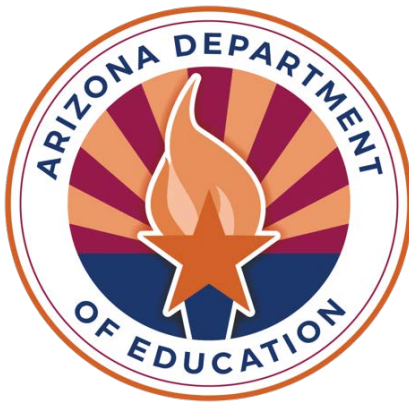




# AASA Annotated Writing Samples

## Grade 4



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Prepared by the Arizona Department of Education*

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## INTRODUCTION

The AASA ELA test will have a Writing unit and a Reading Unit 1 and Unit 2 for all grade levels. The structure of the sample Writing test is similar to the actual AASA Writing test. Each Writing test will have one or more passages that relate to a prompt. Students will create a written response to the prompt. Students will not answer comprehension questions about the prompt. Scratch paper is permitted on both the Computer-Based Tests (CBT) and Paper-Based Tests (PBT) Writing tests in order for students to compose a rough draft prior to formulating a “final” copy in the paper test booklet or on the computer in TestNav.

**CBT**—On the CBT Writing tests students will have access to one or more passages that relate to a prompt, an electronic version of the Writing Guide and an area on the computer in TestNav to enter their “final” response.

**PBT**—On the PBT the students will have access to one or more passages that relate to a prompt, a print copy of the Writing Guide and a “final” copy area to write their response in their test booklet. On paper, the Writing Guide will also appear after the writing prompt and before the “final” copy area on the PBT. On the PBT, there will be three final copy pages with a line spacing of 0.375” for grades 3 and 4 (wide ruled) and 0.3” for grades 5-8 (college ruled).

Students are required to read passages associated with a topic then write a response based on a prompt. This type of text-based response requires students to use evidence from the passages as support for their ideas. This guide provides sample student responses which were scored using the AASA Writing Rubric. Each essay has annotations which explain the reasoning for the score the paper received as well as a description of the task and additional notes about scoring. 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.

For more information on the Writing Guides available to students and the rubrics used to score writing responses on AASA visit the ADE website under “AASA Writing Resources” [HERE](#).

## **WRITING PROMPT**

### **Animal Superheroes**

Some animals live in harsh environments.

Write a multiparagraph informative essay explaining how some animals are able to survive in harsh environments. Use information from the sources in your essay.

Manage your time carefully so that you can do the following actions:

- Read the sources.
- Plan your response.
- Write your response.
- Revise and edit your response.

Be sure to include the following tasks:

- an introduction
- information from the sources as support
- a conclusion that is related to the information presented

Your response should be in the form of a multiparagraph essay. Enter your response in the space provided.



## Writing Rubric

### Informative-Explanatory Essay Writing Rubric (Grades 3–5)

Score	4	3	2	1
<b>Purpose, Focus, and Organization</b>	<p>The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clearly stated controlling idea 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 controlling idea 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, including a satisfying introduction and conclusion</li> </ul>	<p>The response is adequately sustained and generally focused within the purpose, audience, and task; and it has a controlling idea and evident organizational structure with a sense of completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>Maintained controlling idea, 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, including a sufficient introduction and conclusion</li> </ul>	<p>The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; and it may have a controlling idea with an inconsistent organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> <li>Partially focused controlling idea, 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 may include an inadequate introduction or conclusion</li> </ul>	<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 little or no discernible controlling idea or organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> <li>Confusing or ambiguous ideas</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>

\*To receive a score in all categories the response must be in English, of a sufficient length, and address the prompt.

[UPDATED OCTOBER 2021]

## Informative-Explanatory Essay Writing Rubric (Grades 3–5)

Score	4	3	2	1
<b>Evidence and Elaboration</b>	<p>The response provides thorough and convincing support/evidence for the controlling idea or main idea 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 (including quotations, and examples), demonstrating an 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>	<p>The response provides adequate support/evidence for the controlling idea or main idea 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>	<p>The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes ineffective use of sources, facts, and details. The response includes most of 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 provides minimal support/evidence for the controlling idea or main idea, including little if any use of sources, facts, and details. The response includes most of 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, lacks clarity, or is confusing</li> <li>• Limited or inappropriate language or domain-specific vocabulary</li> <li>• Sentences limited to simple constructions</li> </ul>
Score	N/A	2	1	0
<b>Conventions</b>	<p>(2-point rubric begins at score point 2)</p> <ul style="list-style-type: none"> <li>• (2-point rubric begins at score point 2)</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>	<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>	<p>The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning.</p>

\*To receive a score in all categories the response must be in English, of a sufficient length, and address the prompt.

[UPDATED OCTOBER 2021]

## SAMPLE STUDENT RESPONSES

## Grade 4

Student-1

Score Point 4/4/2

How animals live in extreme conditions? At least four animals or more can live in extreme conditions. Like the arctic fox that lives in the conditions of cold weather. The arctic fox uses its fur as an advantage, as seen on paragraph two, source one "Its white winter fur blends in with the ice and snow. This lets it gather food without being noticed."

The arctic fox also has another way of surviving. On paragraph three, source one "Arctic foxes live in large family communities. A female may give birth to up to 15 baby foxes, called kits, at one time. These large families burrow deep beneath the snow in long tunnels where they stay warm until summer." That means arctic foxes can survive with its family. The wood frog is also an animal that can live in extreme conditions too.



## Grade 4

Student-1

Score Point 4/4/2

The wood frog natural habitat is Alaska, where it lives in the coldest parts of Alaska. The wood frog uses something inside of it to keep it warm when temperature drops. The sugar is called, glucose. From the text "the wood frog simply falls asleep and freezes. A special type of sugar, called glucose, in the tissues of the frog prevents it from freezing completely, even though its heart may stop beating for weeks at a time". It even does it over and over and over until winter is over.

It's like it can cheat death. Emperor penguins have two parts of its body that protects them. Like the text on paragraph five "Its layers of body fat, as well as wind-water-resistant, feathers help it from the cold." The layers and weather and water resistant feathers can



## Grade 4

Student-1

Score Point 4/4/2

protect it from cold winds and cold water.

Those two things can be useful when living in Antarctica. The dromedary camel can live in the desert by using all of its features. The text "Camels can also drink up to 30 gallons of water at a time. This helps them travel for over a week without needing to drink again." That means that camels can travel in harsh terrains in a week. They also have thick eyelashes that can block the blowing sand.

It also prevents them from getting hurt because there are sharp grains of sand as seen at the last sentence of source two. Camels can even close their nostrils so they don't breathe in sand. Those are the four animals that can survive extreme conditions.

**Grade 4****Student-1 Annotation****Score Point 4/4/2****Purpose, Focus, and Organization - Score Point 4**

This response is fully sustained and consistently focused within the purpose, audience, and task. The controlling idea is clearly stated (*At least four animals or more can live in extreme conditions*). Ideas progress from beginning to end and include an introduction and conclusion.

**Evidence and Elaboration - Score Point 4**

This response provides convincing support for the controlling idea. Relevant evidence is integrated thoroughly with references to sources (*The arctic fox uses it's fur as an advantage; The wood frog uses something inside of it to keep it warm when temperture drops; The layers and weather and water resistant feathers can protect it from cold winds and cold water*). Expression of ideas is clear and effective. Domain-specific vocabulary is clearly appropriate for the audience and purpose.

**Conventions - Score Point 2**

This response demonstrates an adequate command of basic conventions.

## Grade 4

Student-2

Score Point 4/4/2

Did you know that a kangaroo rat can jump 9 feet to escape from predators? Quite a few animals have evolved to live in extreme conditions. Some can survive wild fires, some can even go for a week without water! Either way these animals are truly amazing and fascinating.

Animals such as the Arctic fox have adapted to live in extremely cold conditions. An Arctic fox is good at finding food and surviving in the Arctic. In Source 1: It Is Never Too Cold for These Animals, the author writes on page 1 "It even sneaks behind polar bears to pick up the food scraps they leave behind". This is important because the Arctic foxes coat helps them survive and blend in. Arctic foxes are interesting and well adapted to the cold.

An animal that is also well adapted

## Grade 4

Student-2

Score Point 4/4/2

to freezing temperatures is the wood frog. The wood frog lives in Alaska. During the winter it hibernates. Although there is something special about its hibernation, it actually freezes! This is an amazing survival technique. In *Source 1: It Is Never Too Cold for These Animals* the author states on page 1 "A special type of sugar, called glucose, in the tissues of the frog prevents it from freezing completely... This is important because if the frog froze completely, it would die. Wood frogs have adapted amazingly to their surroundings and are also fun to study."

Some animals have adapted to survive extremely warm temperatures. Animals like the well known camel stores fat in its hump. They

## Grade 4

Student-2

Score Point 4/4/2

Camels also drink up to 30 gallons of water at a time. Camels are good at traveling in sand storms. In Source 2: The Ship of The Desert, the author writes on page 1 "They also have a third clear eyelid that allows them to see where they are going during a sand storm." This is important because even with their long eyelashes sometimes they need extra protection. Animals that have adapted to warm climates are also amazing.

In conclusion these animals are interesting well adapted and cool. From the arctic fox to the camel there are so many animals that have adapted to their situations. These animals are Awesome!

<b>Grade 4</b>
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**Student-2 Annotation****Score Point 4/4/2****Purpose, Focus, and Organization - Score Point 4**

This response is fully sustained and consistently focused within the purpose, audience, and task. It has a clearly stated controlling *idea* (*Quite a few animals have evolved to live in extreme conditions*). Ideas progress logically from beginning to end and include a satisfying introduction (*Did you know that a Kangaroo rat can jump 9 feet...*) and conclusion (*In conclusion these animals are interesting well adapted and cool*).

**Evidence and Elaboration - Score Point 4**

This response provides thorough and convincing evidence for the controlling idea that includes effective use of *sources* (*An Arctic fox is good at finding food and surviving in the Arctic; Although there is something special about its hibernation, it (frog) actually freezes!; Camels drink up to 30 gallons of water at a time*). Precise language gives clear and effective expression of ideas. Domain- specific vocabulary is clearly appropriate for the audience and purpose (*predators, evolved, surviving, hibernates, glucose, adapted, surroundings, situations*). Varied sentence structure demonstrates language facility.

**Conventions - Score Point 2**

This response demonstrates an adequate command of basic conventions.

## Grade 4

Student-3

Score Point 4/3/2

We are humans, and when it's winter we get cold. You would think it's the same with animals but not really. Some animals do struggle but some don't. Keep reading to see what animals don't struggle to survive.

When the temperature drops it gets pretty cold, but these 3 animals are never to struggle during winter!

An arctic fox. These amazingly, beautifully foxes find a very clever way to live in the coldest, freezing parts of Iceland. Arctic foxes have white fur that blends in perfectly with the ice and snow. This is great for them because they can get food without being caught or noticed! Now back to how they live. These arctic foxes can go through and live in temperatures lower than 58 degrees Fahrenheit. Now when this happens the fox's feet, ears, and snout come in handy as they protect it. Now when a female fox gives birth, it's nothing, although she lays 15 babies often called kits! The fam-



## Grade 4

Student-3

Score Point 4/3/2

ily's then find a good place to dig deep and stay warm. I never knew that about arctic foxes! Did you?

A wood frog. A wood frog is a brown speckled frog that lives in the coldest, freezing parts of Alaska. The frog's hibernation period helps it / uses it to give energy to withstand the cold. This frog is quite different when the temperatures drops. This frog will surprisingly and simply fall asleep and freezes! They don't completely because they have a special type of sugar in their tissues. Their heart may stop beating over weeks and time though. After that's done the frog freezes and thaws again and again until winter goes bye bye! Pretty crazy frog, huh?

The Emperor penguin. The largest penguin is the Emperor penguin. These penguins size is the same as a first grader! Although it's better than a first grader because it lives in the most freezing parts of the earth, Antarctica! These penguins have layers of fat, they also have wind- and water- resistant feathers!

## Grade 4

Student-3

Score Point 4/3/2

These help to protect from the cold. Female penguins do most of the work, lay eggs, but the male does something very cool after the eggs are laid. He balances the eggs on his feet to keep them warm while they hatch! They also cover the eggs with a thick feathered pouch. They do this until the eggs hatch! Emperor penguins don't live alone. They live in large groups! They often trade places to prevent from freezing. These intelligent birds are good knowing how to survive. This was the end of those 3 animals. Keep reading to see how camel's live...

A dromedary camel. They may look strange but at least they know how to live! Since these camels live in hot, very hot and little water deserts they have to know how to survive. These camels have developed a special and cool feature to make their life much easier. One thing that makes their life is easier is their humps. Their humps store fat that helps their energy. Storing fat helps them walk longer and much more. It helps when food is scarce also, and to keep no thirst, they drink 30 gallons of water. This helps them travel for over weeks without needing or drinking water! I hope you learned a lot about those animals. Till next time, friend!

<b>Grade 4</b>
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**Student-3 Annotation****Score Point 4/3/2****Purpose, Focus, and Organization - Score Point 4**

This response is fully sustained and consistently focused within the purpose, audience, and task. The controlling idea is clearly stated and strongly maintained (*Keep reading to see what animals don't struggle to survive*). The organizational structure creates coherence and completeness. There is logical progression of ideas as well as a satisfying introduction - the student's plan is made clear - and a conclusion.

**Evidence and Elaboration - Score Point 3**

This response provides adequate support for the controlling idea (*Now when a fox female gives birth its nothing, although she lays 15 babe often called kits; This frog will surprisingly and simply fall asleep and freezes; These penguins size is the same as a first grader; Since these camels live in hot, very hot and little water deserts they have to know how to survive*). There is an adequate expression of ideas, employing both precise and general language. Ultimately, the response relies too heavily on the accompanying text to show a synthesis of ideas, which keeps the response at the 3 level.

**Conventions - Score Point 2**

This response demonstrates an adequate command of basic conventions.

## Grade 4

Student-4

Score Point 4/3/2

A few animals that roam our planet have adapted to extremely inhabitable environments, such as the Sahara desert, or, Antarctica's extreme winters, but, only few do adapt, and here are some that did. First off, we start out with the fully-heated oven called the Sahara. Here, we meet 2 adaptive creatures, but, let's talk about em' one at a time. Let's start with the Camel. This amazing creature can survive long trips with little water, and can drink up to 30 gallons of it! It can also chew through spikey plants with its bulk-Lips. Its humps store energy and its thick eyelashes protect it from sand storms. The next oven-heat animal is the Kangaroo Rat. It can amazingly jump up to 9 feet! it also lives in burrows and eats seeds. And, it drinks little water! Now, enough heat animals, its making me hot! Let's review some Artic animals! The first spectacular animal is the Wood Frog! and no, its not made out of wood, its a brown, spotted frog that roams in the cold

## Grade 4

Student-4

Score Point 4/3/2

parts of Alaska. it hibernates and produces glucouste to stop it from completely freezing. it freezes and thaws again and again till winter is over. Next, we have the arctic fox, and I like to call it, "snow fox" because of its ability to blend in with the snow. It can also survive  $-58^{\circ}\text{F}$  and produce 15 babies! it digs burrows to stay warm. Finally, we have the biggest Penguin in the world, The Emperor Penguin. it stores fat for warmth and has water-resistant feathers. Emperors also huddle and form a warmth cluster, rubbing body heat against another. but wait! where not done yet, there is still one more super-animal, The Echidna! This lil' guy sleeps in burrows and eats insects. but, when its asleep during a fire, its body temperature and metabolism go down, helping it survive. Those were just a few mega animals, but these, are probably the most spectacular!



<b>Grade 4</b>
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**Student-4 Annotation****Score Point 4/3/2****Purpose, Focus, and Organization - Score Point 4**

This response is fully sustained and consistently focused within the purpose, audience and task. It has a clearly stated controlling idea (*A few animals that roam our planet have adapted to extremely inhabitable environments, such as the Sahara desert, or Anarticas extreme winters, but, only few do adapt, and here are some that did*). The strongly maintained controlling idea has little or no loosely related material. Skillful use of transitions are used to clarify the relationships between and among ideas. Ideas progress logically from beginning to end and include a satisfying introduction and conclusion.

**Evidence and Elaboration - Score Point 3**

This response provides adequate support for the main idea and includes the use of facts and details from the source. Evidence is generally integrated though references may be general, imprecise, or inconsistent. Ideas are expressed adequately with a mix of precise and general language (*we start out with the fully-heated oven called the Sahara*). Vocabulary is domain specific and generally appropriator the audience and purpose. Variation in sentence structure is also evident.

**Conventions - Score Point 2**

This response demonstrates an adequate command of basic conventions.

## Grade 4

Student-5

Score Point 4/3/2

"Wow! do you see that? What see what!? it's the most amazing animals in the WORLD! Here are 3 ~~asome~~ living animals! One that can blend in with the snow, one that can freez, and one that can survive in the desert's wether. Are you ready to find out?"

"Growl," I hear, it is a white furry dog. NO! it is a Arctic Fox! It can live in the coldest parts of Ice Land, and its white fur helps it blend in with the snow to help it gather food. A Arctic Fox can survive at ~~low~~ temperatures low as -58 degrees! They stay warm in deep tunneles until summer.

"Hey," you are still hear right? If you enjoyed the first one come



## Grade 4

Student-5

Score Point 4/3/2

and read this one. "Ribit, Ribit, Hey, look a frog! Wait it is not any kind of frog. It is a wood frog! But wait how is it not moving? It is 'Frozen.' Ohh like Ana in Frozen. 'No' when temperatures drop it falls asleep and freezes. it can live in the coldest parts of Alaska too. Also when it freezes its heart stops beating for weeks at a time. Wow!!

"Oh, know lets go to the desert. 'It's SOOOOO HOT OUT Here!' Yes, but look over there it's a camel! How does it survive in this place? Well it has those bumps called humps to store fat and energy. So it can move long distances. Ohno' Sand STORM! How is it still

## Grade 4

Student-5

Score Point 4/3/2

moving! "Well IT HAS A 3<sup>rd</sup> CLEAR EYELID TO KEEP THE SAND OUT OF IT'S EYES! And 2 rows of eyelashes.

Amazing those where the 3 amazing animals in the world! The Arctic Fox, Wood Frog, and Camels. I you want to learn more about these animals go on. "So where do we go now?"

**Grade 4****Student-5 Annotation****Score Point 4/3/2****Purpose, Focus, and Organization - Score Point 4**

This response is fully sustained and consistently focused within the purpose, audience, and task. The controlling idea is clearly stated (*it's the most amazing "animals in the world!" Here are 3 asome living animals!*). The author assumes a conversational approach that creates coherence and completeness. The skillful use of transitional strategies is apparent in the conversation exchange. Ideas progress logically from beginning to end and include a satisfying introduction and conclusion.

**Evidence and Elaboration - Score Point 3**

The response provides adequate support for the main idea and includes the use of sources, facts, and details. Information from the source is delivered via an imaginary conversation, which is an adequate elaborative technique. Ideas are adequately expressed employing a mix of precise and general language. Domain-specific vocabulary is generally appropriate for the audience and purpose. There is some variation in sentence structure.

**Conventions - Score Point 2**

This response demonstrates an adequate command of basic conventions.

## Grade 4

Student-6

Score Point 3/3/2

In different places climates can drop and climates can be extremely hot. It can make it hard for some animals to live and some animals need to make some changes to survive in that biome. I'll tell you how three animals do it the animals are a camel, an arctic fox and an emperor penguin.

First camels may look a little unusual but how they live can be interesting. A camel can store body fat in its hump which the fat gives them more energy when their food supply is low. Camels can also drink up to 30 gallons of water and then drink no more water for the rest of the week. Camels can close their nostrils so that no sand can get in them. Camels also have two thick rows of eyelashes so no sand can get in their eyes. Camels have thick hairs so they're cool during the day and warm during the night.

Secondly, the amazing arctic fox is always finding ways to survive from polar bears to supercooled



## Grade 4

Student-6

Score Point 3/3/2

temperatures. A arctic fox has white hair that allows it to blend in with the snow and sneak up on its pray. Artic foxes even sometimes sneak up on polar bears and eat there leftovers. Its also negative 58 degrees sometimes it can be even colder there. A foxes small furry feet, ears, and snout come in handy in those cold temperatures. A female fox can give birth to up to 15 baby foxes called kits at one time. Lastly, An Lastly, an emporor penguin has to live in extremely cold temperatures how might they survive this paragraph says how. An emporor penguin penguin has layers of body fat which is how it survives in the coldest place on Earth called Antartica. They have wind and water ressistant feathers which help protect it from the cold. They balance on there eggs to keep it warm. Emporor penguins also gather in large groups.

In conclusion, whatever it could be

**Grade 4**

**Student-6**

**Score Point 3/3/2**

freezing temperatures - lack of food, burning hot  
these animals find out how to live.

**Grade 4****Student-6 Annotation****Score <sup>3</sup>Point 3/3/2****Purpose, Focus, and Organization - Score Point 3**

This response is adequately sustained and generally focused within the purpose, audience, and task. The controlling idea of how animals adapt to extreme hot or cold weather is for the most part maintained with an evident organizational structure discussing three animals:

Camel, Arctic fox, and emperor penguin. Transitional strategies are adequate with some variety to clarify the relationships between and among ideas. From beginning to end there is adequate progression of ideas with a sufficient introduction and conclusion.

**Evidence and Elaboration - Score Point 3**

The response provides adequate support for the controlling idea. Generally, evidence is integrated from sources and ideas are adequately expressed (*Camels can drink up to 30 gallons of water and then drink no more water for the rest of the week; A female fox can give birth to up to 15 baby foxes called kits at one time; An emperor penguin has layers of body fat which is how it survives in the coldest place on earth called Antarctica*).

Domain-specific vocabulary is generally appropriate for the audience and purpose. Some variation in sentence structure is demonstrated.

**Conventions - Score Point 2**

This response demonstrates adequate command of basic conventions.



## Grade 4

Student-7

Score Point 3/3/2

An adaptation is when an animal makes changes to their body, or when an animal changes how it behaves to match the environment they are in. A lot of animals can adapt to hot or cold conditions, but only a few can adapt to extreme conditions. Here are a few examples of those astounding animals. A camel has many

A camel has many adaptations to help it survive in the burning hot desert. The camel's humps are used to store fat. This special feature allows it to travel long distances when there isn't much food. Camels also have thick eyelids to prevent sand from getting in their eyes during a sandstorm.

Another example of one of these astonishing animals is an emperor penguin. The emperor penguin has layers of body fat to keep it warm. It also has wind- and water-resistant feathers to protect it from the cold.

## Grade 4

Student-7

Score Point 3/3/2

Its spectacular what these animals can do.  
Being able to adapt to extreme climates isn't  
easy, but these animals can do it! Being able to adapt  
to such conditions are rare, but these animals can  
do it because they are one of a kind.

**Grade 4****Student-7 Annotation****Score Point 3/3/2****Purpose, Focus, and Organization - Score Point 3**

This response is adequately sustained and generally focused within the purpose, audience, and task. The controlling idea (*A lot of animals can adapt to hot or cold conditions, but only a few can adapt to extreme conditions*). Evident organizational structure gives a sense of completeness. Ideas progress from beginning to end and include a sufficient introduction and conclusion.

**Evidence and Elaboration - Score Point 3**

This response provides adequate support for the controlling idea. Evidence is generally integrated as is the expression of ideas (*The camel's humps are used to store fat. This special feature allows it to travel long distances when there isn't much food; The emperor penguin has layers of body fat to keep it warm. It also has wind-and-water resistant feathers to protect it from the cold*). Vocabulary is domain-specific and there is some variation in sentence structure.

**Conventions - Score Point 2**

This response demonstrates an adequate command of conventions. Usage, capitalization, and sentence formation are generally correct with a minor error in spelling (*Its*).

## Grade 4

Student-8

Score Point 3/2/2

Humans can't survive in extreme conditions, though some animals can. Whether it is very hot or very cold, some animals learn to adapt. The Greenland Shark lives in the icy waters of the Arctic. It is very cold. It is also known as a "sleeper shark". It swims very slowly to conserve energy. It is one of the biggest shark species. Its body mass helps it keep warm. We talked about cold conditions, now let's talk about warm conditions. The Echidna can survive wildfires and extreme heat. It sleeps in deep burrows beneath the Earth. It can sleep very deeply during wildfires. After the wildfire, it wakes up and the insects return as a food source. It has a lower body temperature. It also has metabolism while sleeping during a wildfire. Many animals can survive in extreme conditions. Some hot, some cold. There are many different species of animals. But some adapted to extreme conditions.

**Grade 4****Student-8 Annotation****Score Point 3/2/2****Purpose, Focus, and Organization - Score Point 3**

This response is adequately sustained and generally focused on the controlling idea that some animals learn to adapt to extremely hot or extremely cold weather. The controlling idea is maintained throughout the evident organizational structure and adds to a sense of completeness. The use of a transitional strategy to clarify the relationships between ideas adds clarity (*We talked about cold conditions, now lets talk about warm conditions*). Progression of ideas is adequate from beginning to end including a sufficient introduction and conclusion.

**Evidence and Elaboration - Score Point 2**

This response provides uneven support for the controlling idea and includes partial use of sources, facts, and details. Evidence is weakly integrated and cursory (*The Greenland shark lives in the icy waters of the Arctic. It is very cold*). The reading source describes extreme conditions and adaptations for the shark and echidna with bullet points. Thus, it is left to the student to put those words or ideas in sentences.

**Conventions - Score Point 2**

This response demonstrates an adequate command of basic conventions.

## Grade 4

Student-9

Score Point 2/2/2

These are some interesting facts about animals.

An Arctic Fox can live in very cold places because its fur helps it keep warm. The fur also helps it blend in with the snow. They sneak up on different animals and eat what they leave behind. Even though its cold Arctic Foxes sure do know how to survive.

Camels live in this climate in an extraordinary way! A thing that you will see on a camel are its humps. They store fat and energy so the camel can travel for a long time. Did you know that camels have two rows of eyelashes, a third eyelid, and can close their nostrils all so they don't

## Grade 4

Student-9

Score Point 2/2/2

get any sand on them. Did you know that they can drink up to 30 gallons of water so they don't need to drink anymore for a week!

These are some interesting facts about animals.



**Grade 4****Student-9 Annotation****Score Point 2/2/2****Purpose, Focus, and Organization - Score Point 2**

This response is somewhat sustained within the purpose, audience, and task. There is a controlling idea (*These are some interesting facts about animals*), but it is unclear. An organizational structure is inconsistent. The first body paragraph gives ideas about the Arctic fox, while the second body paragraph focuses on camels. The progression of ideas is uneven from beginning to end with an inadequate introduction and conclusion.

**Evidence and Elaboration - Score Point 2**

This response provides uneven, cursory support for the controlling idea (*fur helps it keep warm, fur also helps it blend in, camels live in this climate*). Evidence is weakly integrated (*They sneak up on different animals and eat what they leave behind, A thing that you will see on a camel are its humps*). Expression of ideas is imprecise or simplistic.

**Conventions - Score Point 2**

This response demonstrates an adequate command of basic conventions.

## Grade 4

Student-10

Score Point 2/2/2

I think that is cool that those animals can survive winter and even very hot weather. Those animals are very clever. They are very smart and really sneaky. The Arctic fox can survive very cold weather and it finds food very easy because it can blend the snow very well. The camel is really really good animal for hot places and it survives very well, it is very cool they can survive dust storms and hot places. The camels can just use their humps to store fat for energy energy. Kangaroo rats are very healthy hot or cold weathers. I think the Greenland shark is very special because its body mass keeps it warm and it is also very large and also known as the "Sleeper shark".

## Grade 4

## Student-10 Annotation

## Score Point 2/2/2

**Purpose, Focus, and Organization - Score Point 2**

This response is somewhat sustained within the purpose, audience, and task. There is a controlling idea (*animals can survive winter and even very hot weather*), which is insufficiently sustained. Transitional strategies are not evident. Ideas progress from beginning to end with limited information.

**Evidence and Elaboration - Score Point 2**

This response provides uneven, cursory support for the controlling idea (*Those animals are very clever. They are very smart and really sneaky*). Evidence is weakly integrated (*The camel is a really good animal for hot places and it survives very well*) and (*Kangaroo rats are very healthy hot or cold weathers*). Expression of ideas is imprecise, simplistic or redundant (*the Greenland shark is very special because its body mass keeps it warm and it is also very large*). Sentences are limited to simple construction (*I think that is cool, The Arctic fox can survive, The camels can just use there humps, Kangaroo rats are very healthy, I think the greenland shark is very special*). Also, the word "very" is used **very** often.

**Conventions - Score Point 2**

This response demonstrates an adequate command of basic conventions.

## Grade 4

Student-11

Score Point 2/2/1

to days story is about how animals can survive in harsh environments

To start, the arctic Fox Lest talk about is survival in ice land it the arctic Fox has a special power the arctic Fox has white so it blends in the snow the text says it has Furry Feet, a small snout, To continue a Female can have up to 15 baby's also called kits. the large Families burrow's deep beneath the snow to stay warm until summer

Also, Lest talk about the wood Frog it Lives in the coldest part of alaska, the text's says the hibernation period is sort it simply falls asleep and Freezes

**Grade 4****Student-11****Score Point 2/2/1**

apecial type of sugar named  
glucose the tissues of the frog  
prevents it from freezing  
completely then until winter is  
over

<b>Grade 4</b>
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**Student-11 Annotation****Score Point 2/2/1****Purpose, Focus, and Organization - Score Point 2**

This response is somewhat sustained within the purpose, audience, and task. It contains a partially focused controlling idea (*how animals can survive in harsh environments*). There is an inconsistent use of transitional strategies (*To start, To continue, Also*). The progression of ideas is uneven from beginning to end including an inadequate introduction.

**Evidence and Elaboration - Score Point 2**

The response provides uneven cursory support for the controlling idea. Evidence from the source is present but weakly integrated (*the text says, the text's says*). The expression of ideas is imprecise and simplistic (*the arctic fox has a special power, the arctic fox has whiwt so it blends in the snow*). Sentences are limited to simple constructions.

**Conventions - Score Point 1**

The response demonstrates a partial command of basic conventions. There are some errors in usage (*the arctic Fox Lest talk about is survivel in ice land*). Inconsistent use of correct capitalization (*arctic Fox, ice land, Furry Feet, alaska*) and spelling (*whiwt, snount, Lest, survivel, spical, text's, pecial, prewents*).



## Grade 4

Student-12

Score Point 1/2/2

In my opinion Arctic foxes are one of the best animals on earth, let me show you how! Arctic foxes live in the coldest parts of iceland, wich can get up to 58 Negative degrees Farenheit! Because of that they have this thick fur that protects them from the cold.

I In my opinion Arctic foxes are reccallyy cute. Arctic foxes, the little cute white fur animals, are actually very smart so maybe if you encounter one it won't attack you, unless you disturb it or get too close. Its cute white fur blends with snow, so it makes it even more beautiful! Arctic foxes have furry feet, cute little ears, and small snouts, that protect them from the cold. That's where they come in handy!

Did you know, Arctic foxes are very smart. Arctic foxes can get their food very easily, because of their white fur that blends into the snow.

## Grade 4

Student-12

Score Point 1/2/2

They sneak up on other animals and... BOOM!  
Dinner is served, Artic foxes even sneak up on  
polar bears and eat their scraps, isn't that amazing!  
In conclusion Artic foxes have very easy lives.

**Grade 4****Student-12 Annotation****Score Point 1/2/2****Purpose, Focus, and Organization - Score Point 1**

This brief response is related to the topic but demonstrates little or no awareness of the purpose, audience, and task. The instructions ask for an informative essay explaining how some animals are able to survive in harsh environments. The student gives an opinion (*Arctic foxes are one of the best animals on earth*).

**Evidence and Elaboration - Score Point 2**

This response provides uneven, cursory support for the opinion. Evidence is weakly integrated from the source (*Arctic foxes live in the coldest parts of Iceland, wich can get up to 58 negative degrees Fahrenheit!, They sneak up on other animals . . . BOOM! Dinner is served, Arctic foxes even sneak up on polar bears and their scraps, isn't that Amazing!*). Expression of ideas is imprecise or simplistic.

**Conventions - Score Point 2**

This response demonstrates an adequate command of basic conventions.

## Grade 4

Student-13

Score Point 1/2/2

a camel uses its hump to store energy in its body also camels can drink up 30 gallons of water at a time.

a Greenland shark is known as a "sleepy shark" and is also one of the biggest shark species in the world.

a kangaroo can jump to about nine feet high to avoid predators.

echidnas can sleep super long even through a whole entire wildfire and has a lower body temperature than others.

**Grade 4****Student-13 Annotation****Score Point 1/2/2****Purpose, Focus, and Organization - Score Point 1**

This response is related to the topic but may demonstrate little or no awareness of the purpose, audience, and task. There is no discernible controlling idea or organizational structure. A camel, Greenland shark, kangaroo rat, and echidna are given brief descriptions. This response is too brief to demonstrate knowledge of focus or organization.

**Evidence and Elaboration - Score Point 2**

This response provides uneven, cursory support for each animal and expression of ideas are simplistic or imprecise. Sentences are limited to simple construction.

**Conventions - Score Point 2**

This response demonstrates an adequate command of basic conventions.

## Grade 4

Student-14

Score Point 1/1/2

Animals have adapted to many harsh places, like the desert, the ocean, and the poles. For example, a camel drinks water and will not have to drink for weeks. Other animals have different adaptations. Like wood frogs freeze when they get cold. Kangaroo rats are small so they can hide or take shelter. Greenland sharks stay warm in the cold water.



**Grade 4****Student-14 Annotation****Score Point 1/1/2****Purpose, Focus, and Organization - Score Point 1**

This response is related to the topic but demonstrates little or no awareness of the purpose, audience, and task. There is a controlling idea (*Animals have adapted to many harsh places, like the desert, the ocean, and the poles*). No organizational structure is evident, and the response is too brief to demonstrate knowledge of focus or organization.

**Evidence and Elaboration - Score Point 1**

This response provides minimal evidence for the controlling idea with little use of facts or details. The expression of ideas is vague with limited information (*a camel drinks water and will not have to drink for weeks, wood frogs freeze when they get cold, kangaroo rats are small so they can hide or take shelter, Greenland sharks stay warm in the cold water.*)

**Conventions - Score Point 2**

This response demonstrates an adequate command of basic conventions and may include the following: Some minor errors in usage with adequate use of punctuation, capitalization, sentence formation, and spelling.

**Grade 4****Student-15****Score Point 1/1/1**

How animals survive in extreme conditions  
is they store nuts for the winter cover them  
self in feathers. they have tunnels they steal food  
from other animals.

<b>Grade 4</b>
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**Student-15****Score Point 1/1/1****Purpose, Focus, and Organization - Score Point 1**

This response is related to the topic but demonstrates little awareness of the purpose, audience, and task. There is a controlling idea (*How anamals survive in extrem condeshons*). An organizational structure is absent, ideas are confusing or ambiguous, and none of the animals initiating action are identified (*they stor nuts for the winter, swims very slow, eat ice parts, humps stor fat and energy*). There are no transitional strategies, and the response is too brief to demonstrate knowledge of focus or organization.

**Evidence and Elaboration - Score Point 1**

This response provides minimal evidence for the controlling idea. There is no evidence from sources. The expression of ideas is vague and lacks clarity (*cover then self in feathers, sleeps in tunnels beneath the earth has a lower body temperater, how anamal survive in tempeters is lack food and eat ice parts*). Language and domain-specific vocabulary are missing. Sentences are limited to simple construction.

**Conventions - Score Point 1**

This response demonstrates a partial command of basic conventions. Various errors in usage are used (*how the survive is, very little water humps stor fat and energy*). Also, there is inconsistent use of correct punctuation, capitalization, sentence formation, and spelling.

## Grade 4

Student-16

Score Point 1/1/0

many of them. But a few do drop some animals  
 struggle to survive. The beautiful Arctic fox finds  
 special ways to survive in the coldest parts of Arctic foxes  
 live in long the. The black wood frog lives in  
 the coldest the parts of the live in the coldest of Earth  
 Antarctica.

camels have thick hair to stay warm. They live in the same  
 They may look like a little straw but they are very  
 sleepers. They sleep very.

<b>Grade 4</b>
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**Student-16****Score Point 1/1/0****Purpose, Focus, and Organization - Score Point 1**

This brief response is related to the topic but demonstrates little or no awareness of the purpose, audience, and task. There is no discernible controlling idea or organizational structure. An introduction is attempted, (*somale animals surggle to survive*). There is an effort to discuss the (*arcblc fox, brown spoc klid wood frog, and camels*).

**Evidence and Elaboration - Score Point 1**

This response provides minimal facts from the source (*Arctic fox finds pecial way to survive, The brown spot klid wood frog lives in the col est, camels has thick heiha*). Language and domain-specific vocabulary are limited.

**Conventions - Score Point 0**

This response demonstrates a lack of command of conventions. Meaning is obscured by frequent and severe errors in usage (*They may may look a litte stra bat dromedary sleep sohk swlvs verys*), capitalization, and spelling.