

Louisiana Believes

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

English Language Arts

Grade 4

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 4 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 4 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 4 Practice Test](#) and appeared on the Spring 2013 Grade 4 LEAP Test. It asks students to convince someone of their opinion, but other writing prompts at grade 4 may ask students to write a story or develop an explanation or description.

Session 1: Writing

Directions: Read the passages about different Louisiana activities. As you read the passages, think about which activity you would choose to do. Then use the passages to help you write a well-organized composition of at least three paragraphs.

Avery Island Visit

Have you ever had Tabasco sauce? Avery Island, located near the Gulf Coast of Louisiana, is where this hot sauce is made. People have been making it ever since Edmund McIlhenny planted peppers there in 1868. To make Tabasco sauce, peppers are mixed with salt found on Avery Island. After this, the mashed-up peppers and salt sit in oak barrels for up to three years. The aging process helps make the sauce taste even better. When the process is complete, the sauce is mixed with vinegar, strained, and put into bottles. It is sold in more than 160 countries around the world. If you visit Avery Island, you can take a tour of the factory to see how the sauce is made. You may also receive free samples and recipes. Tours run every day, except on major holidays, from 9:00 AM to 4:00 PM. There is a \$1.00 fee to visit the island.

Tabasco sauce is not the only reason to visit Avery Island. While there, you can also check out the 170-acre Jungle Gardens. Watch for colorful flowers, such as wisteria, holly, and camellia. Keep your eyes open for alligators sunning like logs in the green swamps. Look in the grasslands for deer. You will not want to miss visiting the garden's Bird City, where thousands of egrets nest year-round. Jungle Gardens and Bird City are open daily from 9:00 AM to 5:00 PM.

What Students Are Saying

"I liked walking through the Jungle Gardens. I saw really interesting plants and even saw an alligator in the swamp! The factory tour was a little long, though."—Louis, 9 years old

"Seeing the island was so cool! I liked tasting Tabasco sauce. It was so spicy! Seeing all the big birds was really neat too."—Madison, 11 years old

Bayou Tour

Did you know there are more than one million alligators in Louisiana? That means that one out of every four people in the state could have their own alligator! Well, not really, but that gives you an idea of how many of these snapping reptiles live in Louisiana's swamps and marshes.

A popular activity in Louisiana for tourists is to take a bayou tour to see the alligators up close and personal. You climb aboard a flat-bottomed tour boat and travel through the wildest and most beautiful swamps, marshes, and bayous in America. Along the way, the tour guide will tell you about the history of the area. Listen carefully, though, because sometimes the guides have some pretty tall tales.

The guide will also point out turtles, nesting bald eagles, and splashing buffalo fish. At one point in the tour, the guide will lean over the side of the boat and attract alligators to the railing. Bring your camera. You will definitely want to take a few pictures of these amazing creatures of the bayou.

Along with your camera, you should also bring a light jacket during the winter and bottled water in the summer. You will not need an umbrella. The boat is covered and will protect you from sun and rain. Swamp tours cost about \$40.00 for adults and \$20.00 for children. Tours are two hours long. Each boat can hold up to 120 people.

What Students Are Saying

"It was cold and raining when my family and I went on the tour. I didn't see as many alligators because of the rain!"—Allison, 9 years old

"This tour was so exciting. I really wanted to see an alligator up close. During the tour, an alligator came right up to the boat! It was awesome!"—Dan, 10 years old

Writing Topic

Would you rather visit Avery Island or take the Bayou Tour?

Write a composition to convince your teacher which activity, visiting Avery Island or taking the Bayou Tour, is better and why. Explain why you would choose one activity over the other. Use details from both passages to help you convince your teacher to agree with your opinion.

As you write, follow the suggestions below.

- Your composition should have at least three paragraphs.
- Be sure your composition has a beginning, a middle, and an end.
- Use details from both passages and include enough information so your teacher 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 (Two Passages): 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 passages 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"> sharply 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(S) AND DEVELOPMENT	A composition that addresses only one of the two passages cannot receive a score higher than a 3 in Content. A score of 4 cannot be assigned unless both passages have been addressed.			
	<ul style="list-style-type: none"> includes ample, well-chosen evidence from the passages to support central idea Evidence and ideas are developed thoroughly. Details are specific, relevant, and accurate. 	<ul style="list-style-type: none"> includes sufficient and appropriate evidence from at least one of the passages to support central idea Evidence 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 evidence from the passage(s), OR only summarizes or paraphrases passage information Evidence and ideas are not developed adequately (list-like). Some information may be irrelevant or inaccurate. 	<ul style="list-style-type: none"> includes minimal or no evidence from the passage(s) and/or the evidence 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, middle, and ending contribute sense of wholeness. effective transitions 	<ul style="list-style-type: none"> Logical order allows reader to move through the composition. has a beginning and an ending transitions 	<ul style="list-style-type: none"> attempt at organization digressions, repetition weak beginning and ending may lack transitions 	<ul style="list-style-type: none"> random order no beginning or ending difficult for the reader to move through the response

Sample

1

Final Draft

Avery Island or the Bayou Tour?

I would rather visit Avery Island than go on a Bayou Tour for 3 main reasons. One reason is because a visit to Avery Island is much cheaper than going on a Bayou Tour. There is a \$1.00 fee to visit the island. But on the Bayou Tour adults cost about \$40.00, and children cost \$20.00! For my whole family to go to Avery Island we only have to pay \$5.00! But, if my whole family wants to go on a Bayou Tour we would have to pay \$140.00!

Another reason why I would rather visit Avery Island is because you get free samples and recipes of Tabasco sauce. These are good things for me because my mom loves spicy things! Also, I've never tried Tabasco sauce. Plus, I get some tasty recipes to cook at home!

The last reason why I would rather go to Avery Island than to go on a Bayou Tour is because there are other places that are connected to the Tabasco sauce factory. Bird City is one of them. So is Jungle Garden. At Bird City, you can see egrets nesting year-round. At Jungle Garden, you can pick from grass lands to swamps, and see wonderful and graceful deer, jaw-snapping alligators, and

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Final Draft (continued)

lovely flowers, just in one 170-acre place! I would rather visit Avery Island than go on a Bayou Tour because Avery Island is cheaper, has more little places connected to it than the Bayou Tour. Don't forget the free samples and recipes!

Sample 1: Content 4

This response demonstrates consistent control in the content dimension. The writer shows complete understanding of the task by clearly selecting the Avery Island Tour over the Bayou tour and then thoroughly explaining why one is better than the other. The writer remains sharply focused on the central idea and thoughtfully selects three main pieces of evidence from the passage to support the opinion. These three ideas are well developed and include relevant and accurate details from both passages. Although the organizational plan is rather simplistic, it does not detract from the effectiveness of the content. The beginning is clear, and the ending restates the main idea; simple transitions link the ideas.

Sample

2

Final Draft

A Spicy Explanation

Where do you think a kid would rather go? The home of Tabasco Avery Island; or the LA Bayou tour? Well, I'll tell you what I think! I think Avery Island would be better because of the Bayou tour, if a family of 3 were to take the tour, it would cost them 100 dollars! But, you may be wondering what you can do. Well, let me tell you, there's all sorts of things to do! You can take a tour of the Tabasco factory, you can also take a tour of the Jungle Gardens. The Jungle Gardens tour is very exciting. You get to see all kinds of exotic wildlife. You also get to see Bird City. Bird City is a habitat for birds and is used as a nesting ground by egrets year-round.

So, as I said, there are so many things you can do. You can take a tour of the Tabasco factory or Jungle Gardens and see Bird City. But the best part is the prices. You can go to Avery Island for a fee of 1 dollar.

Final Draft (continued)

and you practically have to be RICH to go to the Bayou tour. And if it rains there are no alligators to see and that's really the main event.

So in conclusion, I think Avery Island is the place to visit not only because of the prices, but the amount of fun you'll have! So I guess you could call this a "spicy" explanation.

Sample 2: Content 3

This response demonstrates reasonable control in the content dimension. The writer begins the response with a question and then clearly states a preference for the Avery Island tour. The first paragraph jumps immediately into elaboration. Selected details from both passages are relevant and somewhat elaborated with some original ideas; however, additional relevant elaboration is needed for a higher score. The beginning, middle and ending provide evidence of basic organizational skills.

Sample

3

Writing

Final Draft

Have you ever gone to Avery Island? Avery Island is where Tabasco Sauce is made and growed. people have come to Avery Island for hundres of years. A man named Edmund Mellhenny planted peppers there in 1868. In the factory there is a tour and show how tabasco sauce is made, stored, bottled and sent to the places. To make Tabasco sauce peppers and salt from the Island are mashed up. The peppers and salt are plast in oak berrels and sit for three years. When complete the Tabasco sauce is mixed with vineger, strained, and put into bottles. If you get bord of the factory tour there are all cens of other thing you can do. Like go see the alligators in the water or look for Deer in the grasslands and my favrout the gardens of Bird city where egrets nest year round. I whent there it is so cool. The Bayou tour is wall gramt if 120 people on it.

Sample 3: Content 2

This response demonstrates inconsistent control in the content dimension and reflects a partial understanding of the task. There is no stated choice for either activity, but the focus on Avery Island suggests the writer's preference. However, most of the response is simply a summary of the Avery Island passage. There are repeated ideas and seemingly random selection of details. The brief mention of a detail about the Bayou Tour at the end of the response seems irrelevant. The lack of a conclusion of some kind also suggests poor organizational skills.

Sample

4

Writing

F

Final Draft

Avery Island is a very fun place to have a vacation. It's a very fun place. It's surrounded by water. It is a good place to lay down at. That is a beautiful place. You can look at the ocean and the animals that's there. There is a lot of thing to do there. When you fell like it. It's in the middle of the Ocean.

Sample 4: Content 1

This response shows little control in the content dimension. No attempt is made to persuade the reader of the benefits of one place over the other. The first sentence seems to state a central idea, but there is no evidence of organization, no development of relevant ideas, and no information from the passages—only repeated ideas and inaccuracies. This shows a lack of understanding of the task.

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

Avery Island

The Bayou Tour and Avery Island both have some amazing activities. But there are more things I disagree with at the Bayou Tour. One reason I prefer Avery Island over the Bayou Tour is because of the price. My family has two adults and three children. For my family to visit the Bayou Tour, it would cost \$140! For my family to visit Avery Island we would only have to pay \$5! That is a gigantic price difference!

Another reason I would choose to visit Avery Island over the Bayou Tour is because of the weather. The passage stated that weather at the Bayou Tour can be cold and wet. Avery Island seems sunny and warm. It wouldn't be very fun to take a tour in the cold rain would it?

The final reason I am in favor with visiting Avery Island over the Bayou Tour is I love anything spicy! One opinion from Madison at the bottom of the story stated that the

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Final Draft (continued)

Tabasco sauce samples were so spicy! Also, I am a huge fan of animals. Even though both the Bayou Tour and Avery Island have animals, there is a wider variety of animals at Avery Island's 170-acre Jungle Garden such as birds, alligators, and deer. At the Bayou Tour there seems to be mostly alligators. These are some reasons I prefer to visit Avery Island over the Bayou Tour.

Sample 5: Style 4

This response shows consistent control in the style dimension. The writer uses effective and precise vocabulary to explain clearly the preference for the Avery Island trip over the Bayou Tour. Well-constructed sentences that vary in length, structure, and beginnings allow for fluid reading. The voice and individual personality of the writer come through as convincing and appropriate to the task.

Sample

6

Writing

Final Draft

I would choose the Bayou Tour over Avery Island. because I can see all the interesting animals and plants, I can ride on a boat, and it is way better than going to Avery Island and tasting hot sauce.

First I can see all kinds of interesting plants and animals. I can even see all kinds of new fish like the Buffalo Fish. The bald cypress will be very beautiful. If I look hard enough. I might even see a thousand alligators..

Second I would enjoy riding on a boat. I like feeling the wind in my face. I like how fast the boat can go. I would measure the alligators on the side of the boat.

Third the Bayou Tour would be way better than going to Avery Island and tasting

Writing

Final Draft (continued)

hot sauce. You cannot see interesting animals like you can on the Bayou Tour. You can only walk in the hot sauce factory and not feel the wind in your face on the boat. The only thing you can do is taste Tabasco Sauce and I don't even like Tabasco Sauce.

Finally I would choose the Bayou Tour over Avery Island because I can see interesting animals and plants, I can ride on a boat, and it is way better than going to Avery Island and tasting very hot Tabasco sauce.

Sample 6: Style 3

This response shows reasonable control in the style dimension. Although the word choices are clear throughout, they lack the preciseness and specificity needed for a higher score. Sentences are generally varied in length and structure although many have similar beginnings. Overall, the language choices are general. The writer's voice is clear but not compelling and engaging.

Sample

7

Writing

Final Draft

Hey this is A . This is a story about taking a Bayou tour. A wonderful thing to do. If you go to Bayou tour you will have alot of fun. The tour guide will show you the fun stuff.

Plus, when you go there it mit be winnter or summer. If it is summer you need a life jacket.

But if it is winnter you need winnter close.

It would be complimentary if you can swim in the water. But you can't.

But the bad news is the tour is expensive.

40.00 dollars for adults. 20.00 dollars for

kids. The tour is two hour long. Clearly you can

tell this story is about the Bayou tour.

Sample 7: Style 2

This response demonstrates inconsistent control in the style dimension. A lack of sentence variety and the somewhat repetitive vocabulary make the response very generic. Some sentences are awkwardly written and affect the fluidity of the response. The lack of a distinctive voice adds to the weakness of the response.

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Sample
8

Writing

Final Draft

I think that the Avery Island is cool
because I did not think that you can see
an alligator living in a swamp.

I like it because it's
so cool.

So I like it because I
never saw an alligator sunning
like a log in the green swamp.
before.

Sample 8: Style 1

This response shows a lack of control in the style dimension. This response demonstrates a minimal attempt to address the prompt through its brevity and its simple, repetitive word choices and lack of variety in sentence structure. There is some evidence of the writer's personality—"Avery Island is cool"—but the response is too brief to provide an adequate example of style.

Conventions Samples

As in the past, the responses to the LEAP writing prompt will continue to be scored for conventions. 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

My Teacher should go Avery Island

My fabulous teacher, Mrs. R. should go to Avery Island, instead of going to a Bayou Tour. Avery Island is a very nice place to go if you are looking to go someplace for a day. Mrs. R. could bring her family to go on a delightful family picnic by tens of thousands of big oak trees. The good thing is, fun is only \$1.00 away. You see, unlike the Bayou Tour, Avery Island costs \$1.00 per family, not \$40.00 for only one adult.

Avery Island isn't just fun, but educational. Mrs. R. can learn about Edmund Mellhenny and how he discovered Avery Island. You can even watch how this popular hot sauce was made. And, since Avery Island keeps their alligators in steel fences, you don't have to worry about the millions of alligators under the boat that you are in.

At this amazing, exciting, adventurous place, my teacher can taste delicious spicy foods. One of the yummy free sampler that you can get at Avery Island are spicy dark chocolate candies. Another delicious food that you can eat here are spicy cakes. These are just some of the reasons that Mrs. R. should go to Avery Island.

Sample 9: Sentence Formation 1

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Sample

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Writing

Final Draft

Wow, wow, Clown. I want to help you guys in 1868 on the Gulf Coast of Louisiana tabasco sauce was made, so we took a field trip to Avery Island to learn how tabasco sauce was made.

First, They say tabasco sauce is hot sauce, but they are right too!! Tabasco sauce is hot sauce, and also a job like this one is a very, very, very, cool job to have!! You can also put it on your favorite kind of food that's coming up next.

Next, you could put it on your favorite kind of food, like, red beans and rice, rice and gravy, and gumbo and rice. It also goes good with other foods. Let me tell you a secret you can also buy it for your family, coming up next.

Then, you can buy it for your family and friends, are for you, are for your kids. Just buy it, it only costs \$1.25, and I bet your kids is going to love it.

Finally, I hope my kids like tabasco sauce. I love hot/tabasco sauce. I think I am going to buy hot/tabasco sauce for my family. I remember the time I had hot sauce when I was a kid.

Sample 10: Sentence Formation 0

Sample

11

Writing

Final Draft

I would go to the Bayou Tour

I would go to the Bayou Tour because it is full of millions of alligators and Avery Island doesn't have one single alligator. I've never seen an alligator before in my life this is why I want to go to the Bayou Tour. Alligators are dangerous and Avery Island is not dangerous at all. Avery Island has peppers and peppers is a home source.

The Bayou Tour would've been really awesome. Going to the Bayou Tour would've been cool since alligators are dangerous.

The guide will also point out turtles, nesting bald eagles and splashing buffalo fish. You could see beautiful swamps and pretty flowers. If you want to take pictures of an alligator bring a camera. A light jacket would be helpful in the winter. You could use a water bottle in the summer. Swamp tours cost about \$40.00 for adults and \$20.00 for children. Each boat can at least hold 120 people at the same time. The Bayou Tour would've been fun but my parents couldn't afford it there's only 5 people in the whole family which is \$60.00 dollars in all. It's not fair. I want to go there so much can you imagine what would happen there. That's when I wanted to go to the Bayou Tour.

Sample
12

Writing

Final Draft

Avery Island

One sizzle day, my teacher asks us which activity would we choose. I was thinking about it. Why would you choose this activity and what would you do and why.

First, I choose Avery Island to visit. I visit Avery Island and I saw an alligator looks like a leg. I saw a brown pelican. Then I saw a swamp.

Next, I look at the swamp and I felt the water and the water cold. I saw colorful flowers. Avery Island is located near Gulf Coast of Louisiana. You can see deer in grassland.

Last, I interesting plants can grow in water. Birds built their nest in tall trees. I saw alligator in a swamp.


Sample

13

Writing

Final Draft

Why you should go to
the Bayou tour and not
Aurey Island

Hey! Do you want to hear why I would want to go to the Bayou tour and not Aurey Island? Well to back your will! Well Aurey Island does not really seem fun at all, and the Bayou tour seems extraordinary! Bayous are more natural than factories! I mean really! Tabasco sauce does not really seem like Louisiana's culture, and bayous do. You get to see awesome animals like turtles, bald eagles, water snakes, buffalo fish, and of course pandas! Ha ha ha just kidding alligators is what I meant! One comment was "This tour was so exiting. I really wanted to see an alligator up close. During the tour, an alligator came right up to the boat! It was awesome!" Did you know that there are more than one million 

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Writing

Final Draft (continued)

alligators in Louisiana, interesting fact huh?
Also each boat can hold up to 120 people.
is that alot or what? Each tour costs \$40.00
dollars per adult and \$20.00 dollars per kid.
That is why I would want to go to the
Bayou Tour and not Avery Island!

Sample 13: Mechanics 1

Sample

14

Writing

Final Draft

your Teacher ^{topics} activity visiting
 every island or Bayou Tour? I
 choose every island because they
 have all kind of hot sauce
 that you can use too eat
 your food and you can eat ice
 cream because last year they had
 some ice cream and they put
 hot sauce in it and it was
 so good because I never ate
 ice cream with hot sauce in it
 and after that we all went
 inside of the building we all
 saw hot sauce everywhere it was
 a big building and we saw how
 too make hot sauce it was
 a million hot sauce in there.
 after that we we go play
 outside and me and my friends
 was talkin about all that hot
 sauce what them people made
 and they all gave us some
 hot sauce so we can take it home
 with us

PAGE 10

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Writing

Final Draft (continued)

Then we had to go back
to school. I didn't want
to go back to school because
it was fun when we had to
learn how to make hot sauce
and ice cream with hot
sauce in it and when we
was to school we had to
write that in our journal and
this year I wish I could
go to every island.

Sample 14: Mechanics 0

Sample

15

Writing

Final Draft

"I think going to the Avery Island Visit would be fun!" I told to my teacher. You can see many different things there, like visiting the factory and see how they make Tabasco sauce or even see the green swamps to look at the alligators! If you go to the Bayou Tours you can see animals in a boat, but in Avery Island you can see how they make Tabasco sauce. You can also walk through the Jungle Gardens and see many beautiful and pretty flowers!

Another thing about Avery Island is that there is a \$1.00 fee to visit the island, so that means it is cheaper than going to the Bayou Tours. You will have to pay \$40.00 per adult and \$20.00 per child in the Bayou Tours. I think that's too much! In Avery Island there are also free samples of recipes and Tabasco sauce. You don't have to pay because it's free!

You can also look in the grasslands for deer and of course, you will not want to miss visiting the garden's Bird City, where thousands of egrets nest year-round. Suddenly, my teacher asked me, "What time does it open?" Then, I replied, "Tours run every

Writing

Final Draft (continued)

day, except on major holidays, from 9:00 AM to 4:00 PM, but the Jungle Gardens and the Bird City are open daily from 9:00 AM to 5:00 PM. "In the Bayou Tours, you can hear the guide. Tell you information and tall tales, but in Avery Island you can do more!" I also said to my teacher, "Bring money because there could be souvenirs that you can keep as a memory and a camera to keep memory when you went there." Going to the Avery Island Visit would be fun!!

Sample 15: Spelling 1

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Sample

16

Writing

Final Draft

I would choose to take a bayou tour
tour. With one would you choose a
bayou-tour or a trip to Avery island
visit?

It is fun because you can see a
alligator it is like you are on swamp
people. Another reason is the stories are
funny like when I ran in to a wall,
you can learn about a lot of things
it is like you are in school what
is so fun on your tour?

The reason I pick the bayou
tours is I don't like tabasco sauce.
Another one is the it like the bayou
it is so fun. They also have a
lot of cute animals. What trip did
you pick and why?

They have so many animals I will
name 3. one of them is a hard.
Another one is the bald eagle.
My favorite one is the turtle I like
the way it swims.

Would you go on a bayou tour
I would like to now!

Sample 16: Spelling 0

ADDITIONAL MATERIALS

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

LEAP

GRADES 4 & 8

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 clear beginning, middle, and ending.

Style:

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

Sentence Formation:

- Write in complete sentences and use a variety of sentence patterns.

Usage:

- Write using appropriate subject-verb agreement, verb tenses, word meanings, and word endings.

Mechanics:

- Write using correct punctuation.
- Write using correct capitalization.
- Write using appropriate formatting (e.g., indentations, margins).

Spelling:

- Write using correct spelling.



Remember to print or write neatly.

DIRECTIONS FOR WRITING

Follow the steps below to help you write a successful 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 rough draft 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 test booklet.
- Write your final draft in either print or cursive using a No. 2 pencil.

Step 3: Proofreading

- Read your final draft.
- Make any needed corrections.
- Erase or strike through words if necessary.



Points to Remember:

- Only the writing on the Final Draft pages in your test booklet will be scored.
- Your composition will be scored on (1) development and support of ideas including how you use the information in the passage(s), (2) expression of ideas, (3) correct sentence formation, (4) usage, (5) mechanics, and (6) spelling.

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.).