



Louisiana Believes

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

English Language Arts

Grade 7

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 7 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 7 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 7 Practice Test](#) and appeared on the Spring 2013 Grade 7 iLEAP Test. It asks students to convince someone of their opinion, but other writing prompts at grade 7 may ask students to write a story or develop an explanation or description.

Session 1: Writing

Read the passage about two Louisiana chefs. As you read the passage, think about which chef you would like to visit and why he or she appeals to you. Then use the passage to help you write a well-organized multiparagraph composition.

Louisiana Chefs

Have you ever wondered what it is like to be a chef? This weekend you will have your chance to find out. Two local chefs, Monica Sallier and Andrew Gleason, will hold an “open kitchen” at their restaurants. Customers will be able to tour each chef’s kitchen and will even help prepare the chef’s favorite dishes.

Raised in Shreveport, Monica Sallier learned most of what she knows about cooking from her family. “Cooking was always going on in my home. I love watching my mother experiment with the food and seeing how things go together.” Monica’s restaurant, The Blue Hen, feels a lot like a country diner. Wooden tables and chairs cover the dining area, and a vintage jukebox sits at the back. “I like to laugh and tell jokes while I cook,” Monica said. “Cooking brings people together. The cooks who work with me have become my best friends.” Monica is also known for picking her favorite songs on the jukebox before the dinner rush.

At Monica’s “open kitchen,” she plans to teach her guests how to prepare country-style fried chicken. For this recipe, Monica uses her family’s secret spice blend. “My father always told me the spice had to give it some kick!” For the sides, Monica offers mashed potatoes, red beans, or collard greens. Monica rarely uses exact measurements when cooking. “I haven’t used a measuring cup in ten years,” she said. “I rely on instincts. If you come to my restaurant, you’ll never get the same dish twice.” Last year her restaurant was named Shreveport Restaurant of the Year.

Also opening his kitchen this weekend in Shreveport is Andrew Gleason. Although new to the restaurant scene, he already has earned a reputation as a skilled cook. Andrew excelled in culinary (cooking) school and is known for his attention to detail. “You have to be ready all the time,” he said. “On a busy night, the people are racing around you, the servers are looking for their orders, and it’s noisy. Sometimes it can be overwhelming, but that’s what I enjoy, the energy.” Andrew is the head chef at Quarter Bistro. Upon entering Quarter Bistro, visitors see a restaurant filled with tall booths lit only by candlelight. This is all part of creating a dining experience that is private and peaceful.

Andrew’s food also makes the dining experience special. He makes even simple dishes, like peach cobbler, look like pieces of art. “I am not the most talkative chef in the business,” Andrew said, “mostly because I prefer to focus on the food. Every ingredient must be carefully measured, every sauce perfectly seasoned. Cooking is an art.” At his “open kitchen,” Andrew plans to teach his visitors how to prepare blackened catfish, a recipe of his that has gained much praise throughout the city. When asked what makes it so special, he whispers, “Cayenne pepper, lemon juice, and crushed oregano. They create an unforgettable combination of flavors.”

Writing Topic

Think about the similarities and differences between Chef Monica Sallier and Chef Andrew Gleason. Which chef's "open kitchen" would you choose to visit?

Write a multiparagraph composition to convince your teacher which chef's kitchen would be the best to visit. Provide reasons and support for your opinion and use details from the passage to help you convince your teacher to agree with you.

As you write, follow the suggestions below.

- Be sure your composition has a beginning, a middle, and an end.
- Use details from the passage and include enough information so your teacher will understand your response.
- Be sure to write clearly and to check your composition 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 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

Everyone loves a good meal at a nice restaurant. I don't know about other people, but I prefer carefully measured spices, a peaceful place to eat, and good catfish. If you can get all of that at Quarter Bistro, cooked by Andrew Gleason, but you won't get that at Monica Salier's place, The Blue Hen.

Who all know spices are an important part of a great meal, but only in certain amounts. At Quarter Bistro, every spice and ingredient is carefully measured. I can not say the same for The Blue Hen, where the chef has not used a measuring cup in ten years. I also know most people hate when food is too bland or it has too much spice. At Quarter Bistro, you never have to worry about food being over or under spiced, because of the exact measurements they use, which is an important part of cooking. Spice can overpower food if too much is used. I would go to Quarter Bistro so I could be worry-free.

Peacefulness is so hard to find these days, especially at restaurants. Most people prefer to eat in a nice, peaceful setting, which is created at Quarter Bistro. At The Blue Hen, however, it is described as a country diner. Now, don't get me wrong, diners are nice, but they can also be a bit loud sometimes. That can make it hard to actually enjoy your meal. I would prefer to learn at the quiet Quarter Bistro.

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Final Draft (continued)

I know not everyone eats catfish, but people should give it a try. At Gleason's "open kitchen", he is preparing blackened catfish, which just sounds delicious. At The Blue Hen, on the other hand, their "open kitchen" is making fried chicken. It is great, but it can be found everywhere. I would rather learn to cook something that is unique, and at the Quarter Bistro, you can see instead of something unoriginal, like fried chicken, make something original, like blackened catfish.

Properly spiced food, a peaceful environment, and unique catfish can all be found at Quarter Bistro. Unlike its counterpart, The Blue Hen, where glasses measurements, a country diner atmosphere, which can be loud, and plain old fried chicken can be found. I think we all know Quarter Bistro's "open kitchen" is the way to go.

Sample 1: Content 4

The response shows consistent control in the content dimension. The writer demonstrates a complete understanding of the task by presenting a sharply focused central idea that states a preference for the Quarter Bistro. Ample, well-chosen passage evidence is developed thoroughly and fully integrated into the essay. The details included are precise and relevant to the central idea. The writer has obviously planned the response and uses very effective transitions that help the reader move from point to point easily. The strong conclusion contributes to a sense of completeness needed for a high score.

Sample 2

Writing

Final Draft

My choice would be Chef Monica's restaurant. I feel that I would pick the Blue Hen because I think it would be an awesome place to eat. The reasons that I think this are because the Blue Hen has won a big award, another reason is the fun vibe it gives off, and lastly because of the close and family like staff.

The first reason I feel the Blue Hen would be a better pick is because the Blue Hen has won a big award. The award it won was Shreveport Restaurant of the year. So I feel that if the whole city of Shreveport knows it's a good restaurant why shouldn't I try it?

The second reason I choose the Blue Hen over the Quarter Bistro is because of the fun and cool vibe it gives off. The Blue Hen has big wooden tables and chairs that cover the dining area. Also, don't forget about the cool vintage jukebox in the back of the restaurant that still works!

Finally, the last reason that I choose the Blue Hen is because of the staff. I feel that if you have a close staff of good friends then you have a friendly staff. Also, if your staff is nice then people

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Writing

Final Draft (continued)

will want to come back.

In conclusion I feel that if I choose the Quarter
Bistro over the Blue Hen then I will miss out on
a great experience. That is why I think the Blue
Hen is a much better choice.

Sample 2: Content 3

The writer of this response shows reasonable control of the content dimension. There is a clear central idea and evidence of a general understanding of the task. Although sufficient evidence is given and there is adequate development of ideas, the response lacks the specificity and thorough development needed for a higher score. The order is logical, but the transitions are simplistic and at times awkward ("Finally, the last reason...").

Sample 3

Writing

Final Draft

The chef's "open kitchen" that I will go see this weekend is Chef Andrew Gleason. I'm going to his "open kitchen" because it sounds like the food will be good and it will be a relaxing time. I've chosen Andrew Gleason because it sounds like the food will taste good since he took schools to make him a better chef. He takes pride in his work to make it very detailed. He also makes the simplest dishes look like art. Andrew must measure every ingredient is perfectly measured. Even the sound of tall booths that are lit by a candle sounds relaxing. These are the main reasons why I want to go to Chef Andrew Gleason "open kitchen" this weekend. I hope this will be a unforgettable experience.

Sample 3: Content 2

This response demonstrates inconsistent control of the content dimension. The writer understands the task and there is some evidence from the passage, but the evidence and ideas are inadequately developed and list-like. There is an attempt at organization, but the beginning is weak.

Sample 4

Writing

Final Draft

"Gleason or Sallier conk'n"

I think my teachers would rather go to Monica Sallier's restaurant, because Andrew Gleason would probably have the food expensive. I also think they would enjoy Monica Sallier's restaurant because the food might be interesting to try. My teachers wouldn't want to eat Andrew Gleason's restaurant because the food is probably small because he makes food art.

Sample 4: Content 1

This response demonstrates little or no control in the content dimension. The writing shows only a partial understanding of the task. There is minimal evidence from the passage and some misunderstanding of the passage details ("food art"). The lack of development and random ordering of ideas account for the low score on this brief response.

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.

Writing

Final Draft

As you probably know, two Louisiana chefs will be opening their kitchens for the public to visit. The two chefs are Chef Monica Sallier and Chef Andrew Gleason. It was hard to decide, but I finally came to the conclusion that it would be better to visit Chef Andrew's kitchen. I compared the two chefs on the following elements: dining style, cooking style, personality, and food selection, and Chef Andrew's marks were much higher.

For the dining category, I chose Chef Andrew. His restaurant is more formal, with tall booths lit by candlelight. This is (to me) a far more appealing setting than Chef Monica's wooden furniture and jukebox.

For the second category, cooking style, I also chose Chef Andrew. His cooking style is precise, down to the last millimeter. This creates a consistent eating experience, while you can never get the same dish twice at Chef Monica's restaurant. As she herself says, "I haven't used a measuring cup in ten years." I would much rather Chef Andrew's consistency.

The third category, personality, was a toss-up. I ended up not being able to pick one chef's personality over the other's. Chef Monica is very social, and "like(s) to laugh and tell jokes" when she cooks. This gives her restaurant a loud, social atmosphere. Chef Andrew, on the other hand, is more focused on his cooking. But he is not shy. In fact, he will even give away his cooking secrets, if you ask!

Final Draft (continued)

In the fourth and final category, food selection, Chef Andrew again receives my plaudits. He offers to teach visitors how to cook his blackened catfish, while Chef Monica teaches visitors how to prepare country-style fried chicken. While both dishes complement their chef's restaurant, I am a fan of seafood, especially blackened.

Altogether, Chef Andrew would be my first choice for this weekend. He trumped over Chef Monica in more than half of the categories, and that's why I recommend going to Chef Andrew's kitchen this weekend.

Sample 5: Style 4

This writer demonstrates mastery of a strong, well-controlled writing style that is consistent throughout the response. The composition is filled with precise, effective vocabulary, and the writer shows skill in constructing fluid sentences of varied lengths, structures, and beginnings. The writer's voice and persuasive tone come through as engaging and compelling from beginning to end.

Writing

Final Draft

There are two chefs that can be visited, but only one can be chosen. That chef should be Chef Monica Sallier, owner of The Blue Hen. In this passage, I will explain why I chose Chef Monica Sallier, how she appeals to me, and how she's different from Chef Andrew Gleason.

One reason why I chose Chef Monica S. is that she said she would show my class how to prepare country-style fried chicken. I would love to learn how to make this dish. Chicken has been one of my favorite food. I would like to eat it more often at home. Another reason why I chose Chef Monica S. is that she said she never makes the same dish twice. I want to be able to taste the different flavors in each dish. I want a different taste each time I come to visit. I want to be the one to eat her tasteful food. These are reasons why I want to visit Chef Monica S.

Chef Monica S. appeals to me in many different ways. One way she appeals to me is that she loves to laugh. She tells many jokes and has many friends. I want to visit someone funny, someone who laughs a lot. Another way she appeals to me is that her restaurant was named Shreveport Restaurant of the Year. I want to eat at a great restaurant with many

Final Draft (continued)

heavenly food. I want to visit a popular place where everyone talks about chef's Monica's restaurant.

There are many differences between the two chefs, Chef Monica S. and Chef Andrew G. One difference is the food. When Chef Monica cooks, every meal tastes different each time. When Chef Andrew cooks, his measurements are exact and perfect. Another difference is the style of the restaurants. Chef Monica's restaurant, The Blue Hen, has a country-diner theme. Chef Andrew's restaurant, Quarter Bistro, has a peaceful and private theme. There are many differences between the chefs.

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Sample 6: Style 3

This response demonstrates reasonable control in the style dimension. It includes appropriate vocabulary and some interesting words and phrases ("many heavenly food[s]"), but most of the word choices are general rather than vivid and precise. Sentences are fluid but lack the variety needed for a higher score. The writer depends too much on the expression, "I want," which makes the sentences monotonous at times. While the voice is clear, it lacks a vibrancy that would engage the reader.

Sample 7

Writing

Final Draft

I would prefer people to advance to Monica Sallier's open kitchen. She has some rich recipes. Her format of taste is exquisite. She has a moral talent. Also a nice hobby.

Monica has a story to her cooking ways. The story tell us about her finding a gift. Her mother was a big impact on her. And thanks to her mother, cooking is her life. Cooking bring everyone together. That is what she has done to us.

That is why I prefer people to advance to Monica Sallier's open kitchen. She has made her a goal and seceded all the way. She is the best cooker I have eivry seen. God Bless you Monica Sallier.

Sample 7: Style 2

The writer of this response demonstrates inconsistent control of the style dimension. Word choice is awkward with many words used incorrectly ("to advance," "format of taste," "moral talent"). The lack of variety in sentence length and structure along with some awkward sentences affect fluidity. There is little evidence of the writer's voice or personality.

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Sample 8

Writing

Final Draft

I would choose chef Monica Sallier because she seems more experienced than chef Andrew Gleason. The way chef Monica Sallier explains her work is more self-explanatory.

The reason I choose Monica Sallier is because she is more experienced. She has been doing it longer. She explained her story better and there's nothing like a home cooked meal.

Sample 8: Style 1

This response represents a minimal attempt to address the prompt. Although it is more than simple, it is too brief, especially at this grade level, to provide an adequate writing sample for assessing the writer's style.

Conventions Samples

The scoring of conventions has been added to the 2014 iLEAP 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

Chef Monica Sullier and Andre Gleasch, two of the best cooks ever heard of! Constantly making impressions on their customers, and people all over the world. They cook from their heart and soul, which makes their food so delicious. Though both are exceptional cooks, I believe that Chef Monica has the advantage of over excelling and topping the charts with her restaurant.

My reasons for choosing Chef Monica's restaurant "The Blue Hen" are simple. First off she's been cooking for years and has had more experience in the cooking industry. Even though Chef Monica didn't go to school for Culinary Arts her work has constantly gotten on people. "The Blue Hen" is a more family suited environment. People of all ages would probably fit in here more than the "Quarter Bistro." She also brings joy and happiness to her kitchen. Monica is constantly cooking jokes with her employees, and her customers. She's very amiable.

Though Chef Andrew is also a well known and professionally trained chef, his works are based on pretty and detail. He focuses more on the beauty of how the plate looks, rather than the joy the food should bring to your mouth. His restaurant is more accommodating towards couples and adults.

Final Draft (continued)

Me myself, as a child I know that kids would prefer being in an open, bright, lighted building rather than a dark candle lit sitting area. This diner is more fun when you're going out on a date, or celebrating an anniversary, or something of that matter. Chef Andrew's restaurant stays busy, so he doesn't really have time to talk or connect with his customers. I'm not saying that he is antisocial, but he just doesn't really have the time.

Yes, I know that both chefs are skating, but I would have to say that "The Blue Hen" is a more happier environment to catch out on spare time with your family. Both restaurants have four floors, and both have their own perfection, but I still have to say Chef Monica Suller's "The Blue Hen" is the finest!

Sample 9: Sentence Formation 1

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Sample 10

Writing

Final Draft

If someone gave me the right to visit one of these "open kitchens" it would have to be the Quarter Bistro. Why? you ask because in the ~~report~~ I'm going to write I'm going to state my reasons why I want visit and point out some similarities and differences between the chefs...

Starting with The Blue Hen its a perfect place for family or just to have fun but on the other hand the Quarter Bistrri sounds like an fancy place for special occasions. In terms of the chefs' cooking stule Chef Andrew would have take win. As stated in the passage about his blackened catfish "They make an unforgettable combination of flavors". Chef Monica was of preparing food dosen't sound very healthy as stated in the passage. "I haven't used a measuring cup in ten years".

In conclusion, the restaurant that I would recommend to a friend is the Quarter Bistrri. Although, I said The Blue Hen is great for family and friends, but too much fun in anything (cooking) can cause disasters in the food or the restaurant. The Quarter Bistrri is the place to be!

Sample 10: Sentence Formation 0

Writing

Final Draft

Louisian Chefs

What if two chefs wanted to teach you how to cook? Who would you pick? Two local chefs, Monica and Andrew are having an "Open Kitchen", that's where you can see how they cook their special dishes.

Monica and Andrew have many things in common but many things different too. One thing that the two chefs have in common are they both teach you how to make their special dish. Monica's special dish is country-styled chicken. She has her family's secret spice blends. Andrew's special dish is blackened fish, he says he makes it with cayenne pepper, lemon juice, and crushed oregano. Another thing that they have in common are that they both had experience with cooking. Monica watched her mom cook, and Andrew went to culinary (cooking) school.

They have many different things about them. One difference between them are that Monica has her diner country-styled while, Andrew has

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Writing

Final Draft (continued)

a kind of fancy diner. Another difference between them are that Monica likes to tell jokes and talks while she is cooking. Andrew likes to be quiet when he cooks the food so he can focus on the food.

If I were to pick which "open kitchen" I'll go to, I'll go to Monica's. I'll pick Monica's because she is creative and likes to tell jokes. I like the fun style she has.

Writing

Final Draft

I would prefer people to advance to Monica Sallier's open kitchen. She has some rich recipes. Her format of taste is exquisite. She has a moral talent. Also a nice hobby.

Monica has a story to her cooking ways. The story tell us about her finding a gift. Her mother was a big impact on her. And thanks to her mother, cooking is her life. Cooking bring everyone together. That is what she has done to us.

That is why I prefer people to advance to Monica Sallier's open kitchen. She has made her a goal and succeeded all the way. She is the best cooker I have every seen. God Bless you Monica Sallier.

Sample 13

Writing

Final Draft

When I moved here from K , A , I learned that "Louisianians" take pride in their food, especially after the nightmare of January 9th. They've created a lot of signature dishes: crawfish, jambalaya, gumbo, ect. I'd never heard of most of those things when I moved here, so I was ecstatic when I heard that two chefs will be holding "open kitchens", where you can't tour their kitchen and learn how to make one of their favorite dishes. Sure, it's out in Shreveport, but a girl's gotta make some sacrifices, right?

Anyway, I had a hard time deciding which chef's open kitchen to attend. My first option was Monica Sallier of The Blue Men. She says, "I haven't used a measuring cup in ten years," so each dish of hers you eat is totally unique. Her restaurant is designed to look and feel like a country diner, so she'll be preparing country-style fried chicken. The second option was Andrew Gleason of Quarter Bistro. Don't be fooled by the name, however, because his restaurant is far from small and modest. With his attention to detail, any meal is sure to be a feast—especially since it will be by candlelight. For his "open kitchen," he will be preparing one of his signature dishes—blackened catfish.

Writing

Final Draft (continued)

After much consideration, I decided to attend Andrew Gleason's open kitchen. Yes, Monica won Shreveport Restaurant of the Year, but there's more to cooking than awards. Andrew excelled in culinary school; and is talented enough to turn peach cobbler and other ordinary, mundane dishes into art. At his open kitchen, he'll be using exact measurements, which will help me recreate the dish if I so desire. And since it's one of his most famous dishes, I know it will turn out tasting great. In the end, everyone makes their own decisions, but I hope to see a large crowd at Quarter Bistro this weekend.

Sample 13: Mechanics 1

Sample 14

Writing

Final Draft

I think Monica Sallier is a good chef. Her restaurant has wooden tables and chairs covering the dinner area, and it has a jukebox. Her food sounds amazing and the sides taste good with whatever you order.

She follows her instincts. Your food will be made faster because she don't try to get it perfect. You will never eat the same food twice. Monica knows how to do a open kitchen. She teaches people how to cook some good dishes.

Monica's restaurant's name is Blue Hen its alot like a country dinner. If you like country dinners that the place to go. the restaurant also got named Shreveport Restaurant of the year. That tells you right there its a good place to eat. the the chef I choose hope you choose her too!

Sample 14: Mechanics 0

Writing

Final Draft

If I had to choose whose open kitchen I would rather visit, it would be chef Andrew Gleason's. He has a reputation of being a skilled cook. Also he looks at his job of cooking as artwork. He takes his job seriously. The main reason I would pick chef Andrew's open kitchen over chef Monica's open kitchen is because chef Andrew's restaurant has a way better scenery in my opinion.

Chef Andrew earned a reputation as a skilled cook. He is also trained better than chef Monica. He excelled in culinary school. Chef Monica learned from her family. He is greatly known for his attention to detail.

To Chef Andrew his job and the food he prepares are artwork. He pays attention to everything. He doesn't talk or play around at work. He says "Mostly I prefer to just work on the food." Everything is measured perfectly at Chef Andrew's restaurant. Chef Monica admits that she hasn't used a measuring cup in ten years. She says that she follows her instincts. She also says that at her restaurant you never have the same thing twice. No ma'am! That is a not a good idea. At times thing may taste way better or way worse. That is why I highly recomend chef Andrew's open kitchen.

The scenery in chef Andrew's restaurant sounds absolutely amazing! I'm really not a country person. It's not horrible, but I don't like it. So chef Monica's kitchen would not be for me.

Louisiana Believes

Final Draft (continued)

Don't get me wrong I love fried chicken, but the scenery is just a big no, no! However in Chef Andrew's restaurant there are tall booths and candles. That's what I like to hear. It sounds more peaceful, and quiet.

So, if I had to pick whose open kitchen I would rather go to it would be chef Andrew's. He is more skilled, has a beautiful scenery and is trained better. Lastly, he just sounds like a way better chef.

Sample 15: Spelling 1

Sample 16

Writing

Final Draft

The chef's "open kitchen" that I will go see this weekend is Chef Andrew Gleason. I'm going to his "open kitchen" because it sounds like the food will be good and it will be a relaxing time.

I've chosen Andrew Gleason because it sounds like the food will taste good since he took schools to make him a better chef. He takes pride in his work to make it very detailed. He also makes the simplest dishes look like art. Andrew must make sure every ingredient is perfectly measured. Even the sound of tall booths that are lit by a candle sounds relaxing.

These are the main reasons why I want to go to Chef Andrew Gleason's "open kitchen" this weekend. I hope this will be a unforgettable experience.

Sample 16: Spelling 0

ADDITIONAL MATERIALS

Scoring Key for Grade 7 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	1	0	1	0
4	Content 1	1	1	1	0	0	0
5	Style 4	4	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	1	0	0
9	Sentence Formation 1	4	4	1	1	1	1
10	Sentence Formation 0	2	2	0	0	1	1
11	Usage 1	3	3	1	1	1	1
12	Usage 0	2	2	1	0	1	1
13	Mechanics 1	4	4	1	1	1	1
14	Mechanics 0	2	2	1	0	0	1
15	Spelling 1	4	4	1	1	1	1
16	Spelling 0	2	2	1	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>

Louisiana Believes

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.).