



Georgia  
**Milestones**  
Assessment System

**Grade 7**

**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 story and the letter and answer question 1.

## Froggy Weather

Many years ago, Puerto Rico was a much bigger island, and all the animals were ruled by the Queen Spider Wasp. There were large lakes scattered all across the land. The *coquíes* were native frogs beloved by residents for their curious call, “ko-kee,” and were at that time mostly your average frogs. They had bulging eyes and a throat like a balloon; they had webbed fingers and toes and would swim and lounge among the reeds, eating snails, flies, and spiders just like any old amphibian. It was a successful species, numbering in the many, many millions.

Unfortunately for the *coquíes*, predators found them absolutely delicious. Their musical “ko-kee” sound was irresistible in particular to Merlin, the pigeon hawk, and Jardin, the snake. Merlin would hunt *coquíes* from above all day long, stuffing himself from sunrise to sunset. Then as darkness drew over the island like a blanket, Jardin would stalk *coquíes* on the ground throughout the night. For a long time the predators’ unquenchable appetite for the *coquíes* was of little concern, as there were plenty of them to go around.

That is until one day, when there were only six *coquíes* left!

The Queen Spider Wasp came to the *coquíes*’ aid. She could not forbid Merlin and Jardin to hunt the *coquíes*—they were only satisfying their hunger after all—but she could make the *coquíes* more difficult to catch. With a twitch of her spectacular orange wing tips, she shrank the *coquíes* tenfold, removing the webbing between their fingers and toes and replacing it with small, sticky pads. In an instant, the defenseless ground dwellers became a new breed of tree frog. The *coquíes* climbed to the tip-top of the rainforest canopy, well hidden from Merlin and too high for Jardin to reach. They thrived and multiplied, and they make their homes there to this day. Although . . .

The memory of the *coquíes*’ sweet taste is still passed down among the predators, such that occasionally, a young pigeon hawk will dive, or a young snake will climb, into the rainforest canopy in search of that legendary snack. Then the clever little *coquíes* leap into the air all at once, so light that they float down to the ground and escape. Even now the natives of Puerto Rico speak often of the strange weather in the El Yunque rainforest, where it is known to rain frogs!

## A Letter Home

Dear Papá,

I am having a wonderful time at Tía Luisa’s house here in Puerto Rico. In the mornings before it gets too hot, I go for a walk in the El Yunque rainforest. From my room I can see the proud peaks of the Luquillo Mountains in the distance, which look like they are covered in dark green velvet.

There is so much delicious food to eat. Tía makes me fish soup with surullitos—her fried cornmeal pieces—every week. Please don’t tell Mamá I said so, but it might be the best thing I have ever eaten!

I did not sleep well the first few weeks I was here, though it had nothing to do with any lack of comfort in Tía’s warm and tidy little house. Remember the tree frogs you used to tell me about when I was little? It was the sound of the coquíes calling to each other all night long that kept me awake. At home, our ordinary bullfrog with its indifferent “ribbit” is easy to tune out. But the coquíes! Have you ever noticed, Papá, how the tone of their call, “ko-kee,” goes up at the end, as though they are asking a question? All night long I hear “Ko-kee? Ko-kee? Ko-kee?” as if they mean to keep me mindful of all that is uncertain in my young life. “Who are you, Juanita? What will you be? Ko-kee? Ko-kee? Ko-kee?”

I know I must leave soon, and I will be so very glad to see you and Mamá again! But I believe I will bring home a recording of the coquíes to help me fall asleep. I have a strange feeling that now that I’ve grown used to them, I won’t be able to sleep without hearing their song—without the good dreams their endless questions bring to me.

Love,

Juanita

ITEM 1: EXTENDED CONSTRUCTED-RESPONSE

ELAGSE7W3



1. Based on the description of the coquíes in both passages, write a story from the snake Jardin’s point of view. Begin your story where “Froggy Weather” ends.

Use details, dialogue, and description to develop your story.

**Narrative Writer’s Checklist**

**Be sure to:**

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

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

**Scoring Guide**

**Item 1 Information**

<p><b>Standard:</b> ELAGSE7W3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p><b>Item Depth of Knowledge:</b> 4 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>	<p><b>4</b></p>	<p><i>The student's response is a well-developed narrative that fully develops a real or imagined experience based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• Effectively establishes a situation and point of view and introduces a narrator and/or characters</li> <li>• Organizes an event sequence that unfolds naturally and logically</li> <li>• Effectively uses narrative techniques, such as dialogue, description, and pacing, to develop rich, interesting experiences, events, and/or characters</li> <li>• Uses a variety of words and phrases to convey the sequence of events and signal shifts in one time frame or setting to another</li> <li>• Uses precise words, phrases, and sensory language consistently and effectively to convey experiences or events and capture the action</li> <li>• Provides a conclusion that follows from the narrated experiences or events</li> <li>• Integrates ideas and details from source material effectively</li> <li>• Has very few or no errors in usage and/or conventions that interfere with meaning*</li> </ul>
	<p><b>3</b></p>	<p><i>The student's response is a complete narrative that develops a real or imagined experience based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• Establishes a situation and introduces one or more characters</li> <li>• Organizes events in a clear, logical order</li> <li>• Uses narrative techniques, such as dialogue, description, and pacing, to develop experiences, events, and/or characters</li> <li>• Uses words and/or phrases to indicate sequence of events and signal shifts in one time frame or setting to another</li> <li>• Uses words, phrases, and details to capture the action and convey experiences and events</li> <li>• Provides an appropriate conclusion</li> <li>• Integrates some ideas and/or details from source material</li> <li>• Has a few minor errors in usage and/or conventions that interfere with meaning*</li> </ul>

# ELA EXTENDED CONSTRUCTED-RESPONSE NARRATIVE ITEM

## FOUR-POINT HOLISTIC RUBRIC

Genre: Narrative  
(continued)

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

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

STUDENT RESPONSES

ELAGSE7W3

Response Score: 4 points



1. Based on the description of the coquíes in both passages, write a story from the snake Jardin’s point of view. Begin your story where “Froggy Weather” ends.

Use details, dialogue, and description to develop your story.

Student Response

The natives of Puerto Rico speak often of the strange weather in the El Yunque rainforest, where it is known to rain frogs! I thought about seeing this for myself, as I wanted a little snack. “I’ll get you one day!” I called out to the coquíes as I chased them endlessly through the rainforest. Merlin would come out during the day in search for the tasty snack, and I would come in the darkness in the night hoping one would be laying on the ground, helpless and ready for me to eat it, but unfortunately, I had no such luck. Merlin would hope for the same thing day in and day out, but, as usual, all the coquíes were up in the tree tops taunting either Merlin or I as we came by.

“Why did that Queen Spider Wasp have to help the coquíes and make them be able to climb trees?” Yelled Merlin in frustration.

“I don’t know but they sure do put up a fight.” I calmly said back.

“Jardin! You startled me! I didn’t know you were out here. Actually, what ARE you doing out here? It’s the middle of the day.” Merlin said with obvious panic in his voice.

“Don’t worry I’m just out looking for a little snack.” I assured him. I was hoping that he would mention the coquíes, so I wouldn’t have to bring them up, but he did not.

“A snack? What kind of snack?” He questioned me as he looked straight into my eyes with disbelief.

“The coquíes.” I said with slight discouragement, but Merlin didn’t seem to notice that.

“You can’t get to the coquíes. No one can!” He yelled at me as he started to fly away.

“Wait! I know a way we can both get to them.”

“How?”

“We can work together.” I said in a wooden voice.

“Okay, but i’m trusting you on this. dont let me down.”

Me and merlin set off to find the coquies. Once we did, Merlin swooped down and made them all fall to the ground where I was waiting. I ate all the coquies and left none for Merlin. “I guess I really am a snake huh?” I said back to him as I slithered off back into the rainforest with the snack eaten.

### Response Annotation

- The response effectively establishes a situation and a distinct point of view (I thought about seeing this for myself, as I wanted a little snack). It also introduces a narrator and several characters (Jardin, the narrator; Merlin; the coquíes). The Queen Spider Wasp is mentioned.
- The event sequence unfolds naturally and logically (Jardin and Merlin chase the coquíes; they discuss their frustrations at being unable to catch the coquíes; Jardin suggests that he and Merlin work together; Merlin agrees to the plan; Merlin enacts his part of the plan; Jardin betrays Merlin and eats all of the coquíes).
- The response effectively uses narrative techniques, such as dialogue (“I’ll get you one day!” I called out to the coquíes; “Okay, but i’m trusting you on this. dont let me down”), description (tasty snack; with disbeleif; calmy said), and pacing (“No one can!” He yelled at me as he started to fly away; Me and merlin set off to find the coquíes), to develop rich, interesting experiences, events, and characters.
- The response uses a variety of words and phrases to convey the sequence of events and signal shifts in one time frame or setting to another (day in and day out; “Wait!”; Once we did).
- The response uses precise words (taunting; startled; discouragement), phrases (endlessly through the rainforest; with obvious panic; in a wooden voice), and sensory language (in the darkness in the night; swooped down; slithered off back into the rainforest) consistently and effectively to convey experiences and events and capture the action.
- The response provides an effective conclusion that follows from the narrated experiences and events (I ate all the coquies and left none for Merlin. “I guess I really am a snake huh?” I said back to him as I slithered off back into the rainforest with the snack eaten).
- Ideas and details are integrated from the source material effectively (as usual, all the coquíes were up in thr tree tops; “Why did that Queen Spider Wasp have to help the coquíes and make them be able to climb trees?”). The relative hunting methods of Jardin and Merlin are also informed by the description in the passage.
- The response has very few errors in usage and conventions that interfere with meaning.

ELAGSE7W3

Response Score: 4 points



1. Based on the description of the coquíes in both passages, write a story from the snake Jarden's point of view. Begin your story where "Froggy Weather" ends.

Use details, dialogue, and description to develop your story.

**Student Response**

Are you curious to know what its like to live in the El Yunque forest? Well I can tell you, for I am Jarden, a snake that lives in the forest, and I love to eat the tasty frogs tht live here with me. Merlin, my pigioen hawk friend, eats these little frogs called coquíes. At first they were little ground dwellers, and soon they became on the brink of dissapearing for good. Our queen, Queen Spider Wasp, then came to there rescue, giving them the ability to climb trees. I at first needed the help to reach them, so I asked Merlin.

“Merlin! Merlin! can you come down here?” I yelled up into the tree. The pigeon hawk flew down to me looking confused. I to ask this, “ As you know, Queen Spider Wasp has given the coquíes the ability to climb the trees,” he nodded in agreement, “ all the other snakes I know can climb the trees, and you can dive and catch them. I do not know how to do this, so will you teach me to climb?”

Merlin jumped up and down squawking “ Yes! of course! soon those frogs will be in your stomach!”

After a lot of hard work I was ready to climb up and take my dinner, on the house as the humans say. As I climbed up, my body wrapping around the tree, I heard the “ko-kee” of the delicious frogs I longed to have in my mouth. I slithered up behind one and opened wide when BAM! The frog jumped on my head and hopped away. Well, I still got practice, I thought as I made my way down to the bottom.

At night, I heard the coquíes sing thier ko-kee song, and I drifted off to sleep, dreaming of them as my dinner.

**Response Annotation**

- The response effectively establishes a situation and a distinct point of view (Are you curious to know what its like to live in the El Yunque forest? Well I can tell you, for I am Jarden, a snake that lives in the forest, and I love to eat the tasty frogs tht live here with me). It also introduces characters (the narrator, Jardin; Merlin; the coquíes). The Queen Spider Wasp is mentioned.
- The event sequence unfolds naturally and logically (Jardin introduces himself, relates the story of the coquíes, and asks Merlin for help; Merlin agrees; Merlin teaches Jardin to climb; Jardin tries to catch a frog; Jardin fails but is encouraged by his progress and hopeful for the future).
- The response effectively uses narrative techniques, such as dialogue (“Merlin! Merlin! can you come down here?” I yelled up into the tree), description (my body wrapping around the tree), and pacing (At first; BAM!), to develop rich, interesting experiences, events, and characters.
- The response uses words and phrases to indicate the sequence of events and signal shifts in one time frame or setting to another (Well; After; At night).
- The response uses precise words (squawking; dive), phrases (on the brink; nodded in agreement; on the house; made my way down to the bottom), and sensory language (jumped on my head and hopped away) consistently and effectively to convey experiences and events and capture the action.
- The response provides an effective conclusion that follows from the narrated experiences and events (At night, I heard the coquíes sing thier ko-kee song, and I drifted off to sleep, dreaming of them as my dinner).
- Ideas and details are integrated from the source material effectively. The response skillfully integrates many ideas from the passage, such as the history of how the Queen Spider Wasp transformed the coquíes, Merlin and Jardin hunting the coquíes, and the song the coquíes sing.
- The response has very few errors in usage or conventions that interfere with meaning.

ELAGSE7W3

Response Score: 4 points



1. Based on the description of the coquíes in both passages, write a story from the snake Jardin's point of view. Begin your story where "Froggy Weather" ends.

Use details, dialogue, and description to develop your story.

**Student Response**

Nightfall fell upon Puerto Rico and it was my chance to have another meal. The coquie frogs were mine for the taking. "Where are all the frogs?" I thought to myself as night began to fade away back into light. "Just yesterday they were many here!" I pondered as i slithered around the great pond. Their were no frogs anywhere, only bright orange wings of the queen spider wasp could be seen. "She did this. She changed the frogs so i could not eat them!" I grew more ferious by the second. "Why do you take away my food queen wasp?" I asked her. "For their are only 6 coquies left, and i shall not let you kill them so i made them harder to catch." She said calmly to me. My food supply has now vanished and I must find the frogs and eat them. The frogs now hide in the trees out of my reach. occasianly a frog falls aout of a tree for my taking but very rarely. "One day I will be able to climb the trees and gain back my power and every frog shall fear me!"

**Response Annotation**

- The response effectively establishes a situation and develops a distinct point of view (Nightfall fell upon Puerto Rico and it was my chance to have another meal). The response furthermore introduces a narrator and several characters (the narrator, presumably Jardin; the Queen Spider Wasp).
- The response organizes events in a logical order (Jardin hunts all night, wonders where the frogs are, and confronts the Queen Spider Wasp; the Queen explains to Jardin why she changed the frogs; Jardin describes his current frog hunting situation; he resolves to climb trees to hunt the frogs again).
- The response effectively uses narrative techniques, such as dialogue (“Why do you take away my food queen wasp?” I asked her), internal dialogue (“Where are all the frogs?” I thought to myself), and description (as night began to fade away back into light; bright orange wings), to develop rich, interesting experiences, events, and characters.
- The response uses a variety of words and phrases to convey the sequence of events and signal shifts in one time frame or setting to another (by the second; now; occasionally; One day).
- The response uses precise words (pondered; slithered; vanished) and phrases (mine for the taking; around the great pond; out of my reach) consistently and effectively to convey experiences and events and capture the action.
- The response provides an effective conclusion that follows from the narrated experiences and events (“One day I will be able to climb the trees and gain back my power and every frog shall fear me!”).
- Ideas and details are integrated from the source material effectively (bright orange wings of the queen spider wasp; “their are only 6 coquies left, and i shall not let you kill them so i made them harder to catch”). Jardin’s traits also reflect how he is described in the passage.
- The response has few errors in usage and conventions that interfere with meaning.

ELAGSE7W3

Response Score: 3 points



1. Based on the description of the coquíes in both passages, write a story from the snake Jardin’s point of view. Begin your story where “Froggy Weather” ends.

Use details, dialogue, and description to develop your story.

**Student Response**

I’ve been starving. All day I slither around looking for food. I used to have an all you can eat buffet of frogs, but now they’re gone. One day they just vanished, but i know that they’re still here. Im not stupid, I can hear the “Ko-kee, Ko-kee” every night. In a matter of time, I’ll find them. I’ll find them all! Whats that? I look up and see a girl sitting on a balcony. shes holding a frog. My first instinct is to slitherup there and eat that frog, but i decided to find Merlin, my pigeon hawk friend. I meet him at the bottom of a tree andwe talk and make a plan. Our plan is finished and we go into action. Merlin flies above the balcony while i slither onto it. Merlin swoops down and flies around to distract the girl while I attack the frog. I coil my body around the frog, but somehow it escapes. The frog was gone, and i was left with an empth stomach.

**Response Annotation**

- The response establishes a situation and develops a distinct point of view (I’ve been starving. All day I slither around looking for food) and introduces characters (the narrator, presumably Jardin; Merlin; a girl; the frog).
- Events are organized in a clear, logical order (Jardin hunts for food; he sees a girl holding a frog; he looks for Merlin; they make a plan; Jardin attacks the frog; the frog escapes).
- The response effectively uses narrative techniques, such as internal dialogue (I’ll find them all! Whats that?), description (all you can eat buffet of frogs; I coil my body around the frog; an empth stomach), and pacing (Our plan is finished and we go into action), to develop experiences, events, and characters.
- Words and phrases are used to indicate sequence of events and signal shifts in one time frame or setting to another (All day; One day; while).
- Precise words, phrases, and details are used to capture the action and convey experiences and events (just vanished; My first instinct; Merlin swoops down and flies around to distract the girl).
- An appropriate conclusion is provided (The frog was gone, and i was left with an empth stomach).
- Ideas and details are integrated from the source material. The diminished coquíes, their call, and Jardin and Merlin’s plan are all drawn from ideas in the passage.
- There are a few minor errors in usage and conventions that do not significantly affect meaning.

ELAGSE7W3

Response Score: 3 points



1. Based on the description of the coquíes in both passages, write a story from the snake Jardin’s point of view. Begin your story where “Froggy Weather” ends.

Use details, dialogue, and description to develop your story.

**Student Response**

I love to eat the coquíes as I find them extremely delicious. Being a snake, I love to eat them, but they are very difficult to catch when they escape from me. I always listen for their, “ko-kee,” sound as it told me where to find these delicious frogs. Throughout the night I can hear their sounds and I look to hunt for them. Now that they are much more difficult for me to find I have to find a new way to catch them.

Ever since the Queen Spider Wasp told them to go to the treetops It has been difficult for me to catch them. Then one day I told my self,

“I should try to get to the canopy of the rainforest to catch those frogs.” I was hoping I could get up there with no problem, but it was very difficult. Eventually I did get to the top, when I arrived the frogs made their “ko-kee” sound and jumped down to the rainforest floor. I realized that I just needed to be patient and just hope that I can catch one of those delicious coquíes on the forrest floor where I belong.

**Response Annotation**

- The response establishes a situation (I love to eat the coquíes as I find them extremely delicious) and introduces a narrator (Jardin) and characters (the coquíes; Queen Spider Wasp).
- Events are organized in a clear, logical order (the narrator expresses his love of eating coquíes, laments that coquíes are difficult to catch, relates the story behind the coquíes, thinks of a plan to hunt the coquíes in their new home, enacts the plan, and resolves to keep trying). Although much of the response consists of reflection by the narrator, the reflected thoughts and events flow naturally and comprehensibly.
- The response uses narrative techniques, such as internal dialogue (Then one day I told my self, "I should try to get to the canopy of the rainforest to catch those frogs"), description (extremely delicious; very difficult to catch), and pacing (Throughout the night I can hear their sounds), to develop experiences, events, and characters.
- A variety of words and phrases are used to indicate sequence of events and signal shifts in one time frame or setting to another (Now; Ever since; Eventually; when I arrived).
- Words, phrases, and details are used to capture the action and convey experiences and events (I always listen for their, "ko-kee," sound as it told me where to find these delicious frogs; on the forrest floor where I belong).
- An appropriate conclusion is provided (I realized that I just needed to be patient and just hope that I can catch one of those delicious coquíes on the forrest floor where I belong).
- Ideas and details are integrated from the source material. The description of the coquíes, the story of the Queen Spider Wasp changing the coquíes, and Jardin's hunting habits are ideas assimilated from the passage.
- There are a few minor errors in usage and conventions that do not significantly affect meaning.

ELAGSE7W3

Response Score: 3 points



1. Based on the description of the coquíes in both passages, write a story from the snake Jardin's point of view. Begin your story where "Froggy Weather" ends.

Use details, dialogue, and description to develop your story.

**Student Response**

I am Jardin the snake and I love the taste of the coquíes. Me and Merlin the pigeon hawk used to eat them all day. One day when there were only 6 coquíes left. Queen Spider Wasp recognized the problem and gave them sticky toes so they could climb trees to hide from us. I cannot climb a tree for every meal and when I try they just jump down. That is why the natives say it rains frogs. Me and Merlin needed a solution so we came up with a plan. First he would fly down and make them jump down to the ground where I would be waiting for them. I would kill as many as I could before they jumped away. We split the frogs between both of us but, the frogs soon realized our plan. Plan after plan they found a way out and. We soon realized that we would have to eat other foods because they were too hard to catch and would always be one step ahead. I soon forgot the taste of the frogs and learned to be thankful that I atleast had food.

**Response Annotation**

- The response establishes a situation (I am Jardin the snake and I love the taste of the coquíes) and introduces characters (the narrator, Jardin; Merlin; Queen Spider Wasp; the coquíes).
- Events are organized in a clear, logical order (Jardin loves to eat coquíes; the coquíes disappear; Queen Spider Wasp changes the coquíes; Jardin and Merlin think of a plan to hunt coquíes again; the frogs adapt to the plan; Jardin and Merlin decide to look for a new food source).
- The response uses narrative techniques, such as description (sticky toes; as many as I could before they jumped away) and pacing (Plan after plan they found a way out), to develop experiences, events, and characters.
- A variety of words and phrases are used to indicate sequence of events and signal shifts in one time frame or setting to another (One day; First; We soon realized).
- The response uses words, phrases, and details to capture the action and convey experiences and events (First he would fly down and make them jump down to the ground where I would be waiting for them; would always be one step ahead).
- An appropriate conclusion is provided (I soon forgot the taste of the frogs and learned to be thankful that I atleast had food).
- Ideas and details are integrated from the source material (I cannot climb a tree for every meal and when I try they just jump down). The story of the Queen Spider Wasp and Jardin’s and Merlin’s habits are also drawn from the passage, “Froggy Weather.”
- There are a few errors in usage and conventions that interfere with meaning (sentence fragments: Plan after plan they found a way out and; punctuation: One day when there were only 6 coquíes left. Queen Spider Wasp recognized the problem and gave them sticky toes so they could climb trees to hide from us; comma use: I cannot climb a tree for every meal and when I try they just jump down).

ELAGSE7W3

Response Score: 2 points



1. Based on the description of the coquíes in both passages, write a story from the snake Jardin’s point of view. Begin your story where “Froggy Weather” ends.

Use details, dialogue, and description to develop your story.

**Student Response**

It literally is raining frogs here in Puerto Rico. Normally from me. Right now i’m sneaking up the tree into the canopy hunting for coquíes. There they are I slither over there quietly. “snap!” goes the stick “oh-no! They are all jumping down” I slither quickly back down the tree and try to catch one before it’s to late. There one is, I got it. It tastes so good. After that I head back to my cave and hang there till tomorrow.

**Response Annotation**

- The response introduces a somewhat vague situation (It literally is raining frogs here in Puerto Rico. Normally from me) and characters (the narrator, Jardin; the coquíes).
- Events are organized in a sequence, with some gaps (Jardin sneaks up a tree to hunt for coquíes; he makes too much noise; the coquíes jump down; Jardin climbs back down the tree to hunt; he catches a coquí; he goes home).
- The response uses some narrative techniques, such as internal dialogue (“oh-no! They are all jumping down”) and descriptive language (sneaking up the tree; slither over there quietly), to develop events and characters.
- Signal words are used occasionally to indicate sequence of events and to signal shifts in one time frame or setting to another (Right now; After that).
- Some precise words and phrases are used to convey experiences and events and capture the action (“snap!” goes the stick; slither quickly back down). However, some words are ineffective and/or overly simple (Normally from me; There one is, I got it; hang there).
- A conclusion is provided (After that I head back to my cave and hang there till tomorrow).
- The response integrates some ideas from the source material (Jardin eating the coquíes; the coquíes jumping down from the canopy).
- There are some errors in usage and conventions that interfere with meaning (capitalization: Right now i’m sneaking; punctuation: There they are I slither over there quietly, “snap!” goes the stick “oh-no! They are all jumping down” I slither quickly back down the tree and try to catch one before it’s to late; comma use: Right now i’m sneaking, There one is, I got it, After that I head back).

ELAGSE7W3

Response Score: 2 points



1. Based on the description of the coquíes in both passages, write a story from the snake Jardin’s point of view. Begin your story where “Froggy Weather” ends.

Use details, dialogue, and description to develop your story.

**Student Response**

The coquíes tasted so good, they use to be so easy to catch. Now they can climb trees and it’s difficult to catch and eat them. The Queen Spider Wasp came to the rescue and she helped the coquíes aid. I was only trying to satisfy my hunger when I hunted them down for a quick meal. I can still remember how the coques tasted. They had this sweet taste about them. I also remember when I use to stalk the coquíes on the ground throughout the night, they were absolutely delicious.

**Response Annotation**

- The response introduces a vague situation (The coquíes tasted so good, they use to be so easy to catch) and a narrator (Jardin). The coquíes and the Queen Spider Wasp are also mentioned.
- Events are organized in a sequence, with some gaps and ambiguity (Jardin reminisces about the taste of coquíes, relates the story of how and why the Queen Spider Wasp changed the coquíes, and reminisces again about the coquíes’ taste).
- The response attempts to use the narrative technique of description (difficult to catch; a quick meal; sweet taste) to develop Jardin’s experiences.
- Signal words are used to indicate sequence of events and signal shifts in one time frame or setting to another (they use to be; Now; I can still remember; I also remember when I use to).
- Words and phrases are used inconsistently to convey experiences and events and capture the action. Some precise and descriptive language is used (easy to catch; satisfy my hunger), but other words are overly simple and repetitive (tasted so good; remember how the coques tasted; taste about them; also remember when).
- No conclusion is provided.
- Ideas are integrated from the source material. Much of the response is a recap of events mentioned in the passage, now told from Jardin’s point of view (The Queen Spider Wasp came to the rescue and she helped the coquíes aid. I was only trying to satisfy my hunger).
- There are errors in usage and conventions that sometimes interfere with meaning (usage: and she helped the coquíes aid; comma use: The coquíes tasted so good, they use to be so easy to catch, Now they can climb trees and it’s difficult to catch and eat them).

ELAGSE7W3

Response Score: 2 points



1. Based on the description of the coquíes in both passages, write a story from the snake Jardin’s point of view. Begin your story where “Froggy Weather” ends.

Use details, dialogue, and description to develop your story.

**Student Response**

me andhawk decidedto team up and go for the frogs together hell try and fly upto the canopy and scare them to the ground and there i will wait at the bottom for them.the next day me and hawk planned our plan and we would have done a great job and got a chance to tatse the delicous efrog just one more time but spider wasp turned us both in small little insects.

**Response Annotation**

- The response introduces a vague situation (me andhawk decidedto team up and go for the frogs together) and characters (the narrator; hawk; frog; spider wasp).
- Events are organized in a sequence with gaps and significant ambiguity (the narrator and hawk create a plan to catch the frogs; the next day they plan the plan; the queen spider wasp turns the narrator and hawk into insects).
- The response shows little attempt to use narrative techniques. A small amount of description is attempted (delicious efrog; small little insects) to develop events and characters.
- Occasional signal words and phrases are used to indicate sequence of events and signal shifts in one time frame or setting to another (there i will wait; the next day).
- Some words and phrases are used to convey experiences and events and capture the action (scare them to the ground; just one more time), but much of the language used is overly simple and/or unclear (go for the frogs; planned our plan; would have done a great job).
- A weak conclusion is provided (we would have done a great job . . . but spider wasp turned us both in small little insects).
- The response integrates some ideas from the source material (Jardin and Merlin hunting for frogs; the spider wasp).
- There are frequent errors in usage and conventions that interfere with meaning (usage: me andhawk decidedto, turned us both in small little insects; capitalization: i will wait, the next day; run-on sentence: planned our plan and we would have done a great job and got a chance; missing commas: the next day me and hawk planned our plan, just one more time but spider wasp turned us both).

ELAGSE7W3

Response Score: 1 point



1. Based on the description of the coquíes in both passages, write a story from the snake Jardin's point of view. Begin your story where "Froggy Weather" ends.

Use details, dialogue, and description to develop your story.

**Student Response**

I hate that Queen Spider Wasp. she made it where i can not eat thoses coquies, I thought.

**Response Annotation**

- The response provides a minimal introduction of a situation (I hate that Queen Spider Wasp) and characters (the narrator; Queen Spider Wasp).
- The response is too brief to demonstrate a complete sequence of events.
- The response shows little attempt to use narrative techniques. There is one attempt to use the narrative technique of internal dialogue (she made it where i can not eat thoses coquies, I thought).
- The words used are inappropriate and overly simple (I hate; she made it where).
- No signal words are provided.
- There is no conclusion provided.
- Ideas from the source material are referenced (the Queen Spider Wasp changing the coquíes and taking Jardin's food source).
- There are frequent major errors in usage and conventions that interfere with meaning. There are frequent errors in usage (thoses coquies) and capitalization (she made, where i) in the brief response.

## ELAGSE7W3

Response Score: 1 point



1. Based on the description of the coquíes in both passages, write a story from the snake Jardin's point of view. Begin your story where "Froggy Weather" ends.

Use details, dialogue, and description to develop your story.

### Student Response

I am snake Jardin.I love the delicious frogs of Puerto Rico. Then all of a sudden very little croak anymore because of the many predators who also eat the frog.

### Response Annotation

- The response minimally introduces a vague situation and a narrator (I am snake Jardin.I love the delicious frogs of Puerto Rico).
- The response is too brief to demonstrate a complete sequence of events.
- There is little attempt to use narrative techniques to develop experiences, events, or characters. Some minimal description is attempted (delicious frogs; very little).
- The response uses words that are overly simple and unclear (very little croak; the frog).
- The signal words that are attempted are used ineffectively to signal shifts in time frame (Then all of a sudden very little croak anymore).
- No conclusion is provided.
- Basic ideas from the source material are used, but these ideas are not integrated into an original narrative. The concept of the frogs diminishing due to overhunting is drawn from the passage.
- There are errors in usage and conventions that interfere with meaning. The brief response has multiple errors (usage: very little croak anymore; punctuation: Then all of a sudden very little croak anymore because of the; spelling: predators).

## ELAGSE7W3

Response Score: 1 point



1. Based on the description of the coquíes in both passages, write a story from the snake Jardin's point of view. Begin your story where "Froggy Weather" ends.

Use details, dialogue, and description to develop your story.

### Student Response

the snake cannot catch a frog because the frog always jumps away.

### Response Annotation

- The response is a summary of an idea in the story (the snake cannot catch a frog). No original narrative is attempted.
- No characters are introduced.
- The response is too brief to demonstrate a sequence of events.
- There is no attempt to use any narrative techniques to develop experiences, events, or characters.
- The words used are simple and unclear (the snake; a frog).
- No conclusion is provided.
- There are ideas and details drawn from the passage (the snake cannot catch a frog because the frog always jumps away), but the details represent a weak summary and do not contribute to a narrative.
- There is a conventions error in the brief response (capitalization: the snake). The response is one sentence, so little command of conventions is demonstrated.

