



**English Language Arts
Grade 8**

**Sample Text-Dependent
Writing Item**

To Inform

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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 an informative TDW from the SC READY English Language Arts assessment. The TDW item is composed of a reading passage(s) and a writing task aligned to the 2024 SC CCR English Language Arts Standards. The passage(s) and task 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(s) and respond to a task 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-developed informative response** that examines a topic in-depth and skillfully conveys ideas and information clearly based on a text(s).
- 3 points: The 3-point response is a **complete informative response** that examines a topic and presents related information based on a text(s).
- 2 points: The 2-point response is an **incomplete or oversimplified response** that minimally attempts to examine a topic and present information based on a text(s).
- 1 point: The 1-point response is a **weak attempt to write an informative response** that may be loosely based on a text(s).

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 Inform Rubric

4 points – A well-developed informative response that examines a topic in-depth and skillfully conveys ideas and information clearly based on a text(s).

Structure

- Effectively introduces the topic
- Includes a focused controlling idea that is skillfully maintained throughout the response
- Uses an organizational structure that effectively strengthens the response and allows for the advancement of the controlling idea
- Uses varied transitions to effectively connect and clarify relationships between ideas and concepts
- Provides an effective introduction and a concluding statement or section that supports the information presented

Development

- Demonstrates a thorough understanding of the task, topic, and information from the text provided
- Develops the topic effectively using relevant facts, definitions, details, and/or quotes
- Smoothly integrates elaboration of thoughts which includes original student thinking combined with summary, paraphrasing, and text evidence

Language

- Integrates precise vocabulary to skillfully strengthen and further ideas, showing a command of the expression of ideas
- Skillful use of varied sentence types and phrasing to contribute to the fluidity of ideas
- Has very few or no errors in usage and conventions
- Uses a voice that enhances the overall response
- Establishes and maintains a tone appropriate to the task and audience

3 points – A complete informative response that examines a topic and presents related information based on a text(s).

Structure

- Introduces the topic
- Includes a controlling idea that is maintained throughout the response
- Uses an organizational structure that strengthens the response and allows for the advancement of the controlling idea
- Uses varied transitions to connect and clarify relationships between ideas and concepts
- Provides a sufficient introduction and a concluding statement or section that supports the information presented

Development

- Demonstrates an understanding of the task, topic, and information from a text(s)
- Develops the topic adequately using relevant facts, definitions, details, and/or quotes
- Integrates elaboration of thoughts which includes original student thinking combined with summary, paraphrasing, and text evidence

Language

- Integrates vocabulary to strengthen and further ideas, showing a command of the expression of ideas
- Uses varied sentence types and phrases to contribute to the fluidity of ideas
- Has a few minor errors in usage and conventions with no significant effect on readability

2 points – An incomplete or oversimplified response that attempts to examine a topic and present information based on a text(s).

Structure

- Ineffectively introduces the topic
- Includes a controlling idea that is vague, loosely related, or inconsistently sustained throughout the response
- Uses an organizational structure that may be repetitive or inconsistent and does not advance the controlling idea
- Uses transitions to inconsistently connect ideas
- Provides an introduction and concluding statement or section that may be repetitive or ineffective

Development

- Demonstrates a lack of understanding of the task, topic, or information from a text(s)
- Partially develops the topic but relies too heavily on the text(s) and may be repetitive
- Inconsistently elaborates on thoughts but may be vague, confusing, or loosely related

Language

- Vocabulary and word choice may be limited or inconsistently used, showing a partial command of the expression of ideas
- Uses varied sentence types and phrases inconsistently
- Has frequent errors in usage and conventions that sometimes interfere with readability

1 point – A weak attempt to write an informative response that may be loosely based on a text(s).

Structure

- Does not introduce the topic
- Controlling idea may be confusing or absent, demonstrating a lack of understanding of the task or topic
- Demonstrates little to no organizational structure
- Transitions may be missing or confusing
- Introduction and/or concluding statement or section may be missing or unrelated to the response

Development

- Response may be too brief to demonstrate an understanding of the topic or may consist mostly of a summary of the text(s)
- Evidence from the text(s) may be absent or confusing
- Elaboration of thoughts may consist of vague or confusing ideas

Language

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

Text-Dependent Writing (TDW) Passage and Task

Read the passage. Then respond to the TDW task.

The Aquatic World of Jeanne Villepreux-Power

Somersaulting otters and glowing jellyfish are just two types of creatures that people may see in an aquarium. Aquariums provide glimpses into parts of water worlds that are otherwise inaccessible to humans. Jeanne Villepreux-Power is responsible for this incredible invention.

Villepreux-Power was among the most important scientists of the 1800s. She spent her life studying the aquatic world. Her original aquarium was primarily used in research. Villepreux-Power's invention and work opened the door to an unexplored world, influencing how we observe and engage with marine life today.

One Stitch at a Time

Jeanne Villepreux was born on September 25, 1794. She grew up in the small French village of Juillac, where her father worked as a shoemaker and her mother ran a dressmaking shop.

From a young age, Villepreux showed a talent for sewing. When Villepreux was eighteen years old, she moved to Paris, where she began a career in dressmaking. She assisted a seamstress. Her duties included taking measurements, sketching dresses, and sewing fabric into garments.

In Paris, Villepreux quickly earned a reputation as a gifted designer. By 1816, her dressmaking skills had equipped her with the confidence to start her own business. Admirers from around the globe sought her abilities. These clients were wealthy and sometimes royal. Villepreux once sewed an elaborate wedding gown for an Italian princess, her most famous client.

Among Villepreux's admirers was James Power, a British merchant. Power was so enthralled by Villepreux's talent that he traveled to France to meet the seamstress. In 1818, the couple wed and moved to Messina, Sicily.

Mystery of the Sea

Villepreux-Power's new home was located on an island. It overlooked the sea, the perfect place to study plants and animals. Captivated by her surroundings, she traded her sewing needle for a scientific sketchbook. She spent her days observing and drawing the wildlife on the island.

Of all the animals she observed, the one called the paper nautilus intrigued Villepreux-Power the most. She studied this unique species of octopus for eleven years. Like other octopi, the paper nautilus has eight tentacles dotted with suction cups. These suction cups help the creature survive.

It was the paper nautilus's shell that captured Villepreux-Power's attention, not its tentacles. Unlike other species of octopus, the female paper nautilus has a papery shell. In the nineteenth century, the origin of its shell was a mystery. Some scientists believed the paper nautilus took the shell from another sea creature, although there was no evidence to confirm this.

Villepreux-Power was eager for an answer. She decided to conduct her own research. She would need to observe the creature in its natural habitat, but doing so would prove tricky. The paper nautilus usually drifts near the surface of tropical waters. It can live far from the coast, in the middle of the ocean. Without proper equipment, Villepreux-Power could not observe the life of the octopus.

A Window into the Aquatic World

Because Villepreux-Power could not study the paper nautilus in its natural habitat, she decided to bring its habitat to her home. In 1832, she invented the aquarium, an enclosure to house aquatic animals.

Villepreux-Power's most famous model of an aquarium was made from glass. It was designed so she could study aquatic animals up close. The inside of the enclosure mimicked the living conditions of the paper nautilus's habitat. The transparent glass provided a front-row seat to its life.

Villepreux-Power's invention helped her uncover the mysterious origin of the paper nautilus's shell. Through careful observation, she discovered that the female paper nautilus forms its own shell. Its tentacles create a substance that contains calcium, which the octopus shapes into a rounded case. This case is where the paper nautilus stores its eggs and takes shelter. Villepreux-Power published these findings in her first book in 1839.

Lost in the Wreck

Villepreux-Power continued to study the animals and plants of coastal Messina for the next few years. In 1842, she collected her writings into a travel guide. The following year, Villepreux-Power and her husband moved from Sicily to England.

During their travels, the scientist experienced a great loss when the ship carrying her research sank. After the sinking, Villepreux-Power stopped publishing books and conducting research, but she continued to write about aquatic animals. Because of her contributions to marine biology, Villepreux-Power was offered membership into multiple academies. These academies included the Gioenian Academy of Natural Sciences in Italy and the Zoological Society in England.

The Legacy of an Inventor

In 1871, Jeanne Villepreux-Power passed away. Although she is not widely known in the twenty-first century, she is among the most influential scientists in the history of marine biology. Despite the loss of her research, the scientist's devotion to understanding the paper nautilus transformed the scientific field. Villepreux-Power's research and invention continue to shape the way we observe and relate to the aquatic world.

Time Line of Events

1794	Is born in France
1818	Marries James Power; stays in Sicily for several years and teaches herself natural history
1832	Invents the aquarium and develops other aquariums to be used for water of different depths
1842	Publishes <i>Guida per la Sicilia</i> (Guide to Sicily), an extensive work on the environment of Sicily
1843	Continues to write but no longer does research
1858	Is described by Richard Owen, a British paleontologist and anatomist, as the mother of aquariophily
1997	Has a crater on the surface of the planet Venus named after her

Text-Dependent Writing (TDW) Task

Read the sentences from the passage.

Captivated by her surroundings, she traded her sewing needle for a scientific sketchbook. She spent her days observing and drawing the wildlife on the island.

Write an informative response that explains how Jeanne Villepreux-Power used her curiosity and appreciation for the beauty of nature to become successful in her work. Use evidence and thoughtful elaboration to develop your response.

Sample Student Responses and Annotations

Sample 1 Student Response – Score Point 4

Jeanne Villepreux-Power is described to be the “Mother of Aquariophily” by British paleontologist Richard Owen for her research of aquatic life. Mrs. Villepreux-Power was born in 1794 in France. Working under her mother, she sparked a great talent for the sewing needle. By eighteen, she had already begun a career in dressmaking. Her reputation as a designer grew tremendously. Her clients ranged from locals to royalty. Her most well-known client was an Italian princess. Soon Mrs. Villepreux-Power met her husband, James Power, and later was courted in 1818. Her new dwelling was on an island which gave her a amazing view of the aquatic wildlife living in the area. As the next years went by she invented new things and conducted further research before completely stopping her research in 1843. Even though she didn’t conduct any more research, her findings made her famous and gained the attention of many marine biologists for decades to come. Jeanne Villepreux-Power used her curiosity and appreciation for the beauty of nature to become successful in her work.

Mrs. Villepreux-Power had a grand appreciation for nature. For instance, when she was wedded to her husband, James Power, she moved to a home on a island. She was surrounded by a whole habitat of aquatic creatures that she could observe from her home. “Captivated by her surroundings, she traded her sewing needle for a scientific notebook.” (Par 7) You see, when someone as curious as Jeanne Villepreux-Power is surrounded by such a sight of wonders, they tend to indulge themselves in their surroundings. That is exactly what she did. Mrs. Villepreux-Power began to observe the wildlife from her home. She was successful in her observations because of how much she appreciated the beauty of nature. “She spent her days observing and drawing the wildlife on the island.” (Par 7). Her appreciation of nature made it to where she would draw the animals and make notes and studies about them. Then the studies would be published for the world to see. She didn’t just appreciate the work, she loved it. Mrs. Villepreux-Power became a scientist for it. She gave up her work as a seemstress just so she could be surrounded by unknown wonders. Eventually, she would create something that would change the way we observe wildlife.

Jeanne Villepreux-Power’s curiosity and appreciation of nature helped humanity change the perspective of how to observe wildlife. During her studies, she observed a specific type of octopus, The Paper Nautilus. This aquatic creature kept her attention for 11 years. Mrs. Villepreux-Power studied this creature and many similar creatures for eleven years. However, she was unable to properly research the paper nautilus because of how it lived deep in the ocean. That didn’t stop her. The one thing that many scientists were curious about the paper nautilus was how it got it’s shell. Many marine-biologist believed it took the shell from another creature, which was later debunked by Jeanne Villepreux-Power. “She decided to bring its habitat to her home. In 1832, she invented the aquarium, an enclosure to house aquatic animals.” (Par 11). Mrs. Villepreux-Power’s curiosity brought on an invention that kickstarted a new way to observe wildlife. After the first ever aquarium was built, she was able to conduct her research on the paper nautilus. She disproved many theories about how it got its shell, the most popular being that it took its shell. However, she observed how the octopus made its own shell. From then on, the world would observe animals in the enclosure of a synthetic habitat to conduct research on, all because of one woman’s curiosity towards nature. “Villepreux-Power was eager for an answer. She decided to conduct her own research.” (Par 10) Mrs. Villepreux-Power’s appreciation and curiosity is what brought us the tools and guides we have today to learn and study more about wildlife without having to put ourselves in a unknown enviroment.

Sample 1 Student Response – Score Point 4, continued

In conclusion, the curiosity and appreciation that Jeanne Villepreux-Power has for nature made her successful in her studies. Curiosity is what makes us adventure into the unknown, it makes us see things that we've never seen before. If we appreciate the wonders of nature that surround us, we'll be able to explore anything. We would be able to identify new creatures and understand new things about our world through the lenses of nature. When Villepreux-Power appreciated and was curious about nature, she opened a new way to see things. She even invented the aquarium, something that scientist would use for the next few decades to explore the seven oceans and find new discoveries for us to learn.

Sample 1 Annotation – Score Point 4

Score Point 4 – Exceeds Expectations: A well-developed informative response that examines a topic in-depth and skillfully conveys ideas and information clearly based on a text(s).

STRUCTURE**Effectively introduces the topic by summarizing Villepreux-Power’s accomplishments:**

- “Jeanne Villepreux-Power is described to be the ‘Mother of Aquariophily’ by British paleontologist Richard Owen for her research of aquatic life.”
- “Even though she didn’t conduct any more research, her findings made her famous and gained the attention of many marine biologists for decades to come.”

Includes a focused controlling idea that is skillfully maintained throughout the response.

- The controlling idea is restated from the prompt:
 - “Jeanne Villepreux-Power used her curiosity and appreciation for the beauty of nature to become successful in her work.”

Uses an organizational structure that effectively strengthens the response and allows for the advancement of the controlling idea.

- The writer remains focused on explaining how Villepreux-Power’s curiosity and appreciation led her to study animals and then invent something that changed the way other people studied/observed animals:
 - “She didn’t just appreciate the work, she loved it. Mrs. Villepreux-Power became a scientist for it. She gave up her work as a seemstress just so she could be surrounded by unknown wonders. Eventually, she would create something that would change the way we observe wildlife.”
 - “Mrs. Villepreux-Power’s appreciation and curiosity is what brought us the tools and guides we have today to learn and study more about wildlife without having to put ourselves in a unknown enviroment.”

Uses varied transitions to effectively connect and clarify relationships between ideas and concepts.

- Internal transitions within paragraphs are consistently used to show the reader how ideas are connected:
 - “working under,” “By eighteen,” “Soon,” “As the next years,” “Even though”
 - “For instance,” “You see,” “That is exactly,” “Then,” “Eventually”
 - “During,” “However,” “In 1832,” “After the first,” “However,” “From then on”
 - “In conclusion,” “If we,” “When”

Provides an effective introduction and a concluding statement or section that supports the information presented.

- The introduction summarizes Jeanne’s life and accomplishments to set up the context of the response.

- The concluding section is effective as it asks the reader to consider a broader context for the ideas of curiosity and appreciation before reminding the reader of how these qualities led to Villepreux-Power’s accomplishments:
 - “Curiosity is what makes us adventure into the unknown, it makes us see things that we’ve never seen before. If we appreciate the wonders of nature that surround us, we’ll be able to explore anything. We would be able to identify new creatures and understand new things about our world through the lenses of nature.”

DEVELOPMENT

Demonstrates a thorough understanding of the task, topic, and information from the text(s).

- The response is focused on Villepreux-Power’s curiosity and appreciation for wildlife, and the writer demonstrates a thorough understanding of the text through the use of relevant text details to support ideas.

Develops the topic effectively using relevant facts, definitions, details, and/or quotes.

- Ideas are thoroughly supported using relevant paraphrased details and multiple quotes to effectively develop the topic.

Smoothly integrates elaboration of thoughts which includes original student thinking combined with summary, paraphrasing, and text evidence.

- For the first idea, which links Villepreux-Power’s appreciation for nature to success, text details are integrated with insightful original thinking:
 - “You see, when someone as curious as Jeanne Villepreux-Power is surrounded by such a sight of wonders, they tend to indulge themselves in their surroundings. That is exactly what she did. Mrs. Villepreux-Power began to observe the wildlife from her home. She was successful in her observations because of how much she appreciated the beauty of nature.”
 - “She gave up her work as a seemstress just so she could be surrounded by unknown wonders. Eventually, she would create something that would change the way we observe wildlife.”
- For the second idea, how she changed the way people observe wildlife, the elaboration is once again a mixture of direct quotes, paraphrasing, and original thought:
 - “Many marine-biologist believed it took the shell from another creature, which was later debunked by Jeanne Villepreux-Power. ‘She decided to bring its habitat to her home. In 1832, she invented the aquarium, an enclosure to house aquatic animals.’ (Par 11). Mrs. Villepreux-Power’s curiosity brought on an invention that kickstarted a new way to observe wildlife. After the first ever aquarium was built, she was able to conduct her research on the paper nautilus. She disproved many theories about how it got its shell, the most popular being that it took its shell. However, she observed how the octopus made its own shell. From then on, the world would observe animals in the enclosure of a synthetic habitat to conduct research on, all because of one woman’s curiosity towards nature.”

LANGUAGE

Integrates precise vocabulary to skillfully strengthen and further ideas, showing a command of the expression of ideas:

- “sparked,” “tremendously,” “dwelling,” “wedded,” “aquatic creatures,” “sight of wonders,” “indulge themselves,” “for the world to see,” “unknown wonders,” “change the perspective,” “specific type,” “later debunked,” “kickstarted,” “disproved many theories,” “synthetic habitat,” “tools and guides,” “unknown environment,” “adventure into the unknown,” “wonders of nature,” “through the lenses of nature,” “opened a new way,” “explore the seven oceans”

Skillful use of varied sentence types and phrasing to contribute to the fluidity of ideas:

- “Mrs. Villepreux-Power had a grand appreciation for nature.”
- “For instance, when she was wedded to her husband, James Power, she moved to a home on a island.”
- “She was surrounded by a whole habitat of aquatic creatures that she could observe from her home.”

Has very few or no errors in usage and conventions, and two spelling errors:

- “a” for an
- “seemstress,” “succesful”

Uses a voice that enhances the overall response.

Establishes and maintains a formal and informative tone appropriate to the task and audience.

Score Justification

- The response has a focused controlling idea which is sustained throughout the response.
- There is a strong organizational structure, as the writer leads the reader through the reasons for Villepreux-Power’s change of career to her contributions to science.
- Ideas are effectively developed with carefully chosen and relevant text as support.
- Elaboration creates strong connections between ideas and includes both text details and original thought.
- The use of precise language and phrasing is used to enhance the response.
- Varied sentence structure and phrasing contributes to the fluidity of the response and the strong progression of ideas.

Suggestions for Improvement

- Sharpen the focus by providing less information from the text.
- Elaborate with more original thought.

Sample 2 Student Response – Score Point 4

Many people today remain unaware of the brave and curious women who have helped in the field of scientific discovery. One of these such women was Jeanne Villepreux-Power, the inventor of the aquarium and a “founding mother” of sorts to marine biology. Although she is not incredibly well-known by most, she is one of the most impactful scientists of the 19th century and of marine biology. Many of her feats are shown in the text, “The Aquatic World of Jeanne Villepreux-Power”, where they are shown to have been achieved through her love of nature and her curiosity. In the text, Jeanne Villepreux-Power is shown to use her curiosity and love of nature to become a success when she chose to change her home and career, when she investigated the paper nautilus, and when she invented the aquarium.

First of all, she used her love of nature and curiosity to become successful when she changed her home and changed her career from sewing to science. This is shown when the text states, “Captivated by her surroundings, she traded her sewing needle for a scientific sketchbook. She spend her days observing and drawing wildlife on the island.” This quote shows her appreciation of nature being used towards her success because she used this love of nature to move to a new path that made her a success. Another quote that shows these changes is when the text states, “Villepreux-Power’s new home was located on an island. It overlooked the sea, the perfect place to study plants and animals.” This shows her curiosity leading to her success because it frames that she saw this area as being a good place to study nature. Her curiosity about her natural surroundings in her new home led her to become a successful scientist. Her career change is just one way Jeanne Villepreux-Power used her curiosity and love of nature to become successful.

A second way she used her curiosity and love of nature to her success is when she studied the paper nautilus. This is shown when the text states, “Some scientists believed the paper nautilus took the shell from another sea creature, although there was no evidence to confirm this. Villepreux-Power was eager for an answer.” This quote shows that her choice to look for an answer rather than to take the easy way out was a result of her curiosity. This curiosity led to her making successful findings about a species that was not looked into. Another quote that shows her curiosity is when the author writes, “Through careful observation, she discovered that the female paper nautilus forms its own shell. Villepreux-Power published these findings in her first book in 1839.” This quote shows that her curiosity led her to make a discovery that she managed to publish in her first book, making her a success. This is another example of how Jeanne Villepreux-Power used her traits to become a successful scientist via her study of the paper nautilus.

Thirdly, her invention of the aquarium was a result of her love of nature and her curiosity. This is shown when the text states, “Because Villepreux-Power could not study the paper nautilus in its natural habitat, she decided to bring its habitat to her home. In 1832, she invented the aquarium, an enclosure to house aquatic animals.” This quote shows her success stemmed from her curiosity about marine life because she used this to invent the aquarium, which is still used today for marine study and observation. Her love of nature is also shown when the text states, “The inside of the enclosure mimicked the living condition of the paper nautilus’s habitat.” This shows her love of nature because it shows she makes the paper nautilus feel as if it is still in its natural habitat and comfortable in its enclosure. This allowed for her to get accurate results and be successful. The invention of the aquarium is the third way Jeanne Villepreux-Power used her curiosity and love of nature to succeed.

Sample 2 Student Response – Score Point 4, continued

Today, many people still benefit from the discoveries of Jeanne Villepreux-Power. People have been able to enjoy observing marine life from other areas in aquariums all because of her. Behind her discoveries, there is her love for the natural world and her curiosity. These are shown in the text “The Aquatic World of Jeanne Villepreux-Power” by her home and career change, her paper nautilus study, and her invention of the aquarium. Through these qualities and discoveries, she became one of the most impactful scientists of the 1800s. She was truly an intelligent woman whose discoveries are still impactful today because of her appreciation of wildlife and her limitless curiosity.

Sample 2 Annotation – Score Point 4

Score Point 4 – Exceeds Expectations: A well-developed informative response that examines a topic in-depth and skillfully conveys ideas and information clearly based on a text(s).

STRUCTURE

Effectively introduces the topic:

- “Jeanne Villepreux-Power, the inventor of the aquarium and a “founding mother” of sorts to marine biology. . .is one of the most impactful scientists of the 19th century and of marine biology.”

Includes a focused controlling idea that is skillfully maintained throughout the response:

- “. . .Jeanne Villepreux-Power is shown to use her curiosity and love of nature to become a success when she chose to change her home and career, when she investigated the paper nautilus, and when she invented the aquarium.”

Uses an organizational structure that effectively strengthens the response and allows for the advancement of the controlling idea.

- The writer remains focused on explaining how Villepreux-Power’s curiosity and appreciation led to her success.
- The response is formulaic, as each idea is introduced with a topic sentence and supported with two text quotes, each of which is explained before being connected to the task.
- Each body paragraph discusses a particular stage of her science career:
 - “. . .she used her love of nature and curiosity to become successful when she changed her home and changed her career from sewing to science.”
 - “. . .she used her curiosity and love of nature to her success is when she studied the paper nautilus.”
 - “. . .her invention of the aquarium was a result of her love of nature and her curiosity.”

Uses varied transitions to effectively connect and clarify relationships between ideas and concepts.

- Within each paragraph of the response, internal transitions connect ideas. Some transitions are repetitive:
 - “One of these,” “Although,” “Many of her,” “In the text”
 - “First of all,” “This is shown,” “This quote shows,” “Another quote,” “This shows”
 - “A second way,” “This is shown,” “This quote shows,” “Another quote,” “This quote shows,” “This is another”
 - “Thirdly,” “This is shown,” “In 1832,” “This quote shows,” “also shown,” “This shows,” “This allowed”
 - “Today,” “Behind her,” “These are shown,” “Through these”

Provides an effective introduction and a concluding statement or section that supports the information presented.

- The effective introduction sets up the context of the response by describing some of the qualities of Jeanne Villepreux-Power and states a controlling idea.
- These ideas are reiterated in the conclusion, which follows logically from the rest of the response.

DEVELOPMENT

Demonstrates a thorough understanding of the task, topic, and information from the text(s).

- The response is focused on the task of explaining how Villepreux-Power's success is dependent on her curiosity and love of nature; the writer demonstrates a thorough understanding of the text through the use of relevant text details to support ideas.

Develops the topic effectively using relevant facts, definitions, details, and/or quotes.

- Each of the supporting ideas is supported with text quotes.
- The first idea, when Villepreux-Power changed her career, is supported:
 - “Captivated by her surroundings, she traded her sewing needle for a scientific sketchbook. She spend her days observing and drawing wildlife on the island.”
 - “Villepreux-Power's new home was located on an island. It overlooked the sea, the perfect place to study plants and animals.”
- The second idea, when she studied the paper nautilus, is supported:
 - “Some scientists believed the paper nautilus took the shell from another sea creature, although there was no evidence to confirm this. Villepreux-Power was eager for an answer.”
 - “Through careful observation, she discovered that the female paper nautilus forms its own shell. Villepreux-Power published these findings in her first book in 1839.”
- The third idea, her invention of the aquarium, is supported:
 - “Because Villepreux-Power could not study the paper nautilus in its natural habitat, she decided to bring its habitat to her home. In 1832, she invented the aquarium, an enclosure to house aquatic animals.”
 - “The inside of the enclosure mimicked the living condition of the paper nautilus's habitat.”

Smoothly integrates elaboration of thoughts which includes original student thinking combined with summary, paraphrasing, and text evidence.

- The first idea, when Villepreux-Power changed her career, is elaborated on:
 - “This quote shows her appreciation of nature being used towards her success because she used this love of nature to move to a new path that made her a success.”
 - “This shows her curiosity leading to her success because it frames that she saw this area as being a good place to study nature. Her curiosity about her natural surroundings in her new home led her to become a successful scientist. Her career change is just one way Jeanne Villepreux-Power used her curiosity and love of nature to become successful.”

- The second idea, when she studied the paper nautilus, is elaborated on:
 - “This quote shows that her choice to look for an answer rather than to take the easy way out was a result of her curiosity. This curiosity led to her making successful findings about a species that was not looked into.”
 - “This quote shows that her curiosity led her to make a discovery that she managed to publish in her first book, making her a success. This is another example of how Jeanne Villepreux-Power used her traits to become a successful scientist via her study of the paper nautilus.”
- The third idea, her invention of the aquarium, is elaborated on:
 - “This quote shows her success stemmed from her curiosity about marine life because she used this to invent the aquarium, which is still used today for marine study and observation.”
 - “This shows her love of nature because it shows she makes the paper nautilus feel as if it is still in its natural habitat and comfortable in its enclosure. This allowed for her to get accurate results and be successful. The invention of the aquarium is the third way Jeanne Villepreux-Power used her curiosity and love of nature to succeed.”

LANGUAGE

Integrates precise vocabulary to skillfully strengthen and further ideas, showing a command of the expression of ideas:

- “unaware,” “founding mother,” “impactful,” “have been achieved,” “investigated,” “a new path,” “frames,” “natural surroundings,” “career change,” “take the easy way out,” “successful findings,” “traits,” “stemmed,” “all because of her,” “limitless”

Skillful use of varied sentence types and phrasing to contribute to the fluidity of ideas:

- “Many people today remain unaware of the brave and curious women who have helped in the field of scientific discovery.”
- “One of these such women was Jeanne Villepreux-Power, the inventor of the aquarium and a ‘founding mother’ of sorts to marine biology.”
- “Although she is not incredibly well-known by most, she is one of the most impactful scientists of the 19th century and of marine biology.”

Has very few or no errors in usage and conventions. Has several spelling errors:

- “spend” for spent
- “sucessful,” “suceed”

Uses a voice that enhances the overall response.

Establishes and maintains a tone appropriate to the task and audience.

Score Justification

- The response has a focused controlling idea which is sustained throughout the response.
- There is a strong organizational structure, as the writer chooses three of Villepreux-Power's accomplishments (changing her field to science, studying the paper nautilus, and inventing the aquarium) and develops these ideas in the body of the response.
- Ideas are effectively developed with carefully chosen and relevant text as support.
- Elaboration creates strong connections between ideas and includes both text details and original thought.
- The use of precise language and phrasing is used to enhance the response.
- Varied sentence structure and phrasing contributes to the fluidity of the response and the strong progression of ideas.

Suggestions for Improvement

- Change the organizational structure so that every paragraph doesn't follow the same formula.
- Elaborate with more original thought.

Sample 3 Student Response – Score Point 3

From a young girl that enjoyed sewing, to a strong yet influential scientist of the 1800s. Jeanne Villepreux-Power uses her prior work experience to become successful in her new found work. She takes advantage of both of their similar structures with the use of observations and creations, she also inputs problem solving by doing further research or with the help of prior knowledge, she lastly shares and showcases her discovery/work with others and peers to get a better look at her creations. With all of these elements put to use her work can be seen at its best.

For starters, Villepreux-Power had assisted herself to success by using her previous work experience of dressmaking, to later on in her life become a scientist because of both careers similar structure. Jeanne had to observe and create. In paragraph 4 the author states that “Her duties included taking measurements, sketching dresses and sewing fabric into garments.” In paragraph 7 the author then states that “She traded in her sewing needle for a scientific sketchbook and she spent her days observing and drawing.” With these two pieces of evidence alone the readers can see where both her previous and current career path both tie into each other’s similar structures despite being different altogether. As a dressmaker Jeanne was deemed a gifted designer, where paragraph 5 states that “admirers from around the globe sought her abilities” as a scientist. Jeanne was able to sketch, write, and elaborate on her findings with aquatic animals. You can tell that her previous work experience helped her to become great in her current work field.

Hand in hand with similar base and structure, problem solving helped Jeanne to best express her work in the scientific field. She used elements of research and prior knowledge of creations to further do so. When Jeanne was faced with a problem that the author elaborates in paragraphs 9 and 10 “Some scientists believed the paper nautilus took the shell from another sea creature, although there was no evidence to confirm this. Jeanne was eager for an answer. So she decided to conduct her own research. She would need to observe the creature in its natural habitat.” She did her research and in paragraphs 11 and 12 “she decided to bring its habitat to her home. In 1832 she invented the aquarium an enclosure to house aquatic animals. Her most famous model of an aquarium was made from glass. It was designed so she could study aquatic animals up close.” Here she uses her prior knowledge of creations and was able to come up with a solution with the problem she faced.

Furthermore, Villepreux-Power continued to go about with her science discoveries and shared her discoveries and work deeming her informative yet influential. Whether it was during her legacy as a scientist or even after, she has shaped the science field and managed to have others uplift her and honor her legacy. She too can be deemed determined none the less. Even after the ship that carried her research had sank she strived forward and continued to do what she did best, create and showcase her work to others no matter the hardships she faced. Because of her “contributions to marine biology, she was offered membership into multiple academies” paragraph 16 states. In paragraph 17 it states that “She is among the most influential scientists in the history of marine biology. Despite the loss of her research, her devotion to understanding the paper nautilus transformed the scientific field.”

In summary, Jeanne Villepreux-Power discovered another interest, and used her prior work experience to help guide her to newfound success. She takes advantage of both of their similar structures with the use of observations and creations, she also inputs problem solving by doing further research or with the help of prior knowledge, she lastly shares and showcases her discovery/work with others and peers to get a better look at her creations. She combines all of the elements she puts to use so her work can be seen at its best despite any roadblock she is faced with.

Sample 3 Annotation – Score Point 3

Score Point 3 – Meets Expectations: A complete informative response that examines a topic and presents related information based on a text(s).

STRUCTURE**Introduces the topic:**

- “From a young girl that enjoyed sewing, to a strong yet influential scientist of the 1800s. Jeanne Villepreux-Power uses her prior work experience to become successful in her new found work.”

Includes a controlling idea that is maintained throughout the response:

- “She takes advantage of both of their similar structures with the use of observations and creations. . .problem solving. . .shared and showcases her discovery/work. . .With all of these elements put to use her work can be seen at its best.”

Uses an organizational structure that strengthens the response and allows for the advancement of the controlling idea.

- For the first two supporting ideas, the writer connects the skills required for Villepreux-Power’s success to both of her fields of expertise:
 - “. . .Villepreux-Power had assisted herself to success by using her previous work experience of dressmaking, to later on in her life become a scientist because of both careers similar structure. Jeanne had to observe and create.”
 - “. . .problem solving helped Jeanne to best express her work in the scientific field. She used elements of research and prior knowledge of creations to further do so.”
 - “. . .Villepreux-Power continued to go about with her science discoveries and shared her discoveries and work deeming her informative yet influential.”

Uses varied transitions to connect and clarify relationships between ideas and concepts:

- “With all,” “For starters,” “In paragraph,” “As a dressmaker,” “Hand in hand,” “When,” “Here she uses,” “Furthermore,” “Weather,” “Because of her”

Provides a sufficient introduction and a concluding statement or section that supports the information presented.

- The introductory paragraph introduces the character, states the controlling idea, and sets up the organizational structure of the response.
- The conclusion restates this information, but then reminds the reader of the problems Villepreux-Power had encountered:
 - “She combines all of the elements she puts to use so her work can be seen at its best despite any roadblock she is faced with.”

DEVELOPMENT**Demonstrates an understanding of the task, topic, and information from the text(s).**

- Throughout the response, the student demonstrates understanding of the task and text.

Develops the topic adequately using relevant facts, definitions, details, and/or quotes.

- Relevant text quotes are used to support ideas.
- In the first body paragraph, the writer uses text evidence to take the reader through the arc of Villepreux-Power’s career, from sewing to science:
 - “Her duties included taking measurements, sketching dresses and sewing fabric into garments.”
 - “She traded in her sewing needle for a scientific sketchbook and she spent her days observing and drawing.”
 - “. . . admirers from around the globe sought her abilities’ as a scientist.”
- In the second body paragraph, text evidence is used to show how Villepreux-Power approached her scientific studies:
 - “Some scientists believed the paper nautilus took the shell from another sea creature, although there was no evidence to confirm this. Jeanne was eager for an answer. So she decided to conduct her own research. She would need to observe the creature in its natural habitat.”
 - “. . . she decided to bring its habitat to her home. In 1832 she invented the aquarium an enclosure to house aquatic animals. Her most famous model of an aquarium was made from glass. It was designed so she could study aquatic animals up close.”
- In the final body paragraph, paraphrased text and quotes are used to show Villepreux-Power’s determination and her resulting success as a scientist:
 - “. . . after the ship that carried her research had sank she strived forward. . .”
 - “. . . she was offered membership into multiple academies. . .”
 - “She is among the most influential scientists in the history of marine biology. Despite the loss of her research, her devotion to understanding the paper nautilus transformed the scientific field.”

Integrates elaboration of thoughts which includes original student thinking combined with summary, paraphrasing, and text evidence.

- Some of the original thought is general, but would be more effective if the writer explained how some of these skills specifically led to Villepreux-Power’s success in dressmaking.
- Also, text quotes could be better-integrated with the elaboration.
- In the first body paragraph, there is integration of original thought with paraphrased and quoted text:
 - “. . . readers can see where both her previous and current career path both tie into each other’s similar structures despite being different altogether. As a dressmaker Jeanne was deemed a gifted designer, where paragraph 5 states that ‘admirers from around the globe sought her abilities’ as a scientist. Jeanne was able to sketch, write, and elaborate on her findings with aquatic animals. You can tell that her previous work experience helped her to become great in her current work field.”
- In the second body paragraph, the support is mostly in the form of text quotes.

- In the third body paragraph, there is original student thinking integrated with paraphrased text ideas:
 - “Weather it was during her legacy as a scientist or even after, she has shaped the science field and managed to have others uplift her and honor her legacy. She too can be deemed determined none the less. Even after the ship that carried her research had sank she strived forward and continued to do what she did best, create and showcase her work to others no matter the hardships she faced.”

LANGUAGE

Integrates vocabulary to strengthen and further ideas, showing a command of the expression of ideas:

- “prior work experience,” “takes advantage,” “similar structures,” “prior knowledge,” “showcases,” “seen at its best,” “assisted herself to success,” “previous and current career path,” “problem solving,” “elements of research,” “faced with a problem,” “deeming,” “uplift,” “strived,” “no matter the hardships,” “newfound success,” “roadblock”

Uses varied sentence types and phrases to contribute to the fluidity of ideas:

- “For starters, Villepreux-Power had assisted herself to success by using her previous work experience of dressmaking, to later on in her life become a scientist because of both careers similar structure.”
- “Jeanne was able to sketch, write, and elaborate on her findings with aquatic animals.”
- “You can tell that her previous work experience helped her to become great in her current work field.”

Has a few minor errors in usage and conventions with no significant effect on readability and some spelling errors:

- “sketchbbok” for sketchbook, “Weather” for whether

Score Justification

- There is a clear controlling idea.
- There is a logical organizational structure to support the controlling idea.
- Ideas are supported with text and original thought.
- The writer connects the skills required in the two parts of Villepreux-Power’s life.

Suggestions for Improvement

- Use a variety of transitions more consistently to show how ideas are connected.
- The elaboration connecting the skills would be more effective if the writer continued to remind the reader of how certain skills specifically helped Villepreux-Power during her dressmaking career, and then connected that information to her successes as a scientist.
- Use more precise language to enhance the response.

Sample 4 Student Response – Score Point 3

Do you know who invented the aquarium? Jeanna Villepreux was a very important scientist in the 1800's. Her work was the beginning to how we interact with and see marine life today. Jeanne Villepreux-Power used her curiosity and appreciation for the beauty of nature to become more successful in her work by conducting research on aquatic animals, inventing the aquarium, and publishing books.

To increase Jeanne's success, she conducted research on aquatic animals. The text says, "Of all the animals she observed, the one called the paper nautilus intrigued Villepreux-Power the most. She studied this unique species of octopus for eleven years." This proves that Villepreux-Power's curiosity for marine life led her to conduct research. This is important to her success because what she learns helps her with her career. The passage also states, "Some scientists believed the paper nautilus took the shell from another sea creature, although there was no evidence to confirm this. Villepreux-Power was eager for an answer. She decided to conduct her own research." This quote shows that due to Villepreux-Power's desire to get an answer, she chooses to conduct her own research. This is important because it contributes to her success and how well known she is.

By inventing the aquarium, Villepreux-Power learned more about animals and became an important and well known scientist. The text states, "Because Villepreux-Power could not study the paper nautilus in its natural habitat, she decided to bring its habitat to her home. In 1832, she invented the aquarium, an enclosure to house aquatic animals." This piece of text means that by creating the aquarium, more work is able to be done by Villepreux-Power. This is relevant because it is a major invention still used today, and helps her complete her own work. The passage says, "Villepreux-Power's invention helped her uncover the mysterious origin of the paper nautilus's shell." This signifies that because of her invention, she is able to learn much more about the octopus species. This is important to her success because without it, she would not be as well known.

The result of Villepreux-Power publishing books was more success. The passage "The Aquatic World of Jeanne Villepreux-Power" states, "Villepreux-Power published these findings in her first book in 1839. Villepreux-Power continued to study the animals and plants of coastal Messina for the next few years." Just by pursuing her interest in aquatic life, Jeanne achieves success by many means, including publishing her own book. This is important because by publishing her own book, she creates a more successful career. Along with that, the text also states, "After the sinking, Villepreux-Power stopped publishing books and conducting research, but she continued to write about aquatic animals. Because of her contributions to marine biology, Villepreux-Power was offered membership into multiple academies." This shows that although after a loss, Villepreux-Power's previous works continued to changed her life. This matters because by making an invention and publishing books because of her career, she became more successful.

To sum up everything that has been stated, by conducting research on aquatic animals, inventing the aquarium, and publishing books, Jeanne Villepreux-Power used her curiosity and appreciation for the beauty of nature to become more successful in her work. Jeanne researched aquatic animals for success. Villepreux-Power created the aquarium to increase her success. Jeanne Villepreux-Power published books to become more successful. If Jeanne Villepreux-Power has continued her work in dressmaking, how would marine life be seen and interacted with today? Would it still be the same?

Sample 4 Annotation – Score Point 3

Score Point 3 – Meets Expectations: A complete informative response that examines a topic and presents related information based on a text(s).

STRUCTURE**Introduces the topic:**

- “Jeanna Villepreux was a very important scientist in the 1800’s. Her work was the beginning to how we interact with and see marine life today.”

Includes a controlling idea that is maintained throughout the response:

- “Jeanne Villepreux-Power used her curiosity and appreciation for the beauty of nature to become more successful in her work by conducting research on aquatic animals, inventing the aquarium, and publishing books.”

Uses an organizational structure that strengthens the response and allows for the advancement of the controlling idea.

- The writer leads the reader through the reasons for Villepreux-Power’s success as each body paragraph focuses on one of her achievements:
 - “To increase Jeanne’s success, she conducted research on aquatic animals.”
 - “By inventing the aquarium, Villepreux-Power learned more about animals and became an important and well known scientist.”
 - “The result of Villepreux-Power publishing books was more success.”

Uses varied transitions to connect and clarify relationships between ideas and concepts.

- Some transitions are repetitive (“this is important”), but transitions do assist the progression of ideas throughout the response:
 - “To increase,” “The text says,” “This proves,” “This is important,” “By inventing,” “This is relevant,” “The passage says,” “This signifies,” “The result of,” “Just by persuing,” “To sum up everything”

Provides a sufficient introduction and a conclusion that supports the information presented.

- The introduction summarizes Villepreux-Power’s accomplishments and gives the response its controlling idea.
- The development of ideas leads logically to the conclusion which reiterates ideas already presented:
 - “Jeanne researched aquatic animals for success. Villepreux-Power created the aquarium to increase her success. Jeanne Villepreux-Power published books to become more successful.”

DEVELOPMENT**Demonstrates an understanding of the task, topic, and information from the text(s).**

- The response is focused on the task, and the writer clearly understands information from the text, using it correctly to support ideas.

Develops the topic adequately using relevant facts, definitions, details, and/or quotes.

- For each supporting idea, the writer chooses two relevant examples:
 - “. . .the one called the paper nautilus intrigued Villepreux-Power the most. She studied this unique species of octopus for eleven years.”
 - “Some scientists believed the paper nautilus took the shell from another sea creature. . .Villepreux-Power was eager for an answer. She decided to conduct her own research.”
 - “Because Villepreux-Power could not study the paper nautilus in its natural habitat, she. . .invented the aquarium, an enclosure to house aquatic animals.”
 - “Villepreux-Power’s invention helped her uncover the mysterious origin of the paper nautilus’s shell.”
 - “Villepreux-Power published these findings. . .continued to study the animals and plants of coastal Messina for the next few years.”
 - “After the sinking, Villepreux-Power. . .continued to write about aquatic animals. Because of her contributions to marine biology, Villepreux-Power was offered membership into multiple academies.”

Integrates elaboration of thoughts which includes original student thinking combined with summary, paraphrasing, and text evidence.

- There is elaboration for each supporting idea. Some elaboration is a restatement of text quotes, with some original comments from the writer to connect the information to the task:
 - “Villepreux-Power’s curiosity for marine life led her to conduct research. . .important to her success because what she learns helps her with her career.”
 - “. . .due to VillepreuxPower’s desire to get an answer, she chooses to conduct her own research. . .it contributes to her success and how well known she is.”
 - “. . .by creating the aquarium, more work is able to be done by Villepreux-Power. This is relevant because it is a major invention still used today, and helps her complete her own work.”
 - “. . .because of her invention, she is able to learn much more about the octopus species. This is important to her success because without it, she would not be as well known.”
 - “Just by persuing her interest in aquatic life, Jeanne achieves success by many means, including publishing her own book. . .by publishing her own book, she creates a more successful career.”
 - “. . .although after a loss, Villepreux-Power’s previous works continued to changed her life. . .by making an invention and publishing books because of her career, she became more successful.”

LANGUAGE**Integrates vocabulary to strengthen and further ideas, showing a command of the expression of ideas:**

- “interact with,” “conducting research,” “career,” “desire to get an answer,” “chooses to conduct,” “well known,” “relevant,” “still used today,” “persuing,” “by many means,” “after a loss”

Uses varied sentence types and phrases to contribute to the fluidity of ideas, and uses rhetorical questions to engage the reader:

- “Do you know who invented the aquarium? Jeanna Villepreux was a very important scientist in the 1800’s.”
- “Just by pursuing her interest in aquatic life, Jeanne achieves success by many means, including publishing her own book.”
- “This is important because by publishing her own book, she creates a more successful career.”

Has a few minor errors in usage and conventions with no significant effect on readability, and a spelling error:

- “persuing” for pursuing

Score Justification

- The controlling idea is clear.
- Supporting ideas are organized in the body of the response.
- Ideas are elaborated with text and original thought.
- Precise language and phrasing enhance the response.

Suggestions for Improvement

- Use a variety of transitions, especially introductory phrases that show the connection between one idea and the next.
- Integrate text details and elaboration more smoothly, and include more original thinking.
- Use more precise language to clarify concepts for the reader.

Sample 5 Student Response – Score Point 2

Jeanne Villepreux-Power was an extremely influential scientist in the world of marine biology. She originally started out as a seamstress, but then her career path soon changed after she moved with her husband to an island home located in Messina, Sicily in 1818. Now closer to the ocean, Jeanne soon developed a love of marine creatures. This curiosity and appreciation of the beauty of nature soon helped her make important and impactful contributions to the study of aquatic organisms.

Because of how fascinated Villepreux-Power was, she soon wanted a better look at how these organisms lived, and it greatly sparked her curiosity. However, many creatures could not be observed well enough, like the paper nautilus, which, “. . .usually drifts near the surface of tropical waters. . .from the coast, in the middle of the ocean.” Because of her longing to better understand the creatures, despite the struggles, she put her creativity to work, inventing new ways to see these creatures, without having to travel all the way to their natural habitats. She invented the aquarium, which is a tank made of glass that, on the inside, mimics an organism’s habitat, so it can live as it does naturally, while scientists can observe.

Jeanne’s aquarium became insanely popular in the field of marine biology, because now it was allowing other scientists to observe a myriad of different aquatic organisms. This also allowed Jeanne to get better research of the paper nautilus, as well as some other creatures, and publish books on her findings, which made her well known. The creativity that she used to create the aquarium because of her curiosity led her to become famous in the scientific world, earning, “. . .membership into multiple academies. . .[like] the Gioenian Academy of Natural Sciences in Italy and the Zoological Society in England.”

Jeanne’s creativity, as well as her curiosity, opened up a world of possibilities for her to become successful and create new ways to observe the world and organisms around her, which helped her do better in her field of work, as well as get to the level of notability that she holds even to this day, especially to other marine biologists, and the scientific community as a whole.

Sample 5 Annotation – Score Point 2

Score Point 2 – Approaches Expectations: An incomplete or oversimplified response that minimally attempts to examine a topic and present information based on a text(s).

STRUCTURE**Ineffectively introduces the topic:**

- “Jeanne Villepreux-Power was an extremely influential scientist in the world of marine biology.”

Includes a controlling idea that is vague, loosely related, or inconsistently sustained throughout the response:

- “This curiosity and appreciation of the beauty of nature soon helped her make important and impactful contributions to the study of aquatic organisms.”

Uses an organizational structure that may be repetitive or inconsistent and does not advance the controlling idea.

- The first body paragraph focuses on her fascination with sea life, in support of the controlling idea, but the second body paragraph shifts to the popularity of the aquarium:
 - “Because of how fascinated Villepreux-Power was, she soon wanted a better look at how these organisms lived, and it greatly sparked her curiosity.”
 - “Jeanne’s aquarium became insanely popular in the field of marine biology, because now it was allowing other scientists to observe a myriad of different aquatic organisms.”

Uses transitions to inconsistently connect ideas:

- “Now closer,” “Because of,” “However,” “This also”

Provides a sufficient introduction and a concluding statement or section that supports the information presented.

- The introduction briefly summarizes Villepreux-Power’s career path, and then presents the controlling idea.
- This is related to the idea of success in the conclusion:
 - “Jeanne’s creativity, as well as her curiosity, opened up a world of possibilities for her to become successful and create new ways to observe the world and organisms around her, which helped her do better in her field of work. . .”

DEVELOPMENT**Demonstrates a lack of understanding of the task.**

- The response does not clearly explain how Villepreux-Power used her curiosity and appreciation for the beauty of nature to become successful in her work, but the writer does have a good understanding of text information.

Partially develops the topic but relies too heavily on the text and may be repetitive.

- Support for ideas relies on paraphrased text, as well as text quotes that give some details of the paper nautilus and a list of awards.
- These details don't show why Villepreux-Power is so interested in the paper nautilus or why her writings led to memberships in scientific societies and made her successful:
 - “. . .usually drifts near the surface of tropical waters. . .far from the coast, in the middle of the ocean.”
 - “. . .membership into multiple academies. . .the Gioenian Academy of Natural Sciences in Italy and the Zoological Society in England.”

Inconsistently elaborates on thoughts but may be vague, confusing, or loosely related.

- In both body paragraphs, the explanations are vague. The elaboration needs to have more specific information to clarify for the reader what Villepreux-Power did and why it made her famous.
- The explanation in the first body paragraph needs some additional information about what was being observed and why Villepreux-Power was so fascinated with the paper nautilus:
 - “Because of how fascinated Villepreux-Power was, she soon wanted a better look at how these organisms lived, and it greatly sparked her curiosity. However, many creatures could not be observed well enough. . .”
- The elaboration is weaker in the second body paragraph and doesn't explain why it required creativity to create the aquarium or why her publications earned her such prestigious memberships:
 - “Jeanne's aquarium became insanely popular in the field of marine biology, because now it was allowing other scientists to observe a myriad of different aquatic organisms.”

LANGUAGE**Integrates vocabulary to strengthen and further ideas, showing a command of the expression of ideas:**

- “island home,” “impactful,” “fascinated,” “sparked,” “longing,” “struggles,” “mimicks,” “insanely,” “creativity,” “world of possibilities,” “notability,” “scientific community”

Uses varied sentence types and phrases inconsistently:

- “She originally started out as a seamstress, but then her career path soon changed after she moved with her husband to an island home located in Messina, Sicily in 1818.”
- “Now closer to the ocean, Jeanne soon developed a love of marine creatures.”

Has a few minor errors in usage and conventions with no significant effect on readability.**There are many spelling errors:**

- “extremely” for extremely, “whithout” for without, “tropical” for tropical, “mimicks” for mimics, “feild” for field, “scienctists” for scientists, “dfferent” for different, “Te” for The, “acadamies” for academies, “creaivity” for creativity, “notability” for notability

Score Justification

- The controlling idea is unevenly sustained throughout the response.
- Uses transitions to inconsistently connect ideas. There are some missing transitions.
- Provides a sufficient introduction and conclusion.
- Partially develops the topic with text quotes that are relevant but don't clarify for the reader why the supporting idea is valid.
- Inconsistently elaborates on thoughts. There are some missing connections throughout the response.
- The use of precise language enhances the response.

Suggestions for Improvement

- Choose supporting ideas that maintain focus on supporting the controlling idea.
- Use transitions more consistently to connect ideas.
- Develop ideas with elaboration, using both text and original thinking, to clarify why the controlling idea is valid.
- Add specifics to clarify why Villepreux-Power was so fascinated with the paper nautilus and why her writings were important enough for her to be rewarded with scientific memberships.
- Use more precise language to develop the response.

Sample 6 Student Response – Score Point 2

Jeanne Villepreux-Power is one of the most important people of the animal observation life today. Her great work had helped and even inspired others like her to take a lead on what they desire. She started out sewing like nobody else but would then eventually start to observe nature. The more she did this, the more intrigued she became of it. Because of this, she is one of the most well known people to date nature wise.

While she may not seem important, she very much is. She was a scientist in the 1800s who spend a lot of her life studying nature underwater. While we may not think much of it, things like facts about animals and the ability to see them with things like an aquarium would not be possible without her. So, even though she was a little back from our time, that does not mean she is forgotten. Even if not everybody knows about her.

Her curiosity and beauty for nature was the most important thing about it. If she did not have this, it could have never triggered her glorious invention that we see every day. Without the aquarium, a lot of poeple would never get the chance to see things like jellyfish or seahorses in real life. To be quite frank, not a lot of important scientists would be able to either. So, don't take what we have for granted.

In the text, it talks about how she switched from sewing to observation quite quickly. This just goes to show her love for the hobby if she is able to let go of other ones that easily. With this being said, we all know this was her true talent, and are glad she found it. While she may have other hobbies she still likes to do, nature observation was the most important, as it was her job! However, you can hardly call it a job when you love what your doing.

So, to sum everything I have discussed up, Jeanne was a very important scientist. While many people do not recognize her for her acomplishments, she still is. She will always be known as the woman who came up with teh great invention "the aquarium".

Sample 6 Annotation – Score Point 2

Score Point 2 – Approaches Expectations: An incomplete or oversimplified response that minimally attempts to examine a topic and present information based on a text(s).

STRUCTURE**Ineffectively introduces the topic:**

- “Jeanne Villepreux-Power is one of the most important people of the animal observation life today.”

Includes a controlling idea that is vague, loosely related, or inconsistently sustained throughout the response:

- “. . .she is one of the most well known people to date nature wise.”

Uses an organizational structure that may be repetitive or inconsistent and does not advance the controlling idea.

- The first two body paragraphs vaguely support the idea that Villepreux-Power is important and well-known and had something to do with the aquarium.
- The writer doesn’t connect the ideas in the third body paragraph to the controlling idea.

Uses transitions to inconsistently connect ideas:

- “Because of this,” “While she,” “So, even,” “If she did not,” “Without the,” “To be quite frank,” “In the text,” “This just goes to show,” “With this being,” “However,” “So, to sum everything”

Provides an introduction and concluding statement or section that may be repetitive or ineffective.

- The introduction describes some of Villepreux-Power’s interests and states a vague controlling idea.
- The conclusion reiterates that vague controlling idea and informs the reader that she was the inventor of the aquarium.

DEVELOPMENT**Demonstrates a lack of understanding of the task, topic, or information from the text(s).**

- The response does not address the question of how she used her curiosity and appreciation for the beauty of nature to be successful in her work, instead focusing on how she was important and well-known.
- The writer does show some understanding of general ideas from the text:
 - “She started out sewing like nobody else but would then eventually start to observe nature.”
 - “. . .things like facts about animals and the ability to see them with things like an aquarium would not be possible without her.”

Partially develops the topic but there is little text evidence to support ideas:

- “She was a scientist in the 1800s who spend a lot of her life studying nature underwater.”
- “. . .it talks about how she switched from sewing to observation quite quickly.”

Inconsistently elaborates on thoughts but may be vague, confusing, or loosely related.

- Ideas are sometimes repeated:
 - “While we may not think much of it, things like facts about animals and the ability to see them with things like an aquarium would not be possible without her.”
 - “Without the aquarium, a lot of people would never get the chance to see things like jellyfish or seahorses in real life.”
- Ideas are sometimes loosely related:
 - “This just goes to show her love for the hobby if she is able to let go of other ones that easily.”
- Attempts at elaboration are sometimes confusing or vague:
 - “So, even though she was a little back from our time, that does not mean she is forgotten. Even if not everybody knows about her.”
 - “With this being said, we all know this was her true talent, and are glad she found it.”

LANGUAGE**Integrates vocabulary to strengthen and further ideas, showing a command of the expression of ideas.**

- The writer uses both general and precise language:
 - “animal observation life,” “inspired,” “take a lead on,” “eventually,” “intrigued,” “nature wise,” “a little back from our time,” “triggered,” “glorious invention,” “jellyfish,” “seahorses,” “take what we have for granted,” “switched,” “able to let go,” “true talent,” “always be known as”

Uses varied sentence types and phrases to contribute to the fluidity of ideas:

- “She was a scientist in the 1800s who spend a lot of her life studying nature underwater.”
- “While we may not think much of it, things like facts about animals and the ability to see them with things like an aquarium would not be possible without her.”

Has a few minor errors in usage and conventions with no significant effect on readability.**There are some spelling and usage errors:**

- “start” for started, “spend” for spent, “your” for you’re
- “ability,” “people,” “accomplishments,” “teh”

Score Justification

- The response has an inconsistent organizational structure.
- Some transitions and introductory phrases are used to connect ideas within body paragraphs, but others are missing. The reader is sometimes left to think through how an idea might be related to the controlling idea or task.
- Demonstrates a lack of understanding of the task as the response is focused on Villepreux-Power's importance, not how her curiosity and appreciation of nature helped her to achieve success.
- Partially develops the topic with vague reference to the text and loosely related, inconsistent elaboration.
- Some vocabulary is used to strengthen and further ideas.

Suggestions for Improvement

- Choose a controlling idea more closely related to the task.
- Organize supporting ideas within the body of the response and elaborate to show the reader that the controlling idea is valid.
- Use transitions consistently to show how ideas are connected.
- Elaborate with a mixture of text evidence and original thinking.
- Use more precise language to develop the response.

Sample 7 Student Response – Score Point 1

In the beginning Jeanne Villepreux power was sewing she could fix or make anything. This got her into the sewing job where she worked for very rich and famous people. She loved sewing she also helped sketch dresses.

Then she caught the eyes of James Power a british merchant they got together and then moved to Sicily where she would start her new life. They lived on a island so she got to see the sea and the animals in it.

The story The Aquatic world of Jeanne Villepreux-Power states “It over looked the sea, the pefect place to study plantes and animals.” She soon started to study the amazing animals. She gave up on sewing and started to studing one creature out of many. She became very interested in the Paper Nautiluss.

After she began to study the Paper Nautiluss she wanted to be able to get closer and see its habitat and how it lived. She realized she couldn’t go to its habitat without the right supplies. So she then built the first water tank so she could study the ocean animals up close and thier habitats.

Finally she moved away with her husband but on the way all her research had sunk with the carrier that was carrying it. She stopped doing research in the animals but contiued to write books about the animals. When she passed away scientist wanted to continue her reaserch to try to find answers to the deep waters. Till this day they have not explored the whole ocean but that research gave them a start to the imformation we know today.

Sample 7 Annotation – Score Point 1

Score Point 1 – Does Not Meet Expectations: A weak attempt to write an informative response that may be loosely based on a text(s).

STRUCTURE**Does not introduce the topic.**

- The writer begins with a description of Villepreux-Power’s sewing career but does not inform the reader how this information is connected to the purpose of the response.

Controlling idea may be confusing or absent, demonstrating a lack of understanding of the task or topic.

- The controlling idea is absent, and the reader is left to assume that the purpose of the response is to summarize events in Villepreux-Power’s life.

Demonstrates little to no organizational structure.**Uses transitions to inconsistently connect ideas.**

- The writer uses some transitions to move the reader through the chronology of Villepreux-Power’s life and career:
 - “In the beginning,” “Then,” “She soon,” “After,” “So,” “she,” “Finally,” “When she,” “Till this day”

Introduction and/or concluding statement or section may be missing or unrelated to the response.

- The introductory paragraph summarizes the early career of Villepreux-Power’s life, while the concluding paragraph summarizes events at the end of her life.

DEVELOPMENT**Response consists mostly of a summary of the text(s).****Evidence from the text may be absent or confusing.**

- The summary of Villepreux-Power’s sewing career is not connected to the remainder of the response.

Elaboration of thoughts may consist of vague or confusing ideas:

- “Till this day they have not explored the whole ocean but that research gave them a start to the information we know today.”

LANGUAGE**Vocabulary and word choice may be limited or inconsistently used, showing a partial command of the expression of ideas:**

- “caught the eyes of,” “got together,” “start her new life,” “gave up on,” “one creature out of many,” “habitat,” “amazing,” “find answers to the deep waters”

Uses varied sentence types and phrases inconsistently:

- “After she began to study the Paper Nautilus she wanted to be able to get closer and see its habitat and how it lived.”
- “She realized she couldn’t go to its habitat without the right supplies.”

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

- There are run-together sentences in the first two paragraphs, and there are missing commas in compound sentences throughout the response.
- There are also spelling, usage and capitalization errors:
 - “over looked,” “perfect,” “plants,” “studying,” “Nautilus,” “began,” “their,” “continued,” “research,” “information”
 - “eyes” for eye, “a” for an, “studying” for study, “in” for on, “scientist” for scientists
 - “power,” “british”

Score Justification

- The response is a summary of passage information that demonstrates the writer’s understanding of the text.
- The controlling idea is unclear.
- The organization of the response follows the organization of the passage.
- The response lacks elaboration and original thought.
- There is inconsistent use of word choice and sentence variety.

Suggestions for Improvement

- Introduce a controlling idea so that the reader knows the purpose of the response.
- Choose and introduce specific ideas related to the task and organize these ideas within the body of the response.
- Elaborate on ideas and include some original thought, so that the reader knows what the writer thinks about passage events.

Sample 8 Student Response – Score Point 1

i think that she used her curiosity and appreciation for the beauty of nature to become succseful in her work by conducting reasercher and inventing the aquarim.

for example in the text it says “in 1832 she invented the aquariam, an enclosure to house aquatic animals.” using this information one could infer that the invention of the aquarium made her very succesful. another example from the text is “but she continued to right about aquatic animals.” using this quote someone could geuss that she is righting about aquatic animals for her succeses.

so in conclusion i think that she used her curiosity and appreciation for the beauty of nature to become succseful by conducting research and makeing the aquariam

Sample 8 Annotation – Score Point 1

Score Point 1 – Does Not Meet Expectations: A weak attempt to write an informative response that may be loosely based on a text(s).

STRUCTURE

Ineffectively introduces the topic by repeating prompt language:

- “. . .she used her curiosity and appreciation for the beauty of nature to become succseful in her work. . .”

Controlling idea may be confusing or absent, demonstrating a lack of understanding of the task or topic:

- “. . .succseful in her work by conducting reasercher and inventing the aquarim.”

Demonstrates little to no organizational structure:

- The body of the response is a list of two examples with attempts at elaboration.

Uses transitions to inconsistently connect ideas:

- “for example,” “using this information,” “another example,” “using this quote,” “so in conclusion”

Provides an introduction and concluding statement or section that may be repetitive or ineffective, as the conclusion repeats the reasons given in the introduction:

- “. . .succseful in her work by conducting reasercher and inventing the aquarim.”

DEVELOPMENT

Response is mostly a summary of the text(s).

- The writer does choose two reasons that Villepreux-Power became successful:
 - “. . .by conducting reasercher and inventing the aquarim.”

Partially develops the topic but relies too heavily on the text, choosing two examples as support:

- “. . .in 1832 she invented the aquariam, an enclosure to house aquatic animals.”
- “. . .but she continued to right about aquatic animals.”

Elaboration of thoughts may consist of vague or confusing ideas.

- The attempts at elaboration repeat the language used in the quotes:
 - “. . .one could infer that the invention of the aquarium made her very successful.”
 - “. . .someone could geuss that she is righting about aquatic animals for her succeses.”

LANGUAGE

Vocabulary and word choice may be unclear or confusing.

- “. . .by conducting reasercher. . .”

Sentence structure is repetitive.

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

- There are errors in capitalization throughout the response (“i” and the first letter in sentences).
- There are also spelling errors:
 - “succseeful,” “reasercher,” “aquariam,” “aquarim,” “geuss,” “righting,” “makeing”

Score Justification

- There is a weak controlling idea.
- The body of the response is a list of reasons.
- Text quotes are used to support the writer’s reasons.
- Attempts at elaboration are ineffective as they repeat the language of the text quote.

Suggestions for Improvement

- Organize supporting ideas and elaboration within the body of the response.
- Elaborate on ideas and include some original thought, so that the reader knows what the writer thinks about passage events.

Sample 9 Student Response – Score Point 0

She used her curiosity and appreciation to become succesful by researching villepreux power and how it works and how its used and what its for and is shown with evidence in multiplue paragraphs.

Score Justification Score Point 0

The response is too limited to score. The writer attempts to respond by paraphrasing the prompt and giving an explanation. The student has misunderstood the word “villepreux power” and assumes that this “power” is what is being researched. To achieve a score of 1, the response needs to clarify who “she” is and what she studied.

Sample 10 Student Response – Score Point 0

i think the paragraph is pretty solid it provides some pretty good evidence this person really did a great job using a little bit of everything I am very impressed at their work in the pasaage is does stuff.

Score Justification Score Point 0

The response is too limited to score. The writer vaguely refers to “the paragraph,” “this person,” and “their work,” but the reader is not given enough information to determine the identity of the person being discussed. To achieve a score of 1, the responds needs to include some details to describe the person and their accomplishments.