



**English Language Arts
Grade 4**

**Sample Text-Dependent
Writing Item**

To Convey an Experience
(Real or Imagined)

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General Introduction

The South Carolina Department of Education provides districts and schools with tools to assist in delivering focused instruction aligned with the *South Carolina College- and Career-Ready Standards*. The Text-Dependent Writing (TDW) sampler was designed as a resource for South Carolina educators to provide guidance and clarity around state summative assessment.

This document contains an example of a narrative TDW from the SC READY English Language Arts assessment. The TDW item is composed of a reading passage and a writing prompt aligned to the *2024 South Carolina College- and Career-Ready English Language Arts Standards*. The passage and prompt were reviewed by a committee of South Carolina educators to ensure appropriateness for the intended grade in terms of text complexity, wording, topic, and bias.

The TDW item requires that students read a passage and respond to a prompt while drawing upon the text for their written responses. Embedded within the TDW item is a mode-specific writer's checklist. Students can use the embedded writer's checklist to help them plan, write, and proofread their responses. Each student's response is then scored using the SC READY TDW Scoring Guidelines.

The TDW sampler contains student responses that illustrate the score points described in the holistic rubric and represent a point range of 4 (highest) to 1 (lowest). These responses contain a combination of reader-scored responses and teacher committee-scored responses established during rangefinding. Each response is scored holistically by domain: structure, development, and language. Scores within each domain are earned by demonstrating most of the descriptors within a score point.

- 4 points: The 4-point response is a **well-crafted narrative** that skillfully develops a real or imagined experience based on the text provided.
- 3 points: The 3-point response is a **complete narrative** that develops a real or imagined experience based on the text provided.
- 2 points: The 2-point response is an **incomplete or oversimplified narrative** based on the text provided.
- 1 point: The 1-point response is a **weak attempt to write a narrative** based on the text provided.

Purpose

This document is intended to be a resource for educators; it is not designed to be a practice test for students. The sample items are examples of college- and career-ready assessment items. SC READY assesses content standards in a variety of ways. This document does not include all item types or standards.

To Convey an Experience (Real or Imagined) Rubric

4 points – A well-crafted narrative that skillfully develops a real or imagined experience based on the text provided.

Structure

- Skillfully establishes a setting
- Skillfully introduces a narrator and/or characters
- Organizes a logical plot structure
- Uses a variety of transitional words and/or phrases to skillfully sequence events
- Provides a well-crafted ending

Development

- Skillfully integrates ideas and details from the text
- Uses well-crafted descriptive language and sensory details to skillfully develop events
- Uses well-crafted descriptions of actions, thoughts, and/or feelings to skillfully develop a narrator and/or characters
- Skillfully uses dialogue to develop events and/or characters

Language

- Uses precise language and vocabulary to skillfully develop the narrative
- Uses varied sentence types and phrases to skillfully develop the narrative
- Has very few or no errors in grammar usage and conventions
- Uses a tone and/or voice that strengthens the narrative

3 points – A complete narrative that develops a real or imagined experience based on the text provided.

Structure

- Establishes a setting
- Introduces a narrator and/or characters
- Organizes a logical plot structure
- Uses a variety of transitional words and/or phrases to sequence events
- Provides a logical ending

Development

- Integrates ideas and details from the text
- Uses descriptive language and sensory details to develop events
- Uses descriptions of actions, thoughts, and/or feelings to develop a narrator and/or characters
- Uses dialogue to develop events and/or characters

Language

- Uses precise language and vocabulary to develop the narrative
- Uses varied sentence types and phrases to develop the narrative
- Has a few minor errors in grammar usage and conventions with no significant effect on readability

2 points – An incomplete or oversimplified narrative based on the text provided.

Structure

- Introduces a setting with little to no detail
- Introduces a narrator and/or characters with little to no detail
- Plot structure is unclear or disorganized
- Uses some transitional words and/or phrases that partially sequence events
- Provides a weak ending

Development

- Minimally integrates ideas and details from the text
- Minimally uses descriptive language or sensory details to develop events
- Uses descriptions of actions, thoughts, or feelings to minimally develop a character

Language

- Uses basic language and vocabulary to develop the narrative
- Uses some varied sentence types and phrases to develop the narrative
- Has frequent errors in grammar usage and conventions that sometimes interfere with readability

1 point – A weak attempt to write a narrative based on the text provided.

Structure

- Attempts to introduce a setting or character
- Response is too brief to demonstrate a complete sequence of events
- Makes little or no attempt to provide an ending

Development

- May use few, if any, ideas or details from the text
- Shows little or no attempt to use descriptive language or sensory details
- Descriptive language or sensory details may not be relevant
- Shows little or no attempt to develop a character
- Response is mostly a summary of the story

Language

- Vocabulary and word choice may be unclear or confusing
- Has frequent errors in grammar usage and conventions that significantly interfere with readability

Text-Dependent Writing (TDW) Passage and Prompt

Read the passage. Then respond to the TDW prompt.

The Perfect Boots

Hundreds of years ago, a tailor named Per Jonsson lived in a Swedish village with his wife, Ebba. All week long, he worked with great care to make his clothes. First, he measured and cut his pattern pieces with exactness. Then, he sewed the seams with tidy stitches.

Ebba worked tirelessly in their shop too. She managed the money and helped their customers. Together, the couple formed a capable team.

One morning, Ebba and Per had an unexpected disagreement. It began when a customer named Anders strolled into the shop. He wanted to buy a jacket for a very low price.

“The jacket’s sleeves have loose stitches,” Anders complained slyly, “so, I will pay only five dollars for it.”

“Those stitches are secure,” Ebba replied with narrowed eyes.

“My garments are flawless,” Per added. “I take pride in their appearance.”

Anders scowled at the boastful tailor. Then he pointed at Per’s boots. “Look at the crease in your boots,” Anders said. “That ridge must rub against your toes all day. Your appearance is not flawless,” he declared angrily as he marched out.

After Anders left, his comments hung in the empty air. Suddenly, Per began to wiggle his feet in his boots. The leather did not feel comfortable. “Anders is correct,” Per thought. “My toes are cramped and pinched.” Finally, Per told Ebba, “I must go to the city and find a new pair of boots.”

“Your boots are fine,” Ebba argued. “You must not listen to Anders. He likes to stir the pot.”

Ignoring Ebba’s warning that Anders was trying to cause trouble, Per began shuffling around the shop. “My feet are aching,” he cried and moaned. “My toes need more space, and my heels need a softer material.”

At last, Ebba said, “If your foolish feet will not listen to reason, then go.”

Per rode his horse into the city. He planned to simply trade his own boots for a better-fitting pair. When he arrived, he sat on a bench in the city marketplace. Before long, a lumberjack happened to pass by. The hardworking man wore the sturdiest boots Per had ever seen.

Leaping up, Per introduced himself and proposed they trade boots. The lumberjack rubbed his chin and stared at Per’s boots with lifted eyebrows.

“Those boots have a beautiful, rich brown color,” the lumberjack thought. In the blink of an eye, he agreed to Per’s plan.

Moments later, the lumberjack strode off with a satisfied grin. Sadly, Per discovered a fresh problem. His new boots were so stiff that he felt like he was wearing two blocks of wood. With a frown, he studied the feet of people passing by, searching for another pair of boots.

In time, Per traded his lumberjack boots for some gray ones a merchant wore. The shrewd merchant also demanded ten dollars as part of the trade. To Per's dismay, the gray boots painfully squeezed his heels, forcing him to trade again. In the end, Per traded six times and paid forty dollars before he found the best boots.

When Per returned home, he smugly paraded around the shop. "Look at my perfect boots," he crowed to Ebba.

Ebba's eyes squinted as she gazed at Per's purchase. "Please sit down, remove one boot, and look inside it," she instructed.

Mystified by Ebba's request, Per followed her directions. Inside his boot, he discovered his own printed name. After all his trading, he had brought back his own boots.

Per hung his head, and Ebba patted his back. "Let's just get back to work," she said matter-of-factly.

The next day, Anders returned to the Jonssons' shop. Per and Ebba looked at each other as Anders came through the door.

"I like these pants, but I see they have wrinkles," Anders said with a sly, sneaky grin.

Text-Dependent Writing (TDW) Prompt

At the end of the passage, Anders comes back to the Jonssons' shop with a sly, sneaky grin on his face. Write a narrative that tells the reader the conversation Per, Ebba, and Anders might have when Anders returns to the shop. Use details from the passage to help you write your story.

Sample Student Responses and Annotations

Sample 1 Student Response – Score Point 4

“I like these pants but I see they have wrinkles,” Anders said with a sly grin.

“Those pants are pressed to perfection,” said Ebba.

“I agree,” boomed Per, dressed in fine clothes. “Those pants are perfect. We make the best clothes in the village. The king needs a new suit. He is having a compitishon in one month. The most exsquist will be the new tailor for the king.”

Anders sly grin crept up on his face and he shouted, “I shall compeat too!” Then Anders left the shop.

Ebba, Per and the other tailors worked tirelessly with little sleep. Anders would walk in and out laughing and mocking them. On the final night, all the tailors were sleeping exept one. Anders was creeping along outside and found his way to a special shop where he stole gold yarn, silver silk, diamonds, lether, pelts, and cotton and then went to work.

The day of the compitishon the tailors unvailed their works of art. Red, blue, and yellow seemed to dance across the stage. There were leperd pelts for capes and beutiful patterns of sheer art, but Anders suit was still covered. When he unvailed it, the crowd gasped, some fainted, the king’s jaw hit the ground, it was a masterpeace. The king tried it on and fell into a cloud of comfert.

But the old royal tailor realized something was off. He looked harder and harder. Suddenly he found it. “STOP!” he exclaimed, “It is stolen from my shop.” Murmurs rippled through the crowd. He then ripped the cape off, sniffed it and screamed “WOMBAT! BOOM HOOKY! THIEF!!” Then the suit was ripped off and birsted apart.

“NOOOOOOOO! AAAHHHHH! PICKLED COYOTES!!!” Anders screamed and cried like a baby all the way to the dungion.

The king then awarded Per and Ebba the royal tailor and everything was perfect until weeks later... “I like this shirt but the color is dull,” said Anders.

Sample 1 Annotation – Score Point 4

Score Point 4 – Exceeds Expectations: A well-crafted narrative that skillfully develops a real or imagined experience based on the text provided.

STRUCTURE**Skillfully establishes a setting.**

- The shop is established as the initial setting through the dialogue that also establishes the conflict:
 - “Then Anders left the shop.”
 - “Ebba, Per and the other tailors worked tirelessly with little sleep. Anders would walk in and out. . .”
- The setting at the competition site is also established:
 - “. . .the tailors unveiled their works of art. Red, blue, and yellow seemed to dance across the stage.”

Skillfully introduces a narrator and/or characters.

- Intentional dialogue and speech tags show which characters from the original passage the student is choosing to include in the response:
 - “‘I like these pants but I see they have wrinkles,’ Anders said with a sly grin.”
 - “‘Those pants are pressed to perfection’ said Ebba.”
 - “‘I agree’ boomed Per, dressed in fine clothes.”

Organizes a logical plot structure where one event leads to the next.

- The initial conversation introduces the idea of the conflict between the characters and the king’s competition:
 - “I like these pants but I see they have wrinkles. . .Those pants are pressed to perfection. . .I agree. . .The king needs a new suit. He is having a compitishon in one month. The most exsquist will be the new tailor for the king. . .I shall compeat too!”
- This moves to the description of the competition preparation which serves as the rising action:
 - “Ebba, Per and the other tailors worked tirelessly. . .Anders. . .laughing and mocking them. . .creeping along outside. . .to a special shop where he stole. . .and then went to work.”
- This leads to the climax of the story where the entries are unveiled and Anders’ treachery is revealed:
 - “The day of the compitishon. . .When he unveiled it. . .it was a masterpeace. . .the old royal tailor realized something was off.”
- This leads logically to the resolution of the story, as Anders is punished while Per and Ebba are rewarded:
 - “Anders. . .all the way to the dungion. . .king then awarded Per and Ebba the royal tailor. . .and everything was perfect. . .”
- The story comes full circle as the characters find themselves in the same situation as they were at the beginning of the story:
 - “. . .until weeks later. . .‘I like this shirt but the color is dull,’ said Anders.”

Uses a variety of transitional words and/or phrases to skillfully sequence events:

- “Then Anders left,” “On the final night,” “The day of the compitishon,” “When he unvailed it,” “But the old royal tailor realized,” “Suddenly,” “He then,” “Then the suit,” “The king then,” “until weeks later”

Provides a well-crafted ending.

- The ending shows the consequences for Anders:
 - “NOOOOOOOOO! AAAHHHHH! PICKLED COYOTES!!!” Anders screamed and cried like a baby all the way to the dungion.”
- And the reward for Per and Ebba:
 - “The king then awarded Per and Ebba the royal tailor and everything was perfect. . .”
- Then the writer skillfully brings the story full circle to another difficult encounter with Anders:
 - “‘I like this shirt but the color is dull’ said Anders.”

DEVELOPMENT**Skillfully integrates ideas and details from the text.**

- The response includes the conflict between sneaky Anders and hardworking Ebba and Per, beginning with the scene at the shop. The writer then imaginatively expands the narrative to introduce a different type of conflict/competition.

Uses well-crafted descriptive language and sensory details to skillfully develop events to help the reader see what is happening:

- “. . .he stole gold yarn, silver silk, diamonds, lether, pelts, and cotton. . .”
- “Red, blue, and yellow seemed to dance across the stage. There were leperd pelts for capes and beutiful patterns of sheer art. . .”
- “. . .the crowd gasped, some fainted, the king’s jaw hit the ground, it was a masterpeace. The king. . .fell into a cloud of comfort.”
- “Murmurs rippled through the crowd.”
- “. . .the suit was ripped off and birsted apart.”

Uses well-crafted descriptions of actions, thoughts, and/or feelings to skillfully develop a narrator and/or characters:

- “. . .boomed Per, dressed in fine clothes. . .worked tirelessly with little sleep.”
- “Anders sly grin crept up on his face. . .laughing and mocking them. . .creeping along outside. . .found his way to a special shop where he stole. . .and then went to work. . .screamed and cried like a baby all the way to the dungion.”
- “. . .the old royal tailor realized something was off. . .looked harder and harder. . .ripped the cape off, sniffed it and screamed. . .”

Skillfully uses dialogue to develop events and/or characters.

- Each use of dialogue reveals the feelings of the characters as they respond to other characters or events. These dialogues naturally lead to the events that follow them.
- To provide information about the competition to become the royal tailor:
 - “The king needs a new suit. He is having a compitishon in one month. The most exsquist will be the new tailor for the king.”
- At the end of the response to hint at what will happen next:
 - “I like this shirt but the color is dull. . .”
- To reveal Anders’ feelings, complaining, plotting, competitive nature, and distress at being found out:
 - “I like these pants but I see they have wrinkles. . .”
 - “I shall compeat too!”
 - “NOOOOOOOO! AAAHHHHH! PICKLED COYOTES!!!”
- To show Ebba’s pride in her work and her opposition to Anders:
 - “Those pants are pressed to perfection. . .”
- To show Per’s pride in his work and his opposition to Anders:
 - “I agree. . .Those pants are perfect. We make the best clothes in the village.”
- To show the old tailor’s anger when he realizes Anders used stolen materials:
 - “STOP. . .It is stolen from my shop. . .WOMBAT! BOOM HOOKY! THIEF!!”
- To introduce the idea of conflict/competition that is continued to the end of the response.

LANGUAGE**Uses precise language and vocabulary to skillfully develop the narrative:**

- “boomed,” “compitishon,” “exsquist,” “tirelessly,” “mocking,” “creeping,” “unvailed,” “gaspd,” “fainted,” “masterpeace,” “realized,” “exclaimed,” “sniffed,” “birsted,” “dungion,” “awarded”

Uses varied sentence types and phrases to skillfully develop the narrative:

- “Anders would walk in and out laughing and mocking them. On the final night, all the tailors were sleeping exsept one. Anders was creeping along outside and found his way to a special shop where he stole gold yarn, silver silk, diamonds, lether, pelts, and cotton and then went to work.”
- “with a sly grin,” “pressed to perfection,” “dressed in fine clothes,” “dance across the stage,” “jaw hit the ground,” “cloud of comfert,” “Murmurs rippled,” “cried like a baby”

Has very few or no errors in grammar usage and conventions.

- There are spelling errors which do not interfere with the readability of the response:
 - “compitishon,” “exsquist,” “compeat,” “exsept,” “lether,” “unvailed,” “leperd,” “beutiful,” “masterpeace,” “comfert,” “birsted,” “dungion”

Uses a tone and/or voice that strengthens the narrative:

- “When he unvailed it, the crowd gasped, some fainted, the king’s jaw hit the ground, it was a masterpeace.”
- “Anders screamed and cried like a baby all the way to the dungion.”

Score Justification

- There is a logical plot structure which establishes a conflict and leads the characters through a moment of crisis to the resolution of the problem.
- Transitions between events are skillful, consistently showing the reader the passage of time or connection between events.
- The writer has skillfully expanded on text ideas to provide an imaginative and effective narrative.
- Descriptive language allows the reader to see what is happening and share in the characters' experiences.
- Skillful use of dialogue develops characters by showing how they feel and develops the plot by providing connections between events which help the story to progress.
- Precise language and sentence variety enhance the response.
- The ending, which brings the characters full circle, is well-crafted and skillful as the reader realizes that, once again, Anders is going to cause a conflict.

Suggestions for Improvement

- The characters/setting should be more clearly established so that the reader understands who the characters are and where the argument is occurring.
- More consistent use of transitions would enhance the progression of the narrative.
- The use of more sensory details, to help the reader to see, feel, and hear what is happening, would allow the reader to more fully share the characters' experiences.

Sample 2 Student Response – Score Point 4

Per and Ebba looked at one another, they knew he was trying to get them mad.

“I wore this for only a day and they now have wrinkles. You are the worst at making pants out of all the things that you make!” Anders grumbled. “I am going to close down your shop forever,” he said with a smile on his face. “Oh how I feel like celebrating.” He claped his hands joyfully.

“You can not do that!” Per and Ebba said at the same time.

“But I can. You see, I can make a petishon and get people to write their names on it and people will!” Anders said meanly.

“Just give us a week and we will make you one big suit with a shirt, pants, and boots!” Per begged. “Just give us a week and it will be great.”

Anders thought about it. “Fine. You have one week. I’ll be back on Friday and you better be done,” Anders said. “Goodbye now” and slammed the door shut.

“What will we do? You know some townspeople do not like us!” Ebba said afraid. Per had never seen her this worried before and knew he had to do something about it.

“Calm down we got this,” Per said but he felt the same way as her because when first in the town they had started off by selling quilts. They were so popular that it put another shop out of work, so the owners started to say nasty rumors about them. Now some people think they do not belong and cannot be trusted.

“You will get the cloth and I will sew together something,” Per announced.

Soon, they found the perfect cloth and worked day and night on it. When they were done with the suit, they knew Anders could not say no. The next day when Anders came in he was speechless. Even he could not say anything bad. He loved it, so he ripped up the petishon and took the suit away.

“You know I learned a very good thing today,” Per smiled.

“What?” asked Ebba with a curius look.

“Do not give up and you will always win,” he said proudly.

Sample 2 Annotation – Score Point 4

Score Point 4 – Exceeds Expectations: A well-crafted narrative that skillfully develops a real or imagined experience based on the text provided.

STRUCTURE**Skillfully establishes a setting.**

- The conflict is established through the opening dialogue, and the setting is then introduced:
 - “I wore this for only a day and they now have wrinkles. You are the worst at making pants out of all the things that you make!” Anders grumbled.
 - “Goodbye now” and slammed the door shut.

Skillfully introduces a narrator and/or characters.

- The characters of Ebba and Per are introduced through the dialogue which shows the conflict with Anders:
 - “Per and Ebba looked at one another, they knew he was trying to get them mad.”
 - “‘You are the worst at making pants out of all the things that you make!’ Anders grumbled.”

Organizes a logical plot structure.

- There is a logical plot which begins with the initial complaint by Anders:
 - “. . .they knew he was trying to get them mad. . .I am going to close down your shop forever. . .I can make a petishon. . .some townspeople do not like us!”
- The story progresses to the hard work of Per and Ebba as they try to make the best suit possible:
 - “. . .found the perfect cloth. . .worked day and night on it. . .knew Anders could not say no.”
- And then to the climax of the story when the final confrontation occurs and Anders is no longer able to complain:
 - “. . .he was speechless. . .ripped up the petishon and took the suit away.”
- The resolution of the story shows Per’s pleasure in his success:
 - “Do not give up and you will always win. . .”

Uses a variety of transitional words and/or phrases to skillfully sequence events.

- Dialogue, with the help of some transitions, is used to move the characters from the opening conflict to the efforts to prove Anders wrong:
 - “But,” “You see,” “Just give us,” “What will we do?”
- Transitions are also used to sequence some events:
 - “when first in the town,” “so,” “Now,” “Soon,” “When they were done,” “The next day”

Provides a well-crafted ending.

- The ending brings events to a satisfying resolution as Per succeeds in impressing Anders and also realizes he has learned a valuable lesson, creating an overall theme for the story:
 - “Anders. . .was speechless. . .He loved it, so he ripped up the petishon and took the suit away.”
 - “You know I learned a very good thing today. . .Do not give up and you will always win. . .”

DEVELOPMENT**Skillfully integrates ideas and details from the text.**

- The response includes the conflict between complaining Anders and worried Ebba and Per, beginning with the argument at the shop. The writer then presents a more vindictive side to Anders’ character so that Per and Ebba fear him.

Uses well-crafted descriptive language and sensory details to skillfully develop events.

- Background information is provided about Per and Ebba’s relationship with the townspeople to help the reader understand why they were desperate and put so much effort into making something to please Anders:
 - “Per and Ebba looked at one another, they knew he was trying to get them mad.”
 - “. . .knew he had to do something about it. . .he felt the same way as her. . .started off by selling quilts. . .so popular that it put another shop out of work. . .owners started to say nasty rumors about them. . .some people think they do not belong and cannot be trusted.”
 - “. . .found the perfect cloth. . .worked day and night. . .knew Anders could not say no. . .ripped up the petishon and took the suit away.”

Uses well-crafted descriptions of actions, thoughts, and/or feelings to skillfully develop a narrator and/or characters.

- Descriptions are used to show Anders’ feelings and his transformation:
 - “. . .claped his hands joyfully. . .thought about it. . .slammed the door shut.”
 - “. . .was speechless. . .could not say anything bad. . .loved it. . .”
- Dialogue tags are also used to show Anders’ feelings:
 - “. . .grumbled. . .with a smile on his face. . .meanly.”
- Descriptions are used to show Per’s feelings:
 - “. . .had never seen her this worried before and knew he had to do something about it. . .he felt the same way as her. . .”
- Dialogue tags are used to show Per’s transformation from worried to confident to proud:
 - “. . .begged. . .announced. . .smiled. . .proudly.”
- Dialogue tags also show Ebba’s feelings:
 - “afraid”

Skillfully uses dialogue to develop events and/or characters.

- Each use of dialogue reveals the feelings of the characters as they respond to other characters or events. These dialogues naturally lead to the events that follow them.
- To provide information about the townspeople so the reader knows why the characters are afraid:
 - “You know some townspeople do not like us!”
- To show the reader what Per and Ebba will make for Anders:
 - “. . .we will make you one big suit with a shirt, pants, and boots!”
 - “You will get the cloth and I will sew together something. . .”
- To reveal Anders’ feelings, complaining, and vindictive nature:
 - “I wore this for only a day and they now have wrinkles. You are the worst at making pants. . .I am going to close down your shop forever. . .Oh how I feel like celebrating.”
 - “. . .I can make a petishon and get people to write their names on it. . .I’ll be back on Friday and you better be done. . .”
- To show Ebba’s worry and fear:
 - “You can not do that!”
 - “What will we do? You know some townspeople do not like us!”
- To show Per’s desperation to please Anders, to calm Ebba, and to reveal the lesson he learned:
 - “You can not do that. . .Just give us a week and we will make you one big suit with a shirt, pants, and boots. . .it will be great.”
 - “Calm down we got this. . .”
 - “. . .I learned a very good thing today. . .Do not give up and you will always win. . .”
- To introduce the idea of a conflict that causes desperate worry for both Per and Ebba due to Anders’ vindictive nature, the threat of the petition, and the negative opinion of the townspeople.

LANGUAGE**Uses precise language and vocabulary to skillfully develop the narrative:**

- “petishon,” “slammed,” “townspeople,” “worried,” “speechless,” “ripped”

Uses varied sentence types and phrases to skillfully develop the narrative:

- “Soon, they found the perfect cloth and worked day and night on it. When they were done. . .they knew Anders could not say no.”
- “with a smile on his face,” “how I feel like celebrating,” “claped his hands joyfully,” “give us a week,” “we got this,” “nasty rumors,” “do not belong,” “worked day and night,” “could not say no”

Has very few or no errors in grammar usage and conventions.

Uses a tone and/or voice that strengthens the narrative:

- “They were so popular that it put another shop out of work, so the owners started to say nasty rumors about them. Now some people think they do not belong and cannot be trusted.”
- “Soon, they found the perfect cloth and worked day and night on it. When they were done with the suit, they knew Anders could not say no. The next day when Anders came in he was speechless.”

Score Justification

- There is a logical plot as the characters eventually resolve their conflict.
- There is a logical plot structure which establishes a conflict and leads the characters to work to solve the problem and, eventually, resolve the conflict.
- Transitions, as well as dialogue, provide transitions between events, clearly showing how one is related to the next.
- The writer has skillfully expanded on text ideas to increase the suspense by making Anders vindictive and adding the hostility of the townspeople.
- There are well-crafted descriptions of actions, thoughts, and feelings to show character development.
- Descriptive language allows the reader to see what is happening and share in the characters’ experiences.
- Skillful use of dialogue develops characters by showing how they feel and develops the plot by providing connections between events which help the story to progress.

Suggestions for Improvement

- More consistent use of transitions would enhance the progression of the narrative.
- More descriptive details and sensory language should be used to help the reader “see” what is happening, thereby sharing the experience with the characters.
- The addition of more precise vocabulary would enhance the response and improve the expression of ideas.

Sample 3 Student Response – Score Point 3

“Before you go on anymore about these pants, I would suggest you keep your mouth shut, unless you are actually going to buy something,” Ebba said in a firm voice.

“But those pants Per is wearing look very scratchy and uncomfortable. I would suggest getting new ones,” Anders said.

“Nonsense,” said Per. “I have had these pants for a long time, and I am satisfied with what I have now.”

Anders grunted and walked out of the shop.

“Good, now whenever Anders walks in and starts going on about how your pants, hats, boots, hair, shirt, or just anything about you, stand up to him and don't listen to whatever he has to say. Got it?” Ebba said in a soft voice.

Ebba looked out the window, and noticed Anders was coming back. Again.

“Hey, Per, your ha----”

“I'm going to have to stop you right there Anders. ALL you want to do is make PROBLEMS, and make everyone mad,” said Ebba.

From that day on, Anders never came in to make everyone mad. And most importantly, he stopped making problems. But now and then, Anders would stop by for a visit, or to compliment Per.

Sample 3 Annotation – Score Point 3

Score Point 3 – Meets Expectations: A complete narrative that develops a real or imagined experience based on the text provided.

STRUCTURE**Establishes a setting.**

- “. . .unless you are actually going to buy something. . .Anders grunted and walked out of the shop.”

Introduces a narrator and/or characters.

- The initial dialogue skillfully introduces the conflict between the characters, showing how they feel:
 - Ebba: “. . .keep your mouth shut, unless you are actually going to buy something. . .”
 - Anders: “. . .those pants Per is wearing look very scratchy and uncomfortable. I would suggest getting new ones. . .”
 - Per: “Nonsense. . .”

Organizes a logical plot structure.

- Anders attempts to make Per feel badly about his pants:
 - “But those pants Per is wearing look very scratchy and uncomfortable. I would suggest getting new ones. . .”
- Which causes the confrontation:
 - “. . .keep your mouth shut, unless you are actually going to buy something. . .”
 - “Nonsense. . .”
- Once Anders leaves, Ebba encourages Per:
 - “. . .stand up to him and don't listen to whatever he has to say. Got it?”
- Anders returns to the shop in another attempt to make Per feel badly but is again confronted by Ebba:
 - Anders was coming back. Again.
 - “Hey, Per, your ha----”
 - “I'm going to have to stop you right there Anders. ALL you want to do is make PROBLEMS, and make everyone mad. . .”
- Anders learns his lesson and behaves better on his later visits to the shop:
 - “. . .he stopped making problems. . .would stop by for a visit, or to compliment Per.”

Uses a variety of transitional words and/or phrases to sequence events:

- “Before you go on,” “But those,” “now whenever,” “From that day on,” “And most,” “But now and then”

Provides a logical ending as the conflict is resolved:

- “From that day on, Anders never came in to make everyone mad. And most importantly, he stopped making problems. But now and then, Anders would stop by for a visit, or to compliment Per.”

DEVELOPMENT**Integrates ideas and details from the text.**

- The response uses the characters and setting from the text, telling a different version of the interaction between Anders and Per, as Anders attempts to make Per feel badly about his pants, and then returns to attempt the same thing with his hat:
 - “But those pants Per is wearing look very scratchy and uncomfortable. I would suggest getting new ones. . .”
 - “Hey, Per, your ha----”
- Ebba is encouraging, as she is in the passage:
 - “. . .stand up to him and don’t listen to whatever he has to say. Got it?”

Uses descriptive language and sensory details to develop events.

- There are some basic details used to describe what happens after the confrontation:
 - “Anders. . .walked out of the shop.”
 - “Ebba looked out the window. . .noticed Anders was coming back. Again.”
 - “From that day on, Anders never came in to make everyone mad. . .he stopped making problems. . .would stop by for a visit, or to compliment Per.”
- The response lacks descriptive language and sensory details to show the reader more clearly what is happening as these events occur.

Uses descriptions of actions, thoughts, and/or feelings to develop a narrator and/or characters.

- There are dialogue tags to describe Ebba’s tone of voice:
 - “in a firm voice. . .in a soft voice.”
- And a dialogue tag to help the reader hear Anders’ response:
 - “Anders grunted.”

Uses dialogue to develop events and/or characters:

- The dialogue helps to develop events since each confrontation is followed by a consequential event.
- The initial conversation develops the characters by showing the conflict between them, revealing how they feel:
 - “Before you go on anymore about these pants, I would suggest you keep your mouth shut, unless you are actually going to buy something. . .”
 - “But those pants Per is wearing look very scratchy and uncomfortable. I would suggest getting new ones. . .”
 - “Nonsense. . .I have had these pants for a long time, and I am satisfied with what I have now.”

- The characters are further developed as the dialogue clarifies Ebba’s determination to oppose Anders’ efforts, and her relationship with Per as she tells him to stand up for himself. This dialogue also describes Anders’ habitual behavior, showing that it is a common occurrence:
 - “Good, now whenever Anders walks in and starts going on about how your pants, hats, boots, hair, shirt, or just anything about you, stand up to him and don’t listen to whatever he has to say. Got it?”
- Ebba is again shown to be the one who is most willing to confront Anders as she reveals his motivation for his second visit:
 - “I’m going to have to stop you right there Anders. ALL you want to do is make PROBLEMS, and make everyone mad. . .”

LANGUAGE

Uses precise language and vocabulary to develop the narrative:

- “go on,” “firm,” “scratchy,” “uncomfortable,” “Nonsense,” “satisfied,” “grunted,” “noticed,” “compliment”

Uses varied sentence types and phrases to develop the narrative:

- “From that day on, Anders never came in to make everyone mad. And most importantly, he stopped making problems. But now and then, Anders would stop by for a visit, or to compliment Per.”
- “keep your mouth shut,” “Got it?”

Has a few minor errors in grammar usage and conventions with no significant effect on readability.

- There is a spelling error:
 - “satisfied”

Score Justification

- The setting and characters are skillfully established using dialogue.
- There is a logical plot structure, with dialogue and some transitions used to sequence events.
- Text ideas are integrated into the narrative.
- The response has little descriptive language to help the reader “see” the events and share the experience.
- Dialogue is used to develop characters and events.
- Some precise language is used to develop the narrative and clarify ideas.

Suggestions for Improvement

- Transitions should be used more consistently to show how ideas are connected, and how one event leads to the next.
- More descriptive details and sensory language would develop events and characters, so that the reader is able to see the setting and various events more vividly, thereby more fully sharing the experiences of the characters.
- Rather than using dialogue to tell most of the story, describe some of the events and then use dialogue/interactions between characters to connect one event to the next.
- The use of more precise language would help to develop the narrative by creating more vivid images for the reader.

Sample 4 Student Response – Score Point 3

Per and Ebba owned a shop in Sweedin. Per made the clothes and Ebba managed the money. Anders was a customer and a mean one. All he did was cause problems.

Anders came into Per and Ebba's shop after causing problems there yesterday. He came looking for pants. When he was looking he exclaimed, "I like these pants but I see they have wrinkles."

All Per could think is, "He is trying to make me mad!" But Per was not mad. Per asked, "Why are you always so mean to every one?"

Anders replied with, "It makes me laugh when people are mad so I try to make people mad because I like to laugh.

Per asked, "Is there any thing else that makes you laugh?"

Anders replied with, "Yes."

Per asked, "What is it?"

Anders whispered, "Cats."

"Cats?" Per asked. "Why do cats make you laugh?" Per asked.

"Their colars, face, and tail," Anders replied.

Anders exclaimed, "Thank you for helping me get that off my back! Now I do not have to be mean to people just so I can laugh!"

In the end Anders was never mean to any one ever again.

Sample 4 Annotation – Score Point 3

Score Point 3 – Meets Expectations: A complete narrative that develops a real or imagined experience based on the text provided.

STRUCTURE**Establishes a setting:**

- “Per and Ebba owned a shop in Sweedin.”

Introduces a narrator and/or characters:

- “Per made the clothes and Ebba managed the money. Anders was a customer and a mean one. All he did was cause problems.”

Organizes a logical plot structure.

- Anders enters the shop to cause trouble:
 - “Anders came into Per and Ebba’s shop after causing problems there yesterday. . . I like these pants but I see they have wrinkles.”
- Per finds out why Anders behaves this way:
 - “Why are you always so mean to every one?”
 - “. . . I try to make people mad because I like to laugh.”
- Per helps Anders to solve his problem:
 - “Is there any thing else that makes you laugh?”
 - “Cats. . . Their colars, face, and tail. . .”
- This leads to Anders’ realization and his change in behavior:
 - “Now I do not have to be mean to people just so I can laugh!”
 - “. . . Anders was never mean to any one ever again.”

Uses a variety of transitional words and/or phrases to sequence events:

- “All he did,” “after causing,” “When he was looking,” “All Per could think,” “But Per,” “Anders replied with,” “Now,” “In the end”

Provides a logical ending which follows from Anders’ realization:

- “In the end Anders was never mean to any one ever again.”

DEVELOPMENT**Integrates ideas and details from the text.**

- The setting and characters are drawn from the text, as well as the conflict resulting from Anders’ demanding personality.

Uses descriptive language and sensory details to develop events.

- There is little descriptive language to help the reader see what is happening, but the writer does provide some details about the setting:
 - “Per and Ebba owned a shop in Sweedin.”

Uses descriptions of actions, thoughts, and/or feelings to develop a narrator and/or characters.

- Character development is mostly achieved through dialogue. There are some details about the characters:
 - “Per made the clothes and Ebba managed the money.”
 - “Anders was a customer and a mean one. All he did was cause problems.”
 - “Anders came into Per and Ebba’s shop after causing problems there yesterday. He came looking for pants.”
 - “But Per was not mad.”

Uses dialogue to develop events and/or characters.

- Dialogue develops Anders’ character by showing how he creates the conflict, the reason for his behavior, his realization that something else could make him laugh, and the change that occurs:
 - “I like these pants but I see they have wrinkles.”
 - “It makes me laugh when people are mad so I try to make people mad because I like to laugh.”
 - “Cats. . . Their colars, face, and tail. . .”
 - “Thank you for helping me get that off my back! Now I do not have to be mean to people just so I can laugh!”
- There is internal dialogue to show what Per is thinking:
 - “He is trying to make me mad!”
- There is also dialogue to show Per’s determination to discover the cause of Anders’ behavior:
 - “Why are you always so mean to every one?”
 - “Is there any thing else that makes you laugh?”
 - “Why do cats make you laugh?”
- The dialogue shows the first event which begins the conflict and leads to the rest of the plot:
 - “I like these pants but I see they have wrinkles.”
- The dialogue also develops events by showing the conversation between Per and Anders, leading to Anders’ change of heart, ending the conflict and providing a resolution to the problem.

LANGUAGE**Uses precise language and vocabulary to develop the narrative:**

- “managed,” “mean,” “exclaimed,” “replied,” “whispered”

Uses varied sentence types and phrases to develop the narrative.

- Many sentences are basic, but there is some variety:
 - “Anders came into Per and Ebba’s shop after causing problems there yesterday.”
 - “Thank you for helping me get that off my back! Now I do not have to be mean to people just so I can laugh!”
 - “All he did,” “All Per could think,” “off my back”

Has a few minor errors in grammar usage and conventions with no significant effect on readability.

- There are spelling errors:
 - “Sweedid,” “maneged,” “costomer,” “every one,” “any thing,” “colars,” “any one”

Score Justification

- There is a logical plot structure using some transitions to sequence events.
- Text ideas are integrated into the narrative.
- The response has some varied sentence types and phrases, but there is little descriptive language to help the reader “see” the events and share the experience.
- While dialogue is adequately used to develop the characters and introduce the conflict that is central to the plot, it sometimes lacks purpose instead of intentionally moving the story forward.
- There is little precise language used to develop the narrative.

Suggestions for Improvement

- Transitions should be used more consistently to show how ideas are connected, and how one event leads to the next.
- More descriptive details and sensory language would develop events and characters, so that the reader is better able to see and understand what is happening, thereby more fully sharing the experiences of the characters.
- Rather than using dialogue to tell most of the story, some events should be described, and then dialogue/interactions between characters should be used to connect one event to the next.
- The more consistent use of precise language would help to develop the narrative.

Sample 5 Student Response – Score Point 2

“Anders can you please leave the shop” Ebba said.

“Why should I” said Anders.

“We don’t want you to get in to look for better things” said Ebba.

“Yes, Anders please go away from the store” said Per.

“Ok then if you insist” said Anders.

“Now we can get back to work look at this place it is so messy” said Ebba.

“Youre right Ebba” said Per.

“Lets get to work” said Ebba, but Anders had a diffrent plan for them, “I will make pepole stop going to there store and then my reveange will be a succes.”

Sample 5 Annotation – Score Point 2

Score Point 2 – Approaches Expectations: An incomplete or oversimplified narrative based on the text provided.

STRUCTURE**Introduces a setting with little to no detail.**

- The shop is introduced in the conversation:
 - “. . .please leave the shop. . .go away from the store. . .”

Introduces a narrator and/or characters with little to no detail.

- Anders, Ebba, and Per are introduced in the initial conversation to show how they feel about each other, but the reader doesn't know who they are or why they are having a disagreement:
 - “. . .please leave the shop. . .Why should I. . .please go away from the store. . .If you insist. . .”

Plot structure is unclear or disorganized.

- The response introduces the characters and situation by presenting the opening scene of a narrative. The only consequence of the initial confrontation is the removal of Anders from the shop so that Per and Ebba can get back to work. There is no further sequence of events to build a narrative that shows how events rise to a crisis that is then resolved. The final statement hints at future events, but Anders' revenge is never shown to the reader.

Uses some transitional words and/or phrases that partially sequence events:

- “Now we can. . .”
- “. . .but Anders had a different plan. . .”

Provides a weak ending.

- The concluding statement warns the reader of a future conflict:
 - “I will make pepole stop going to there store and then my reveange will be a succes.”

DEVELOPMENT**Minimally integrates ideas and details from the text.**

- The writer uses the characters Per, Ebba, and Anders, as well as the setting of the shop. Similar to the passage, the response includes a disagreement between Anders and the shop owners. The reader can also infer that Anders is not a nice person and is always plotting something, as he was in the passage.

Minimally uses descriptive language or sensory details to develop events.

- There are no dialogue tags to clarify tone of voice to help the reader “hear” the conversation.
- Other than a statement that the shop is “messy,” there are no other details to help the reader “see” what is happening.
- There are no details to clarify what “things” Anders wants to look for or what “work” Per and Ebba have been doing.

Uses descriptions of actions, thoughts, or feelings to minimally develop a character.

- The response lacks descriptions, but uses dialogue to develop characters.

Uses dialogue to minimally develop events and/or characters.

- Dialogue is used to reveal how Per and Ebba feel about Anders without providing more details to show why they feel this way. There are no dialogue tags to show the tone of voice, and there are no descriptions of facial expressions or movements/actions to help the reader “see” the interaction:
 - “Anders can you please leave the shop. . .”
 - “We don’t want you to get in to look for better things. . .”
 - “Yes, Anders please go away from the store. . .”
- Dialogue also reveals what Anders is feeling by providing evidence of an aggrieved tone and then a vengeful statement:
 - “Why should I. . .”
 - “. . .I will make pepole stop going to there store and then my reveange will be a succes.”
- Dialogue shows that Ebba doesn’t like a mess and thinks work is important, but there are no further details to allow the reader to picture the shop or further understand Ebba:
 - “Now we can get back to work look at this place it is so messy. . .”
 - “Lets get to work. . .”
- Dialogue also shows Per’s agreement:
 - “Youre right Ebba. . .”

LANGUAGE**Uses basic language and vocabulary to develop the narrative:**

- “insist,” “reveange,” “messy”

Uses some varied sentence types and phrases to develop the narrative:

- “‘Lets get to work’ said Ebba, but Anders had a diffrent plan for them. . .”
- “Why should I,” “if you insist,” “my reveange will be a succes”

Has frequent errors in grammar usage and conventions that sometimes interfere with readability.

- There are spelling errors:
 - “diffrent,” “pepole,” “there,” “reveange,” “succes”
- There is a run-together sentence with three separate thoughts:
 - “Now we can get back to work look at this place it is so messy. . .”
- There are missing commas and question marks in the dialogue, and there are missing apostrophes:
 - “Youre,” “dont”

Score Justification

- The response is an oversimplified narrative.
- The initial conversation provides an introductory scene for the narrative.
- There is a weak sequence of events that occurs as a result of the conversation, but the story does not progress through a more complex sequence of events to create a plot.
- Basic dialogue introduces and develops characters by showing their feelings and the relationship between them.
- The writer minimally integrates ideas and details from the passage.
- The response lacks details and description to show the reader what is happening so that the reader hears the conversation and sees the setting/events.
- Provides a weak concluding statement which concludes the conversation but does not show the resolution of a more complex sequence of events that should have resulted from this conversation.

Suggestions for Improvement

- A sequence of events is needed, with transitions that clearly show how one event leads to the next to create a more complex plot.
- Descriptive details should be added to show the reader more about the setting, characters, and situation, allowing the reader to share in the experience.
- Dialogue should be used to provide transitional information between events, showing some causality between what is said in the dialogue and the events that occur as a result of the conversation.

Sample 6 Student Response – Score Point 2

Per and Ebba tell Anders to leave, and Anders walks out of the shop. Per looks at the pants and says these are wrinkled. Ebba says the pants are fine and they look great. But Per says to Ebba I'm gonna make new pants that don't have wrinkles in them.

Per was frustrated about what Anders said. Ebba walked in and talked to Per and said the pants you make are fine. Who cares about what Anders said as long as they're comfy and other people like them they are perfect.

Per realised to never take a word so serius and always apresheate what you make and that you have a talent.

Sample 6 Annotation – Score Point 2

Score Point 2 – Approaches Expectations: An incomplete or oversimplified narrative based on the text provided.

STRUCTURE**Introduces a setting with little to no detail.**

- The setting of the shop is introduced with no description to tell the reader what kind of shop:
 - “. . .Anders walks out of the shop.”

Introduces a narrator and/or characters with little to no detail.

- Per, Ebba, and Anders are introduced, as well as the idea of a conflict, but there are no details to show the reader why they are arguing:
 - “Per and Ebba tell Anders to leave. . .”

Plot structure is unclear or disorganized.

- There is no clear sequence of events that develops the plot and shows the consequences of the introductory conversations.

Uses some transitional words and/or phrases that partially sequence events:

- “and,” “But”

Provides a weak ending.

- The concluding statement tells the reader what lesson Per learned without any details to show the reader why he learned that lesson:
 - “Per realised to never take a word so serius and always apresheate what you make and that you have a talent.”

DEVELOPMENT**Minimally integrates ideas and details from the text.**

- The writer uses the characters Per, Ebba, and Anders, as well as the setting of the shop. There is an inference that Anders said something rude, causing a disagreement between Anders and the shop owners. Ebba is encouraging, and Per learns a different lesson than the one learned in the passage.

Minimally uses descriptive language or sensory details to develop events.

- The response uses little descriptive language or sensory details to help the reader see exactly what the characters are doing, like movements, body language, or facial expressions, during the events that take place in the story:
 - “. . .Anders walks out of the shop.”
 - “Per looks at the pants and says these are wrinkled.”
 - “Ebba walked in and talked to Per. . .”

Uses descriptions of actions, thoughts, or feelings to minimally develop a character.

- The response presents an indirect dialogue that shows what the characters are thinking and what they do.
- There is no description of what Anders says, but the reader can infer that Anders said something rude:
 - “Per and Ebba tell Anders to leave, and Anders walks out of the shop.”
 - “Who cares about what Anders said. . .”
- Ebba encourages Per:
 - “. . .the pants are fine and they look great.”
 - “Who cares about what Anders said as long as they’re comfy and other people like them they are perfect.”
- Per responds to Anders’ criticism and Ebba’s encouragement:
 - “. . .I’m gonna make new pants that don’t have wrinkles in them.”
 - “Per was frustrated about what Anders said.”
 - “Per realised to never take a word so serius and always apresheate what you make and that you have a talent.”

LANGUAGE**Uses basic language and vocabulary to develop the narrative:**

- “fine,” “fustrated,” “comfy,” “perfect,” “serius,” “apresheate,” “talent”

Uses some varied sentence types and phrases to develop the narrative:

- “Ebba walked in and talked to Per and said the pants you make are fine. Who cares about what Anders said as long as they’re comfy and other people like them. . .”
- “take a word so serius,” “have a talent”

Has frequent errors in grammar usage and conventions that sometimes interfere with readability.

- There are spelling errors:
 - “gonna,” “fustrated,” “realised,” “serius,” “apresheate”
- There is a run-together sentence:
 - “. . .other people like them they are perfect.”
- There is no punctuation to set off the dialogue:
 - “. . .these are wrinkled.”
 - “. . .the pants are fine and they look great.”
 - “. . .I’m gonna make new pants that don’t have wrinkles in them.”
 - “. . .the pants you make are fine. Who cares about what Anders said as long as they’re comfy and other people like them they are perfect.”

Score Justification

- The response is an oversimplified narrative.
- The basic plot presents a general overview of what happens.
- Ideas from the text are integrated into the narrative.
- Simplistic indirect dialogue shows the characters' feelings about events.
- The response lacks descriptive detail to allow the reader to hear and see what is happening.

Suggestions for Improvement

- The setting and characters should be introduced with some descriptive details.
- The narrative should consist of a connected sequence of events to create a plot that sets up the problem, rises to a climax, and then leads to a logical resolution to the problem.
- Instead of rushing to provide a basic plot, the writer should take the time to describe events in more detail.
- Descriptive language and sensory details should be used so that the reader can more clearly see what is happening and share in the experience.
- The use of precise language would help to develop characters and events.

Sample 7 Student Response – Score Point 1

Anders went back to the shop with a grin. And complained that his pants had wrinkles. Becuse of the shop. Then he said I wud like a refund. Then Ebba said it is not our falt that the pants got wrinkles.

Sample 7 Annotation – Score Point 1

Score Point 1 – Does Not Meet Expectations: A weak attempt to write a narrative based on the text provided.

STRUCTURE**Attempts to introduce a setting or character.**

- The response introduces the setting of the shop, and Anders and Ebba, as well as their conflict:
 - “Anders went back to the shop with a grin. . . Then Ebba said. . .”
 - “. . . I wud like a refund. . . it is not our falt. . .”

Response is too brief to demonstrate a complete sequence of events.

- The response is a brief sequence of events that describes a conflict. There is no development of these ideas or further events to show what happens as a result of the conflict.

Makes little or no attempt to provide an ending.

- The response ends abruptly with no resolution or conclusion to the conflict.

DEVELOPMENT**Shows little or no attempt to use descriptive language or sensory details.**

- There are brief attempts to show something about the characters and the situation:
 - “with a grin,” “complained,” “not our fault”

Shows little or no attempt to develop a character.

- The reader may infer that Anders is plotting something because he is happy to have a reason to complain:
 - “Anders. . . with a grin. . . complained that his pants had wrinkles. Becuse of the shop. . . wud like a refund.”
- While Ebba is willing to defend her shop:
 - “Then Ebba said it is not our falt that the pants got wrinkles.”
- Beyond the brief conversation which shows the characters have a difference of opinion, there is no attempt to further develop the characters.

Response is mostly a summary of the story.

- The response begins by paraphrasing the last sentences of the passage.
 - “Anders went back to the shop with a grin. And complained that his pants had wrinkles.”
- Events follow what happened during the first visit, as Anders complains about a flaw, tries to get a discount, and then Ebba defends her shop. Some details are changed:
 - “. . . I wud like a refund. Then Ebba said it is not our falt that the pants got wrinkles.”

LANGUAGE**Vocabulary and word choice may be unclear or confusing.**

- Some word choice is vague:
 - “Becuse of the shop.”
- Some word choices are precise:
 - “with a grin,” “complained,” “refund,” “falt”

Has frequent errors in grammar usage and conventions that significantly interfere with readability.

- There are spelling errors:
 - “Becuse,” “wud,” “falt”
- There are sentence fragments:
 - “And complained that his pants had wrinkles.”
 - “Becuse of the shop.”
- Dialogue lacks correct punctuation (commas and quotation marks):
 - “. . .I wud like a refund.”
 - “. . .it is not our falt that the pants got wrinkles.”

Score Justification

- The response reads like an introduction to the narrative.
- The response is a list of events. These events need to be developed with description and details to help the reader see what is happening and share in the experience.
- The response uses mostly passage details, using the last sentence of the passage as an introduction, and then mirroring what happened during Anders’ first visit to the shop.

Suggestions for Improvement

- Provide more details to explain why the characters are having this interaction.
- Provide more details about the setting.
- Expand on the events provided, adding to the passage information.

Sample 8 Student Response – Score Point 1

In the story the perfect boots Per a character in the story made a jacket and a costomer named Anders. Wanted to buy it. So he complaind about it to get it for a low price. He also says his shoes are probly tight and leaves. So Per sets off to find a new pair. He starts trading his shoes. His first trade was a lumberjack. But his shoes are too heavy so he kept trading shoes. He traded 6 times. Till he found the perfect pair. But when he got home his wife Ebba showed him they wher the same pair from before.

Sample 8 Annotation – Score Point 1

Score Point 1 – Does Not Meet Expectations: A weak attempt to write a narrative based on the text provided.

STRUCTURE**Attempts to introduce a setting or character.**

- The writer introduces the characters and the situation:
 - “In the story the perfect boots Per a character in the story made a jacket and a costomer named Anders. Wanted to buy it.”

Response is too brief to demonstrate a complete sequence of events.

- The organization of the response follows that of the passage as the writer summarizes the story.

Makes little or no attempt to provide an ending.

- The response ends with the conclusion from the passage:
 - “But when he got home his wife Ebba showed him they wher the same pair from before.”

DEVELOPMENT**Shows little or no attempt to use descriptive language or sensory details.**

- There are some attempts to provide descriptions:
 - “. . .low price. . .” “. . .proibly tight. . .” “. . .too heavy. . .” “. . .perfect pair.”

Shows little or no attempt to develop a character.

- The character of Per is developed with the story of his persistence in trading, but there are not enough details to show why it is ironic that he has ended up with his own pair of shoes:
 - “Per sets off. . .starts trading. . .kept trading. . .traded 6 times. . .he found the perfect pair. . .the same pair from before.”

Response is mostly a summary of the story.

- The response reads like an outline of the events that take place in the passage:
 - “Per. . .made a jacket. . .a costomer named Anders. Wanted to buy it. . .complained. . . to get. . .a low price. . .says his shoes are probly tight. . .Per sets off to find a new pair. . .starts trading his shoes. . .kept trading shoes. . .traded 6 times. . .found the perfect pair. But when he got home his wife Ebba showed him they wher the same pair from before.”

LANGUAGE**Vocabulary and word choice may be unclear or confusing.**

- It seems that the “He” referred to is Anders, but it must refer to Per:
 - “He also says his shoes are probly tight and leaves.”
- There is some precise word choice:
 - “sets off,” “perfect pair”

Has frequent errors in grammar usage and conventions that significantly interfere with readability.

- There are spelling errors:
 - “costomer,” “complained,” “probly,” “wher”
- There are sentence fragments:
 - “Wanted to buy it.”
 - “Till he found the perfect pair.”

Score Justification

- Weak attempt to write a narrative that does not meet expectations.
- Mostly a summary of the passage that indicates an understanding of events but does not add any details that go beyond what was presented in the passage.

Suggestions for Improvement

- Instead of summarizing the passage, create a narrative that finishes the story by showing what happens when Anders returns.
- Rather than presenting a listed summary of events, use transitions to show how one event is leading to the next.
- Characters should be developed by using dialogue to show something about their personalities and the relationships between them.
- Events should be developed with descriptive and sensory details that help the reader to picture what is happening and share the experience with the characters.

Sample 9 Student Response – Score Point 0

They have great punctuation and great spelling and feeling and character or setting and phrases How they like his pants and he wereing some boots and feet polish

Score Justification

The response is too limited to score. The writer begins by paraphrasing the Reminders While Writing and then presents some facts from the passage. There is no sequence of events, and the reference to characters is vague “they. . .his. . .he.” There are some details from the passage “his pants. . .wereing some boots,” but the reader isn’t told why these facts are important. To obtain a score 1, more specific information is needed to understand the identity of the characters, the setting and situation, and why pants, boots, and feet polish are important to the characters or the plot.

Sample 10 Student Response – Score Point 0

some pants trading

Score Justification

The response is too limited to score. It is not a complete thought. The writer has not introduced a character or setting. There is no sequence of events. Although someone who has read the passage might infer that Anders' return might now lead to the trading of pants, similar to Per's trading of boots, there is not enough information in the response to determine the meaning. To obtain a score 1, the writer needs to present a complete thought that clarifies why there might be a "pants trade" and the identity of the characters involved.