

4TH Grade Sample Papers

Dear 3-5 Teachers,

Thank you for your participation in the 2014-2015 District Writing Assessment. As you may know, the 4th grade papers were scored by a team of Salem-Keizer Public Schools teachers. Those teachers recommended sending copies of the training papers used for the assessment along with the protocols to teachers in grades 3-5 for the purposes of norming and scoring.

Attached are the four training papers that were used by the teacher team that scored the 4th grade district writing. Additionally, we have included the scoring protocol used during the norming process. Names of students and schools were removed from the papers, and the papers were re-typed (including errors).

Two of the strategies from [The Seven Strategies for Assessment for Learning](#) by Jan Chappuis were used in the norming and scoring of these papers.

Strategy Two: Use examples and models of strong and weak work-*Protocol for Analyzing Sample Papers (included in this packet)*

Strategy Three: Offer regular descriptive feedback –*Stars and Stairs (A student friendly rubric is located on the CIA webpage: [Student Feedback Form](#))*

Recommended Next Steps:

Analyze one or more of the training papers in your data team / PLC.

Analyze one attribute at a time with students—using the Protocol for Analyzing Student Work, student sentence frames, and student friendly feedback form with stars and stairs.

Have students analyze their own work and revise parts of their own writing for one attribute.

Protocol for Analyzing Student Work

Steps	Follow this protocol to work through the process of analyzing samples for one or more attributes on the scoring rubric (SBAC, ODE, or other). Select a moderator to guide the discussion.
2	Everyone reads the sample paper.
1	Everyone reads the scoring guide for _____ (specific attribute) in this order: the highest level, the lowest level, and then the middle level or levels.
3	Everyone thinks, “Strong or weak for _____ (specific attribute)?”
4	Everyone (including the moderator) silently and independently reads the high or low level of the rubric corresponding to their own judgments of strong or weak. If high or low level doesn’t describe the sample well, then they read the middle level (or levels progressing toward the middle) until they find the phrases that accurately describe the quality of the sample. Everyone writes down the score with a word or phrase from the scoring rubric that describes the sample (Stars).
5	When all are ready, the moderator conducts a vote and tallies the scores.
6	The moderator conducts the discussion—“What did you give it and why?” – encouraging the use of the scoring rubric’s language and concepts.
7	Review the scoring guide for the next highest score on the rubricin that attribute. Determine what the student could do to bring the paper to the next level/score and note some descriptors (Stairs).
8	The moderator conducts the discussion—“What could the student do to improve this work for _____ (specific attribute) -- encouraging the use of the scoring rubric’s language and concepts.
9	Use Student Feedback Frame to complete step 8.

Student Feedback Frame

For _____ (attribute) this work is a _____ (score) because _____
_____ (words or phrases from the scoring guide).

An example from the student's work is _____
_____ (excerpt from student work)

One way the student could improve the attribute of _____ is to _____
_____ (words or phrases from the scoring guide).

If I were the student I might revise it to read like this: _____

Student Feedback Frame Example

For Elaboration of a Narrative (attribute) this work is a 3 (score) because the student had "Connection to source material contributes to the narrative" such as _____ (words or phrases from the scoring guide).

An example from the student's work is "seizure disorder" "service dog vest" "ambulance came super quick" (excerpt from student work)

One way the student could improve the attribute of Elaboration of a Narrative is to use sensory language (words or phrases from the scoring guide).

If I were the student I might revise it to read like this: He stood at the door with his hand nervously gripping and un-gripping a leather harness connected to a large, German Shepard with soft brown eyes and a wagging tongue.

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SKSD Writing Scorers identified the following items for stars and stairs.

Scoring Element	Stars	Stairs
Narrative Focus	Most students wrote to the prompt Many papers had a plot Many students told a story within two pages of writing.	What is a focused plot? Focus your narrative on one event and location rather than many events and locations: TQW: <i>the lesson is from the launch (D-30)</i> “Find your Focus” Focus on “small moments”--Lucy Calkins Some stories crossed over to imaginative when things happened that are not likely—example stealing from a police car or service animal being able to read someone’s mind. Some students wrote too many pages—focus your narrative within the first paragraph of your story and maintain that focus. Many stories were a “series of events.”
Organization	Many stories with a beginning, middle and end that moved sequentially. Many narratives had transitional words at the beginning of paragraphs.	Transitions within paragraphs between ideas or events.
Elaboration of Narrative	None were noted	Description: Use description to elaborate about your characters and setting. Dialogue: Organize dialogue in text to make stories easier to follow. Details: Some students had many details in the first few paragraphs and then the story morphed into “a series of events.”
Connection to Source Material	Many students used details from sources in their dialogue and descriptions.	Add connections from source materials to elaborate about a character, setting, or plot.
Language - see 4th grade level standards	None were noted	Some students used academic language from the sources in their writing. Show “With shaking legs, he nervously stood next to the teacher.” vs. Tell: “There was a new kid.”
Conventions see 4th grade level standard	Most students stayed in the same tense through the story.	None were noted

A lot of effort from ELL students!

Exemplar ID: T1

Content Area	<ul style="list-style-type: none"> ▪ Science ▪ Social Science ▪ English Language Arts 	Type of Writing	<ul style="list-style-type: none"> ▪ Informative ▪ Narrative ▪ Opinion 	Grade Level 3 4 5

SBAC: Non-Condensed Writing Rubric

ELA Title: SKSD District Writing 14-15—Service Animal

Scoring Element	Score	Explanation of the Score / Evidence
Narrative Focus	1	<p>Words or phrases from the scoring guide that describe this attribute:</p> <ul style="list-style-type: none"> ▪ no discernible plot/inconsistent plot, ▪ Stairs or next steps: lesson on clear plot and maintaining the plot and point of view. Identify setting and characters with developing details.
Organization	1	<p>Words or phrases from the scoring guide that describe this attribute:</p> <ul style="list-style-type: none"> ▪ few or no appropriate transitional strategies; little or no organization of an event sequence; major drift ▪ Stairs or next steps: opening and closure; transitional strategies
Elaboration of Narrative	1	<p>Words or phrases from the scoring guide that describe this attribute:</p> <ul style="list-style-type: none"> ▪ uses dialogue; unevenly developed experiences, characters, setting; connections to source materials are ineffective, vague, detract from the narrative; lack clarity; confusing; <p>Stairs or next steps: correct use of information from sources to add to the story; dialogue to move the story forward</p>
Connection to Source Material	2	<p>Phrases from the student work that support connection to source material:</p> <ul style="list-style-type: none"> ▪ “spinal cord injury” from the sources read, obviously not something the child made up; the class defending the animal’s presence in class (ADA law)
Language - see 4th grade level standards	2	<p>Words or phrases from the scoring guide that describe this attribute:</p> <ul style="list-style-type: none"> ▪ partial or weak use of sensory, concrete, and figurative language that may not advance the purpose; weak attempt to create appropriate style <p>Stairs or next steps: developing characters, setting, using descriptive/figurative language</p>
Conventions see 4th grade level standard	2	<p>Phrases from the scoring guide that describe this attribute:</p> <ul style="list-style-type: none"> ▪ Star: limited use of correct sentence formation, punctuation, capitalization, grammar and spelling ▪ Stairs or next steps: grammar/sentence structure

Exemplar ID: T2

Content Area	<ul style="list-style-type: none"> ▪ Science ▪ Social Science ■ English Language Arts 	Type of Writing	<ul style="list-style-type: none"> ▪ Informative ▪ Narrative ▪ Opinion 	Grade Level 3 4 5
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SBAC: Non-Condensed Writing Rubric

ELA Title: SKSD District Writing 14-15—Service Animal

Scoring Element	Score	Explanation of the Score / Evidence
Narrative Focus	3	<p>Words or phrases from the scoring guide that describe this attribute:</p> <ul style="list-style-type: none"> ▪ Evident plot, completeness, sense of unity, setting maintained <p>Stairs or next steps:</p>
Organization	3	<p>Words or phrases from the scoring guide that describe this attribute:</p> <ul style="list-style-type: none"> ▪ Strong maintained narrative, adequate sequence of events <p>Stairs or next steps:</p>
Elaboration of Narrative	3	<p>Words or phrases from the scoring guide that describe this attribute:</p> <ul style="list-style-type: none"> ▪ Elaboration using details and description <p>Connection to source material contributes to the narrative. “seizure disorder” “service dog vest” “ambulance came super quick”</p> <p>Stairs or next steps:</p>
Connection to Source Material	3	<p>Phrases from the student work that support connection to source material:</p> <ul style="list-style-type: none"> ▪ “seizure disorder” “service dog vest” “ambulance came super quick” <p>Stairs or next steps:</p>
Language - see 4th grade level standards	3	<p>Words or phrases from the scoring guide that describe this attribute:</p> <ul style="list-style-type: none"> ▪ Sensory, concrete and figurative language advance the plot, “ran through the lunch room, through the hall, to the principal’s office” “the dog was adored” <p>Stairs or next steps:</p>

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<p>Conventions see 4th grade level standards</p>	<p>3</p>	<p>Words or phrases from the scoring guide that describe this attribute:</p> <ul style="list-style-type: none"> ▪ Adequate command of conventions, correct sentence formation <p>Missing capitalization at the beginning of sentences, misspelled words and common endings (-ed) (theye)</p> <p>Stairs or next steps: Start a new line when the speaker changes in dialogue.</p>
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Exemplar ID: T3

Content Area	<ul style="list-style-type: none"> ▪ Science ▪ Social Science ■ English Language Arts 	Type of Writing	<ul style="list-style-type: none"> ▪ Informative ▪ Narrative ▪ Opinion 	Grade Level 3 4 5
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SBAC: Non-Condensed Writing Rubric

ELA Title: SKSD District Writing 14-15—Service Animal

Scoring Element	Score	Explanation of the Score / Evidence
Narrative Focus	3	<p>Words or phrases from the scoring guide that describe this attribute:</p> <ul style="list-style-type: none"> ▪ an evident plot; minor flaws and some loosely connected ideas; adequately maintains a setting, characters, narrator and point of view ▪ *connected to the prompt with narrative techniques <p>Stairs or Next steps: maintaining the focus on the given prompt to maintain focus of story</p>
Organization	3	<p>Words or phrases from the scoring guide that describe this attribute:</p> <ul style="list-style-type: none"> ▪ adequate use of a VARIETY of transitional strategies; adequate sequence of events, adequate opening and closure <p><i>“But most of all” (internal transition)</i></p> <p>Stairs or next steps: variety of transitional phrases/strategies</p>
Elaboration of Narrative	3	<p>Words or phrases from the scoring guide that describe this attribute:</p> <ul style="list-style-type: none"> ▪ adequate use of details, dialogue and description; connections to source materials (content of the job of a service animal), the details and dialogue move the story forward...don't take away from the story <p>Stairs or next steps: figurative language extension</p>

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<p>Connection to Source Material</p>	<p>3</p>	<p>Phrases from the student work that support connection to source material:</p> <ul style="list-style-type: none"> ▪ “seeing eye dog hard at work” “guiding, protecting, loving her blind master”
<p>Language - see 4th grade level standards</p>	<p>4</p>	<p>Words or phrases from the scoring guide that describe this attribute:</p> <ul style="list-style-type: none"> ▪ Effective use of sensory, concrete, and figurative language “longed to see and have snowball fights” “obedient hair” “confidently walked” <p>Stairs or next steps: more advanced language (homophones etc)</p>
<p>Conventions see 4th grade level standards</p>	<p>3</p>	<p>Words or phrases from the scoring guide that describe this attribute:</p> <ul style="list-style-type: none"> ▪ Adequate use and command of conventions ▪ *minor spelling, capitalization and dialogue errors move it from a 4 to a 3 <p>Stairs or next steps:</p>

Exemplar ID: T4

Content Area	<ul style="list-style-type: none"> ▪ Science ▪ Social Science ▪ English Language Arts 	Type of Writing	<ul style="list-style-type: none"> ▪ Informative ▪ Narrative ▪ Opinion 	Grade Level 3 4 5
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SBAC: Non-Condensed Writing Rubric

ELA Title: SKSD District Writing 14-15—Service Animal

Scoring Element	Score	Explanation of the Score / Evidence
Narrative Focus	2	<p>Words or phrases from the scoring guide that describe this attribute:</p> <ul style="list-style-type: none"> ▪ uneven development of characters, setting; inconsistent plot
Organization	2	<p>Words or phrases from the scoring guide that describe this attribute:</p> <ul style="list-style-type: none"> ▪ little variety in transitional strategies <p>Stairs or next steps:</p>
Elaboration of Narrative	1	<p>Words or phrases from the scoring guide that describe this attribute:</p> <ul style="list-style-type: none"> ▪ use of narrative techniques may be minimal, absent incorrect, or irrelevant. <p>Stairs or next steps:</p>
Connection to Source Material	1	<p>Phrases from the scoring guide that describe this attribute:</p> <ul style="list-style-type: none"> ▪ connection to source material, if evident, may detract from the narrative <p>Stairs or next steps:</p>
Language - see 4th grade level standards	2	<p>Words or phrases from the scoring guide that describe this attribute:</p> <ul style="list-style-type: none"> ▪ weak use of sensory details <p>Stairs or next steps:</p>
Conventions see 4th grade level standards	2	<p>Words or phrases from the scoring guide that describe this attribute:</p> <ul style="list-style-type: none"> ▪ partial command of capitalization and sentence formation <p>Stairs or next steps:</p>

T1: The Service

(Door Creaking) “hello brian – uh you can’t bring the dog in.” “it’s a animal” said brian “miss _____, the kid has a disability and the dog helps him” said corey “how” said miss hart “it guides him to where he wants to go” (class ooinh) “cool said brina with a grin. “the service eye dog guides you to safty” said corey miss let the dog in and said “lets get started for Monday morning we will start by doing math.”

I was not blind, I pretended my parents say im a bad boy” “I brought a normal dog in the classroom.” “a bad accident happened. “I fell on the monkey bars and fell on my spinal chord.” “My parents told me what happened I said I am “blind” my parents bought me a real service animal but I sayed home.”

“I was at the hospital because my spinal cord indury was getting worse.” “Later I somehow saw my parents I said I can see again! “the service animal seemed like I was crying.” I missed it, it missed me as well.” I went to the monkey bars Fell on my spinal cord and I got it back.” “we had a great time one day my service animal died by age.” I never forgot about it even when I got older.” A long way my fellow goes.

T2: The New Disabled Kid

“Hello class” said Mrs. _____, today we have a new student coming in, so everyone has to be good.” “Whats his name asked Lilly.” “His name is Rodney, and here he comes.” Everyone stared at the new kid.

He had a dog! “You can’t have a dogs in the class” said Bob.

“I need it said rodnety. “For what” said Bob, “I have a seizure disorder.” “Ooh said the class.” Ok class settle down. “Rodney you can sit next to me” said Mark. Rodney sat down.

Next was lunch. When Rodney went to get his lunch everyone thought that his dog was going to eat evryones food, but he didn’t! He ate like a good boy and looked around.

When Rodney got his lunch he was looking for a place to sut. Nobody would invite him to sit down and eat lunch. But suddenly, Rodney fell on the floor! His dog started to bark! His dog ran through the lunch room, ran through the happ, nad then to the principles office!

The prineiple was wondering why the dog was barking? But then she realized it had a service animal vest on. So she called the ambulance. The ambulance came super quick and took Rodney to the hospital!

When Rodney got to his room in the hospital, his nurse said “you’r a lucky boy to have this dog.” “I know I am” said Rodney. Then the nurse left. But then the docor came in and said “your have some visitors. Rodney wonderd who it was? Then his entire class came in! “Are you ok” said Lilly. “I’m fine” said Rodney.

The entire class brought balloons that said get well, hope your better and they brought stuffed animals!

Later on, Rodney went back to school after a week, and Rodney’s dog was adored by everyone because he saved Rodney.

T3: No title given by the student

There once was a class at _____ Elementary who earlier, had a new student come. This perspn was named Jane. Jane had dirty blond hair and brown eyes. The unique thing was she was blind. Jane had a Seeing Eye Dog who was hard at work. Jane’s dog was busy guiding, protecting, and loving her blind master.

A few months later, Winter came. It was a Saturday and school just got out, Jane dreaded winter. She could hear people’s feet stomping in the snow, and people throwing snow balls. She longed to be able to see and have snowballs fights with all the other kids. But most of all, she wished that there was someone out there that would except her for who she was.

A month later a new student came in! Her name was Katie _____. Katie bright, red, obedient hair, and dark brown eyes.

One day at recess, Katie stopped and looked around her and saw that all the other kids were whispering about Jane day after day. Finally, one day at recess, Katie couldn’t stand it any longer! But what could she do to prevent it? “I’ve got it!” Katie said. Katie walked confidently over to Jane. Katie slowed as Jane’s dog looked more and more suspicious. Jane was sutting on a bench near the swing set . . . / . alone. Jane’s dog wanted her that somebody was coming her way. “hello?” Jane asked into the frosty air. “hi” said Katie back “I’m Katie, I’m in your class.” “Hi my names Jane!” They would talk all recess everyday. That’s how Jane and Katie’s friendship started and Jane was never alone again!

!The End!

T4: No title provided by the student

One Day at the beginning of the school year the class was there they made great friends. The second day of school there was a new girl! Her name was Lilly she was Deaf and could not hear so she came in with a Husky Dog the dog was a service Dog cheyanne, lisabelle, and Kaylee ran up th her they asked her question's! they didn't know what was wrong with en er s they ran back to there seats. Everyone was **SHOCK!** They could not belive she was deaf on the third day she sat down thinking to her self C I wonder what they are saying. One of the kids knoew sign language and she did too they became very good friends. She knew knolw what he was saying she asked him on sign language what is your name he said micke. And they took a walk until the bell rang ding ding ding