New England Common Assessment Program

Released Items Support Materials 2012

Grade 5 Writing

4.9.3 In independent writing, students demonstrate command of appropriate English conventions by using commas correctly in dates and in a series (Note: either form is correct – *x, y, and z* or *x, y and z*)

1. Where should a comma be added to the sentence below?

> As soon as we get home, I'm going to brush my teeth wash my face, and go to bed.

A. after *soon*
B. after *going*
C. after *teeth*
D. after *and*

4.9.2 In independent writing, students demonstrate command of appropriate English conventions by applying basic capitalization rules EXAMPLES: names, beginning sentences, proper nouns, titles

2. Which word in the sentence below should be capitalized?

> It takes me a whole day to drive to new York City but only five hours to get there on the train.

A. new
B. five
C. hours
D. train

4.9.1 In independent writing, students demonstrate command of appropriate English conventions by identifying grammatical errors, when given examples EXAMPLES: he don't; Him and me went

3 How should the underlined words in the sentence below be written?

> Someday, my friends and me want to go to Hawaii.

A. me and my friends
B. my friends and I
C. them and I
D. them and me

4.9.5 In independent writing, students demonstrate command of appropriate English conventions by correctly spelling grade-appropriate, high-frequency words and recognizing syllables and affix patterns/rules that are characteristic of the English spelling system EXAMPLES: consonant doubling, change y to i, drop silent e, spelling rules for affixes

4 Which spelling change should be made in the sentence below?

> I think my cat gets lonesom for me, because he is so excited to see me when I arrive home.

A. Change ***lonesom*** to **lonesome**.
B. Change ***because*** to **becuz**.
C. Change ***excited*** to **exited**.
D. Change ***arrive*** to **arive**.

4.9.4 In independent writing, students demonstrate command of appropriate English conventions by using ***end*** punctuation correctly in a variety of sentence structures

5 Which sentence has a punctuation error at the end?

A. Frank learned to play ice hockey by playing on frozen ponds?

B. Frank hopes to try out for the ice hockey team in high school.

C. Does Frank have friends who are good at ice hockey?

D. I think Frank skates better than anyone else I have seen.

4.1.1 Students demonstrate command of the structures of sentences, paragraphs, and text by writing a variety of complete simple and compound sentences

6 What is the **best** way to combine the sentences below?

> I usually order chicken when I go to a restaurant. Sometimes I order fish.

A. I usually order chicken when I go to a restaurant, sometimes I order fish.

B. I usually order chicken when I go to a restaurant, but sometimes I order fish.

C. I usually order chicken when I go to a restaurant, sometimes order fish.

D. I usually order chicken when I go to a restaurant, sometimes for fish.

4.9.3 In independent writing, students demonstrate command of appropriate English conventions by using commas correctly in dates and in a series (Note: either form is correct – *x, y, and z* or *x, y and z*)

7 Where should a comma be added to the sentence below?

> My father said that my brother was the first baby born at the hospital on January 1 2000.

A. after *said*
B. after *baby*
C. after *hospital*
D. after *1*

4.1.1 Students demonstrate command of the structures of sentences, paragraphs, and text by writing a variety of complete simple and compound sentences

8 Which of the following is a complete sentence?

A. The book fair coming to our school.
B. Books by writers from all over the world for sale.
C. There are many books that I want to buy.
D. A good idea to make a list of books before you go.

4.9.2 In independent writing, students demonstrate command of appropriate English conventions by applying basic capitalization rules EXAMPLES: names, beginning sentences, proper nouns, titles

9 Which word in the sentence below should be capitalized?

> The story *Peter pan* is about a boy who lives on an island and never wants to grow up.

A. story
B. *pan*
C. island
D. grow

4.1.1 Students demonstrate command of the structures of sentences, paragraphs, and text by writing a variety of complete simple and compound sentences

10 What is the **best** way to combine the sentences below?

> The students are planting a vegetable garden. They are planting the garden behind the school.

A. The students are planting a vegetable garden behind the school.
B. The students are planting a vegetable garden, and they are planting it behind the school.
C. The students are planting a vegetable garden, planting it behind the school.
D. The students are planting a vegetable garden, they are planting it behind the school.

Narrative Writing

(There is no passage that accompanies this prompt.)

4.5.1 Students demonstrate use of narrative strategies by using relevant and descriptive details

11 Imagine that you are your favorite animal. Write a paragraph that shows how you would start your day as that animal.

Scoring Guide:

Score	Description
4	The paragraph thoroughly describes the start of a day as an animal. The paragraph contains relevant and descriptive details. The paragraph includes a variety of correct sentence structures and demonstrates sustained control of grade-appropriate grammar, usage, and mechanics.
3	The paragraph describes the start of a day as an animal. The paragraph contains some details. The paragraph includes some sentence variety and demonstrates general control of grade-appropriate grammar, usage, and mechanics.
2	The paragraph is an attempt to describe the start of a day as an animal. The paragraph contains limited details. The paragraph includes some attempt at sentence variety and may demonstrate inconsistent control of grade-appropriate grammar, usage, and mechanics.
1	The paragraph may be unclear **and/or** a minimal attempt to describe the start of a day as an animal. The paragraph includes little or no sentence variety and may demonstrate a lack of control of grade-appropriate grammar, usage, and mechanics.
0	Response is totally incorrect or irrelevant.
Blank	No response

Student Writing Sample – Score Point 4
(Example A)

11

This is a story of me being a tiger. I wake up to the voice of my mother calling me, "It is time to go hunting!" she says. I groan, I am still tired from last nights hunting. "Those deer really know how to dodge." I thought, but I got up anyways I didt see my mother so that means she's already in the field. I prowed down the hill to our hunting grounds, then suddenly I hear a rustle from about ten feet away. I sniff. A baby deer! I think exitedly. I sniff again! "Ten feet away to the west." I growl quietly. I crouch down low and crawl to the sound of crinkling leaves, then I see it sitting there all alone. I pounce, grasping the deer with my claws. I take a bite out of its neck. As it dies a let of a roar of success. What a perfect start to the day.

Student Writing Sample – Score Point 4
(Example B)

11

Cat

My banana yellow eyes open. I lay down stretching, then I stand up and stretch. I lay back down to go back to sleep. All of a sudden my owner comes in and picks me up. "Meooow," I cry. "Mraaw!" She places me on the floor. Now I smell her owner putting out breakfast. Today's special is "ocean medley". I eat most of it, then leave the rest to the other two cats. My owner is listening to her hip-hop songs on her Sansa Fuze. She heads out the door and off to school. Her owner drives her. I watch them as they leave and I watch the birds for five more minutes. Then, before my owner's mother comes back, I climb up onto the refridgerator and jump into a silver and green basket. I close my small, sparkly eyes and doze off.

Student Writing Sample – Score Point 3
(Example A)

11

Starting my day as a dog I would wake up and whine until my owners put me outside. Then I would whine to come back in because I would be hungry. My owners would feed me and then take me on a walk. My walk would be to about two blocks and back and then I would have to take a nap in my doghouse or dog bed. That would be only half of my day as a dog!

Student Writing Sample – Score Point 3
(Example B)

11

I'M A CHEETAH

I wake up in the morning
in the Sarana. I strech
and look for a herd. Suddenly
I see zebras galloping gracef-
ully through th long grass. I seek
out the weakest one. Slowly I
seek up on it and pounce.
I bite its neck untill it dies,
I have breakfast. Thats how I
would start my day If I were
a Cheetah

Student Writing Sample – Score Point 2
(Example A)

11

If I was a monkey I'd wake up and eat bananas for breakfast. Then I would swing from vine to vine, and feel the breeze in my face. Then I would climb ten trees and hang upside down on branches. Then I'd eat more bananas.

Student Writing Sample – Score Point 2
(Example B)

11

I'm a white huskie. I woke up in my masters bed. I stayed there until my master woke up. Then I did a nice little walk down the stairs to my colorful food bowl to eat. After I finished we went for a Jog to town hall and back. It was fun!

Student Writing Sample – Score Point 1
(Example A)

11

I would go get some
meet for my famile and me.
Than I would go to a pound
and drink some water.

Student Writing Sample – Score Point 1
(Example B)

11

My favorite animal is a cat
stat my day would be eating
catfood for brefist.

Student Writing Sample – Score Point 0

11

I like the Elephants becuse
they are strang.

Ice Hotels

Response to Informational Text

(The passage for this prompt is located in Released Items 2012 – Grade 5 Writing.)

4.3.1 In response to literary or informational text students make and support analytical judgments about text by stating and maintaining a focus (purpose) when responding to a given question

⓬ Would you like to stay in an ice hotel? Write a paragraph using details from the passage to support your response.

Scoring Guide:

Score	Description
4	The paragraph contains a thorough explanation of whether the student would like to stay in an ice hotel. The paragraph maintains a focus/purpose throughout; contains specific, relevant details from the passage to support the focus; and is well-organized. The paragraph includes a variety of correct sentence structures and demonstrates sustained control of grade-appropriate grammar, usage, and mechanics.
3	The paragraph contains an explanation of whether the student would like to stay in an ice hotel. The paragraph maintains a focus/purpose, but there may be minor lapses. The paragraph contains some relevant details that support the focus. The paragraph is generally well-organized. The paragraph includes some sentence variety and demonstrates general control of grade-appropriate grammar, usage, and mechanics.
2	The paragraph contains an attempt at an explanation of whether the student would like to stay in an ice hotel. The paragraph contains major lapses in the focus/purpose **and/or** few relevant supporting details from the passage. The paragraph includes some attempt at sentence variety and may demonstrate inconsistent control of grammar, usage, and mechanics.
1	The paragraph is a minimal or vague statement about whether the student would like to stay in an ice hotel.
0	Response is totally incorrect or irrelevant.
Blank	No response

Student Writing Sample – Score Point 4
(Example A)

12

I would not like to stay in an ice hotel. I would not like to stay in one because of the temperature. It is between 2° F and 24°F. You would have to wear snow gear all the time! Another reason is that sleeping on a bed of ice does not sound comfortable. Even though there are "covered in reindeer skins and a down sleeping bag." Lastly, having everything made out of ice would be somewhat annoying because if you held it too long it would melt. Though I have to admit going sledding and skating every day would be fun. That is why I would not want to stay in an ice hotel.

Student Writing Sample – Score Point 4
(Example B)

12

When I read this passage about ice hotels I thought "wow", that sounds pretty cool! I would love to go to a ice hotel I think it would be awsome to be in a building made entierly of ice! I think the best part about it would be the Ice theater because you would have to sit in ice chairs, I wonder is their would be ice cream instead of popcorn? I'm pretty happy that they don't have ice bathrooms, I don't think it would be very comfortable to have to go on a ice to lit'. I think it would be pretty cool to have a hottub and, or a fire place in the hotel room! I think it would be really fun to mabey skate across the ice floors if theres no carpet!. I hope that one day I can go to an ice hotel with my family. It is definenly topon my list of places to go!

Student Writing Sample – Score Point 3
(Example A)

12

Yes I would like to stay in a ice hotel because I would like to see all of the art galleries (featuring ice) the movie theaters, ice chapples and snow restaurant. Another reason why I would like to go to a ice hotel is you would be able to sleep on a ice bed with reindeer skin to make it warmer. The last reason why I would like to go to a ice hotel is they have jacuzzi's to realax in. In conclusion these are three ways why I would like to visit a ice hotel.

Student Writing Sample – Score Point 3
(Example B)

12

I would love to spend the night in an ice hotel. It would be fun to explore. I mean there are Jacuzzies. Ice resturants and movie theaters! Cozy warm beds are the best because I like to sleep in all the time. The only thing I'm wondering is how warm is the temparature of the water in the shower? That would be awesome to have my own ice hotel someday.

Student Writing Sample – Score Point 2
(Example A)

12

I would not like to stay in a ice hotel. I think staying in a ice hotel would be very cold. I bet it ONLY gets up a 4°F!! (If your lucky.) It would be cool but I would be too afraid of the ice falling on me. I would not like to stay in a ice hotel.

Student Writing Sample – Score Point 2
(Example B)

12

I would like to stay at a ice hotel because there are jacuzzis and a fire places. The most part is because there is every thing you would need like restaurants, ice art, beds, and sleeping bags. It would be a frozen wonderland.

Student Writing Sample – Score Point 1
(Example A)

12

I would'nt like to stay in an ice hotel because I don't want anything to melt on me!

Student Writing Sample – Score Point 1
(Example B)

12

No I would not Like staying in a ice hotel because you will slip alot. It will be real cold.

Student Writing Sample – Score Point 0

12

This prompt is a Store that has to do Something Like ice hotles there are four in the World. The heat Stay in the hotle the only nonfrozen place is the bathroom, because When you have forzen water you can not flush the fist ice hotle was built in 1990.

Report

(The organizer for this prompt is located in Released Items 2012 – Grade 5 Writing.)

4.7.2 In informational writing, students effectively convey purpose by stating and maintaining a focus/controlling idea on a topic

⓭ Write a paragraph that explains how frogs and toads are different. Choose information from the organizer to support the main idea of your paragraph.

Scoring Guide:

Score	Description
4	The paragraph contains a thorough explanation of how frogs and toads are different. The paragraph maintains a focus/purpose throughout, includes relevant facts from the organizer, and is well-organized. The paragraph includes a variety of correct sentence structures and demonstrates sustained control of grade-appropriate grammar, usage, and mechanics.
3	The paragraph contains an explanation of how frogs and toads are different. The paragraph maintains a focus/purpose but there may be minor lapses. The paragraph includes mostly relevant facts from the organizer and is generally well-organized. The paragraph includes some sentence variety and demonstrates general control of grade-appropriate grammar, usage, and mechanics.
2	The paragraph is an attempt at an explanation of how frogs and toads are different. The paragraph contains major lapses in focus/purpose **and/or** limited relevant facts from the organizer. The paragraph includes some attempt at sentence variety and may demonstrate inconsistent control of grade-appropriate grammar, usage, and mechanics.
1	The paragraph is a minimal or vague statement about frogs or toads.
0	Response is totally incorrect or irrelevant.
Blank	No response

Student Writing Sample – Score Point 4
(Example A)

13

Have you ever wondered how frogs and toads are differnt? well now's your chance!
Toads live on land, and frogs live in the water, So if you See a frog on the land far from water, it's probaly actualy a toad. A good way to tell if a frog is a frog, you can just feel it, if it's Slimy and Smooth, it's a Frog. It's o.K if you can't catch it, just look at it's legs! If they are long, and it is hoping, It's most likely a frog, or it is a frog!
A way to tell toads from frogs, is that toads are just the opisite then them! they have dry and bumpy Skin, and their legs are Short for walking, not hoping!
frogs and toads can be differnt, not always alike!

Student Writing Sample – Score Point 4
(Example B)

13

Frogs and toads are different in many ways. For instance, toads have bumpy dry skin while Frogs have smooth and slimy skin. This is one of the things that distinguish frogs from toads. Toads legs are built more for walking rather than swimming or hopping. Frogs though have long strong legs built for leaping and swimming rather than walking. One major difference is where each on lives. Althoug both are amphibians (animals that can live on land and in water) the toad tends to stay on dry spots on land. This probably makes a toads skin dry. Frogs tend to live most of their life in water making their skin slimy. They're long, strong legs help them swim, makind it easier to live in water.

Student Writing Sample – Score Point 3
(Example A)

13

Frogs and toads are different because they live in different habbits. Their skin is different because the toads is bumy and dry. The frog skin is smooth or sometimes slimy. Also a toads body is stubby and with short back legs for walking instead of hopping. A frogs body is long. Their back legs are strong for swimming and leaping. I don't know they seem pretty different to me.

Student Writing Sample – Score Point 3
(Example B)

13

Some people think that frogs and toads are the same. Well, they arn't. Frogs, for one, spend most of their time in the water, although both species are amphibians. Toad's legs are better for walking instead of swimming and hopping. Frogs have smooth skin, while toads have it dry and bumb. Who ever thought they were the same?

Student Writing Sample – Score Point 2
(Example A)

13

Frogs and toads are diffrent because toads are dry, and bumpy frog are smooth. Toads live on land or dry places. frogs live in water. so thats the reasin frogs and toads are diffrent.

Student Writing Sample – Score Point 2
(Example B)

13

Frogs and Toads are different. Toads stay on land while Frogs go in water. Toads have shoft legs and Frogs have long legs. Frogs skin is smooth and toads is bumpy.

Student Writing Sample – Score Point 1
(Example A)

13

Frog's and toads are different because frog's spendmost of there their lives in the water and toads stay on dry land

Student Writing Sample – Score Point 1
(Example B)

13

toads walk frogs jump and swim, toads skin is dry and bumpy and frogs skin is smoth or slimy.

Student Writing Sample – Score Point 0

13

One is a toad the other is a frog.

Rayanne

Response to Literary Text

(The passage for this prompt is located in Released Items 2012 – Grade 5 Writing.)

4.1 Structures of Language –
Applying Understanding of Sentences, Paragraphs, Text Structures

4.1.1 Students demonstrate command of the structures of sentences, paragraphs, and text by writing a variety of complete simple and compound sentences

4.1.2 Students demonstrate command of the structures of sentences, paragraphs, and text by using the paragraph form: indenting, main idea, supporting details

4.2 Writing in Response to Literary or Informational Text –
Showing Understanding of Ideas in Text

4.2.1 In response to literary or informational text, students show understanding of plot/ideas/concepts by selecting appropriate information to set context/background

4.2.3 In response to literary or informational text, students show understanding of plot/ideas/concepts by connecting what has been read (plot/ideas/concepts) to prior knowledge, which might include other texts

4.3 Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text

4.3.1 In response to literary or informational text students make and support analytical judgments about text by stating and maintaining a focus (purpose) when responding to a given question

4.3.2 In response to literary or informational text students make and support analytical judgments about text by making inferences about content, events, characters, setting, or common themes EXAMPLE (of theme): honesty isn't always easy

4.3.3 In response to literary or informational text students make and support analytical judgments about text by using specific details and references to text to support focus

4.3.4 In response to literary or informational text students make and support analytical judgments about text by organizing ideas, using transition words/phrases and writing a conclusion

4.9 Writing Conventions –
Applying Rules of Grammar, Usage, and Mechanics

4.9.1 In independent writing, students demonstrate command of appropriate English conventions by identifying grammatical errors, when given examples EXAMPLES: he don't; Him and me went

4.9.2 In independent writing, students demonstrate command of appropriate English conventions by applying basic capitalization rules EXAMPLES: names, beginning sentences, proper nouns, titles

4.9.3 In independent writing, students demonstrate command of appropriate English conventions by using commas correctly in dates and in a series
(Note: either form is correct – *x, y, and z* or *x, y and z*)

4.9.4 In independent writing, students demonstrate command of appropriate English conventions by using ***end*** punctuation correctly in a variety of sentence structures

4.9.5 In independent writing, students demonstrate command of appropriate English conventions by correctly spelling grade-appropriate, high-frequency words and recognizing syllables and affix patterns/rules that are characteristic of the English spelling system EXAMPLES: consonant doubling, change y to i, drop silent e, spelling rules for affixes

14 How do you think Rayanne feels about being at a new school? Use details from the passage to support your response.

Scoring Guide:

Score	Description
6	• Purpose is clear throughout; strong focus/controlling idea OR strongly stated purpose focuses the writing • Intentionally organized for effect • Fully developed details, rich and/or insightful elaboration supports purpose • Distinctive voice, tone, and style enhance meaning • Consistent application of the rules of grade-level grammar, usage, and mechanics
5	• Purpose is clear; focus/controlling idea is maintained throughout • Well-organized and coherent throughout • Details are relevant and support purpose; details are sufficiently elaborated • Strong command of sentence structure; uses language to enhance meaning • Consistent application of the rules of grade-level grammar, usage, and mechanics
4	• Purpose is evident; focus/controlling idea may not be maintained • Generally organized and coherent • Details are relevant and mostly support purpose • Well-constructed sentences; uses language well • May have inconsistent control of grade-level grammar, usage, and mechanics
3	• Writing has a general purpose • Some sense of organization; may have lapses in coherence • Some relevant details support purpose • Uses language adequately; may show little variety of sentence structures • May contain some serious errors in grammar, usage, and mechanics
2	• Attempted or vague purpose; stays on topic • Little evidence of organization; lapses in coherence • Generalizes or lists details • Lacks sentence control; uses language poorly • Errors in grammar, usage, and mechanics are distracting
1	• Lack of evident purpose; topic may not be clear • Incoherent or undeveloped organization • Random information • Rudimentary or deficient use of language • Serious and persistent errors in grammar, usage, and mechanics throughout
0	Response is totally incorrect or irrelevant.
Blank	No response

Student Writing Sample – Score Point 6

14

Rayanne kept the tears backed up in her eyes so all she could see was a watery mess. When Rayanne first took a step into her new school she felt terrified. She was afraid of moving to a new school and meeting lots of new people. Rayanne feels as small as a crumb on the floor with great people towering above her. She felt she was alone with nobody to come save her from the trampeede of kids. When she first arrived, she saw and heard strange sounds. and new things she wasn't familiar with. These things overwhelmed her and made her feel like a small speck of dust. When Rayanne first arived she felt terrified and helpless left alone with nobody she knew.

Rayanne felt hopeless as she stood in the doorway looking into the classroom. As she stood there Miss Pinkham saw her and gently called for Rayanne to come in and find her desk in the sea of desks. Rayanne carfully walked down the first row of desks looking for her name tag. She felt as though she was getting stared at by hundreds of people and slowly was shrinking. She felt

STUDENT WRITING SAMPLE – SCORE POINT 6

the heat building up inside her ready for her to explode into a river full of tears. Being in this Classroom was almost unbearable. As She sat down She looked stright ahead not wanting to know what other horrors awaited her. Rayanne now felt trapped, as if she was getting caught in a giant fishing net not being able to get out.

As Rayanne is staring stright ahead She can already feel the tears roling down her Cheeks in big droplets, As Clear as glass and sparkling in the sunlight. Miss Pinkham bends down next to her, sending warmth Crawling up Rayannes body, starting at her toes and growing up to her head. The warm sparks of sunlight grow bigger as she softly greets her. Rayanne wants to smile but her lips are sealed tightly Closed and nothing happens. She Knows she should but her lips won't budge. Her teacher asks, "You Can keep an eye on my turtle for me, ok? See him?" Rayanne looks as Miss Pinkham points to a large bubbling tank. Rayannes body starts to expand as she looks at the turtles scaly legs.

STUDENT WRITING SAMPLE – SCORE POINT 6

Miss Pinkhams Squeses Rayannes shoulder as she briskly walks up to the front of the room. As she calls for everybody to take their seat Rayanne starts to relax. The familiar routine starts and Rayanne starts to get the hang of things. Rayannes Mind begins to expand to all of the different Possibilitys this Classroom Could hold. She sits there thinking as the kids take their seats. The books get Passed around and the routine starts. Rayanne feels Calmed as she looks around at all the different possibilitys of good learning there are. Rayanne Starts to feel the routine get familiar.

Miss Pinkham introduces all of her animals and what they like to eat. Miss Pinkham explains the routines and what is expected of her. Rayanne understands and gets the hang of it. There is a Computer in the back of the room to use Raganne makes a note of it in her mind There is also a

Student Writing Sample – Score Point 6

telescope to look at the stars with. You
Can also Check out library books. Rayanne
relizes that Maybe this school isn't goine to be so bad.

- Purpose is clear throughout; strong focus/controlling idea OR strongly stated purpose focuses the writing
- Intentionally organized for effect
- Fully developed details, rich and/or insightful elaboration supports purpose
- Distinctive voice, tone, and style enhance meaning
- Consistent application of the rules of grade-level grammar, usage, and mechanics

Student Writing Sample – Score Point 5

14

I think Rayanne feels lonely, sad, nervous, and left out. The reason I feel this way is because in the passage it says, "In the classroom people found their desk and ran to see where their friends were sitting." Rayanne didn't have any friends. Also it says, "Tears backed up in her eyes so that she saw everything in a blur." Rayanne was about to cry but she held it back and showed perseverance. The reason I think she is nervous is because her throat was so dry she could barely swallow, let alone speak. Also Rayanne tried to smile when the teacher said, "Hi" but nothing happend. She feels left out because everybody else has friends and they were talking... but Rayanne has no friends. The reason she feels sad is because people were gathering around her and giggling and talking and Rayanne thinks it was about her. Everyone was rushing excitdely to the door except for Rayanne, She was not excited. Rayanne was lonely because she slipped into her seat quietly and still heard the kids laughing and chattering. Rayanne didn't look at them She just kept looking straight and walking. Rayanne might also feel lonely because she might think the teacher is her only friend. The reason I think this is because

Student Writing Sample – Score Point 5

the teacher, Miss Pinkham, was the only one to talk to her. In the end when school was starting, Rayanne took a deep breath then wiped the tears from her eyes and went to her seat. When the normal routine was going on which is collecting lunch money, taking attendance and passing out books, Rayanne began to relax and look around the room and thought, Maybe things will not be so bad after all." Miss Pinkham made sure Rayanne knew everything that there was to know like there was a computer in the back of the room and stuff like that. Miss Pinkham introduced her iguana and her snapping turtle. Rayanne thought it was cool that there was also a telescope you could check out like a library book and bring it home and look at the stars. I think though Rayanne was scared she did a good job toughing things out and I predict that in the future she made alot of friends because she seems nice, kind, caring, respectful, and responsible.

- Purpose is clear; focus/controlling idea is maintained throughout
- Well-organized and coherent throughout
- Details are relevant and support purpose; details are sufficiently elaborated
- Strong command of sentence structure; uses language to enhance meaning
- Consistent application of the rules of grade-level grammar, usage, and mechanics

Student Writing Sample – Score Point 4

14

I read a passage called Rayanne, by Alice Mead. In this writing, I will tell you how I think Rayanne was feeling on the first day of school. First I will tell you how she was nervous about going to schod, and then I will tell you how she was reluctant to go to a new school.

Rayanne was nervous on her first day of school. First, she was nervous because she was going to a new school, where she did not know anyone and had no friends. She was nervous about starting a new schod alone. Second, Rayanne was so nervous that tears welled up in her eyes, until everything was a watery blur. Finally, while the other kids laughed and talked, Rayanne just stood in the doorway, too nervous to do anything else, and her mouth so dry she couldn't swallow. I know that it can be very hard to start at a new school, when you don't know anyone, and I understand why Rayanne was feeling so nervous.

*Rayanne was also feeling reluctant

* I think that

Student Writing Sample – Score Point 4

to go to a new school on her first day. First, Rayanne was feeling reluctant when all the other kids were shouting and laughing and talking to friends while they ran inside, Rayanne was reluctant about the whole thing, about going inside and starting a whole new school. Second, Rayanne was reluctant to go in the classroom, even after the teacher smiled, waved, and invited her inside, she was reluctant to go in. Finally, when the teacher came over to Rayanne's ~~at her desk~~ desk and smiled, Rayanne couldn't smile back, she was still too nervous and reluctant to be there. In the end, Rayanne warmed up to her new school, but in the beggining, she felt very reluctant to go, and I think that maybe if someone had said hi to her, or invited her to walk inside with ~~them~~ them, she would have felt much better going in.

In conclusion, Rayanne felt nervous and reluctant to go to a new school on her first day. I think that

Student Writing Sample – Score Point 4

It can be very hard to start a new thing, where you don't know anyone, and I don't blame Rayanne for feeling so nervous and reluctant. but, maybe next time you have a new student at your school, you will do something differently. Maybe you will remember my writing, and invite them to play, or make them feel welcome. Or maybe you will just say hello, and they will feel less nervous and reluctant to start a new thing.

- Purpose is evident; focus/controlling idea may not be maintained
- Generally organized and coherent
- Details are relevant and mostly support purpose
- Well-constructed sentences; uses language well
- May have inconsistent control of grade-level grammar, usage, and mechanics

Student Writing Sample – Score Point 3
(Example A)

14

I think Rayanne feels nervous and reluctant about being in a new School. Reluctant at the begining of the story when Rayanne isn't willing to go into the school with all the other kids. She is also nervous when she gets to the doorway. She stands there, her mouth all dry until her teacher calls her over to find her desk. Then she reluctantly walks over to her desk, and just stuffs her backpack underneath it.

In the middle of the story, Rayanne is still nervous when she tried to smile at her teacher but nothing happened. Rayanne also feels lonely throught the story because she doesn't know anybody.

Then finally at the end of the story, Rayanne feels relaxed and relived because she notices that she has a good teacher, everything would be normal and that she didn't have to worry. Rayanne is also satisfied with her classroom beause

Student Writing Sample – Score Point 3
(Example A)

it has a computer in the back of the room, there is a telescope that you can borrow, and there is two classroom pets! An iguana and a snapping turtle.

As you can see, Rayanne had a great day in school, and that everything is not what it seems!

- Writing has a general purpose
- Some sense of organization; may have lapses in coherence
- Some relevant details support purpose
- Uses language adequately; may show little variety of sentence structures
- May contain some serious errors in grammar, usage, and mechanics

Student Writing Sample – Score Point 3
(Example B)

14

Rayanne Proboly felt a lot of different ways on her first day of School. She Proboly felt Sad and mad and wishing she hadn't moved. The question is did things get better as the day went on. Or did She Still feal upset.

When Rayanne walked in to the class room She seamed to feel very upset. Like She was missing her old School, and her friends, and wondering what they were doing.

When She was sitting at her desk I could tell She was wishing She hadn't moved. Knowing She had no friends made her feel Left out of every thing. I all most felt like her well reading this passage. I could feel how Sad and Scard and lonley She was. It was jest like feeling invisubel.

Then when her teacher came to talk to her and She Said She could help her name her turtle for the class room. She Started to feel more happy. Then She Startet to notice

Student Writing Sample – Score Point 3
(Example B)

all of the things her classroom had.
Like the turtle and the Lizard, and
the computer in the back of the room.
Also there was a telluscop you could
check out like a libary book. You would
take it home to look at the stars.

After that she seemed exited about
her school and looking foward to the rest
of her school year. Her teacher even made
shour she knew what they were doing.
She relized how nice her teacher was.

So I gess things did get better
for Rayanne. Now she can enjoy the
rest of her school year with out to
much troble. Maby she will make
some great new friends. You never
know what could happen when you
move to a new school.

- Writing has a general purpose
- Some sense of organization; may have lapses in coherence
- Some relevant information support purpose
- Uses language adequately; may show little variety of sentence structures
- May contain some serious errors in grammar, usage, and mechanics

Student Writing Sample – Score Point 2
(Example A)

14

I think she fells like she is in prison with know way out and sad and glomly like a rainy may day. She felles like there is know won in the class room, like there is know won to twalk to. She is so nerves she cant even swalow. She is sow scared that she nearly starts cring. She did not go in to school with the other kids and she did not hang up her backpack because all the other kids where by the coat hangers. She tried to smile back to the teacher but she was so nurvls she could not move her lips. but in the end she thinks that school is not that bad aber all.

- Attempted or vague purpose; stays on topic
- Little evidence of organization; lapses in coherence
- Generalizes or lists details
- Lacks sentence control; uses language poorly
- Errors in grammar, usage, and mechanics are distracting

Student Writing Sample – Score Point 2
(Example B)

14

Rayanne flet, like She would not like The new school. Because she was new to the school and people might pick on her. Wate matter of fact they did, They made fun of her. She may be new but she still has Rights.

By the time she got to Class she had To find her Desk it was on the end next to the fish tank with a snapping turtle in it.

The Bell rings The teacher tells the class "every one its time to start" The Teacher asked Rayanne if she would help name The turtle.

The class has 2 anfibains, an iguina and a Snapping Turtle. a lot are The color Blue Maby acua Blue.

- Attempted or vague purpose; stays on topic
- Little evidence of organization; lapses in coherence
- Generalizes or lists details
- Lacks sentence control; uses language poorly
- Errors in grammar, usage, and mechanics are distracting

Student Writing Sample – Score Point 1
(Example A)

14

I think that Rayanne feels like she did'nt want to be there because she thought that she wasn't exepectedunti the teacher made her feel more exepected.

- Lack of evident purpose; topic may not be clear
- Incoherent or undeveloped organization
- Random information
- Rudimentary or deficient use of language
- Serious and persistent errors in grammar, usage, and mechanics throughout

Student Writing Sample – Score Point 1
(Example B)

14

Rayanne's probably timid, and she's so scared she can't even swallow. Rayanne was frightend at first but she grew curagouse more and more she even got to take care and name the Iguana and turtle.

- Lack of evident purpose; topic may not be clear
- Incoherent or undeveloped organization
- Random information
- Rudimentary or deficient use of language
- Serious and persistent errors in grammar, usage, and mechanics throughout

Student Writing Sample – Score Point 0

14 I likethis Book Cause it Reminds
me of my First day at School
I was So Scared to talk to
EneyBody and I missed my Friend
I like this Book Cause of
the Detail and well Writing

Response is totally incorrect or irrelevant.

Grade 5 Writing Released Item Information – 2012

Released Item Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Content Strand[1]	SC	SC	SC	SC	SC	SC	SC	SC	SC	SC	NW	IR	RW	LR
GLE Code	4-9	4-9	4-9	4-9	4-9	4-1	4-9	4-1	4-9	4-1	4-5	4-3	4-7	4-2, 4-3, 4-1, 4-9
Depth of Knowledge Code	1	1	1	1	1	2	1	1	1	2	2	2	2	3
Item Type[2]	MC	MC	MC	MC	MC	MC	MC	MC	MC	MC	CR	CR	CR	ER
Answer Key	C	A	B	A	A	B	D	C	B	A				
Total Possible Points	1	1	1	1	1	1	1	1	1	1	4	4	4	12

[1]Content Strand: SC = Structures of Language & Writing Conventions. Short Responses — NW = Narrative Writing, IR = Response to Informational Text, RW = Report Writing. Extended Response — LR = Response to Literary Text

[2]Item Type: MC = Multiple Choice, CR = Constructed Response, ER = Writing Prompt