

Georgia  
**Milestones**  
Assessment System

**Grade 5**

**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 articles and answer question 1.

## A Bright Little Worker

The firefighters of Fire Station 6 in Livermore, California, are strong and reliable. They brighten the community. They respond to the community's needs day and night, during all seasons, and under any conditions.

As hardworking and enduring as the firefighters are, though, there is something in the fire station that has worked longer than they have. It is a four-watt light bulb that has been burning for over 110 years! Though this sounds unusual, so too is the light bulb. It is the Centennial Light Bulb, and it has quite a unique history.

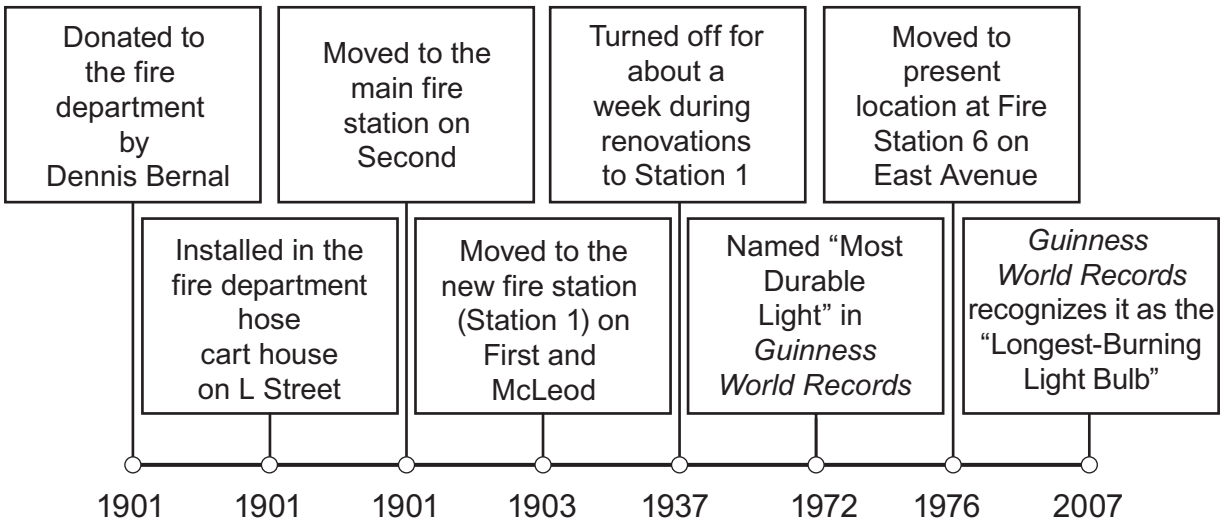
The Centennial Light Bulb was made by the Shelby Electric Company in Shelby, Ohio, around the year 1900. The inventor created a way to improve the *filament*, or wire, inside the light bulb. He discovered that a thicker filament made the light bulb last longer. However, no one would have guessed that one of the light bulbs would last quite as long as it has.

The Centennial Light Bulb was donated to the fire department in 1901 and has been burning ever since. The fire department has moved it three times. During the moves, the light bulb was shut off for only several minutes. In the 1970s, *Guinness World Records* announced that the Centennial Light Bulb was the oldest-known working light bulb.

This amazing light bulb has been doing its job since the Wright brothers took their first flight in 1903. It has been burning since the television was invented in 1927. The light bulb burned while two world wars were fought, while men first walked on the moon, and while the Berlin Wall was destroyed. And it is still burning today!

No one is completely certain why the Centennial Light Bulb has lasted so long. Several other light bulbs from the Shelby Electric Company also had long histories, but scientists do not know exactly why. In an age where so much is disposable, it is refreshing to see a product that lasts.

### Centennial Light Bulb History



### The Older, the Better

Several weeks ago, my family decided to make scrambled eggs and toast for breakfast. We plugged in the toaster, but it did not work. We were disappointed because it is only three years old. It was just another example of what I have known for a while: the electronics of today are not made as well as the electronics of long ago.

Many people agree with me. My neighbor has a great washing machine that is forty years old. Another friend has a stove from 1952 that still bakes a crisp apple cobbler. My grandmother has a refrigerator from 1930 that keeps tea icy cold. A consumer magazine published an article featuring appliances that were fifty years old and still running well. Examples like these have led me to conclude that items were of higher quality long ago.

One of the best examples of a long-lasting product is the Centennial Light Bulb in California. This light bulb has been burning for over 110 years! That means it has worked for more than 950,000 hours. Compare that to the light bulbs of today. Today's best light bulbs will last about 50,000 hours. That's only 5 percent of the time that the Centennial Light Bulb has lasted!

Today, manufacturers do not want to create long-lasting products. They speculate that if they do, people will buy them once and have no need to replace them. Years ago, manufacturers did not think that way. Unfortunately, just like my toaster, products are not made the way they used to be.

**ITEM 1: EXTENDED CONSTRUCTED-RESPONSE**

**ELAGSE5W3**



1. Imagine that you are a Livermore firefighter in 1903. Write an original story in which a firefighter convinces the fire chief to take the Centennial Light Bulb with them when they move to Station 1.

Use ideas from “A Bright Little Worker” to develop your story.

**Narrative Writer’s Checklist**

**Be sure to:**

- Write a narrative response that develops a real or imagined experience.
- Establish a situation and introduce a narrator and/or characters.
- Organize events in a clear and logical order.
  - Use a variety of transitional words and phrases to sequence the events.
- Use dialogue, description, and/or pacing 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.**

**Scoring Guide**

**Item 1 Information**

<p><b>Standard:</b> ELAGSE5W3 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, description, and pacing, to develop rich, interesting experiences and events or show the responses of characters to situations</li> <li>• Uses a variety of words and phrases consistently to signal the sequence of events</li> <li>• Uses concrete words, phrases, and sensory language consistently to convey experiences or events precisely</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>
	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 responses of characters to situations</li> <li>• Uses words and/or phrases to indicate sequence</li> <li>• Uses words, phrases, and details to 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>
	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 or description, to develop experiences and events or show the responses of characters to situations</li> <li>• Uses occasional signal words to indicate sequence</li> <li>• Uses some words or phrases inconsistently to convey experiences and events</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>

**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>	<b>1</b>	<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 responses of characters to situations</li> <li>• Uses words that are inappropriate, overly simple, or unclear</li> <li>• Provides few, if any, words that convey experiences or events</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>
	<b>0</b>	<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

ELAGSE5W3

Response Score: 4 points



1. Imagine that you are a Livermore firefighter in 1903. Write an original story in which a firefighter convinces the fire chief to take the Centennial Light Bulb with them when they move to Station 1.

Use ideas from “A Bright Little Worker” to develop your story.

Student Response

“So we’re actually moving to a new station, huh?”, Watson said, wiping his brow from all the moving they had done that day. “Yeah... We’ve had some interestin’ memories here, but I’m guessin’ it’s time for fate to step in.”, Mier replied. Watson glanced over and saw the Centennial Light Bulb which was donated to them two years ago by Dennis Bernal. “What is it Watson?”, asked Mier, noticing Watson’s curious expression. “I wonder ... ”, Watson jumped up and gasped, “I’ve got a ‘bright’ idea!” “Oh goodness boy... That pun tells me trouble ... ”, Mier said, as he put his face into the palm of his hand. “No, no! It’s literally a bright idea! I’m gonna ask Paul if we can take the Centennial Light Bulb with us to Station 1!”, Watson ran out of the room and into the fire chiefs office. “What might you need, Watson?”, Paul, the fire chief, said. “How ‘bout we take the Centennial Light Bulb with us to Staion 1?”, Watson asked innocently. “Hmm... I’m not so sure... ”, Paul replied, rubbing his chin. “Come on! You just gotta do it! I went to a fortune teller and she said that epic history would be made if we brought the bulb with us.”, Watson begged. “Voodoo? I don’t-” “But Paul please! I swear that if it doesn’t contribute to California or even just Livermore’s history I’ll let you ‘fire’ me!” Watson was on his knees at this point. “I oughta fire you for all your puns! Fine. We’ll bring it with us.” Paul decided, aggitated. “Thank you so much! You’ll never regret it!”, Watson said happily.

## Response Annotation

- The response effectively establishes a situation (“So we’re actually moving to a new station, huh?”) and introduces multiple characters (Watson, Mier, Paul).
- The response organizes an event sequence that unfolds naturally (Watson and Mier move items; Watson notices the Centennial Light Bulb; plans to ask the chief if they can take it; meets with the chief; the chief allows Watson to take the bulb).
- The response effectively uses a variety of narrative techniques to develop rich, interesting experiences and events and to show the responses of characters to situations. The response uses dialogue (“Yeah... We’ve had some interestin’ memories here, but I’m guessin’ it’s time for fate to step in.”; Mier replied), description (noticing Watson’s curious expression; as he put his face into the palm of his hand; asked innocently), and pacing (“Voodoo? I don’t-” “But Paul please!”) to develop the story.
- A variety of words and phrases are used consistently to signal the sequence of events (Watson jumped up; Watson ran out of the room; Watson was on his knees at this point).
- The response uses concrete words, phrases, and sensory language consistently to convey experiences and events precisely (wiping his brow from all the moving they had done; noticing Watson’s curious expression; Paul replied, rubbing his chin).
- The response provides a conclusion that follows from the narrated events (“Fine. We’ll bring it with us.” Paul decided, aggitated. “Thank you so much! You’ll never regret it!”, Watson said happily).
- The response integrates ideas and details from the source material (Watson glanced over and saw the Centennial Light Bulb which was donated to them two years ago by Dennis Bernal; contribute to California or even just Livermore’s history).
- There are no errors in usage or conventions that interfere with meaning.

ELAGSE5W3

Response Score: 4 points



1. Imagine that you are a Livermore firefighter in 1903. Write an original story in which a firefighter convinces the fire chief to take the Centennial Light Bulb with them when they move to Station 1.

Use ideas from “A Bright Little Worker” to develop your story.

**Student Response**

As Jimmie was walking through the fire station, he heard the cheif talking to one of Jimmie’s friends. “John, we are moving stations next month and I need you to clear out some of the things that we can donate to other fire stations. I also need you to change the light bulbs. Jimmie quickly ran into the cheifs office and stood infront of both of them. “Please don’t change the bulbs. Or least the one in the garage. That bulb has been burning for 8 months now and I want to see how long it will burn.” said Jimmie. “Jimmie, you are being rediculous. That bulb will only bum for a few days more and we can’t be havng a garage light be going out.” “But please sir. Can we just keep it until it goes out?” “Ugh. I guess. But that’s it.” “Thank you so much sir.” Three weeks went by and the bulb still hadn’t gone out. Jimmie was sure it would burn for many months more but, the cheif thought otherwise. “Jimmie come here right now.” “Yes sir.” Jimmie waked slowly over to the cheif but made sure he wasn’t walking too slow. “Even though that bulb i still burning, I’m still going to thrw it away.” “Please sir no! If this thing can burn for a littl bit longer it might be able to be the longest burning bulb.” “Fine Jimmie.” said the cheif angrily. Two weeks went by and the fire station was all packed up and moved to anothe station. Yet, the bulb was still burning. “The cheif was stunned when he noticed it was still burning. “Maaybe Jimmie was right after all. This bulb will someday be the longest burning bulb.”

**Response Annotation**

- The response effectively establishes a situation (As Jimmie was walking through the fire station, he heard the chief talking to one of Jimmie’s friends. “John, we are moving stations next month and . . . I also need you to change the light bulbs) and introduces multiple characters (Jimmie, John, the fire chief).
- The response organizes an event sequence that unfolds naturally (Jimmie overhears the fire chief ordering John to change the light bulbs; Jimmie asks the chief to keep the bulbs; the chief agrees; later, the chief orders Jimmie to take the bulb down; Jimmie refuses; finally, the fire station moves; the chief notices the bulb is still burning).
- The response effectively uses narrative techniques, such as dialogue (“Please don’t change the bulbs”), description (Jimmie quickly ran; said the chief angrily; The chief was stunned), and pacing (“But please sir. Can we just keep it until it goes out?” “Ugh. I guess. But that’s it.” “Thank you so much sir.” Three weeks went by and the bulb still hadn’t gone out) to develop rich, interesting experiences and events and show the responses of characters to situations.
- The response uses a variety of words and phrases consistently to signal the sequence of events (As Jimmie was walking; Two weeks went by; Yet, the bulb was still burning).
- The response uses concrete words, phrases, and sensory language consistently to convey experiences and events precisely (Jimmie was sure it would burn for many months more; Jimmie waked slowly over; the fire station was all packed up and moved).
- The response provides a strong conclusion that follows from the narrated experiences and events (“Maaybe Jimmie was right after all. This bulb will someday be the longest burning bulb”).
- Ideas and details are effectively integrated from the source material (That bulb has been burning for 8 months now; it might be able to be the longest burning bulb).
- There are very few errors in usage and conventions that interfere with meaning. Minor spelling errors throughout the response do not interfere with meaning.

ELAGSE5W3

Response Score: 4 points



1. Imagine that you are a Livermore firefighter in 1903. Write an original story in which a firefighter convinces the fire chief to take the Centennial Light Bulb with them when they move to Station 1.

Use ideas from “A Bright Little Worker” to develop your story.

**Student Response**

It was in 1903 I was a regular firefighter savin' lives, fighting fires, and trying to be the best I can be at my job. One day I heard from a special someone that people are getting into more trouble at Station 1 than Station 2. Naturally I went to solve the case, I asked the fire chief if we could move the Station and he agreed, but there was one problem. We couldn't take the light bulb! Our light bulb that has been on since 1901 donated by my ol' pal Dennis. I was enraged but, I didn't show it to the fire chief. I told him “ With all do respect sir this light bulb will make history some day, can't just leave it to the curb.” He thought about it for a long time. It was the end of shift so I went back to my sweet sweet home that didn't seem so sweet after what happened today. I closed my eyes as I lay on my pillow and try to sleep but I can't stop thinking about that amazing bulb. Finally, I went to sleep. In the morning I went to work and started my day, then I heard the fire cheif wanted to talk to me. I was in no mood to talk to anyone at no circumstances but he was my boss. I walked in and he told me “ Look, I have been givin' your idea some thought...” “ Yea right!” I said in my head. “ And I decided to let the bulb come.” “ Really cheif! ” I yelled. “ Yup, you were right so lets get movin' shall we? ” An that, is how I saved the history making Centennial Light Bulb.

**Response Annotation**

- The response effectively establishes a situation (It was in 1903 I was a regular firefighter savin' lives, fighting fires, and trying to be the best I can be at my job) and introduces a narrator and characters (the fire chief; my ol' pal Dennis).
- The event sequence is organized and unfolds naturally (the narrator asks the chief to move to Station 1; the chief agrees; the chief declines to take the special light bulb; the narrator disagrees; the narrator goes home; the narrator returns and is called to the chief; the chief changes his mind; the narrator reacts).
- The response effectively uses narrative techniques, such as dialogue (" Really cheif! " I yelled. " Yup, you were right so lets get movin' shall we? ") and description (I went back to my sweet sweet home that didn't seem so sweet after what happened today; I was enraged; I closed my eyes as I lay on my pillow) to develop rich, interesting experiences and events and to show the responses of characters to situations (" Look, I have been givin' your idea some thought..." " Yea right!" I said in my head. " And I decided to let the bulb come").
- A variety of words and phrases are used consistently to signal the sequence of events (One day; Naturally; Finally; " Look,").
- Concrete words, phrases, and sensory language are used consistently to convey experiences and events precisely ("can't just leave it to the curb"; no mood to talk to anyone at no circumstances).
- The response provides an appropriate conclusion that follows from the narrated experiences and events (An that, is how I saved the history making Centennial Light Bulb).
- The response integrates ideas from source material effectively (Our light bulb that has been on since 1901 donated by my ol' pal Dennis; the history making Centennial Light Bulb).
- There are no errors in usage and conventions that interfere with meaning.



## ELAGSE5W3

Response Score: 3 points



1. Imagine that you are a Livermore firefighter in 1903. Write an original story in which a firefighter convinces the fire chief to take the Centennial Light Bulb with them when they move to Station 1.

Use ideas from “A Bright Little Worker” to develop your story.

### Student Response

“But sir, you have to!” the fireman said to the chief. Today was the day they were supposed to relocate the famous Centennial Light Bulb to the new fire station, but for some reason, the fire chief didn’t want to move it. “Sir, this was a donation from the public. Also, this lightbulb is extremely rare and.....” The fireman was going to say some more, but the chief cut him off by saying, “I know the lightbulb is rare, and I don’t want to move it, What if it breaks?” The the chief was getting harder and harder to convince, but the fireman wasn’t going to give up yet. “ Sir, if we do break it, I’ll never forgive myself. Plus, you know how this place is worn down, it could fall apart or worse. We have to relocate it.” “ Fine,” the chief said, “ we’ll relocate it, you win.” And with that, the new lightbulb was relocated to the new firehouse.

**Response Annotation**

- The response establishes a situation and introduces one or more characters (Today was the day they were supposed to relocate the famous Centennial Light Bulb to the new fire station, but for some reason, the fire chief didn't want to move it). The fireman and fire chief interact throughout the story.
- Events are organized in a clear, logical order (the fireman asks the fire chief to move the light bulb; the chief refuses; the fireman persists; the chief relents; the light bulb is moved to the new firehouse).
- The response effectively uses narrative techniques, such as dialogue ("But sir, you have to!" the fireman said to the chief), description (the famous Centennial Light Bulb; Also, this lightbulb is extremely rare; this place is worn down), and pacing (but the chief cut him off by saying) to develop experiences and show the responses of characters to situations (The the chief was getting harder and harder to convince, but the fireman wasn't going to give up yet). Although these narrative techniques, especially the use of dialogue, are relatively strong, overall, the response falls within the three-point rubric criteria.
- The response uses a variety of words and phrases consistently to indicate sequence (Today was the day; Also; Plus; And with that).
- The response uses words, phrases, and details to convey experiences and events (getting harder and harder to convince; we'll relocate it).
- An appropriate conclusion is provided (And with that, the new lightbulb was relocated to the new firehouse).
- The response integrates some ideas from the source material (the famous Centennial Light Bulb; donation from the public).
- There are minor errors in usage and conventions but none that interfere with meaning.

ELAGSE5W3

Response Score: 3 points



1. Imagine that you are a Livermore firefighter in 1903. Write an original story in which a firefighter convinces the fire chief to take the Centennial Light Bulb with them when they move to Station 1.

Use ideas from “A Bright Little Worker” to develop your story.

**Student Response**

It is April 25, 1903 and today all of the people, including me, that work at the fire station are moving to Station 1. I have packed everything I want or need except for one thing, a Centennial Light Bulb. The light bulb that I am mentioning to you is a special light bulb, however. We have had this light bulb for 9 months now, and I think we should bring it to the new station. So, I walked up to the chief and said, “Chief I have to ask you something.”

“What is it, son,” he replied.

“Can we take the Centennial Light Bulb to the Staion 1?” “Well, why would we need to do that?”

“This light bulb has lasted so long and I feel that it is fairly special.”

“I don’t see why we can’t take it with us.” he said to me softly.

I was over the moon that he let me bring the bulb to Staion 1!

## Response Annotation

- The response establishes a situation (It is April 25, 1903 and today all of the people, including me, that work at the fire station are moving to Station 1) and introduces a narrator and a character (the fire chief).
- The response organizes events in a clear, logical order (the narrator wishes to pack the light bulb; the narrator asks the fire chief; they discuss bringing the bulb; the chief agrees; the narrator feels happy).
- Narrative techniques, such as dialogue (“Chief I have to ask you something”; “What is it, son,” he replied) and description (special light bulb; he said to me softly) are used to develop experiences and to show the responses of characters to situations.
- Words and phrases are used to indicate sequence (today; for 9 months now; So; Well).
- Words, phrases, and details are used to convey experiences and events (everything I want or need; over the moon).
- An appropriate conclusion is provided (I was over the moon that he let me bring the bulb to Staion 1!).
- Ideas are integrated from the source material (Centennial Light Bulb; We have had this light bulb for 9 months now; “it is fairly special”).
- There are minor errors in usage and conventions that do not interfere with meaning.

## ELAGSE5W3

Response Score: 3 points



1. Imagine that you are a Livermore firefighter in 1903. Write an original story in which a firefighter convinces the fire chief to take the Centennial Light Bulb with them when they move to Station 1.

Use ideas from “A Bright Little Worker” to develop your story.

### Student Response

On a bright sunny day, the firefighters had to move to station 1. Everyone had thought of moving the Centennial Light Bulb. But they had to get it through by the Chiefs approval. So one Firefighter went down to the Chief's office. The Firefighter thried to get the approval. And finally, he said yes. Because the person who went down there siad “Good afternoon Chief, I came down here to ask you,that we have to move to Station 1. And, we were wondering if we could take the Centennial Light Bulb with us?” The Chief said “Well if we leave it here we might not know whether it blew or anything. That thing could go down in history. So yeah I guess we could take it.”

### Response Annotation

- The response establishes a situation (On a bright sunny day, the firefighters had to move to station 1) and introduces characters (the firefighter; the chief).
- Events are organized in a logical order, with some gaps (the firefighters wish to move the bulb; a firefighter goes to the chief's office; the firefighter seeks approval to move the bulb; the chief says yes; then, the previous conversation between the firefighter and the chief is relayed). Although the event order is relatively weaker, the response holistically meets most three-point criteria.
- The response uses narrative techniques, such as dialogue (The Chief said “Well if we leave it here we might not know whether it blew or anything”) and description (bright sunny day) to develop experiences and events.
- Signal words are occasionally used to indicate sequence (So; And finally).
- Some words, phrases, and details are used to convey experiences and events (went down to the Chief's office; “Good afternoon Chief”; could go down in history).
- A weak conclusion is provided (The Chief said “ . . . That thing could go down in history. So yeah I guess we could take it”).
- Ideas from the source material are integrated (the Centennial Light Bulb; could go down in history).
- There are a few minor errors in usage and conventions that interfere with meaning (sentence fragments: Because the person who went down there siad; punctuation errors: So yeah I guess we could).

ELAGSE5W3

Response Score: 2 points



1. Imagine that you are a Livermore firefighter in 1903. Write an original story in which a firefighter convinces the fire chief to take the Centennial Light Bulb with them when they move to Station 1.

Use ideas from “A Bright Little Worker” to develop your story.

**Student Response**

In fire station 6 1903 a four watt lightbulb was donated to the fire department. The fire chief announced they were going to station 1. a firefighter asks “can we take the light bulb with us.” the fire cheif replys “no sorry we have to leave it here.” Its 2 weeks before we move we ask again and again. It did not work. Its moving day we ask one more time the fire chief says “fine ok just dont bug me anymore.” We all celebrate.

The light bulb is known that it was lit for 110 years.

**Response Annotation**

- The response introduces a situation (In fire station 6 1903 a four watt lightbulb was donated to the fire department. The fire chief announced they were going to station 1) and characters (the narrator, a firefighter, the fire chief).
- Events are organized in a logical sequence, with some gaps (the bulb is donated to the fire department; the fire chief announces the move; the firefighter asks to take the bulb; the chief refuses; the firefighters ask again and again; the fire chief refuses; the firefighters ask again on moving day and the chief relents).
- The response attempts to use narrative techniques, such as dialogue (a firefighter asks “can we take the light bulb with us”), to develop events.
- Occasional signal words are used to indicate sequence (replies; again and again).
- Words and phrases are used inconsistently to convey experiences and events. Some precise or descriptive language is employed to convey characters’ reactions (The fire chief announced; “fine ok just dont bug me anymore”). However, some words are unclear and/or overly simple (inconsistent use of we/they: they were going to station 1, we move; overuse of it/it’s: Its 2 weeks before, It did not work, Its moving day).
- An appropriate conclusion is provided (We all celebrate. The light bulb is known that it was lit for 110 years).
- There is an attempt to integrate ideas from the source material (four watt lightbulb was donated to the fire department; it was lit for 110 years).
- There are errors in usage and conventions that sometimes interfere with meaning (capitalization: a firefighter asks, “can we take the light bulb”; punctuation and spelling: the fire cheif replys “no sorry”; Its moving day; run-on sentence: Its moving day we ask one more time).

## ELAGSE5W3

**Response Score: 2 points**



1. Imagine that you are a Livermore firefighter in 1903. Write an original story in which a firefighter convinces the fire chief to take the Centennial Light Bulb with them when they move to Station 1.

Use ideas from “A Bright Little Worker” to develop your story.

### Student Response

One day a man came up with an idea that changed lives forever. A firefighter comes up with and tells an idea to the cheif The chief loved it, in fact he told the whole crew. He had told them that we should take the Centennial Light Bulb to move to station 1. The whole crew loved it and everybody thanked the firefighter. So they caught up with this idea and took the lightbulb to move to station 1.

### Response Annotation

- The response introduces a vague situation (One day a man came up with an idea that changed lives forever) and at least one character (a firefighter; the chief; the whole crew).
- Events are organized in a sequence, with some gaps (the firefighter has an idea; he tells the chief; the idea is stated; the firefighter tells the crew his idea to move the light bulb; the crew approves; the crew moves the light bulb).
- The response attempts to use narrative techniques, such as description (changed lives forever), to develop experiences and events and to show the responses of characters to events (The whole crew loved it and everybody thanked the firefighter).
- Occasional signal words are used to indicate sequence (One day; So).
- Few words and phrases are used to show the reactions of characters to events (they caught up with this idea).
- A weak conclusion is provided (So they caught up with this idea and took the lightbulb to move to station 1).
- There is an attempt to integrate ideas from the source material (take the Centennial Light Bulb to move to station 1; changed lives forever).
- There are a few errors in usage and conventions that do not interfere with meaning (punctuation: and tells an idea to the cheif The chief loved it, in fact he told the whole crew; So they caught up with this idea).

ELAGSE5W3

Response Score: 2 points



1. Imagine that you are a Livermore firefighter in 1903. Write an original story in which a firefighter convinces the fire chief to take the Centennial Light Bulb with them when they move to Station 1.

Use ideas from “A Bright Little Worker” to develop your story.

**Student Response**

Chief we need to keep this lightbulb sir its part of this firedepartment. Someone gave this to use we can't just throw it away. Think maybe one day when were old this thing could still be running. This can be the thing that when people come in that the light bulb were showing them has been with us through moves to other firedepartments. So what do you say chief "yes".

**Response Annotation**

- The response introduces a vague situation (Chief we need to keep this lightbulb) and introduces a narrator and a character (the fire chief.)
- The response does not demonstrate a sequence of events. The only event is the narrator asking the chief to keep the light bulb, but the narrator's argument to the chief does follow logically.
- The response attempts to use dialogue (Chief we need to keep this lightbulb sir its part of this firedepartment) to develop the narrator's experiences and events.
- Occasional signal words are used to indicate sequence (This; So).
- Some words and phrases are used inconsistently to convey experiences and events (we can't just throw it away; when were old), but many words are overly simple (Someone gave this to use; This can be the thing).
- A weak and ambiguous conclusion is provided (So what do you say chief "yes").
- There is an attempt to integrate ideas from the source material (Someone gave this to us; one day when were old this thing could still be running).
- There are frequent errors in usage and conventions that sometimes interfere with meaning (sentence construction errors: This can be the thing that when people come in that the light bulb were showing them has been with us through moves to other firedepartments; punctuation: Chief we need to keep this lightbulb sir its part of this firedepartment; Think maybe one day when were old; So what do you say chief "yes").



## ELAGSE5W3

Response Score: 1 point



1. Imagine that you are a Livermore firefighter in 1903. Write an original story in which a firefighter convinces the fire chief to take the Centennial Light Bulb with them when they move to Station 1.

Use ideas from “A Bright Little Worker” to develop your story.

### Student Response

We need to take this light bulb with us please chief i know that there is something special about this lightbulb.Wecan kepp it till it goes out the chief stated now come on we need to leave the chief stated.

### Response Annotation

- The response introduces a vague situation (We need to take this light bulb with us) and minimally introduces a narrator and a character (the chief).
- The response does not demonstrate a sequence of events.
- There is an attempt to use dialogue (Wecan kepp it till it goes out the chief stated) to develop the experience.
- The response uses words that are overly simple to convey experiences and events (Wecan kepp it till it goes out; the chief stated . . . the chief stated).
- A minimal conclusion is provided (now come on we need to leave the chief stated).
- There is a minimal attempt to integrate ideas from the source material (there is something special about this lightbulb).
- The response has frequent major errors in usage and conventions that interfere with meaning. The response consists of two run-on sentences and includes other errors (capitalization and punctuation: with us please chief i know). Conventions errors in the last sentence impede understanding of the dialogue, as it is unclear who is speaking (Wecan kepp it till it goes out the chief stated now come on we need to leave the chief stated).

## ELAGSE5W3

Response Score: 1 point



1. Imagine that you are a Livermore firefighter in 1903. Write an original story in which a firefighter convinces the fire chief to take the Centennial Light Bulb with them when they move to Station 1.

Use ideas from “A Bright Little Worker” to develop your story.

### Student Response

The fireman convinces the fire chef to take the light bulb because it was gave to them in 1901 and been burning ever since. Knowing the fire department move three times it only was shut off several minutes and is still burning.

### Response Annotation

- The response provides a minimal introduction of a situation and characters (The fireman convinces the fire chef to take the light bulb). The rest of the response is a summary of details from the passage.
- The response is too brief to demonstrate a complete sequence of events (there is one event stated from the prompt).
- Little attempt is made to use narrative techniques; dialogue and description are not attempted to develop experiences or events or to show the responses of characters to situations.
- The response uses words that are inappropriate, overly simple, or unclear to convey experiences or events (it was gave to them).
- A minimal conclusion is attempted (is still burning).
- Details from the source material are employed as a weak summary of the passage, but the details do not contribute to the narrative (because it was gave to them in 1901 and been burning ever since. Knowing the fire department move three times it only was shut off several minutes).
- There are frequent major errors in usage and conventions that interfere with meaning (it was gave to them . . . and been burning; Knowing the fire department move three times).

## ELAGSE5W3

Response Score: 1 point



1. Imagine that you are a Livermore firefighter in 1903. Write an original story in which a firefighter convinces the fire chief to take the Centennial Light Bulb with them when they move to Station 1.

Use ideas from “A Bright Little Worker” to develop your story.

### Student Response

Because,they dont have any more light bulbs at Station 1.

### Response Annotation

- The response does not introduce a situation or character.
- The response is too brief to demonstrate a sequence of events.
- Dialogue and description are not attempted to develop experiences or events.
- Use of a signal word (Because) is attempted but does not indicate a discernable shift in sequence or setting.
- The response uses few words to convey experiences and events.
- No conclusion is provided.
- Ideas from the source material are not integrated.
- There are errors in usage and conventions in the very brief response (punctuation: Because,they dont). The response is one clause and does not consist of complete sentences, so little command of conventions is demonstrated.

