



ELA/Literacy
Released Item 2016

Grade 4
Conventions

Sample Student Responses
(from all 3 released tasks)

Conventions Anchor Set A1 – A7

With Annotations

Junior High Track Team

In "Sadako's Secret", I learned about Sadako's thoughts and feelings while reading the story. Also, I read a lot of dialogue between her and her family. Sadako is a great runner, and she is very confident about it. I think she'll make the junior high track team this year. Do you?

It was a bright and sunny morning, and Sadako was getting ready for the big day. Today was junior high track team try-outs! She was as excited as a camel on a Wednesday. She walked into school, and straight to the gym. She saw a lot of other kids who wanted to try out, too. She just hoped she would make it on the team.

When it was Sadako's turn, she forgot about everything except making it onto this team. She ran as fast as a cheetah could! She did so well. She hoped there was no one better than her. She almost knew it.

When her run was over, her family and friends cheered and hooted as loud as they could! "Even if you don't make it on the team, you'll always be on the team in my eyes," her mother explained truthfully. Sadako felt more confident when she heard that. Then she remembered. Her secret! She wasn't dizzy at all. Maybe her wish on New Year's Eve really did come true.

Finally after everyone who wanted to try out tried out, the coach was ready to announce the names of the kids who made it onto the team. " Team members are: Sadako, Chizuko, Chole and Maddie. Some of the others are alternates. I'll tell you if you *are* an alternate later." Sadako was the happiest person who made it onto the team out of everyone. Even the kids who didn't make it were happy, because they knew that they might be one of the alternates for the team. Sadako's family congratulated her hundreds of times. From then on, Sadako knew to always have confidence in herself, and that her family would always love and support her no matter what.

Annotation

Anchor Paper 1

Score Point 3

The response demonstrates full command of conventions at an appropriate level of complexity. The correct use of capitalization at the beginning of every sentence, for proper nouns as well as titles ("*Sadako's Secret*") is present throughout the narrative. The student correctly forms prepositional phrases (*onto the team*), uses italics for emphasis (*I'll tell you if you 'are' an alternate*), and forms possessives (*New Year's Eve*). The meaning is clear throughout which merits a score point of 3.

I In Emergency on the Mountain
 they describe the mountain steep
 far away from civilization or
 a town. But otherwise posing
 no threat to them. Except the
 lack of emergency care. In
 mountains they describe them as
 Beautiful yet dangerous. The author
 in mountain describes them as
 tall and bold like a castle.
 When I think of a castle
 I think of the medieval ages.
 Witch means that he was most
 likely describe them as
 scary. But he also says. The
 snow peak top are timeless.
 Witch means these beautiful.
 I think that emergency in the
 mountain thinks of mountains as
 harmless. But in mountains they beautiful
 yet dangerous.

Annotation

Anchor Paper 2

Score Point 2

This response demonstrates some command of conventions at an appropriate level of complexity. Capitalization and punctuation are controlled with the exception of one error (*Beatiful*). There are errors in spelling (*Exsept*, *Beatiful*, *montain*), frequently confused words (*witch*, *Thare* [which]), an incorrect verb tense (*describe*), and subject-verb agreement (*mean*). Overall, the errors only occasionally impede understanding and the meaning is generally clear.

Sadako's Junior High Race

1. It was the beginning of winter. Sadako was so surprised she was chosen for the Junior high track.
2. Sadako was so excited that she felt like jumping on the couches but she could not because her Mother Mrs. sasaki cleaned them just yesterday.
3. Any way Sadako knew that she should practice before the race. And so she did sadako went running around the block, walking her dog Charlie, playing in the park she did every thing that for her seemed exercising for her.
4. But not just her , her parents did so too her parents were the most important thing to sadako they were the ones who got her ready for this they got sadako every thing that she needed for that day like : they bought her a new jump rope , they prayed every day and every night for that day Sadako was so proud of herself and afterwards her parents too she could never forget about her parents.
5. At last the junior high race had come "at last "sadako said her mom reached up at her "here sadako I want you to have this" mrs sasaki said to sadako "you really want me to have this "sadako said " yes yes I do want you to have this Sadako could not believe it it was her moms favorite lucky necklace she quickly put it in her pocket before the race began.
6. "Ready Set GO!!" Sadako ran as fast as she could "I do this " "I can do this" sadako said to her self sadako remembered of the necklace that her mother had given her " It is lucky for my mom It is lucky for me" she said at last she could see the finish line this time she ran with all her energy. AND THE WINNER IS SADAKO!!!! a man said with the loud speaker "yes I did it I did it "!!!sadako said yes you did her mother said happily I could not do it without you sadako said to her mom "so am I"

Annotation

Anchor Paper 3

Score Point 2

The response demonstrates some command of conventions. Capitalization is present at the beginning of each sentence. This response contains multiple sentence formation errors, errors in spelling (*exited* [excited], *plaing* [playing], *bout* [bought], *neclaes* [necklace], *specker* [speaker]), usage error (*wher* [were]) and instances of missing punctuation (*Sadako ran as fast as she could "I do this " "I can do this" sadako said to herself sadako remembered of the neklaes* [necklace] *that her mother had given her*). Despite the errors that occasionally impede understanding, the meaning is generally clear.

CONV Score Point 1

The two stories have many similarities, differences, and personalities.

One of the two stories is about great white sharks. It talks about their senses and one of the senses is the ear. Sharks can sense the smallest wave sound to get food. Sharks have their differences and similarities and personalities. The personalities with great white sharks is their name and their look with their senses with predators.

Tiger sharks are our next concern because they are aggressive sharks different from the great white sharks with their senses and their look, name, and aggressiveness. Tiger sharks will attack at any time they have good sight, hearing, and taste with smell. Tiger sharks are one of the most dangerous sharks in the ocean.

The similarities for the sharks are their sight, hearing, smell, taste, intelligence, and aggressiveness. They are some of the most aggressive sharks in the ocean. The sharks have great hearing; they can detect the tiniest wave.

Now you know the similarities, differences, and properties of the two sharks.

Annotation

Anchor Paper 4

Score Point 1

This response demonstrates limited command of the conventions at an appropriate level of complexity. Some simple and compound sentences are correctly formed (*Now you know the similarities differences and properties of the two sharks*) and most sentences begin with a capital letter and end with a period. Errors in spelling (*wite, dangororase*), confused words (*there names*), and grammar and sentence formation (*the simmalarities for the sharks are there sight hrearnng smell tast*) often impede understanding.

CONV Score Point 1

Nex year came, she was faster then ever it was Sadako, she ran and ran to encrease her speed. She ran home with some inportant news, she opened the door as fast as she could. She had some inportant news I tell ya. She was on the team once again, she was so excited. Her family was excited to. she heard the bells ring the next day was the run. She got out her cloths out and layed them out. She went to bed as quick as she could. the day of the race came crowds were chering the microphones were runing. You got this her someone shouted out of the croud. She got up to the starting line the gun fierd she started to run, she ran and ran to the finish line she was neck and neck who would win it was Sadako who won the race. She shook the oter persons han and said good race. She got the trophy and said I don't deserve this both teams should have it after all it was a close race. She went home with a smile on her face and

Annotation

Anchor Paper 5

Score Point 1

The response, on the whole, demonstrates limited command of the conventions of standard English. Capitalization, at the beginning of each sentence, is mostly accurate in the text as well as subject-verb agreements. However, errors in mechanics, grammar (*encrease* [increase], *chering* [cheering], *cloths* [clothes], *croud* [crowd]), and usage (*Her family was excited to* [too]) often impede understanding (. . . *then ever it was Sadako . . . got out her cloths out*). The response contains sentence formation errors, and dialogue lacks proper punctuation. Also, phonetic misspellings of basic words (*oter* [other], *han* [hand], *inportant* [important]) appear frequently. Overall, the multitude of errors keeps this response from getting a score point higher than a 1.

Mountains is not like Emergency on the
Mountain has a charter. Mountain doesn't
have a charter. Emergency on the mountain
has a Emergency. Mountains doesn't
Mountains has a also Emergency on the
Mountains doesn't The end

Annotation

Anchor Paper 6

Score Point 0

Although the response includes four correctly formed sentences shown through the use of capitalization and end punctuation, the response does not demonstrate command of the conventions at the appropriate level of complexity. The frequent and varied errors in spelling (*chearter, doseint, calse, doesent*) and sentence formation (*Mountains dosint Mountains has calse*) impede understanding.

A7

CONV Score Point 0

The characteristic of great white sharks are and face to face with sharks they both have to deal with different kinds of sharks, describes great white sharks as predators, and focuses on scientific facts about sharks.

Annotation**Anchor Paper 7****Score Point 0**

The response does not demonstrate command over conventions at an appropriate level of complexity. Although most words are spelled correctly, errors in capitalization (*face to face with sharks*), and more importantly, grammar (*The characteristic of great white sharks are, they both . . . describes great white sharks as*) impede understanding.

