Demonstrates effective analysis of text and skillful writing. The strength of this response is the insightful and thorough analysis combined with relevant supporting text information. The skillful use of sentence variety effectively links ideas to move the reader through the essay.

- **Effectively addresses all parts of the task** The response develops the theme by focusing on what the author chose to tell or not tell the reader “never actually tells us what place Greta was in.” “Another way the author builds this theme is through Greta’s actions and words.”

- **Thorough analysis based on explicit and implicit meanings from the text.** The first insightful idea “that he never actually tells us what place Greta was in. It hinted...” is supported by “The passage never says, ‘She fell into third place,’ or ‘She crossed the finish line first.’ This gives the impression that what place she’s in doesn’t matter.” The second idea that her training “didn’t seem to hardcore” is supported by “She wasn’t pushing herself past the limit and running a marathon every day” followed by an interpretation of text information “typically ran, swam, and biked the triathlon through a week.”

- **Substantial and direct reference to the main ideas and relevant details of the text** The response uses quotes from the text that show Greta’s positions in the swimming and running stages of the race “the next swimmer three body lengths behind her” “the ground was littered with orange peels.”

- **Strong organizational structure and focus on the task** beginning with an adequate introduction that provides context. The development emphasizes Greta’s struggle. Text and analysis support the idea that the author has chosen what to tell the reader. The strength of the organization is the sentence to sentence progression of the explanation within each paragraph. The adequate conclusion reiterates the information already presented in the essay.

- **Skillful use of transitions** “The first of which being” “This gives the impression” “another way” “In the beginning” “Also, at the end”

- **Effective use of precise language** “aiming to compete” “hinted at her being in first” “gives the impression” “training regime” “pushing herself past the limit” “typically” “shooting to finish”

- **Few errors are present** in sentence formation, usage and spelling, but errors present do not interfere with meaning.
Hawaii Ironman: An Irongirl’s Story  A-2 Score 4

Demonstrates effective analysis of text and skillful writing. The strength of this response is the skillful integration of analysis and text support, as well as the strong focus on how the author develops the theme.

- **Effectively addresses all parts of the task** by showing the progressive development of the theme and linking the task with examples of Greta’s determination.
- **Thorough analysis based on explicit and implicit meanings from the text.** Greta’s determination to finish is supported with thorough analysis “fights through the pain she is in ... and finishes” “Because she did not sit down and try and cool off it showed how badly she wants to finish this race” “The author included this to show her strive to finish and how determined she is” “She was still focused on finishing and pushed herself to finish.”
- **Substantial and direct reference to the main ideas and relevant details of the text** The response uses examples which correctly support the student’s ideas. Determination is supported with the examples of the numbness during swimming, her quick change of clothes, her being “on the move for seven and one-half hours,” her recovery from dizziness by eating a snack, and finally, the cheers of the crowd reviving her at the end.
- **Appropriate organizational structure and focus on the task** The response begins with a two-sentence introduction that runs into the first example and ends with a conclusion which interprets the theme. The body is effectively developed, skillfully guiding the reader through the chronology of the race while including insightful analysis of the events and maintaining strong focus on the task of how the author uses these events to develop the theme.
- **Skillful use of transitions to link ideas** and move the reader through the chronology of the race. This includes the use of transitional phrases to link the race incidents with analysis “The author hints” “This is showing” “The author also” “While Greta” “After that” “Because she did not” “About 2 miles into” “This allowed her” “After she finished” “The author included this” “Once she started to run” “She was still focused”
- **Effective use of precise language** “fights through the pain” “her mentallity” “how badly she wants to finish” “allowed her to feel no pain”
- **Few errors** are present in spelling and usage but do not interfere with meaning
Hawaii Ironman: An Irongirl’s Story  A-3 Score 3

Demonstrates adequate analysis of text and appropriate writing. This response has effective language, appropriate organization, and sufficient text support. While the analysis is clear, there are missed opportunities to further explain.

- Adequately addresses all parts of the task  The student addresses the task in the first sentence “Throughout the passage, the writer steadily develops a theme: to finish is to win” and then develops three supporting ideas: prevailing through obstacles, determination in training, and endurance.

- Clear analysis based on explicit and implicit meanings from the text “The author does this through several means, one of which is explaining all of Greta’s obstacles or difficulties” “These paragraphs explain all of the training ... This shows determination and all of this training pays off at the end.” “She never once trained for speed. She only trains with endurance.” Thorough analysis would have explained how the training shows determination and would have explained how it pays off for her. Also, the student does not explain how the examples of “3 body lengths behind” or “the road was littered with orange peels” show that she is “one of the final contenders.” The reader of the essay is left to make those connections. These are missed opportunities that could have made the analysis thorough rather than clear.

- Sufficient and direct reference to the main ideas and relevant details of the text The response provides examples which correctly support ideas. The idea of prevailing through obstacles is supported by “the numbness in her arms and how she began feeling dizzy.” The idea of determination is supported by “how she woke up at 5:30 A.M. every morning.” The idea of endurance is supported by “how she found herself alone” and “the road was littered with orange peels and GU packets.”

- Appropriate organizational structure and focus on the task  The response begins with a single sentence introduction which moves into the first supporting idea. The body of the response develops each idea presented and the conclusion demonstrates further insight “Unlike many other stories about a winning athlete and her mission to get the gold, this passage is about the average girl trying to compete...”

- Appropriate use of transitions to link ideas “Another way” “This shows” “The final way” “though it never” “Unlike many other stories”

- Effective use of precise language “her arduous journey” “prior to the triathlon” “training pays off” “less explicit” “never once trained for speed” “one of the final contenders” “mission to get the gold”

- Few errors are present in conventions and do not interfere with meaning.
Hawaii Ironman: An Irongirl’s Story  A-4 Score 3

Demonstrates adequate analysis of text and appropriate writing. The response presents examples of how the author develops the theme of not quitting using analysis and text based references.

- **Adequately addresses all parts of the task**  The student maintains focus on the task throughout the response. In paragraph two “This is seen as something leading up towards the end/overall theme.” Again in paragraph three “this is the part where she could’ve given up but she heard the crowd”

- **Clear analysis based on explicit and implicit meanings from the text**  The response explains three obstacles Greta overcame during the three stages of the race. In the swimming stage, the numbness “is seen as something leading up towards the end/overall theme). At that point, while she was swimming she could’ve given up, however she continued the race. For many people they would’ve quit, but Greta showed the strength you have to have in order to reach the goal you have set.” When biking up the steep hill “the transition from swimming to biking & this part could’ve been a part where she would have given up also, but she heard the crowd edging her on & she pressed through to the running segment.” The dizziness while running “also could’ve been a part where she gave up. Greta stuck to her phrase.” However, the reader of the essay is left to make the connection between the text examples and the analysis. There are missed opportunities for the writer to further explain why these incidents represent a struggle for Greta, which would clarify why they are good examples of not giving up.

- **Sufficient and direct reference to the main ideas and relevant details of the text**  All of the examples relate to the theme of not quitting when facing an obstacle “the numbness in her arms” “the steep ascent” “started to feel dizzy”

- **Appropriate organizational structure and focus on the task.**  The introduction is clear and interprets the theme “wasn’t mad or sad about what she placed; in her mind she won because she finished.” The clear conclusion demonstrates further insight “She probably did not get first place or finish early.” The body is adequately developed, with text examples describing incidents where she could have given up and explaining them with reference to the theme. Each of these body paragraphs ends with a concluding sentence to reinforce the focus on the theme “This was just the beginning of her goal, ‘To finish is to win.’” “Greta stuck to her phrase ‘To finish is to win.’”

- **Appropriate use of transitions to link ideas**  “The first part” “This is seen” “At that point” “This was just the beginning” “Another place” “In chapter 9.” Attempts to cite text with numbered paragraphs causes some transitions to be abrupt.

- **Appropriate use of precise language and domain-specific vocabulary**  “remained consistent” “showed the strength”

- **Some errors**  may be present in usage and punctuation, but errors do not interfere with meaning.
Hawaii Ironman: An Irongirl’s Story  A-5 Score 3

Demonstrates adequate analysis of text and appropriate writing. This response is a lower three which is focused on the task, identifies three examples the author has given in the text and explains how they develop the theme. These are adequately explained with sufficient analysis.

- **Adequately addresses all parts of the task** “‘To finish is to win’ developed when the author said Gretas arms were numb, when Greta felt dizzy while running, and finally when she told the news reporter.” The body of the essay develops these three ideas.

- **Clear analysis based on explicit and implicit meanings from the text.** The analysis of the first idea is weakest with a simplistic statement followed by the theme: “She did not give up. She was only focused on finishing, not winning.” Analysis of the second idea is stronger “Even though she felt dizzy, she ate a banana and found the strength within herself to keep going. She didn’t let the hard times stop her from finishing the race.” Analysis of the third idea goes further “She was proud of herself, even if she wasn’t first place. She felt confident and complete. She didn’t care what place she’s in because in her mind set, she won.”

- **Sufficient and direct reference to the main ideas and relevant details of the text** The examples of arms being numb, feeling dizzy and talking to the reporter are used to show how the author developed the theme.

- **Appropriate organizational structure and focus on the task.** There is an adequate introduction which sets up the three text examples, interprets the theme and provides some analysis “That means, that no matter how or when you finish, you’re still a winner. The author develops this them by showing that whenever Greta was feeling weak and tired, she found the strength in herself to keep going and she wasn’t worried about being first place.” Each body paragraph is adequately developed, beginning with the author’s text example followed by analysis. The text examples are repeated in the conclusion.

- **Appropriate use of simplistic transitions to link ideas** “The first way” “The second way” “The last way” “In the end”. Only one internal transition “Even though” is used to connect text and analysis or to facilitate the progression through the analysis.

- **Appropriate use of precise language** “still a winner” “found the strength in herself” “in her mind set, she won.”

- **Some errors** in spelling and punctuation seldom interfere with meaning.
Hawaii Ironman: An Irongirl’s Story  A-6 Score 2

Demonstrates limited analysis of text and inconsistent writing. The response inconsistently addresses the task by explaining what the author chose to tell the reader. While there is some analysis, the response is vague, with many missed opportunities to add text details to clarify the explanations.

- Inconsistently addresses some parts of the task  The response includes weak analysis “the author choose to tell us about her hardships ...to show determination.” The explanations are vague, lacking specific details from the text as support.

- Inconsistent analysis based on explicit and/or implicit meanings from the text  Analysis is weak “Letting the reader know that Greta’s goal is just like any other goal. And that no matter how big or small your goal is it’s how much you work for it that matters.”

- Limited and/or vague reference to the main ideas and relevant details of the text  The response only vaguely references Greta’s training and struggles, without giving specific details to help the reader clearly understand why her experiences support the theme and why the author chose to provide those details.

- Weak organizational structure and focus on the task  There is an adequate introduction that provides context and presents the idea that “the author choose to tell us about her hardships in the beginning to show determination.” This is followed by a body that is weakly developed, lacking text support for ideas, and followed by a vague conclusion.

- Limited use of simplistic transitions “This tells us” “Letting us the readers know” “The author choose to include this” “In conclusion”

- Inconsistent use of precise language “hardships” “convey”

- Errors present in sentence formation, usage, spelling and punctuation may interfere with meaning.
Hawaii Ironman: An Irongirl’s Story  A-7 Score 2

Demonstrates limited analysis of text and inconsistent writing. The weakness of the response is the lack of preplanning before writing. Ideas are weakly grouped and supported with inconsistent analysis. The vague text references assume that the reader has knowledge of the passage information.

- **Inconsistently addresses some parts of the task** “the author develops the theme” by presenting the idea that Greta’s routine shows “she doesn’t expect to win” and that details of the race show how hard it is. However, these ideas are not sufficiently developed with analysis and text.

- **Inconsistent analysis based on explicit and/or implicit meanings from the text.**
  The idea that “she doesn’t expect to win” is supported by attempting to interpret the theme “what the author is trying to say is that even though you don’t win you still win at finishing” followed by weak analysis “it is very hard to win cause there are a lot of good athletes.” The idea that “he shows how hard it is” is supported by “When a good athlete like Greta is having trouble finishing a race that is it hard.” The weak analysis then becomes repetitive and vague “Obviously it’s a hard race for a lot of people. These races aren’t easy and you need a lot of experience with things like that to be able to do that.”

- **Limited and/or vague reference to the main ideas and relevant details of the text.**
  The idea that “she doesn’t expect to win” is supported vaguely by the statement that “she is training a lot” and that there are 1,500 other athletes. The phrase “a lot” needs text details to explain her routine and represents a missed opportunity to elaborate further and clarify the explanation. The idea that the race is hard is weakly supported by “When a good athlete like Greta is having trouble finishing a race” followed by the example of her feeling dizzy, but the reader doesn’t know when that happened or why it occurred or how these ideas are connected. The response lacks sufficient details of the race events to show why it is such a hard race.

- **Weak organizational structure** with an introductory statement that runs into the first idea “she doesn’t expect to win.” This is followed by an interpretation of the theme, weakly supported by the detail that there are “a lot of good athletes.” Then a new idea is introduced “he shows how hard it is” followed by the “dizzy” example and a series of vague statements. Ideas are weakly grouped and weakly developed, ending with a vague concluding statement.

- **Limited use of transitions to link ideas** “By telling this” “What the author is trying to say” “When he talks about the actual race” “What he did was”

- **Inconsistent use of precise language** “need a lot of experience” “inform you”

- **Errors present** in sentence formation, usage and spelling may interfere with meaning.
Hawaii Ironman: An Irongirl’s Story  A-8 Score 2

Demonstrates limited analysis of text and inconsistent writing. This response addresses part of the task by interpreting the quote without explaining how the author develops the theme. This response rises above a score of 1 only because of other skills demonstrated by the writer.

- Minimally addresses part of the task by interpreting the meaning of the theme. The response does not discuss how the author develops the theme.
- Inconsistent analysis based on explicit and/or implicit meanings from the text “It shows that the protagonist stays with it and stays determined” “don’t overwork yourself” “If it wasn’t for the crowd she might have fallen back. She never give up even when she started to feel dizzy.”
- Limited and/or vague reference to the main ideas and relevant details of the text
The response has correct examples “price in time and energy” “let her mind relax” “the crowd revived her” to support ideas.
- Weak organizational structure and focus on the task There is a weak introduction which presents an interpretation of the theme using three supporting ideas “stay determined, don’t over-work yourself, and to never stop or give up.” Ideas are weakly developed, and the weak conclusion restates information already presented.
- Limited use of simplistic transitions to link ideas “One example” “It shows” “Then, the second example” “Like in the story” “Three” “for example” “So, in conclusion”
- Inconsistent use of precise language “the protagonist stays with it” “focus on the task at hand”
- Errors present in sentence formation, usage and spelling may interfere with meaning.
Hawaii Ironman: An Irongirl’s Story  A-9 Score 1

Demonstrates minimal analysis of text and inadequate writing. The response consists almost solely of a summary of text information with a minimal attempt at analysis at the end of the response. While the information presented is relevant to the theme, the student has not explained why he has chosen to give us this information.

- Minimally addresses part of the task By presenting details of the training and race events, the student is showing us the information the author included in the text.
- There is a weak attempt at analysis “which means that if you do your best and try it dosen’t matter if you came in first. Knowing that you can do it is the only thing that matter at the end of the day.”
- Minimal reference to the passage consists of a summary of information from the text. The training details support the inference that “She was so determind to qualify.”
- Minimal evidence of an organizational structure The student attempts a minimal introductory sentence before summarizing the passage and ending with an analytical concluding sentence.
- Simplistic transitions are used Transitions move the reader through the chronology of the race, “the first thing” “Next it was” “After the triathlon” but are not used to link ideas.
- Inconsistent use of precise language “determined to qualify” “no one in sight”
- Errors in sentence formation, usage, spelling, and capitalization may interfere with meaning.
Hawaii Ironman: An Irongirl’s Story  A-10 Score 1

Demonstrates minimal analysis of text and inadequate writing. The response minimally addresses part of the task by giving examples of how the author develops the theme.

- Minimally addresses part of the task Minimally interprets the theme and provides an example of how the author supports the theme.
- Minimal analysis based on the text “it doesn’t matter how you finish it all about just getting it done” “also explain that Greta was so dedicated” “shows us that he thinks winning isn’t everything when he said”
- Minimal reference to the main ideas and relevant details of the text Provides a correct example to support the idea of dedication “waking up around 5:30 AM” and then the final quote which contains the theme.
- Minimal evidence of an organizational structure There is a weak introductory sentence, followed by two examples.
- Few transitions to link ideas “also”.
- Little or no use of precise language.
- Errors are present in sentence formation and usage which may interfere with meaning.
Hawaii Ironman: An Irongirl’s Story  A-11 Score 1

Demonstrates minimal analysis of text and inadequate writing. The student minimally addresses part of the task, explaining the theme by giving mostly correct examples of Greta overcoming difficulties. The response lacks organization and reads like an introduction to the essay that should have followed.

- **Minimally addresses part of the task** The student attempts to explain the meaning of the theme “because Greta never gave up on her dreams.”
- **Minimal attempt at analysis** “It’s not about who finished first or who finished the fastest, it’s all about you completing your goals and never giving up.”
- **Minimal reference to the main ideas and relevant details of the text** with text examples describing Greta overcoming difficulties during the swimming and biking stages of the race.
- **Minimal evidence of an organizational structure** The response begins with a two sentence introduction followed by a body of examples and minimal analysis. Most of these sentences could be rearranged without changing the meaning of the response, indicating that ideas are not logically connected or progressing from one thought to the next. The response lacks a conclusion.

- **The response lacks transitions to link ideas.**
- **Little or no use of precise language.**
- **Errors in usage and punctuation may interfere with meaning.**
Hawaii Ironman: An Irongirl’s Story  A-12 Insufficient
The response attempts to explain the theme “that once you start something and you finish it, that’s an accomplishment” but contains no information indicating that the student read and understood the text. The ideas presented “you pushed through to finish” “Whatever you finish in life, that is an accomplishment because you’ve completed it” are attempts to address the theme but are not supported with text details. A response that is written completely from the student’s own knowledge and without text support is insufficient to be assessed by the criteria on the rubric.
The response lacks analysis and is too brief to be assessed by the criteria on the rubric. The student responds to the task and provides some correct information (Greta didn’t win) but there is no attempt at writing an essay.