ITEM 4: EXTENDED WRITING-RESPONSE

WRITING TASK

Planning and planting different types of gardens requires an understanding of plants and insects.

Think about the ideas in DOTI I passages, and then write an informational essay in your own words about how to plan a schoolyard garden.

Be sure to use information from BOTH passages to support your informational essay.

Writer’s Checklist

Be sure to:

• Introduce the topic clearly, provide a focus, and organize information in a way that makes sense.
• Use information from the two passages so that your essay includes important details.
• Develop the topic with facts, definitions, details, quotations, or other information and examples related to the topic.
• Identify the passages by title or number when using details or facts directly from the passages.
• Develop your ideas clearly and use your own words, except when quoting directly from the passages.
• Use linking words and phrases to connect ideas.
• Clarify the relationships among ideas and concepts.
• Use clear language and vocabulary.
• Provide a conclusion that supports the information presented.
• Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

Now write your informational essay on your answer document. Refer to the Writer’s Checklist as you write and proofread your essay.
4. **Writing Task (Write your essay here.)**

**Be sure to:**
- Introduce the topic clearly, provide a focus, and organize information in a way that makes sense.
- Use information from the two passages so that your essay includes important details.
- Develop the topic with facts, definitions, details, quotations, or other information and examples related to the topic.
- Identify the passages by title or number when using details or facts directly from the passages.
- Develop your ideas clearly and use your own words, except when quoting directly from the passages.
- Use linking words and phrases to connect ideas.
- Clarify the relationships among ideas and concepts.
- Use clear language and vocabulary.
- Provide a conclusion that supports the information presented.
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

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**Scoring Guide**

**Item 4 Information**

<table>
<thead>
<tr>
<th>Standards:</th>
<th>Item Depth of Knowledge: 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELAGSE5W2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</td>
<td>Extended Thinking</td>
</tr>
<tr>
<td>ELAGSE5L1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</td>
<td>Student conducts an investigation, needs time to think and process multiple conditions of the problem or task.</td>
</tr>
<tr>
<td>ELAGSE5L2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</td>
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</tbody>
</table>
## SEVEN-POINT, TWO-TRAIT RUBRIC

### Trait 1 for Informational/Explanatory Genre

<table>
<thead>
<tr>
<th>Writing Trait</th>
<th>Points</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Idea Development, Organization, and Coherence</strong>&lt;br&gt;This trait examines the writer's ability to effectively establish a controlling idea, support the idea with evidence from the text(s) read, and elaborate on the idea with examples, illustrations, facts, and other details. The writer must integrate the information from the text(s) into his/her own words and arrange the ideas and supporting evidence (from the text(s) read) in order to create cohesion for an informative/explanatory essay.</td>
<td>4</td>
<td>The student's response is a well-developed informative/explanatory text that examines a topic in depth and conveys ideas and information clearly based on text as a stimulus.&lt;br&gt;• Effectively introduces a topic&lt;br&gt;• Effectively develops the topic with multiple facts, definitions, concrete details, quotations, or other information and examples related to the topic&lt;br&gt;• Groups related ideas together logically to give some organization to the writing&lt;br&gt;• Effectively uses linking words and phrases to connect ideas within and across categories of information&lt;br&gt;• Uses precise language and domain-specific vocabulary to explain the topic&lt;br&gt;• Provides a strong concluding statement or section related to the information or explanation presented</td>
</tr>
<tr>
<td>3</td>
<td>The student's response is a complete informative/explanatory text that examines a topic and presents information based on text as a stimulus.&lt;br&gt;• Introduces a topic&lt;br&gt;• Develops the topic with some facts, definitions, and details&lt;br&gt;• Groups some related ideas together to give partial organization to the writing&lt;br&gt;• Uses some linking words to connect ideas within and across categories of information, but relationships may not always be clear&lt;br&gt;• Uses some precise language and domain-specific vocabulary to explain the topic&lt;br&gt;• Provides a concluding statement or section</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The student's response is an incomplete or oversimplified informative/explanatory text that cursorily examines a topic based on text as a stimulus.&lt;br&gt;• Attempts to introduce a topic&lt;br&gt;• Attempts to develop a topic with too few details&lt;br&gt;• Attempts to group some related ideas together but organization is not clear&lt;br&gt;• Uses few linking words to connect ideas, but not all ideas are well connected to the topic&lt;br&gt;• Uses limited language and vocabulary that do not clearly explain the topic&lt;br&gt;• Provides a weak concluding statement or section</td>
<td></td>
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</table>
## SEVEN-POINT, TWO-TRAIT RUBRIC

Trait 1 for Informational/Explanatory Genre (continued)

<table>
<thead>
<tr>
<th>Writing Trait</th>
<th>Points</th>
<th>Criteria</th>
</tr>
</thead>
</table>
|               | 1      | *The student’s response is a weak attempt to write an informative/explanatory text that examines a topic based on text as a stimulus.*  
- May not introduce a topic or topic is unclear  
- May not develop a topic  
- May be too brief to group any related ideas together  
- May not use any linking words to connect ideas  
- Uses vague, ambiguous, or repetitive language  
- Provides a minimal or no concluding statement or section |
|               | 0      | *The student will receive a condition code for various reasons:*  
- Blank  
- Copied  
- Too Limited to Score/Illegible/Incomprehensible  
- Non-English/Foreign Language  
- Off Topic/Off Task/Offensive |
## SEVEN-POINT, TWO-TRAIT RUBRIC

**Trait 2 for Informational/Explanatory Genre**

<table>
<thead>
<tr>
<th>Writing Trait</th>
<th>Points</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language Usage and Conventions</strong>&lt;br&gt;This trait examines the writer's ability to demonstrate control of sentence formation, usage, and mechanics as embodied in the grade-level expectations of the language standards.</td>
<td>3</td>
<td>The student’s response demonstrates full command of language usage and conventions.&lt;br&gt;• Has clear and complete sentence structure, with appropriate range and variety&lt;br&gt;• Shows command of language and its conventions when writing&lt;br&gt;• Any errors in usage and conventions do not interfere with meaning*</td>
</tr>
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<td></td>
<td>2</td>
<td>The student’s response demonstrates partial command of language usage and conventions.&lt;br&gt;• Has complete sentences, with some variety&lt;br&gt;• Shows some knowledge of language and its conventions when writing&lt;br&gt;• Has minor errors in usage and conventions with no significant effect on meaning*</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>The student’s response demonstrates weak command of language usage and conventions.&lt;br&gt;• Has fragments, run-ons, and/or other sentence structure errors&lt;br&gt;• Shows little knowledge of language and its conventions when writing&lt;br&gt;• Has frequent errors in usage and conventions that interfere with meaning*</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>The student will receive a condition code for various reasons:&lt;br&gt;• Blank&lt;br&gt;• Copied&lt;br&gt;• Too Limited to Score/Illegible/Incomprehensible&lt;br&gt;• Non-English/Foreign Language&lt;br&gt;• Off Topic/Off Task/Offensive</td>
</tr>
</tbody>
</table>

*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling. Also refer to the “Language Progressive Skills, by Grade” chart for those standards that need continued attention beyond the grade in which they were introduced.
To make any kind of garden you need a plan. If you are making a butterfly garden you will need some stuff. So you might have to go to the store for this, unless you already won half the stuff your going to need to make a garden!!

First you will need nectar and flowers that smell good. Butterflies also like to rest on rocks that are in sunlight. Make sure to put your garden in a spot were it's not too windy. Try putting your butterfly garden between a building or some trees. Next make a small pond by your garden for your butterflies to drink from, remember they need to drink also!

Butterflies are very fragile creatures, so its best not to put anything heavy around your garden. Just for the butterflies safety anyway. When you see a butterfly by your plant and a bug is there trying to eat it do the best thing possible, but make sure to be careful, spary your flower with bug spray.

Now if your making a fruit or vegetable garden, make sure to give it lots of food and water. Also you may want to give it shelter. If you want to keep your garden/gardens happy and healthy never leave it alone for a long time.

Make sure some bugs dont get to finding your plants and eating them. When you see holes or nibble bites on your plants stem, leaf, and flower pettels then a bug has been eating on your plant! You can stop this simple little problem by using bug spray.
Here are some steps for both a butterfly garden and a fruit or vegetable garden. Step 1: Get a plow and get outside. Step 2: always check if the seeds you bought are the correct kind before you plant them. Step 3: If you see a unwanted gust by your garden run up to it and shoo it off or just scare it away with a "BOO!" or "GET OFF MY FLOWER YOU UNWANTED BUG!"

Now that you learned how to plan and make a garden im sure your ready to take action on your own and get dirty and get started!

DOC: 4
• The introduction effectively states the topic ("To make any kind of garden you need a plan").
• Ideas are organized in logical groupings (what you need to make a garden, what precautions to take when planning your garden, how to deal with unwanted insects).
• The response is developed with specific details from the passage "A Schoolyard Butterfly Garden" ("you will need, nectar and flowers that smell good," "like to rest on rocks that are in sunlight," "were it's not to windy," "make a small pond by your garden") and some more general ideas from "A Three Sisters Garden in the Schoolyard" (water for the garden, working the soil with a plow, planting seeds). The student adds his/ her own thoughts that are not from the passages ("holes or nibble bites on your plant steam," "using bug spray").
• Linking words are used to connect ideas ("First", "Next", "Now").
• Precise language is used to explain the topic ("on rocks that are in sunlight," "very fragile creatures").
• The essay concludes with a brief call to action ("im sure your ready to take action on your own and get dirty and get started").

LUC: 2
• Sentence structures and lengths vary. Sentence construction is generally correct. However, some fragments and run-ons are evident ("Just for the butterflies safety anyway. When you see a butterfly by your plant and a bug is there trying to eat it do the best thing possible, but make sure to be careful, spary your flower with bug spray").
• Errors in spelling, usage, and conventions are present but do not significantly impede meaning ("your" for "you're," "to" for "too," "its" for "it's," "dont" for "don't," "steam" for "stem," "pettels" for "petals," "gust" for "guest," "im" for "I'm").
4. Planning and planting different types of gardens requires an understanding of plants and insects.

Think about the ideas in BOTH passages, and then write an informational essay in your own words about how to plan a schoolyard garden.

Be sure to use information from BOTH passages to support your informational essay. Write your answer on the lines on your answer document.

Have you ever heard of a butterfly garden or a Three Sisters Garden? Well, if you haven't, I'm going to tell you all about them. These two gardens are easy and fun to make. It is very simple, once you've learned. Get ready to be inspired!

A butterfly garden has a couple of easy steps to it. First, you find a shaded area maybe near a tree or some other shady place. Second, Make sure that the place that you put the garden will get at least six hours of sunlight. Third, add the soil, plants, and a container of water for the butterflies to sip on. Fourth, put some loose grass, rocks, and leaves to make it look like a real butterfly habitat. Finally, wait for the butterflies to come explore!
A Three Sister Garden is a easy-to-make garden that has a couple steps, too. First, grab some soil. Second, you plant squash, beans and corn. These plants help each other grow and are the plants to use in a three sisters garden. Third, let them grow! I think it would be fun to make these two gardens. Don't you? They can also help things, too. The butterfly garden helps butterflies have the nectar, some water, and lay down on some comfortable rocks. The Three Sisters garden helps us get out of the house and grow some good food!
ELAGSE5W2, ELAGSE5L1, ELAGSE5L2

Response Scores:

Idea Development, Organization, and Coherence: 2
Language Usage and Conventions: 1

4. Planning and planting different types of gardens requires an understanding of plants and insects.

Think about the ideas in BOTH passages, and then write an informational essay in your own words about how to plan a schoolyard garden.

Be sure to use information from BOTH passages to support your informational essay. Type your answer in the space provided.

What you need to do for a schoolyard garden is you need the plant that your going to plant. you also need the anneal that your going to let live around it but make sure the tow live in the same inviernmint and that thier not hameful to each and geve the plant water because if you dont it want feed the anneal so it would mes up evrey thing in the garden. also get diffrint plants and insects it will help the garden inviermeint , depending on what insects and what plant bay be you could have a small pond so the the plant and the insects could get a dreinck. also get a flower that is easy to grow also get some the are colorful so the insects will ilke it so the insects will like the stay ther and atract some more of it kind.

DOC: 2
- There is a minimal attempt at an introduction that consists of a brief phrase ("What you need to do for a schoolyard garden is") before abruptly transitioning into the body.
- The writing is developed with too few details. The ideas presented are passage based but lack specifics ("get diffrint plants," "have a small pond," "get a dreinck," "get some the are colorful").
- There is an attempt to group some related ideas together, but organization is not always clear. Adjacent ideas are related, but the overall progression is similar to stream of consciousness.
- The vocabulary is basic, with only an occasional attempt to include more advanced words ("inviernmint").
- The response lacks a conclusion entirely.

LUC: 1
- Sentence construction consists mainly of overextended and run-on sentences. Variety is lacking.
- Errors in usage and conventions are frequent, varied, and impede meaning, in particular the lack of capitalization and the high number of spelling errors, including common words ("shcootyard","annmale," "geve","becuse","mes","evrey","diffrint","depeanding","dreinck","ilke","inects","ther","atract").
ELAGSE5W2, ELAGSE5L1, ELAGSE5L2

Response Scores:

Idea Development, Organization, and Coherence: 1
Language Usage and Conventions: 2

4. Planning and planting different types of gardens requires an understanding of plants and insects.

Think about the ideas in BOTH passages, and then write an informational essay in your own words about how to plan a schoolyard garden.

Be sure to use information from BOTH passages to support your informational essay. Write your answer on the lines on your answer document.

Yes I have planted a garden right before. I have learned a little bit about gardens. This essay all you have to do is get the seeds, put a hole in the ground, water the plants, watch it grow, and then when it get done, you can pull it out of the ground and wash it off, look something with it, and keep on growing other things.
<table>
<thead>
<tr>
<th>DOC: 1</th>
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</thead>
<tbody>
<tr>
<td>• The response introduces an unclear topic (&quot;Yes I have planted a garden right before&quot;).</td>
</tr>
<tr>
<td>• The topic is not developed. There is no indication that the student is using information from the passages provided as instructed. All ideas presented are general.</td>
</tr>
<tr>
<td>• There is no clear introduction or concluding statement. The body is mainly a list of steps and is too brief to provide evidence of the ability to group like ideas together.</td>
</tr>
<tr>
<td>• Most of the language in the response is vague (&quot;a little bit,&quot; &quot;cook something&quot;).</td>
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<table>
<thead>
<tr>
<th>LUC: 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The response has complete sentences with some variety. It consists of two simple sentences and one long, overextended sentence.</td>
</tr>
<tr>
<td>• There is only one usage error (&quot;it get done&quot;), but because of the brevity of the response, the student has not demonstrated a full command of language.</td>
</tr>
<tr>
<td>• The phrasing is awkward and suggests words are missing (&quot;a garden right before,&quot; &quot;This essay&quot;).</td>
</tr>
</tbody>
</table>