

Scoring Guide and Sample Anchor Papers

(Adapted from: SF Reading Teacher's Manual, Unit/End-of-Year Benchmark Tests, pg T5, T18)

Note: Although a 3-point rubric is used to score literature responses on the PSSA, a 4-point rubric will be used on District-created tasks for fourth graders. This will ensure adequate material for commentary when teachers use these materials as tools to promote growth in the quality of their students' literature responses.

4 - Advanced

An **Advanced** response reflects a clear understanding of the literature selection, as well as the task set forth in the directions. It includes all of the key features required for the specific type of writing. Errors in grammar, usage, and mechanics are minimal and do not affect meaning.

3 - Proficient

A **Proficient** response reflects an understanding of the literature selection, as well as the task set forth in the directions. It includes most of the key features required for the specific type of writing. It may include a few errors in grammar, usage, and mechanics, but they do not affect meaning.

2 - Basic

A **Basic** response reflects only some understanding of the literature selection, and some understanding of the task set forth in the directions. It includes some key features required for the specific type of writing. It may include several errors in grammar, usage, and mechanics, which may affect meaning.

1 - Below Basic

A **Below Basic** response reflects little or no understanding of the literature selection, but some understanding of the task set forth in the directions. It does not include key features required for the specific type of writing. Errors in grammar, usage, and mechanics obscure meaning.

0 - No Score

Student gives a response that provides insufficient material for scoring, or is inaccurate in all aspects, or does not address the task.

Sample Anchor Papers

The focus writing style for Unit 1 of the Scott Foresman Reading series is **narrative**. The key features of narrative writing are:

- ▶ Clear focus
- ▶ Clear sequence of events, with a beginning, middle and end
- ▶ Use of transition words/phrases
- ▶ Description of characters and/or setting
- ▶ Explanation of the significance of the event(s)

These examples are provided to assist teachers with evaluating student writing. Some errors in grammar, usage, and mechanics are embedded in each sample response to model what is meant by "does not affect meaning". These errors, when included, are underlined.

4 - **Advanced** (Sample student response):

Alita's first day at school was hard. She spoke only spanish wile her teacher spoke only english. Alita could not understand at all. Her teacher said her name wrong, sat her by herself, and gave her picture books to look at. She wasn't able to learn what the class was learning. She probably felt sad and lonly.

The second day was much better. She was given books written in spanish and had a teacher, Señora Diaz, who would teach her english. Also, a girl named Jenna helped her with some english words and ate lunch with her. She felt less lonly.

Scoring Notes: This student's response shows a clear understanding of the selection. The student rephrased some of the details provided in the selection and gave more than two details (4) about each day.

3 - **Proficient** (Sample student response):

Alita's frist day at school was difficult. Her teacher spoke english, gave her picture books to look at and sat her by herself.

The second day Alita got books writen in spanish and english lessons. A girl name Jenna helped her learn a few words and ate lunch with her.

Scoring Notes: This student gave more than two details (3) about each day; the details came right from the selection. The response reflects an understanding of the selection and the task.

2 - Basic (Sample student response):

Alita didnt speak english and alls she did was look at the picture books. She was sad that day.

The other day she was given books wrote in spanish so she could learn. A girl named Jenna ate lunch with her. She felt better.

Scoring Notes: This student has given minimum answers, but gives two details to support the points made. It shows an understanding of the task.

1 - Below Basic (Sample student response):

On the day, Alita left alone and later she didn't. She had no friends and then one. She couldn't lean, then she got books wrote in spanish.

Scoring Notes: This student's response is disjointed and vague, with no supporting details. It does show some understanding of the task.

0 - No Score (Sample student response):

On the frist day she was scard then she wasn't.

Or

Alita liked her new school.

Scoring Notes: Student responses are off task and/or lack sufficient material for scoring.