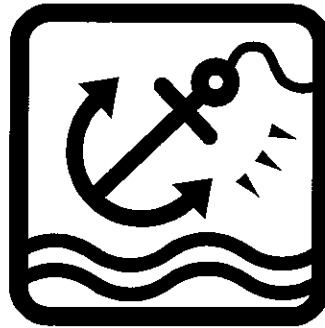


Oakland Unified School District Writing Proficiency Project



Process Writing Assessment

4th Grade Annotated Anchor Papers
Fall Prompt: Response to Literature
“Arella’s Answers”
“The Ant and the Grasshopper”

Note: Please do not use the anchor papers with students prior to the administration of the Process Writing Assessment

4th Grade PWA: Response to Literature

Fall Anchor Paper

Score Level: 4

The Ant and the Grasshopper

The Fable of The Ant and the Grasshopper is about a busy, hard-working ant and a lazy grasshopper.

The main characters are a hard-working ant and a lazy grasshopper. The ant is a organized animal and plans ahead. The grasshopper is a lazy animal who definately doesn't plan ahead.

The determined ant is collecting food very quickly when a grasshopper remarks over it. He laughs at the ant for being so concerned of storing food for the winter in the middle of summer. Then he invites the ant to take a break and play with him. The ant denies the invitation and says that winter will come sooner than you think.

Many times that summer the grasshopper laughs, remarks, and invites the ant to play with him. But every time the grasshopper gets the same answer from the ant.

no # "Oh, no, no, I couldn't. I must store up

Underlines title of story.

Substitutes summary of story and introduction of characters for explication of text's main idea.

Spelling errors are infrequent and do not interfere with meaning.

Uses precise, vivid language; word choices add interest.

Accurately summarizes main events of the story, using carefully selected and paraphrased details.

Includes a direct quote from the text.

for the winter.

~~no~~ Every day the grasshopper would watch the leaves under the maple tree, while the hard-working ant was always storing ^{food} up for the winter. Summer turned to Autumn and Autumn turned to Winter and snow fell at last. The ant crawled into his burrow and ate the food he had stored. The grasshopper died from starvation.

People/animals who plan ahead will not have to deal with as many problems as people/animals who ^{didn't} ~~don't~~. For example: if one person went to buy blankets and another person that didn't have blankets either, ^{didn't buy blankets but watched TV even though he knew he had too} ~~just was lazy and watched TV~~, when night came, the one who went to buy blankets, was warm and had a good night's sleep for Pete's sake, while the one that didn't buy blankets and watched TV instead, was freezing all night and didn't get one minute of sleep at all. (He who plans ahead lives ahead!)

Applies main idea of text to personal experience.

Strong conclusion defines main idea of text and agrees with story's moral.

Fourth Grade PWA: Response to Literature

Annotated Anchor Papers Fall

Score Level 4

“The Ant and the Grasshopper”

What makes it a 4?

This author uses the structure of the literary text to control the structure of her own essay. She begins with a one-sentence summary of the story, then goes on to describe the main characters. Her summary aptly paraphrases the main events of the story and includes significant details, including one direct quote. Her language is vivid and interesting, including precise verbs, nouns and adjectives (hard-working, lazy, organized, determined, remarks, concerned, quickly, maple, etc.). She supports her main idea that “people/animals who plan ahead will not have to deal with as many problems” both through her summary of the reading and the connection she makes to buying blankets in anticipation of a cold night. The essay ends with a strong conclusion that clearly restates and extends the message of the text to a real world application.

Although the author fails to state the main idea of the reading at the beginning of the essay, by the end of the piece she’s discussed it thoroughly and her understanding of the literary text is clear. Although her use of conventions is sometimes inconsistent (a few misspellings, failure to include an end quote, misuse of the semi-colon), most of her errors are first draft in nature and do not interfere with meaning. Furthermore, she demonstrates a fairly sophisticated use of editing marks in an initial attempt to address her errors. The preponderance of evidence indicates a score of four.

4th Grade PWA: Response to Literature
Fall Anchor Paper

Score Level: 3

The ant and the grasshopper

The main idea of this story is the ant was collecting food for the winter while the grasshopper was just relaxing. Also that when winter came, the ant had lots of food and the grasshopper had none.

Spelling errors rare and do not interfere with meaning.

The ant collects food all summer and fall long. The grasshopper does not do anything. He asks the ant if he wanted to sit under the tree and watch the leaves fall. But the ant said no.

Good detail from text, but repeats same detail later in essay rather than selecting a new one.

Then time passed, the same thing happened all over. The grasshopper asked the ant if he wanted to sit under the tree and watch the leaves fall. Still, the ant said no.

Finally winter came. The ant had lots of food. But the grasshopper had none. So all winter long the grasshopper starved.

The interpretation of this story is those who are hard working get good results. And those who say I'll do it later do not get as good results as the hard working ones.

Clear conclusion refers to the author's main idea and demonstrates understanding of literary text.

States main idea of literary text at the outset, but fails to generalize beyond specific characters.

Clearly summarizes story by paraphrasing main events and including a few details.

Fourth Grade PWA: Response to Literature

Annotated Anchor Papers Fall

Score Level 3

“The Ant and the Grasshopper”

What makes it a 3?

The author begins with a clear introduction that demonstrates a general understanding of the reading’s main idea; however, this understanding fails to extend the main idea beyond the characters of the story. The organizational structure of the essay is sound, with an introductory and concluding paragraph, and three supporting paragraphs which all reinforce the main idea of the story.

The author paraphrases events of the story nicely in his summary, although the third paragraph presents a repetitive detail of the story without really building on his main idea or deepening his examination of the text. There is no connection made between the text and the author’s personal experience.

Language is clear, sentences nicely varied in length and structure, and the control of conventions ensures that the author’s meaning is clear. The preponderance of evidence indicates a score of 3.

4th Grade PWA: Response to Literature
Fall Anchor Paper

Score Level: 2

~~"Ariella's Answers"~~

No introduction or indication that the purpose of the essay is literary analysis.

The king was as lonely as one ant in an ant hill all alone. One day he saw a peasant girl walking in the village everybody waved at her. He ordered his guards to bring her in. He asked her to tell him why they waved. "Because I give them corn and grain." Ariella said.

Rare misspelling does not interfere with meaning.

Substantial portions of essay copied directly from reading.

The next day the king handed out corn and grain but ~~know~~ some waved. "That didn't work" said the king. "I also give them wool" said Ariella. The next day he handed out wool, but still ~~know~~ one waved.

Essay consists entirely of a retelling of the literary text.

Dialogue incorrectly punctuated.

"Now that didn't work" but I also wave to the people." said Ariella so the next day he waved and the people waved back.

Abbreviation of summary interferes with reader's understanding of original text.

Lacks conclusion.

Fourth Grade PWA: Response to Literature

Annotated Anchor Papers Fall

Score Level 2

“Arella’s Answers”

What makes it a 2?

The complete lack of an introduction and conclusion to this essay makes it impossible for the reader to discern that the purpose of the piece is literary analysis. The author demonstrates her limited understanding of the reading’s main idea entirely through her selection of story events to retell. Although she does choose events and details from the text that basically summarize the story for the reader, she does not explicate or elaborate on the text in any way. The essay consists of substantial copying.

Conventions are generally in place, with only one misspelling that does not interfere with meaning; however, the author is not able to use quotation marks to grade level standards. Language is very simple, and sentences vary some but repeat themselves from paragraph to paragraph.

The preponderance of evidence indicates a score of 2.

4th Grade PWA: Response to Literature Fall Anchor Paper

Score Level: 1

No introduction or indication that the purpose of the essay is literary analysis.

Describes only one event from the text.

Biggig: A very busy ant hurried back in forth collecting food for the winter. He carried everything he can find back his nest. He knew his nest must be full of food by winter. A passing grasshopper remarked on how hard the ant was work it's a lovely summer day why dont you rest under this maple tree with me? we can watch the leaves flutter in the breeze oh no no.

Limited retelling consists primarily of substantial copying.

Frequent errors in conventions.

Statement unsupported by examples from text.

I couldn't repeat it

Fails to complete thought or sentence.

The story is a really funny story and it mean alot to me
END

Statement unsupported by links to author's personal experience.

Conclusion fails to explain story's meaning or establish a main idea.

Fourth Grade PWA: Response to Literature

Annotated Anchor Papers

Fall

Score Level 1

“A very busy ant...”

What makes it a 1?

This author makes no attempt to establish the purpose of this essay as a response to literature. Although the author attempts to summarize the reading, it consists primarily of substantial copying and offers a very incomplete version of the story. Furthermore, the incompleteness of the retelling combined with the general conclusion indicates that the author probably failed to understand the main idea of the reading. The conclusion offers some statements that the author could have substantiated with textual examples or personal experience but didn't.

The essay includes one incomplete sentence where the author simply failed to complete a thought, leaving the reader hanging. Otherwise, the author demonstrates some control of conventions, with few misspellings. Dialogue is not correctly punctuated.

The preponderance of evidence indicates a score of 1.