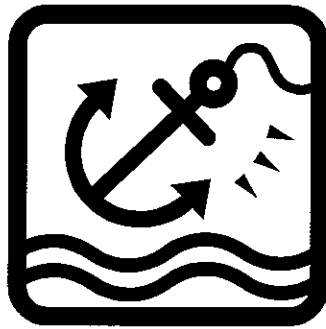


# Oakland Unified School District Writing Proficiency Project



## Process Writing Assessment

### 4<sup>th</sup> Grade Annotated Anchor Papers Spring Prompt: Response to Literature “Mississippi Lesson”

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

# 4<sup>th</sup> Grade PWA: Response to Literature Spring Anchor Paper—Mississippi Lesson

Score Level: 4

Summary of reading's significant events incorporated into author's explanation of the main idea.

## "Nobody's Perfect"

Have you ever had the displeasure of knowing someone who is full of themselves and stuck up? Maria in Mississippi Lesson is just that. She has been teased countless times by her father that the Mississippi River started in the creek behind her barn. One day in class her teacher asks where the Mississippi River starts. When a boy in her class answers "Minnesota", Maria is thrilled. "He got it wrong! He doesn't know!" she thinks to herself. How the boy is correct and Maria feels foolish. I think Maria should teach everyone make mistakes.

Clear understanding of main idea of text; able to state main idea in first paragraph

Use of dialogue from text

Focused on clearly presented main idea

I think the main idea of Mississippi Lesson is that nobody's perfect. You are not always going to be correct because Maria was so sure of herself, but ended up being wrong. Maria made a major mistake in thinking "He got it wrong!" because the teacher hadn't given the answer. I think Maria should have waited for her teacher's answer before assuming she was correct. If Maria would have waited for her teacher's answer she wouldn't have been so embarrassed.

Specific references to the text.

Effective support for ideas by references to text and/or personal experience

Misspellings are rare, first draft in nature, and do not interfere with readers' understanding.

Elaboration of main idea demonstrates clear understanding of reading's main idea.

The reason I think that the main idea of Mississippi Deen is important, is because if you think you're going to be correct all the time like Maria did, then you'll be crushed when you're wrong. I think one of the best things someone can do for themselves is allow mistakes to be lessons in life. No one is perfect so everyone should get used to making mistakes. Besides, mistakes help people learn what they need to work on.

Clear control of conventions

Mississippi Deen is about a girl who made a mistake, that is OK. Many people make mistakes, that is OK. Some of the most useful inventions came from mistakes. Eventually, everyone must face the reality that everyone makes mistakes, it's a part of life. Though she learned the hard way, I'm glad that Maria learned her Mississippi Deen.

Control of paragraphing

Complex sentence with sophisticated punctuation.

Uses main idea of story to reflect on larger social context

Effective variation of sentence type, length, structure and complexity.

# Fourth Grade PWA: Response to Literature Annotated Anchor Paper

## Spring—Mississippi Lesson

### Score Level 4

*“Nobody’s Perfect”*

#### What makes it a 4?

The student began “Nobody’s Perfect” with an engaging question that she immediately relates to the story. She starts her second paragraph by showing an awareness of audience, “you see”, and then launches into her summary of the story. She is able throughout her essay to effectively use quotations to support her ideas. Her third and fourth paragraphs focus on the main idea of the literary text and she concludes with a focused, concise paragraph. Her third paragraph shows how her main idea is developed in the story, “Mississippi Lesson”, and her fourth paragraph relates the main idea to the world beyond the story. Her organization is clear and controlled.

The student is able to show that she is aware of the purpose of this writing. She clearly understands the literary text and can support her conclusions, **Writing Applications 2.2**. She was able to discriminate the most significant details from the rest of the story in her summary, **Writing Applications 2.4**.

Her control of her writing conventions is excellent. In the second paragraph, erasures show attempts to revise and edit her work. Any errors do not interfere with meaning. The penmanship is very legible. There are some spelling mistakes, “asuming” and “embarassed”, both words with double consonants. Her use of apostrophes is not consistent, which indicates that she might have been able to edit these mistakes with more time.

The preponderance of evidence indicates a score of 4.

4<sup>th</sup> Grade PWA: Response to Literature  
Spring Anchor Paper—Mississippi Lesson

Score Level: 3

You'll be wrong

Have you ever met someone who thought they will be right all the time, if not your about to here about a girl named Maria who is just like that.

Clear statement of main idea.

In the story Mississippi Lesson a family is telling one family member (Maria) that the river behind there barn connects to the Mississippi river.

Author inadvertently switches verb tenses.

They tell Maria this alot and she proud of it. One day when Maria was at school thinking shes the smartest kid in class her teacher asked the class

Paraphrasing of main idea, details

where the Mississippi river started. Of course she new but she wanted to let the class to figure its out themselves. Everyone got it wrong except for Scott who said "Minnesota." Maria was crushed when

Includes summary of important events

she found out that the Mississippi river didn't start behind her barn, and that she got the question wrong.

Paragraphs indented.

The main idea of the story Mississippi Lesson is/was that you're not always right because Maria's dad said it more than once that the Mississippi river started behind their barn. Maria's dad was very wrong, so basically Maria was gonna be wrong. You're gonna sometimes be crushed when you're wrong but you're perfect. You're gonna always be right.

Thought Maria's father was wrong - didn't fully comprehend story

The main idea is significant to people who think they're so smart but end up looking dumb. It teaches them that you may get a lot of questions right but never every time. No matter how smart you are or think you are one day you're gonna end up like Maria.

Clear language

Hopefully you're not like Maria after you just read this. Please share what

Conventions errors are first-draft type, but numerous

is just said to anyone else you know. I hope this has taught you you will be right but not every time.

Consistent control of organization

Effective paragraphing

Mostly focuses around main idea

General understanding of main idea of text

Variety of sentence types

# Fourth Grade PWA: Response to Literature Annotated Anchor Paper

## Spring—Mississippi Lesson

### Score Level 3

*“You’ll Be Wrong”*

#### **What makes it a 3?**

This student shows a general understanding of the text, “Mississippi Lesson”. She starts out with an engaging question that she relates to the story right away. The summary of the story is good, but fairly long, with only one quoted word. The student then explains the main idea of the story and relates it to people making mistakes. The conclusion is not a restatement of the conclusions just reached, but a challenge to the audience to share what was learned, reflecting a sense of audience. The content and organization of this essay are sound with adequate support for the ideas developed. Words like “crushed” and “significant” reveal a control over vocabulary.

There are numerous errors in English Language conventions that do not interfere with meaning but raise questions about the student’s control of conventions. The first sentence contains a run-on with no question mark where needed. There is also lack of agreement between “someone”/singular and “they”/plural in the first sentence. The title of the text is not properly marked. Spelling errors like new/knew, thereselfs, your/you’re are frequent. The use of “gonna” and past/present verb tense mixing reflect a disconnect between the registers used on the playground and those for formal writing.

The preponderance of evidence indicates a score of 3.

4<sup>th</sup> Grade PWA: Response to Literature  
Spring Anchor Paper—Mississippi Lesson

Score Level: 2

Mississippi river whereabouts  
an essay by ..

Limited understanding of main idea

Do you know where the Mississippi river starts? well Maria in "Mississippi Lesson" didnt.

Minimal focus on main idea

With all her family stories Maria believes the Mississippi river starts in her backyard. "My dad had said it more than once, 'the creek behind our barn flows into the little Rib River, the little Rib River flows into the Big Rib River. That flows into the Wisconsin River. And the Wisconsin River flows into Mississippi River."

Unnecessarily long quotation in second paragraph



At school she privately  
embarrasses herself. When  
she thinks the answer  
a boy states is wrong  
when it's right "He got it  
wrong! He doesn't know. Oh  
this is great!" While she was  
thinking about his answer  
she didn't think twice about  
hers.

Weak support  
for main idea

Simple  
language

Little variety  
of sentence  
types

I think the story  
is special because it teach  
es you not to always  
assume you're right "You're  
might just." my stomach  
flipped, if I had been warm  
before I was roasting now!"

Organization  
inconsistent

Too many  
quotations,  
not enough  
student  
writing

# Fourth Grade PWA: Response to Literature Annotated Anchor Paper

## Spring—Mississippi Lesson

### Score Level 2

*“Mississippi River whereabouts”*

#### **What makes it a 2?**

The student is writing below grade level in this response to literature. He begins with an engaging question and shows his sense of audience with his answer. However, his summary is predominately a quotation from the story. The standard for fourth grade states that summaries “contain the main ideas of the reading selection and the most significant details”. The long quotation does not serve as an effective summary, thereby showing an incomplete understanding of the main idea. When the student finally states the main idea in the final paragraph, he supports it with another long quote that is not deliberately connected to the stated main idea. There is no added support from personal experience. This student did not adequately respond to the prompt: the summary shows a lack of comprehension and the response reveals a lack of analysis.

The language that the student uses is minimal because there is so much copying. While the quotations are punctuated correctly, they are the main part of the sample. There are some spelling errors “beilives”, “speacal”, and “embarassas”, but most of the words are not complex. The student starts and ends sentences correctly. There are errors in capitalization like “river”.

The preponderance of evidence indicates a score of 2.

# 4<sup>th</sup> Grade PWA: Response to Literature Spring Anchor Paper—Mississippi Lesson

Score Level: 1

Confused use  
of first and  
third person  
in paragraph  
one.

No focus on  
main idea

No support for  
main idea

She was the smallest and the  
quickest in class. I didn't raise my hand  
thought I didn't want other kids to think  
I am a show off. Mississippi river started  
behind my barn.

The main idea of this story  
is about a little girl that thinks she  
knows every thing.

I had been so sure of myself  
I learn more than one thing at  
school that day.

The main idea of this  
story is important because if it wasn't  
important the people wouldn't know the  
plot point of the story.

Incomplete  
summary

General,  
vague  
language

Run-on  
sentences

# Fourth Grade PWA: Response to Literature Annotated Anchor Paper

## Spring—Mississippi Lesson

### Score Level 1

*“She was the smallest...”*

#### **What makes it a 1?**

The student does not understand the story or the main idea. He starts with a paragraph quoted from the story, without the proper use of quotation marks. The student states the main idea of the story in the second paragraph and then follows with another long quotation to support it. However, there is no writing to show how this quotation develops the stated main idea. While the student did try to address the reason that the main idea is important, the reason fails to make any sense. The writing does not support the importance of the main idea and sounds confused.

Since the first and third paragraphs are copied from the text, there are only two sentences that are the student’s own writing. The use of conventions in the second paragraph of the essay is fine. The final paragraph contains some spelling errors “important” and “wasin’t”, which should not happen in fourth grade. There is also confusion with hole/whole. In general, the student wrote very little and took no risks with his writing.

The preponderance of evidence indicates a score of 1.