

# Florida

Standards Assessments

## **GRADE 4**

# **2018 FSA ELA WRITING**

## **SCORING SAMPLER**

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## **INTRODUCTION**

The Florida Standards Assessments (FSA) English Language Arts (ELA) Writing Scoring Sampler can be used as a resource for Florida educators, schools, and districts regarding the scoring of student responses on the writing component of the statewide ELA assessments. Each spring, students in grades 4–10 are administered a passage set and a text-based writing prompt for the FSA ELA Writing test. Students respond either to an informative/explanatory prompt or to an opinion/argumentation prompt. Unlike the types of writing prompts administered on statewide writing assessments in the past, the FSA prompts are text dependent—based on the passage set each student is provided—which focuses on a specific purpose for writing. Students draw on reading and writing skills while integrating information from the passage set in order to develop and draft a cohesive essay response.

This sampler contains sample student responses that illustrate the score points described in the applicable scoring rubric; the passage (text) set and text-based writing prompt can be accessed via a hyperlink provided on the next page. As with all FSA content, the sample passage set and prompt were reviewed by a committee of Florida educators to ensure appropriateness for the intended grade in terms of the text complexity, topic, and wording.

In this sampler, examples of student responses represent some of the various combinations of the score points across the scoring domains. As a basis for developing a common understanding of the scoring criteria, an annotation follows the response to explain the prominent characteristics of the response described in the rubric. These responses are not intended to provide a full spectrum of examples for each score point in each domain. Moreover, they do not necessarily represent the highest or lowest example of each score point in each domain.

It should be noted that in addition to responses that receive the scores described in the rubric for each domain, some responses earn a score of “0” due to certain conditions as follows:

- The entire response is written in a language other than English.
- The response is illegible, incomprehensible, or includes an insufficient amount of writing to be evaluated.
- The majority of the response is copied from the source material and/or prompt language to the point that original writing is not recognizable or sufficient for scoring.
- The response is completely off topic, and the Conventions domain is scored; this condition could result in a score of 0, 1, or 2 points.

All responses are scored holistically. A response must go through a minimum of three levels of review before any condition code can be applied. Many responses formulate a claim or central idea by rewording the prompt, and due to the expectation that evidence will be incorporated in the response, some degree of exact wording from the sources is expected and allowable. However, responses receiving a “0” for copied text are comprised of source material and/or prompt language that dominates the response to the point that original writing is not recognizable or sufficient.

Because a response that is left completely blank does not meet attemptedness criteria for FSA ELA Writing, no score can be earned or reported for the combined Reading/Writing components that the FSA ELA test comprises.

To access additional resources related to the ELA assessments, please visit the Florida Standards Assessments portal at [fsassessments.org/resources/](https://fsassessments.org/resources/).

The Florida Standards in English Language Arts (Writing Strand) describe what students should know and be able to do at each grade level. For more information about the Florida Standards, please visit CPALMS at [www.cpalms.org/Public/search/Standard](http://www.cpalms.org/Public/search/Standard).

### **TEXT-BASED WRITING SOURCES**

To offer students a variety of texts on the FSA ELA Writing tests, authentic and copyrighted passages and articles appear as they were originally published, as requested by the publisher and/or author. While these real-world examples do not always adhere to strict style conventions and/or grammar rules, inconsistencies among passages should not detract from students' ability to understand and respond to the text-based writing task.

To view the passage "Should Students Do Activities to Improve Schools?," click <https://scoringguides.airast.org>.

**OPINION TEXT-BASED WRITING RUBRIC**

<b>Grades 4–5</b> <b>Opinion Text-based Writing Rubric</b> <b>(Score points within each domain include most of the characteristics below.)</b>			
<b>Score</b>	<b>Purpose, Focus, and Organization (4-point Rubric)</b>	<b>Evidence and Elaboration (4-point Rubric)</b>	<b>Conventions of Standard English (2-point Rubric begins at score point 2)</b>
<b>4</b>	<p>The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clearly stated opinion and effective organizational structure creating coherence and completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• Strongly maintained opinion with little or no loosely related material</li> <li>• Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>• Logical progression of ideas from beginning to end with a satisfying introduction and conclusion</li> </ul>	<p>The response provides thorough and convincing support/evidence for the writer’s opinion that includes the effective use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• Relevant evidence integrated smoothly and thoroughly with references to sources</li> <li>• Effective use of a variety of elaborative techniques, demonstrating understanding of the topic and text</li> <li>• Clear and effective expression of ideas, using precise language</li> <li>• Academic and domain-specific vocabulary clearly appropriate for the audience and purpose</li> <li>• Varied sentence structure, demonstrating language facility</li> </ul>	
<b>3</b>	<p>The response is adequately sustained and generally focused within the purpose, audience, and task; and it has an opinion and evident organizational structure with a sense of completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• A maintained opinion, though some loosely related material may be present</li> <li>• Adequate use of transitional strategies with some variety to clarify the relationships between and among ideas</li> <li>• Adequate progression of ideas from beginning to end with a sufficient introduction and conclusion</li> </ul>	<p>The response provides adequate support/evidence for the writer’s opinion that includes the use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• Generally integrated evidence from sources, though references may be general, imprecise, or inconsistent</li> <li>• Adequate use of some elaborative techniques</li> <li>• Adequate expression of ideas, employing a mix of precise and general language</li> <li>• Domain-specific vocabulary generally appropriate for the audience and purpose</li> <li>• Some variation in sentence structure</li> </ul>	

*Continued on the following page*

## Grade 4 2018 ELA Writing

<b>Grades 4–5</b>			
<b>Opinion Text-based Writing Rubric</b>			
<b>(Score points within each domain include most of the characteristics below.)</b>			
<b>Score</b>	<b>Purpose, Focus, and Organization (4-point Rubric)</b>	<b>Evidence and Elaboration (4-point Rubric)</b>	<b>Conventions of Standard English (2-point Rubric)</b>
<b>2</b>	<p>The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; and it may have an opinion with an inconsistent organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> <li>• Partially focused opinion but insufficiently sustained or unclear</li> <li>• Inconsistent use of transitional strategies with little variety</li> <li>• Uneven progression of ideas from beginning to end and an inadequate introduction or conclusion</li> </ul>	<p>The response provides uneven, cursory support/evidence for the writer’s opinion that includes ineffective use of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> <li>• Weakly integrated evidence from sources and erratic or irrelevant references</li> <li>• Repetitive or ineffective use of elaborative techniques</li> <li>• Imprecise or simplistic expression of ideas</li> <li>• Inappropriate or ineffective domain-specific vocabulary</li> <li>• Sentences possibly limited to simple constructions</li> </ul>	<p>The response demonstrates an adequate command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> <li>• Some minor errors in usage but no patterns of errors</li> <li>• Adequate use of punctuation, capitalization, sentence formation, and spelling</li> </ul>
<b>1</b>	<p>The response is related to the topic but may demonstrate little or no awareness of the purpose, audience, and task; and it may have no discernible opinion and little or no discernible organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> <li>• Absent, confusing, or ambiguous opinion</li> <li>• Frequent extraneous ideas impeding understanding</li> <li>• Few or no transitional strategies</li> <li>• Too brief to demonstrate knowledge of focus or organization</li> </ul>	<p>The response provides minimal support/evidence for the writer’s opinion, including little if any use of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> <li>• Minimal, absent, erroneous, or irrelevant evidence from the source material</li> <li>• Expression of ideas that is vague, unclear, or confusing</li> <li>• Limited or inappropriate language or domain-specific vocabulary</li> <li>• Sentences limited to simple constructions</li> </ul>	<p>The response demonstrates a partial command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> <li>• Various errors in usage</li> <li>• Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling</li> </ul>
<b>0</b>			<p>The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning.</p>

Ugh! That hideous, and nasty graffiti on that wall! How can anyone stand this horrible art. Just looking at it sends shivers down my spine. Somebody has to send some operation to clean this up! (They did but I'll get more into that later) And even worse it's on a valuable school! Man, this school sure needs help! This is why, I think students should be able to improve their schools from activities.

To start with, if students will be able to paint on the walls, (lesure art not graffiti) it can do many benefits for schools such as giving schools a better look. You can brighten up the plain old hallways. Give it that spark of imagination and creativity that's inside of you! Make your school a place where people want to be and make that visit pleasurable! Secondly, morals can paint messages. Such as courage, persavrance, etc. This could lift students spirits when they are feeling down. This reminds me of the time I started the school. The hallways were so dull I couldn't even stand the place! What I didn't not know for is that for the first assignment of the school year we have to express ourself in a moral. The next day

a bomb of color set off a Boom!!! Every inch of the school was exploding with color. Now this takes me to Operation Clean Slate! This operation started by a man named Michael Howard. I was at the edge of my seat when I read that Michael Howard's operation helped paint more than 700 murals. In the text Starting with a Clean Slate and a lot of Paint! Now that's a spark of imagination!

It wouldn't be fair if I didn't tell you about the way schools are teaching kids about where food comes from and give them the opportunity to create them. How you ask? Gardens! First of all it can contribute <sup>to</sup> plenty of biology classes and even get a chance to do the things some biologist do. This also is easier said than done. The students have to get muddy but also get a learning experiences. This is like the time I went to Mr. Green's biology class. I remember getting dirty planting tomatoes and carrots. Then harvesting them. The hardest part was the heat though! You can create soil and make something new too with this too. Take orange peels, orange peels, and scraps of food to make the soil richer and filled with nutrients. And to create something new? Well,

just use that spark of imagination and creativity again. Now that's down and dirty!  
Wow Cool! That beautiful artwork in this gorgeous school! I sure wish my school could be like this. I almost want to live here! Students should be able to improve their school through activities. How can you disagree!

**4–Purpose/Focus/Organization**

The response is fully sustained and consistently focused within the purpose, audience, and task of providing an opinion about whether students should do activities to improve schools. The opinion is clearly stated within the introduction and is strongly maintained throughout the response (*I think students should be able to improve their schools from activities*). Ideas progress logically (*if students will be able to paint on walls, (lesure art not graffiti) it can do many benefits for schools; teaching kids about where food comes from and give them the opportunity to create them*) and are connected through a skillful use of transitional words and phrases (*To start with, such as, Secondly, Now this takes me, First of all*). An effective organizational structure is evident in the strong introduction and conclusion that supports the opinion (*Students should be able to improve their school through activities*).

**4–Evidence/Elaboration**

The response provides thorough and convincing evidence for the stated opinion. The response includes convincing and thorough elaborative techniques that effectively support text details (*morals can paint messages. Such as courage, persaverance, etc. This could lift students spirits when they are feeling down*) and give personal experiences that are relevant and supportive as demonstrated in the second body paragraph (*It wouldn't be fair if I didn't tell you about the way schools are teaching kids about where food comes from and give them the opportunity to create them, Gardens!, it can contribute to plenty of biology classes, This is like the time I went to Mr. Greens biology class. I remember getting dirty planting tomatoes and carrots, harvesting them*). There is a clear and effective expression of ideas through precise language (*Give it that spark of imagination and creativity thats inside of you! The next day a bomb of color set off. Boom!!! Every inch of the school was exploding with color*). The response includes a reference to the source material as an attribution (*In the text Starting with a Clean Slate and a lot of Paint*).

**2–Conventions**

Although minor errors in usage (*I didn't not know*) and some inconsistent use of punctuation, such as a lack of question marks (*How can anyone stand this horrible art. How can you disagree!*), are present, this draft response demonstrates an adequate command of basic conventions.

## Improving Schools

Brush, slush, bash, clash! This is the sound of students doing an activity to help their school. I think students should do fun things to help around their school. In my opinion it sounds SUPER fun!

As a general rule, students definitely should do activities to help make their school a better place. In text one, paragraph two the author wrote, a man named Micheal Howard was driving to work. He noticed a white wall with red graffiti all over it. Soon, he noticed graffiti everywhere he went. Micheal was a teacher. Finally, one day he asked his students why they did graffiti all over the walls of the neighborhoods. They told him it made them feel important. Howard then thought and thought..... then he got the OCS! The Operation Clean Slate (OCS) helped kids make murals instead of ruining their town with graffiti. What a fabulous idea! If I was the pricipal of my school I definetly

would let the kids all work together and make a mural instead of the dull walls we have! It definitely would symbolize our school! It also would attract visitors and people who wanted their kids to go to our school! It would make our school look open-minded, plus, the art teacher, Mrs. Jones, would love to help out and make our school look Bright!

Moving right along, text two paragraph two it said, students made a garden to have tasty foods for lunch and to help their school know where their lunch comes from. Cool! Last summer, I was in a garden club. It was super fun to know all about vegetables and where food comes from! The author wrote the students made their garden from scratch so they weren't eating chemicals. Yuck! They also added compost! The students took the healthful foods to the kitchen room and started to get ready so other children of the school could try a bit too. What a

cool idea to improve your school!

Simply Stated, text three dosen't want kids to do an activity to improve their school. The author wants the kids to focus on school more! OH - PLEASE! Us kids have enough time to work in school! Twenty-five minutes a day working in a garden won't ruin your education! An hour a day working with friends on a mural won't either! I just have to disagree with the author on this one! Kids will have so much fun though! According to the text, Luz Chavez said adults can do the job better than kids. Well, weren't the professionals once a kid? Yep! How did they become a professional? By practicing probably since they were 17! You don't just go....POOF! "I want to be a professional painter!"

To sum up my thoughts. I think kids should be involved in activities to make their school a better place. It helps kids think and learn. Improve your school!

**4–Purpose/Focus/Organization**

The response is fully sustained and consistently focused within the purpose, audience, and task of providing an opinion about whether students should do activities to improve schools. The opinion is clearly stated (*I think students should do fun things to help around their school. In my opinion is it sounds SUPER fun!*) and strongly maintained throughout the entire response (*What a fabulous idea!, What a cool idea to improve your school!*). There is an effective organizational structure that includes a satisfying introduction and a conclusion that reiterates the opinion, creating a sense of completeness (*I think kids should be involved in activities to make their school a better place. It helps kids think and learn.*). A skillful variety of transitions are used (*As a general rule, Finally, then, Moving right along, Simply Stated, To sum up my thoughts*) to support the logical progression of ideas from beginning to end.

**4–Evidence/Elaboration**

Thorough and convincing support/evidence for the stated opinion is provided within the response and includes the effective use of sources, facts, and details. Evidence is integrated smoothly and thoroughly with references to the source material as attributions (*In text one, paragraph two the author wrote, a man named Micheal Howard was driving; He noticed a white wall with red graffiti; Howard then thought and thought....then he got; The Operation Clean Slate (OCS) helped kids make murals instead of ruining their town with graffiti. What a fabulous idea!*). A variety of elaborative techniques to expound upon text support by including relevant experiences (*If I was principal of my school I definetly would let the kids all work together and make a mural, would attract visitors and people who wanted their kids to go to our school, would make our school look open-minded*) is used. There is a clear and effective expression of ideas as Source 3 is used to refute the information that supports students not doing activities (*text three dosen't want kids to do an activity to improve their school. The author wants the kids to focus on school more! OH-PLEASE! Us kids have enough time to work in school! Twenty-five minutes a day working in a garden won't ruin your education!*), and precise language is evident (*definetly, synbolize, ruin*).

**2–Conventions**

Although minor errors in spelling (*definetly, pricapal, vegtables, dosen't*) and sentence formation (*To sum up my thoughts. I think kids should be involved in activities to make their school a better place.*) are present, this draft response demonstrates an adequate command of basic conventions.

S-2 (49110547)

Work is not on your list of activities to look forward to, right? Well, some activities were made to improve school! Painting with the OCS organization and planting and harvesting crops are just two examples. They help students learn the value of work and how fun and exciting it can be! Also, these activities encourage children to get involved, plus they gain tons of experience! But what makes gardening and painting an exceptional activity to improve school? Well, you'll soon read about activities schools need!

Let me begin by saying that many schools in Los Angeles have walls smothered in graffiti (writing). According to the text, Micheal Howard, a teacher, noticed this and pondered why students drew so much graffiti on their schools walls. To his surprise, the students admitted that they did it because it made them feel important. From the reading, I know that the OCS Cooperation (clean state) fixed that problem by helping student

volunteers to paint new walls. Not only does it create more attractive walls, it also lifts spirits, and makes students feel good!

In addition to painting, working on a school garden gets children involved in work. In Paragraph 8, I noticed that planting your own school lunch may take some time and effort, but is definitely worth all the watering, digging and preparing! I remember once when I was planting flora in our school garden! I had a blast! The author stated that after healthy crops have grown and been harvested, the students take over. They wash and cook potatoes, peas and carrots. They dice onions and tomatoes. They prepare corn, lettuce and beans. Finally the children sit down to a meal they worked so hard on to make!

In conclusion, these school activities are a fun and exciting way to experience and get involved in work. In my

opinion, schools should have more of these activities to show kids that work is more than boring. Painting and gardening encourage students to be a part of something that will make them feel important and special. So, that's why students should attend these awesome activities!

**4–Purpose/Focus/Organization**

The response is fully sustained within the task of providing an opinion about whether students should do activities to improve schools. Although the opinion is not definitively stated until the conclusion of the response (*In my opinion, schools should have more of these activities*), the opinion is clearly evident and strongly maintained throughout the response. The response demonstrates skillful use of a variety of transition strategies, both between paragraphs (*you'll soon read about, Let me begin by saying, In addition to painting, working on a school garden; In conclusion*) and within paragraphs (*Not only, it also, finally*), to clarify the relationships between and among ideas. The ideas progress logically according to the framework set out in the introduction (*Painting with the OCS organization and planting and harvesting crops*), including benefits that apply to each of the listed activities. The response ends with a satisfying conclusion that not only clearly states the opinion, but also reiterates the framework (*Painting and gardening encourage students to be a part of something that will make them feel important and special*), providing cohesion and coherence.

**3–Evidence/Elaboration**

Evidence from source materials is provided to adequately support the opinion. A combination of quotations and effective paraphrasing is used to provide text evidence. Elaboration for the first point – painting – is adequate (*From the reading, I know that the OCS...fixed that problem by helping student volunteers to paint new walls. Not only does it create more attractive walls, it also lifts spirits, and makes students feel good!*). Elaboration for the second point – gardening – is less effective, and includes a personal anecdote that is not as smoothly integrated with the ideas that precede and follow it (*I remember once when I was planting flora in our school garden! I had a blast!*). A mixture of precise language (*harvesting, encourage, exceptional, smothered, attractive, flora*) and more general expression of ideas (*how fun, tons of experience, feel good, had a blast, boring, awesome*) is evident. The response includes general, but varied, references to the text as attributions (*According to the text, From the reading, In paragraph 8*).

**2–Conventions**

Although the response contains few spelling errors (*invloed, definently*), this draft response demonstrates an adequate command of basic conventions. A variety of punctuation, including question marks and exclamation points, are used, and the response correctly inserts commas after introductory words and clauses. Usage, capitalization, and sentence formation are generally correct.

I don't believe that children should be doing activities to improve the school. The first reason I think this is because students should be completely focused on school work so they can grow up to be something amazing. Second, they have lots of responsibilities already and I don't think it's a good idea to give them more to handle. Lastly, giving us all that work to do outside of the classroom can cause everyone to lose time for themselves.

First, students should not have to do the activities to improve the school because students should focus on learning. For example, if students are outside taking care of the school properties, then there is no time to take care of our brains. In addition, the author of the text *Keep Students Focused on School Work* said that "classroom time is precious." The author also said that "schools should focus on preparing students for academic success."

Next They already have so many responsibilities that its just to much to handle another one.

For example, most kids have chores to do at home and we cant get those chores done if all we think about is how we have to work for the school. Also the author of the story Keep Kids Focused On School Work said that "students lead busy lives. They have classwork, homework and after school activities."

Lastly, giving us all that work outside of the classroom can cause evuone to loose time for themselves. For example, They might want to play games and hve a fun time but we cant becuase we are doing other things for our school. After all the author of the story Keep Students Focused On School did say that. "Many Kids like to unwind by playing video games watching their favorit tv shows or even playing sports or an after school activity."

In conclusion I dont belive that Kids should be doing the activity's to help the school. Now that yo know my opion I hope yo can undentend why I am so aganst the disisions being made in lother schools.

**3–Purpose/Focus/Organization**

The response is adequately sustained within the task of providing an opinion about whether students should do activities to improve schools. The opinion is stated (*I don't believe that children should be doing activity's to improve the school*), and the organizational structure is evident with the organizational plan (*students should be completely focused on school work, They have lots of responsibilities, work to do outside of the classroom can cuase evryone to loose time for themselves*) provided in the introduction. The response follows the organizational plan throughout, providing an adequate progression of ideas. Various transitional strategies between paragraphs (*First, Next, Lastly, In Conclushon*) and within paragraphs (*For example, In addition, Also*) are present. The conclusion, which restates the opinion, is adequate.

**3– Evidence/Elaboration**

The evidence used to support the opinion is generally integrated (“*schools should focas on prepareing students for acideamic sucess*”, “*students lead busy lives. They have classwork, homework, and after school activities*”, “*Many kids like to unwind by playing video games waching their favorit tv shows*”). The response also includes general elaboration for these points (*if students are outside takeing care of the school properties then there is no time to take care of our brains, we cant get those chores done if all we think about is how we have to to work for the school*). Ideas are adequately expressed, using a mix of precise language (*responsibilities, brains, disishons*) and more simplistic expressions (*amazing, all that work, play games, have a fun time*). Repetitious references to the text are included as attributions (*the author of the text Keep Students Focused On School Work said that, the author of the story Keep Students Focused on School did say that*).

**1– Conventions**

Although various errors occur in usage (*its* instead of *it's*, *to* instead of *too*), spelling (*belive, becuse, completly, focused, evryone, acideamic, sucess, waching, favorit, opioin, aganst, disishons*), in forming contractions (*dont, cant*), and when adding “ing” to form progressive verbs (*giveing, takeing, prepareing*), this draft response demonstrates partial command of basic conventions based on grade-level standards.

Many children do activities to improve schools, but is this right? I chose it wasn't right because these activities should be left for adults and that children don't have time to do it in the first place. To figure out why I think this read on.

To start off with, these kind of jobs should be left to adults. I know this because the author states in source #3 and paragraph #4 that children may not know how to handle different tools, but adults do. Students can end up making mistakes because of this. In the next paragraph I noticed the author told me that professionals may not make these mistakes. This tells you that since students can't do the job properly, professionals will. In the same paragraph the writer says that a painter has the job to paint. The sentences I have just stated are the reasons why an adult should do these kind of activities.

Moving right along, another reason why students shouldn't do activities to improve schools is because children do not have

time to do this. I know this because the author stated in source #3 paragraph #2 that students have more important stuff to do such as classwork, homework, after-school activities and chores at home. All of this takes up a lot of time in a student's life. In the same paragraph the writer says that children have too much homework now in the modern world. This also takes up a lot of time in a student's life. I think if you have too much homework, you just have to "go with the flow" and do your work. If you look in the same paragraph, you should see that the author says a student's classroom time is precious. This means that classroom time shouldn't be replaced by some activities. The sentences I have just stated are the reasons why children don't have time for activities.

In conclusion, children should not do activities to improve schools because these activities are jobs for adults and children don't have time to do this. So, stop the activities and start doing the more important things in life!

**3–Purpose/Focus/Organization**

The response is adequately sustained and generally focused within the purpose, audience, and task. An opinion is presented in the introductory paragraph and is maintained throughout the response (*Many children do activities to improve schools, but is this right? I chose it wasn't right because these activities should be left for adults and that children don't have time to do it in the first place*). Transitions are adequately used with variation to clarify the relationship between and among ideas (*To start off with; In the next paragraph; Moving right along, another; In conclusion*). The response includes an adequate progression of ideas from beginning to end, although development in the first body paragraph is weaker than the second body paragraph (*The sentences I have just stated are the reasons why an adult should do these kind of activities*). The organizational structure is adequate, including a basic conclusion (*In conclusion, children should not do activities to improve schools because these activities are jobs for adults and children don't have time to do this*) that leaves this essay with a sense of completeness.

**3–Evidence/Elaboration**

The response provides adequate support and evidence for the stated opinion. Evidence is integrated through general references to the source material as attributions (*In the next paragraph I noticed the author told me that professionals may not make these mistakes, In the same paragraph the writer says, I know this because the author stated in source #3 paragraph #2*). Adequate paraphrasing (*This tells you that since students can't do the job properly, professionals will*) and elaboration through the use personal analysis (*All of this takes up a lot of time in a students life, children have too much homework now in the modern world. This also takes up a lot of time*) are present. Some variation in sentence structure is present.

**2–Conventions**

Although minor errors in usage (*students instead of student's, This means that classroom time shouldn't be replace by some activities*) are present, this draft response demonstrates an adequate command of basic conventions.

S-5 49240693

Have you ever wanted to improve your school and have school activities? Well you are in luck I will tell you my opinion about having to improve our school and doing school activities. I think we shouldn't have school activities or, improve it because, students lead busy lives, kids make mistakes, kids could get hurt easily.

One reason we shouldn't improve our schools or have school activities is because students lead a busy life students have to do classwork, homework, chores and, after school activities and sometimes have other homework and teachers worry that the students don't have enough time to do classwork. That why I think we shouldn't have to improve a school or do school activities.

Another reason is, kids make mistakes and grown ups don't for example if you gave a child a job to paint the wall he/she would make a mistake, like leaving a space blank or painting over window. So, I think improving schools and doing school activities should be left to be done by grown ups. That another reason we shouldn't have to improve schools or have school activities.

My last reason is kids can get hurt easily for example: The principle told kids to hammer a wall and when he went to hammer it he hit his hand instead of the nail and had to go to the nurse to get his hand checked. That is another reason improving schools and doing school activities should be left to be done by grown ups.

In conclusion, I think we shouldn't improve our schools or be doing school activities because of these three reasons, kids make mistakes, kids lead busy lives, and kids get hurt easily.

**3–Purpose/Focus/Organization**

The response is adequately sustained within the task of providing an opinion about whether students should do activities to improve schools. The opinion is focused and adequately stated (*I think we shouldn't have shcool activities or improve it because, students lead busy lives, kid's make mistakes, kids could get hurt easily*). The ideas follow a logical progression, discussing kids' busy lives in the first body paragraph, kids making mistakes in the second, and kids getting hurt in the third. Adequate use of transitional strategies between paragraphs (*One reason, Another reason, My last reason, In conclusion*) and some transitions within paragraphs (*That why, So, That is another reason*) are present. The introduction and conclusion are sufficient, even though the conclusion is somewhat repetitive.

**2–Evidence/Elaboration**

Text-based evidence is provided for the idea that students live busy lives (*students have to do classwork, homework, chores; teachers worry that the students don't have enough time to do classwork*) and for the idea that kids make mistakes (*painting over window*). The idea that kids could get hurt is not supported by text-based evidence, but there is a weak attempt to support the idea with an anecdote. The response lacks integrated evidence and elaboration. Minimal and repetitive support for the ideas (*I think we shouldn't have to improve ou school or do school activities, we shouldn't have to improve schools or have school activities*) is provided. No references to source material are included.

**1–Conventions**

Although various errors occur in usage (*That why I think, That another reason*), spelling (*shcool, activitie, princible, improving, lelf*), and sentence formation (*Another reason is, kids make mistakes and grown ups don't for example if you gave a child a job to paint the wall he/she would make a mistake, like leaving a space blank or painting over window*), this draft response demonstrates partial command of basic conventions based on grade-level standards.

It is my personal belief that students should be able to participate in school activities. I feel this way because students are responsible to take care of things. It doesn't always have to be the older ones doing everything for the "young children."

First of all, students should be able to participate or at least try something an adult might do. These activities show students how to be responsible. Many people may not agree with me but, if an adult always has to do something for the little kids then how are they supposed to try new things. How would know if the students like it or not. School gardens and clean up efforts such as picking up trash or painting walls, can teach the children the value of work. On the other hand, with many dangers these tasks present, the jobs are better left in the hands of adults. For example, students should be at least allowed to plant something

in a garden. All they have to do is put a seed in then, cover the seed with dirt and lastly, they have to put water on the dirt where they covered the seed and then there DONE. Easy as that.

Second of all, you may not agree with me but, if you think that students should NOT be allowed to help the school environment then that's YOUR PROBLEM! According to the article "Keep Students Focused on School-work" claim that many parents are complaining that their kids have "too" much homework. Also having to do all that gardening is a waste of time and too dangerous for a "little kid". Students have classwork, homework, after school activities, and chores at home. Having to do all that work outside of class cuts down a child's time for fun. Many kids want to like to unwind by playing videogames, watching tv, playing outside or playing school activities or their favorite sports after school, or

even take a nap. After a while it might get tiring to do the same over and over again a million times. I mean just think about it, being in the sun 24/7 sweating to death, and really, really, really, really tired and wanting to go home and just take a nap BUT YOU CAN'T because yo "Have To" keep on planting 80 more seeds in the ground. Plus, you have to do it in the burning hot sun wich makes it even more annoying.

In conclusion, it is my personal belief that students should be able to particapate in school activities. I feel this way because student s are responsible enough to take care of things. It doesn't always have to be the older ones doing everyth- ing for the "young children".

**2–Purpose/Focus/Organization**

The response is inconsistently sustained within the task of providing an opinion about whether students should do activities to improve schools. The opinion is partially focused (*students should be able to particapate in school activities*) but is not maintained throughout the response. In paragraph 3, an attempt to address the opposing viewpoint is present (*if you think that students should NOT be allowed to help the school enviornment then that's YOUR PROBLEM!*), but the discussion drifts into support against the stated opinion (*think about it, being in the sun 24/7 sweating to death, and really, really, really, really tired and wanting to go home and just take a nap BUT YOU CAN'T because yo "Have TO" keep on planting 80 more seeds in the ground*). This drift from one side of the argument to the other prevents a logical progression of ideas. Transitions are present (*First of all, For example, Second of all, In conclusion*). An introduction is present, but the conclusion merely repeats the introduction.

**2–Evidence/Elaboration**

The response provides some text-based evidence to support the stated opinion (*School gardens and clean up efforts, such as picking up trash or painting walls, can teach the children the value of work*) includes irrelevant evidence that is not integrated with the original support (*the jobs are better left in the hands of adults. For example, students should be at least allowed to plant something in a garden*). The response includes repetitive and inappropriate vocabulary (*take care of things, doing everything, try new things*). An attempt to reference the source material (*According to the article "Keep Students Focused on Schoolwork"*) is present, but some evidence is directly copied from the source material with no attribution.

**2–Conventions**

Although a few errors in spelling (*participate, suppost*), usage (*they covered the seed and then there DONE*), and sentence formation (run-on sentences) are present, this draft response demonstrates an adequate command of basic conventions. Attempts to use quotation marks and all capital letters for emphasis are present (*"young chilteren," should NOT, YOUR PROBLEM*).

I think Students should not do activities to improve schools

In the text it said kids need tutoring and this extra time spent outside of the classroom would keep them from being able to get help. Some kids need extra help. Another reason students should not have activities because having to do all of that work outside of class would also cut down on a student's time to have fun. Also it is not the kids' jobs to clean up the school. While some kids may like this, others will not enjoy it. Another reason why students should not do activities to improve schools is kids need supervision. Kids can get hurt.

This information proves that students should not do activities to improve schools.

**2–Purpose/Focus/Organization**

The response provides a partially focused opinion about whether students should do activities to improve schools. The response provides a basic attempt at an organizational structure and is somewhat sustained within the purpose, audience, and task. It begins with a stated opinion which serves as a brief introduction (*I think students should not do activites to improve schools*). Basic transitional strategies are used (*Another reason, because, also*), and ideas from the source material that support the opinion are grouped in the middle of the response. A restatement of the opinion serves as a brief and inadequate conclusion (*Thos information proves that students should not do activites to improve schools*).

**1–Evidence/Elaboration**

Although the response attempts to support the stated opinion with text evidence from the source, most of the evidence used is directly copied with little or no original thought or support added (*kids need tutoring and this extra time spent outside of the classroom would keep theam from being able to get help, having to do all of that works outside of class would also cut down on a student's time to have fun, It not the kids jobs to clean up the school*). One vague reference to the text is an attempt to provide an attribution to the source material (*In the text it said*). Two weakly paraphrased details from the source are used in the response (*kids need supervision, Kids can get hert*). The original work in this response is limited to simple sentence constructions.

**1–Conventions**

Although errors in spelling (*activites, theam, Thos*), usage (*works, It not, kids may likes*), capitalization (*It, while*), and punctuation (missing apostrophe in *kids*) are present, this draft response demonstrates a partial command of basic conventions.

Yes student should do activities to in in Prove schools because they sound fun. Also Your helping the school do the hard work.

In article two Jennine Paasald Planting is good xp for you and eating it. Also graffiti is like public art. for example if you worked at a bilding thats dull and someone griffited it it would look less dull.

There is a lot of things that can help the school. You can help the school. This will help the school so so much.

**1–Purpose/Focus/Organization**

The response is related to the topic and an opinion is stated (*student should do activitis to in improve schools*), but it is too brief to demonstrate a sustained focus. The response includes a weak introduction and an attempt to provide a conclusion. The few ideas given are both confusing (*planting is good XP (experience) for you and eating it*) and repetitive (*There is a lot of things that can help the school, You can help the school, This will help the school so so much*). This prevents a progression of ideas. Some transitions are present in the response (*Also, For example*).

**1–Evidence/Elaboration**

The response insufficiently supports the stated opinion. Minimal support or evidence is provided, including little use of sources, facts, and details. A reference to the source as an attribution is included (*In article two jennine pao said*) and a detail from the text is supplied, but it is both vague and confusing. Details about graffiti indicate an incorrect interpretation of the source material. The response expresses the thought that graffiti is good (*Also griffiti is like public art, For example if you worked at a bilding thats dull and someone griffitied it it would look less dull*), but the source material refers to graffiti as a problem needing correction. The misunderstanding of source material and lack of clear expression of ideas results in minimal and ineffective support for the stated opinion.

**1–Conventions**

Although various errors occur in usage (*student should do activitis, your helping*), spelling (*activitis, inprove, jennine, griffiti, bilding*), sentence formation (*planting is good XP for you and eating it*), and punctuation (*and someone griffitied it it would look less dull*), this draft demonstrates partial command of basic conventions based on grade-level standards. These errors do not obscure meaning.

I think children should do activities because lets say that you don't know someone activities are something to like bond and get to know each other activities also included work and fun and like when you plant a garden and after when your crops grew you could have something to eat after it grows.

**1–Purpose/Focus/Organization**

The response is related to the topic but demonstrates little awareness of the task to state and support an opinion about whether students should do activities to improve schools. The response provides a minimal opinion (*I think children should do activities*), and there is little use of transitions within the paragraph (*and, also*). However, it is too brief to demonstrate understanding of the task, focus, or organization.

**1–Evidence/Elaboration**

The response includes limited evidence from the source material (*like when you plant a garden and after when your crops grew you could have something to eat after it grows*), and the expression of ideas is vague and unclear. Vocabulary is imprecise (*activeties are something to like bond and get to know each other, like when you plant a garden, have something to eat*). Reference to the source material is not included within the response.

**0–Conventions**

The response demonstrates a lack of command of conventions. The brief response consists of a single run-on sentence, with the only punctuation being the ending period. A missing apostrophe (*lets*) and changes in tense throughout the response obscure the intended meaning (*when you plant a garden and after when your crops grew you could have something to eat after it grows*).

S-10 (49231086)

Look at the walls of your school. Are they nice looking? Clean? Freshly painted? I think we should do activities to improve schools.

One day a man named Michael Howard was driving to work and noticed a white wall with red graffiti all over it. Soon he was noticing more and more graffiti everywhere he went. Howard was a teacher and finally one day he asked his students why they messed up the walls of their neighborhood with graffiti. The answer surprised him. Writing on the walls made them feel special, they told him. And that's how Operation Clean Slate was born. But thanks to Operation Clean Slate, kids have been getting involved and turning those ugly walls into something bright and interesting.

In source 2: Growing a Schoolyard Garden, it says that "Around the country, there are programs that teach kids to think about where they get their food" (source 2).

The students created their garden from scratch. In an abandoned lot next to their school, they pulled weeds. Sure gardening is hard work. The students do everything from chopping and cooking to setting the table with tableclothes, silverware, and flowers from the garden. But the best part of the garden experience is eating.

In conclusion, school gardens and cleanup efforts, such as picking up trash or painting walls, can teach children the value of work. They can boost school spirit and make kids feel better about their school. Kids can practice working in groups and keep the school looking great.

This sample response has been purposefully constructed in order to illustrate multiple methods of copying text. It is important to note that some of the copied examples do not contain the same techniques; however, all of the techniques are considered copy. For this reason, it is recommended that educators/parents/students examine the copied responses at all grade levels.

## Grade 4 2018 ELA Writing

Grade 4 Scoring Sampler  
Student Response (Copy)

Look at the walls of your school. Are they nice looking? Clean? Freshly painted? Maybe, but maybe not. For many kids, the walls around them are covered with graffiti or peeling paint. I think we should do activities to improve schools.

S1, p1

Prompt

One day a man named Michael Howard was driving to work and noticed a white wall with red graffiti all over it. Soon he was noticing more and more graffiti everywhere he went. Howard was a teacher and finally one day he asked his students why they messed up the walls of their neighborhood with graffiti. The answer surprised him. Writing on the walls made them feel special, they told him. And that's how Operation Clean Slate was born. But thanks to Operation Clean Slate, kids have been getting involved and turning those ugly walls into something bright and interesting.

S1, p2

S1, p1

In source 2: Growing a Schoolyard Garden, it says that "Around the country, there are programs that teach kids to think about where they get their food" (Source 2). The students created their garden from scratch. In an abandoned lot next to their school, they pulled weeds. Sure gardening is hard work. The students do everything from chopping and cooking to setting the table with tablecloths, silverware, and flowers from the garden. But the best part of the garden experience is eating.

S2, p6

S2, p7

S2, p8

In conclusion, school gardens and cleanup efforts, such as picking up trash or painting walls, can teach children the value of work. They can boost school spirit and make kids feel better about their school. Kids can practice working in groups and keep the school looking great.

S3, p14

S1, p4

S3, p9

This text set can be found on the FSA Portal at [fsassessments.org/resources](https://fsassessments.org/resources).

**Copied**

The response consists primarily of copied text and does not contain sufficient original writing to demonstrate understanding of the source materials or task. This results in condition code “G” for “Copied,” which becomes an earned 0. An opinion is constructed in the first paragraph (*I think we should do more activities to improve schools*) by adding words (*I think we*) to language directly from the prompt. For the most part the response follows the source material in order, with the first and second paragraphs coming from source one, the third paragraph from source 2, and the fourth paragraph from source 3. A combination of source material is present, with the fourth paragraph containing one line from source 1 (*They can boost . . .*), but without original writing to extend or support the statements copied from the sources, the rubric cannot be applied.

Although some words have been changed (e.g., *important* to *special*, *they* to *kids*), the response is still too close to the source material to demonstrate original writing. Some transitions (e.g., *And*, *In conclusion*) and citations (e.g., *In source 2: Growing a Schoolyard Garden, (Source 2)*) are present, but these additions do not extend or support the statements copied from the sources.

