

Georgia  
**Milestones**  
Assessment System

**Grade 3**

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

**Extended Constructed-Response  
Narrative Item**

**2019**

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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**

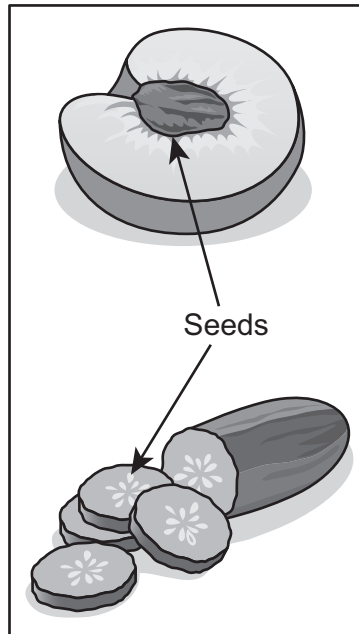
<b>Standard:</b>	<b>Item Depth of Knowledge:</b>
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**All sample items, responses, and annotations contained in this guide are the property of the Georgia Department of Education.**

Read the article and answer question 1.

## Fruits and Vegetables

What is the difference between fruits and vegetables? They are easy to confuse. Both are parts of plants. But if you ask botanists—people who study plants—they can tell you the main difference: fruits help make sure that more new plants will grow.



### What makes it a fruit?

If you want to know whether something you’re served is a fruit, a good question to ask is, “Does it have seeds?” According to botanists, a fruit is the seed-producing part of a flowering plant. Fruit has a skin, husk, shell, or rind that protects the seeds inside. Like vegetables, fruits are edible parts of plants. But unlike vegetables, fruits need to separate from plants. Why? So that the seeds inside can grow into new plants.

People think of fruits as sweet food for snacks or dessert. This is sometimes true, but not always. There are plenty of fruits that are used like vegetables in cooking. A chef may prepare a fruit as part of a salad or a main meal. That sliced tomato in your salad? It’s a fruit. So are the olives and bell peppers on your pizza. There are plenty of fruits that aren’t sweet. Cucumbers, zucchinis, pumpkins, eggplants, and avocados are fruits. They all have seeds inside that can form new plants. When your parents point to your green beans and say, “Eat your vegetables,” what they really mean is, “Eat your fruit”! Slice a green bean in half and you will see the seeds inside.

That may all be true, you say, but what about bananas? Seedless grapes? Seedless watermelons? Seedless oranges? Are they fruits if they don’t have any seeds?

Good questions! Yes, they are still fruits. Farmers have developed ways of breeding some fruits to be seedless. People like these fruits because they're easy to eat. But botanically speaking, these fruits aren't doing their job. They aren't helping to spread new seeds and create newer, stronger varieties of plants. They are only food.

### **Why is it a vegetable?**

So what is a vegetable? A vegetable is any other part of plants that you can eat. Many parts of plants produce food. When you munch "leafy greens" such as lettuce and spinach, you really are eating leaves. Celery is a stalk, or stem, of a plant. Asparagus and bamboo are new shoots of a young plant. However, many parts of plants that we eat grow underground. Carrots, potatoes, and yams are roots. Onions and garlic are bulbs that grow in soil as well. And the next time your parents serve you broccoli, Brussels sprouts, or artichokes, close your eyes and remember that these vegetables are buds and flowers! (If you think that is strange, listen to this: A mushroom isn't a fruit or a vegetable. It isn't a plant at all. It's a fungus!)

Now go ahead and munch mangos. Feast on figs. Gobble up greens. Fruits and vegetables are loaded with nutrients to keep you healthy. And the more you know about them, the more fun they are to eat.

**ITEM 1: EXTENDED CONSTRUCTED-RESPONSE**

**ELAGSE3W3**



1. Imagine someone brings you a food from a strange plant. They want to know if the food is a fruit or vegetable. Write an original story in which you work to find out if the food is a fruit or vegetable.

Be sure to use information from the article to help you develop details in your story.

**Narrative Writer’s Checklist**

**Be sure to:**

- Develop a real or imagined experience.
- Include a situation and introduce a narrator and/or characters.
- Organize events in order.
  - Use words and phrases to show the sequence of events.
- Use dialogue and/or descriptions of actions, thoughts, and feelings to:
  - develop events.
  - show how characters respond to situations.
- Include a conclusion.
- 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> ELAGSE3W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p><b>Item Depth of Knowledge:</b> 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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# 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>	4	<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 introduces a narrator and/or characters</li> <li>• Organizes an event sequence that unfolds naturally</li> <li>• Effectively uses narrative techniques, such as dialogue and description, to develop interesting experiences and events or show the response of characters to situations</li> <li>• Uses a variety of words and phrases consistently to signal the sequence of events</li> <li>• Provides a sense of closure 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>
	3	<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 and description, to develop experiences and events or show the response of characters to situations</li> <li>• Uses words and/or phrases to indicate sequence</li> <li>• Provides an appropriate sense of closure</li> <li>• Integrates some ideas and/or details from source material</li> <li>• Has a few minor errors in usage and/or conventions with no significant effect on meaning*</li> </ul>
	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 and description, to develop experiences and events or show the response of characters to situations</li> <li>• Uses occasional signal words to indicate sequence</li> <li>• Provides a weak or ambiguous sense of closure</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>

**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>	<p><b>1</b></p>	<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 a character</li> <li>• May be too brief to demonstrate a complete sequence of events</li> <li>• Shows little or no attempt to use dialogue or description to develop experiences and events or show the response of characters to situations</li> <li>• Uses words that are inappropriate, overly simple, or unclear to convey any sense of event order</li> <li>• Provides a minimal or no sense of closure</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>
	<p><b>0</b></p>	<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

ELAGSE3W3

Response Score: 4 points



1. Imagine someone brings you a food from a strange plant. They want to know if the food is a fruit or vegetable. Write an original story in which you work to find out if the food is a fruit or vegetable.

Be sure to use information from the article to help you develop details in your story.

Student Response

It was one nice, regular Friday. I was sitting at my island in my kitchen eating some of my tomato soup. Just when I was done eating, I heard the doorbell ring. “Ding Dong!”, It ringed. I went over to the door, and opened it. It was my friend, Jayden! “Hey, there! ‘Mind helping me with something?”, he asked. “Sure! I’ll help you when you get inside,” I said. “Ok Ryan,” Jayden said. He came inside with a Green Bean plant for some reason. “Why do you have a Green Bean plant?”, I asked Jayden. “That’s what I need help with!”, He told me. “What do you need help with this Green Bean plant?”, I asked. “Well, I went to school with this Green Bean plant today for show and tell, and once it was my turn, I told everyone it was a vegetable. When I was finished, I told Steve, one of my classmates, to say a comment.” Jayden said. “What did he say?”, I asked. “He said. ‘That’s not a vegetable. It’s a fruit.’” Jayden said. “But it’s not a fruit. It’s a vegetable.”

“Green Beans are actually fruit, Jayden,” I said. “How?”, he asked. “Well, vegetables don’t have seeds in them. Fruits do. Go get a butter knife from the kitchen, and I’ll show you,” I said to Jayden.

“I got the butter knife you wanted,” Jayden said when he got back from the kitchen. “Watch,” I said. I cut the Green Bean in half. “Look inside the Green Bean. Do you see anything?”, I asked Jayden. “Yeah! I see a seed!” He said. “That’s how I prove that some fruits may look like vegetables, but they are actually fruit,” I said to Jayden. “Thanks, Ryan!” said Jayden.

**Response Annotation**

- The response effectively establishes a situation and introduces multiple characters (It was one nice, regular Friday. I was sitting at my island in my kitchen). The characters of Ryan (the narrator), Jayden, and Steve are introduced throughout the response.
- The event sequence is organized and unfolds naturally (the doorbell rings; Jayden discusses the green bean; Ryan responds; they test the green bean; they determine that it is a fruit).
- The response effectively uses narrative techniques such as dialogue (“Why do you have a Green Bean plant?”, I asked; “Yeah! I see a seed!” He said) and description (sitting at my island in my kitchen eating some of my tomato soup; “Ding Dong!”, It ringed; get a butter knife from the kitchen) to develop experiences and events.
- A variety of words and phrases are used to signal the sequence of events (Just when I was done eating; once it was my turn).
- The response provides a sense of closure that follows from the narrated experiences and events (That’s how I prove . . . they are actually fruit; “Thanks, Ryan!” said Jayden).
- The response integrates ideas and details from the source material effectively (Green Beans are actually fruit; I see a seed; some fruits may look like vegetables, but they are actually fruit).
- There are no errors in usage or conventions that interfere with meaning.

ELAGSE3W3

Response Score: 4 points



1. Imagine someone brings you a food from a strange plant. They want to know if the food is a fruit or vegetable. Write an original story in which you work to find out if the food is a fruit or vegetable.

Be sure to use information from the article to help you develop details in your story.

**Student Response**

Yesterday, someone brought some sort of food. I was at a new resteraunt by the Mall of Georgia. I couldn't tell what it was so, I asked our waitress. She smiled and replied, "It's a new plant. The boss wants you to figure out if it's a fruit or a veggie." I quickly asked her if she knew where it was from. "All I know is it's been dug up.", she said. This was going to be a test of my vegatable and fruit knowledge. Luckily, I knew alot. Carefully, I cut open the weird plant. It was full of the smallest seeds I had seen in my life. The husk was rough and pale purple with green pocka dots. So far it was hard to tell what this weird thing was. Then I took a bite. It was sweet and delightful. Finally, after pulling all of my hints together and coming to a conclusion, I called the waitress to my table. "This", I said, pointing to the plant "is a fruit. Oh ,and can you bring me another?" "Sure" she said.

**Response Annotation**

- The response establishes a situation (Yesterday, someone brought some sort of food. I was at a new resteraunt by the Mall of Georgia) and introduces characters (the narrator; the waitress; the boss).
- An event sequence is organized and unfolds naturally (someone brings the food; the narrator asks what it is; the narrator examines the food; the narrator determines the type of food; the narrator orders another).
- The response effectively uses narrative techniques such as dialogue (I quickly asked her if she knew where it was from. "All I know is it's been dug up.", she said) and description (The husk was rough and pale purple with green pocka dots; sweet and delightful) to develop interesting experiences and events and show the response of characters to situations.
- The response uses a variety of words and phrases consistently to signal the sequence of events (Yesterday, someone brought; Carefully, I cut open; Then I took a bite; Finally, after).
- The response provides a sense of closure that follows from the narrated experiences and events ("This", I said, pointing to the plant "is a fruit. Oh ,and can you bring me another?" "Sure" she said).
- Ideas and details from the source material are integrated effectively ("All I know is it's been dug up."; It was full of . . . seeds).
- There are very few errors in usage and conventions, and the errors do not interfere with meaning.

ELAGSE3W3

Response Score: 4 points



1. Imagine someone brings you a food from a strange plant. They want to know if the food is a fruit or vegetable. Write an original story in which you work to find out if the food is a fruit or vegetable.

Be sure to use information from the article to help you develop details in your story.

**Student Response**

“Here is your dinner my lady.” said the waiter. “Hey what are those pink and what onion shaped thing?” I said perplexed. “Those are radishes Jenny.” Mom stated briefly. “I wonder if its a fruit or a veggie?” I thought. We left the diner. I looked up how a radish is grown, submerged underground. Many parts of veggies you do eat, grow underground. “Mom!” I shrieked: Look a radish is a veggie so at the diner, you were eating a veggie!” “Great work Jenny maybe we’ll eat a veggie for supper too!”

**Response Annotation**

- The response establishes a situation (“Here is your dinner my lady.” said the waiter. “Hey what are those pink and what onion shaped thing?”; I looked up how a radish is grown) and introduces multiple characters (the waiter; Jenny; Mom).
- The event sequence is organized and unfolds naturally (the waiter delivers the radishes; Jenny asks what they are; Jenny investigates; she determines that radishes are a vegetable).
- The response effectively uses narrative techniques such as dialogue (“I wonder if its a fruit or a veggie?” I thought; “Mom!” I shrieked) and description (pink and what onion shaped thing; perplexed; submerged underground) to develop experiences and events and to show the response of characters to situations.
- Few signal words and phrases are used (Here is your dinner; We left the diner). However, the preponderance of narrative elements in the response meets the four-point criteria.
- The response provides a sense of closure that follows from the narrated experiences and events (“Great work Jenny maybe we’ll eat a veggie for supper too!”).
- The response integrates ideas and details from the source material (Many parts of veggies you do eat, grow underground).
- There are very few errors in usage and conventions, and the errors do not interfere with meaning.

ELAGSE3W3

Response Score: 3 points



1. Imagine someone brings you a food from a strange plant. They want to know if the food is a fruit or vegetable. Write an original story in which you work to find out if the food is a fruit or vegetable.

Be sure to use information from the article to help you develop details in your story.

**Student Response**

It was the day my friend Izzie was moving to Florida. She grew garlic in her garden. She knew I was the fruits and veggies expert. She wanted to know if garlic is a fruit or veggie so she brought me a garlic the day before she moved. She said "is this garlic a fruit or veggie?". I said "to find out we need to see if there are seeds in the garlic." We broke open the garlic to find that there were no seeds. "That must mean that the garlic is a veggie because veggies don't have seeds and fruits do." I told Izzie. "Thank you" said Izzie. "I will miss you in Florida." "Bye" I said back.

**Response Annotation**

- The response establishes a situation and introduces a narrator and an additional character (It was the day my friend Izzie was moving to Florida).
- The response organizes events in a clear, logical order (Izzie is introduced; she brings the garlic; the characters examine the garlic; they determine that it is a veggie; Izzie leaves).
- The response uses dialogue (She said "is this garlic a fruit or veggie?"; I said "to find out we need to see if there are seeds in the garlic,") and description (She knew I was the fruits and veggies expert; We broke open the garlic) to develop experiences and events or show the response of characters to situations.
- The response uses a variety of words and phrases to indicate sequence (so she brought me; to find out; I said back).
- The response provides a sense of closure that follows from the narrated experiences and events ("Thank you" said Izzie. "I will miss you in Florida." "Bye" I said back).
- The response integrates details from the source material (veggie don't have seeds and fruits do).
- The response has a few minor errors in usage and conventions with no significant effect on meaning.

ELAGSE3W3

Response Score: 3 points



1. Imagine someone brings you a food from a strange plant. They want to know if the food is a fruit or vegetable. Write an original story in which you work to find out if the food is a fruit or vegetable.

Be sure to use information from the article to help you develop details in your story.

**Student Response**

“Hey.” “I’ve been wondering if this plant is a fruit or vegetable ?” “Do you know” asked Emily. “Lets find out” I said. “Well first we know that fruits have to be seperated from the plant in order for the seeds to grow new plants.” Whoa where did you find that out.” asked Emily. “I found it out from the article Fruits and Vegetables.” I said.”Does it have seeds?” I asked.”I don’t think so.” “Then it must be a vegetable.” I said satisfied.

**Response Annotation**

- The response establishes a situation (“Hey.” “I’ve been wondering if this plant is a fruit or vegetable ?”) and introduces two characters (the narrator; Emily).
- The conversation is sequenced in a logical order, with some ambiguity (wondering about the plant; discussing fruit and vegetable properties; examining the plant; concluding that it is a vegetable).
- The response uses narrative techniques such as dialogue (“Do you know” asked Emily; Whoa where did you find that out.” asked Emily) and descriptive language (I’ve been wondering; I said satisfied) to develop experiences and events and to show the response of characters to situations.
- A variety of words and phrases are used to indicate sequence (Lets find out; Well first; Then it must).
- The response provides an appropriate sense of closure (“Then it must be a vegetable.” I said satisfied).
- Ideas and details from the source material are integrated (fruits have to be seperated from the plant in order for the seeds to grow new plants).
- There are a few minor errors in usage and conventions with no significant effect on meaning.



ELAGSE3W3

Response Score: 3 points



1. Imagine someone brings you a food from a strange plant. They want to know if the food is a fruit or vegetable. Write an original story in which you work to find out if the food is a fruit or vegetable.

Be sure to use information from the article to help you develop details in your story.

**Student Response**

One day a man named Jerry came to my door with a wierd looking plant. He asked me to figure out if it was a fruit or a vegetable. I said "Ok". "Just give me some time". So then I went to cut it open. On the outside it was hard as a rock. but on the inside it was really juicy. When I out it open seeds and juices went every where."Well, I think it's a fruit.

**Response Annotation**

- The response establishes a situation and introduces characters (One day a man named Jerry came to my door with a wierd looking plant).
- Events are organized in a logical order, with some ambiguity (Jerry brings the plant; he asks for help; the narrator investigates; the narrator concludes that it is a fruit).
- The response uses narrative techniques such as dialogue (I said "Ok"."Just give me some time") and description (hard as a rock; seeds and juices went every where) to develop experiences and events and to show the response of characters to situations.
- A variety of words and phrases are used to indicate sequence (One day; So then; When I out it).
- The response provides a sense of closure (Well, I think it's a fruit).
- Integration of ideas from the source material is attempted (seeds and juices went every where."Well, I think it's a fruit).
- There are minor errors in usage and conventions with no significant effect on meaning.

ELAGSE3W3

Response Score: 2 points



1. Imagine someone brings you a food from a strange plant. They want to know if the food is a fruit or vegetable. Write an original story in which you work to find out if the food is a fruit or vegetable.

Be sure to use information from the article to help you develop details in your story.

**Student Response**

My name is jacob and this is a story about me.

One day I walk down the street and some lady asks me is a strange thing a fruit or a vegetable. I reply "give it to me and I will find out".

That night I cut it open and it has little seeds. Then I scan it and make shure it is edible. It is so I eat it and it tastes citrusey

The next morning I bring it back to the lady tell her it is a fruit.

**Response Annotation**

- The response introduces a somewhat vague situation (One day I walk down the street and some lady asks me is a strange thing a fruit or a vegetable) and introduces characters (Jacob; the lady).
- Events are organized in a logical order, with some gaps (the narrator encounters the lady; the narrator agrees to determine whether the thing is a fruit or a vegetable; the narrator examines it; the narrator returns it to the lady with an answer).
- The response attempts to use dialogue (I reply "give it to me and I will find out") and description (little seeds; citrusey) to develop experiences and events or show the response of characters to situations.
- The response uses a variety of words and phrases consistently to indicate sequence (One day; That night; Then I scan; The next morning).
- The response provides a sense of closure (I bring it back to the lady tell her it is a fruit).
- Some ideas from the source material are used (it has little seeds; it is edible).
- The response has frequent errors in usage and conventions that sometimes interfere with meaning (sentence construction: I bring it back to the lady tell her it is a fruit; punctuation: It is so I eat it and it tastes citrusey).

ELAGSE3W3

Response Score: 2 points



1. Imagine someone brings you a food from a strange plant. They want to know if the food is a fruit or vegetable. Write an original story in which you work to find out if the food is a fruit or vegetable.

Be sure to use information from the article to help you develop details in your story.

**Student Response**

Someone asked me is a tomato a fruit or vegetables? I answered “Cut in side of a tomato and see if it has any seeds if it does it is a fruit if it does it is a vegetable.”

She came back the next day “It’s a fruit.” she repiled. She was right it sis a fruit.

**Response Annotation**

- The response introduces two characters and provides a minimal situation (Someone asked me is a tomato a fruit or vegetables?). The narrator and another character (someone/she) interact.
- Events are organized in a sequence, with some gaps and ambiguity (the second character queries the narrator; the narrator answers; an answer is communicated; the narrator agrees).
- The response attempts to use narrative techniques such as dialogue (I answered “Cut in side of a tomato and see if it has any seeds”; “It’s a fruit.” she repiled) to develop experiences and events.
- Occasional signal words are used to indicate sequence (the next day).
- The response provides a sense of closure (She was right it sis a fruit).
- Some ideas from the source material are used (is a tomato a fruit or vegetables; see if it has any seeds if it does it is a fruit if it does it is a vegetable).
- There are frequent errors in usage and conventions that sometimes interfere with meaning (run-on sentence: see if it has any seeds if it does it is a fruit if it does it is a vegetable; punctuation: She came back the next day “It’s a fruit.”).

ELAGSE3W3

Response Score: 2 points



1. Imagine someone brings you a food from a strange plant. They want to know if the food is a fruit or vegetable. Write an original story in which you work to find out if the food is a fruit or vegetable.

Be sure to use information from the article to help you develop details in your story.

**Student Response**

My mom is fixing dinner she says "Is this a watermelon is it a fruit or a vegetable." I say "Its a fruit." she says "Why." I say "Because,it has seed and some fruits dont."

**Response Annotation**

- The response introduces a vague situation and two characters (My mom is fixing dinner).
- While no events are presented, there is some narrative progression, with gaps and ambiguity (the mother asks about the watermelon; the narrator replies; the narrator gives the reasoning behind the reply).
- The response uses the narrative technique of dialogue (she says "Is this a watermelon is it a fruit or a vegetable." I say "Its a fruit." she says "Why." I say "Because,it has seed and some fruits dont") to develop experiences.
- Few, if any, signal words are used to indicate event order.
- The response provides a weak sense of closure ("Its a fruit" . . . Because,it has seed and some fruits dont").
- Some ideas from the source material are used (watermelon is a fruit; the idea of fruits having seeds).
- There are frequent errors in usage and conventions that sometimes interfere with meaning (run-on sentence: My mom is fixing dinner she says "Is this a watermelon is it a fruit or a vegetable."; punctuation: Its, "Why.", dont).

ELAGSE3W3

Response Score: 1 point



1. Imagine someone brings you a food from a strange plant. They want to know if the food is a fruit or vegetable. Write an original story in which you work to find out if the food is a fruit or vegetable.

Be sure to use information from the article to help you develop details in your story.

**Student Response**

like look my friend gave me a apple and i tasted it it be a fruit what if my brother gave me a pumkin that will be a fruit and furts and vegetables.

**Response Annotation**

- The response introduces a vague situation (my friend gave me a apple and i tasted it) and characters (the narrator; a friend; the narrator’s brother).
- Some events are organized in a sequence, with significant gaps and ambiguity (the friend gives the narrator an apple; the narrator tastes it; the pumkin is introduced as a hypothetical scenario).
- Little attempt is made to use narrative techniques; dialogue and description are not attempted to develop experiences or events.
- The response uses inappropriate, overly simple, or unclear words to indicate event order (like look).
- The response provides no sense of closure (that will be a fruit and furts and vegetables).
- The response attempts to integrate details from the source material (pumkin that will be a fruit).
- The response has frequent major errors in usage and conventions that interfere with meaning (capitalization: i tasted it; punctuation: what if my brother gave me a pumkin; article use: a apple; spelling: furts; sentence control: it be a fruit what if).

ELAGSE3W3

Response Score: 1 point



1. Imagine someone brings you a food from a strange plant. They want to know if the food is a fruit or vegetable. Write an original story in which you work to find out if the food is a fruit or vegetable.

Be sure to use information from the article to help you develop details in your story.

**Student Response**

How i fond out it was a vegetable or a fruit i will cut it in half and look inside of it if you see seed it is a fruit andif you pike itout of the grond it is a vegetable.

**Response Annotation**

- The response introduces a minimal situation and a first-person narrator (How i fond out it was a vegetable or a fruit).
- The response is too brief to demonstrate a complete sequence of events (the narrator examines the fruit or vegetable).
- Little attempt is made to use narrative techniques; dialogue and description are not attempted to develop experiences or events.
- The response uses no signal words to indicate sequence.
- No sense of closure is provided.
- There is an attempt to use ideas from the source material (if you see seed it is a fruit andif you pike itout of the grond it is a vegetable).
- The response has frequent major errors in usage and conventions that interfere with meaning (capitalization: i fond out; spelling: fond, pike, grond; run-on sentence: i will cut it in half and look inside of it if you see seed it is a fruit).

## ELAGSE3W3

Response Score: 1 point



1. Imagine someone brings you a food from a strange plant. They want to know if the food is a fruit or vegetable. Write an original story in which you work to find out if the food is a fruit or vegetable.

Be sure to use information from the article to help you develop details in your story.

### Student Response

the firut are not alwas veshtvals like tolmatat is a firut. When you plant firut the sids grow. When you cut the firut you will see the sids. some firut dot have sids.

### Response Annotation

- The response does not introduce a situation or character; it is an attempt to summarize facts contained in the passage.
- The response does not demonstrate a sequence of events.
- No narrative techniques are attempted to develop experiences, events, or the response of characters to situations.
- The response uses no signal words to indicate event order.
- No sense of closure is provided.
- The response attempts to use ideas and details from the source material (tolmatat is a firut; When you cut the firut you will see the sids. some firut dot have sids).
- The response has frequent major errors in usage and conventions that interfere with meaning (capitalization: the firut; spelling: firut, veshtvals, tolmatat, sids).

