

FCAT 2.0

Florida Comprehensive Assessment Test®

2013 FCAT 2.0 WRITING

GRADE 4 NARRATIVE PROMPT ANCHOR SET

Florida Department of Education



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INTRODUCTION

Beginning with the 2012-13 school year, the name of Florida’s statewide writing assessment changed to FCAT 2.0 Writing because of two primary changes to the assessment: (1) higher scoring expectations were implemented in 2012, and (2) students received more time to respond to the writing prompt than in previous years (an increase of 15 minutes for responding to the writing prompt was implemented in 2013).

The FCAT 2.0 Writing assessment is administered each spring to students in grades 4, 8, and 10. Prior to scoring, Florida educators who serve on the Writing Rangefinder Committees read student responses and select papers to represent the range of quality allowed within the established criteria for each score point on the rubric. These papers are used to train the readers for the holistic scoring of the FCAT 2.0 Writing responses. Each anchor set (scoring guide) includes a student response and an annotation to explain why it was assigned a particular score. This provides the basis for developing a common understanding of the scoring criteria. A skilled scoring director and scoring supervisors are responsible for training, assisting, and monitoring scorers throughout the training and holistic scoring process. All scoring is monitored by Florida Department of Education staff.

It should be noted that the nature of holistic scoring addresses the writing elements of focus, organization, support, and conventions as an interrelated body of evidence. These elements are not scored separately or analytically. More information about the holistic scoring method and links to the FCAT 2.0 Writing rubrics are available at <http://fcats.fldoe.org/rubrcpag.asp>.

Structure of Anchor Sets

The released 2013 FCAT 2.0 Writing Anchor Sets for grades 4, 8, and 10 contain examples of responses used as training materials for the 2013 writing assessment. Personal information has been removed or fictionalized to protect the identity of the writer. For spring 2013, only one type of prompt per grade was administered for FCAT 2.0 Writing; thus, for each tested grade, one Anchor Set was used.

Prompt for Grade 4: Writing to Tell a Story (Narrative)

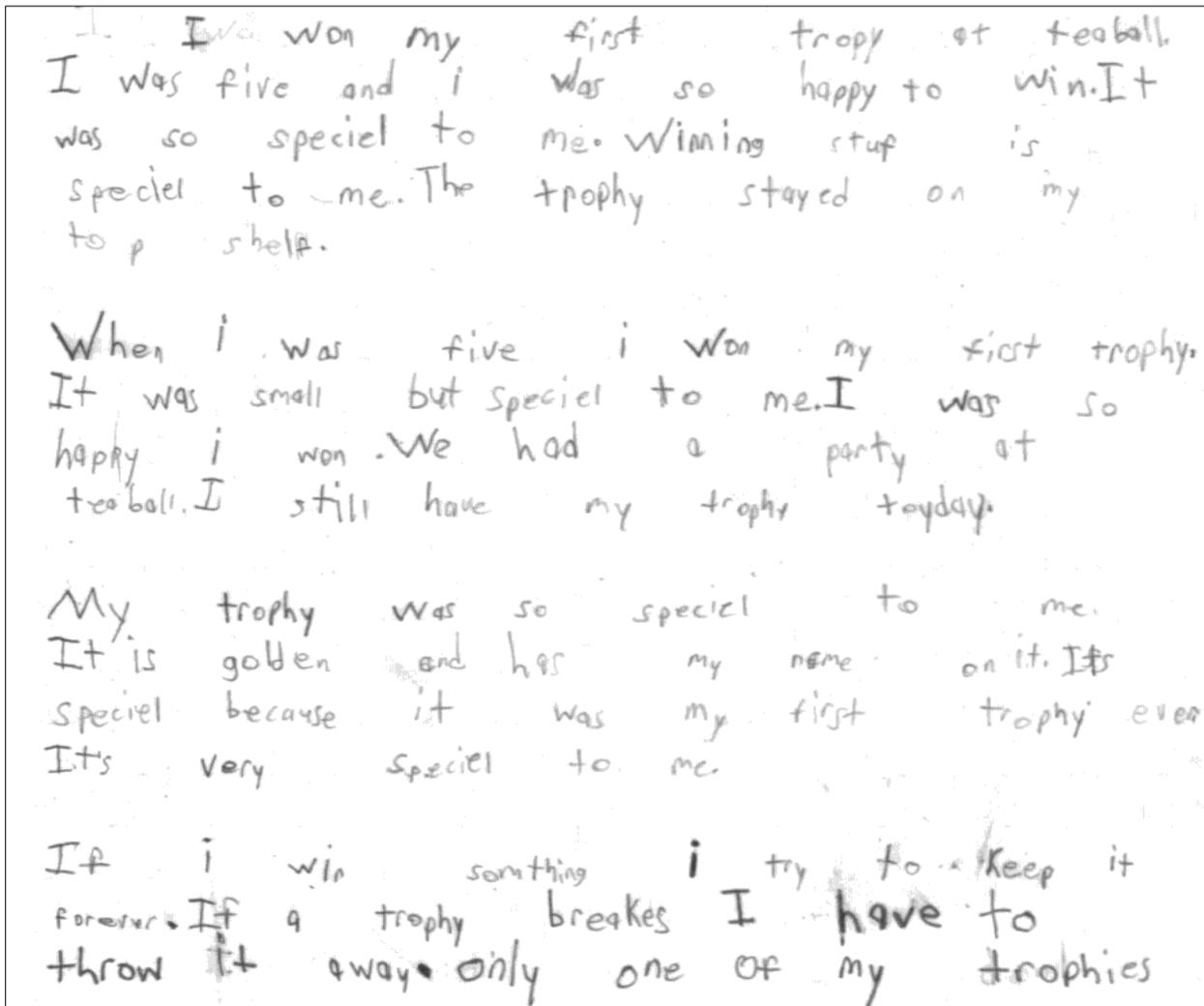
Suppose you won something special.

Think about winning something special.

Now write a story about what happened when you won something special.

Anchor Paper 1 (page 1 of 1)

Score Point 1



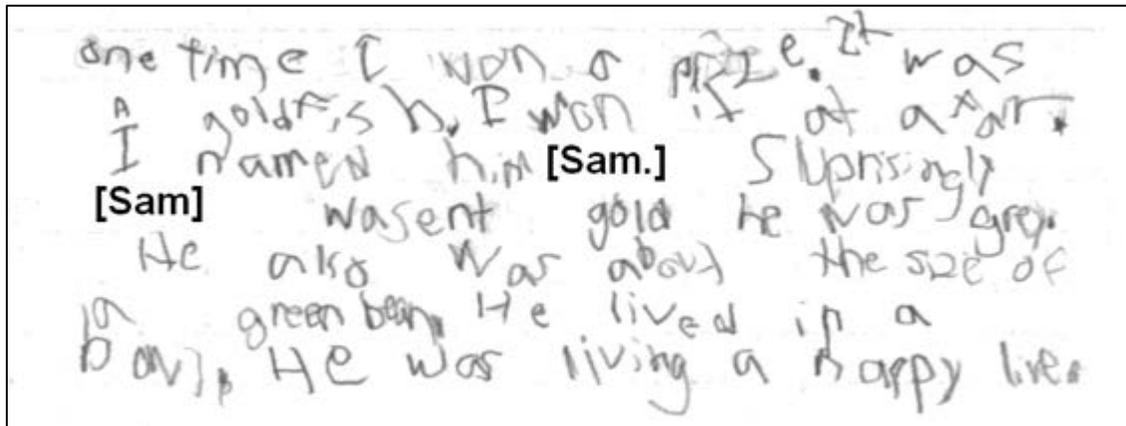
Anchor Paper 1

Score Point 1

- The writing in this response minimally addresses the topic of winning a trophy in “teeball” and its meaning to the writer (*Its speciel because it was my first trophy*), but the inclusion of so much repetitive information blurs the focus.
- Despite the use of a very brief introductory statement (*I won my first trophy*) and one transitional phrase (*When i was five*), organization in this response is random, indicating lack of a specific plan or pattern.
- Supporting ideas are sparse and repetitious (*It was so speciel to me, Winning stuf is speciel to me, It was small but speciel to me, My trophy was so speciel to me, Its speciel because it was my first trophy ever, It's very speciel to me*).
- Some commonly used words are misspelled (*stuf, toydays, somthing, breakes*), and inconsistent control of capitalization is demonstrated with the word “I” (*When i was five, i won, If a trophy breakes I have to throw it away*). Most sentences are limited to simple constructions.

Anchor Paper 2 (page 1 of 1)

Score Point 1



Anchor Paper 2

Score Point 1

- This brief story minimally addresses the topic of winning a prize goldfish (*It was A goldfish. I won it at a fair*).
- Two transitions are used that suggest nominal organization (*One time, Surprisingly*), yet actual movement through time is lacking.
- Supporting ideas are sparse and presented as a list (*He also was about the size of a green bean. He lived in a bowl. He was living a happy live*).
- Sentence structure is limited to simple constructions (*One time I won a prize. It was a goldfish. I won it at a fair. I named him [Sam]*), and despite a few misspellings (*wasent, live [life]*), conventions are generally correct in this sparse response.

Anchor Paper 3 (page 1 of 1)

Score Point 1

If I won something like a troaghy I would be happy and good too. I would won a racing game. I was super happy! First liked it when I won the troaghy I gave my money to people who had cancer. I felt happy when I did that. Second I was happy when I won my family was happy when I won I was super happy. We went out to celebrate at the mall. We ate a lot of Pizza and ice cream. They bought me a lot of stuff. Last it was good race I didn't cheat and I worked hard to win. That's when I won something special.

Anchor Paper 3

Score Point 1

- The writing minimally addresses the topic in this brief story of winning a racing game (*We went out to celebrate at the mall*), and the information is presented in a halting, list-like fashion.
- Basic transitions are used to provide a sequential organizational pattern (*First, Second, When, Last*). Despite this attempt to sequence events, movement through time is lacking.
- Support is attempted, but a repetitious idea is carried through much of the essay (*I was super happy, I was happy when I won my family was happy, When I won I was super happy*). The few additional details offered are still sparse (*We went out to celebrate at the mall. We ate a lot of Pizza and ice cream. They bought me a lot of stuff*). Word choice is limited.
- Punctuation errors are evident and result in run-on sentences (*First I liked it when I won the troaghy I gave my money to people who had cancer, Second I was happy when I won my family was happy when I won I was super happy*). In other areas of the response, sentences are mostly simple constructions.

Anchor Paper 4 (page 1 of 1)

Score Point 2

~~I remember~~ I went to the award ceremony. I knew I didn't have any awards waiting for me but since every one of my friends were there I had to support them. So, when they called up the first awards I was proved wrong. They gave me a ^{blue} certifi~~cate~~ te that said "You got Presidential on The Physical Fitness test. Then I got a ^{golden} trophy that said I went. To every single fun run, I ~~was~~ very happy. If I got these awards I probal

Then they started doing the actual school related awards.

Anchor Paper 4

Score Point 2

- The writing is related to the topic of winning an award for "The Physical Fitness test" at a school ceremony, but the partial sentences included in the story weaken the focus.
- To signify some movement through time, ideas are sequenced with a few basic transitions in this brief response (*So, Then*).
- Development of support is inadequate (*So, when they called up the first award I was proved wrong. They gave me a blue certifi~~cate~~ te that said "You got Presidential on The Physical Fitness test*). Word choice strengthens this brief response (*support them, proved wrong, actual school related awards*).
- Although errors occur when the writer attempts to spell more difficult words (*certifi~~cate~~, Fitness, probal*), commonly used words are generally spelled correctly. The incorrect use of punctuation results in sentence fragments (*Then I got a golden trophy that said I went. To every single fun run*), and some errors in usage and capitalization also occur.

Anchor Paper 5 (page 1 of 1)

Score Point 2

One day It was a normal day I woke up got dressed, But It was Saturday, so then I asked My Mom where were going today And she said were going to a county fair First me and my brother went on some rides, then we wanted to get some prizes first I didn't win anything and the second time the same thing happened. But the third time I went to a station called by Pitch for fish. It was cool but I kept on trying but didn't win anything at all. But then there was one ball left and I actually won my first fish. Also that was my store called Pitch for fish.

Anchor Paper 5

Score Point 2

- Related to the topic, the writing is focused on going to the county fair and eventually winning a game called "pitch for fish."
- Basic transitions are used to provide a sequencing of ideas and to demonstrate a basic organizational pattern (*First, then, Second time, But the third time, But then, Also*).
- Development of supporting ideas is inadequately presented in a hasty, list-like fashion (*First me and my brother went on some rides. then we wanted to get some prizes first I didn't win anything and the Second time the same thing happened*).
- Errors occur in basic punctuation resulting in run-on sentences (*One day It was a normal day I woke up got dressed, Then we wanted to get some prizes first I didn't win anything and the second time the same thing happened*). The writing also exhibits the occasional dropped word and usage error (*I asked My Mom where were going today, But the third time I went to a station called by Pitch for fish*).

Anchor Paper 6 (page 1 of 1)

Score Point 2

one day I was playing base ball
 I was about to come to home plate,
 the batter was nearves because
 he was about to get struk out,
 On his ~~last~~ pitch he almost got
 struk out but he hit a bathe
 of the park! the crowd yelled
 the crowed screamed as loud
 as a jet engine. Finalley I was
 up to bat, I grabed my lukey bat,
 I was nearves that I would
 get struk out. I was the finell
 pitcher of the game. The pitcher
 threw a curve ball, I grasped the
 bat. I focesed on the ball then
 I hit an home run! When I
 saw the trophy I was shocked!
 It was huge! When I looked
 at the score board it was
 15 to 7! the end!

Anchor Paper 6

Score Point 2

- The writing in this response is related to the topic of playing and winning a baseball game (*I was playing base ball I was about to come to home plate*). Although hasty, anticipation is built with the play-by-play description.
- Though events move rapidly through time, there is a brief chronological organizational pattern (*One day, Finalley, When I saw the trophy, When I looked at the score board*).
- Details about the game and the players' feelings are offered as support (*The batter was nearves because he was about to get struk out, I was nearves that I would get struk out*); however, sparse details and gaps in progression give the story a rushed quality (*When I saw the trophy I was shocked! It was huge! When I looked at the scoreboard it was 15 to 7! The end!*). Word choice strengthens this response (*batter was nearves, as loud as a jet engine, grasped the bat, focesed on the ball, I was shocked*).
- Errors occur in punctuation and spelling of commonly used words (*becouse, struk, lukey, finell*).

GOAL! People shouted as I got it in the net. If I didn't get that in, Dynamo's would have one the game and would be going to the championship tomorrow. Then it was Saturday the championship, I gasped with fear it was Fire! They had the best goal ever. As I thought to myself I knew that we could win. BOBOOM! BOOM! Went the sounds of goals I made. The score was 7 for us and 6 for Fire. As we got our trophy I knew we did fantastically. After the game was over we high fived each other and replied great job. Then the people on fire were our enemies, then friends. So we invited them over to [Destiny's] soccer party to celebrate as friends.

When the people on fire came over, we decided to give them the trophy just because they were close and were our friends. Days passed and as two teams together we taught each other something. One be respectful to people even if they use to be your enemies. Two teach people something so they could do fantastic at it to. Then we practiced together they did splendid and they won when we did a pre-game. Then we

Anchor Paper 7 (page 2 of 2)

Score Point 3

Anchor Paper 7

Score Point 3

- This response is generally focused on winning a soccer tournament and subsequently making friends with the opposing team.
- Chronological organization is attempted as the story progresses, beginning with the winning goal and ending with lessons learned. Transitions are used to provide movement through time (*Then it was Saturday, As we got are trophy, After the game, So we invited, When the people, Days pasted, Then*).
- Some specific details are provided as support (*I gasped with fear it was Fire! They had the best goaly ever. As I thought to myself I knew that we could win. BOOM! BOOM! Went the sounds of goals I made. The score was 7 for us and 6 for Fire*). Vague support in other areas contributes to a lack of wholeness (*Then the people on fire were are enimies, then friends*). Word choice is adequate.
- Knowledge of the conventions of punctuation and spelling is generally demonstrated, despite a few errors (*one* [won], *are* [our], *new* [knew], *pasted* [passed], *no* [though]). Capitalization is generally correct, although the inconsistent capitalization of “fire” results in slight confusion (*when the people on fire came over*). Sentence variety is attempted.

The Day I won a Dog

Wowowo the amazing three seven's game went as I jumped. I noticed that I won a dog. I wonder what kind it is a Pug, a begal, a pit bool oh goodness I am so happy. I just want to know.

So as I saw the sign say I won a puppy I went zoombo crazy. I ran stright to the steps to go get the puppy and guess what kind it was? It is a Pug yah I screamed. But right after I went stright to the bathroom so I could go to the bathroom I almost went in my pants but I didn't.

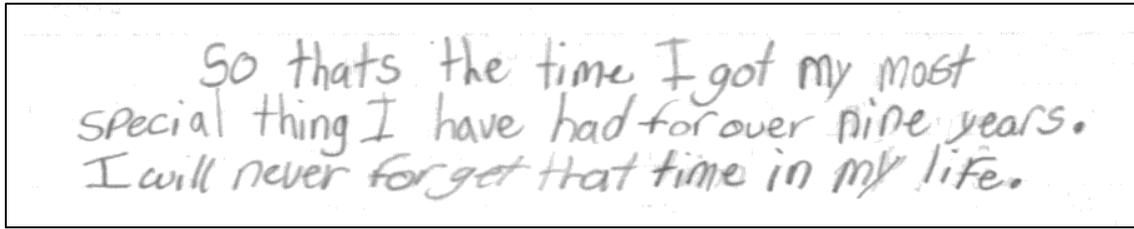
I rember one time when I won a puppy and it got ran over two days after so I am going to take care of it. I will feed it I will take it on walks I will give it a bath. It does not like bath's at all but I still don't want it to stink.

Not to long ago when I found out that it was a girl I named it [ella] so oh yah I forgot to tell you what color she is. She is a light brown with a little bit of white and I bought her a really cute pink outfit and it has rinstons on it. It has black a pink on it also. she has little bows one he ears. Her leash is pink a black he signature colors.

a couple days ago when we went to go get are nails done. So when we went home we stoped at dairy queen and we both got an ice cream.

Anchor Paper 8 (page 2 of 2)

Score Point 3



So thats the time I got my most special thing I have had for over nine years. I will never forget that time in my life.

Anchor Paper 8

Score Point 3

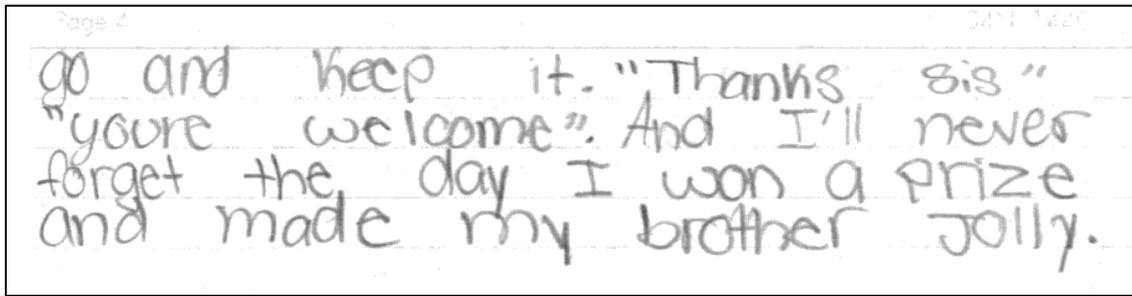
- The writing is generally focused on the topic of winning a dog, though some loosely related and extraneous information is included (*But right after I went stright to the bathroom so I could go to the bathroom I almost went in my pants but I did'nt*).
- The use of transitional devices demonstrates an attempt at an organizational pattern; however, lapses occur (*I rember one time when I won a Puppy and it got ran over two days after so I am going to take care of it*).
- Some areas of the response contain specific descriptions as support (*I bought her a really cute pink outfit and it has rinstons on it. It has black a pink on it also. she has little bows one he ears. Her leash is Pink a black he signature colors*). Other areas of the response lack details (*we went to go get are nails done*). Word choice is adequate.
- Knowledge of capitalization is generally demonstrated. Punctuation errors sometimes result in run-on sentences (*Not to long ago when I found out that it was a girl I named it [ella] so oh yah I forgot to tell you what color she it*). Some spelling errors of commonly used words are evident (*sing [sign], whant, he [her], a [and]*).

"Ahhhhhhh" Its so adorable its topaz, lavender and crimson. I had just won a colorful toy dog.

Today I had went to a fairs game all you had to do was shoot water into a hole as I heard the man say "5,4,3,21 Game over kids but wait little girl you're the winner of this toy dog" the man explained "Great job sweetie you did great" my mom had exclaimed. So after the game we went to ride some rides. "sweetie we know youre having fun but we all have to leave because its getting late" mother explained to me "Okay" I answered. As we dashed towards the car I began to think where I would put my prize from the great game. And suddenly "I know I'll keep it on my desk or on the computer or on my bed" I had yelled accidentally. As my brother and I got in the car I had noticed my brother felt upset that he lost against me and that I won the prize so I sadly passed over the prize and explained your my brother and I dont like seeing you upset so here you

Anchor Paper 9 (page 2 of 2)

Score Point 3



Anchor Paper 9

Score Point 3

- The response is generally focused on the topic of winning a toy dog (*its topaz, lavender, and crimson. I had just won a colorful toy dog*).
- Chronological organization has been attempted with an introduction that allows for a brief flashback. Transitions are used to show movement through time (*Today, So after the game, As we dashed, And suddenly, As my brother*).
- Some of the supporting ideas are developed with specifics and details (*"Sweety we know youre having fun but we all have to leave because its getting late" mother explained to me "Okay" I answered. As we dashed towards the car I began to think where I would put my prize from the great game. And suddenly "I know I'll keep it on my desk or on the computer or on my bed"*). Other details are not sufficiently developed (*I heard the man say "5,4,3,2,1 Game over kids but wait little girl youre the winner of this toy dog"*). Word choice is adequate, with feelings expressed that further strengthen the response (*"Ahhhhhhh" Its so adorable, felt upset, sadly passed, seeing you upset, made my brother Jolly*).
- Knowledge of the conventions of capitalization and spelling is generally demonstrated. The writer has less control over end punctuation, which results in some run-on sentences (*As my brother and I got in the car I had noticed my brother felt upset that he lost against me and that I won the prize so I sadly passed over the prize and explained your my brother and I dont like seeing you upset so here you go and keep it*); however, an attempt is made to punctuate dialogue and use commas in a series. There also has been an attempt to vary sentence structures.

I Won a Fish!

One day I went to the County Fair. I played lots of games like, ping pong, pie eating, and bobbing for apples. I played one game that when you drop a big hammer a little ball goes up and hits a bell. If you hit the bell you get a prize. I went over to play the game, when I dropped the hammer it made the little ball go up really fast and hit the bell! The man at the game let me pick out a prize between a stuffed monkey, a fake cellphone, and a goldfish. After about five minutes I picked the goldfish, he had green eyes, and a cute little tail. When I got home I filled a clear vase up with water, and I put my little fish in the vase. I was thinking of a lot of names for my fish like, Fred, or Nemo, or Flippy, then BAM! it hit me, [Freddy] the Fish. My parents did a little chuckle when they heard his name, but it was my special prize so I didn't care. I went to my room and called my friend and told her about the fish I won. I told her his name, what he looked like, and how big he was. She thought he sounded like a nice fish. When she came over we played with the fish I won all day long. I love my fish very much. It's the best prize I ever won in my whole entire life.

The End

Anchor Paper 10 (page 2 of 2)

Score Point 4

Anchor Paper 10

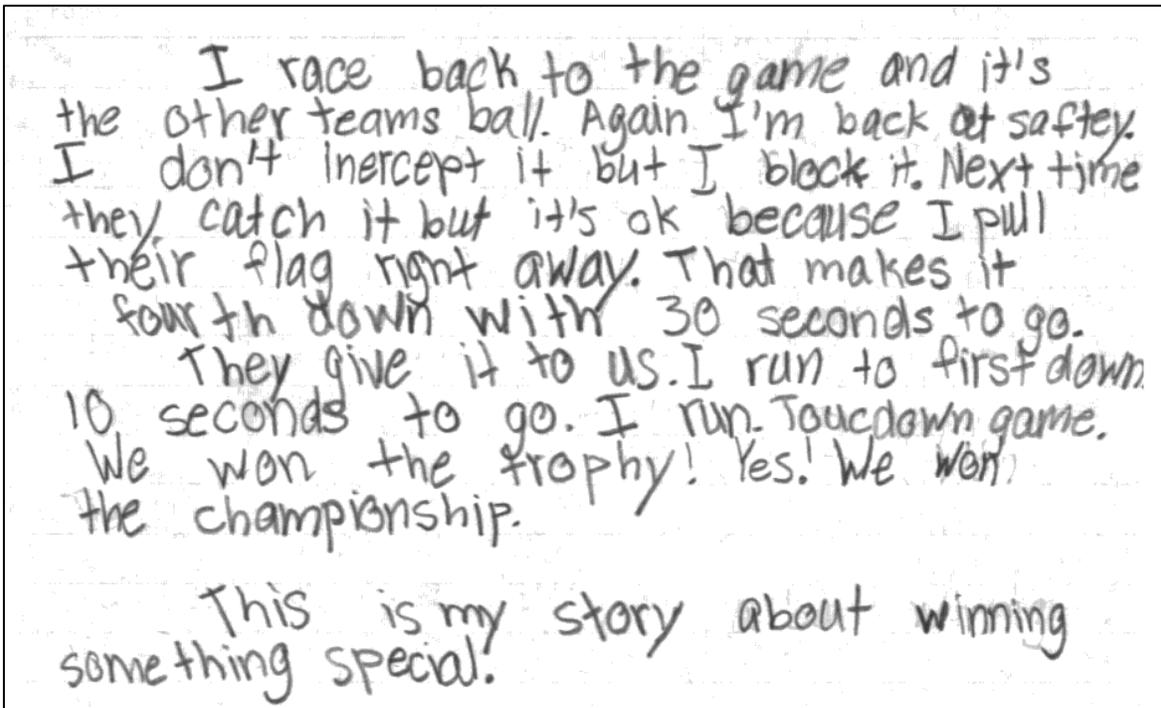
Score Point 4

- The writing in this response is generally focused on the topic of going to the County Fair and winning a fish (*I picked the goldfish*). The theme of winning this special fish is maintained throughout the response.
- A sequential organizational pattern is evident, and transitions are used (*One day, After, When I got home, When she came over*).
- Though a concise response, relevant descriptive details are offered as support and lend the paper a sense of wholeness (*he had green eyes, and a cute little tail. When I got home I filled a clear vase up with water, and I put my little fish in the vase. I was thinking of a lot of names for my fish like, Fred, or Nemo, or Flippy, then BAM! it hit me, [Freddy] the Fish*).
- Although some errors in punctuation occur, the conventions of capitalization and spelling are generally controlled. Sentence variety is attempted.

One a cold, dark rainy morning, I woke up and got ready to play my football game. My father and I got to the game and I went in and started playing. I went to the middle and I was set up as a wide receiver. I ran as fast as a cheeta running to catch it's dinner. The ball was passed to me! I caught it and ran in for a touchdown. "Huray," I exclaimed! The first touchdown! By then I knew we had to win the game. If we win we would get a trophy half my size! It was the other teams ball. I was back as saftey. The quarter back passes it, I run and bam! I intercept it! I run for my goal and get another touchdow! We go for two points. I'm the quarter back and I pass a good pass, it's caught! The score, 14 to 0. We go to half time. I grab my gaterade and gulped it down. It's delicious! I say "Good run and pass!" says a kid named [Jamie] on my team. "Thanks," I say. Just then a mom comes to the side lines with something. It's a trophy, a really, really big trophy. It looks awsome! "If you keep playing like that," the mom says, "we'll win the championship for sure!" That sounded exciting alright!

Anchor Paper 11 (page 2 of 2)

Score Point 4



Anchor Paper 11

Score Point 4

- The response is generally focused on winning a football game, and the theme is maintained throughout (*The score, 14 to 0. We go to half time*).
- A narrative organizational pattern is evident, although a minor lapse occurs with the pointless ending statement (*This is my story about winning something special*). Interesting transitions move the reader through the response (*"Huray," I exclaimed!*, *"Good run and Pass!" says a kid*, *"If you keep playing like that"*).
- Specific and relevant detail describing the game provides support (*I was back as saftey. The quarterback passes it, I run and bam! I inercept it! I run for my goal and get another touchdow! We go for two points. I'm the quarterback and I pass a good pass, it's caught! The score, 14 to 0*). Word choice is generally adequate and conveys the writer's excitement (*Huray, That sounded exciting alright, I race back, We won the trophy! Yes! WE won the championship*).
- Knowledge of conventions is generally demonstrated, despite a few spelling errors in difficult words (*reciver, Huray, inercept, caught, gaterrade, delecious*). Sentence variety is attempted.

Huh, huh, huh I finally finish my race and head to the canopy. There is a playground with lots of screaming kids. Then I hear a man's voice calling "runners, runners come get your raffle tickets!" Yes, I thought I'll go get an orange raffle ticket. I dashed over and grabbed one, so did my brother. After getting a ticket it seemed like forever until the raffle ^{started} so to pass time I played at the playground had a delicious delicacy (cake), and looked at the race results.

Next I heard the same man announce "I'd ME FOR THE RAFFLE!" First he started off with a \$25 AUBIX certificate, but I didn't win it. I didn't win running shoes, a race shirt, or a free race entry. I almost gave up when there was two more prizes. Then I heard "I Won", "I Won"! It was my brother.

Shortly afterward we found what he won, a blue running bag with one of the race symbols. It also

Anchor Paper 12 (page 2 of 2)

Score Point 4

included a water bottle. My mom and sister loved it, but then they went to the bathroom. That's it one more prize, the odds are like 100. I don't - [Amy] that's your number.

Yeah, my mind exploded. Yes! Everyone said "Come on!" ^{at a good price} Wait, all surprise my mom she doesn't know I won, I will pretend I didn't win anything. I hid it behind my brother's bag and waited. Then she came out, I told her "I didn't win". When I felt she believed me ~~and then I pulled~~ it out. Now she said surprised. I won it. I said.

That is the special thing I won!

Anchor Paper 12

Score Point 4

- The writing is generally focused on the topic of winning a raffle at a race, although some loosely related information is included (*to pass time I played at the playground had a delicious delicay (cake)*).
- Chronological organization is evident throughout the response. Transitions are used effectively (*Huh, huh, huh; Next I heard; Shortly afterward we found what he won; Yeah, my mind exploded*).
- Supporting ideas are generally provided with specifics and details (*"TIME FOR THE RAFFLE"! First he started off with a \$25 PUBLIX certificate, but I didn't win it. I didn't win running shoes, a race shirt, or a free race entry. I almost gave up*). Word choice aids description (*canopy, screaming kids, dashed, delicious, announce, race symbols*). The writing has a sense of completeness, despite never knowing what the writer won.
- Although the writer handles punctuating the contraction "didn't" inconsistently (*didn't, didn't, dint*), knowledge of conventions is demonstrated.

It was finally the day, The State Finals gymnastics competition! I woke up my heart thumping louder than a drum, leaped into the shower, and threw on my leotard. My mom made me eggs for breakfast. While I ate breakfast I was daydreaming about winning the prize: each person on the winning gymnastic league gets a free Aquatica pass and the coach gets a 10 foot trophy!

I arrived at the competition and my coach asked me if I was feeling good, I said "I'm feeling good except I'm kind of nervous." Before I knew it I was doing a round off backhand spring. In the middle of a front flip I got distracted and fell right on top of my arm and guess what, I broke it!

Everyone crowded around me and was asking me a billion questions, I had to sit out for the rest of the competition! My friend went next she had her own little routine down: backhand spring, backhand spring, front flip, jump then split!

All of the teams had gone except for one, and that one team was some big competition! One girl must have been so flexible because she did like 10 hand stand walk overs! Everyone was done

The judges were happily announcing the 3rd place winner, the second place winner, then finally the first place winner! Oh my gosh, my team won! I was so happy I did like 30 front flips! Even though I broke my arm that was the best day ever in my whole intire life!

Anchor Paper 13 (page 2 of 2)

Score Point 5

Anchor Paper 13

Score Point 5

- This response is focused on winning a gymnastics competition (*It was finally the day, the State Finals gymnastics competition!*). The excitement of the event is established and maintained.
- The writing is organized chronologically, and transitions provide movement through time (*It was finally the day, While I ate, I arrived, Everyone crowded around, All of the teams had gone, The judges where happily announcing*).
- Development of support is adequate and includes specific details about the author’s feelings throughout the response. Though concise, the writing provides carefully chosen details (*I was daydreaming about winning the prize: each person on the winning gymnastic league gets a free Aquatica pass and the coach gets a 10 foot trophie! I arrived at the competition and my coach asked me if I was feeling good, I said “I’m feeling good except I’m kind of nervouse.”*). Description of the author’s feelings foreshadows events that follow (*I got distracted and fell right on top of my arm and guess what, I broke it!*).
- The conventions of punctuation and capitalization are generally followed. A few minor spelling errors occur. Sentences are generally complete and varied.

"[Anna Frazier]!" My Principal, Mr. [Parker] announced I couldn't believe I was going to get that special award. I was so nervous about my speech! I walked up the steps of the stage and took my award. I got a certificate, a pencil, and a ribbon too. I could see all the parents staring at me. "Thank you." I whispered to Mr. [Parker.] My parents were taking pictures of me and waiting to hear my speech. I had butterflies in my stomach!

Then the room was silent. "Good morning everyone, my name is [Anna Frazier], and I was chosen this award for cooperation. My teacher picked me because I help others and play nicely with my friends and classmates at recess." I explained. "I also work together with my classmates, and respect my teacher Mrs. [Ross.] and this is why I got this award for cooperation. Thank you" I said. Everyone started to clap. My dad winked at me and I smiled back. I thought to myself, why was I so nervous? I thought I did a great job on my speech. As I walked down the steps I shook Mr. [Parker's] hand and Dr. [Garcia's] hand our vice principal. I was so proud of myself about this award and I knew my mom and dad were too. I ran over to them and gave them a big, huge hug, because I would have never have gotten

Anchor Paper 14 (page 2 of 2)

Score Point 5

this award without them.
"Great job, honey!" My mom shouted. "Thanks," I replied.
I went over to get some juice and donuts for me and my parents. "Thank you!" my dad said. "And great job?" he added. A couple minutes after we ate our donuts, everyone started to leave so we did too. I hugged them good bye and went up the stairs to my class room. "Bye!" I shouted to them. "Bye. See you after school" my mom said. "Oh," I replied with a smile on my face. When I walked into my class everyone cheered for me.

Anchor Paper 14

Score Point 5

- From opening to closing, this response is focused on winning an award for cooperation at a school ceremony (*I couldn't believe I was going to get that special award*).
- The writing is organized chronologically (*I walked up the steps; Then, the room was silent; As I walked down the steps; "Great job, honey!"*). Organization within and among paragraphs helps the reader understand how events progress to build the story.
- Development of support is adequate. Dialogue is used purposefully to advance the story line, including specific details about the author's feelings throughout the response. The writer describes her emotions, moving from nervousness to happiness (*"Thank you." I whispered to Mr. [Parker]. My parents were taking pictures of me and waiting to hear my speech. I had butterflies in my stomach!*).
- Despite a few errors, the conventions of punctuation, capitalization, and spelling are generally followed. Various sentence structures are used.

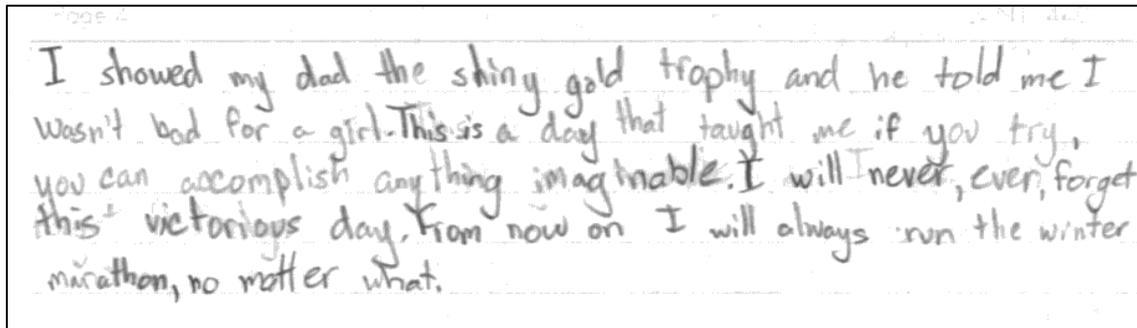
Xipee! Yeah! I get to run the winter marathon today! I can't wait! Also, last night I had trouble falling asleep because I was so excited. I even get to run it with my best friends. So my friends and I headed on over to [Edison] park. It looks like its going to rain cats and dogs. I sure hope not because I have been waiting for the longest time in the world. I just want to go over to the starting position and go dashing off fast as a rocket. Its starting, finally, Whoo-hoo!

I was so thrilled that I went running before the speaker man ever got to finish saying the ^{special} "on your mark, get set, GO!" Well, I suppose that everyone else was as excited as I was since they went flying by like a swarm of angry wasps. And then the worst thing happened, I was running and everyone must have been filled with joy too since they were all heading toward me like I was covered with meat and they were the lions chasing me. Then the worst of all bad things happened, I was pushed over and as the shiny red blood dripped from my knee, you could here my screams of terror ^{coming} from miles. Doh! Ahhh! Is the only thing I could say. I wasn't going to let this bring me down right then. It was a miracle! I was running like the wind. No turning back now! I heard the cheers of joy coming from the crowd. I was in third, then second, and finally first. I won the race!

Yeah! Yes! I cannot believe that I had just won the winter marathon, even with a big welt on my knee. All of the crowd came out of the stadium and carried me home on my shoulders. I walked straight through the door with the crowd following me. They were right on my tail just in case. Yah-hooo!

Anchor Paper 15 (page 2 of 2)

Score Point 5



Anchor Paper 15

Score Point 5

- The writing in this response is focused on running the winter marathon and winning a trophy. The unifying theme is maintained throughout (*Yipee! Yeah!; Its starting, finally. Whoo-hoo!; Yeah! Yes! I cannot believe that I had just won*).
- A chronological organizational pattern is evident, although a few gaps occur in the progression of events (*everyone must have been filled with joy too, I wasn't going to let this bring me down right then. It was a miracle! I was running like the wind*). Transitions are also used to convey excitement (*Whoo-hoo!, I was so thrilled, Then the worst of all bad things happened, I won the race!, Yeah! Yes!*).
- Support is adequately developed with specific details and descriptions (*they were all heading toward me like I was covered with meat and they were the lions chasing me. Then the worst of all bad things happened, I was pushed over and as the shiny red blood dripped from my knee, you could here my screams of terror coming from miles*). The story demonstrates a sense of completeness. Word choice is precise (*starting position, dashing off, so thrilled, swarm of angry wasps, cheers of joy, big welt on my knee, right on my tail, accomplish anything imaginable, victorious day*). Sentences are mostly complete and varied. Knowledge of conventions is demonstrated.

It all started on a Tuesday when my football team was a touchdown from going to the Superbowl. The entire season two teams had gone undefeated, we were one of them. It was the fourth quarter, 10 seconds 35-35. Our quarterback started the play and we trotted up to the line. "Down-set-hike!" I was paralyzed with fear as their linebacker dashed right at me. I took him straight on as he tumbled back on the ground.

Our running back was right behind me. I was the only one left to guard him. He was on the outside when the safety came darting forward. Unexpectedly I fell back and he lunged forward and pulled the flag.

Now we were on the five yardline and coach called a hailmerry where everyone goes deep and whoever catches it catches it. What happened next almost made me faint. Our quarterback whipped the ball practically straight up. As it soared through the air I heard [Joe] our running back call it. Right then one of the players on the other team hopped up and yelled, "No I got it!" The ball landed right in his hands and he took off. We got to catch him," [Joe] yelled. He

At that moment I ran faster and harder than I ever had. I took a big leap right before he reached the Touchdown. I fell and slipped across the rough grass like a rock on water. I came up with a mouthful of dirt—and the flag. Everyone started yelling, "[Sidney, Sidney, Sidney]!" "We're going to the Super bowl!"

As I said the next day I woke up and we were off to the field. When we got there there was a big ceremony for both teams then on the microphone I heard a big voice boom, let's put our hands together for the Ravens and Raiders. That was us the Raiders. The Ravens were undefeated. We only had one loss

Anchor Paper 16 (page 2 of 2)

Score Point 6

and that was to the Ravens. Before I knew it the football was placed and we were lining up. "Here we go," I whispered to [Austin] our wide receiver. "Here we go," he answered. The Ravens patted down every throw and stuffed every run. They had already scored twice and were running it down the field. The 30 the 20 the 10 TOUCHDOWN Ravens We were getting pounded into the ground just like all the other teams that played these guys. We finally got a pass in to make it 7-21. In the third quarter we scored again but the script down our afterpoint. Now we were really embarrassed. We score again now it was 20-21, 4th down a seconds 4th quarter we had to go with a special play that we had only ever tried messing around. I called it the flock of geese. Hidden we made a bird V and one in the middle.

The other team came around the open side but right before they grabbed [Joe] he flipped it to me. We were on the one yard line I leapt up and over my teammate and landed in the touchdown. "Yay," I screamed in joy. We had won the Super bowl.

Anchor Paper 16

Score Point 6

- The writing is clearly focused on the topic of winning the Superbowl. The writer presents a clear main idea, and focus is maintained from opening (*It all started on a Tuesday when my football team was a touchdown from going to the Superbowl. The entire season two teams had gone undefeated, we were one of them*) to closing (*"Yay," I screamed in joy. We had won the super bowl*).
- The response is organized logically and includes a beginning, middle, conclusion, and transitional devices. Tight connections between ideas result in coherence and paragraphs that transition smoothly (*The ball landed right in his hands and he took off. "We got to catch him," [Joe] yelled. At that moment I ran faster and harder than I ever had*).
- Support is ample, and the writer exhibits a mature command of language (*Our quarterback shouted the play and we trotted up to the line. "Down-Set-hike." I was paralyzed with fear as their linebacker dashed right at me. I took him straight on as he tumbled back on the ground. Our running back was right behind me. I was the only one left to guard him. He was on the outside when the safety came darting forward. Unexpectedly I fell back and he lunged forward and pulled the flag*). The writing demonstrates a sense of wholeness.
- Various sentences structures are used, and knowledge of conventions is demonstrated.

Have you ever won some thing special? I have. A couple years ago on a steaming hot summer day my mom and I went to the carnival together. There were rides and games every where! I didn't know where to go first! "Mom, can I play one of the games in the stands? Please! I'll pay with my own money!" I begged my mother. "Fine." she sighed. I ran to a nearby stand. "Why, hello there! One dollar per play!" A big, bud voice bellowed. I gave my dollar to the man. "What game is this?" I asked the guy with my money. "It's a game where you throw base balls and try to knock down bottles." He answered. He handed me three tiny base balls. I threw one at a stack of glass bottles. Miss! "Darn," I thought. I threw another. Miss! With all my might I threw that ball and... miss. "Sorry Charlie!" The man bellowed. I was growing angry. I will knock down those bottles! But I was terrible at throwing.

I knew I would win and get a prize eventually. I handed the man more money. I tried upperhand throws, under hand throws, I was so frustrated! I tossed it lightly, I tossed it hard! Still I missed! I crossed my fingers. I crossed my toes. I slowly threw the ball. Nothing. I wanted that special prize and nothing would stand in my way. I grabbed my mom by the arm and dragged her to the stand. "I have

one ball left, mom, and I just can't do it. Will you help me?" I pleaded. "Here," she answered. "Do it like this. Don't toss it hard though. Aim for the bottles!" I tried to aim, and I missed it by an inch! My mom shoved a dollar into the man's hand and grabbed a ball. She put it in my hand. "Mom, you know I can't throw!" I complained. "You'll get it this time, honey." She said.

I took a deep breath, and threw the ball. I believed in my self this time and... CRASH! All three bottles clanged to the floor. "I did it! I believed in my self! What's my prize!" I exclaimed. Smiling, the man pulled a giant stuffed giraffe out from under the large table. I was so cool! After all was said and done, I learned to believe in my self even though it's just a game! That giraffe is still in my room today, as a reminder of my amazing win.

Anchor Paper 17 (page 3 of 3)

Score Point 6

Anchor Paper 17

Score Point 6

- The response is focused on the topic of winning something special at a carnival. The writer demonstrates an awareness of the writing situation by establishing a personal narrative tone (*my mom and I went to the carnival together. There were rides and games every where! I didn't know where to go First! "Mom, can I play one of the games in the stands? Please! I'll pay with my own money!"*).
- Organization is logical and purposeful, as the writer describes several failed attempts to win a prize at the carnival. Transitions are used within and between paragraphs and contribute to the fluency of the writing (*With all my might I threw that ball and. . . miss. "Sorry Charlie!" The man bellowed. I was growing angry. I will knock down those bottles! But I was terrible at throwing*).
- Ample development of support is provided with specifics and details (*I tried upper hand throws, underhand throws, I was so frustrated! I tossed it lightly, I tossed it hard! Still I missed! I crossed my fingers. I crossed my toes. I slowly threw the ball. Nothing*). Mature command of language is demonstrated (*steaming hot summer day, nearby stand, loud voice bellowed, stack of glass bottles, missed it by an inch, clanged to the floor*). Precision in word choice further strengthens support.
- The conventions of punctuation, capitalization, and spelling are generally followed. Despite the repeated use of "I" at the beginning of sentences, the writing demonstrates sentence variety with different structures and lengths (*will you help me? I pleaded. "Here," She answered. "Do it like this. Don't toss it hard though. Aim for the bottles." I tried to aim and I missed it by an inch! My mom shoved a dollar into the man's hand and grabbed a ball*).

Have you ever won something special, something you cherish up to this day? Grab a chair, get settled, because I'm about to tell you a story about how I won my special dog [Tobi].

It was a warm Saturday on [July 25, 2010,] on my birthday in fact, where I won my sweet, caring, and adorable puppy named [Tobi]. So my family and I ventured to the county fair to ride the new rollercoaster, Bone crusher. It was the fastest ride in the country and I was about to ride. When we arrived, we bought the tickets at the ticket booth and began our adventure. As we climbed the stairs to the Bone crusher, I was so nervous, I might have peed in my pants just a tad. Making my way out of the cart, I stopped with my mouth wide open like a venus fly trap. I was gazing at the cutest puppy in the world at a game booth, I had to do something.

As I tugged my parents jackets, I explained what it was I was doing to them. When we all walked over there, the white one with brown and black spots hopped all over me and licked my face. But I had to do a lot of work to get my parents to let me play the game to win the puppy. So I bent down on my knees and begged them and begged them until they let me play.

Giving the man a dollar, I thanked my parents and snatched the ball for the game. All I had to do was knock down three bottles with the one ball I had. So I pulled my arm back, took a huge step and ripped the ball and "Bang!" two bottles down but one was shaking "clink, clank, clink" it made when it wobbled. Then, "tink" it fell over! I was happier than a clam to win my special prize. And what did I do? I hugged my puppy and hugged him tight.

Finally, I had won [Tobi]. Yep, his name and I will always love him. But I had to appreciate two more people, my mom and dad, there the ones who let me try. So we all hiked home while I had [Tobi's] green leash grasped tightly in my hand the whole way. And when we entered the house I dashed to our back yard to teach [Tobi] tricks like, fetch and sit. But what did he do outside? You might ask? He rolled over then sat back up and barked. [Tobi] has the best prize ever.

In conclusion, [Tobi] is the best furry, brown spotted, face licking dog you can ever ask for. And he house broken. But most of all, he's my best friend and truly something special.

Anchor Paper 18 (page 3 of 3)**Score Point 6****Anchor Paper 18****Score Point 6**

- The writing is clearly focused on winning a cherished pet (*I'm about to tell you a story about how I won my special dog [Tobi]*). The writing in the response demonstrates consistent awareness of the topic.
- The response is organized chronologically, and well-crafted transitions are used to move events through time (*It was a warm Saturday, When we arrived, As we climbed, As I tugged my parents jackets, Giving the man a dollar, Finally*). This provides a sense of fluency to the purposeful order of events.
- Ample supporting details are provided, and the story has a sense of completeness. The writer's emotional connection to the topic sets the tone and strengthens the support (*Yep, his names [Tobi] and I will always love him*). The writing demonstrates a mature command of language (*As we climbed the stairs to the Bone crusher, I was so nervous, I might have peed in my pants just a tad. Making my way out of the cart, I stopped with my mouth wide open like a venus fly trap. I was gazing at the cutest puppy in the world*). Word choice is precise (*ventured, began our adventure, explained, bent down on my knees, when it wobbled, grasped tightly, face licking dog*).
- Sentences are complete and varied. With few exceptions, correct use of conventions is demonstrated.