Note: This document reflects the changes made in 2016.

Student Learning Assessment

SLA
Student Learning Assessment

Literacy

Sample Performance Task Exemplars of Student Responses

The Red Fox

2015

Provincial Assessment Sector

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The Red Fox—Exemplars
2015 Sample
Revised 2016

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Introduction

Teachers can assess student responses to the Sample Literacy Performance Task using the Literacy Performance Task Descriptors (rubric) and the Exemplars of Student Responses, which are both located at https://public.education.alberta.ca/assessment/.

The assessment of student responses must be based solely on the Literacy Performance Task Descriptors and the Exemplars of Student Responses. Fairness and accuracy for all students are the most important requirements of the assessment process.

Literacy Performance Task Descriptors
The Literacy Performance Task Descriptors are a set of statements that can be used to describe the students' responses to The Writing Project in the Sample Literacy Performance Task.

- The teacher will identify the Literacy Performance Task Descriptors that best describe each student's responses.
- If a student used a learning support when responding to the Literacy Performance Task (see page 12 of the *General Information Bulletin* for detailed information about learning supports), the punctuation, capitalization, and spelling in the student's response should not be assessed using the Literacy Performance Task Descriptors.

Exemplars of Student Responses
The Exemplars of Student Responses are based on students' responses to the Sample Literacy Performance Task. These responses provide a range of examples that illustrate the statements in the Literacy Performance Task Descriptors. A rationale that explains the connection between each example of student work and the Literacy Performance Task Descriptors is also provided.

The Exemplars of Student Responses should be used in conjunction with the Literacy Performance Task Descriptors to assess a student's response to The Writing Project.

Training Paper
The Training Paper is included in the Sample Exemplars of Student Responses. Teachers can use the Training Paper to become more familiar with the application of the Literacy Performance Task Descriptors and Exemplars of Student Responses when assessing student work. A rationale is provided to support the use of the Training Paper.

How Were the Literacy Performance Task Descriptors and Exemplars of Student Responses Created?
Several different working groups of educational consultants and grades 2, 3, and 4 teachers developed and validated the Literacy Performance Task Descriptors. They also selected and validated the Exemplars of Student Responses.

Exemplar Selection Working Group
The Exemplars of Student Responses are based on selections of student work, taken from field tests, that best illustrate the Literacy Performance Task Descriptors. Working-group members read a large sample of students' written responses to the Sample Literacy Performance Task and selected responses that best match the standards demonstrated by students at the beginning of Grade 3. The working group then wrote rationales that explain the relationship between each exemplar and the Literacy Performance Task Descriptors.

Exemplar Validation Working Group
The members of the Exemplar Validation Working Group reviewed and approved the selected Exemplars of Student Responses and the rationales that were prepared. This group ensured that the rationales accurately reflect the Literacy Performance Task Descriptors and verified that appropriate and accurate references were made to student work. Working-group members also strove to ensure that there is clarity within the rationales so that teachers can accurately and reliably assess their students' responses.

Revisions in 2016
- Suggestions for Assessing Students' Responses (Training Paper) have been added.
- The term "Writing Profiles" has been introduced in student exemplars.
- Additional examples have been added to Appendix 1—Clarification of Terms Used in the Literacy Performance Task Descriptors.

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Sample Literacy Performance Task at a Glance

The Sample Literacy Performance Task is composed of four activities that are designed to be completed in about 60 to 90 minutes. It is recommended that the Sample Literacy Performance Task be administered during several short sessions. **Breaks may be taken any time during the administration of the Sample Literacy Performance Task.**

During the four activities in the Sample Literacy Performance Task, students are asked to communicate their response to the following questions:

The Red Fox

Would a red fox be a good pet for you to have? Why or why not?

A. Presentation of Information
The purpose of this activity is to focus students' thinking and prepare students for the task. This is done through the presentation of information and class discussion.

B. Small Group Discussion and Planning
Students meet in small groups or work by themselves to plan their writing project.

C. Writing Time
Students work independently to complete their writing project, which may include visual representations.

D. Self-reflection
After students have completed their writing projects, they independently reflect on their work.

Getting Started

▶ listen

Would a red fox be a good pet for you to have? Why or why not?

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Suggestions for Assessing Students' Responses

1. Read the student response.

2. Using the Literacy Performance Task Descriptors, determine whether the response is below the Adequate level (Limited or Insufficient Evidence), is at the Adequate level (Adequate), or exceeds the Adequate level (Proficient or Excellent).

   - This is the holistic part of your assessment. It is a starting point.

3. Determine which exemplar(s) is most similar to the response you are assessing.

   - This ensures that your assessment of the response is aligned with the provincial standard.

4. Refine your assessment of the response by determining which descriptors in the categories of Content and Organization, Vocabulary, and Conventions provide the most accurate description of the response.

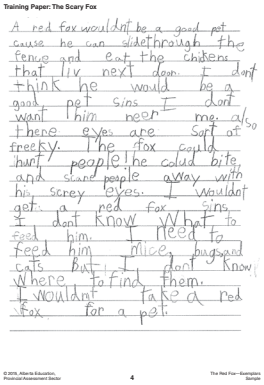
   - This requires thoughtful analysis of the response using both the descriptors and the exemplars.

Recording Your Assessment of a Written Response

On a copy of the Literacy Performance Task Descriptors, you may choose to highlight the descriptors that best describe the student's response. This will provide a succinct representation or "writing profile" of a student's writing skills at the beginning of Grade 3. All the descriptors are based on outcomes from the Grade 2 English Language Arts Program of Studies.

An example of how to create a "writing profile" is below.

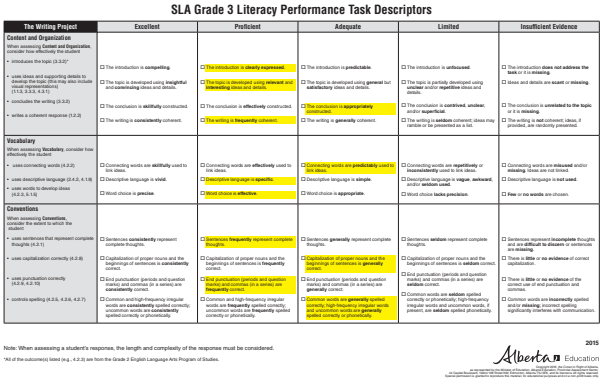
Student Response



Training Paper: The Scary Fox

A red fox wouldnt be a good pet cause he can slide though the fence and eat the chikens that liv next door. I dont think he would be a good pet sins I dont want him near me. also there eyes are Soft of freeky. The fox could hurt people he colud bite and scare people away with his screy eyes. I wouldnt get a red fox sins I dont Know What to feed him. I need to feed him mice, bugs and cats but I dont Know Where to find them. I Wouldnt take a red fox for a pet.

Writing Profile Based on Student Response



SLA Grade 3 Literacy Performance Task Descriptors

The Writing Project	Excellent	Proficient	Adequate	Limited	Insufficient Evidence
Content and Organization When assessing **Content and Organization**, consider how effectively the student • introduces the topic (3.3.2)* • uses ideas and supporting details to develop thematic(s) (may also include 1.1.3, 3.3.3, 4.3.1) • concludes the writing (3.3.2) • writes a coherent response (1.2.3)	☐ The introduction is **compelling**. ☐ The topic is developed using **insightful** and **convincing** ideas and details. ☐ The conclusion is **skillfully** constructed. ☐ The writing is **consistently** coherent.	☐ The introduction is **clearly expressed**. ☐ The topic is developed using **relevant** and **interesting** ideas and details. ☐ The conclusion is **effectively** constructed. ☐ The writing is **frequently** coherent.	☐ The introduction is **predictable**. ☐ The topic is developed using **general** but **satisfactory** ideas and details. ☐ The conclusion is **appropriately** constructed. ☐ The writing is **generally** coherent.	☐ The introduction is **unfocused**. ☐ The topic is partially developed using **unclear** and/or **repetitive** ideas and details. ☐ The conclusion is **contrived**, **unclear**, and/or **superficial**. ☐ The writing is **seldom** coherent; ideas may ramble or be presented as a list.	☐ The introduction **does not address the task** or it is **missing**. ☐ Ideas and details are **scant** or **missing**. ☐ The conclusion is **unrelated to the topic** or it is **missing**. ☐ The writing is **not** coherent; ideas, if provided, are randomly presented.
Vocabulary When assessing **Vocabulary**, consider how effectively the student • uses connecting words (4.2.2) • uses descriptive language (2.4.2, 4.1.9) • uses words to develop ideas (4.2.3, 5.1.9)	☐ Connecting words are **skillfully** used to link ideas. ☐ Descriptive language is **vivid**. ☐ Word choice is **precise**.	☐ Connecting words are **effectively** used to link ideas. ☐ Descriptive language is **specific**. ☐ Word choice is **effective**.	☐ Connecting words are **predictably** used to link ideas. ☐ Descriptive language is **simple**. ☐ Word choice is **appropriate**.	☐ Connecting words are **repetitively** or **inconsistently** used to link ideas. ☐ Descriptive language is **vague**, **awkward**, and/or **seldom used**. ☐ Word choice **lacks precision**.	☐ Connecting words are **misused** and/or **missing**; ideas are not linked. ☐ Descriptive language is **not used**. ☐ **Few** or **no words** are chosen.
Conventions When assessing **Conventions**, consider the extent to which the student • uses sentences that represent complete thoughts (4.2.1) • uses capitalization correctly (4.2.8) • uses punctuation correctly (4.2.8, 4.2.10) • controls spelling (4.2.5, 4.2.6, 4.2.7)	☐ Sentences **consistently** represent complete thoughts. ☐ Capitalization of proper nouns and the beginnings of sentences is **consistently** correct. ☐ End punctuation (periods and question marks) and commas (in a series) are **consistently** correct. ☐ Common and high-frequency irregular words are **consistently** spelled correctly; uncommon words are **successfully** spelled correctly or phonetically.	☐ Sentences **frequently** represent complete thoughts. ☐ Capitalization of proper nouns and the beginnings of sentences is **frequently** correct. ☐ End punctuation (periods and question marks) and commas (in a series) are **frequently** correct. ☐ Common and high-frequency irregular words are **frequently** spelled correctly; uncommon words are **frequently** spelled correctly or phonetically.	☐ Sentences **generally** represent complete thoughts. ☐ Capitalization of proper nouns and the beginnings of sentences is **generally** correct. ☐ End punctuation (periods and question marks) and commas (in a series) are **generally** correct. ☐ Common words are **generally** spelled correctly or phonetically; high-frequency irregular words and uncommon words, if present, are **generally** spelled correctly or phonetically.	☐ Sentences **seldom** represent complete thoughts. ☐ Capitalization of proper nouns and the beginnings of sentences is **seldom** correct. ☐ End punctuation (periods and question marks) and commas (in a series) are **seldom** correct. ☐ Common words are **seldom** spelled correctly or phonetically; high-frequency irregular words and uncommon words, if present, are **seldom** spelled phonetically.	☐ Sentences represent **incomplete** thoughts and are **difficult to discern** or sentences are **missing**. ☐ There is **little** or **no evidence** of correct capitalization. ☐ There is **little** or **no evidence** of the correct use of end punctuation and commas. ☐ Common words are **incorrectly** spelled and/or **missing**; incorrect spelling significantly interferes with communication.

Note: When assessing a student's response, the length and complexity of the response must be considered.

*All of the outcome(s) listed (e.g., 4.2.3) are from the Grade 2 English Language Arts Program of Studies.

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How to Use the Training Paper

Teachers can use the Training Paper to become more familiar with the application of the Literacy Performance Task Descriptors (rubric) and Exemplars of Student Responses when assessing student work. A rationale is provided to support the use of the Training Paper. The Training Paper is an exemplar of one student's response, and it can be used to support the assessment of your own students' responses. The Training Paper for this Sample Literacy Performance Task is on page 4.

Training Paper: The Scary Fox

A red fox wouldnt be a good pet cause he can slidethrough the fence and eat the chickens that liv next door. I dont think he would be a good pet sins I dont want him neer me. a/so there eyes are sort of freeky. The fox could hurt people! he colud bite and scare people away with his screy eyes. I wouldnt get a red fox sins I dont know what to feed him. I need to feed him mice, bugs, and cats But I dont know Where to find them. I wouldnt take a red fox for a pet.

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SLA Grade 3 Literacy Performance Task Descriptors

The Writing Project	Excellent	Proficient	Adequate	Limited	Insufficient Evidence
Content and Organization When assessing **Content and Organization**, consider how effectively the student					
• introduces the topic (3.3.2)*	☐ The introduction is **compelling**.	☐ The introduction is **clearly expressed**.	☐ The introduction is **predictable**.	☐ The introduction is **unfocused**.	☐ The introduction **does not address the task** or it is **missing**.
• uses ideas and supporting details to develop the topic (this may also include visual representations) (1.1.3, 3.3.3, 4.3.1)	☐ The topic is developed using **insightful** and **convincing** ideas and details.	☐ The topic is developed using **relevant** and **interesting** ideas and details.	☐ The topic is developed using **general** but **satisfactory** ideas and details.	☐ The topic is partially developed using **unclear** and/or **repetitive** ideas and details.	☐ Ideas and details are **scant** or **missing**.
• concludes the writing (3.3.2)	☐ The conclusion is **skillfully** constructed.	☐ The conclusion is **effectively** constructed.	☐ The conclusion is **appropriately** constructed.	☐ The conclusion is **contrived**, **unclear**, and/or **superficial**.	☐ The conclusion is **unrelated to the topic** or it is **missing**.
• writes a coherent response (1.2.2)	☐ The writing is **consistently** coherent.	☐ The writing is **frequently** coherent.	☐ The writing is **generally** coherent.	☐ The writing is **seldom** coherent; ideas may ramble or be presented as a list.	☐ The writing is **not** coherent; ideas, if provided, are randomly presented.
Vocabulary When assessing **Vocabulary**, consider how effectively the student					
• uses connecting words (4.2.2)	☐ Connecting words are **skillfully** used to link ideas.	☐ Connecting words are **effectively** used to link ideas.	☐ Connecting words are **predictably** used to link ideas.	☐ Connecting words are **repetitively** or **inconsistently** used to link ideas.	☐ Connecting words are **misused** and/or **missing**. Ideas are not linked.
• uses descriptive language (2.4.2, 4.1.9)	☐ Descriptive language is **vivid**.	☐ Descriptive language is **specific**.	☐ Descriptive language is **simple**.	☐ Descriptive language is **vague**, **awkward**, and/or **seldom used**.	☐ Descriptive language is **not used**.
• uses words to develop ideas (4.2.3, 5.1.5)	☐ Word choice is **precise**.	☐ Word choice is **effective**.	☐ Word choice is **appropriate**.	☐ Word choice **lacks precision**.	☐ **Few** or **no words** are chosen.
Conventions When assessing **Conventions**, consider the extent to which the student					
• uses sentences that represent complete thoughts (4.2.1)	☐ Sentences **consistently** represent complete thoughts.	☐ Sentences **frequently** represent complete thoughts.	☐ Sentences **generally** represent complete thoughts.	☐ Sentences **seldom** represent complete thoughts.	☐ Sentences represent **incomplete** thoughts and are **difficult to discern** or sentences are **missing**.
• uses capitalization correctly (4.2.8)	☐ Capitalization of proper nouns and the beginnings of sentences is **consistently** correct.	☐ Capitalization of proper nouns and the beginnings of sentences is **frequently** correct.	☐ Capitalization of proper nouns and the beginnings of sentences is **generally** correct.	☐ Capitalization of proper nouns and the beginnings of sentences is **seldom** correct.	☐ There is **little** or **no evidence** of correct capitalization.
• uses punctuation correctly (4.2.9, 4.2.10)	☐ End punctuation (periods and question marks) and commas (in a series) are **consistently** correct.	☐ End punctuation (periods and question marks) and commas (in a series) are **frequently** correct.	☐ End punctuation (periods and question marks) and commas (in a series) are **generally** correct.	☐ End punctuation (periods and question marks) and commas (in a series) are **seldom** correct.	☐ There is **little** or **no evidence** of the correct use of end punctuation and commas.
• controls spelling (4.2.5, 4.2.6, 4.2.7)	☐ Common and high-frequency irregular words are **consistently** spelled correctly; uncommon words are **consistently** spelled correctly or phonetically.	☐ Common and high-frequency irregular words are **frequently** spelled correctly; uncommon words are **frequently** spelled correctly or phonetically.	☐ Common words are **generally** spelled correctly; high-frequency irregular words and uncommon words are **generally** spelled correctly or phonetically.	☐ Common words are **seldom** spelled correctly or phonetically; high-frequency irregular words and uncommon words, if present, are **seldom** spelled phonetically.	☐ Common words are **incorrectly** spelled and/or **missing**; incorrect spelling significantly interferes with communication.

Note: When assessing a student's response, the length and complexity of the response must be considered.

*All of the outcome(s) listed (e.g., 4.2.3) are from the Grade 2 English Language Arts Program of Studies.

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Rationale for Training Paper

The Scary Fox (102 words)

	Literacy Performance Task Descriptors
	Content and Organization
Proficient	• The introduction is clearly expressed (“A red fox wouldnt be a good pet cause he can slide through the fence and eat the chickens that liv next door.”).
Proficient	• The topic is developed using relevant and interesting ideas and details (“dont want him neer me,” “eyes are sort of freeky,” “could hurt people,” “colud bite and scare people away,” “dont know What to feed him,” and “feed him mice, bugs, and cats”).
Adequate	• The conclusion is appropriately constructed (“I wouldmt take a red fox for a pet.”).
Proficient	• The writing is frequently coherent. It often make sense because most of the reasons for not wanting a red fox as a pet are organized logically.
	Vocabulary
Adequate	• Connecting words are predictably used to link ideas (“cause,” “also,” and “But”).
Adequate	• Descriptive language is simple (“hurt people,” “bite and scare people,” and “screy eyes”).
Proficient	• Word choice is effective (“slide through the fence,” “chickens that liv next door,” and “sort of freeky”).
	Conventions
Proficient	• Sentences frequently represent complete thoughts.
Adequate	• Capitalization of proper nouns and the beginnings of sentences is generally correct.
Proficient	• End punctuation (periods and question marks) and commas (in a series) are frequently correct (“mice, bugs, and cats”).
Adequate	• Common words are generally spelled correctly; high-frequency irregular words and uncommon words are generally spelled correctly or phonetically (“liv” for “live,” “neer” for “near,” and “colud” for “could”).

Note: When assessing a student’s response, the length and complexity of the response must be considered.

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Literacy Performance Task Descriptors
Content and Organization

When assessing The Writing Project, consider the **Content and Organization**, **Vocabulary**, and **Conventions** in the student's response. The length and complexity of the response must be considered.

Content and Organization
When assessing **Content and Organization**, consider how effectively the student
- introduces the topic (3.3.2)*
- uses ideas and supporting details to develop the topic (this may also include visual representations) (1.1.3, 3.3.3, 4.3.1)
- concludes the writing (3.3.2)
- writes a coherent response (1.2.2)

	Literacy Performance Task Descriptors for Content and Organization
Excellent	• The introduction is **compelling**. • The topic is developed using **insightful** and **convincing** ideas and details. • The conclusion is **skillfully** constructed. • The writing is **consistently** coherent.
Proficient	• The introduction is **clearly expressed**. • The topic is developed using **relevant** and **interesting** ideas and details. • The conclusion is **effectively** constructed. • The writing is **frequently** coherent.
Adequate	• The introduction is **predictable**. • The topic is developed using **general** but **satisfactory** ideas and details. • The conclusion is **appropriately** constructed. • The writing is **generally** coherent.
Limited	• The introduction is **unfocused**. • The topic is partially developed using **unclear** and/or **repetitive** ideas and details. • The conclusion is **contrived**, **unclear**, and/or **superficial**. • The writing is **seldom** coherent; ideas may ramble or be presented as a list.
Insufficient Evidence	• The introduction **does not address the task** or it is **missing**. • Ideas and details are **scant** or **missing**. • The conclusion is **unrelated to the topic** or it is **missing**. • The writing is **not** coherent; ideas, if provided, are randomly presented.

Note: When assessing a student's response, the length and complexity of the response must be considered.

***All of the outcome(s) listed (e.g., 4.3.1) are from the Grade 2 English Language Arts Program of Studies.**

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Literacy Performance Task Descriptors
Vocabulary

Vocabulary
When assessing **Vocabulary**, consider how effectively the student
- uses connecting words (4.2.2)*
- uses descriptive language (2.4.2, 4.1.9)
- uses words to develop ideas (4.2.3, 5.1.5)

	Literacy Performance Task Descriptors for Vocabulary
Excellent	• Connecting words are **skillfully** used to link ideas. • Descriptive language is **vivid**. • Word choice is **precise**.
Proficient	• Connecting words are **effectively** used to link ideas. • Descriptive language is **specific**. • Word choice is **effective**.
Adequate	• Connecting words are **predictably** used to link ideas. • Descriptive language is **simple**. • Word choice is **appropriate**.
Limited	• Connecting words are **repetitively** or **inconsistently** used to link ideas. • Descriptive language is **vague**, **awkward**, and/or **seldom used**. • Word choice **lacks precision**.
Insufficient Evidence	• Connecting words are **misused** and/or **missing**. Ideas are not linked. • Descriptive language is **not used**. • **Few** or **no words** are chosen.

Note: When assessing a student's response, the length and complexity of the response must be considered.
***All of the outcome(s) listed (e.g., 4.2.3) are from the Grade 2 English Language Arts Program of Studies.**

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Literacy Performance Task Descriptors
Conventions

Conventions
When assessing **Conventions**, consider the extent to which the student
- uses sentences that represent complete thoughts (4.2.1)*
- uses capitalization correctly (4.2.8)
- uses punctuation correctly (4.2.9, 4.2.10)
- controls spelling (4.2.5, 4.2.6, 4.2.7)

	Literacy Performance Task Descriptors for Conventions
Excellent	• Sentences **consistently** represent complete thoughts. • Capitalization of proper nouns and the beginnings of sentences is **consistently** correct. • End punctuation (periods and question marks) and commas (in a series) are **consistently** correct. • Common and high-frequency irregular words are **consistently** spelled correctly; uncommon words are **consistently** spelled correctly or phonetically.
Proficient	• Sentences **frequently** represent complete thoughts. • Capitalization of proper nouns and the beginnings of sentences is **frequently** correct. • End punctuation (periods and question marks) and commas (in a series) are **frequently** correct. • Common and high-frequency irregular words are **frequently** spelled correctly; uncommon words are **frequently** spelled correctly or phonetically.
Adequate	• Sentences **generally** represent complete thoughts. • Capitalization of proper nouns and the beginnings of sentences is **generally** correct. • End punctuation (periods and question marks) and commas (in a series) are **generally** correct. • Common words are **generally** spelled correctly; high-frequency irregular words and uncommon words are **generally** spelled correctly or phonetically.
Limited	• Sentences **seldom** represent complete thoughts. • Capitalization of proper nouns and the beginnings of sentences is **seldom** correct. • End punctuation (periods and question marks) and commas (in a series) are **seldom** correct. • Common words are **seldom** spelled correctly or phonetically; high-frequency irregular words and uncommon words, if present, are **seldom** spelled phonetically.
Insufficient Evidence	• Sentences represent **incomplete** thoughts and are **difficult to discern** or sentences are **missing**. • There is **little** or **no evidence** of correct capitalization. • There is **little** or **no evidence** of the correct use of end punctuation and commas. • Common words are **incorrectly** spelled and/or **missing**; incorrect spelling significantly interferes with communication.

Note: When assessing a student's response, the length and complexity of the response must be considered.

***All of the outcome(s) listed (e.g., 4.2.8) are from the Grade 2 English Language Arts Program of Studies.**

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Student Exemplar—Writing Profile 1: Houses Are Not the Right Habitat

At first you might think a red fox would be a good pet because it is adorble but I would never choose a red fox for a pet because houses are not the right habitat for them. Also I would never have a red fox because they could get indangerd because if one person had a red fox then more people will want one. Red foxes are nocternal so for about the hole day they're sleeping. That means you can't do anything with them! And since they're nocternal they'll keep you up all night making noises to comounikate. They only hunt at night because most of their prey is sleeping. Because red foxes like to eat grass, berry's and vegies they can wreck your garden and ruin your grass. They also eat little rodents like chickens, rats, and mice. Watch out if you're on a farm that means truble's coming. They'll eat your chickens! Red foxes are very nimble and they are a little bit like cats because

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they can climb trees. Baby red foxes are called kits. They pratice hunting on each other so when they grow up they'll be good at it. The mischeveous kits also pratice pownsing on little things like bugs or small moving things. A house would be too small for kits. Red foxes can be very dangerase because at night they could jump on you while you're sleeping! Even if you bilt a gate higher than a classroom door red foxes can still climb over it and get to your room. My house is not the right place for a red fox and I don't think it's a good idea to have a red fox for a pet. Would you really want one?

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Rationale for Student Exemplar—Writing Profile 1

Houses Are Not the Right Habitat (289 words)

	Literacy Performance Task Descriptors
	Content and Organization
Excellent	• The introduction is compelling ("At first you might think a red fox would be a good pet because it is adorble but I would never choose a red fox for a pet because houses are not the right habitat for them.").
Excellent	• The topic is developed using insightful and convincing ideas and details ("could get indangerd," "keep you up all night," "can wreck your garden," "eat little rodents," "practice hunting on each other," "can be very dangerase," and "could jump on you").
Excellent	• The conclusion is skillfully constructed ("My house is not the right place for a red fox and I don't think it's a good idea to have a red fox for a pet. Would you really want one?").
Excellent	• The writing is consistently coherent. It always makes sense because the reasons for not choosing a red fox for a pet are organized purposefully. The reasons described by the writer are well developed and all the ideas are related.
	Vocabulary
Excellent	• Connecting words are skillfully used to link ideas ("At first," "Also I would," "And since," "that means," and "Even if").
Excellent	• Descriptive language is vivid ("nocternal," "very nimble," "a little bit like cats," "mischeveous," and "higher than a classroom door").
Excellent	• Word choice is precise ("the right habitat," "noises to comounikate," "prey," "ruin your grass," "truble's coming," and "practice pownsing").
	Conventions
Excellent	• Sentences consistently represent complete thoughts.
Excellent	• Capitalization of proper nouns and the beginnings of sentences is consistently correct.
Excellent	• End punctuation (periods and question marks) and commas (in a series) are consistently correct.
Excellent	• Common and high-frequency irregular words are consistently spelled correctly; uncommon words are consistently spelled correctly or phonetically ("nocternal" for "nocturnal," "comounikate" for "communicate," "mischeveous" for "mischievous," and "dangerase" for "dangerous").

Note: When assessing a student's response, the length and complexity of the response must be considered.

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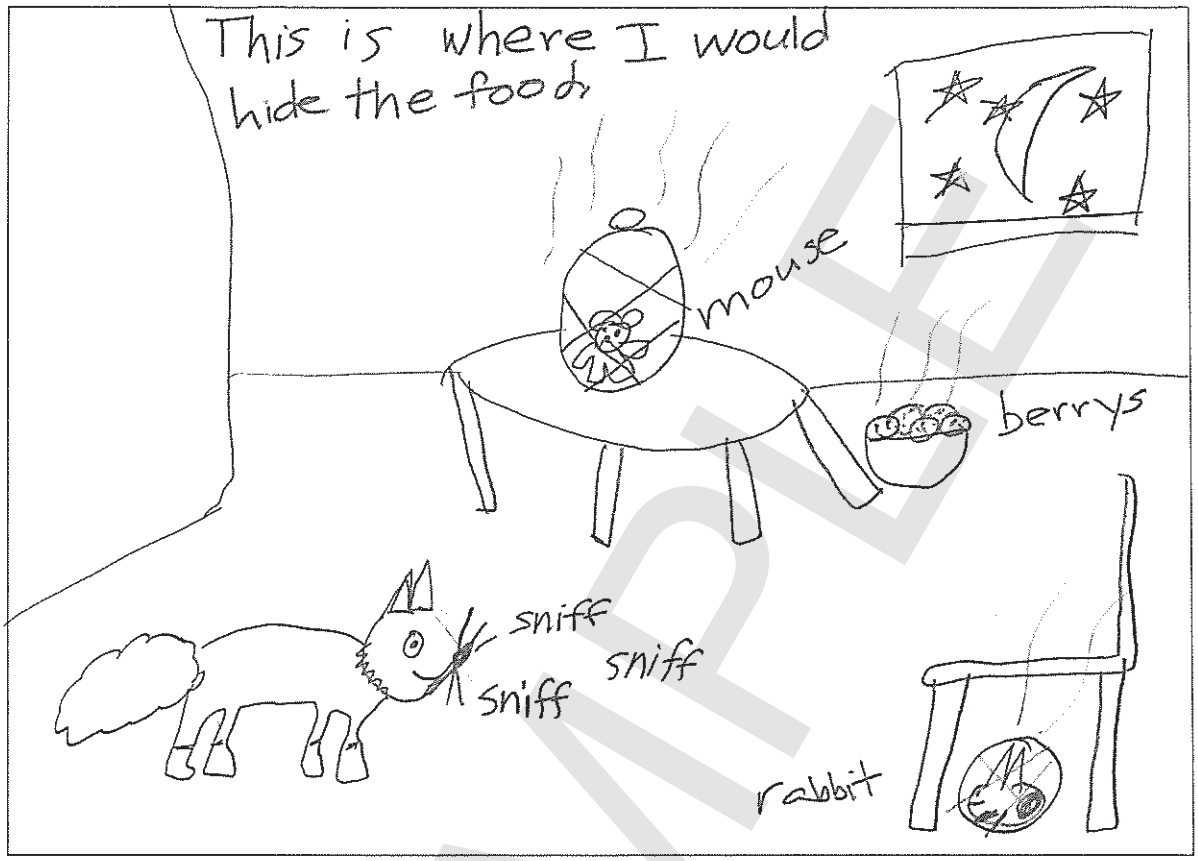
Student Exemplar—Writing Profile 2: I Really Want a Red Fox



I really want a red fox Because its cute, cuddly and it would keep me cympane. It would be a good lawn mower and I would train it so its tail could be a duster. The best thing about a red fox is when it has tiny babies. I would tell my mom to help me bild a big dollhouse for the kits. Also I would hide

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rabbits, mice, KaterPillers, grasshopers and berrys so at night time the red fox and the Kits can look for them. I would teach the red fox that whenever it jumps over my fence it has to come back. If me, my Dad and brothers were Playing Fire Ball and my Dad axedently threw the ball really really fast and hard and it went over the fence into another persons BacKyard the red fox could get it for us. and every night it could gard our house from robbers. The BEST PART is we get to sleep side by side in my room and snuggle. A red fox would be a great helper in my family and I really want a red fox to be my pet!

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Rationale for Student Exemplar—Writing Profile 2

I Really Want a Red Fox (193 words)

	Literacy Performance Task Descriptors
	Content and Organization
Proficient	• The introduction is clearly expressed (“I really want a red fox Because its cute, cuddly and it would keep me cumpane.”).
Excellent	• The topic is developed using insightful and convincing ideas and details (“a good lawn mower,” “bild a big dollhouse for the kits,” “would teach the red fox,” “into another persons Backyard,” and “gard our house from robbers”). The visual representation enhances the details in the writing.
Excellent	• The conclusion is skillfully constructed (“The BEST PART is we get to sleep side by side in my room and snuggle. A red fox would be a great helper in my family and I really want a red fox to be my pet!”).
Excellent	• The writing is consistently coherent. It always makes sense because the reasons that support the decision to have a red fox for a pet, including the way the writer plans to train it, are organized purposefully. The reasons described by the writer are well developed and all the ideas are related.
	Vocabulary
Excellent	• Connecting words are skillfully used to link ideas (“so at night,” “whenever,” and “and every”).
Excellent	• Descriptive language is vivid (“cute,” “cuddly,” “tiny,” “Fire Ball,” “axedently,” “really fast and hard,” and “side by side”).
Excellent	• Word choice is precise (“keep me cumpane,” “train it,” “tail could be a duster,” “bild,” “teach,” “has to come back,” “gard,” and “snuggle”).
	Conventions
Excellent	• Sentences consistently represent complete thoughts.
Proficient	• Capitalization of proper nouns and the beginnings of sentences is frequently correct. (Note: Capitals at the beginnings of sentences are frequently correct, but capitals are incorrectly used within some sentences: “Because its,” “persons Backyard,” and “Playing.”)
Excellent	• End punctuation (periods and question marks) and commas (in a series) are consistently correct (“rabbits, mice, katerpillers, grasshopers and berrys”).
Excellent	• Common and high-frequency irregular words are consistently spelled correctly; uncommon words are consistently spelled correctly or phonetically (“cumpane” for “company,” “katerpillers” for “caterpillars,” and “axedently” for “accidentally”).

Note: When assessing a student’s response, the length and complexity of the response must be considered.

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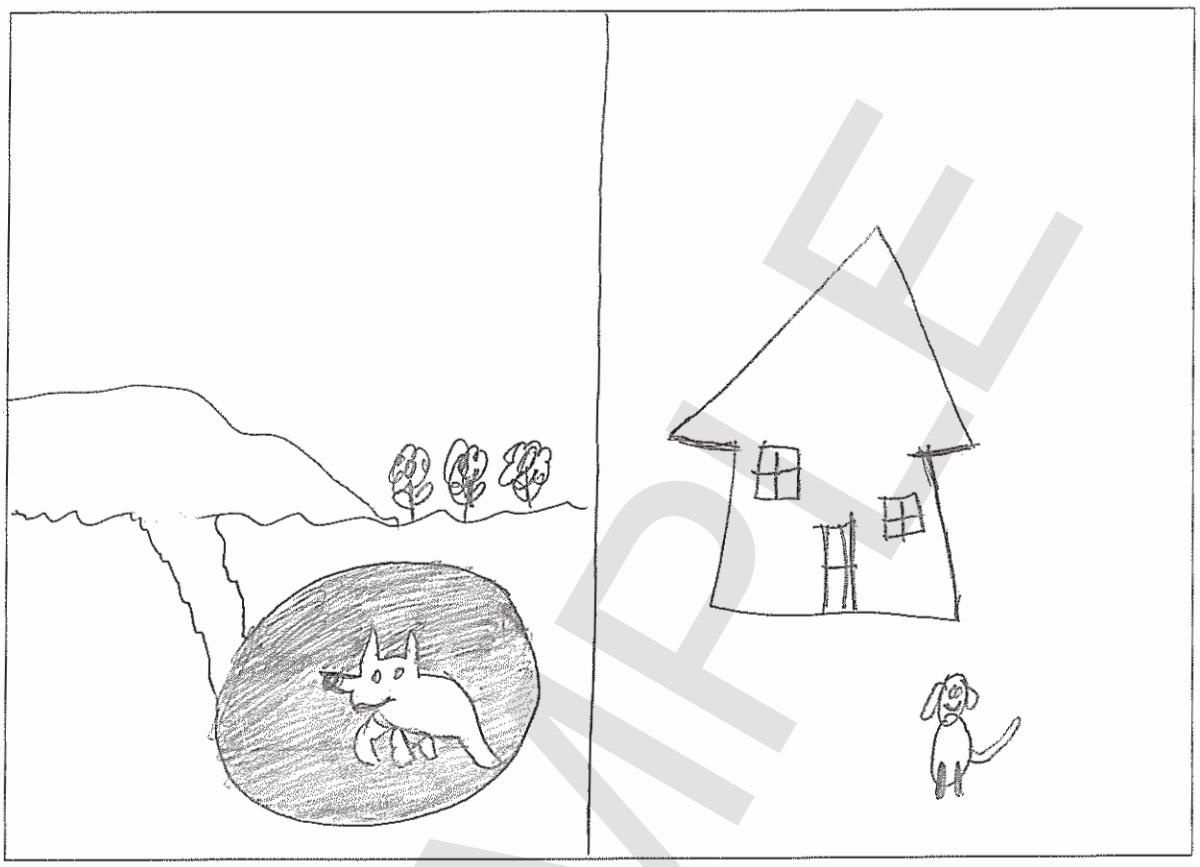
Student Exemplar—Writing Profile 3: Foxes Are Dangerous



I think that having a fox for a pet would not be a good idea because sometimes they are dangerus. They are very soft and cute but dangeru A red fox can dig dens in the ground. Normaly a red fox digs dens on the side of a hill. A fox can attack at eny moment. Its beater to keep them in the wild. I think it would be hard to take care of a fox. It eats grass, beatles, chickens, pigs, and birds. Can you amagin my shopping bill? Did you

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Student Exemplar—Writing Profile 3: Foxes Are Dangerous

know that a fox can jump over a fens and a dor? Wow! That's amazing don't you think? At eny moment when your outside he could eave you. You would be sad but the fox would be happy. Then you could get a tame dog and I think that is a beater idea. A wild red fox is not a good idea.

SAMPLE

Rationale for Student Exemplar—Writing Profile 3

Foxes Are Dangerous (154 words)

	Literacy Performance Task Descriptors
	Content and Organization
Proficient	• The introduction is clearly expressed ("I think that having a fox for a pet would not be a good idea because sometimes they are dangerus. They are very soft and cute but dangerus.").
Proficient	• The topic is developed using relevant and interesting ideas and details ("dig dens," "attack at eny moment," "hard to take care of," "jump over a fens and a dor," and "could leave you"). The visual representation supports the details in the writing.
Proficient	• The conclusion is effectively constructed ("…he could leave you. You would be sad but the fox would be happy. Then you could get a tame dog and I think that is a beater idea. A wild red fox is not a good idea.").
Proficient	• The writing is frequently coherent. It often makes sense because the information is organized logically. However, the placement of the ideas about digging dens and foxes attacking at any moment interrupts the logical continuity of the response.
	Vocabulary
Proficient	• Connecting words are effectively used to link ideas ("sometimes," "Normaly," and "at eny moment").
Proficient	• Descriptive language is specific ("dangerus," "very soft and cute," "Wow!," "amazing," and "tame").
Proficient	• Word choice is effective ("in the wild," "amagin," "shopping bill," "don't you think," and "a beater idea").
	Conventions
Excellent	• Sentences consistently represent complete thoughts.
Excellent	• Capitalization of proper nouns and the beginnings of sentences is consistently correct.
Excellent	• End punctuation (periods and question marks) and commas (in a series) are consistently correct.
Excellent	• Common and high-frequency irregular words are consistently spelled correctly; uncommon words are consistently spelled correctly or phonetically ("dangerus" for "dangerous," "Normaly" for "Normally," and "amagin" for "imagine").

Note: When assessing a student's response, the length and complexity of the response must be considered.

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Student Exemplar—Writing Profile 4: Why Foxes Are Not Good Pets

Here are examples of why Foxes are not good pets. If I had a Fox to get along with my rabbits the Fox would just have my rabbit for Lunch. Another reason is, if I had a fox, I would not be able to play with it at anytime because foxes sleep at day and I have to sleep at night (wow, unfair....). Another reason if I had a Fox, it would just dig a hole (den) and give birth to kits. Then those kits and that fox would just make my Family crowded. Fourth reason when I'm out, my fox might run away to the prarie. Fifth reason it only lives in prairies, mountains and forests. Next it eats my pet insects. Seventh is they could attack me and my baby brother (scary!) These are seven examples of how foxes are sorels enimies to people and that means they are not good pets. The end

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Rationale for Student Exemplar—Writing Profile 4

Why Foxes Are Not Good Pets (156 words)

	Literacy Performance Task Descriptors
	Content and Organization
Adequate	• The introduction is predictable ("Here are examples of why Foxes are not good pets.").
Proficient	• The topic is developed using relevant and interesting ideas and details ("have my rabbit for Lunch," "foxes sleep at day," "make my Family crowded," "might run away," "eats my pet insects," and "could attack me").
Proficient	• The conclusion is effectively constructed ("These are seven examples of how foxes are sereis enimies to people and that means they are not good pets. The end").
Proficient	• The writing is frequently coherent. It often makes sense because most of the reasons about why a red fox would not be a good pet are organized logically.
	Vocabulary
Proficient	• Connecting words are effectively used to link ideas ("If I had," "Another reason," "Fourth reason," "Fifth reason," and "Next").
Proficient	• Descriptive language is specific ("wow, unfair….," "crowded," "pet insects," "scary," "baby brother," and "sereis enimies").
Proficient	• Word choice is effective ("dig a hole (den)," "give birth to kits," "only lives in praries," and "attack").
	Conventions
Adequate	• Sentences generally represent complete thoughts. (Note: Four of the ten sentences are missing either a subject or a verb.)
Proficient	• Capitalization of proper nouns and the beginnings of sentences is frequently correct. (Note: Capitals at the beginnings of sentences are frequently correct, but capitals are incorrectly used within some sentences: "Foxes," "Lunch," and "Family.")
Excellent	• End punctuation (periods and question marks) and commas (in a series) are consistently correct ("praries, mountains and forests").
Excellent	• Common and high-frequency irregular words are consistently spelled correctly; uncommon words are consistently spelled correctly or phonetically ("prarie" for "prairie," "sereis" for "serious," and "enimies" for "enemies").

Note: When assessing a student's response, the length and complexity of the response must be considered.

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Do you know why I think a red fox would not be a good pet? here is why. A red fox is very dangoures. If you can not protect yourself, it will hurt you. they also scrach furnicher like doors or chares. Red foxes also jump over tall fences and gates. they could esape very fast. a red foxes are also very messy. They eat other animals, like bugs, birds, and things that will start to smell quikly because it is all over the place. Red foxes will clime on a tree or crawl under something to get it's food. It will make a house or a yard a big mess. That is why I think a red fox would not be a very good pet.

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Rationale for Student Exemplar—Writing Profile 5

Do You Know Why? (126 words)

	Literacy Performance Task Descriptors
	Content and Organization
Adequate	• The introduction is predictable ("Do you know why I think a red fox would not be a good pet? here is why.").
Adequate	• The topic is developed using general but satisfactory ideas and details ("it will hurt you," "scrach furnicher," "could esape," "They eat other animals," and "a big mess").
Adequate	• The conclusion is appropriately constructed ("That is why I think a red fox would not be a very good pet.").
Adequate	• The writing is generally coherent. It usually makes sense because the information about why a fox would not make a good pet is organized in a simple and straightforward manner.
	Vocabulary
Adequate	• Connecting words are predictably used to link ideas ("If," "also," "because," "and," and "or").
Adequate	• Descriptive language is simple ("very dangoures," "tall," "very messy," "quikly," and "big").
Adequate	• Word choice is appropriate ("protect yourself," "start to smell," "clime on a tree," "crawl under something," and "make a house").
	Conventions
Adequate	• Sentences generally represent complete thoughts.
Adequate	• Capitalization of proper nouns and the beginnings of sentences is generally correct.
Proficient	• End punctuation (periods and question marks) and commas (in a series) are frequently correct ("They eat other animals, like bugs, birds, and things").
Proficient	• Common and high-frequency irregular words are frequently spelled correctly; uncommon words are frequently spelled correctly or phonetically ("scrach" for "scratch," "furnicher" for "furniture," and "quikly" for "quickly").

Note: When assessing a student's response, the length and complexity of the response must be considered.

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Student Exemplar—Writing Profile 6: It Likes to Live in the Forest

A red fox would not be a good pet because it doe'nt like living in a yard it likes to live in the forest by farm land.

It could srach are flors and walls if we let him in side. He could get out of are yard because they could jump over it. It is so wild so it can jump on other people if we let him in he will chew up all my teddy bears.

The red fox could eat all are plants. It could eat all are good carrots that were going to grow.

When it comes to all those things a red fox can do bad I suges it is a bad pet.

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Student Exemplar—Writing Profile 6: It Likes to Live in the Forest

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Rationale for Student Exemplar—Writing Profile 6

It Likes to Live in the Forest (117 words)

	Literacy Performance Task Descriptors
	Content and Organization
Adequate	• The introduction is predictable ("A red fox would not be a good pet because it doe'nt like living in a yard it likes to live in the forest by farm land.").
Adequate	• The topic is developed using general but satisfactory ideas and details ("srach are flors," "get out of are yard," "jump on other people," and "eat all are plants"). The visual representation supports the details in the writing.
Adequate	• The conclusion is appropriately constructed ("When it comes to all those things a red fox can do bad I sugest it is a bad pet.").
Adequate	• The writing is generally coherent. It usually makes sense; however, some of the ideas are not logically organized. For example, the placement of the information about chewing up all the teddy bears and eating all the carrots interrupts the continuity of the response.
	Vocabulary
Adequate	• Connecting words are predictably used to link ideas ("because," "and," "so," and "if").
Adequate	• Descriptive language is simple ("wild," " good," and "bad").
Adequate	• Word choice is appropriate ("doe'nt like living," "by farm land," "chew up all my teddy bears," "going to grow," and "sugest").
	Conventions
Adequate	• Sentences generally represent complete thoughts.
Proficient	• Capitalization of proper nouns and the beginnings of sentences is frequently correct.
Adequate	• End punctuation (periods and question marks) and commas (in a series) are generally correct. (Note: Commas in a series are not present, but the correct use of end punctuation is generally evident. This fulfills the requirements for Adequate.)
Adequate	• Common words are generally spelled correctly; high-frequency irregular words and uncommon words are generally spelled correctly or phonetically ("srach" for "scratch," "flors" for "floors," and "sugest" for "suggest").

Note: When assessing a student's response, the length and complexity of the response must be considered.

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Student Exemplar—Writing Profile 7: It Is Dirty

I don't think a Red fox would
be a good pet for me because it
is dirty and thilfy. also when I
go to sleep the red fox would
howl and wake me up, also
wen I Go outside The Fox
will Jump over the tall fence!
can you Beleve that! also
would destroy the back yard
with dens!!!! It has
babys that will jump on
things to. It is Not a good
pet.

SAMPLE

Rationale for Student Exemplar—Writing Profile 7

It Is Dirty (73 words)

	Literacy Performance Task Descriptors
	Content and Organization
Adequate	• The introduction is predictable ("I don't think a Red fox would be a good pet for me because it is dirty and thilfy.").
Adequate	• The topic is developed using general but satisfactory ideas and details ("would howl," "Jump over the tall fence," "destroy the back yard," and "It has babys").
Adequate	• The conclusion is appropriately constructed ("It is Not a good pet.").
Adequate	• The writing is generally coherent. It usually makes sense, because the reasons for not having a red fox for a pet are organized in a simple and straightforward manner.
	Vocabulary
Adequate	• Connecting words are predictably used to link ideas ("because," "also," and "and").
Adequate	• Descriptive language is simple ("good," "dirty and thilfy," and "tall").
Adequate	• Word choice is appropriate ("wake me up," "can you Beleve that," "destroy," and "jump on things to").
	Conventions
Adequate	• Sentences generally represent complete thoughts.
Limited	• Capitalization of proper nouns and the beginnings of sentences is seldom correct. (Note: Capitals are often used incorrectly throughout the response.)
Adequate	• End punctuation (periods and question marks) and commas (in a series) are generally correct. (Note: Commas in a series are not present, but the correct use of end punctuation is generally evident. This fulfills the requirements for Adequate.)
Adequate	• Common words are generally spelled correctly; high-frequency irregular words and uncommon words are generally spelled correctly or phonetically ("thilfy" for "filthy," "Beleve" for "believe," "babys" for "babies," and "to" for "too").

Note: When assessing a student's response, the length and complexity of the response must be considered.

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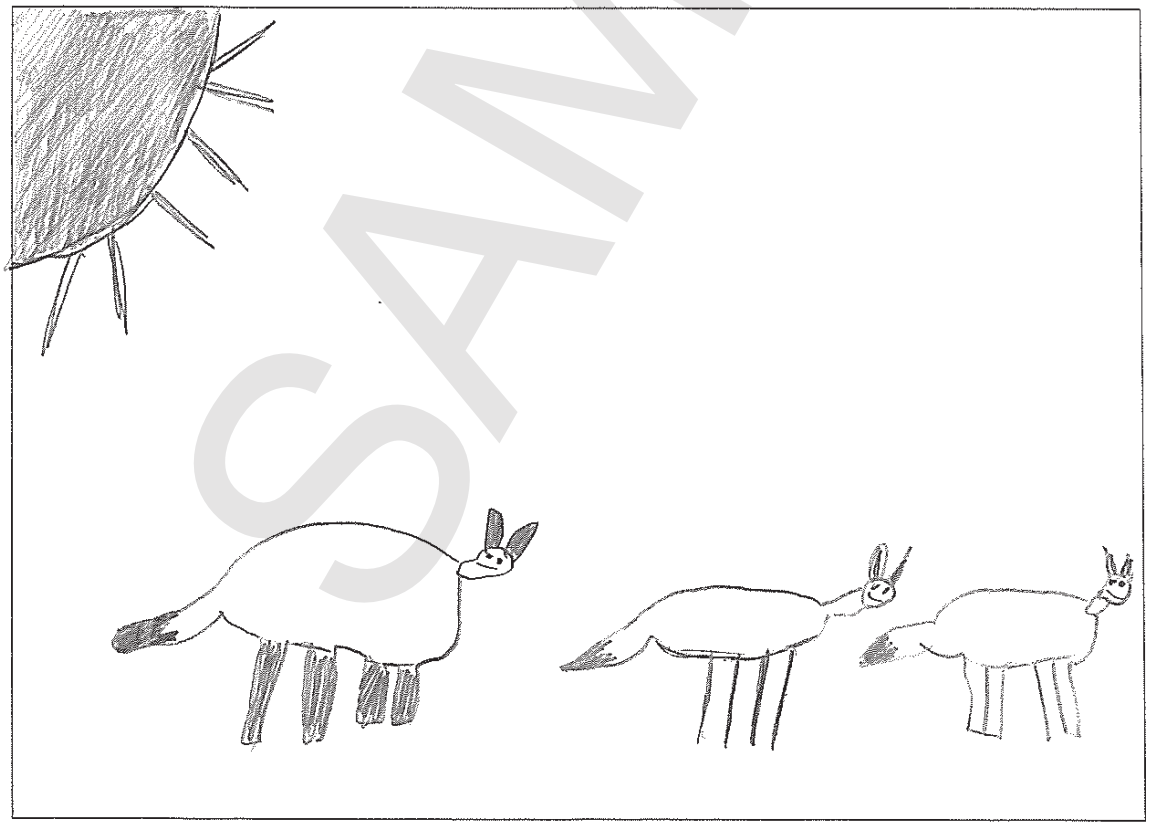
Student Exemplar—Writing Profile 8: I Could Go Hunting

I Woud like a red fox as a Pet because I could go hunting with it and i would let walk Aroud thrauph the day and hunt. The red fox can JUMP high and their Kids is calld Kits and I think there a good Pet Pet because I can go with it.



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Rationale for Student Exemplar—Writing Profile 8

I Could Go Hunting (53 words)

	Literacy Performance Task Descriptors
	Content and Organization
Adequate	• The introduction is predictable ("I Woud like a red fox as a pet because I could go hunting with it").
Limited	• The topic is partially developed using unclear ideas and details ("i would let walk Aroud through," "can Jump high," and "Kids is calld Kits"). The visual representation provides a few supporting details.
Limited	• The conclusion is superficial ("I think there a good Pet Pet because I can go with it.").
Limited	• The writing is seldom coherent. It rarely makes sense because even though the ideas are partially developed, they are ineffectively organized.
	Vocabulary
Limited	• Connecting words are repetitively used to link ideas. (Note: Although "and" is used often, "because" and "as" are used less frequently.)
Limited	• Descriptive language is seldom used ("red" and "good").
Adequate	• Word choice is appropriate ("go hunting," "walk Aroud," "throuph the day," "Jump high," and "Kits").
	Conventions
Limited	• Sentences seldom represent complete thoughts. (Note: The response is composed of two run-on sentences.)
Limited	• Capitalization of proper nouns and the beginnings of sentences is seldom correct. (Note: The beginnings of the only two sentences are capitalized, but there are also capitals incorrectly placed throughout the response.)
Limited	• End punctuation (periods and question marks) and commas (in a series) are seldom correct. (Note: The end punctuation used at the end of the only two sentences provides minimal evidence of understanding.)
Adequate	• Common words are generally spelled correctly or phonetically; high-frequency irregular words and uncommon words, if present, are generally spelled phonetically ("Woud" for "would," "Aroud" for "around," "throuph" for "through," and "calld" for "called").

Note: When assessing a student's response, the length and complexity of the response must be considered.

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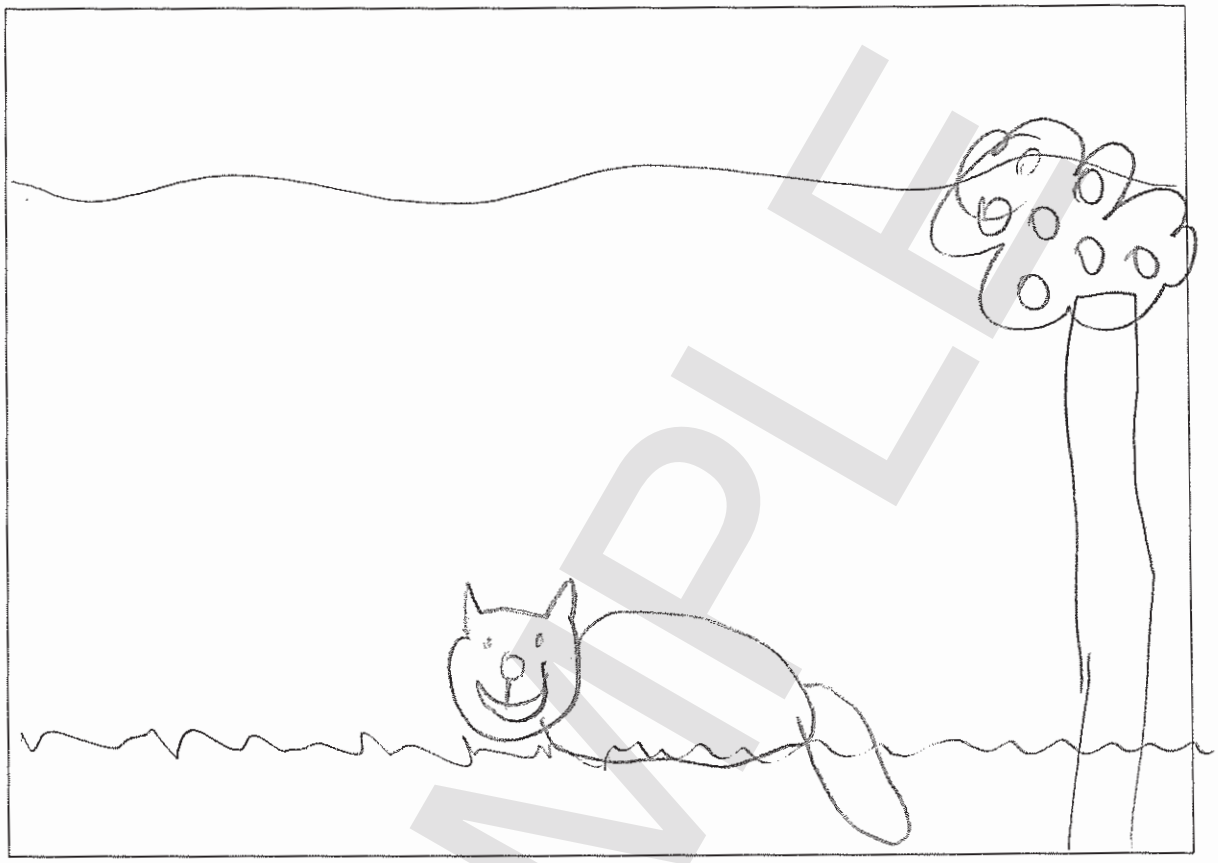
Student Exemplar—Writing Profile 9: It Has Sharp Claws



A red fox is not a pet and it is wld and haves sharp clave and haves poty eres and can Juppe up bg

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Rationale for Student Exemplar—Writing Profile 9

It Has Sharp Claws (24 words)

	Literacy Performance Task Descriptors
	Content and Organization
Limited	• The introduction is unfocused (“A red fox is not a pet…”).
Limited	• The topic is partially developed using unclear ideas and details (“it is wld and haves sharp clave and haves poty eres and can Juppe up log”). The visual representation provides a few supporting details.
INS	• The conclusion is missing.
Limited	• The writing is seldom coherent. It rarely makes sense because the limited number of ideas are randomly presented.
	Vocabulary
Limited	• Connecting words are used repetitively to link ideas (“and” is used repetitively).
Limited	• Descriptive language is seldom used (“wld,” “sharp,” and “poty”).
Limited	• Word choice lacks precision (“haves,” “clave,” and “Juppe”).
	Conventions
INS	• The run-on sentence represents several incomplete thoughts.
INS	• There is little evidence of correct capitalization.
INS	• There is no evidence of the correct use of end punctuation and commas.
Limited	• Common words are seldom spelled correctly or phonetically (“haves” for “has,” and “Juppe” for “jump”); high-frequency irregular words and uncommon words, if present, are seldom spelled phonetically (“clave” for “claws,” “poty” for “pointy,” and “eres” for “ears”).

Note: When assessing a student’s response, the length and complexity of the response must be considered.

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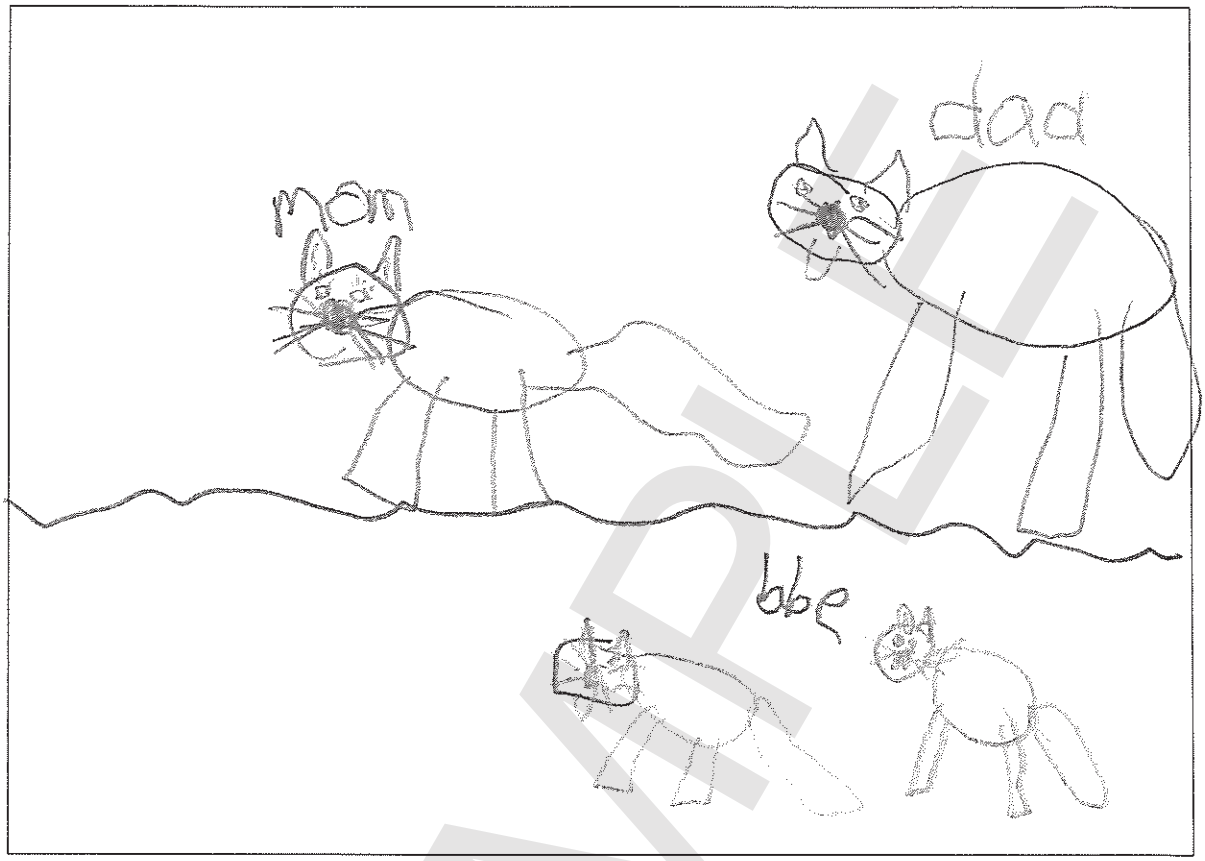
Student Exemplar—Writing Profile 10: Dad Fox and Mom Fox



Eats onigls thex lowk all
avr thy place the a fox
the mom fox lik the dad
fox dey plare wef dar babe
fox the dad fox and mom

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Rationale for Student Exemplar—Writing Profile 10

Dad Fox and Mom Fox (29 words)

	Literacy Performance Task Descriptors
	Content and Organization
INS	• The introduction is missing.
INS	• Ideas and details are scant; ideas are randomly presented (“Eats anigls,” “wowk all ovr thy place,” “mom fox lik the dad fox” and “place wef dar bbe fox”). The visual representation provides a few supporting details.
INS	• The conclusion is missing.
INS	• The writing is not coherent. It does not make sense because the ideas are randomly presented.
	Vocabulary
INS	• Connecting words are missing. Ideas are not linked.
INS	• Descriptive language is not used.
INS	• Few discernable words are chosen (“Eats,” “fox,” “dad,” and “the”).
	Conventions
INS	• Sentences represent incomplete thoughts and are difficult to discern.
INS	• There is little evidence of correct capitalization.
INS	• There is no evidence of the correct use of end punctuation and commas.
INS	• Common words are incorrectly spelled; incorrect spelling significantly interferes with communication (“anigls” for “animals,” “wowk” for “walk,” “dey” for “they,” “wef” for “with,” “bbe” for “baby”).

Note: When assessing a student’s response, the length and complexity of the response must be considered.

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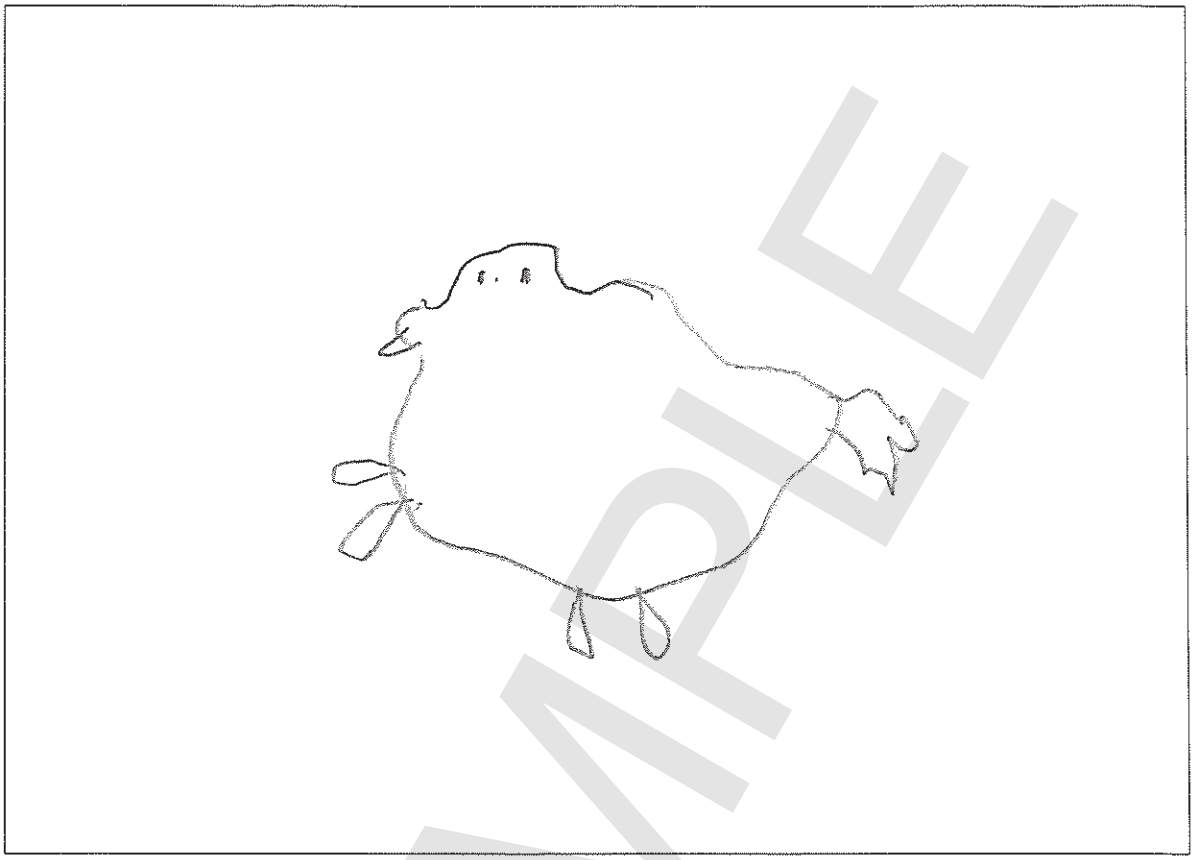
Student Exemplar—Writing Profile 11: The Fox Climbs a Tree



thefox he cenclime trey

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Rationale for Student Exemplar—Writing Profile 11

The Fox Climbs a Tree (6 words)

	Literacy Performance Task Descriptors
	Content and Organization
INS	• The introduction is missing.
INS	• Ideas and details are scant (“he cenclime trey”) and the visual representation does not provide any supporting details.
INS	• The conclusion is missing.
INS	• The writing is not coherent. There are too few ideas and they do not make sense.
	Vocabulary
INS	• Connecting words are missing.
INS	• Descriptive language is not used.
INS	• Few or no words are chosen (“thefox he cenclime trey”).
	Conventions
INS	• Sentences are missing.
INS	• There is no evidence of correct capitalization.
INS	• There is no evidence of the correct use of end punctuation and commas.
INS	• Common words are incorrectly spelled (“cen” for “can” and “trey” for “tree”). (Note: An accurate assessment of spelling is difficult to make because there are so few words in the response.)

Note: When assessing a student’s response, the length and complexity of the response must be considered.

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Appendix 1—Clarification of Terms Used in the Literacy Performance Task Descriptors

This information provides more detailed explanations of some terms used in the Literacy Performance Task Descriptor statements.

Definition of KEY Terms

The term **Coherent** refers to the unity of the entire text. Coherence is created through the organization and development of content. A text is coherent if it makes sense.

Clarification of QUANTITATIVE Terms in the Literacy Performance Task Descriptors

Excellent	Proficient	Adequate	Limited	Insufficient Evidence
Consistently	**Frequently**	**Generally**	**Seldom**	**Little evidence**
Evidence is always present; one or two "slips" may occur, but there are many examples of comprehensive understanding.	Evidence is often present; there are minor inconsistencies throughout the response.	Evidence is commonly present, particularly in less complex parts of the response; inconsistencies are obvious.	Evidence is rarely present; there are numerous inconsistencies and/or there is minimal evidence of understanding.	There is not enough evidence to make an accurate assessment.

Clarification of QUALITATIVE Terms in the Literacy Performance Task Descriptors

Excellent	Proficient	Adequate	Limited	Insufficient Evidence
Compelling Introduction	**Clearly Expressed Introduction**	**Predictable Introduction**	**Unfocused Introduction**	**Little Evidence of an Introduction**
The beginning creates or stimulates strong interest.	The beginning is explicitly stated and some elaboration is included.	The beginning is straightforward and basic.	The beginning is vague, unclear, and/or lacking a clear purpose or direction.	The beginning does not relate to the task or it is missing.

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Excellent	Proficient	Adequate	Limited	Insufficient Evidence
Insightful Ideas and Details	**Relevant Ideas and Details**	**Satisfactory Ideas and Details**	**Repetitive/ Unclear Ideas and Details**	**Scant Ideas and Details**
Ideas and details demonstrate a complete understanding of the topic; information is purposefully included and may be persuasive.	Ideas and details provide pertinent information; they are logical and focused.	Ideas and details adequately fulfill the requirements of the task; they are appropriate but basic.	Some ideas and details may be satisfactory but they are restated repeatedly, presented as a list, and/or they are vague and confusing.	One or two ideas/ details are presented. They may or may not be related to the topic.
Skillfully Constructed Conclusion	**Effectively Constructed Conclusion**	**Appropriately Constructed Conclusion**	**Contrived or Superficial Conclusion**	**Unrelated Conclusion**
The conclusion purposefully ties the ideas from the response together; it may echo the introduction, challenge the reader, or pose a question.	The conclusion logically ties the main ideas from the response together; it is a focused summary of the response.	The conclusion summarizes the response by restating the main idea, or it is a general statement that is clearly connected to the ideas in the response.	The conclusion is incomplete or has minimal support in the response. It may be vaguely related to the topic and/or the connection is strained.	The conclusion has no connection to the details or ideas in the response.
Skillful Connecting Words	**Effective Connecting Words**	**Predictable Connecting Words**	**Repetitive or Inconsistent Connecting Words**	**Misused or Missing Connecting Words**
The connecting phrases or words that link one idea to the next are purposefully used (e.g., after that, as long as, as well as, especially, even though, every once in a while, except, finally, for example, hopefully, in fact, instead of, mainly, occasionally, of course, on the other hand, usually, whenever)	The connecting phrases or words that link one idea to the next are logically used (e.g., before that, besides, finally, first, last, maybe, next, now, second, since, soon, so that, still, that, too, without, yet)	The connecting words used to link ideas are basic (e.g., also, and, because, but, if, like, or, so, then, when, with)	The connecting words are used **repetitively** to link ideas (e.g., and, so, then)	**N/A**

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Excellent	Proficient	Adequate	Limited	Insufficient Evidence
Vivid Descriptive Language	**Specific Descriptive Language**	**Simple Descriptive Language**	**Awkward/Vague Descriptive Language**	**Misused or Missing Descriptive Language**
The descriptive language (adjectives, adverbs, language patterns, and sounds) creates distinct and striking mental images; it is expressive and/or memorable (e.g., the glittering golden sun, as frosty as a winter day)	The descriptive language (adjectives, adverbs, language patterns, and sounds) creates some interesting mental images; it is explicit and/or effective (e.g., the bright shiny sun, as cold as a popsicle)	The descriptive language (adjectives, adverbs, language patterns, and sounds) is basic, appropriate, and straightforward (e.g., the yellow sun, cold like snow)	The descriptive language (adjectives, adverbs, language patterns, and sounds) is not effectively used or well-planned; it is imprecise and/or unclear (e.g., the yellow ball thing, real cold)	**N/A**
Precise Word Choice	**Effective Word Choice**	**Appropriate Word Choice**	**Word Choice Lacks Precision**	**Misused or Missing Words**
The words (usually nouns and verbs) used to develop ideas are purposeful, explicit, accurate, and sophisticated (e.g., Siberian tiger, grins, pounce)	The words (usually nouns and verbs) used to develop ideas are meaningful, relevant, and focused (e.g., tiger, smiles, skips over)	The words (usually nouns and verbs) used to develop ideas are simple, straightforward, and predictable (e.g., large stripy cat, looks happy, jumps)	The words (usually nouns and verbs) used to develop ideas are ineffective, vague, and do little to sustain interest (e.g., cat, fun and funny, goes up)	**N/A**

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Appendix 2—Samples of Students' Responses

Make a Plan

These samples of students' responses to the *Make a Plan* activity represent some of the approaches they took when they planned their writing projects. The samples are included for informational purposes only and are not intended to be used as an assessment tool.

Sample 1

Make a Plan

Would a red fox be a good pet for you to have?

Why or why not?

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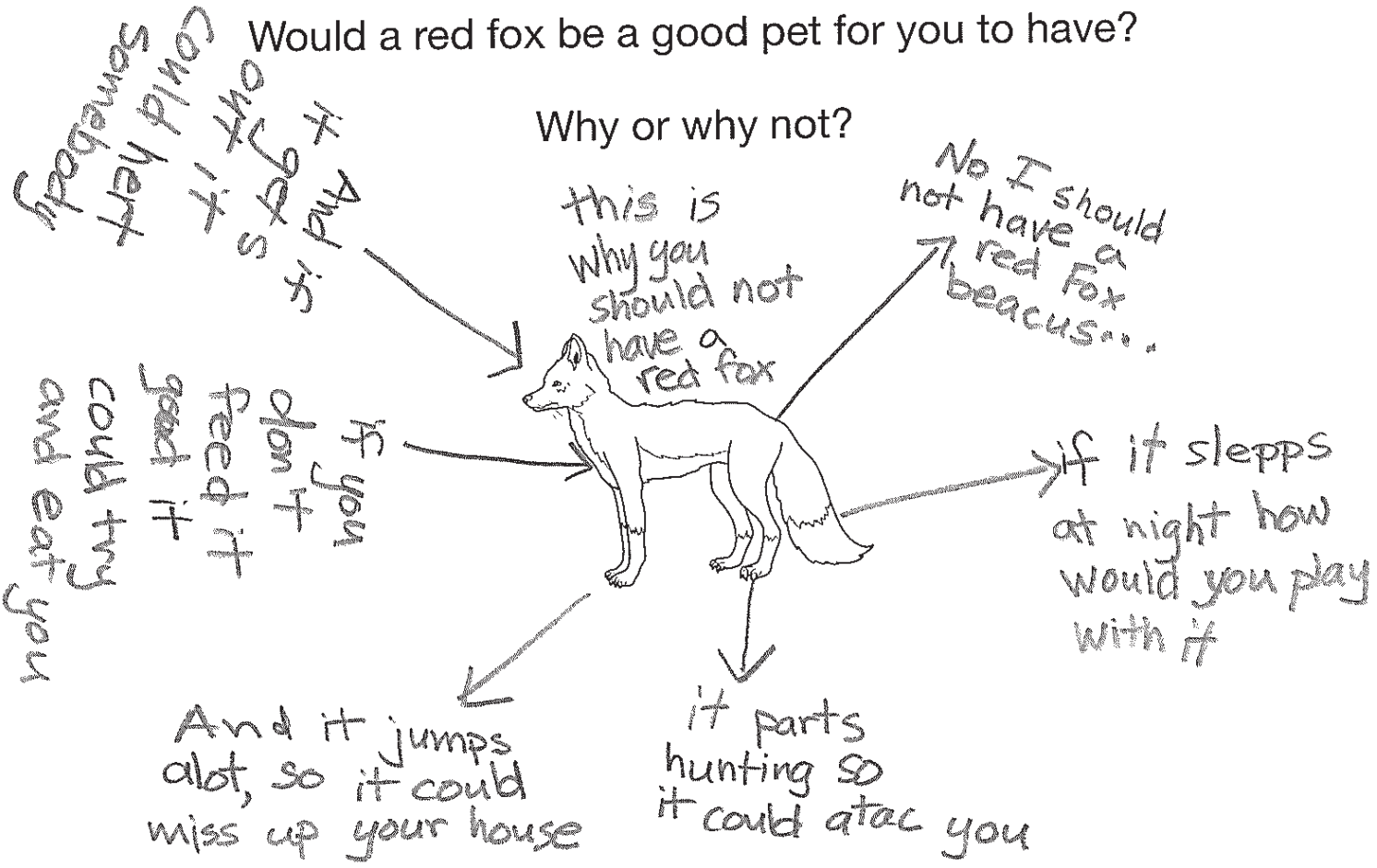
Sample 2

Make a Plan



Sample 3

Make a Plan

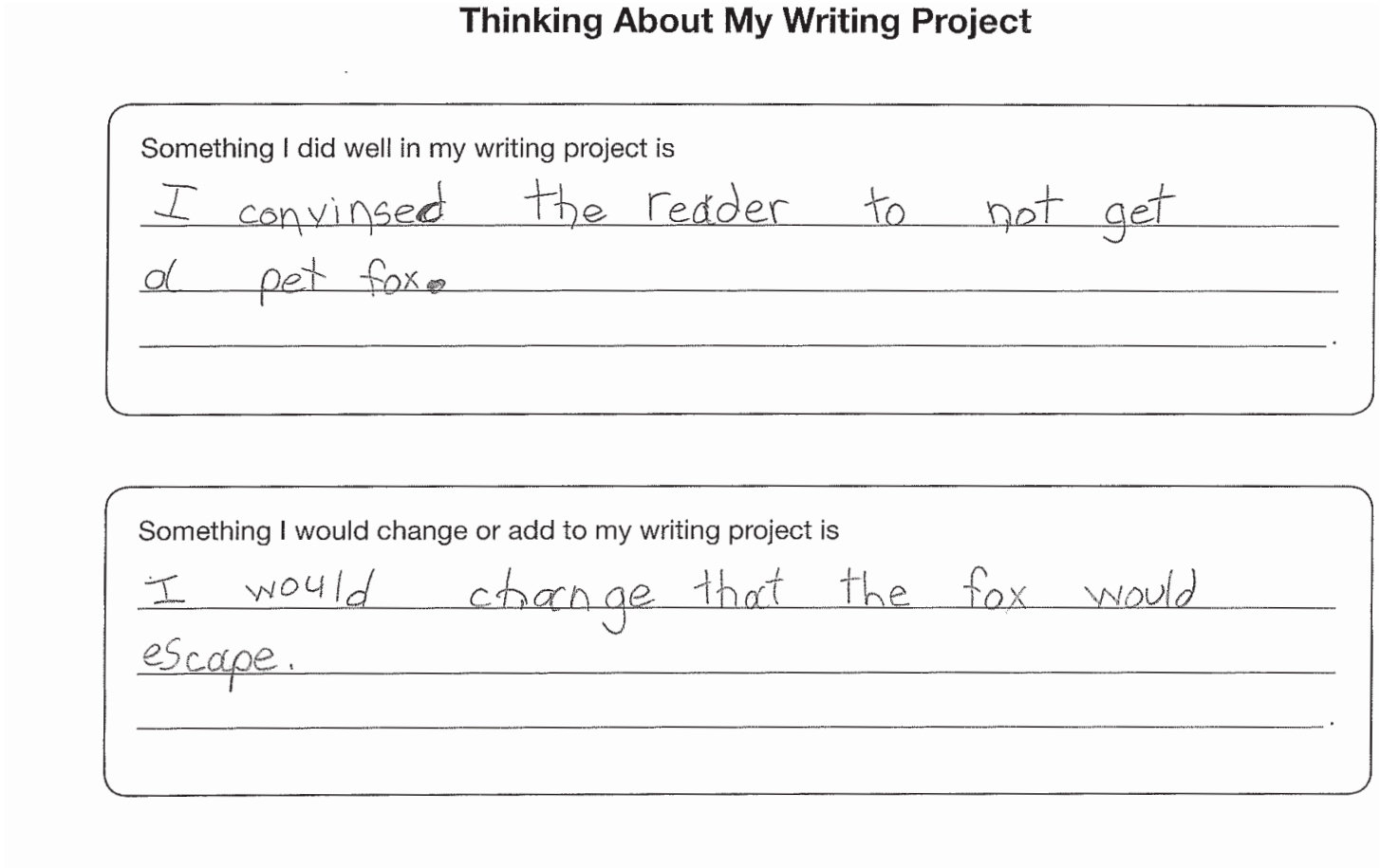
Would a red fox be a good pet for you to have?

Why or why not?

Thinking About My Writing Project

These samples of students' responses to the *Thinking About My Writing Project* activity represent some of the students' self-reflections about the writing project. The samples are included for informational purposes only and are not intended to be used as an assessment tool.

Sample 1



Thinking About My Writing Project

Something I did well in my writing project is

I convinsed the reader to not get
a pet fox.

Something I would change or add to my writing project is

I would change that the fox would
escape.

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Sample 2

Thinking About My Writing Project

Something I did well in my writing project is

Telling all about the fox is what I did well.

Something I would change or add to my writing project is

I would change the start from "I think a red fox is a good pet for me" to "A red fox MIGHT be a good pet.

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Sample 3

Thinking About My Writing Project

Something I did well in my writing project is

I did long and short sentences well.

Something I would change or add to my writing project is

I would add more discriptive words.

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