

Georgia Milestones

Assessment System

A graphic featuring a black graduation cap and a rolled-up diploma tied with a red ribbon, positioned over a light gray map of Georgia. A white path winds through the map, leading towards the top right corner.

Ninth Grade Literature and Composition

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 Ninth Grade Literature and Composition End of Course (EOC) assessment is a criterion-referenced test designed to provide information about how well a student has mastered the grade-level state-adopted content standards in English Language Arts (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 as 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 passage and answer question 1.

Scaling Mount Everest

- 1 Mount Everest, the world’s highest mountain, rises 29,035 feet (8850 meters) above sea level on the border between Tibet and Nepal. It is part of the great Himalayan Range, which stretches across India, Nepal, and China. For lovers of adventure, this summit has long been the ultimate challenge. Everest is called Sagarmatha, or “Head of the Sky,” by the Nepalese, and Chomolungma, “Goddess of the Earth,” by Tibetans. The mountain got its English name in 1865 from British geographer Sir George Everest. At that time, when the sport of mountaineering had barely begun, people assumed the peak would be impossible to climb.
- 2 As mountaineering equipment and techniques improved, adventurers began to explore the possibility of climbing the “Big E.” Beginning in the 1920s, Westerners traveled to Nepal to attempt the climb. In 1921, the British mountaineer George Mallory climbed to 22,989 feet (7007 meters) and spotted a possible route to the top. He returned in 1924 to try again, but he died in the effort. In the years that followed, other climbers tried and failed; nevertheless, they learned more and more about the challenge. Finally, in 1953, Edmund Hillary of New Zealand and Tenzing Norgay of Nepal reached the summit.
- 3 After the first successful climb, increasing numbers of adventurers traveled to Nepal hoping to duplicate Hillary and Norgay’s accomplishment. Now, each spring, hundreds of people gear up to make the climb. More than 100 people have reached the summit each year since 1998. By 2008 more than 2,500 people had officially reached the top—some multiple times. On a more somber note, however, 219 people have died on Everest since 1921. Many of their bodies remain on the mountain.

The Oxygen Problem

- 4 Altitude sickness is the greatest danger facing climbers on Everest. The world’s highest peak juts into the upper reaches of the atmosphere, where the air has only one-third as much oxygen as at sea level. Trekking up Everest, climbers get less oxygen with each breath. Eventually they feel dizzy, and their arms and legs grow numb. With less oxygen in their brains, they become sleepy and confused. Taking a single step seems to require every ounce of energy.
- 5 To avoid those symptoms, Edmund Hillary and Tenzing Norgay carried extra oxygen to help them reach the peak. Almost all Everest climbers since have followed suit. Oxygen bottles are heavy, though, and climbers carry just enough to get them up and down. A few climbers have scaled the summit without bottled oxygen, but they have done so at a painfully slow rate.

The Sherpas

- 6 Tenzing Norgay, who planted the first flag on Everest’s summit, was a Sherpa. Originally from Tibet, the Sherpas settled around the base of Mount Everest in Nepal about 500 years ago. Because they have always lived at high altitudes, Sherpas take in more oxygen and use oxygen more efficiently than people who live at sea level. In addition, Sherpas have short, stocky builds, a body type well-suited for climbing rugged terrain.

7 Since the 1920s, almost every climbing expedition in Nepal has included Sherpas as guides. A Sherpa named Appa holds the record for most ascents of Everest—19! Sherpas run base camps on the mountainside, install ropes on dangerous sections, and rescue weakened climbers. The steady influx of mountain climbers has benefited the Sherpas economically, but not without cost. Forty-one of the first 100 fatalities on Everest were Sherpas. Despite these losses, Sherpas continue to be the backbone of the Everest climbing industry.

Problems on the Mountain

- 8 The 1996 climbing season was the deadliest ever on Mount Everest. Fifteen people died that year, eight in one disaster. On May 10, 26 climbers from three expeditions reached the summit, but the crowded trail and a sudden blizzard prevented many from getting down to the safety of established base camps. After this tragedy, some critics complained that too many people—often inexperienced and underprepared—were climbing the mountain.
- 9 Another concern has been the accumulation of trash on Everest. Over the years, expeditions have left behind nonbiodegradable items, including food containers, oxygen bottles, and climbing gear. Now, people, such as mountaineer and environmental activist Ken Noguchi, have begun the task of helping Everest live down its reputation as the “world’s highest garbage dump.” Since 2001, international teams led by Noguchi have removed nearly 10 tons of trash from the mountain.
- 10 Other critics wonder whether Everest has become too commercial. Helicopters attempt landings on the summit, and adventurers hang glide off the peak. In 2008, China routed the Olympic torch up and down the mountain, with a cellular tower providing coverage all the way. People vie to be the youngest or the oldest climber, and some expeditions use the climb to publicize social and political issues.
- 11 For the most part, however, Mount Everest attracts experienced and well-prepared mountaineers. These adventurers know that conditions on the mountain can quickly turn treacherous and that the margin between success and failure is razor thin. Nevertheless, they are willing to risk all to stand briefly on top of the world.

ITEM 1: EXTENDED CONSTRUCTED-RESPONSE

ELAGSE9-10W3



1. Imagine that you are on an expedition to reach the summit of Mount Everest. Write a journal entry describing your adventure.

Use information from the passage in your description.

Narrative Writer’s Checklist

Be sure to:

- Write a narrative response that develops a real or imagined experience.
- Include a problem, situation, or observation.
- Establish one or more points of view.
- Introduce a narrator and/or characters.
- Organize events so that they progress smoothly.
 - Use a variety of techniques to sequence events that build on one another.
- Use dialogue, description, pacing, reflection, and/or multiple plot lines to:
 - develop events.
 - develop characters.
 - develop experiences.
- Use precise words and phrases, telling details, and sensory language to create a vivid picture of the events, setting, and/or characters.
- Include a conclusion that reflects on what has been resolved, experienced, or observed in your narrative.
- Use ideas and/or details from the passage(s) to inform your narrative.
- 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>Standard: ELAGSE9-10W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>Item Depth of Knowledge: 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"> • Effectively establishes a situation, one or more points of view, and introduces a narrator and/or characters • Creates a smooth progression of events • Effectively uses multiple narrative techniques such as dialogue, description, pacing, reflection, and plot to develop rich, interesting experiences, events, and/or characters • Uses a variety of techniques consistently to sequence events that build on one another • Uses precise words and phrases, details, and sensory language consistently to convey a vivid picture of the events • 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, a point of view, and introduces one or more characters • Organizes events in a clear, logical order • Uses narrative techniques such as dialogue, description, pacing, reflection, and plot to develop experiences, events, and/or characters • Uses words and/or phrases to indicate sequence • Uses words, phrases, and details to convey a picture of the events • Provides an appropriate conclusion • Integrates some ideas and/or details from source material • Has few minor errors in usage and/or conventions with no significant effect on 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, description, reflection, and plot to develop experiences, events, and/or characters • Inconsistently uses occasional signal words to indicate sequence • Inconsistently uses some words or phrases to convey a picture of the 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
<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>	1	<i>The student’s response provides evidence of an attempt to write a narrative based on text as a stimulus.</i> <ul style="list-style-type: none"> • Response is a summary that includes narrative techniques in the summary • Provides a weak or minimal introduction • May be too brief to demonstrate a complete sequence of events • Shows little or no attempt to use dialogue or description • Uses words that are inappropriate, overly simple, or unclear • Provides few if any words that convey a picture of the events, signal shifts in time or setting, or show relationships among experiences or 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*
	0	<i>The student will receive a condition code for various reasons:</i> <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

ELAGSE9-10W3

Response Score: 4 points



1. Imagine that you are on an expedition to reach the summit of Mount Everest. Write a journal entry describing your adventure.

Use information from the passage in your description.

Student Response

Today we continued the dangerous ascent, our oxygen bottles strapped to our bags as our Sherpa guide had instructed in the long days before. We step over trash left behind by other expeditions and wonder if they were successful, each crumpled soda can reminding us of what could be our fate if we make even the most miniscule mistake. In these dark times, I struggle to remind myself why I decided to climb the highest mountain in the world—personal glory? A thirst for adventure? These reasons begin to mean nothing as we start to see the real cost of this endeavor. Two of another group almost died yesterday, falling off a ledge during difficult altitudes. They were part of some political movement or commercial campaign; I can't remember which. I try not to think about these things too much, but they seem to latch on to my brain like the tools I use to climb these slopes. To calm myself, I picture the summit. The 29,035 foot tall peak—the view across Tibet and Nepal. The rush of accomplishment and the tears of joy and relief as I realize that I have done something less than 3,000 people do every year. A vision now impossible for me to reject as I continue to climb upwards, knowing each step brings me closer to doing the greatest thing I will ever do...or losing the greatest thing I will ever lose.

Response Annotation

- The response effectively establishes a situation and point of view (Today we continued the dangerous ascent, our oxygen bottles strapped to our bags as our Sherpa guide had instructed in the long days before) and introduces a narrator and characters. In addition to the first-person narrator, a Sherpa guide and additional group members are referenced.
- The journal entry mostly consists of reflection, rather than a series of events, but there is a smooth progression of thoughts that tells a story (the narrator continues the ascent; the narrator reflects on his/her reasons for climbing; the narrator describes other climbers; the narrator envisions the summit; the narrator climbs with renewed purpose).
- The response effectively uses multiple narrative techniques, such as description (crumpled soda can; most miniscule mistake; dark times), pacing (I struggle to remind myself; These reasons begin to mean nothing as we start to see the real cost of this endeavor; A vision now impossible for me to reject), and reflection (why I decided to climb the highest mountain in the world—personal glory? A thirst for adventure?), to develop rich, interesting experiences, events, and characters.
- The response uses a variety of techniques consistently to show a progression, including transition words and phrases (Today we continued; as we start to see; yesterday; as I continue), flash forward (I picture the summit. The 29,035 foot tall peak—the view across Tibet and Nepal. The rush of accomplishment and the tears of joy and relief as I realize that I have done something less than 3,000 people do every year), and suspense (reminding us of what could be our fate if we make even the most miniscule mistake; we start to see the real cost of this endeavor; each step brings me closer to doing the greatest thing I will ever do...or losing the greatest thing I will ever lose).
- The response consistently uses precise words and phrases, details, and sensory language to convey a vivid picture (latch on to my brain like the tools I use to climb these slopes; The rush of accomplishment and the tears of joy and relief as I realize that I have done something less than 3,000 people do every year).
- The response provides a conclusion that follows from the narrated experiences (A vision now impossible for me to reject as I continue to climb upwards, knowing each step brings me closer to doing the greatest thing I will ever do...or losing the greatest thing I will ever lose).
- The response integrates ideas and details from the source material effectively (trash left behind by other expeditions; part of some political movement or commercial campaign; The 29,035 foot tall peak—the view across Tibet and Nepal; something less than 3,000 people do every year).
- There are no errors in usage or conventions that interfere with meaning.

ELAGSE9-10W3

Response Score: 4 points



1. Imagine that you are on an expedition to reach the summit of Mount Everest. Write a journal entry describing your adventure.

Use information from the passage in your description.

Student Response

June-26

The bus pulled away from the bottom of the mountain and I wondered if I had made a mistake. I turned to see the small town at the front of the behemoth. Assorted orange and yellow tents covered the ground, and steam seemed to pour from each one. I walked into the center of the tents and came upon a sherpa. He hauled one of my bags over his shoulder and grunted at me to follow him. He set my bag down on the outskirts of the camp, "Here will be fine. You'll want to set up quickly night is falling."

I obliged and set up my new home in a few minutes. The camp was having a group fire and cookout at the south of the base. However, winds picked up and everyone retreated to their own tents for the night. Before I went to bed I was sure to fill my water bottles with snow and put them in my sleeping bag.

Jun-29

At 6:00 every morning there is a bell rung, at 6:15 people dressed in five coats begin to wander out into the cold. At 7:00 sherpas begin to lead the party up the mountain. Everyday we follow the same track: up the hill, a right around the boulder that looks like the back of a head, then down to a thin path around the edge of the mountain, once we walk around the path we have to climb a 70 degree incline, about half way up there is a crack in the mountain so we have to crawl to the right to get around it. Everyday we go higher, but at around 7:00 in the afternoon the sherpas begin to lead us down. Everytime we stop and go back it just makes me feel as if I am never going to reach the top.

July-1

The sherpas are moving us up quickly now. Near the top is the "Dead Zone," where the air is too thin to breathe. If caught up there for too long, one would die. Today we reached the bottom of the zone, in a few days we would reach the top they said.

Jul-4

We reached the top today. I can't really put hte feeling into words, but I will carry this feeling with me forever. I have worked and finally been on top of the world.

Response Annotation

- The response effectively establishes a situation and a point of view (June-26 The bus pulled away from the bottom of the mountain and I wondered if I had made a mistake. I turned to see the small town at the front of the behemoth) and introduces a narrator and characters (the Sherpa).
- The response creates a smooth progression of events (the narrator arrives at the mountain; the narrator sets up camp; the narrator wakes up; the narrator attempts to make the summit several times; the narrator reaches the top).
- The response effectively uses multiple narrative techniques, such as dialogue ("Here will be fine. You'll want to set up quickly night is falling"), description (Assorted orange and yellow tents; winds picked up and everyone retreated to their own tents for the night; the boulder that looks like the back of a head), pacing (Everyday we go higher, but at around 7:00 in the afternoon the sherpas begin to lead us down; The sherpas are moving us up quickly now), reflection (I wondered if I had made a mistake; Everytime we stop and go back it just makes me feel as if I am never going to reach the top; I will carry this feeling with me forever), and plot (the sequential, dated journal entries detailing events), to develop rich, interesting experiences, events, and characters.
- A variety of techniques are used consistently to sequence events that build on one another, including dated headings (June-26; Jun-29; July-1; Jul-4), transition words and phrases (Before I went to bed; Everyday we follow the same track; today; finally), and rising action (The sherpas are moving us up quickly now; in a few days we would reach the top they said).
- Precise words and phrases, details, and sensory language are used consistently to convey a vivid picture of the events (behemoth; steam seemed to pour from each one; once we walk around the path we have to climb a 70 degree incline, about half way up there is a crack in the mountain so we have to crawl to the right to get around it).
- The response provides a conclusion that follows from the narrated events (We reached the top today. . . . I have worked and finally been on top of the world).
- Ideas and details are effectively integrated from the source material. The Sherpas, the base camp, the lack of oxygen near the summit, and being "on top of the word" are all ideas drawn from the passage.
- The response has a few errors in usage and conventions, but they do not interfere with meaning.

ELAGSE9-10W3

Response Score: 4 points



1. Imagine that you are on an expedition to reach the summit of Mount Everest. Write a journal entry describing your adventure.

Use information from the passage in your description.

Student Response

With my bottled oxygen and my heavy equipment I set foot on my path to the top with the group of climbers. As we neared a checkpoint on the journey, that was pointed out by a Sherpa who was our guide, I started noticing the change in my breathing pattern. The air was becoming thinner and thinner as we went up this path and it pained my dizzy head. We were soon aware of items scattered around here and there and noticed that gear used from previous climbers, containers of food, and everyday trash were just simply left there on the mountain! Having extra space with us, we attempted to pick up as much as we could find though it wasn't much. A day passed and all but our guide, being short and well built, were dazed and short of breath due to the altitude. However, as we continued our journey, we were frightened to be informed of a blizzard that may occur. These weren't uncommon as they are considered to be just one of the many occurring problems faced by climbers. Seeing how it would be much too dangerous, our guide led us back down the mountain, concluding our adventure.

Response Annotation

- The response effectively establishes a situation, a point of view, and characters (With my bottled oxygen and my heavy equipment I set foot on my path to the top with the group of climbers). A Sherpa is also mentioned.
- There is a logical progression of events (the group of climbers begins the journey; the group nears a checkpoint; the group has difficulty breathing; the group attempts to pick up trash; the group climbs higher; the group is informed of a potential blizzard; the group climbs back down the mountain).
- The response effectively uses a variety of narrative techniques, such as description (pained my dizzy head; items scattered around here and there; we were frightened to be informed of a blizzard) and pacing (I started noticing; We were soon aware), to develop rich, interesting experiences, events, and characters.
- A variety of techniques are consistently used to sequence events that build on one another, including transition words and phrases (as we went up this path; A day passed; as we continued our journey) and chronological order of narration (I set foot on my path; started noticing the change; We were soon aware; our guide led us back).
- Precise words and phrases, details, and sensory language are used consistently to convey a vivid picture of the events (I started noticing the change in my breathing pattern; The air was becoming thinner and thinner; dazed and short of breath).
- A conclusion is provided that follows from the narrated experiences and events (informed of a blizzard that may occur; Seeing how it would be much too dangerous, our guide led us back down the mountain, concluding our adventure).
- The response integrates ideas and details from the source material (With my bottled oxygen and my heavy equipment; a Sherpa who was our guide; gear used from previous climbers, containers of food, and everyday trash were just simply left there on the mountain; all but our guide, being short and well built, were dazed and short of breath due to the altitude). Ideas from the passage are used seamlessly as inspiration for the characters and events in the journal entry.
- The response has no errors in usage or conventions that interfere with meaning.

ELAGSE9-10W3

Response Score: 3 points



1. Imagine that you are on an expedition to reach the summit of Mount Everest. Write a journal entry describing your adventure.

Use information from the passage in your description.

Student Response

My friends and I decided that hiking the Appalachian Trail was getting very boring and dull. So we decided one day to prepare to climb the 29,035 foot mountain known as Mount Everest. All our lives we had hiked mountains and today was the day that we would hike the “Goddess of The Earth” also known as Mount Everest. So the climb started just my two friends and I. The beginning of the climb was a walk in the park. However, soon a very strong arctic storm had hit us about halfway up the mountain. Mike (one of my friends) decided to camp the storm out until it had blown over. All three of us put our tents in a triangular shape to stay close.

The next morning we suited up once again because the storm had blown over. However this time we had to put on our oxygen tanks due to the high elevation that we were at. The climb to the top was very difficult. But as soon as we made it to that peak of the mountain it was all worth it. All three of us were stunned by the view. To celebrate we ate a premium bag of trail mix. So that is the story of when we climbed “Big E.”

Response Annotation

- The response effectively establishes a situation, point of view, and multiple characters (My friends and I decided that hiking the Appalachian Trail was getting very boring and dull. So we decided one day to prepare to climb the 29,035 foot mountain known as Mount Everest).
- Events are organized in a clear, logical order (the narrator and friends decide to hike Mount Everest; they start easily; they encounter a storm; they set up camp until the storm passes; they wake up and put on oxygen tanks; they climb to the summit; they celebrate the view).
- Narrative techniques, such as description (a very strong arctic storm; All three of us put our tents in a triangular shape to stay close; stunned by the view), pacing (So the climb started; about halfway up the mountain; However this time), reflection (it was all worth it), and plot (decided to camp the storm out until it had blown over; The next morning we suited up once again because the storm had blown over), are used effectively to develop experiences, events, and characters.
- Words and phrases are used to indicate sequence (So; The begging; The next morning).
- Words, phrases, and details convey a picture of the events (a walk in the park; the storm had blown over; a premium bag of trail mix).
- An appropriate conclusion is provided (as we made it to that peak of the mountain it was all worth it; So that is the story of when we climbed "Big E").
- Ideas and details are integrated from the source material (the 29,035 foot mountain known as Mount Everest; the "Goddess of The Earth"; we had to put on our oxygen tanks due to the high elevation; "Big E").
- There are minor errors in usage and conventions, but these do not have an effect on meaning.

ELAGSE9-10W3

Response Score: 3 points



1. Imagine that you are on an expedition to reach the summit of Mount Everest. Write a journal entry describing your adventure.

Use information from the passage in your description.

Student Response

As I am walking up the snowy mountain called Mount Everest with chills running p and down my body and also feeling butterflies in my stomach, I am telling myself I am going to be the youngest girl to ever climb this mountain. With fear and anxious feelings I am so excited. Carrying 6 oxygen tanks on my back also food to get me through the climb plus everything else I need to survive my climb. trudging through the snow with my big brown boots on and not being able to feel my face because of the winf blowing so hard. "I can see the top of the mountain" my dad yells at me. I get excited as i am slowly climbing. "We made it!" I yelled with the most excitement I could have coming out of my body. As my dad and I are climbing down Mount Everest thinking of how much we have just accomplished it feels great!

Response Annotation

- The response effectively establishes a situation and point of view (As I am walking up the snowy mountain called Mount Everest . . . I am telling myself I am going to be the youngest girl to ever climb this mountain) and introduces one or more characters (the narrator; her father).
- There is a clear sequence of narrated experiences and events that tell a story (the narrator walks up Everest; the narrator reflects on her feelings; the narrator climbs to the top; the narrator views the summit; the narrator climbs back down).
- Narrative techniques, such as dialogue (“I can see the top of the mountain” my dad yells at me), description (trudging through the snow with my big brown boots on; yelled with the most excitement I could have), and reflection (I am telling myself I am going to be the youngest girl to ever climb this mountain; With fear and anxious feelings I am so excited), are used to develop experiences, events, and characters.
- Words and phrases are used to indicate sequence (As I am walking up; “I can see the top of the mountain”; as i am slowly climbing).
- Words, phrases, details, and sensory language are used to convey a picture of the events (with chills running p and down my body and also feeling butterflies in my stomach; Carrying 6 oxygen tanks on my back; not being able to feel my face because of the winf blowing so hard).
- An appropriate conclusion is provided (As my dad and I are climbing down Mount Everest thinking of how much we have just accomplished it feels great!).
- Some ideas and details from the source material are integrated. The oxygen tanks and slow rate of climb are mentioned in the passage.
- There are minor errors in usage and conventions throughout the response with no significant effect on meaning.

ELAGSE9-10W3

Response Score: 3 points



1. Imagine that you are on an expedition to reach the summit of Mount Everest. Write a journal entry describing your adventure.

Use information from the passage in your description.

Student Response

We were packed and ready to go, we were going to climb Mount Everest. The world's highest mountain, 29,035 feet! I had learned from previous climbers that you had to be cautious with every step you take. One mistake and it could turn into a life or death situation. One of the greatest dangers about this adventure is the altitude sickness because up there the air has only one-third as much oxygen as we're used to. So we made sure we have extra oxygen, but not too much so it won't be heavy and it'll give us an easier climb. We had the right gear and enough food, we were ready. Halfway up the mountain was already a big struggle, but we weren't going to give up. Hopefully no blizzards would come in our way. After many hours of climbing we finally reached the top. It was a challenge but we made it.

Response Annotation

- The response establishes a situation and point of view (We were packed and ready to go, we were going to climb Mount Everest). A narrator is introduced, and there are references to other characters (previous climbers; "we," presumably a climbing group).
- There is a progression of ideas (the narrator is prepared to climb Everest; the narrator relates the preparations; the narrator struggles halfway up the mountain; the narrator reaches the summit).
- The response uses narrative techniques, such as description (One of the greatest dangers about this adventure; an easier climb; a big struggle), pacing (ready to go; Halfway up the mountain was already a big struggle; After many hours of climbing), and reflection (we weren't going to give up), to develop experiences and events.
- Words and phrases are used to indicate sequence (So; Halfway up; After many hours; finally).
- Words, phrases, and details are used to convey a picture of the events (cautious with every step you take; One mistake and it could turn into a life or death situation; the right gear and enough food).
- An appropriate conclusion is provided (we finally reached the top. It was a challenge but we made it).
- Some ideas and details are integrated from the source material (The world's highest mountain, 29,035 feet; the air has only one-third as much oxygen).
- There are a few minor errors in usage and conventions, but they do not interfere with meaning.

ELAGSE9-10W3

Response Score: 2 points



1. Imagine that you are on an expedition to reach the summit of Mount Everest. Write a journal entry describing your adventure.

Use information from the passage in your description.

Student Response

My adventure on Mount Everest was the most remarkable experiences ever! I know some people didn't make it out alive, but I took the challenge. On the adventure many things happened. The oxygen became very thin, I started to feel very light-headed and dizzy. Good thing I carried extra oxygen with me. There were many more challenges, like the trash build up. It was an abundant of climbing gear and a lot of other things on that mountain. Eventhough, things got very ruff, my expericence on the biggest mountain in the world was the greatest.

Response Annotation

- The response introduces a situation and narrator (My adventure on Mount Everest was the most remarkable experiences ever! I know some people didn't make it out alive, but I took the challenge).
- Events are organized in a sequence, with some gaps and ambiguity (the narrator introduces the story of how he/she climbed Everest; the narrator accepts the challenge; the narrator runs low on oxygen; the narrator has extra oxygen; the narrator sees trash buildup; the narrator enjoys the experience).
- The response attempts to use the narrative techniques of description (the most remarkable experiences; very light-headed and dizzy; things got very ruff) and plot (On the adventure many things happened) to develop experiences, events, and characters.
- Occasional signal words are used to indicate sequence (On the adventure; started to feel; Eventhough).
- Precise words and phrases are used inconsistently to convey a picture of events (The oxygen became very thin; an abundant of climbing gear). The response also contains some words that are overly simple and repeated (many things happened; Good thing; a lot of other things).
- A weak and ambiguous conclusion is provided (Eventhough, things got very ruff, my expericence on the biggest mountain in the world was the greatest). The response ends somewhat abruptly—it is unclear if the narrator ever made it to the summit of Everest.
- Ideas and details from the source material are used, and the response attempts to integrate them. There are references to low oxygen levels and their effects and the trash buildup on the mountain.
- There are frequent errors in usage and conventions that sometimes interfere with meaning (spelling and usage: expericences, an abundant of climbing gear, ruff; comma use: The oxygen became very thin, I started to feel very light-headed, Eventhough, things got very ruff, my expericence).

ELAGSE9-10W3

Response Score: 2 points



1. Imagine that you are on an expedition to reach the summit of Mount Everest. Write a journal entry describing your adventure.

Use information from the passage in your description.

Student Response

DAY 1

As me and my friends walk up the mountain it gets harder. The more we climb the weaker we get because of oxygen level, but we have enough oxygen to get to the top and back down. Its tiring and hot. She has more energy than me, because once I told her I was inviting her she started trying to get in shape. Me on the other hand sat there and thought she was crazy, now I'm catching it, and it's catching me! Anyways journal I'll be back later for an update.

Response Annotation

- The response introduces a vague situation (As me and my friends walk up the mountain it gets harder) and vaguely introduces characters (the narrator; the narrator's unnamed friends; "she").
- Events are organized in a sequence, with significant gaps and ambiguity (the narrator and friends walk up the mountain; they tire; the journal entry ends). The journal entry consists mostly of reflection on the preparations for the journey, rather than events.
- The response attempts to use the narrative techniques of description (harder; weaker; tiring and hot) and reflection (Me on the other hand sat there and thought she was crazy, now I'm catching it, and it's catching me!) to develop events, experiences, and characters (She has more energy than me; she started trying to get in shape).
- Simple signal words are used to indicate sequence (As; because; now; Anyways).
- Words and phrases are used to convey a picture of events (we have enough oxygen to get to the top and back down), but some words are inappropriate, overly simple, and/or unclear (now I'm catching it; Anyways).
- An ambiguous conclusion is provided (Anyways journal I'll be back later for an update).
- An attempt is made to integrate ideas from the source material (The more we climb the weaker we get because of oxygen level, but we have enough oxygen to get to the top and back down).
- There are errors in usage and conventions that sometimes interfere with meaning (usage: As me and my friends walk up, more energy than me, Me on the other hand sat there; comma use: thought she was crazy, now I'm catching it, Anyways journal I'll be back; punctuation: Its tiring and hot).

ELAGSE9-10W3

Response Score: 2 points



1. Imagine that you are on an expedition to reach the summit of Mount Everest. Write a journal entry describing your adventure.

Use information from the passage in your description.

Student Response

Dear journal , I am almost to top of the summit of the mount it is now becoming harder and harder for oxygen to get to my brain . i am now regreting not getting a oxygen bottle . I am starting to feel really dizzy as one of my arms goes numb . I finally reach the top of the summit i am very proud of myself . i cant wait to get back to bottom to tell my parents my most awsome and scary experience .

Response Annotation

- The response introduces a vague situation and a narrator (Dear journal , I am almost to top of the summit of the mount).
- Events are organized in a sequence, with significant gaps and ambiguity (the narrator nears the summit; the narrator runs low on oxygen; the narrator reaches the summit; the narrator reflects on the experience).
- The response attempts to use the narrative techniques of description (harder and harder; awsome and scary experience) and reflection (i am now regreting not getting a oxygen bottle; i am very proud of myself; i cant wait to get back to bottom to tell my parents) to develop experiences, events, and characters.
- Occasional signal words and phrases are used to indicate sequence (almost to; now; finally).
- Some words and phrases are used inconsistently to convey a picture of the events (top of the summit of the mount; it is now becoming harder and harder for oxygen to get to my brain).
- An appropriate, but weak, conclusion is provided (i cant wait to get back to bottom to tell my parents my most awsome and scary experience).
- An attempt is made to integrate ideas from the source material (harder for oxygen to get to my brain . i am now regreting not getting a oxygen bottle . I am starting to feel really dizzy as one of my arms goes numb).
- There are frequent major errors in usage and conventions that interfere with meaning (usage: almost to top of, a oxygen bottle, get back to bottom; sentence construction: I am almost to top of the summit of the mount it is now becoming harder and harder, I finally reach the top of the summit i am very proud of myself; capitalization: i am now, i am very; punctuation: cant; spelling: regreting; awsome).

ELAGSE9-10W3

Response Score: 1 point



1. Imagine that you are on an expedition to reach the summit of Mount Everest. Write a journal entry describing your adventure.

Use information from the passage in your description.

Student Response

I just landed in China to climb the highest mountain in the world. Its 29,035 feet high and 8850 meters above sea level. I have read that 219 people has died since 1921 and i hope im not next. I have all my gear and ready to go, wish me luck.

Response Annotation

- The response introduces a vague situation and a narrator (I just landed in China to climb the highest mountain in the world).
- The response is too brief to demonstrate a complete sequence of events (the narrator reflects on his/her upcoming climb).
- There is little attempt to use dialogue or description (the highest mountain in the world) and a minimal attempt at reflection (i hope im not next).
- The response provides few words that convey a picture of events, signal shifts in time or setting (just landed), or show relationships among experiences or events.
- A minimal conclusion is provided (I have all my gear and ready to go, wish me luck).
- Ideas from the source material are used (Its 29,035 feet high and 8850 meters above sea level; 219 people has died since 1921) but minimally contribute to the narrative.
- There are frequent errors in usage and conventions that sometimes interfere with meaning (punctuation: Its, im; sentence construction: I have all my gear and ready to go, wish me luck; usage: 219 people has died, I have all my gear and ready to go).

ELAGSE9-10W3

Response Score: 1 point



1. Imagine that you are on an expedition to reach the summit of Mount Everest. Write a journal entry describing your adventure.

Use information from the passage in your description.

Student Response

if i would on a journey to try to climb mount everest, i think i would just try two chances. i would do that because, i dont see why i would keep trying to climb it and i didnt get it the first two times. i would most likely make sure i have spome strong and heavy equipment and a first aid kit just in case something happens

Response Annotation

- The response introduces a minimal situation and a narrator (if i would on a journey to try to climb mount everest).
- A complete sequence of events is not demonstrated. The response consists of the narrator briefly reflecting on a possible future climb.
- There is little attempt to use dialogue or description (strong and heavy equipment).
- Some words used are overly simple and/or unclear (just try two chances; i would do that; didnt get it).
- There are few words that convey a picture of the events, signal shifts in time or setting, or show relationships among experiences or events (a first aid kit just in case).
- No conclusion is provided.
- Few ideas from the source material are used (mount everest; equipment).
- There are frequent major errors in usage and conventions that interfere with meaning (usage: if i would on a journey, i would just try two chances; sentence construction: i would do that because, i dont see why i would keep trying to climb it and i didnt get it the first two times; capitalization: if i would, i think i would; punctuation: dont, didnt, happens).

ELAGSE9-10W3

Response Score: 1 point



1. Imagine that you are on an expedition to reach the summit of Mount Everest. Write a journal entry describing your adventure.

Use information from the passage in your description.

Student Response

the author gives detail related to different expeditions in which people have attempted to climb mount everest. I will not climb a mount everest. AT ALL TIME IN MY LIVE END

Response Annotation

- The response summarizes the text (the author gives detail related to different expeditions in which people have attempted to climb mount everest) and provides a minimal introduction of a narrator and situation (I will not climb a mount everest).
- The response is too brief to demonstrate a complete sequence of events.
- There is little attempt to use narrative techniques; no attempt is made at dialogue or description.
- The response uses words that are inappropriate, overly simple, or unclear (a mount everest; END).
- Few, if any, words are provided that convey a picture of the events, signal shifts in time or setting, or show relationships among experiences or events.
- There is a weak and inappropriate conclusion (END).
- Ideas and details from the source material are not integrated into a narrative. The response summarizes the passage (the author gives detail related to different expeditions in which people have attempted to climb mount everest).
- There are frequent major errors in usage and conventions that interfere with meaning (usage: a mount everest, AT ALL TIME, IN MY LIVE; sentence structure: AT ALL TIME IN MY LIVE END; capitalization: the author gives, mount everest).

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