


Georgia Milestones

Assessment System

An illustration featuring a black graduation cap and a rolled-up diploma tied with a red ribbon. These are positioned over a light gray silhouette of the state of Georgia. A white, winding path leads from the bottom right towards the graduation cap and diploma.

Grade 4

**English Language Arts
Item and Scoring Sampler:**

**Reading and Evidence-Based Writing
Item Set**

2020

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READING AND EVIDENCE-BASED WRITING ITEM OVERVIEW

The Georgia Milestones Grade 4 English Language Arts (ELA) End of Grade (EOG) assessment is a criterion-referenced test designed to provide information about how well a student has mastered the grade-level state-adopted content standards in ELA. These assessments consist of a variety of selected-response, technology-enhanced, constructed-response, extended constructed-response, and extended writing-response items.

The Reading and Evidence-Based Writing (REBW) portion of the assessment is administered as the first test section. When responding to the REBW portion of the assessment, students read a passage set consisting of two informational passages and then respond to five test items about the passages. The five test items comprise three selected-response items, one two-point constructed-response item, and one seven-point extended writing-response item. The extended writing-response item requires students to write an opinion essay or an informative/explanatory essay based on the passage set. Technology-enhanced items and extended constructed-response items do NOT appear as part of the REBW portion of the assessment.

Both the REBW two-point constructed-response item and the REBW seven-point extended writing-prompt item are passage-based item types, which are paired so as to draw upon the same text or texts. Considered “on-demand writing in response to text,” students write their responses in a somewhat limited amount of time, without the benefit of revision and rewrites. For this reason, the scoring process takes into account that the student responses are viewed as first drafts and are not expected to be final, polished papers.

The main focus of an REBW two-point constructed-response item is reading comprehension. Responses are scored on the basis of the quality of the student’s answer to a question and the strength of support drawn from the text(s). Students are not penalized for grammatical errors. The scoring process rewards students for what they do well according to the item-specific scoring rubric.

REBW extended writing prompts assess two modes of student writing. Informational prompts ask students to respond to a question in a well-developed informative/explanatory essay that examines a topic in depth and presents relevant information based on text as a stimulus. Opinion prompts ask students to respond to a question in a well-developed opinion piece that effectively examines a topic and supports a point of view, with reasons, clearly based on text as a stimulus. The scoring process rewards students for what they do well according to the mode-specific two-trait scoring rubric. The two assessed traits are ideas (scored on a 1- to 4-point scale) and conventions (scored on a 1- to 3-point scale), each with a separate rubric. Within the ideas trait, students are not penalized for errors unless they permeate the response and severely interfere with understanding. Within the conventions trait, the severity and frequency of grammatical errors contribute to the student’s score.

This *Grade 4 ELA Reading and Evidence-Based Writing Item and Scoring Sampler* contains a sample REBW set along with an overview of the item specifications found within the set. Each item included in this sampler has been through a rigorous review process with Georgia educators to ensure alignment with the content standards.

PURPOSE OF THE SAMPLER

The purpose of this sampler is to provide a released REBW item set that appeared as operational items in the Georgia Milestones ELA assessment. The extended constructed-response and extended writing-response items each include at least three sample student responses for each score point as well as an annotation explaining why each response received that particular score.

Additional samples of REBW item sets, including those that are in response to different types of passages, are available in the Assessment Guide and Study Guide.

The items in this sampler may be used for classroom instruction purposes. The samples may be copied, and classroom teachers may find it beneficial to have students respond to one or more of the samples. Teachers can then use the information in this sampler as a guide to score responses written by their own students.

REBW ITEM TYPES

A **selected-response** item, sometimes called a multiple-choice item, is defined as a question, problem, or statement that appears on a test followed by several answer choices, sometimes called options or response choices. The incorrect choices, called distractors, usually reflect common errors. The student's task is to choose, from the alternatives provided, the best answer to the question posed in the stem (the question). The ELA selected-response items will have four answer choices.

A **constructed-response** item asks a question and solicits the student to provide a response constructed on his or her own, as opposed to selecting a response from options provided. On the ELA EOG assessment, these items are worth two points, and partial credit may be awarded if part of the response is correct. A seven-point **extended writing-response** item, also called an extended writing task, requires the student to write an opinion essay or an informative/explanatory essay. The student is required to draw from reading experiences when writing the response and to cite evidence from two passages to support claims or examine a topic. The extended writing task is worth up to seven points that contribute to the Writing and Language domain.

In Section 1 of the Georgia Milestones ELA EOG assessment, the first four REBW items help focus the student on the main idea(s) and key details in the passages prior to writing the essay. The first two selected-response items address each of the passages separately. The third selected-response item and the constructed-response item address both of the passages together. All four of these items contribute to a student's score in the Reading and Vocabulary domain. These four items are then followed by the extended writing task, which requires the student to draw from the reading experiences when writing the essay. The extended writing-response item contributes to a student's score in the Writing and Language domain.

DEPTH OF KNOWLEDGE

In addition to being aligned to the standards, the sample items included in this sampler were developed with a particular emphasis on cognitive complexity, or Depth of Knowledge (DOK). The DOK level is provided for each item in this sampler in the item information tables. DOK measures the level of cognitive demand required to complete an assessment item. The following descriptions show the expectations of the DOK levels in greater detail.

Level 1 (Recall of Information) generally requires students to identify, list, or define, often asking them to recall who, what, when, and where. Consequently, this level usually asks students to recall facts, terms, concepts, and trends and may ask them to identify specific information contained in documents, excerpts, quotations, maps, charts, tables, graphs, or illustrations. Items that require students to “describe” and/or “explain” could be classified at Level 1 or Level 2, depending on what is to be described and/or explained. A Level 1 “describe” and/or “explain” would require students to recall, recite, or reproduce information.

Level 2 (Basic Reasoning) includes the engagement of some mental processing beyond recalling or reproducing a response. A Level 2 “describe” and/or “explain” would require students to go beyond a description or explanation of recalled information to describe and/or explain a result or “how” or “why.”

Level 3 (Complex Reasoning) requires reasoning, using evidence, and thinking on a higher and more abstract level than Level 1 and Level 2. Students will go beyond explaining or describing “how and why” to justifying the “how and why” through application and evidence. Level 3 questions often involve making connections across time and place to explain a concept or “big idea.”


Level 4 (Extended Reasoning) requires the complex reasoning of Level 3 with the addition of planning, investigating, applying significant conceptual understanding, and/or developing that will most likely require an extended period of time. Students should be required to connect and relate ideas and concepts within the content area or among content areas in order to be at this highest level. The distinguishing factor for Level 4 would be evidence (through a task, a product, or an extended response) that the cognitive demands have been met.

FORMAT

Sample selected-response and constructed-response items are provided in this sampler, along with any related stimulus information, such as a passage or graphic. Following each constructed-response item is the scoring guide for that item.

The scoring guide includes the item information table, the scoring rubric, and annotated sample student responses at each score point. An item information table is also provided for selected-response items. The content standard for each sample item is provided in this sampler in the item information tables.

The Georgia Milestones assessments have been administered in both paper-and-pencil and online formats.

As a result, this sampler includes samples of students’ responses in both formats. This symbol  is used to note the format of a sample online item. It also indicates a sample online response.

Example Selected-Response Item Information Table

Item	Standard	DOK	Key
1			
2			
3			

Example Constructed-Response or Extended Writing-Response Item Information Table

Standard:	Item Depth of Knowledge:
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All sample items contained in this sampler are the property of the Georgia Department of Education.

REBW DIRECTIONS

Section 1 of this test assesses your skill to comprehend reading passages and use information from the passages to write an informational/explanatory essay.

Before you begin writing your informational/explanatory essay, you will read two passages and answer three multiple-choice questions and one short constructed-response question about what you have read.

As you read the passages, think about details you may use in an informational/explanatory essay about movies.

These are the titles of the passages you will read:

1. The Age of Silent Film
2. The Foley Artist

The Age of Silent Film

Movies were not always the way we know them to be today. Today's movies have voices, songs, and sound effects. But the first movies were made with no sound at all. These types of movies were called silent films. The age of the silent film lasted from 1885 to the early 1930s.

During these years, no one had yet made a way to record sound on movie sets. Movies were instead filmed without sound. Then the movie studios would send the finished films out to theaters for people to see. There, a piano player or even a full, live band played music during the film. Live music helped set the mood for people watching the movie.

But what did actors do on film when no one could hear them speak? To begin with, there were many action scenes, like swordfights. These scenes did not need words for the crowd to follow the story. Also, actors learned to tell the story with their body. They would not speak, but used their faces and body movements instead. Beginning in 1903, title cards were introduced into the films. Title cards were frames of film with words to convey dialogue or important information for the story line of the movie.

These actions may look silly to us now. However, these films moved people to laugh and cry for almost 50 years.

The Foley Artist

By the early 1930s, most movie studios had switched from silent films to “talkies.” This was the term used for movies that had sound. The change opened up many new jobs in moviemaking. New actors were hired. Musicals began hiring singers and dancers. New sound crews were brought in to handle microphones. Also, sound effects were now needed.

For example, think of a movie scene where someone walks into an old house. What do you hear? You might hear the door opening, the floor creaking, and footsteps. However, these sounds were not recorded when the movie was being filmed. They were created later on a sound stage, or a place where only sounds are recorded. The person who makes the sounds is called a foley artist.

Foley artists watch a movie scene and figure out what noise would sound best on film. For instance, a foley artist might record the noise of hitting two coconuts together to sound like horse hooves. For punching sounds, the foley artist might hit a bag of sand. A pair of gloves can make the sound of birds flapping their wings. Next time you watch a movie, listen to all the sounds you have never noticed before.

ITEM 1: SELECTED-RESPONSE

1. Which sentence from “The Age of Silent Film” BEST explains why musicians performed in the movie theaters?
- A. Movies were not always the way we know them to be today.
 - B. During these years, no one had yet made a way to record sound on movie sets.
 - C. Then the movie studios would send the finished films out to theaters for people to see.
 - D. Live music helped set the mood for people watching the movie.

ITEM 2: SELECTED-RESPONSE

2. Which sentence from “The Foley Artist” BEST explains when sound is added to a movie?
- A. For example, think of a movie scene where someone walks into an old house.
 - B. You might hear the door opening, the floor creaking, and footsteps.
 - C. However, these sounds were not recorded when the movie was being filmed.
 - D. They were created later on a sound stage, or a place where only sounds are recorded.

ITEM 3: SELECTED-RESPONSE

3. Which main idea is BEST supported by BOTH passages?
- A. Sound plays an important role in the movies.
 - B. Sound is necessary for people to enjoy movies.
 - C. Adding sound to movies was a very difficult process.
 - D. Adding sound to movies took many years to accomplish.

Scoring Guide

Items 1–3 Information

Item	Standard	DOK	Key
1	ELAGSE4RI3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	2	D
2	ELAGSE4RI1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	2	D
3	ELAGSE4RI2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	3	A

ITEM 4: CONSTRUCTED-RESPONSE

ELAGSE4RI9



4. Describe the role of sound in silent movies and in movies made after sound could be added.

Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

Scoring Guide

Item 4 Information

<p>Standard: ELAGSE4RI9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>Item Depth of Knowledge: 3 Strategic Thinking Student uses reasoning and develops a plan or sequence of steps; process has some complexity.</p>
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ITEM-SPECIFIC SCORING RUBRIC

Score	Description
2	<p><i>The response gives sufficient evidence of the ability to integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</i></p> <ul style="list-style-type: none"> • Provides an adequate description of the role of sound in silent movies and in movies made after sound could be added. • Includes relevant examples/details from both passages for support. <p><u>Exemplar Response:</u> <i>Provides an accurate, text-based description of the role of sound in silent movies and in movies made after sound could be added (e.g., Although sound was important to both silent movies and talkies, it played a very different role in the two kinds of movies. In silent movies, sound was “live” and consisted of music that helped set the mood. In talkies, sound effects helped convey to the audience what was happening on the screen.) and provides relevant examples/details from BOTH passages for support (e.g., The first passage says that when people went to the theater to see silent movies, there was a piano player or a live band to set the mood for the people watching the movie. The second passage describes talkies. Foley artists added noises to the films to create the best sound effects, such as hitting two coconuts together for hoof beats.).</i></p>
1	<p><i>The response gives limited evidence of the ability to compare the most important points and key details presented in two texts on the same topic.</i></p> <ul style="list-style-type: none"> • Provides a weak description of the role of sound in silent movies and in movies made after sound could be added. • Includes vague/limited examples/details from the passage(s) for support. <p>OR</p> <ul style="list-style-type: none"> • Provides a credible description based on the passage(s) of the role of sound in silent movies and/or in movies made after sound could be added, without including any relevant examples/details from either passage for support. <p>OR</p> <ul style="list-style-type: none"> • Includes relevant examples/details from the passage(s) that imply a description of the role of sound in silent movies and/or in movies made after sound could be added, without explicitly describing either role.
0	<p><i>The response gives no evidence of the ability to compare the most important points and key details presented in two texts on the same topic.</i></p> <ul style="list-style-type: none"> • Provides no description of the role of sound in silent movies or in movies made after sound could be added. • Includes no relevant examples/details from the passages that imply a description of the role of sound in silent movies or in movies made after sound could be added.

STUDENT RESPONSES

ELAGSE4RI9

Response Score: 2 points



4. Describe the role of sound in silent movies and in movies made after sound could be added.

Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

In the early 1900s there were no sound in films. Occasionally there would be a band playing or a piano player to set the mood for the people. Yet these movies didn't have sound and people still laughed and cried during the film.

When people first learned how to put sound into a film they made the film and then made the sound for that film in a different room. The sounds for example could be coconuts beating for a horse trotting. Sound played an important role in the movies because it showed feelings and emotions.

- The response provides an adequate description of the role of sound in silent movies (“these movies didn’t have sound and people still laughed and cried during the film”) and in movies made after sounds could be added (“it showed feelings and emotions”).
- The response includes relevant examples from both “The Age of Silent Film” (“there were no sound in films. Occasionally there would be a band playing or a piano player to set the mood”) and “The Foley Artist” (“made the sound for that film in a different room. The sounds for example could be coconuts beating for a horse trotting”) for support.

ELAGSE4RI9

Response Score: 2 points



4. Describe the role of sound in silent movies and in movies made after sound could be added.

Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

In “The Age of Silent Film” they didn’t have sound. But people still enjoyed it. They would use pianos players or even a full live band to play music in theaters. Live music helped set the mood for people. In “The Foley Artist” by the 1930s, most movie studios had switched from silent film to “talkies”. Sound effects could now set the mood. The people who makes the sound is called a foley artist. They would make the sounds for the movie to go along with the action. They might use a pair of globes to make it sound like a bird is flapping its wings.

- The response provides an adequate description of the role of sound in silent movies (“they didn’t have sound. But people still enjoyed it,”“Live music helped set the mood for people”) and in movies made after sounds could be added (“Sound effects could now set the mood”).
- The response includes relevant examples from both “The Age of Silent Film” (“They would use pianos players or even a full live band to play music in theaters”) and “The Foley Artist” (“They would make the sounds for the movie to go along with the action. They might use a pair of globes to make it sound like a bird is flapping its wings”) for support.

ELAGSE4RI9

Response Score: 2 points



4. Describe the role of sound in silent movies and in movies made after sound could be added.

Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

The Age of Silent Film did not have sounds and there was live bands that played music during the film. Music helped set the mood of people that is watching the movie. The Foley Artist had to figure out the noise that would sound best for the film. They would record those sounds away from the set and use them for the movie.

- The response provides an adequate description of the role of sound in silent movies (“Music helped set the mood of people that is watching the movie”) and in movies made after sounds could be added (“The Foley Artist had to figure out the noise that would sound best for the film”). Adding noises that best suit the film is an adequate description of the role of sound in movies after sound could be added.
- The response includes relevant examples from both “The Age of Silent Film” (“there was live bands that played music during the film”) and “The Foley Artist” (“They would record those sounds away from the set and use them for the movie”) for support.

ELAGSE4RI9

Response Score: 1 point



4. Describe the role of sound in silent movies and in movies made after sound could be added.

Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

From my reading, I know that movies back in the 1800s and 1900s had no sound and you only had music played in the theater to help the audience. These days we have singers and sound. The movies back then were called silent films because there was no sound. These lasted from 1885 to the 1930s. Eventually, Foley artists started making different sounds to put in movies and the silent films went away.

- The response provides a weak description of the role of sound in silent movies (“you only had music played in the theater to help the audience”) and in movies after sound could be added (“These days we have singers and sound”). The response does not elaborate on how the music helps to set the mood for the audience.
- Vague/loosely related details are provided from “The Age of Silent Film” (“These lasted from 1885 to the 1930s”) and “The Foley Artist” (“started making different sounds to put in movies”) for support.

ELAGSE4RI9

Response Score: 1 point



4. Describe the role of sound in silent movies and in movies made after sound could be added.

Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

Back in the day movies had no sound actors had to tell the story differently. Then, sound could be added after the movie was created. A person called a Foley artist would work off stage recording sounds to help tell the audience what was going on.

- The response provides a weak description of the role of sound in silent movies (“actors had to tell the story differently”) and in movies after sound could be added (“help tell the audience what was going on”).
- The response includes limited details from “The Foley Artist” only for support (“A person called a Foley artist would work off stage recording sounds”).

ELAGSE4RI9

Response Score: 1 point



4. Describe the role of sound in silent movies and in movies made after sound could be added.

Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

The role of sound in both silent movies and movies made with sound are very important. Sound made for the movie will set the mood in a movie that was made after sound could be added to movies. In movies without sound someone has to make music or noise in the theater to set the mood.

- The response provides a credible description based on the passages of the role of sound in silent movies and movies made after sound could be added (“Sound made for the movie will set the mood;” “In movies without sound someone has to make music or noise in the theater to set the mood”).
- While general ideas from the passages are referenced, there are no relevant examples or details used from either passage for support.

ELAGSE4RI9

Response Score: 1 point



4. Describe the role of sound in silent movies and in movies made after sound could be added.

Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

In the silent films, there would be bands that played in the theater to provide sound for the audience. In movies made after sound could be added they couldn't make all the noise on set so they had Foley artists record door creeks, coconuts for horses trotting and other cool things like that.

- The response includes relevant details and examples from both passages that imply a description of the role of sound in silent movies (“there would be bands that played in the theater to provide sound for the audience”) and in movies made after sound could be added (“Foley artists record door creeks, coconuts for horses trotting and other cool things like that”).
- The response does not explicitly describe the role of sound in silent movies or in movies made after sound could be added.

ELAGSE4RI9

Response Score: 0 points



4. Describe the role of sound in silent movies and in movies made after sound could be added.

Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

Movies! Movies! Movies! From 1885 to 1930 there was no sound in movies. You probably want to know why and how. But people back then loved it! Actors just had to do more acting and use title cards! They'd film more big action scenes for movie goers to watch. How awesome is that?

- The response provides no description of the role of sound in silent movies or movies made after sound could be added. The response attempts to address the role of visuals, not the role of sound.
- The examples from the passages are not relevant to the role of sound in silent movies or in movies made after sound could be added (“From 1885 to 1930 there was no sound in movies;” “Actors just had to do more acting and use title cards;” “They’d film more big action scenes for movie goers to watch”).

ELAGSE4RI9

Response Score: 0 points



4. Describe the role of sound in silent movies and in movies made after sound could be added. Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

The role of sound in silent movies is that you can hear a thing because there is no sound. The role of sound in movies after could be added is that they are louder and people can hear what is going on.

- The response does not provide an acceptable description of the role of sound in silent movies or the role of sound in movies made after sound could be added.
- The response includes no relevant examples/details from the passages.

ELAGSE4RI9

Response Score: 0 points



4. Describe the role of sound in silent movies and in movies made after sound could be added. Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

You couldn't hear them talk at all, but in 1903 sound effects came out and you could hear them talk.

- The response provides no description of the role of sound in silent movies or movies made after sound could be added.
- The response does not include relevant details from the passages. The information presented is factually incorrect.

ITEM 5: EXTENDED WRITING-RESPONSE

WRITING TASK

Movies from the late 1800s and early 1900s are very different from the movies that can be seen and heard today. Movies made long ago did not have sound.

Think about the ideas in the two passages. Then write an **informational/explanatory essay** explaining how introducing sound changed the experience of watching movies.

Be sure to use information from BOTH passages as you write an **informational/explanatory essay**.

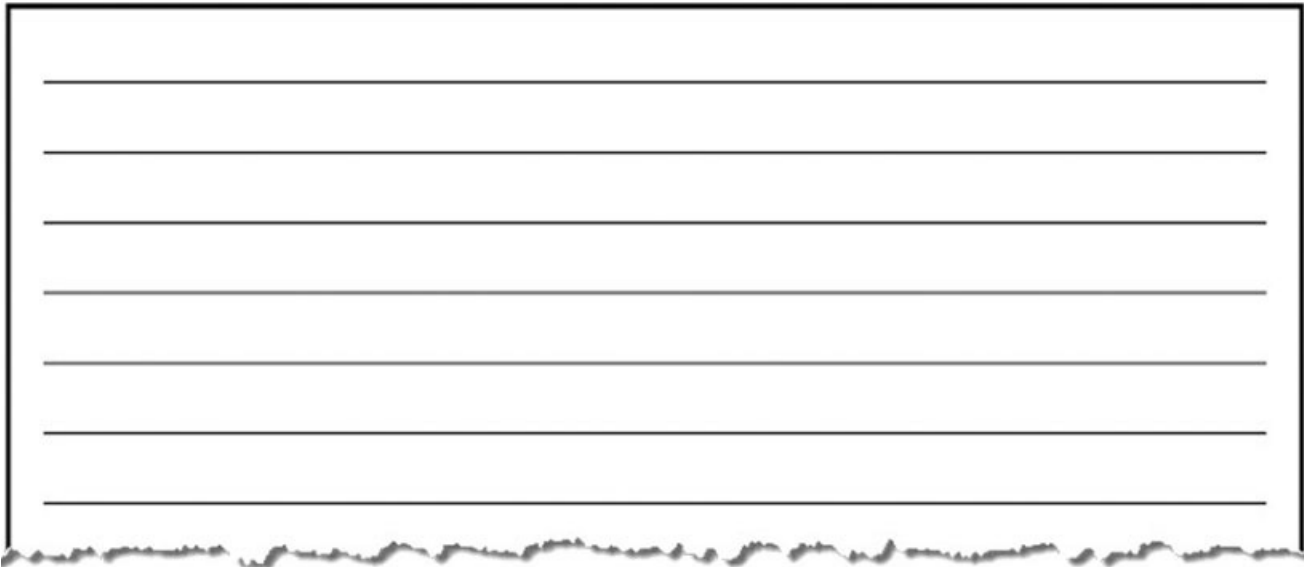
Writer's Checklist

Be sure to:

- Introduce the topic clearly, provide a focus, and organize information in a way that makes sense.
- Use information from the two passages so that your essay includes important details.
- Develop the topic with facts, definitions, details, quotations, or other information and examples related to the topic.
- Identify the passages by title or number when using details or facts directly from the passages.
- Develop your ideas clearly and use your own words, except when quoting directly from the passages.
- Use linking words to connect ideas.
- Use clear language and vocabulary.
- Provide a conclusion that supports the information presented.
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

Now write your informational/explanatory essay on your answer document. Refer to the Writer's Checklist as you write and proofread your essay.

5. Writing Task (Write your essay here.)



Scoring Guide

Item 5 Information

<p>Standards: ELAGSE4W2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. ELAGSE4L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ELAGSE4L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Item Depth of Knowledge: 4 Extended Thinking Student conducts an investigation, needs time to think and process multiple conditions of the problem or task.</p>
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SEVEN-POINT, TWO-TRAIT RUBRIC

Trait 1 for Informational/Explanatory Genre

Writing Trait	Points	Criteria
<p>Idea Development, Organization, and Coherence <i>This trait examines the writer’s ability to effectively establish a controlling idea, support the idea with evidence from the text(s) read, and elaborate on the idea with examples, illustrations, facts, and other details. The writer must integrate the information from the text(s) into his/her own words and arrange the ideas and supporting evidence (from the text[s] read) in order to create cohesion for an informative/explanatory essay.</i></p>	4	<p><i>The student’s response is a well-developed informative/explanatory text that examines a topic in depth and conveys ideas and information clearly based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Effectively introduces a topic • Effectively develops the topic with multiple facts, definitions, concrete details, quotations, or other information and examples related to the topic • Groups related ideas together to give some organization to the writing • Effectively uses linking words and phrases to connect ideas within categories of information • Uses precise language and domain-specific vocabulary to explain the topic • Provides a strong concluding statement or section related to the information or explanation presented
	3	<p><i>The student’s response is a complete informative/explanatory text that examines a topic and presents information based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Introduces a topic • Develops the topic with some facts, definitions, and details • Groups some related ideas together to give partial organization to the writing • Uses some linking words to connect ideas within categories of information, but relationships may not always be clear • Uses some precise language and domain-specific vocabulary to explain the topic • Provides a concluding statement or section
	2	<p><i>The student’s response is an incomplete or oversimplified informative/explanatory text that cursorily examines a topic based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Attempts to introduce a topic • Attempts to develop a topic with too few details, but not all of these are supported or relevant to the topic • Ineffectively groups some related ideas together • Uses few linking words to connect ideas, but not all ideas are well connected to the topic • Uses limited language and vocabulary that does not clearly explain the topic • Provides a weak concluding statement or section
	1	<p><i>The student’s response is a weak attempt to write an informative/explanatory text that examines a topic based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • May not introduce a topic or topic is unclear • May not develop a topic • May be too brief to group any related ideas together • May not use any linking words to connect ideas • Uses vague, ambiguous, or repetitive language • Provides a minimal or no concluding statement or section
	0	<p><i>The student will receive a condition code for various reasons:</i></p> <ul style="list-style-type: none"> • Blank • Copied • Too Limited to Score/Illegible/Incomprehensible • Non-English/Foreign Language • Off Topic/Off Task/Offensive

SEVEN-POINT, TWO-TRAIT RUBRIC

Trait 2 for Informational/Explanatory Genre

Writing Trait	Points	Criteria
<p>Language Usage and Conventions <i>This trait examines the writer’s ability to demonstrate control of sentence formation, usage, and mechanics as embodied in the grade-level expectations of the language standards.</i></p>	3	<p><i>The student’s response demonstrates full command of language usage and conventions.</i></p> <ul style="list-style-type: none"> • Has clear and complete sentence structure, with appropriate range and variety • Shows knowledge of language and its conventions when writing • Any errors in usage and conventions do not interfere with meaning*
	2	<p><i>The student’s response demonstrates partial command of language usage and conventions.</i></p> <ul style="list-style-type: none"> • Has complete sentences, with some variety • Shows some knowledge of language and its conventions when writing • Has minor errors in usage and conventions with no significant effect on meaning*
	1	<p><i>The student’s response demonstrates weak command of language usage and conventions.</i></p> <ul style="list-style-type: none"> • Has fragments, run-ons, and/or other sentence structure errors • Shows little knowledge of language and its conventions when writing • Has frequent errors in usage and conventions that interfere with meaning*
	0	<p><i>The student will receive a condition code for various reasons:</i></p> <ul style="list-style-type: none"> • Blank • Copied • Too Limited to Score/Illegible/Incomprehensible • Non-English/Foreign Language • Off Topic/Off Task/Offensive

*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling. Also refer to the “Language Progressive Skills, by Grade” chart for those standards that need continued attention beyond the grade in which they were introduced.

STUDENT RESPONSES

ELAGSE4W2, ELAGSE4L1, ELAGSE4L2

Response Scores:

Idea Development, Organization, and Coherence: 4

Language Usage and Conventions: 3

5. Movies from the late 1800s and early 1900s are very different from the movies that can be seen and heard today. Movies made long ago did not have sound.

Think about the ideas in the two passages. Then write an **informational/explanatory essay** explaining how introducing sound changed the experience of watching movies.

Be sure to use information from BOTH passages as you write an **informational/explanatory essay**. Write your answer on the lines on your answer document.

Have you ever wondered how sound in movies changed the lives of many people? If you did, come along with me and I'll tell you the answer.

First of all, silent films had absolutely no sound at all. So instead, to set the mood there was sometimes music playing in the background. According to the text, there were many action scenes like swordfights, so the audience didn't really need sound anyways. The actors in the story also learned to tell the story with face expressions and body movement.

As technology got more and more advanced, movies also got better. Starting in 1903, title cards were invented. From the reading, I know that they're frames of film with words to hold dialogue or important information needed to understand the story line of the movie. These kinds of films were entertaining to us for almost 50 years.

The author wrote that by the early 1930s, most movie studios had switched from silent films to "talkies". As you might guess, this was a term that was used for movies with sound. This change was very exciting for some people. New jobs opened up in moviemaking. Of course, new actors got hired. Musicals hired more singers and dancers. New sound crews were also brought in to fix the microphones. Sound effects also got into use.

Who would watch a horror movie with no sound? Maybe some people, but not a lot. They're not fun until you hear screams, boos, thunder, and footsteps, right? But these sounds were not recorded while the movie was being filmed. They were recorded on a sound stage later, or a place where sounds are only recorded. The person who makes these sounds is called a foley artist. They make sounds out of everyday things, such as a coconut or gloves.

"Talkies" changed the lives of millions of people. New jobs, entertainment, and true fun was introduced. It took a long time to accomplish, but it was more than people expected. It was something incredible that happened in the 1930s.

DOC: 4

- An effective introduction attempts to grab the reader’s interest and introduce the topic (“Have you ever wondered how sound in movies changed the lives of many people?”).
- The student groups related ideas together to give some organization to the writing (intro, a paragraph about the visuals actors used to make up for the lack of sound from the actors’ perspectives, a paragraph about title cards replacing dialogue, a paragraph about the general changes “talkies” brought, a paragraph about sound effects and how they are made, conclusion). The topic of each paragraph changes and evolves logically to show the evolution of the movie-going experience.
- The student more than effectively develops the response with multiple facts, concrete details, and examples (“No sound,” “music playing in the background,” “learned to tell the story with face expressions and body movement,” “title cards,” “frames of film with words,” “were recorded on a sound stage later,” “The person who makes these sounds is called a foley artist”).
- The response effectively uses linking words and phrases to connect ideas and information (“First of all,” “As technology got more and more advanced”).
- The student uses precise language and domain-specific vocabulary (“absolutely no sound at all,” “make sounds out of everyday things”).
- The student provides a strong concluding statement.

LUC: 3

- The response has clear and complete sentence structures. Appropriate range and variety is demonstrated. The student uses simple, compound, and complex sentences.
- No errors in usage or conventions interfere with meaning.

ELAGSE4W2, ELAGSE4L1, ELAGSE4L2

Response Scores:



Idea Development, Organization, and Coherence: 4

Language Usage and Conventions: 2

5. Movies from the late 1800s and early 1900s are very different from the movies that can be seen and heard today. Movies made long ago did not have sound.

Think about the ideas in the two passages. Then write an **informational/explanatory essay** explaining how introducing sound changed the experience of watching movies.

Be sure to use information from BOTH passages as you write an **informational/explanatory essay**. **Type your answer in the space provided.**

Imagine you are at the movies in the early 1900's. What do you hear? The movie? A band? Now, think that you were at the movies during the 1930's. Now, what would you hear?

Towards the end of the 1800's and at the beginning of the 1900's movies had no sound. But bands and piano players would help capture the full effect of a silent film. Since they couldn't capture sound the bands played live at the theatre.

During the 1930's sound was beginning to catch on to movie's alot. You still couldn't capture it with a camera. The sound would have to be added to the film later. So a Folley artist would mimic the sounds.

Like for horses hooves claping against a cobble stone path way. A folley artist would use a coconut cut in half and hit them against the ground.

The change from silent films was big. Most movie makers quickly hired folley artist and got sound equipment. Silent films were left in the dust. But both were still great. From the dramatic bands in silent films to the realistic folley artists, they both make good sounds.

From Sound to no sound. Horror or commedy. Movies make people laugh, cry, and smile. Overall, movie will be seen from generations to generations to come.

DOC: 4

- An effective introduction engages the reader and introduces the topic (“Imagine you are at the movies in the early 1900’s”).
- The student groups related ideas together to give some organization to the writing (intro, how live music was used for silent films, invention of the “talkie” and the new art of sound effects, the overall change to the movie industry during the transition, conclusion).
- The student effectively develops the topic with multiple facts and concrete details (“bands played live at the theatre,” “You still couldn’t capture it with a camera,” “horses hooves claping against a cobble stone path way,” “coconut”).
- The student uses precise language and domain-specific vocabulary to explain the topic (“mimic,” “dramatic”).
- The student provides a strong concluding section (“From Sound to no sound. Horror or commedy. Movies make people laugh, cry, and smile. Overall, movie will be seen from generations to generations to come”).

LUC: 2

- The response has complete sentences with some variety. However, there are some fragments present (“Like for horses hooves claping against a cobble stone path way,” “From Sound to no sound,” “Horror or commedy”).
- The student shows some knowledge of language and its conventions when writing. The response has minor errors in usage and conventions with no significant effect on meaning (“Like for horses hooves claping,” “they both make good sounds,” “movie makers quickly hired folley artist,” “commedy,” “movie will be seen from generations to generations to come”).

ELAGSE4W2, ELAGSE4L1, ELAGSE4L2

Response Scores:

Idea Development, Organization, and Coherence: 4

Language Usage and Conventions: 2

- Movies from the late 1800s and early 1900s are very different from the movies that can be seen and heard today. Movies made long ago did not have sound.

Think about the ideas in the two passages. Then write an **informational/explanatory essay** explaining how introducing sound changed the experience of watching movies.

Be sure to use information from BOTH passages as you write an **informational/explanatory essay**. Write your answer on the lines on your answer document.

Have you ever seen a movie without sound? Have you ever wondered how sound is added to movies? If you have keep reading as I explain it to you.

In the late 1800's through the early 1900's movies were silent. It was not until the 1930's that sound started being added. Movies like these would often have pianist or live bands play in the theater to set the mood. This would make the movie more enjoyable. Actors showed the story with their body and facial feauters.

In the 1930's when sound started being added to movies the sounds were used more like they are today. The sounds were sound effects, singers and dancers, also it was actor saying their lines. All this brought in a lot of jobs. For example musicals hired singers and dancers, also now sound crews were needed to handle the microphones. Sound effects were added by Foley artist, also they would do sixteen things to make a sound.

Now that you have read this I hope you know how sound was added to movies and what movies were like without sound.

DOC: 4

- The student effectively introduces the topic and attempts to engage the reader by asking questions (“Have you ever seen a movie without sound? Have you ever wondered how sound is added to movies”).
- The response groups related ideas together (intro, silent films, talkies, conclusion).
- The student provides multiple facts, definitions, and examples related to the topic (“pianoist or live bands play in the theater to set the mood;” “Actors showed the story with their body and facial feauters;” “All this brought in alot of jobs. For example musicals hired singers and dancers”).
- The response uses precise language and domain-specific vocabulary (“enjoyable;” “facial feauters”).
- The student provides a solid concluding statement (“Now that you have read this I hope you know how sound was added to movies and what movies were like without sound”).

LUC: 2

- The response has complete sentences with some variety but includes some awkward sentences, frequently using “also” to connect clauses (“The sounds were sound effects, singers and dancers, also it was actor saying their lines”).
- The student shows some knowledge of language and its conventions when writing (correct use of their), but the response has minor errors in spelling, usage, and conventions with no significant effect on meaning (“feauters;” “sirten;” “also it was actor saying their lines”).

ELAGSE4W2, ELAGSE4L1, ELAGSE4L2

Response Scores:



Idea Development, Organization, and Coherence: 3

Language Usage and Conventions: 2

5. Movies from the late 1800s and early 1900s are very different from the movies that can be seen and heard today. Movies made long ago did not have sound.

Think about the ideas in the two passages. Then write an **informational/explanatory essay** explaining how introducing sound changed the experience of watching movies.

Be sure to use information from BOTH passages as you write an **informational/explanatory essay**. **Type your answer in the space provided.**

You may all think movies may have sounds. I used to think that to but, if you watch movies from the 1800s to 1900s you know what i'm talking about. Movies don't always have sound though, that's why i'm telling you about silent films and films with sound.

Silent films have been around only from the 1800s to the 1900s. The reason why silent films are silent is because they want you to hear the sounds through your mind. Also, there are actors and actress who can make faces to show the film or body language. Since there is no sound, pianoist or live bands play because it can set the mood for the movie.

But, don't forget films with sound. Films with sound are suppose to make the movie more realistic. Like you could take a cut in half coconut a click the together to make a sound of a horse galloping or punching a punching bag to make a punching sound. This helps you not just see the film but hear it and picture it in your mind. A Foley artist makes the sound on a sound stage.

Well, it depends on what kind of movie YOU can see or hear. But, these two films are both truly amazing films.

DOC: 3

- The student introduces the topic but does not do so effectively (“You may all think movies may have sounds,” “Movies don’t always have sound though, that’s why i’m telling you about silent films”).
- The student develops the topic with some facts, definitions, and details (“actors and actress who can make faces to show the film,” “take a cut in half coconut a click the together to make a sound of a horse”).
- The response groups like ideas together (intro, silent films, sound effects, conclusion).
- Some domain-specific precise language is used (“cut in half”).
- The student provides a conclusion (“Well, it depends on what kind of movie YOU can see or hear. But, these two films are both truly amazing films”).

LUC: 2

- The response has complete sentences with some variety. The sentence structure is mostly correct, though some structures are repetitive.
- Minor errors in spelling, usage, and conventions have little effect on meaning (“i’m,” “a click the together,” “see or hear. But, these two films”).

ELAGSE4W2, ELAGSE4L1, ELAGSE4L2

Response Scores:

Idea Development, Organization, and Coherence: 3

Language Usage and Conventions: 2

5. Movies from the late 1800s and early 1900s are very different from the movies that can be seen and heard today. Movies made long ago did not have sound.

Think about the ideas in the two passages. Then write an **informational/explanatory essay** explaining how introducing sound changed the experience of watching movies.

Be sure to use information from BOTH passages as you write an **informational/explanatory essay**. Write your answer on the lines on your answer document.

Did you know that sound wasn't always in movies?

Movies in the late 1800's & early 1900's had no sound!

In the mid 1900's we advanced but, I'll get to that later.

In the late 1800's & early 1900's there was silent movies. Silent movies had live music to set the mood.

In 1903 they started to put title cards, they were frames of film with words

to convey dialogue or important information.

Luckly we advanced to "talkies" movies with sound! Talkies were helped with the making of them by foley artists. A foley artist is a person who adds sounds to movies, they watch the film & desides on what sound goes where.

I bet you leared a ton of stuff about old time movies, in my opinion I'm glad we advanced to talkies honestly I am & I hope you liked my infomational text.

DOC: 3

- The student introduces a topic (“Did you know that sound wasn’t always in movies?”).
- The student develops the topic with some facts, definitions, and details (“had live music to set the mood,” “title cards,” “A Foley artist is a person who adds sounds to movies”).
- The response groups some related ideas together to give partial organization to the writing (intro, silent movies, talkies/foley artists, conclusion).
- The response uses some linking words to connect ideas (“In the late,” “Luckily”).
- Some vocabulary lacks specificity (“were helped with the making of them,” “stuff”).
- The student provides a concluding section (“I bet you leared a ton of stuff”).

LUC: 2

- The response has complete sentences with some variety. A run-on is present in the conclusion (“I bet . . . my infomational text”) and several comma splices are used throughout (“A Foley artist is a person who adds sounds to movies, they watch the film & desides on what sounds goes where”).
- The response has minor errors in spelling, usage, and conventions with no significant effect on meaning (“Luckily,” missing internal punctuation, “desides,” “leared”).

ELAGSE4W2, ELAGSE4L1, ELAGSE4L2

Response Scores:



Idea Development, Organization, and Coherence: 3

Language Usage and Conventions: 2

5. Movies from the late 1800s and early 1900s are very different from the movies that can be seen and heard today. Movies made long ago did not have sound.

Think about the ideas in the two passages. Then write an **informational/explanatory essay** explaining how introducing sound changed the experience of watching movies.

Be sure to use information from BOTH passages as you write an **informational/explanatory essay**. **Type your answer in the space provided.**

Sound makes the story more interesting. See in “The Age of Silent Films” there were musicians to play the music so the people watching the film will be in the mood. But in the early 1900’s (1930’s) some people created films with sound. In a result to that the viewers were really tuned in.

A foley artist is someone who creates sound for movies. Foley artists were brought in when directors switched to “talkies.” Also sound crews were brought in too. The foley artists tried to make the best sounds possible.

To conclude, musicians and foley artists both make sound. In silent movies Musicians did the music. In “talkies” foley artists made sound.

DOC: 3

- The student introduces the topic, although the introduction is somewhat weak (“Sound makes the story more interesting”). The reader infers the author is discussing movies based off the following content.
- The response develops the topic with facts, definitions, and details (“there were musicians to play the music so the people watching the film will be in the mood,”“Foley artists were brought in when directors switched to ‘talkies,’”“someone who creates sound for movies”).
- The student groups some related ideas together (intro, musicians, foley artists, conclusion).
- The response uses some linking words to connect ideas within categories of information, but relationships may not always be clear (“But,”“Also,”“To conclude”).
- The student provides a concluding section (“To conclude, musicians and foley artists both make sound. In silent movies Musicians did the music. In ‘talkies’ foley artists made sound”). The concluding section follows the ideas presented and adds to the organizational structure.

LUC: 2

- The response has complete sentences with some variety, although some sentences are awkward and choppy (“In a result to that the viewers were really tuned in,”“Also sound crews were brought in too”).
- Minor errors in usage and conventions do not have a significant effect on meaning (inconsistent internal punctuation, “In a result”).

ELAGSE4W2, ELAGSE4L1, ELAGSE4L2

Response Scores:

Idea Development, Organization, and Coherence: 2

Language Usage and Conventions: 2

5. Movies from the late 1800s and early 1900s are very different from the movies that can be seen and heard today. Movies made long ago did not have sound.

Think about the ideas in the two passages. Then write an **informational/explanatory essay** explaining how introducing sound changed the experience of watching movies.

Be sure to use information from BOTH passages as you write an **informational/explanatory essay**. Write your answer on the lines on your answer document.

Introducing sound changed the experience of watching movies because first the movies had no sound at all except for pianos and live bands. The people in the movie had to make face expressions and had to do stuff like sword fights. Then sound movies were made with the help of coconuts, sand bags, and gloves. The sound of the coconuts made it sound like horse hooves. The sand bag made it sound like punches. The gloves made it sound like bird wings. The people couldn't hear in the older movies but they can in these movies. Sound makes things better.

DOC: 2

- The response attempts to introduce a topic (“Introducing sound changed the experience of watching movies”).
- The student attempts to develop the topic with a few details (“movies had no sound at all except for pianos and live bands;” “do suff like sord fights”). Some details are not overly effective or relevant to the topic (“coconuts made it sound like horse hooves;” “gloves made it sound like bird wings”).
- The student ineffectively groups ideas together. Like ideas are typically grouped together (what they did in silent movies because they had no sound, how they make different sounds in movies with sound), but the connection between the different groups isn’t always clear.
- A concluding statement is present (“The people couldn’t hear in the older movies but they can in these movies. Sound makes things better”).

LUC: 2

- The response has complete sentences with some variety, though there is an overreliance on repetitive, simple sentences (“The sand bag made it sound like punches. The gloves made it sound like bird wings”).
- Some minor errors in usage, spelling, and conventions are present, but they do not have a significant effect on meaning (“except;” “suff;” “sord;” “Sound makes things better”).

ELAGSE4W2, ELAGSE4L1, ELAGSE4L2

Response Scores:

Idea Development, Organization, and Coherence: 2

Language Usage and Conventions: 2

5. Movies from the late 1800s and early 1900s are very different from the movies that can be seen and heard today. Movies made long ago did not have sound.

Think about the ideas in the two passages. Then write an **informational/explanatory essay** explaining how introducing sound changed the experience of watching movies.

Be sure to use information from BOTH passages as you write an **informational/explanatory essay**. Write your answer on the lines on your answer document.

A long time ago in the 1800s and 1900s there was no sound. So people had to think what the person was doing what happened what the action was and what were they going to do next. Also these day we have sound. So we can see the action in all the movies. Sound makes movies a whole lot better. Sound makes it so we can hear foot steps and doors opening. There is lots of things you use with sound. There even is a important roll for sound. Also add sound to movies took many years to acomplish. Adding sound was a very difficult process. Sound is

necessary for people to enjoy the movies.
 Also there is stages where sound is recorded.
 However these sounds were not recored in
 the movie because then it might sound bad.
 Live music helped set the mood for
 people watching the movie and it made
 some sound. Also the person that makes
 the sound is the Foley Artist.

DOC: 2

- The student attempts to introduce a topic (“A long time ago in the 1800s and 1900s there was no sound”). It is not explicitly stated or easily inferred that movies are being discussed.
- The response attempts to develop a topic with some details, but not all of these are supported or relevant to the topic (“Sound makes it so we can hear foot steps and doors opening”).
- The student ineffectively groups some related ideas together. The response stays focused on sound in movies, but ideas flow in a very unorderedly and disorganized way, like a stream of consciousness (People couldn’t hear action, now we have sound, sound makes movies better, you can hear, adding sound took many years, sound is needed to enjoy the movie, sound is recorded on stages, live music for silent films).
- The student uses few linking words to connect ideas (“Also,” “However”).
- The response uses limited language and vocabulary. The word “sound” is repeated excessively.
- There is no attempt at a conclusion.

LUC: 2

- The response has complete sentences with some variety. However, there is an overreliance on simple, choppy sentences (“Also these day we have sound. So we can see the action in all the movies. Sound makes movies a whole lot better”).
- The response has minor errors in spelling, usage, and conventions with no significant effect on meaning (“add” instead of “adding,” “these day,” “There is lots of things,” “there is stages”).

ELAGSE4W2, ELAGSE4L1, ELAGSE4L2

Response Scores:



Idea Development, Organization, and Coherence: 2

Language Usage and Conventions: 1

5. Movies from the late 1800s and early 1900s are very different from the movies that can be seen and heard today. Movies made long ago did not have sound.

Think about the ideas in the two passages. Then write an **informational/explanatory essay** explaining how introducing sound changed the experience of watching movies.

Be sure to use information from BOTH passages as you write an **informational/explanatory essay**. **Type your answer in the space provided.**

In the early 1800s and 1900s the movie film was very different from todays there was no sound early time peoples watch movies with no sound they watch how actors moved but they can't hear the actors, thats why actor mainly do action they do swordfight and others their body change they don't hear they are just moving their body. After Foley Artist have made the sound to films and Movies. The started hiring peoples to be the actors. People now can hear everything the actors say.

DOC: 2

- The student attempts to introduce a topic ("the movie film was very different from todays").
- The response attempts to use a few details ("they do swordfight and others their body change") for development, but the details do little to support the topic.
- The student ineffectively groups ideas together (intro, movies without sound, foley artists). While there is some order, ideas fit together in a rough way.
- The response uses a linking word ("After"), though it does not really help to establish the idea as well connected to the topic.
- The student attempts to provide a conclusion ("People now can hear everything the actors say").

LUC: 1

- Most of the response is a run-on sentence ("In the early 1800s . . . are just moving their body").
- Errors in spelling, usage, and conventions are frequent and interfere with meaning ("todays," "early time peoples watch movies with no sound," "thats why actor mainly do," "The started hiring peoples").

ELAGSE4W2, ELAGSE4L1, ELAGSE4L2

Response Scores:



Idea Development, Organization, and Coherence: 1

Language Usage and Conventions: 2

5. Movies from the late 1800s and early 1900s are very different from the movies that can be seen and heard today. Movies made long ago did not have sound.

Think about the ideas in the two passages. Then write an **informational/explanatory essay** explaining how introducing sound changed the experience of watching movies.

Be sure to use information from BOTH passages as you write an **informational/explanatory essay**. **Type your answer in the space provided.**

Making sound in movies was a good thing because then you could know what was going on. Without sound you would be lost because you do not know what they are saying.

DOC: 1

- The student introduces a topic (“Making sound in movies was a good thing”).
- The topic is not developed. The student makes an attempt, but in a brief piece there is minimal support for why sound in movies was a good thing (“Without sound you would be lost because you do not know what they are saying”).
- The response is too brief to group any related ideas together. The response is only two sentences and only presents only one idea.
- There is no attempt at a conclusion.

LUC: 2

- The response has complete sentences with correct spelling and punctuation.
- The two sentences present do not show a wide-enough sample to demonstrate full command of language usage and conventions.

ELAGSE4W2, ELAGSE4L1, ELAGSE4L2

Response Scores:



Idea Development, Organization, and Coherence: 1

Language Usage and Conventions: 1

5. Movies from the late 1800s and early 1900s are very different from the movies that can be seen and heard today. Movies made long ago did not have sound.

Think about the ideas in the two passages. Then write an **informational/explanatory essay** explaining how introducing sound changed the experience of watching movies.

Be sure to use information from BOTH passages as you write an **informational/explanatory essay**. **Type your answer in the space provided.**

In the late 1800's and the early 1900's They DiD not be able to recored sound and Now They are able to recored sound. They Did not wacht Movies with sound There movie sets could only recored The show it could not record sound But now we can.

DOC: 1

- The topic is unclear and undeveloped (“In the late 1800’s and the early 1900’s They DiD not be able to recored sound and Now They are able to recored sound”).
- The response is too brief to group any related ideas.
- The topic is not developed. The student repeats the idea that they did not have recorded sound in movies throughout the response without ever providing an example or expanding on the topic.
- No attempt at a concluding section is made.

LUC: 1

- Two sentences are present, one of which is a run-on (“They did not wacht . . . now we can”).
- Has frequent errors in usage and conventions that interfere with meaning (“They DiD not be able to recored sound,” “recored,” “wacht”).

ELAGSE4W2, ELAGSE4L1, ELAGSE4L2

Response Scores:



Idea Development, Organization, and Coherence: 1

Language Usage and Conventions: 1

5. Movies from the late 1800s and early 1900s are very different from the movies that can be seen and heard today. Movies made long ago did not have sound.

Think about the ideas in the two passages. Then write an **informational/explanatory essay** explaining how introducing sound changed the experience of watching movies.

Be sure to use information from BOTH passages as you write an **informational/explanatory essay**. **Type your answer in the space provided.**

They are both silent because in the 1800s there were no sound. To the movies. Today you can sometimes hear sound in the movies we here today because in the 1800s they didn't have the tecnology. We have and that's why the 1800s didn't have sound in there music. Also in the 1800s to the 1900s it's different because today we have music, sound, feelings. And that's why the 1900s is different from the 1800s.

DOC: 1

- The topic is unclear ("They are both silent because in the 1800s there were no sound").
- The topic is not developed. There are only a few vague and ineffective details related to the topic that are present ("Today you can sometimes hear sound in the movies"). The related details are repeated and rephrased throughout and add no meaningful development.
- The response is too brief to group any related ideas together.
- Few linking words are used to attempt to connect ideas ("Also," "And").
- The student uses vague, repetitive language ("sound," "different").
- The response ends with a weak concluding statement ("And that's why the 1900s is different from the 1800s").

LUC: 1

- The response has sentence fragments ("To the movies," "We have and that's why the 1800s didn't have sound").
- The response has frequent errors in usage and conventions that interfere with meaning ("there were no sound," "there music," "the 1900s is different from the 1800s").

