoring, one word will constitute only one error. In situations where it is difficult to determine the dimension to which an error should be assigned, the scorer will consider context clues and error patterns that are evident in the response.

- Context clues may indicate the writer’s intention.
- Error patterns already evident in the response indicate a skill weakness in that dimension.

Sentence Formation:	
If a sentence contains a run-on or a comma splice, it is a sentence formation error.	Run-on: <i>The character is looking for answers he can't seem to find them.</i> Comma splice: <i>The character feels lost, he can't find his way.</i>
A sentence fragment is a sentence formation error unless it is deliberately presented for effect.	Fragment: <i>We saw the boys at the pool. <u>Laughing and jumping into the water.</u></i> Intentional: <i>What a break!</i>
If a sentence requires the rearrangement, omission, or addition of more than one word, the error is a sentence formation error.	<i>I saw those boys fighting <u>while driving my car.</u></i>
A pattern of awkward syntax (word order) is a sentence formation error.	<i>I for you have some important news.</i>
Nonparallel structure, often in a series, is a sentence formation error.	<i>We live better lives, coping with sorrows, and how to be joyful.</i>

Usage, Mechanics, and Spelling:	
Usage and mechanics errors count each time they occur in a response. However, if the same word is misspelled repeatedly, it counts only once, even if it is misspelled in more than one way.	
Omissions, extra words, or wrong words that can be corrected by changing one word are usage errors.	<i>When <u>it</u> is no school, I play all day.</i>
If a sentence begins with a capital letter but is not preceded by a period, the error is a mechanics error.	<i>Martha went to the well and looked <u>inside Far</u> below, something was sparkling in the water.</i>
If a sentence begins with a lowercase letter but is preceded by a period, the error is a mechanics error.	<i>Teddy is the youngest in the family. <u>he</u> is my only nephew.</i>
Use of double comparatives or double negatives is a common usage error.	Double comparative: <i>I'm even <u>more better</u> at soccer than at football.</i> Double negative: <i><u>None</u> of them are <u>not</u> my friend.</i>
Use of the wrong preposition is a common usage error.	<i>He went <u>for</u> the house.</i>
Agreement errors of compound pronouns with possessives are usage errors.	<i><u>Everybody</u> <u>situation</u> is different.</i>
Agreement errors of collective nouns with possessives are usage errors.	<i><u>People</u> <u>lives</u> all take different paths.</i>
Agreement errors with collectives, phrases, and conjunctions are usage errors.	<i>Incorrect: <u>None</u> of the teachers are <u>good role models</u> or <u>a hero</u>.</i>

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Usage, Mechanics, and Spelling (continued):	
When an error may be both a usage and a spelling error, and the context clues do not help determine which dimension the error belongs to, the error should be counted in usage only .	<i>She <u>allway</u> comes to work on time.</i>
If a misused word in a sentence is a real word, it is a usage error. If it is not a real word, it is a spelling error.	Usage: <i>We all went to the skating <u>ring</u>.</i> Spelling: <i>We joined my <u>parnets</u> and were <u>reddy</u> to leave.</i>
If a homonym or a word that is so phonetically similar to another word (<i>are/our, through/though</i>) is used instead of the correct word, it is a usage error.	<i>Martin gave him a <u>peace</u> of his chocolate bar.</i> <i>I would rather have a vacation <u>then</u> a raise.</i> <i>She was late for her piano <u>listens</u>.</i>
An error may be either a spelling, mechanics, or usage error. Use either context clues or error patterns to determine which dimension would be most appropriate.	Spelling: <i>All the <u>hero's</u> aren't in the movies.</i> Mechanics: <i><u>Were</u> going to Disneyland on our vacation.</i>
In a series, a comma before <i>and</i> is optional; both ways are considered correct.	Either: <i>The pet shop was filled with birds, cats, <u>and</u> dogs.</i> Or: <i>The pet shop was filled with birds, cats <u>and</u> dogs.</i>
In some series, the placement of the comma is not optional because it affects the sense of the sentence.	<i>The pet shop was filled with birds, kenneled <u>cats and dogs</u>, and fish of every color.</i>
Direct quotations should not be preceded by <i>that</i> . Indirect quotations should be preceded by <i>that</i> . These are mechanics errors.	Direct: <i>Then Mom said <u>that</u>, "We cannot go along."</i> Indirect: <i>After we returned, she <u>said we</u> are in trouble.</i>
A word divided at the end of a line that is not broken at the end of a syllable or is broken and has only one syllable is a mechanics error.	<i>I worked at the National Fou- ndation for the Blind.</i>
<i>TV, T.V., and tv</i> are all acceptable and not mechanics errors.	
Use of <i>so they</i> instead of <i>so that they</i> is acceptable and not a usage error.	

Other Issues:	
Errors resulting from incorrect copying of information provided in the passage(s) are counted as sentence formation, usage, mechanics, or spelling errors, depending upon the type of error.	
The rules of standard written English apply and override foreign language, regional, ethnic, and colloquial speech patterns. Unless such speech is used in a direct quotation, it is considered a usage error.	<i>I'm very happy <u>y'all</u> are reading my test and I hope <u>y'all</u> pass me.</i>

Scoring Exercise for Schools/Districts

PURPOSE: to introduce evidence-based writing to teachers

OUTCOMES: To help teachers

- develop expectations for student writing that meets expectations of Common Core
- learn to use the transitional writing rubrics
- better understand how to evaluate their students' writing
- determine instructional needs for groups of students and individual students

PROCESS:

1. Administer a common text-based writing prompt:
 - Prompts in the [2013-14 Practice Tests](#)
 - 2012-13 [Released Writing Prompts](#) (grades 3-8)
 - EOC writing prompts in [Sample Test Items](#) documents (English II and III)
 - [PASS](#) prompts (click on PASS Resources and then Teacher's Room to find annotated student samples)
 - Prompts used to develop [In Common](#)
 - Original prompts created at the school/district level
2. Collect student work.
3. Score the compositions collaboratively.
 - a. Review the scoring criteria (rubrics), available in the [Assessment Guidance materials](#) and in the Sample Student Work documents. Highlight key words on the rubrics (*well-chosen, adequate, etc.*), and develop a common definition using sample papers and annotations that accompany the released and sample items, the PASS resources, or the *In Common* materials.
 - b. Create anchor papers. These are papers that all participants agree represent a 1, 2, 3, or 4 on the rubric. For an example, refer to the annotated writing prompts in the student work documents or in the Teacher's Room of [PASS](#).
 - c. Then score a few papers. As a group, discuss the scores using the rubric and the anchors. Come to a consensus on the score for the papers.
 - d. Score the remaining papers one at a time. Discuss scores that are not consistent.
4. After the compositions are scored, discuss the student papers—strengths, weaknesses, different approaches to the task, etc.—focusing on patterns (difficulty with writing introductions, conclusions, citing evidence, explaining evidence, etc.). Teachers should also consider their own students' papers and see what trends emerge.

Finally, discuss the instructional implications. How will we address the general weaknesses? How will I address my own students' weaknesses, etc.? Develop a plan to address the weaknesses and reinforce the strengths (school-wide strategies, individual, etc.).