


Georgia
Milestones
Assessment System



American Literature and Composition

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

**Extended Constructed-Response
Narrative Item**

THIS PAGE IS
INTENTIONALLY LEFT
BLANK.

EXTENDED CONSTRUCTED-RESPONSE NARRATIVE ITEM OVERVIEW

The Georgia Milestones American 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:
------------------	---------------------------------

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.

from *The New Englander*

By Sherwood Anderson

- 1 The trip west on the railroad train jolted Elsie out of herself. In spite of her detached attitude toward life she became excited. Her mother sat up very straight and stiff in the seat in the sleeping car and her father walked up and down in the aisle. After a night when the younger of the two women did not sleep but lay awake with red burning cheeks and with her thin fingers incessantly picking at the bed clothes in her berth while the train went through towns and cities, crawled up the sides of hills and fell down into forest-clad valleys, she got up and dressed to sit all day looking at a new kind of land. The train ran for a day and through another sleepless night in a flat land where every field was as large as a farm in her own country. Towns appeared and disappeared in a continual procession. The whole land was so unlike anything she had ever known that she began to feel unlike herself. In the valley where she had been born and where she had lived all her days everything had an air of finality. Nothing could be changed. The tiny fields were chained to the earth. They were fixed in their places and surrounded by aged stone walls. The fields like the mountains that looked down at them were as unchangeable as the passing days. She had a feeling they had always been so, would always be so.
- 2 Elsie sat like her mother, upright in the car seat and with a back like the back of a drill sergeant. The train ran swiftly along through Ohio and Indiana. Her thin hands like her mother's hands were crossed and locked. One passing casually through the car might have thought both women prisoners handcuffed and bound to their seats. Night came on and she again got into her berth. Again she lay awake and her thin cheeks became flushed, but she thought new thoughts. Her hands were no longer gripped together and she did not pick at the bed clothes. Twice during the night she stretched herself and yawned, a thing she had never in her life done before. The train stopped at a town on the prairies, and as there was something the matter with one of the wheels of the car in which she lay the trainmen came with flaming torches to tinker it. There was a great pounding and shouting. When the train went on its way she wanted to get out of her berth and run up and down in the aisle of the car. The fancy had come to her that the men tinkering with the car wheel were new men out of the new land who with strong hammers had broken away the doors of her prison. They had destroyed forever the programme she had made for her life.
- 3 Elsie was filled with joy at the thought that the train was still going on into the West. She wanted to go on forever in a straight line into the unknown. She fancied herself no longer on a train and imagined she had become a winged thing flying through space. Her long years of sitting alone by the rock on the New England farm had got her into the habit of expressing her thoughts aloud. Her thin voice broke the silence that lay over the sleeping car and her father and mother, both also lying awake, sat up in their berth to listen.

ITEM 1: EXTENDED CONSTRUCTED-RESPONSE

ELAGSE11-12W3



1. In this passage, the author describes Elsie’s thoughts and feelings as she travels west from New England to her new home. Imagine that you are Elsie. Write a diary entry in which you describe your thoughts and feelings about the move.

Use details and information from the passage in your answer.

Narrative Writer’s Checklist

Be sure to:

- Write a narrative response that develops a real or imagined experience.
- Include a problem, situation, or observation and its significance.
- 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 consistently to sequence the events to build toward a particular tone and outcome.
- 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: ELAGSE11-12W3 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>
---	---

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*

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>	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"> • 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	<p><i>The student will receive a condition code for various reasons:</i></p> <ul style="list-style-type: none"> • Blank • Copied • Too Limited to Score/Illegible/Incomprehensible • Non-English/Foreign Language • Off Topic/Off Task/Offensive

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

STUDENT RESPONSES

ELAGSE11-12W3

Response Score: 4 points



1. In this passage, the author describes Elsie’s thoughts and feelings as she travels west from New England to her new home. Imagine that you are Elsie. Write a diary entry in which you describe your thoughts and feelings about the move.

Use details and information from the passage in your answer.

Student Response

Dear Diary,

My anxiety toward this grand move had begun to flee. Every day I spend on this train, I become less worried about leaving the farm in New England and more excited to see my new home in the west. The first night on the train was filled with fear. Mother and I were both acting uptight. I was afraid that this would be the way things would remain even after we arrived in the west. However, after an additional night’s thought on the move, I realized the west might not be a curse, but a blessing. This journey may give me a better hope for the future. There are things happening in the west and new experiences that I can have. On the farm, I knew that I had one path to follow, and I’ve realized that path might not be what I want from life. Once I understood that this train and its crew have freed me from the tedious life of farming, I had a whole new perspective. I began to notice the towns and cities that we passed. I stopped picking at bed clothes, a nervous habit that I’ve always had. My excitement motivated me to think aloud. In the midst of silence, I can’t help but to express myself. “New hope,” I mumbled to my self, “The west is going to make things better for all of us”. “Yes dear,” my father said quietly, whilst laying up in his berth, “the move is going to make things better for all of us.” It was a rather odd feeling to break the long-lasting silence, but despite this, I mumbled on. I hope it doesn’t bother my parents, but I can’t help it. I feel so much excitement. I know my father made the right decision. I don’t know when we will arrive or where exactly we are headed, but I do know that life will not be the same, and that’s a good thing.

-Elsie

Response Annotation

- The response effectively establishes a situation and a point of view and introduces the character of the narrator (My anxiety toward this grand move had begun to flee. Every day I spend on this train, I become less worried about leaving the farm in New England and more excited to see my new home in the west).
- A smooth narrative progression is created as the narrator reflects on and discusses the evolution of her feelings during the journey (the narrator reflects on the nervousness she and her mother endured early in the trip; the narrator explains her realization that the move west is a “blessing”; the narrator discusses how her newfound perspective has changed her views; the narrator expresses excitement at the prospect of the move).
- Multiple narrative techniques, such as dialogue (“Yes dear,” my father said quietly, whilst laying up in his berth, “the move is going to make things better for all of us”), description (the tedious life of farming; break the long-lasting silence), pacing (but despite this, I mumbled on. I hope it doesn’t bother my parents), and reflection (On the farm, I knew that I had one path to follow, and I’ve realized that path might not be what I want from life; I can’t help it. I feel so much excitement; I do know that life will not be the same, and that’s a good thing), are used to develop rich, interesting experiences and characters.
- The response consistently uses a variety of techniques to sequence the narrative, including transitional words and phrases (The first night; However, after an additional night’s thought), flashbacks (The first night on the train was filled with fear; On the farm, I knew that I had one path to follow), stream of consciousness (but despite this, I mumbled on. I hope it doesn’t bother my parents, but I can’t help it), and a complete character arc (The first night on the train was filled with fear; I realized the west might not be a curse; I do know that life will not be the same, and that’s a good thing).
- Precise words and phrases, details, and sensory language convey a vivid picture of events (The first night on the train was filled with fear; might not be a curse, but a blessing; a nervous habit that I’ve always had).
- A conclusion is provided that follows from the narrated experiences (I know my father made the right decision. I don’t know when we will arrive or where exactly we are headed, but I do know that life will not be the same, and that’s a good thing).
- Ideas and details from the source material are integrated into the response effectively (Mother and I were both acting uptight; I began to notice the towns and cities that we passed; I stopped picking at bed clothes; My excitement motivated me to think aloud).
- The response has no errors in usage and conventions that interfere with meaning.

ELAGSE11-12W3

Response Score: 4 points



1. In this passage, the author describes Elsie's thoughts and feelings as she travels west from New England to her new home. Imagine that you are Elsie. Write a diary entry in which you describe your thoughts and feelings about the move.

Use details and information from the passage in your answer.

Student Response

Dear Diary,

As I sit on this train heading to our new home in the west, I am very excited but still a little nervous. While I could not sleep the first few nights because I was so scared of what our new life would bring, that feeling has started to fade. I think mother is still sacred though. She hasn't slept at all since we boarded the train. She just sits and stares as if she's locked in her seat and not allowed to move. I hope she will come around. Some strange men came to fix the broken wheel on our train today. They didn't look very pleasant and that makes me feel uneasy. Would everyone out west be like this? I hope not because when I saw them I became as tense as mother. Something about them scared me. Back home, I didn't really have any friends and usually kept to myself. I hope the west is different, but if the children are as rough and crude as the men who fixed our wheel, I can't see myself making any friends. I am afraid I will spend my days sitting on a rock alone like I did back home. I have been very sleepy today. Back home I never got tired because I was on set schedule and always got an adequate amount of rest. I never lost sleep over anything because there was nothing to lose sleep over. The anxiety of this long journey and questions of the unknown life I am about to begin must be wearing on me. I should rest before the fear returns and I lose my desire to sleep.

Sincerely,

Elsie

Response Annotation

- The response effectively establishes a situation and point of view and introduces the character of the narrator (As I sit on this train heading to our new home in the west, I am very excited but still a little nervous).
- A smooth narrative progression is created through reflection (the narrator explains her current feelings regarding her move westward; the narrator contrasts her feelings with the feelings she perceives her mother has; the narrator recalls how some men fixed the train and explains how this made her feel about her ability to make friends in her new home; the narrator recalls the security of her regimented life in New England and contrasts it to her current uncertainty; the narrator concludes her journal entry by deciding to go to sleep before her earlier fear returns).
- Multiple narrative techniques, such as description (sits and stares as if she's locked in her seat; strange men came to fix the broken wheel; They didn't look very pleasant), reflection (Would everyone out west be like this? I hope not because when I saw them I became as tense as mother; The anxiety of this long journey . . . must be wearing on me), and pacing (I should rest before the fear returns), are used to develop rich and interesting experiences, events, and characters.
- The response consistently uses a variety of techniques to sequence the narrative, such as signal words and phrases (As I sit on this train; the first few nights; today), flashbacks (Back home, I didn't really have any friends; Back home I never got tired), and stream of consciousness (Some strange men came to fix the broken wheel; They didn't look very pleasant; Would everyone out west be like this? I hope not; Back home, I didn't really have any friends; if the children are as rough and crude as the men who fixed our wheel, I can't see myself making any friends).
- Precise words, phrases, details, and sensory language are consistently used to convey a vivid picture of events (very excited but still a little nervous; as rough and crude as the men who fixed our wheel; there was nothing to lose sleep over; questions of the unknown life).
- A conclusion that follows from the narrated experiences is provided (I should rest before the fear returns and I lose my desire to sleep).
- Ideas and details from the source material are effectively integrated into the response (this train heading to our new home in the west; Some strange men came to fix the broken wheel on our train; spend my days sitting on a rock alone like I did back home).
- The response has no errors in usage or conventions that interfere with meaning.

ELAGSE11-12W3

Response Score: 4 points



1. In this passage, the author describes Elsie's thoughts and feelings as she travels west from New England to her new home. Imagine that you are Elsie. Write a diary entry in which you describe your thoughts and feelings about the move.

Use details and information from the passage in your answer.

Student Response

I cannot wait for this new, exciting land for me out in the West; I have spent countless hours staring out the train windows, sighting out new, unfamiliar scenic beauties and wonders. Mother says I need sleep, but how can I when our new life awaits just at the end of the tracks?

Days have passed and I cannot shake this troubling feeling of my shoulder; will this land meet my expectations? I wonder if the train's speed foreshadows the drudgery that lies ahead of me.

Men from the strange unfamiliar land repaired the train, breathing new life into me about my previously tedious journey. I have remembered the reason why I am excited to leave my old home and lifestyle back at our New England farm; stagnation and loneliness cannot be cured by simply staying in one place. My new life out in the West will fill the hole I so desperately need fixed; I will finally be exposed to the every-changing, picturesque scenes of the West; I can finally break the prison chains bound to my feet with my new, exciting life out in the West.

Response Annotation

- The response effectively establishes a situation and a point of view and introduces the character of the narrator (I cannot wait for this new, exciting land for me out in the West; I have spent countless hours staring out the train windows; Mother says I need sleep, but how can I when our new life awaits just at the end of the tracks?).
- The narrative is organized in a clear and logical order (the narrator expresses her initial excitement for the move; the narrator conveys subsequent uncertainty about the move; the narrator experiences revived excitement for the move after a group of men fix the train).
- The response effectively uses multiple narrative techniques, including description (strange unfamiliar land; previously tedious journey; every-changing, picturesque scenes), pacing (Days have passed and I cannot shake this troubling feeling), and reflection (Mother says I need sleep, but how can I when our new life awaits just at the end of the tracks?; I wonder if the train's speed foreshadows the drudgery; My new life out in the West will fill the hole I so desperately need fixed), to develop rich and interesting experiences and characters.
- Words and phrases are used to sequence the narrative (Days have passed) and identify flashbacks (back at our New England farm) and flashes forward (My new life out in the West).
- Precise words, phrases, details, and sensory language are consistently used to convey a vivid picture of events (I have spent countless hours staring out the train windows, sighting out new, unfamiliar scenic beauties and wonders; the drudgery that lies ahead of me; stagnation and loneliness cannot be cured by simply staying in one place).
- The conclusion follows from the narrated experiences (I can finally break the prison chains bound to my feet with my new, exciting life out in the West).
- The response effectively integrates some ideas from the source material (I have spent countless hours staring out the train windows; Men from the strange unfamiliar land repaired the train).
- The response has no errors in usage or conventions that interfere with meaning.

ELAGSE11-12W3

Response Score: 3 points



1. In this passage, the author describes Elsie's thoughts and feelings as she travels west from New England to her new home. Imagine that you are Elsie. Write a diary entry in which you describe your thoughts and feelings about the move.

Use details and information from the passage in your answer.

Student Response

Dear Diary,

Today is the big move. We are moving away from the home I loved so much. I just can not picture myself living anywhere else, but I have no other choice. As I get on the train my anxiety start to build. I am beginning to feel homesick and I haven't even left yet. As the train starts to move, I see towns and cities start to disappear as we move on. My mother is sitting next to me on the train. I can only try to be just like here so I sit the way she is sitting, with my back firmly pressed to the back of my seat. I wonder to myself, is mother handling the move better than I am, or is she just hiding her feelings to protect me? The train stopped at a town on the prairies. Apparently there was something wrong with one of the wheels on the train and we had to stop so someone could fix it. As I see the men tinkering with the wheel, I start to think that maybe this move is for the better. Maybe this move will open up a new window for me. Maybe I will become a better person. All I can do now is hope.

Sincerely,

Elsie

Response Annotation

- The response establishes a situation and point of view and introduces the character of the narrator (Today is the big move. We are moving away from the home I loved so much).
- Events are organized in a clear, logical order (the narrator gets on the train and feels homesick; the narrator observes towns and cities passing by the window as the train pulls away; the narrator observes her mother and wonders how she is handling the move; the narrator notes that the train is stopping so a wheel can be repaired; the narrator begins to think the move might be good for her).
- Narrative techniques, such as description (with my back firmly pressed to the back of my seat), reflection (I just can not picture myself living anywhere else; I am beginning to feel homesick and I haven't even left yet; is she just hiding her feelings to protect me?), and pacing (The train stopped at a town on the prairies), are used to develop experiences, events, and characters.
- Words and phrases are used to indicate sequence (Today; As I get on the train; As the train starts to move; As I see the men tinkering with the wheel).
- Words, phrases, and details are used to convey a picture of events (moving away from the home I loved so much; I have no other choice; so I sit the way she is sitting).
- The conclusion follows from the narrated experiences (Maybe I will become a better person. All I can do now is hope).
- The response effectively integrates details and ideas from the source material (towns and cities start to disappear as we move on; so I sit the way she is sitting; there was something wrong with one of the wheels on the train).
- The response has no errors in usage or conventions that interfere with meaning.

ELAGSE11-12W3

Response Score: 3 points



1. In this passage, the author describes Elsie's thoughts and feelings as she travels west from New England to her new home. Imagine that you are Elsie. Write a diary entry in which you describe your thoughts and feelings about the move.

Use details and information from the passage in your answer.

Student Response

Everything I knew is changing. My old home is now behind me. As this train goes further west, I think about my old, familiar home in New England. I think about the rock where I would sit and think aloud. This new landscape is so strange and foreign. It is nothing like home. I think about what else will change with the landscape when we get to our new home. In New England, it seemed like nothing ever changed, but that is in the past now. The west is a place of new beginnings and possibilities that I am starting to look forward to. I still can't sleep, but it is not because I am afraid. I am excited and dreaming of the new possibilities that await us. The thought of not reaching the west is what frightens me. Our train broke today and I was so thankful for the men who fixed our broken wheel. I do not want to go back to my old life. I want the new opportunities that are in this new land.

Response Annotation

- The response establishes a situation and point of view and introduces the character of the narrator (Everything I knew is changing. My old home is now behind me. As this train goes further west, I think about my old, familiar home in New England).
- The narrative is organized in a clear, logical order (the narrator is heading west on a train; the narrator recalls her old home in New England; the narrator discusses why she is excited to move to her new home; the narrator recalls how a wheel on the train broke today; the narrator discusses how she is afraid of not reaching her new life in the west instead of the change it holds).
- Narrative techniques, such as reflection (it seemed like nothing ever changed, but that is in the past now; I still can't sleep, but it is not because I am afraid; The thought of not reaching the west is what frightens me) and description (my old, familiar home in New England; so strange and foreign), are used to develop experiences and characters.
- Words and phrases are used to indicate the sequence of events (As this train goes further west; Our train broke today) and flashbacks (In New England).
- Words, phrases, and details are used to convey a picture of events (I think about what else will change with the landscape when we get to our new home; possibilities that I am starting to look forward to; excited and dreaming of the new possibilities).
- An appropriate conclusion is provided (I do not want to go back to my old life. I want the new opportunities that are in this new land).
- Some ideas and details are integrated from the source material (the rock where I would sit and think aloud; Our train broke today and I was so thankful for the men who fixed our broken wheel).
- The response has no errors in usage or conventions that interfere with meaning.

ELAGSE11-12W3

Response Score: 3 points



1. In this passage, the author describes Elsie's thoughts and feelings as she travels west from New England to her new home. Imagine that you are Elsie. Write a diary entry in which you describe your thoughts and feelings about the move.

Use details and information from the passage in your answer.

Student Response

Dear diary,

Our train stopped in some middling prairie town last night. My thoughts began to wander at that time. They have wandered every night on this trip because I can't sleep. However, this was different. I started to realize that perhaps this move won't be such a terrible experience. I think there is freedom out here in the open fields and rolling hills. This place is not as confined as the bleak city we once lived in. There is fresh air and quiet nights. There is opportunity and adventure. I no longer find myself dreading the changes that are coming in my life. Now, I cannot wait to see the things in this new place called the west.

Response Annotation

- The response introduces a somewhat vague situation and introduces the character of the narrator (Our train stopped in some middling prairie town last night. My thoughts began to wander at that time).
- The narrative is organized in a clear, logical order (the train stops in a town; the narrator begins to come to the conclusion that the move will not be as bad as she first thought; the narrator contrasts her old home to the opportunity of her new home in the west; the narrator expresses her excitement for the move).
- Narrative techniques, including reflection (I started to realize that perhaps this move won't be such a terrible experience; I no longer finding myself dreading the changes) and description (stopped in some middling prairie town; open fields and rolling hills; as confined as the bleak city we once lived in), are used to develop the experience of the narrator.
- The response uses signal words and phrases to indicate sequence (last night; Now). However, some words are simple (at that time).
- Words, phrases, and details are used to convey a picture of events (They have wandered every night on this trip because I can't sleep; there is freedom out here in the open fields and rolling hills; the changes that are coming in my life).
- The response provides an appropriate conclusion (Now, I cannot wait to see the things in this new place called the west).
- The response attempts to integrate ideas from the source material (stopped in some middling prairie town; I can't sleep).
- The response has a few minor errors in usage and conventions that have no significant effect on the meaning.

ELAGSE11-12W3

Response Score: 2 points



1. In this passage, the author describes Elsie’s thoughts and feelings as she travels west from New England to her new home. Imagine that you are Elsie. Write a diary entry in which you describe your thoughts and feelings about the move.

Use details and information from the passage in your answer.

Student Response

Wow... So me, my mom, and dad are moving from New England moving west. I really don't want to leave all my friends and miscellaneous things i love so much behind. This is going to be such a drastic transition in my life but, i kind of like the idea of moving. This will result in me having to make some adjustment but that could all be for the better. Maybe this new place could open up a dozen more oppritunities for me then New England can plus i could use a change of scenary. So now at this point my feelings are actually pretty excited about moving.

Response Annotation

- The response establishes a situation and point of view and introduces several characters (Wow... So me, my mom, and dad are moving from New England moving west).
- The narrative is organized in a sequence but has some gaps and ambiguity (the narrator establishes that she is moving with her family; the narrator explains why she doesn't want to move; the narrator suddenly shifts to reasons she wants to move; the narrator decides she has positive feelings about moving).
- The response attempts to use the narrative techniques of reflection (I really don't want to leave all my friends; This will result in me having to make some adjustment but that could all be for the better) and description (miscellaneous things; my feelings are actually pretty excited) to develop the experience of the narrator.
- The response inconsistently uses phrases to indicate sequence (So now at this point).
- Words, phrases, and details are used to convey a picture of events (such a drastic transition in my life; that could all be for the better; could open up a dozen more oppritunities).
- A weak conclusion is provided (So now at this point my feelings are actually pretty excited about moving).
- The response attempts to integrate some details from the source material (me, my mom, and dad are moving from New England moving west).
- The response has frequent errors in usage and conventions that sometimes interfere with meaning (usage: me, my mom, and dad, more oppritunities for me then New England can; punctuation: the commas after introductory clauses and coordinating conjunctions are inconsistently used; run-on sentence: Maybe this new place . . . could use a change of scenary; spelling: oppritunities, scenary).

ELAGSE11-12W3

Response Score: 2 points



1. In this passage, the author describes Elsie’s thoughts and feelings as she travels west from New England to her new home. Imagine that you are Elsie. Write a diary entry in which you describe your thoughts and feelings about the move.

Use details and information from the passage in your answer.

Student Response

As we got on the train I felt a sudden thrill approaching. As we are getting closer and closer to our destination I start to think about what could go wrong when we get there, which leads to anxiety. That passed, and I soon started to treat the train ride as some sort of magical journey through strang new lands that was leading me to a better future. The thought of this future unleashed my confidence into saying what whatever can to my mind, no longer hiding it in.

Response Annotation

- The response introduces a vague situation and the character of the narrator (As we got on the train I felt a sudden thrill approaching).
- The narrative is organized in a sequence, but there is some ambiguity as to what is actually happening (the narrator gets on the train; the narrator is getting closer and closer to her destination and becomes anxious; the narrator starts to treat the train ride like a magical journey and the anxiety goes away).
- The narrative technique of reflection (I felt a sudden thrill approaching; I soon started to treat the train ride as some sort of magical journey) is attempted to develop the experience of the narrator.
- Signal words and phrases are used to indicate sequence (As we got on the train; As we are getting closer and closer; which leads to; That passed).
- Words and phrases are used inconsistently to convey events and experiences. Some precise language is used to describe events and experiences (a sudden thrill approaching; strang new lands). However, some words and phrases are overly simple or unclear (getting closer and closer; what could go wrong; The thought of this future).
- A weak and ambiguous conclusion is provided (The thought of this future unleashed my confidence into saying what whatever can to my mind, no longer hiding it in).
- There is an attempt to integrate some ideas and details from the source material (started to treat the train ride as some sort of magical journey; unleashed my confidence into saying what whatever can to my mind).
- The response has errors in usage and conventions that sometimes interfere with meaning (punctuation: punctuation after introductory clauses is included inconsistently; usage: what whatever can to my mind; the response inconsistently maintains verb tense; spelling: strang).

ELAGSE11-12W3

Response Score: 2 points



1. In this passage, the author describes Elsie’s thoughts and feelings as she travels west from New England to her new home. Imagine that you are Elsie. Write a diary entry in which you describe your thoughts and feelings about the move.

Use details and information from the passage in your answer.

Student Response

I just dont understand why we have to move !Im tired of being uncomfortavle and cooped up in the train when will it get better ? Towns and valleys,towns and valleys, was what I saw continously until I couldn't look in the train window any longer. "ENOUGH" ! I screamed but yet no one seemed to hear me. I was non-existent in their world but yet i have to be a part of it.

Response Annotation

- The response introduces a vague situation and the character of the narrator (I just dont understand why we have to move).
- The thoughts and reactions of the narrator are organized with some gaps and ambiguity (the narrator is uncomfortable and tired of the scenery; the narrator screams, "ENOUGH," but no one listens).
- The response attempts the narrative techniques of description (uncomfortavle and cooped up in the train) and reflection (I just dont understand why; I was non-existent in their world but yet i have to be a part of it) to develop the experience of the narrator.
- There is only one attempt at using a word to indicate sequence (until).
- Words and phrases are used inconsistently to convey events and experiences. Some precise language is used to describe events and experiences (tired of being uncomfortavle; saw continously; non-existent in their world). However, some words and phrases are overly simple, needlessly repetitive, or unclear (get better; Towns and valleys,towns and valleys).
- An appropriate but weak conclusion is provided (I was non-existent in their world but yet i have to be a part of it).
- The response attempts to integrate ideas from the passage (Towns and valleys,towns and valleys, was what I saw continously).
- The response has frequent errors in usage and conventions that sometimes interfere with meaning (spelling: uncomfortavle, continously; punctuation: Im; dont; most internal punctuation is not included; unnecessary spaces are included between the last word of sentences ending with exclamation or question marks and the end punctuation itself).

ELAGSE11-12W3

Response Score: 1 point



1. In this passage, the author describes Elsie’s thoughts and feelings as she travels west from New England to her new home. Imagine that you are Elsie. Write a diary entry in which you describe your thoughts and feelings about the move.

Use details and information from the passage in your answer.

Student Response

Dear, Me im so tired but I cant go to sleep my back hurts so bad from sitting stright up in that seat. As I felt the train stop I got up and walked around. And i seen the trainsmen coming to fix the train. We should of never left home. Why is it taking them forever.

Response Annotation

- The response provides a minimal introduction of the situation and narrator (Dear, Me im so tired but I cant go to sleep).
- A brief sequence of events with gaps and ambiguity is present (the narrator is uncomfortable and cannot get back to sleep; the narrator feels the train stop and gets up and walks around; the narrator sees men coming to fix the wheel; the narrator becomes frustrated with the time it is taking to fix the train).
- The response shows little attempt to use reflection (We should of never left home).
- The response makes one attempt to use a signal phrase to sequence events (As I felt the train stop).
- The response uses words that are inappropriate, overly simple, and unclear (my back hurts so bad; taking them forever).
- The response provides a minimal conclusion (Why is it taking them forever).
- A few ideas from the source material are integrated (sitting stright up in that seat; i seen the trainsmen coming to fix the train).
- The response has frequent major errors in usage and conventions that interfere with meaning (spelling: stright; usage: i seen, should of; run-on sentence: Dear, Me im so tired but; punctuation: im, cant, internal punctuation is missing after introductory clauses and before coordinating conjunctions).

ELAGSE11-12W3

Response Score: 1 point



1. In this passage, the author describes Elsie’s thoughts and feelings as she travels west from New England to her new home. Imagine that you are Elsie. Write a diary entry in which you describe your thoughts and feelings about the move.

Use details and information from the passage in your answer.

Student Response

we’ve just board the train and i’m happy. I’m finally getting to leave this place once and for all. The west is going to be a new beginning for me and i’m ready for it. Now all i have to do is sit in this train and wait.

Response Annotation

- The response provides a minimal introduction (we’ve just board the train and i’m happy).
- The response is too brief to demonstrate a complete sequence of events. It is a description of what’s happening and the narrator’s basic emotions at a single moment in time.
- The response shows little attempt to use reflection; it is very simple (i’m happy; i’m ready for it).
- There is one weak attempt at using a signal word (Now).
- Many of the words and phrases used are overly simple and unclear (ready for it; all i have to do is sit in this train and wait).
- A weak conclusion is provided (Now all i have to do is sit in this train and wait).
- The response makes no attempt to integrate details from the source material.
- There are errors in usage and conventions that sometimes interfere with meaning (capitalization: the first letter of the first sentence is not capitalized; usage: we’ve just board the train).

ELAGSE11-12W3

Response Score: 1 point



1. In this passage, the author describes Elsie's thoughts and feelings as she travels west from New England to her new home. Imagine that you are Elsie. Write a diary entry in which you describe your thoughts and feelings about the move.

Use details and information from the passage in your answer.

Student Response

Today is the day I moved to the west. I feel a be nervouse. My life will be changing again.

Response Annotation

- The response provides a weak introduction (Today is the day I moved to the west).
- The response is too brief to demonstrate a complete sequence of events. After a minimal situation is established, two thoughts relating to the situation are listed and the response ends.
- There is a minimal attempt at reflection (I feel a be nervouse).
- There is one attempt at using a signal word (Today).
- The words and phrases used are overly simple and unclear (a be nervouse; changing again).
- There is no attempt at a conclusion.
- There is no attempt to use ideas or details from the source material.
- There are errors in usage and conventions that sometimes interfere with meaning (usage: I feel a be nervouse; spelling: nervouse).

THIS PAGE IS
INTENTIONALLY LEFT
BLANK.

THIS PAGE IS
INTENTIONALLY LEFT
BLANK.

