

Georgia  
**Milestones**  
Assessment System

**Grade 8**

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

**Extended Constructed-Response  
Narrative Item**

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## EXTENDED CONSTRUCTED-RESPONSE NARRATIVE ITEM OVERVIEW

The Georgia Milestones English Language Arts (ELA) End-of-Grade (EOG) assessments are criterion-referenced tests 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, constructed-response, extended constructed-response, and extended writing-response items.

The Extended Constructed-Response (ECR) Narrative Item for ELA is a narrative writing task worth up to 4 points in the Writing and Language domain. The student will write a narrative in response to a prompt based on a literary or informational passage or a paired passage set. A paired passage set may consist of two literary passages, two informational passages, or one of each passage type. Narrative prompts will vary depending on the passage type and may include writing a new beginning or ending to a literary story, writing an original story based on information from an informational text, or rewriting a scene from a specific point of view. A well-written narrative will fully develop a real or imagined experience based on the passage and will be scored using a holistic rubric. When assigned a holistic, narrative score, the response, as a whole, should align to the elements listed in the rubric for that score level. In some cases, an aspect (or aspects) of the response may align to an element (or elements) of an adjacent score point description; however, the majority of the response should align to the rubric description for the score being given.

An ECR Narrative Item is considered “on-demand writing in response to text.” Students write their narrative response 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 scoring process is approached in such a manner as to award students for what they do well according to the prompt and holistic scoring rubric. Students are not penalized for errors unless they permeate the response and impact or interfere with overall understanding. Since the focus of the ECR Narrative Item is narrative writing, the scoring emphasis is on students’ use of narrative techniques, descriptive details, and clear event sequences and less on directly quoting or citing the text in the passage-based response.

## PURPOSE OF THE SAMPLER


The purpose of this sampler is to provide a released ECR Narrative Item that appeared as an operational item in the Georgia Milestones ELA assessment. The item includes three sample student responses for each score point as well as an annotation explaining why each response received that particular score.

Additional examples of ECR Narrative Items at this grade level, including those that are in response to different types of passages, are available in the Assessment Guide and Study Guide.

**FORMAT**

A sample ECR Narrative Item and sample student responses are included in this sampler, as is any related stimulus information, such as a passage or graphic. Following the item is the scoring guide and rubric for that item.

The scoring guide includes the item information table, the scoring rubric, sample student responses, and annotations explaining why the responses received the scores they did.

This symbol  is used to note the format of a sample online item. It also indicates a sample online response.

**Example Extended Constructed-Response Item Information Table**

|                  |                                 |
|------------------|---------------------------------|
| <b>Standard:</b> | <b>Item Depth of Knowledge:</b> |
|------------------|---------------------------------|

**All sample items, responses, and annotations contained in this guide are the property of the Georgia Department of Education.**

Read the article and answer question 1.

## A Geological Calendar

### GLOSSARY

**blue hole**—a submerged vertical cave or sinkhole found in or near coastal areas

**limestone**—a sedimentary rock consisting mostly of calcium carbonate

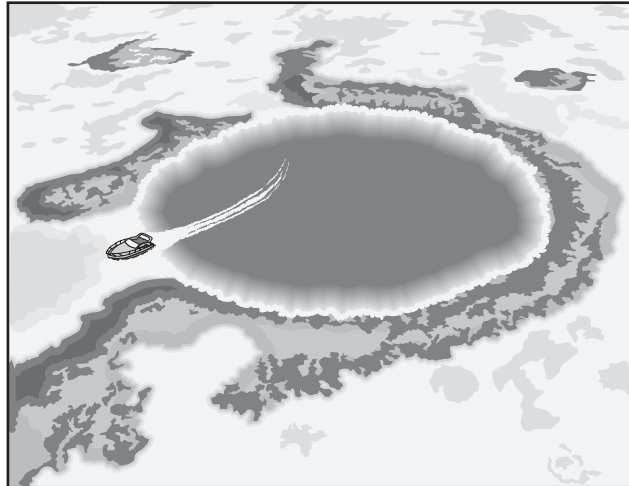
**mixing zone**—an area of fresh water and salt water

**stalactite**—a rock formation that hangs downward in a cave

**stalagmite**—a rock formation that juts upward

**subterranean**—underground, below the earth

With all the unique, unlikely places on land that scientists and explorers have stumbled across, it makes a person wonder what sort of mysteries lurk unexplored far beneath the rolling waves of the ocean. *Blue holes* are named for their deep sapphire color that can be seen from above. They are actually *subterranean* underwater caves that appear from overhead like giant holes in the ocean. They can extend farther than 600 feet below sea level. Blue holes are fascinating because they contain both fresh water and salt water, often with a film-like layer of fresh water floating atop the salt water. Inside lies a strange world of fossils, scientific mysteries, and cave walls that read like a geological calendar.



A blue hole off the coast of Belize

Blue holes may look like they go straight down when viewed from above; however, they often stretch out into a network of underwater caves and tunnels. These networks inspire scientists and extreme divers alike to explore their watery mazes. They may look attractive to the average swimmer, but these are definitely not swimming holes for the inexperienced. Some contain occasional clouds of poisonous gases and possible whirlpools. Even experienced divers have a difficult task ahead of them. Divers occasionally have to squeeze through holes in rock walls that are so small that they have to remove their gear just to fit. Also, currents reverse in the underwater caves, which makes any dive within them very risky.

However, for the few who have experience and proper equipment, the findings inside blue holes have been extraordinary. To begin with, the caverns are starved of light and oxygen, both of which cause decay. This means that blue holes tend to be treasure chests full of preserved fossils. For instance, a blue hole located in the Bahamas contained a 2,500-year-old giant tortoise shell fossil. Sometimes blue holes contain fossils of species that are now extinct. Explorers have even found fossils of ancient peoples, such as the Lucayan tribe members who lived in the Bahamas until the 1500s. Other fossils found in the caves of blue holes have ranged up to 4,200 years old!

Additionally, studying the cave walls gives scientists a wealth of information on how the sea level and climates have changed over time and how species migrated. For instance, places in blue holes where fresh water mixes with salt water are often called *mixing zones*. These zones are created by the tide pulling in water from the inland area as well as from the ocean. Mixing zones are responsible for attacking the *limestone* in the wall of rock around them. While a person would normally need tools to chip away at limestone, this limestone can disintegrate to dust with a simple touch. These walls also often contain fossilized bat droppings. Both of these indicate how long ago the walls were formed and that the walls were dry at one point. From this, scientists can understand how the sea level rose up over thousands of years. In this way, blue holes are thought to be a sort of geological calendar.

Another feature in the caverns of blue holes is the presence of *stalactites* and *stalagmites*. These are thought to have formed during the ice ages. During these periods, the polar ice caps formed and the sea level dropped. The caves became dry. However, the tropical regions still received a great deal of rain. The rainwater soaked through the ceiling rock of the caves, dissolved some of the rock, and dripped the dissolved rock out into the cave. As it was dripping, it crystallized, like a rock icicle. That is how stalactites and stalagmites were formed deep within the blue holes, before the blue holes eventually filled back up with water.

Other wonders of the deep blue holes have included live species of animals not previously discovered. Within the pitch-black maze of cave tunnels, there exist blind fish, new types of crabs, and rare bacteria. These bacteria live without oxygen and feast off chemical reactions thought possible only in the caves.

There is still so much more in these blue holes yet to be discovered. One can only imagine what other discoveries scientists will unearth about the formation of our planet. Considering that Earth's atmosphere continues to evolve, perhaps understanding more about Earth's history will help science to better preserve and prepare for the future.

ITEM 1: EXTENDED CONSTRUCTED-RESPONSE

ELAGSE8W3



1. Think about what a blue hole dive must be like. Write a journal entry as an experienced diver who has just completed a deep blue hole dive for the first time. Focus on the things you saw and how you felt while on the dive.

Be sure to use information about blue holes from the article when writing your journal entry.

**Narrative Writer’s Checklist**

**Be sure to:**

- Write a narrative response that develops a real or imagined experience.
- Establish a context for the experience and a point of view.
- Introduce a narrator and/or characters.
- Organize events in a natural and logical order.
  - Use a variety of transitions to sequence the events, to indicate shifts from one time frame or setting to another, and to show the relationships between the events.
- Use dialogue, description, pacing, and/or reflection to:
  - develop events.
  - develop characters.
  - develop experiences.
- Use precise words and phrases, relevant descriptive details, and sensory language to communicate the action and to describe the events.
- Include a conclusion that reflects on the experience in your narrative.
- Use ideas and/or details from the passage(s).
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

**Now type your narrative in the space provided. Refer to the Writer’s Checklist as you type and proofread your narrative.**

**Scoring Guide**

**Item 1 Information**

|  |   |
|--|---|
| <p><b>Standard:</b> ELAGSE8W3<br/>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> | <p><b>Item Depth of Knowledge:</b> 4<br/>Extended Thinking<br/>Student conducts an investigation, needs time to think and process multiple conditions of the problem or task.</p> |
|--|---|



# ELA EXTENDED CONSTRUCTED-RESPONSE NARRATIVE ITEM

## FOUR-POINT HOLISTIC RUBRIC

Genre: Narrative

| Writing Trait   | Points          | Criteria  |
|---|-----------------|---|
| <p><i>This trait examines the writer's ability to effectively develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences based on a text that has been read.</i></p> | <p><b>4</b></p> | <p><i>The student's response is a well-developed narrative that fully develops a real or imagined experience based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• Effectively establishes a situation and a point of view and introduces a narrator and/or characters</li> <li>• Organizes an event sequence that unfolds naturally and logically</li> <li>• Effectively uses narrative techniques, such as dialogue, description, pacing, and reflection, to develop rich, interesting experiences, events, and/or characters</li> <li>• Uses a variety of words and phrases consistently and effectively to convey the sequence of events, signal shifts from one time frame or setting to another, and show the relationships among experiences and events</li> <li>• Uses precise words, phrases, and sensory language to convey experiences and events and capture the action</li> <li>• Provides a conclusion that follows from the narrated experiences or events</li> <li>• Integrates ideas and details from source material effectively</li> <li>• Has very few or no errors in usage and/or conventions that interfere with meaning*</li> </ul> |
|   | <p><b>3</b></p> | <p><i>The student's response is a complete narrative that develops a real or imagined experience based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• Establishes a situation and introduces one or more characters</li> <li>• Organizes events in a clear, logical order</li> <li>• Uses narrative techniques, such as dialogue, description, pacing, and reflection, to develop experiences, events, and/or characters</li> <li>• Uses words and/or phrases to indicate sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events</li> <li>• Uses words, phrases, and details to capture the action and convey experiences and events</li> <li>• Provides an appropriate conclusion</li> <li>• Integrates some ideas and/or details from source material</li> <li>• Has a few minor errors in usage and/or conventions that interfere with meaning*</li> </ul>  |

# ELA EXTENDED CONSTRUCTED-RESPONSE NARRATIVE ITEM

## FOUR-POINT HOLISTIC RUBRIC

Genre: Narrative  
(continued)

| Writing Trait   | Points | Criteria  |
|---|--------|---|
| <p><i>This trait examines the writer's ability to effectively develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences based on a text that has been read.</i></p> | 2      | <p><i>The student's response is an incomplete or oversimplified narrative based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• Introduces a vague situation and at least one character</li> <li>• Organizes events in a sequence but with some gaps or ambiguity</li> <li>• Attempts to use a narrative technique, such as dialogue, description, pacing, or reflection, to develop experiences, events, and/or characters</li> <li>• Uses occasional signal words inconsistently and ineffectively to indicate sequence, signal shifts from one time frame or setting to another, or show the relationships among experiences and events</li> <li>• Uses some words or phrases inconsistently and ineffectively to convey experiences, and events, and capture the action</li> <li>• Provides a weak or ambiguous conclusion</li> <li>• Attempts to integrate ideas or details from source material</li> <li>• Has frequent errors in usage and conventions that sometimes interfere with meaning*</li> </ul> |
|   | 1      | <p><i>The student's response provides evidence of an attempt to write a narrative based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• Response is a summary of the story.</li> <li>• Provides a weak or minimal introduction of a situation or character</li> <li>• May be too brief to demonstrate a complete sequence of events, or signal shifts in one time frame or setting to another, or show relationships among experiences and events</li> <li>• Shows little or no attempt to use dialogue, description, pacing, or reflection to develop experiences, events, and/or characters</li> <li>• Uses words that are inappropriate, overly simple, or unclear</li> <li>• Provides few, if any, words to convey experiences, or events, or capture the action</li> <li>• Provides a minimal or no conclusion</li> <li>• May use few, if any, ideas or details from source material</li> <li>• Has frequent major errors in usage and conventions that interfere with meaning*</li> </ul>                 |
|   | 0      | <p><i>The student will receive a condition code for various reasons:</i></p> <ul style="list-style-type: none"> <li>• Blank</li> <li>• Copied</li> <li>• Too Limited to Score/Illegible/Incomprehensible</li> <li>• Non-English/Foreign Language</li> <li>• Off Topic/Off Task/Offensive</li> </ul>   |

\*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

ELAGSE8W3

Response Score: 4 points



1. Think about what a blue hole dive must be like. Write a journal entry as an experienced diver who has just completed a deep blue hole dive for the first time. Focus on the things you saw and how you felt while on the dive.

Be sure to use information about blue holes from the article when writing your journal entry.

Student Response

I woke up this morning with a churning feeling in my stomach. Today was the day that I was finally going to make the exhilarating dive into a blue hole. I headed out to the dock to meet my friend Hernan who would be driving the boat and waiting for my return. We boarded and began voyage. As we sped across the water, I looked into the distance. I saw it. A beautiful tropical area and in the middle, the hole. It was even bigger than I imagined and looked like it could swallow anything it wanted. I put on my gear, felt the sunshine on my face, took one last breath of fresh air, and jumped into the abyss. As I swam into the hole, I was surprised to find that it did not go straight down. There was a network of twisty tunnels and caves that appeared to be lined with limestone. I headed downward until I found a tunnel that I wanted to explore. At first, I fit very well in the tunnel. However, as it went on it seemed to contract in towards me. It got to one point where I had to take some of my scuba gear off to fit through. All of the sudden I felt the current change and I knew I had to figure out how to turn myself around. I frantically kicked and scraped. Eventually the limestone on the walls collapsed a little bit so that I could turn around. I kicked as hard and fast as I could to escape the tunnel before it swallowed me whole. As I broke free, I saw something magnificent. I couldn't fully recognize what it was at first, so I grabbed it so I could get a better look back on the boat. It took what seemed like for forever to get back to the surface. When I got there, I waved to Hernan and he slowly drove the boat towards me. I took off my goggles and I couldn't believe my eyes. It was a sea turtle shell! I knew that with the lack of oxygen and light in the tunnels it was a good place for fossils, but I didn't know that they would be this big. We brought the gigantic shell back to my house. It sits on my desk as a reminder of the blue hole dive I will never forget.

**Response Annotation**

- The response effectively establishes a situation (Today was the day that I was finally going to make the exhilarating dive into a blue hole), develops a distinct point of view (I woke up this morning with a churning feeling in my stomach), and introduces characters (the narrator, Hernan).
- Events are organized in a sequence that unfolds naturally and logically (the narrator boards the boat and travels to the blue hole; the narrator puts on gear and dives into the blue hole; the narrator explores a tunnel in the blue hole; the narrator must flee the cave when the currents change; the narrator sees something interesting on the way out and picks an object up; the narrator returns to the surface and discovers that the object is a fossilized turtle shell).
- Narrative techniques, such as description (It was even bigger than I imagined and looked like it could swallow anything it wanted; As I broke free, I saw something magnificent. I couldn't fully recognize what it was at first), pacing (I put on my gear . . . and jumped into the abyss; All of the sudden I felt the current change and I knew I had to figure out how to turn myself around), and reflection (I knew that . . . it was a good place for fossils, but I didn't know that they would be this big), are used to develop rich, interesting experiences.
- A variety of words and phrases consistently and effectively convey the sequence of events and signal shifts in time frames and settings (As we sped across the water; As I swam into the hole; At first; All of the sudden; Eventually; When I got there).
- Precise words, phrases, and sensory language capture the action (I put on my gear, felt the sunshine on my face, took one last breath of fresh air; it seemed to contract in towards me; escape the tunnel before it swallowed me whole).
- A conclusion is provided that follows the narrated experiences (We brought the gigantic shell back to my house. It sits on my desk as a reminder of the blue hole dive I will neer forget).
- Ideas and details are integrated effectively from the source material (There was a network of twisty tunnels and caves that appeared to be lined with limestone; with the lack of oxygen and light in the tunnels it was a good place for fossils).
- The few usage and conventions errors that are present do not interfere with the intended meaning.

**ELAGSE8W3****Response Score: 4 points**

1. Think about what a blue hole dive must be like. Write a journal entry as an experienced diver who has just completed a deep blue hole dive for the first time. Focus on the things you saw and how you felt while on the dive.

Be sure to use information about blue holes from the article when writing your journal entry.

**Student Response**

Today, I took a journey down to the Bahamas to explore a blue hole a few miles off the coast. I looked over the edge of the boat when we got there and I got super nervous. It looked like the hole went down for miles. Eeek! I put my gear on, bravely dived into the water, and began my decent. I could feel the reversed currents pulling me deeper into the hole and I had to swim with all my might to break free of the swirly stream of water that was pulling me to the bottom of the abyss. Once I broke free, I noticed beams of sunlight illuminating the walls of the blue hole and I could see the many entrances too that led to the underwater caves. I wanted to explore the mysteries inside each cave, but I only had time and air for one. My curiosity drew me into the cave on my right and I swam along the side of its walls. As I got further into the cave, I could see limestone stalactites on the cave's roof. I touched one of them and it disintegrated into a cloud of dust so thick that I couldn't see my own hands in front of me! I knew that was a sign that it was time to go back to the surface, so I turned around and began swimming out of the cave. I neared the exit and the dust began to clear. I could see again, but I was face to face with the ugliest fish I ever saw. I managed to snap a picture of it before it swam away. When I completed the long journey back to the boat. I was so excited that I got to see the blue hole, I wanted to do it again.

**Response Annotation**

- The response effectively establishes a situation (Today, I took a journey down to the Bahamas to explore a blue hole a few miles off the coast), develops a distinct point of view (I looked over the edge . . . and I got super nervous; Eeek!), and introduces the character of the narrator.
- Events are organized in a sequence that unfolds naturally and logically (the narrator travels to a blue hole and becomes nervous because of what will happen during the dive; the narrator jumps in and gets trapped in reverse currents; the narrator is able to break free of the currents and goes to explore a cave inside the blue hole; the narrator explores the cave, touches a stalactite, and sees it disintegrate; the narrator leaves the cave and encounters an ugly fish; the narrator returns to the boat).
- Narrative techniques, such as description (It looked like the hole went down for miles; the swirly stream of water; dust so thick that I couldn't see my own hands in front of me), pacing (I neared the exit and the dust began to clear. I could see again, but I was face to face with the ugliest fish I ever saw), and reflection (I wanted to explore the mysteries inside each cave, but I only had time and air for one; I knew that was a sign that it was time to go back to the surface; I wanted to do it again), are used to develop rich, interesting experiences and events.
- A variety of words and phrases consistently and effectively convey the sequence of events and signal shifts in time frames and settings (Today; Once I broke free; As I got further into the cave; When I completed the long journey).
- Precise words, phrases, and sensory language capture the action (It looked like the hole went down for miles; I could feel the reversed currents pulling me deeper into the hole; snap a picture of it before it swam away).
- A conclusion is provided that follows the narrated experiences (I was so excited that I got to see the blue hole, I wanted to do it again).
- Ideas and details are integrated effectively from the source material (I took a journey down to the Bahamas to explore a blue hole; I could feel the reversed currents pulling me deeper; many entrances too that led to the underwater caves; limestone stalactites on the cave's roof. I touched one of them and it disintegrated into a cloud of dust).
- The few usage and conventions errors that are present do not interfere with the intended meaning.

ELAGSE8W3

Response Score: 4 points



1. Think about what a blue hole dive must be like. Write a journal entry as an experienced diver who has just completed a deep blue hole dive for the first time. Focus on the things you saw and how you felt while on the dive.

Be sure to use information about blue holes from the article when writing your journal entry.

**Student Response**

As I submerged myself into the depths of the blue hole this morning, I found myself fascinated with the fact that I felt a pulling sensation as soon as my body hit the water. It's common for blue holes to contain whirlpools and reverse currents, so it wasn't like I hadn't prepared for it. I was just surprised by its strength. As I dove deeper to begin my exploration, I thought about how my research had prepared me for many things on this dive. Many scientists who had taken these dives before me had found fossils of extinct species and fragile cave walls. I was so excited to see the wonders they lie ahead and wondered what kind of new discoveries I could make. After what seemed like an eternity, I had traveled far enough down into the abyss to reach the cave I wanted to explore today. I sawm into it and I was enthralled with the stalactites and stalamites that dangled from the ceiling. I trudged deeper. I watched as shadows of living things blindly moved past me and circled my feet, probably some kind of deep water fish. At first, I ignored them, but when I saw them in my light, I knew these were an undiscovered species. I wanted to study them more, but my oxygen light came on and I had to leave this very interesting place. As I swam to the boat I made a vow that I will be back another time to get a better idea of what these unique places have to offer.

**Response Annotation**

- The response effectively establishes a situation (As I submerged myself into the depths of the blue hole this morning), develops a distinct point of view (I found myself fascinated with the fact that I felt a pulling sensation), and introduces the character of the narrator.
- The response organizes events in a sequence that unfolds naturally and logically (the narrator is in the blue hole and is surprised by the strength of the current; the narrator dives deeper into the hole and thinks about what past divers have discovered and what new discoveries will be made on this dive; the narrator enters a cave and is intrigued by rock formations; the narrator discovers a new species of deep-water fish; the narrator returns to the surface when the oxygen light comes on).
- The response effectively uses narrative techniques, such as description (stalactites and stalmites that dangled from the ceiling; shadows of living things blindly moved past me), reflection (I found myself fascinated with the fact that I felt a pulling sensation; I thought about how my research had prepared me for many things on this dive), and pacing (After what seemed like an eternity; I trudged deeper), to develop rich, interesting experiences and events.
- A variety of words and phrases consistently and effectively convey the sequence of events and signal shifts in time frames and settings (As I dove deeper to begin my exploration; After what seemed like an eternity; At first; As I swam to the boat).
- Precise words, phrases, and sensory language capture the action (a pulling sensation as soon as my body hit the water; found fossils of extinct species and fragile cave walls; moved past me and circled my feet).
- A conclusion is provided that follows the narrated experiences (As I swam to the boat I made a vow that I will be back another time to get a better idea of what these unique places have to offer).
- Ideas and details are integrated effectively from the source material (It's common for blue holes to contain whirlpools and reverse currents; had found fossils of extinct species and fragile cave walls; the stalactites and stalmites that dangled from the ceiling; living things blindly moved past me).
- The few usage and conventions errors that are present do not interfere with the intended meaning.



## ELAGSE8W3

Response Score: 3 points



1. Think about what a blue hole dive must be like. Write a journal entry as an experienced diver who has just completed a deep blue hole dive for the first time. Focus on the things you saw and how you felt while on the dive.

Be sure to use information about blue holes from the article when writing your journal entry.

### Student Response

Today was my first dive in a blue hole. As I started to go into it I found that there were many turns like an underwater maze. I started to get nervous with the thought of getting and slowly dying from lack of oxygen, but stayed calm and took the first right turn the "water maze" offered. I could make out cloud of gases in some of the turnels and I was very glad for my state of the art diving equipment because I knew that without those poisonous gases would have killed me! I found it hard to swim at times because I could feel the currents reverse. When I came to a tight squeeze at the end of the tunnel I followed instead of turning around I took of my oxygen tank and slipped right through the creaves in the rocks. Carefully slipping my thank through after me. It was crazy to see all the fish fossils and other large sea animals. I could swear that I even made out a fossil that looked like a head! When I was going through one of the corner of the cave I almost ran into what looked like a icicle but when I touched it broke into a million pieces. Although there where some times when I was very nervous this was a great adventure and I would not trade this experience for anything.

**Response Annotation**

- The response establishes a situation (Today was my first dive in a blue hole), develops a distinct point of view (I started to get nervous with the thought of getting and slowly dying), and introduces the character of the narrator.
- Events are organized in a clear, logical order (the narrator enters the blue hole and becomes nervous because it is like an underwater maze; the narrator encounters a cloud of poisonous gas and reversed currents before making it to a tight area at the end of a tunnel; the narrator clears the narrow tunnel walls and finds a part of the cave with fish fossils; the narrator touches a stalactite and it breaks apart).
- Narrative techniques, such as description (there were many turns like an underwater maze; to a tight squeeze at the end of the tunnel) and reflection (I started to get nervous . . . but stayed calm; was very glad for my state of the art diving equipment), are used to develop experiences and events.
- Words and phrases are used to indicate sequence and signal shifts from one time frame and setting to another (As I started to go into it; When I came to a tight squeeze; When I was going through).
- Words and phrases are used to capture action and convey the narrated experiences (I could feel the currents reverse; I took of my oxygen tank and slipped right through the creaves; I even made out a fossil that looked like a head).
- An appropriate conclusion is provided (Although there where some times when I was very nervous this was a great adventure and I would not trade this experience for anything).
- Ideas and details are integrated effectively from the source material (there were many turns like an underwater maze; cloud of gases; currents reverse; instead of turning around I took of my oxygen tank and slipped right through the creaves in the rocks; It was crazy to see all the fish fossils).
- The response has a few minor errors in usage and conventions that do not interfere with the intended meaning.

ELAGSE8W3

Response Score: 3 points



1. Think about what a blue hole dive must be like. Write a journal entry as an experienced diver who has just completed a deep blue hole dive for the first time. Focus on the things you saw and how you felt while on the dive.

Be sure to use information about blue holes from the article when writing your journal entry.

**Student Response**

August 23, 2016

Today, I dove into my first blue hole! It was amazing to see, but lets start from the beginning. Me and my crew went out tody to the coast of the Bahamas and encountered what appeared to look like a hole in the ocean, buy really was a blue hole. I had previously read up on these caves and when we saw it I told my crew what it was and we got all our gear and dove into the hole. When I first got into it, it was so dark you couldn't see the bottom of it. My crew and I were a little scared, but we kept on swimming. Once I got my flashlight on, it was very beautiful! All the animals we got see like crabs, fish, stalagmites, and a lot of limestone. once we looked at the limestone, we saw all these fossilks like thes old people that once lived there. This giant turtle shell that was really old. I got a feeling that the turtle species was extinct, so that really cool. The further we went down, the tighter the holes got and more stalagmites were appearing se we called it quits and swam back up to the surface. This was a once in a life time experience so I will remember this day forever. I might do this again sometime in the future!

**Response Annotation**

- The response establishes a situation and introduces the character of the narrator (Today, I dove into my first blue hole!). The characters of the narrator’s crew are introduced later in the response, but they are never portrayed as individuals.
- Events are organized in a clear, logical order (the narrator and the crew take a boat to a blue hole; they dive into the blue hole and can’t see the bottom; they keep swimming and encounter animals, then fossils, and then rock formations; they return to the surface after encountering tighter caves and more stalagmites).
- Narrative techniques, such as description (it was so dark you couldn’t see the bottom of it), pacing (se we called it quits and swam back up to the surface), and reflection (I got a feeling that the turtle species was extinct, so that really cool), are used to develop experiences and events.
- Words and phrases are used to indicate sequence and signal shifts from one time frame and setting to another (Today; but lets start from the beginning; When I first got into it; Once I got my flashlight on).
- Words and phrases are used to capture action and convey the narrated experiences (we got all our gear and dove into the hole; were a little scared, but we kept on swimming; the tighter the holes got and more stalagmites were appearing).
- An appropriate conclusion is provided (This was a once in a life time experience so I will remember this day forever. I might do this again sometime in the future).
- The response integrates some ideas and details from the source material (the coast of the Bahamas; crabs, fish, stalagmites, and a lot of limestone; we saw all these fossilks).
- There are a few minor errors in usage and conventions that interfere with the meaning.

## ELAGSE8W3

Response Score: 3 points



1. Think about what a blue hole dive must be like. Write a journal entry as an experienced diver who has just completed a deep blue hole dive for the first time. Focus on the things you saw and how you felt while on the dive.

Be sure to use information about blue holes from the article when writing your journal entry.

### Student Response

Today I have just experienced my first deep blue hole dive. It was one of the most fascinating dives that I've tried yet! It was very important that I were to have the correct gear for this dive. At some points I had some trouble with with swimming trough some of the tunnels and rocks. Luckily, I didn't run into any currents that would have reversed me off my path!

The most extraordinary things that I have seen on this dive were all the fossils of animals and tribes that no longer exisit. It was amazing to learn about stalacities and stalagmites and how they were formed ages ago. I just cannot explain the amazement of this tunnel as the crabs blind fish swam past me. I have also learned about a new bacteria that can live without oxygen! Isn't that just amazing? I will definitely try this again.

## Response Annotation

- The response establishes a situation and introduces the character of the narrator (Today I have just experienced my first deep blue hole dive).
- Events are organized, but with some gaps (the narrator introduces the dive as fascinating; the narrator stresses the importance of having the proper gear; the narrator discusses the challenges of the dive; the narrator discusses what was seen on the dive).
- Narrative techniques, such as description (I just cannot explain the amazement of this tunnel as the crabs blind fish swam past me) and reflection (Luckily, I didn't run into any currents that would have reversed me off my path), are used to develop experiences and events.
- Words and phrases are used to indicate sequence and signal shifts from one time frame and setting to another (Today; At some points).
- Words and phrases are used to capture action and convey the narrated experiences (had some trouble with with swimming trough some of the tunnels and rocks; all the fossils of animals and tribes that no longer exisit).
- An appropriate, but weak, conclusion is provided (I will definitely try this again).
- The response integrates some ideas and details from the source material (had some trouble with with swimming trough some of the tunnels and rocks; currents that would have reversed me off my path; fossils of animals and tribes that no longer exisit; stalacities and stalagmites; as the crabs blind fish swam past me; a new bacteria that can live without oxygen).
- There are a few errors in usage and conventions, but they do not interfere with meaning.

ELAGSE8W3

Response Score: 2 points



1. Think about what a blue hole dive must be like. Write a journal entry as an experienced diver who has just completed a deep blue hole dive for the first time. Focus on the things you saw and how you felt while on the dive.

Be sure to use information about blue holes from the article when writing your journal entry.

Student Response

I have completed a lifetime goal of mine, while it was risky I am here to tell the tale. Blue Holes are amazing underwater caves that never cease to impress viewers. This dive was quite overwhelming at times, but as a diver know to keep my breathing rate down. One of the first things I did was take my tank off so I could fit through the narrow cave. I saw many signs on the walls of where the water line was a point in time. There were also many fossils of creatures that have been extinct for a long time. It has been an experience that I will never forget.

Response Annotation

- The response introduces the narrator and a vague situation (I have completed a lifetime goal of mine, while it was risky I am here to tell the tale).
- The response organizes events in a sequence with some ambiguity (the narrator claims to have accomplished a lifetime goal; the narrator explains what a blue hole is; the narrator explains why the dive was difficult; the narrator explains what was seen). It is never explicitly stated that the narrator’s dive took place in a blue hole.
- The response attempts to use the narrative techniques of reflection (while it was risky I am here to tell the tale) and description (the narrow cave) to develop experiences.
- The response inconsistently uses words and phrases to signal shifts from one time frame to another (This dive was; One of the first things I did).
- Words and phrases are sometimes used ineffectively to convey experiences (I saw many signs on the walls of where the water line was a point in time).
- A weak conclusion is provided (It has been an experience that I will never forget).
- The response integrates some ideas and details from the source material (take my tank off so I could fit through the narrow cave; fossils of creatures that have been extinct for a long time).
- The response has occasional errors in usage and conventions that do not interfere with meaning.

ELAGSE8W3

Response Score: 2 points



1. Think about what a blue hole dive must be like. Write a journal entry as an experienced diver who has just completed a deep blue hole dive for the first time. Focus on the things you saw and how you felt while on the dive.

Be sure to use information about blue holes from the article when writing your journal entry.

Student Response

I have just dived into my first blue hole today, it was an incredible experience because once went deep enough the blue hole led to an underwater cavern. The cavern had stalactites and fossils all in the walls of the cave, I even found bat droppings fossilized into the wall! You could even see the way the rock had been formed if you studied it. I'm so thankful that we made it back safe. There really is no place like a blue hole.

Response Annotation

- The response establishes a situation and the character of the narrator (I have just dived into my first blue hole today).
- Events are organized in a sequence with some gaps and ambiguity (the narrator goes on a blue hole dive for the first time; the narrator explains why it was an incredible experience; the narrator is thankful to have made it back safely).
- The response attempts to use the narrative technique of reflection (I'm so thankful that we made it back safe) to develop experiences.
- Signal words are not used to indicate sequence, signal shifts in time and setting, or show relationships between experiences and events.
- Words and phrases are used inconsistently to convey experiences. Some precise language is used to describe the setting (the blue hole led to an underwater cavern; You could even see the way the rock had been formed). However, some words are unclear and overly simple (all in the walls; no place like a blue hole).
- A weak conclusion is provided (There really is no place like a blue hole).
- The response attempts to integrate details from the source material (stalactites and fossils; bat droppings fossilized into the wall; see the way the rock had been formed).
- The response has some errors in usage and conventions that sometimes interfere with the intended meaning (the first sentence has a comma splice; missing words: once [we] went deep enough).



ELAGSE8W3

Response Score: 2 points



1. Think about what a blue hole dive must be like. Write a journal entry as an experienced diver who has just completed a deep blue hole dive for the first time. Focus on the things you saw and how you felt while on the dive.

Be sure to use information about blue holes from the article when writing your journal entry.

**Student Response**

October 11, 1997, I arrived at the site for my blue hole dive. As I swam into the hole I could feel the water change the deeper I went. Once I reached the cave, the sights there caused me to experience many different emotions. They included fear, anxiety, astomishment and wonder. At the end of the dive, my fear went away.

**Response Annotation**

- The response introduces a somewhat vague situation and the character of the narrator (October 11, 1997, I arrived at the site for my blue hole dive).
- Events are organized in a sequence with gaps and ambiguity (the narrator arrives at the site of the dive and feels the water change with increasing depth; the narrator reaches the caves and experiences many emotions; the dive is over and the narrator is no longer afraid).
- The narrative technique of reflection (the sights there caused me to experience many different emotions) is attempted to develop experiences.
- The response uses words and phrases to signal shifts from one time frame and setting to another (As I swam into the hole; Once I reached the cave; At the end of the dive).
- Words and phrases are ineffectively used to convey experiences (I could feel the water change the deeper I went; many different emotions).
- A weak conclusion is provided (At the end of the dive, my fear went away).
- The response attempts to integrate ideas from the source material (I could feel the water change the deeper I went).
- The response has occasional errors in usage and conventions that do not interfere with meaning.

ELAGSE8W3

Response Score: 1 point



1. Think about what a blue hole dive must be like. Write a journal entry as an experienced diver who has just completed a deep blue hole dive for the first time. Focus on the things you saw and how you felt while on the dive.

Be sure to use information about blue holes from the article when writing your journal entry.

**Student Response**

Ok so yesterday I entered the blue hole off the coast of Belize. I was kind of scared because you never know what could happen. I found old fossils of fish that I have never seen before. it turns out I found a new species of cave fish. The fossil was just two feet away from a stalgemite.

**Response Annotation**

- The response provides a minimal introduction of the situation and the character of the narrator (Ok so yesterday I entered the blue hole off the coast of Belize).
- The response does not demonstrate a complete sequence of events. It mostly discusses a fossil that was found on the dive without developing any events before or after finding that fossil.
- The response makes a weak attempt at the narrative technique of reflection (I was kind of scared because you never know what could happen).
- There is a minimal attempt to show relationships among experiences and events through the use of signal phrases (it turns out).
- The response uses overly simple and unclear words (kind of scared; that I have never seen before).
- There is no attempt at a conclusion.
- The response attempts to integrate a few ideas from the source material (off the coast of Belize; old fossils of fish; a stalgemite).
- The response has a few errors in conventions and usage that do not interfere with meaning.

ELAGSE8W3

Response Score: 1 point



1. Think about what a blue hole dive must be like. Write a journal entry as an experienced diver who has just completed a deep blue hole dive for the first time. Focus on the things you saw and how you felt while on the dive.

Be sure to use information about blue holes from the article when writing your journal entry.

**Student Response**

It was very dark in the blue hole. I had second thought but I kep tell myself it well be alright. It was a long trep.

**Response Annotation**

- The response provides a minimal introduction of the situation and the narrator (It was very dark in the blue hole).
- The response is too brief to demonstrate a complete sequence of events. The narrator claims that the trip will be all right. Then, without any other events being mentioned, the dive is over.
- Signal words are not used to indicate sequence, signal shifts in time and setting, or show relationships between experiences and events.
- There is a weak attempt at the narrative technique of reflection (I had second thought but I kep tell myself it well be alright).
- The response uses overly simple and unclear words (very dark; alright; long trep).
- The response provides a minimal conclusion (It was a long trep).
- The response contains very few details from the source material (It was very dark in the blue hole).
- The response has frequent major errors in usage and conventions that interfere with meaning (spelling: thought, kep, alright, trep; usage: tell instead of telling, well instead of will; punctuation: comma is missing after thought in the second sentence).

**ELAGSE8W3**

**Response Score: 1 point**



1. Think about what a blue hole dive must be like. Write a journal entry as an experienced diver who has just completed a deep blue hole dive for the first time. Focus on the things you saw and how you felt while on the dive.

Be sure to use information about blue holes from the article when writing your journal entry.

**Student Response**

I went down to the blue hole and found a small fish the size of an ant that was not yet discovered.

**Response Annotation**

- The response provides a minimal introduction of the situation and the character of the narrator (I went down to the blue hole and found a small fish).
- The response is too brief to demonstrate a complete sequence of events.
- There is a minimal attempt at the narrative technique of description (a small fish the size of an ant that was not yet discovered).
- The response uses overly simple words that do not convey experiences, or events, or capture the action.
- There is no conclusion.
- There are no ideas or details integrated from the source material.
- There are no errors that interfere with meaning.

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