



Georgia
Milestones
Assessment System

Grade 4

**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

Standard:	Item Depth of Knowledge:
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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 Chinese folktale and the fable and answer question 1.

The Golden Fish

In a small Chinese village lived a poor fisherman. Each day he went to the nearby lake to catch fish that he would later sell at the market. The fisherman made enough money to live a good life, but he was far from being a rich man. *I wish I could catch a fish of gold*, he thought. *Then I would be the richest man in the village, and I would wear the finest clothes and live in a fine house with many rooms.* Sadly, the fisherman knew that there was no such thing as a golden fish.

One day, as he did every day, the fisherman was sitting in his boat in the middle of the lake with his fishing line in the water. Suddenly, he felt a sharp tug and quickly began to pull up the line. *This must be a big fish*, he thought, *because the line is very hard to pull!* Finally, the fisherman pulled the fish out of the water. He blinked once. He blinked twice. The fisherman couldn't believe his eyes. He had just caught a fish made of gold!

"This is the golden fish of my dreams!" exclaimed the fisherman. "What a wonderful surprise!"

Before he could get over this surprise, however, the fisherman was surprised again. The golden fish began to talk!

"Please, sir, let me go," begged the fish. "Throw me back into the lake where I belong."

"No," replied the fisherman. "You are the fish of my dreams. Selling you will make me a very rich man."

"If you let me go," said the fish, "I will give you a golden rope that is far more valuable than I am. A thick golden rope will bring you much more money than I will."

The fisherman did not trust the fish, so he thought of a plan. "I will not put you back into the lake until I have the golden rope. Only then I will let you go." The fisherman smiled at his own cleverness.

"As you wish," said the golden fish. "Put your fishing line in the water. Count to ten and then begin to pull."

The fisherman did as he was told. The line was very heavy, but the fisherman pulled with all his might. Finally, he could see the thick golden rope hooked on his line. *Soon I will be wearing the finest clothes and living in the finest house*, he thought.

"Now, keep your promise," begged the golden fish. "Please let me go."

"No," shouted the fisherman. "I will not let you go. I will sell you and the golden rope. Soon, I will be the richest man in the village."

As the golden fish continued to beg for its freedom, the fisherman continued to pull the thick golden rope into his boat. The harder the fisherman pulled, the more rope he pulled into the boat. The boat became very heavy and began to fill slowly with water, but the fisherman did not notice. *Silly fish*, thought the fisherman. *Who needs him? With this rope, I can be the richest man in all of China!*

“What do you think of me now, golden fish?” asked the fisherman. “When I sell you and this rope, I will be the richest man in China. What do you think of me now?”

But the golden fish did not answer. The golden fish had disappeared. As the fisherman searched the lake for the golden fish, he realized that his boat was sinking. He had pulled too much rope into the boat! The fisherman tried to throw the rope back into the lake, but the rope was too heavy and the fisherman was too tired. All he could do was watch helplessly as his boat sank into the lake, taking his fishing line and the golden rope with it. The fisherman was left with nothing.

As he swam to shore, he heard a voice call out to him.

“Here is your lesson, fisherman. He who is greedy is always in want.”



Henry's Lesson

Henry was a bad dog, a very bad dog indeed. He dug up flowerbeds, swam in the neighbors' pools, and barked at every car that drove by. Henry was never satisfied. He always wanted more. When his owners took him for a walk, the walk was never long enough. When he went to the park to play with the other dogs, he always demanded to stay longer than everyone else. Henry's owners did everything they could to teach Henry to behave and to be satisfied, but nothing worked. "One day," they told Henry, "you will learn your lesson." *Maybe*, thought Henry, *but that day is not today!*

One morning Henry woke up very hungry. He gobbled his breakfast and wanted more. He went next door to see his friend Tapper. *I hope Tapper has some food to share*, thought Henry, as he peeked inside Tapper's doghouse. To Henry's surprise, instead of Tapper, he found a huge piece of meat sitting in Tapper's bowl. Before he could stop himself, Henry snatched the meat between his teeth and ran away.

Henry didn't want anyone to see him with Tapper's breakfast, so he decided to hide on the other side of the river to eat the stolen meat. Crossing over the bridge, Henry looked down and saw his reflection in the water, as he would if he were looking in a mirror. The dog Henry saw in the river was carrying a piece of meat that seemed much larger than the one he held in his own mouth.

Henry wanted the piece of meat he saw in the water. It was bigger than the one he had, and he was very hungry, after all. Henry tried to grab the larger piece of meat from the river. But, of course, he could not grab the meat; it was only a reflection.

Henry finally gave up and decided to eat the meat he had taken from Tapper. But the meat was gone! He must have dropped it in when he was trying to grab the meat he had seen in the water.

He jumped into the river to search for the meat he had dropped, but he could not find it anywhere. What he found instead was a fish with a very big belly and a huge grin on its face. Henry took one look at the fish and knew where the meat had gone. He couldn't believe what he had done. The fish almost felt sorry for Henry, almost but not quite. He looked at Henry and said, "A bird in the hand is worth two in the bush. That is a good lesson for you to learn, my friend."

ITEM 1: EXTENDED CONSTRUCTED-RESPONSE

ELAGSE4W3



1. In the story “Henry’s Lesson,” a big fish eats the meat Henry drops into the river. Think about how this event might change the way Henry acts from now on. Write a story about what happens the next day when Henry’s owners take him for a walk in the park.

Use details from the story when writing your own story.

Narrative Writer’s Checklist

Be sure to:

- Develop a real or imagined experience.
- Establish a situation and introduce a narrator and/or characters.
- Organize events in order.
 - Use transitional words and phrases to sequence the events.
- Use dialogue and/or description to:
 - develop events.
 - show how characters respond to situations.
- Use concrete words, phrases, and sensory details to describe the events.
- 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.

ELA EXTENDED CONSTRUCTED-RESPONSE NARRATIVE ITEM

Scoring Guide

Item 1 Information

Standard: ELAGSE4W3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Item Depth of Knowledge: 4

Extended Thinking

Student conducts an investigation, needs time to think and process multiple conditions of the problem or task.

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"> • Effectively establishes a situation and introduces a narrator and/or characters • Organizes an event sequence that unfolds naturally • Effectively uses narrative techniques, such as dialogue and description, to develop rich, interesting experiences and events or show the responses of characters to situations • Uses a variety of words and phrases consistently to signal the sequence of events • Uses concrete words, phrases, and sensory language consistently and effectively to convey experiences and events precisely • Provides a conclusion that follows from the narrated experiences or events • Integrates ideas and details from source material effectively • Has very few or no errors in usage and/or conventions that interfere with meaning*
	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"> • Establishes a situation and introduces one or more characters • Organizes events in a clear, logical order • Uses narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations • Uses words and/or phrases to indicate sequence • Uses words, phrases, and details to convey experiences and events • Provides an appropriate conclusion • Integrates some ideas and/or details from source material • Has a few minor errors in usage and/or conventions that interfere with meaning*
	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"> • Introduces a vague situation and at least one character • Organizes events in a sequence but with some gaps or ambiguity • Attempts to use a narrative technique, such as dialogue and description, to develop experiences and events or show the responses of characters to situations • Uses occasional signal words to indicate sequence • Uses some words or phrases inconsistently to convey experiences and events • Provides a weak or ambiguous conclusion • Attempts to integrate ideas or details from source material • Has frequent errors in usage and conventions that sometimes interfere with meaning*

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>1</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"> • Response is a summary of the story • Provides a weak or minimal introduction of a situation or a character • May be too brief to demonstrate a complete sequence of events • Shows little or no attempt to use dialogue or description to develop experiences and events or show the responses of characters to situations • Uses words that are inappropriate, overly simple, or unclear • Provides few, if any, words that convey events • Provides a minimal or no conclusion • May use few, if any, ideas or details from source material • Has frequent major errors in usage and conventions that interfere with meaning*
	<p>0</p>	<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

ELAGSE4W3

Response Score: 4 points



1. In the story “Henry’s Lesson,” a big fish eats the meat Henry drops into the river. Think about how this event might change the way Henry acts from now on. Write a story about what happens the next day when Henry’s owners take him for a walk in the park.

Use details from the story when writing your own story.

Student Response

The next day, Henry’s owner took him for a walk in the park. To their surprise, Tapper and his owners were their, too. Tapper raced over to Henry and said “Guess what?” “What,” Henry answered, but he knew what Tapper was going to say. “Yesterday, I had a big piece of meat in my doghouse for breakfast, but my water was running out so, I went inside to get some more. “ Henry asked nervously, “What happened next?” Tapper replied,

“Well, I got some more water, but when I got back in my dog house the meat was gone!” Henry hung his head. “Well, here’s the thing, I took your mean because I was really hungry and I went to burry it, but then I saw an even bigger piece of meat in the river but I dropped it in and a fish ate it.” He said in one long breath. Tapper was devastated that his friend would steal from him but then said, “You know, you really have to learn to be satisfied with what you already have, but sometimes all you have to do is ask.” Henry sighed, “I’m really sorry that neither of us got to have any of that delicious meat.” At that moment Tapper pulls out a giant piece of meat, even bigger and juicier than the one lost in the river! He said, “If I share this piece of meat with you, will you promise me that instead of stealing, you will always ask?” Henry wagged his tail. “Yes, yes, I will!” he replied. “You’re the best friend a dog could ask for!”

Response Annotation

- The response effectively establishes a situation and introduces characters (The next day, Henry’s owner took him for a walk in the park; Tapper and his owners were their, too).
- The response organizes an event sequence that unfolds naturally (Tapper tells Henry about the stolen meat; Henry confesses to taking it; Tapper makes Henry promise to never steal from him again; they share a bigger piece of meat and celebrate their friendship).
- The response effectively uses narrative techniques of dialogue (“Guess what?” “What,” Henry answered, but he knew what Tapper was going to say) and description (raced over; asked nervously; said in one long breath; was devastated that his friend would steal from him) to show the responses of characters to situations.
- A variety of phrases are consistently used to signal the sequence of events (To their surprise; but then said; At that moment).
- Sensory language is used consistently and effectively to convey the experiences precisely (a giant piece of meat, even bigger and juicier than the one lost in the river!).
- The conclusion follows the narrated experiences (“If I share this piece of meat with you, will you promise me that instead of stealing” . . . “I will!” he replied. “You’re the best friend a dog could ask for!”).
- Ideas and details are integrated from the source material effectively (“I saw an even bigger piece of meat in the river but I dropped it in and a fish ate it”).
- There are no errors in usage or conventions that have a significant effect on the intended meaning.

ELAGSE4W3

Response Score: 4 points



1. In the story “Henry’s Lesson,” a big fish eats the meat Henry drops into the river. Think about how this event might change the way Henry acts from now on. Write a story about what happens the next day when Henry’s owners take him for a walk in the park.

Use details from the story when writing your own story.

Student Response

The next day when Henry woke up he ate his breakfast, and to his onwer’s surprise he didn’t want anymore. Later that day, his owners take him to the park and Henry saw his friend Tapper who looked very sad. Henry walked up and said “what’s wrong Tapper?” Tapper replied with a sigh and a whimper, “Come on old Tap, you can tell me.” Henry said. “Yesterday someone stile my meat that I was suppose to have for breakfast, and i was hungry for the rest of the day.” Said Tapper. Henry looked at him with a frown”Hey, Tapper there something I have to tell you....it was me who stole you’re piece of meat i’m sorry.” Tapper looked at Henry with big frown on his face, but suddenly it turned into a faint smile “I forgive you.” He said. Henry looked at him in surprise”Really, you’re not mad at me?”.”No, you apologized, and that’s all that matters. “They played for the rest of the day, and Henry invited Tapper over for dinner, and said that they can share a steak. They stayed friends forever and Henry promised to never steal from Tapper ever again. The End :)

Response Annotation

- The response effectively establishes a situation and introduces characters (The next day when Henry woke up he ate his breakfast; his owners take him to the park and Henry saw his friend Tapper who looked very sad).
- The response organizes an event sequence that unfolds naturally (Henry wakes up a changed dog; Henry goes to the park and sees Tapper; Tapper tells Henry he's sad because someone stole his steak; Henry confesses and apologizes; Tapper forgives Henry; They play and share dinner).
- The response effectively uses narrative techniques of dialogue ("Come on old Tap, you can tell me." Henry said; "Really, you're not mad at me?" "No, you apologized, and that's all that matters") and description (Tapper who looked very sad; hungry for the rest of the day; replied with a sigh and a whimper) to show the responses of characters to situations.
- A variety of phrases are consistently used to signal the sequence of events (Later that day; Yesterday; but suddenly).
- Sensory language is used effectively to convey experiences (with big frown on his face . . . turned into a faint smile; and to his owner's surprise he didn't want anymore).
- The conclusion follows the narrated experiences (They stayed friends forever and Henry promised to never steal from Tapper ever again).
- Ideas and details are integrated from the source material effectively (to his owner's surprise he didn't want anymore; someone stole my meat that I was suppose to have for breakfast).
- There are no errors in usage or conventions that have a significant effect on the intended meaning.

ELAGSE4W3

Response Score: 4 points



1. In the story “Henry’s Lesson,” a big fish eats the meat Henry drops into the river. Think about how this event might change the way Henry acts from now on. Write a story about what happens the next day when Henry’s owners take him for a walk in the park.

Use details from the story when writing your own story.

Student Response

It was a nice summer day and all the other dogs were at the park playing as usual. Then Henry shows up and all the dogs moan because they thought Henry was a greedy dog who always steals their food and toys. But when Henry walked up today he knew he had changed. The other dogs didn't care though. They wouldn't play with him because they thought he was still the same greedy Henry they knew before. Henry was sad because the other dogs wouldn't play with him. Then a very nice dog saw Henry alone and knew he needed a friend. He trotted over to Henry and asked why he was sad and Henry explained why. Henry's new friend wanted to help. He went over to the big group of dogs playing and pleaded with them to give Henry another chance, but the other dogs didn't listen. Henry was very sad he had lost all of his old friends. But Henry's new friend told him that he didn't need those dogs and that he would always be his friend. They played together all afternoon and Henry lived the rest of his life with a new best friend.

Response Annotation

- The response effectively establishes a situation and introduces characters (It was a nice summer day and all the other dogs were at the park; Then Henry shows up).
- The response organizes an event sequence that unfolds naturally (Henry goes to the dog park; Henry is sad because the other dogs won't play with him; Henry meets a new dog who tries to convince the other dogs that Henry has changed; The other dogs still don't want to play with Henry; Henry and the new dog become friends and live happily ever after).
- The response uses the narrative technique of description (a greedy dog who always steals their food and toys; he was still the same greedy Henry; Henry was very sad he had lost all of his old friends) to show the responses of characters to situations.
- Phrases are used to signal the sequence of events (Then Henry shows up; Then a very nice dog saw Henry alone; They played together all afternoon).
- Sensory language is used consistently and effectively to convey the experiences precisely (a very nice dog saw Henry alone; He trotted over to Henry and asked why he was sad; He went over to the big group of dogs playing and pleaded with them).
- The conclusion follows the narrated experiences (They played together all afternoon and Henry lived the rest of his life with a new best friend).
- Ideas and details are integrated from the source material effectively (they thought Henry was a greedy dog who always steals their food and toys).
- There are no errors in usage or conventions that have a significant effect on the intended meaning.

ELAGSE4W3

Response Score: 3 points



1. In the story “Henry’s Lesson,” a big fish eats the meat Henry drops into the river. Think about how this event might change the way Henry acts from now on. Write a story about what happens the next day when Henry’s owners take him for a walk in the park.

Use details from the story when writing your own story.

Student Response

The next day Henry was out for a walk and he saw Tapper. Tapper walked up to Henry and asked, “hey, did you steal my steak? Either you stole it or my owners forgot to give me breakfast!” Henry stood there thinking if he should tell the truth or lie. After thinking about it, Henry decided to tell the truth. “Tapper, I stole your steak. I am very sorry. I am just a big dog and get hungry.” Tapper looked at Henry. Henry said, “if it makes you feel any better, a fish stole it from me.” Tapper waited a moment and said, “ok, who cares, let’s play.” “Oh look a squirrel!” shouted Henry. “Lets go get it!” said Tapper. They were friends again and Henry never stole another steak.

Response Annotation

- The response establishes a situation and introduces one or more characters (The next day Henry was out for a walk and he saw Tapper).
- The response organizes events in a clear, logical order (Henry sees Tapper out for a walk; Tapper asks Henry about his steak; Henry decides to tell Tapper what happened; Tapper quickly forgives Henry).
- Narrative techniques, such as dialogue (“hey, did you steal my steak? Either you stole it or my owners forgot to give me breakfast!”; “if it makes you feel any better, a fish stole it from me”) and description (Henry stood there thinking if he should tell the truth or lie), are used to develop experiences and show the responses of the characters.
- Phrases are used to signal the sequence of events (The next day; After thinking about it; Tapper waited a moment).
- The response uses words, phrases, and details (Tapper walked up to Henry; Tapper looked at Henry) to convey events and some sensory language (I am just a big dog and get hungry) to convey experiences.
- The conclusion follows the narrated experiences (They were friends again and Henry never stole another steak).
- Some ideas and details from the source material have been integrated into the response (“if it makes you feel any better, a fish stole it from me”).
- There are a few minor errors in usage and conventions, but they do not have a significant effect on the meaning of the text.

ELAGSE4W3

Response Score: 3 points



1. In the story “Henry’s Lesson,” a big fish eats the meat Henry drops into the river. Think about how this event might change the way Henry acts from now on. Write a story about what happens the next day when Henry’s owners take him for a walk in the park.

Use details from the story when writing your own story.

Student Response

Henry walked home and decided to go to sleep. By the time he woke up, it was morning. His owners had breakfast ready for him, and he ate it. After his owners got his leash, they took Henry for a walk. When it was time to turn around and go back home, Henry never complained that the walk was too short. His owners were amazed by this. Henry thought that it was time for him to change. He decided that he didn’t want to be greedy anymore. When Henry’s owners took him to the park, Henry played fairly with the other dogs. He wanted to leave first instead of last. For the rest of his life, Henry was a good dog. He shared with other dogs, he was kind and respectful to his owners, and he was never greedy.

Response Annotation

- The response establishes a situation and introduces one or more characters (Henry walked home and decided to go to sleep; His owners had breakfast ready for him, and he ate it).
- The response organizes events in a clear, logical order (Henry goes home to sleep; Henry wakes up and eats breakfast; Henry goes for a walk; Henry’s owners are amazed about his change in behavior; Henry goes to the park and plays fairly with other dogs; Henry lived the rest of his life as a good dog).
- The narrative technique of description (Henry played fairly with the other dogs; leave first instead of last; kind and respectful) is used to develop experiences and show the responses of the characters.
- A variety of words and phrases are used to indicate sequence (By the time he woke up; After his owners got his leash; When it was time).
- The response uses words, phrases, and details to convey events and experiences (His owners had breakfast ready for him, and he ate it; He shared with other dogs).
- The conclusion follows the narrated experiences (For the rest of his life, Henry was a good dog. He shared with other dogs, he was kind and respectful to his owners, and he was never greedy).
- Some ideas and details from the source material have been integrated into the response (never complained that the walk was too short; He wanted to leave first instead of last).
- There are no errors in usage or conventions that interfere with meaning.

ELAGSE4W3

Response Score: 3 points



1. In the story “Henry’s Lesson,” a big fish eats the meat Henry drops into the river. Think about how this event might change the way Henry acts from now on. Write a story about what happens the next day when Henry’s owners take him for a walk in the park.

Use details from the story when writing your own story.

Student Response

The next day, Henry’s owner took him for a walk in the park. When they got to the park, Henry saw Tapper playing with some other dogs. Henry went to say sorry for stealing the meat and to tell him what happened. Henry told tapper that he was hungry and that he took the meat. Henry then said that he was sorry and that he shouldn’t have let the fish eat the meat. Henry and Tapper went back to Tapper’s dog house and shared an even bigger piece of meat. Tapper forgave Henry and told him that the next time he has a big piece of meat, he would like to share it with Henry.

Response Annotation

- The response establishes a situation and introduces one or more characters (Henry’s owner took him for a walk in the park; Henry saw Tapper).
- The response organizes events in a clear, logical order (Henry goes for a walk in the park and sees Tapper; Henry says he’s sorry for taking the meat; Tapper invites Henry back to his dog house to share a piece of meat; Tapper promises to share his meat with Henry in the future).
- The response attempts to use description (an even bigger piece of meat) and dialogue (Henry told tapper that he was hungry and that he took the meat . . . said that he was sorry; Tapper forgave Henry and told him that the next time he has a big piece of meat, he would like to share it with Henry) to develop experiences and show the responses of the characters.
- Words and phrases are used to indicate sequence (The next day; When they got to the park).
- The response uses words, phrases, and details to convey events and experiences (Henry saw Tapper playing with some other dogs; Tapper forgave Henry).
- An appropriate conclusion is provided (Tapper forgave Henry and told him that the next time he has a big piece of meat, he would like to share it with Henry).
- Some ideas and details from the source material have been integrated into the response (he shouldn’t have let the fish eat the meat).
- There are a few minor errors in usage and conventions, but they do not have a significant effect on the meaning of the text.

ELAGSE4W3

Response Score: 2 points



1. In the story “Henry’s Lesson,” a big fish eats the meat Henry drops into the river. Think about how this event might change the way Henry acts from now on. Write a story about what happens the next day when Henry’s owners take him for a walk in the park.

Use details from the story when writing your own story.

Student Response

The next morning Henry woke up like a newly changed dog. When his owners put food in his bowl and once he ate it he did not ask for no more. When he went on a walk he walked besides his owner and his owner was very pleased to see that he had changed. When he saw other dogs he plated with them nicely ang when it was time for him to go her went to his owner with no complant. Afterall, he did learn his lesson with shaing and being kind.

Response Annotation

- The response establishes a somewhat vague situation (woke up like a newly changed dog) and introduces more than one character (The next morning Henry; his owners put food in his bowl).
- Events are organized in a logical order with some gaps (Henry woke up changed; he did not ask for more food when he was done eating; he went for a walk and stayed beside his owner; he played nicely with other dogs).
- The response uses description (like a newly changed dog; very pleased to see that he had changed; he plated with them nicely; with no complant) to develop experiences and show the responses of characters to situations.
- The response uses signal words and phrases to indicate sequence (When his owners put food in his bowl; When he went on a walk; When he saw other dogs; Afterall).
- The response uses words, phrases, and details to convey events and experiences (put food in his bowl; he ate it he did not ask for no more; he walked besides his owner).
- A weak conclusion is provided (Afterall, he did learn his lesson with shaing and being kind).
- There is an attempt to integrate ideas from the source material (his owners put food in his bowl and once he ate it he did not ask for no more).
- There are errors in usage and conventions that sometimes interfere with meaning (usage: he did not ask for no more; spelling: plated, ang, complant, shaing; punctuation: commas are missing after nearly all introductory clauses).

ELAGSE4W3

Response Score: 2 points



1. In the story “Henry’s Lesson,” a big fish eats the meat Henry drops into the river. Think about how this event might change the way Henry acts from now on. Write a story about what happens the next day when Henry’s owners take him for a walk in the park.

Use details from the story when writing your own story.

Student Response

Next morning Henry’s owners took him for a walk. Henry played with his friends and had a good time. Henry’s owners called for him to get back on his leash. He came running back. His owners were surprized he came back and didn’t want no more time, but Henry had lerned his lesson and was ready to go back home.

Response Annotation

- The response establishes a situation and at least one character (Henry’s owners took him for a walk).
- Events are organized in a sequence with some gaps and ambiguity (Henry is on a walk; Henry played with his friends; Henry’s owners call him; He comes running back; He is ready to go home).
- The response attempts to use the narrative technique of description (played with his friends and had a good time; His owners were surprized he came back) to develop experiences and events.
- Few words are used to indicate sequence (Next morning).
- Words and phrases are used inconsistently to convey events and experiences. Some precise language is used to describe actions (called for him to get back on his leash). However, some words are unclear and overly simple (no more time).
- A weak conclusion is provided (Henry had lerned his lesson and was ready to go back home).
- There is an attempt to integrate ideas from the source material (His owners were surprized he came back and didn’t want no more time).
- The response contains errors in usage and conventions that sometimes interfere with meaning (missing article: Next morning Henry’s owners took him for a walk; spelling: surprized, lerned; usage: didn’t want no more time).

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Use details from the story when writing your own story.

Student Response

The next day Henry’s owner takes him on a walk over the creek. Then Henry sees the fish and tries to attack it. But Henry is on his leash and not get off, so he pulls and tugs and nothing happens, So when he gets home to his bowl he finds a big piece of meat juice tender meat. He get the mean and eats it really fast.

Response Annotation

- The response establishes a situation and at least one character (The next day Henry’s owner takes him on a walk over the creek).
- Events are organized in a sequence with some gaps and ambiguity (Henry’s owner takes him on a walk; Henry tries to attack the fish; He finds a piece of meat at home and eats it).
- The response uses the narrative technique of description (he pulls and tugs and nothing happens; finds a big piece of meat juice tender meat) to develop experiences and events.
- Words and phrases are used to indicate sequence (The next day; Then; So when he gets home).
- Words and phrases are used inconsistently to convey events and experiences. Some precise language is used to describe events (a walk over the creek; sees the fish and tries to attack it). However, some words are unclear and overly simple (a big piece of meat juice tender meat; eats it really fast).
- A weak conclusion is provided (He get the mean and eats it really fast).
- There is an attempt to integrate some ideas from the source material (Then Henry sees the fish).
- Frequent errors in usage and conventions sometimes interfere with the intended meaning (usage: finds a big piece of meat juice tender meat. He get the mean; missing words: not get off; run-on sentence: But Henry is on his leash . . . finds a big piece of meat juice tender meat).

ELAGSE4W3

Response Score: 1 point



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Use details from the story when writing your own story.

Student Response

When Henry’s owner takes Henry on a walk around the park henry will not take any food unless its given to him. He has learned to not take outhers peoples things. He is a good dog now.

Response Annotation

- The response introduces characters and a vague situation (When Henry’s owner takes Henry on a walk around the park).
- The response is too brief to demonstrate a complete sequence of events (Henry goes on a walk at the park; He has learned a lesson).
- The response shows little attempt to use description (around the park; outhers peoples things) to develop experiences.
- The response uses words and phrases that are overly simple (a good dog).
- There are a few words used that convey sequence (When Henry’s owner takes Henry on a walk).
- A minimal conclusion is provided (He is a good dog now).
- There are only a few ideas included from the source material (henry will not take any food unless its given to him).
- There are major errors in conventions and usage that interfere with the intended meaning (spelling: outhers; usage: unless its given to him, peoples things; capitalization: henry; missing punctuation: When Henry’s owner takes Henry on a walk around the park henry will not).

ELAGSE4W3

Response Score: 1 point



1. In the story “Henry’s Lesson,” a big fish eats the meat Henry drops into the river. Think about how this event might change the way Henry acts from now on. Write a story about what happens the next day when Henry’s owners take him for a walk in the park.

Use details from the story when writing your own story.

Student Response

I think Henry learned his lesson and will no longer want to go for longer walks and stay in the park longer her will be satisfied like every other dog and eat his one food.

Response Annotation

- The response provides a minimal introduction of the situation and one character (I think Henry learned his lesson).
- The response is too brief to demonstrate a complete sequence of events. It is more like a list of things Henry might do now that he has changed than a story with events that demonstrate how Henry changed.
- There is a minimal attempt to use description (longer walks; be satisfied like every other dog) to develop experiences.
- The response uses words and phrases that are overly simple (overuse of the word “longer”) and unclear (like every other dog).
- No signal words are used to indicate sequence.
- No conclusion is provided.
- A few ideas are integrated from the source material (no longer want to go for longer walks; eat his one food).
- There are major errors in usage and conventions that interfere with meaning (usage: her will be satisfied, eat his one food; the entire response is one run-on sentence).

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Response Score: 1 point



1. In the story “Henry’s Lesson,” a big fish eats the meat Henry drops into the river. Think about how this event might change the way Henry acts from now on. Write a story about what happens the next day when Henry’s owners take him for a walk in the park.

Use details from the story when writing your own story.

Student Response

I think thst he will be happy to walk as far as the oner take him and will be better and not still from other dogs

Response Annotation

- The response provides a weak introduction of the situation (I think thst he will be happy to walk as far as the oner take him).
- The response is too brief to demonstrate a complete sequence of events. It is more like a short list of things that the student thinks Henry will not do in the future.
- No narrative techniques, such as dialogue or description, are attempted to develop experiences or events.
- Unclear and overly simple words are used throughout the response (walk as far as the oner take him; will be better).
- No signal words or phrases are used to convey events.
- No conclusion is present.
- A few ideas are integrated from the source material (going for a walk; playing with other dogs).
- There are major errors in usage and conventions that interfere with meaning (spelling: thst, oner; usage: and not still from other dogs; the response lacks any punctuation).

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