

PAWS
Writing
Grade 6Released Items
With Data



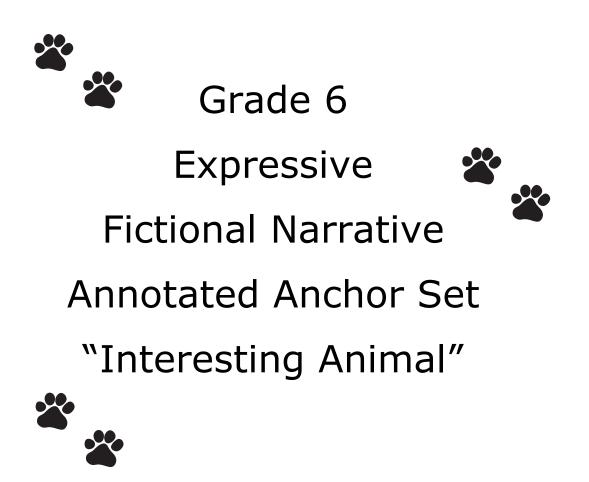
Copyright © **2011** by the Wyoming Department of Education.

All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval system, without permission in writing from the Wyoming Department of Education.

Pearson and the *Pearson* logo are trademarks, in the U.S. and/or other countries, of Pearson Education, Inc. or its affiliate(s).

Portions of this work were previously published.

Printed in the United States of America.



Grade 6 Released Writing Prompt

Interesting Animal

Most people find animals interesting. Imagine you could be your favorite animal for a day. Write a story about what you would do if you were that animal for a day.

Each paper you will score today was written to the prompt above.

Idea Development

Expressive Fictional Narrative

, ¥0 NO · ¥ Idea Development score point 0 The student chooses a dragon (*driginge*), but demonstrates little understanding of how to use story elements to develop a fictional story. · · : ٤ -. •

were \mathbf{O} Ve ന്നമറ Mü 00 n **A**1 n Im nuone 0 2 Cà. mi em nc 0 -t h inh 0 ۵ O

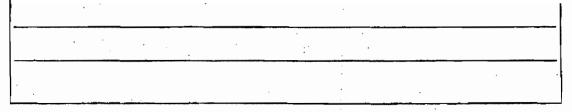
Idea Development score point 1

Although the student attempts to use story elements to develop a fictional narrative about a panda, ideas and relevant details are limited. (*I might live at the zoo* *eat bamboo for my food*. . . . *play with the other panda's*).

Hamster : : SNOUL white morning CODY see that Rf. borl out ÷Ð e terithind in 01 thing e xe One, Samethile 64 ing AC na with 70 00 Min ne 010 0 NEP K 100 P tHe CA nort muc they arne Sner 4:6 whu 0 Vierou l∩ r•i≤ my name Than 15 C can istmas ca me Me Wil have 0 VD e 50 thing Ðu it 1to NODI 10 SPP #ba **-.**.... たいく Voice Was" ri Na Inci hear MU What morning MI n have · CL ANT me on Food Dow thu and SOME Ĉ, break fast down. came u the cage Same YOUr said ime to Clean

the cape. He put rowtine Me IN My ball and rolled has the heen fime 10 minutes 0 Τ taker ONIU wen ee what was 10 King 50 àn Krn ne Cac Iristmas exited. I nelev Was 60 Would 2010 have, auesceo nave Batten me ne ۵ Cer 06 Idea Development score point 2

The student presents clear ideas about being a hamster for a day. The student demonstrates use of story elements such as suspense and dialogue to develop a fictional story ("*I will give you something else but you will have to wait to see what it is*".... What could he have gotten me?).



for 50 10 Chu he. he Y Ο be Herable intin М £. them MN Droy Chalina 10.00 LOPP teeth Into etine thing Cou those -010 1 DYC noul m ണ് Acrican $\boldsymbol{\gamma}$ Saladote refrente Л いわかい man ð ant 6.10 LCOPINA Λ thP lou T 10Ki Pluo clle fra FIAN Paten Fow med Settling ło wood reach 40 m hop Stomach my T, my 07 mar tool 15 GANY Sen · Oi warts n. humen for um anoth In

the trotting from tree for lon KII take ha VA *9*-0 Hall HVC min an in DIGIN Can BA On NEACES 1000 hor rion of to Keen m tven thone 30

Idea Development score point 3

The student develops clear and focused ideas about being a cheetah for a day through the effective use of story elements (*Sprinting full speed at my prey*.... *Eating ravenously, as to get my fill before those darned African lions force me from my kill*.... *cheetah instincts take control*). The student uses descriptive details to enrich idea development (*Leaping and climbing to the tallest limb of the tree I lay down licking the dry blood of the gazelle from my sleek coat*).

Booklet: 29528006940 Page 2 of 2

Organization

Expressive Fictional Narrative

ger Will Martik a apimpal. ill tun. ikeac r W OMV 0 O

The response includes simple repetitive sentences with no evidence of a beginning, middle or ending. The response lacks topic sentences and transitions.

I could be an aninimal for a couple. days. I would be The largest lizardin the world call the "Komodo Dragon" I would be ableto take down any thing and when I do Iheard this on disovery chancil I could eqt it and I This is what I herd) I would not be able to digesting week! I would be the strongest in the Alstralpin out back. It would be cool IFI Spoke thier language would say "Hey man what up? want to goto the swim hole" to my friend another Komodo and herould reply shure it's a hotday and a nice day why not and I would say "kae executothe hole, and off we go and we met some croc's on the way there and they challanged us and if we win we getwater hole and if we lose they get the swim hole and the strongest lizard in the outback, There we were

sorounded by a lot of creds. There were six of them and two of us and one I had fought aganst before and I remember I slached him with my tail and he stillhas a scare fromit and hewanted vevenge, to the croc's forgot that we could slash them with a retail and we were the fastest lizards onground and inwater so we slash themmithare tail and made adash for the water hole we swam alday long and once we got out the crock woke up. Yup that's right we noted the out with a retail. We were going home and on the way we got a bite to eat and we went to sleep. When we woke up those croc's brung 45 some snakes but we knew the warenot poclohess berause the croc's had them in there mouth's So we ate the snakes and the croc's said "Sorvi

The response has a beginning but no ending. The response lacks consistent use of topic sentences and transitions. Similar ideas are grouped together without appropriate indentation (eating, swimming, fighting). Sentences lack variety (*I would*). The last sentence is a run-on.

and a am α will 05 about 10 de C (\mathcal{X}) Y $m^{(n)}$ Cmb PI C 10 minutes tination. 20 JEA αe \bigcirc 04 ηu ove ree 6 1250 erc wab H 71. me war Sma animals m x11 RCU Or Œ ł ec U Hi 1700 Q 70 NOγ -tr want race +0 11 rainforest the

that's my vorite 2126 amaz because ent 210 P a rivar /] marle mans Put ed $\kappa_0 m$ P rep 12 ner .grow \mathcal{B}^{1} お stor acro ne 7 tr x ٢. See Ð 5 onna m 4 unit (Defor finished. ne u ant got held an UP by

1, desing was CA (IDe $(\mu)h(c)$

The response has a clear beginning, middle and ending (*I fell asleep `till the next day* which is a different story). Sequential transitions are evident (*I woke up, I arrived, I started*). Similar ideas are grouped together and paragraphs include appropriate spacing. Sentences are varied and mostly correct (*There was a hole in the tree that was my best friend Python's home*).

. .

11 . Was 101 1 0 \cap tho < talls 0 ĺ rp npp h n. (*)(C πλI 15 Dreation to A PCH nen brea n Ω J٧ $\mathbf{\rho}$ m ll വന re 0 ρ C onten ۵ 0 ĥ٨ na 4 2 IN. W/0.5 0 'al りつ *M I I I C*X See 15 IA P

PD P nra she WRCh Olt. C <u>nor</u> M) ms 0 ų 0 5 C Э S 5 Q aster She near es (UV) HP P evore rea 40 Dmp' n H) NY N e 51 the 00 ₩ Hin *pokini* DA hmi/ mv HIN Ţ 0 5 At iler

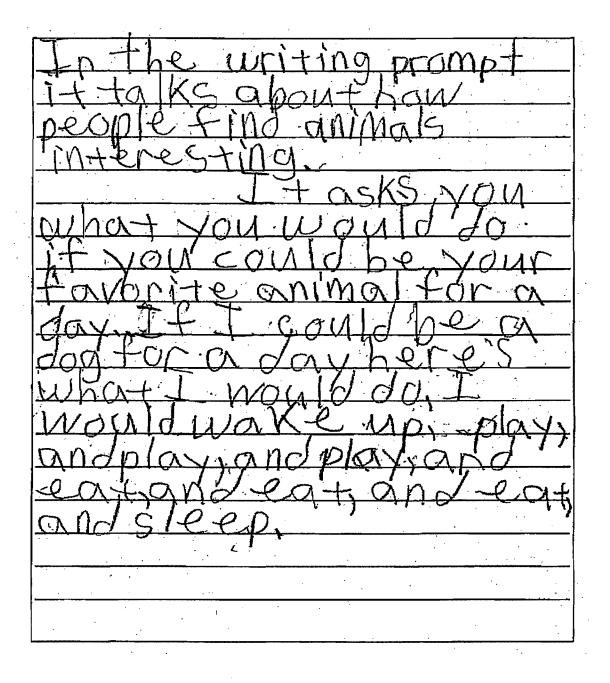
all the banances nmo : MINTO 4

The student develops an effective beginning, middle and ending (*"Lets just say I was monkeying around*). The student uses varied transitions between paragraphs (*While I was celebrating As soon as my mom left. . . . Next, I tried hanging by my tale*). Sentences are varied and mostly correct (*I would swing through the trees until I found a sturdy looking branch. The first branch broke*).

Booklet: 29493009010 Page 3 of 3

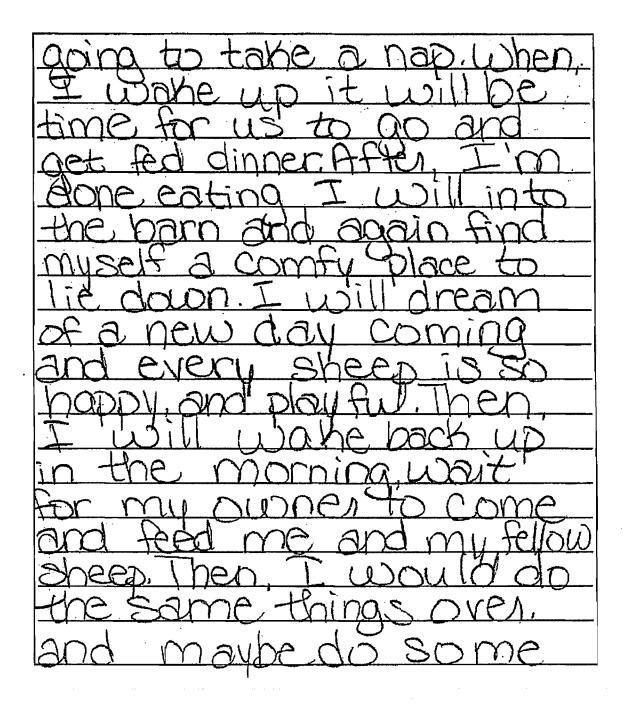
Voice

Expressive Fictional Narrative



The narrative is flat and lifeless. The student uses a limited range of words and phrases (*and play* *and eat*).

S ella, my name 18 CAI heei T \square \mathbf{T} 0 NING 9 VII. M ₿ Ω 2 2 S-P n Å P Δ **U**V



ρ

The narrative reveals limited personal voice (*dream of a new day*.... great being a sheep! BAAA! BAAA! BAAA! BAAA!). While the student uses a few descriptive words (*pasture, comfier, cozier*), most word choice is simple and repetitious (*so much fun, that would be fun, hope you had fun*).

Booklet: 30298003130 Page 3 of 3

I lowing to be a animal I would like to be a door at like door because they are a peaced animal. 1 run through the forest of 604 ward wind, jumping logs, bushes, and etc got done traving fun 1 wau ld propos down to the river to get & drink o retreshing water. Then bluce moser herge ptain of grass O(-+0 3 bite to eat Through eoldthe stor 5 would graze on the fresh, green, gras bd ant tired. an make Inen until confortable bed reat whole one have of sloop I got. a while I would San wake meet my friends to prince around the <u>70</u> woods trying to pick up formal

nevel in tours birs teen not blue a splended afternoon with her and while it would soon be clark. 200 volver ally come and cano my: Vauna teven mouine wolves finished sling pro 408V avor

The narrative reveals the personal voice of a "*peaceful animal*" (*prance down to the river* *mosey on over* *meet and greet my lover*). The student uses descriptive words and phrases (good, old-fashioned sleep; camoflauge; prowling around; splended afternoon; graze on the fresh, green, grass).

it's that gator ! " I heard Crimany that dumb crocidile dungee say. As Swam around in the murkey, dark, green water, that stupid couldn't kept on poking me with a stick. I nerd any more. I lunged at the guy and takeit barely missed that big old foot, but then agoin was just a gator. Living in the San Diego Zoo if that make a difference. want out," I thought to my self as I mess around with the other watched ት monkeys in their cage. I groaned as the crocidike "dungee" ran over with his bucket of fish and goop. He threw them in the cope and they landed on the rocks where I ate them all up. And that gave me an idea. Right when the "dungee" about closed the gate, I creeped out and without him noticing, hobbled off. Another day in the life of gator. Another day in the life of me,

kids were running. the birds were I he the hippos were snorting their screeching, and s all these happy things were heads box that notice the was Nothing 40 See and Suden enslaved under. I think de was iritating as a truck or nothina the dunger back. Then again, truck drove me w. Hh back in my so called me and day in the 05 the gate. Just another skam a ator living in the Son Diego lite of a. Lou.

The narrative consistently reveals an engaging voice and style ("*Crimany*.... groaned as the crocidile "dungee".... Another day in the life of a gator.... my so called "pit"). The student uses a variety of descriptive and original words and phrases (murkey, dark, green water; big old foot; hobbled off; snorting their heads off; sudenlly enslaved under).

Conventions

Expressive Fictional Narrative

Conventions score point 0 Although most words are spelled correctly, the response demonstrates incorrect use of grade-appropriate capitalization, punctuation and grammar throughout (Well it All Started BeingChased By a ugly Giant). The response has no end punctuation. . . ۰, . · .

Booklet: 29733005630 Page 1 of 1

and name am C 15 T 5 tell WILL and vou abou OU 00 an C am 0 PTP ŧ CI around mp P n ריץ CO ee nođ ٩ 15 15-5 Ör SUNN ela NK ·dela CI + 15 \mathcal{O} C \mathbf{c} **CI**1 2 100 Can ລ 66 YA some \sim \mathcal{C} ane S 1 The wood C ()se! U CIN urrel С small NUS bout Nand α \mathbf{c} O)1 1a de \sim ۱a M mo wen-CL V r U rabbit. a

OFNIM α 00 α Ve \leq ON 11/ Jan é CI Q CLNIM \mathbf{O}

Conventions score point 1

The writer spells most common words correctly, but other grade-appropriate words incorrectly (*squrrel, enteract, finde, powand*). Some periods are missing. The response demonstrates limited control over grade-appropriate grammar and usage (*First, I go out and see exactly where I am at the wood are around me then see if it is hot or cold or sunny or dark today is a very good day*).

playing. t mas in 17 mym 10 nd 07 nat t ane eps Δ Τœ 7 C 857 no 10 ras 5 \checkmark me VI 1 て $\gamma\gamma\gamma\gamma$ m \boldsymbol{n} ou \mathcal{O}

next. her use ate an Tor **Conventions score point 2** Most of the spelling is grade-appropriate. The student uses grade-appropriate capitalization and correct end punctuation. Commas are mostly correct. There are some errors in grade-appropriate grammar and usage (I struggled to got to my mother). . . .

. .

Τt wes at least 10:00 pm. when Findly 98 NS r Sed 07 mis $\gamma n m$ the near 00 AV ears - MU in Milla non MPA Up Anal nD Solus 200 wondered norp ł mber oun a 2thr dind ନ onds 84 111 OD N utio mpi Hor the 190 eventhing seem P in 8 M 40 muse Λa G u trees -<u>ISS ?"</u>

,

tripped Slowed dS over MU mun PAID dr 6 A NOV)) fri 18 SAMP Momes Sin łn $\mathcal{H}_{\mathcal{S}}$ mp 75 WID P WR C men \mathcal{O} ٩ PAS dì 2 md 005 6 -fh **S** nan hino MIN 01 10 ρ O m anna OL m 111 rev 01

mu mo SIL liver **Conventions score point 3** The student consistently uses grade appropriate spelling (whistling, Gradually, thought, edge, motion). The student demonstrates grade-appropriate capitalization and punctuation throughout ("Why go to the trees when I could hide in the grass?"). The response consistently demonstrates correct grammar and usage (As I looked around I heard gun shots and saw birds fly! . . . They must have seen my tail when I flipped over onto my side).

Booklet: 30108003860 Page 3 of 3