



DEPARTMENT OF EDUCATION

SAWS

Writing

Grade 5

Released Items
With Data

2014

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Writing Released Items with Data Introduction Page / Data Definitions

This Released Items with Data document provides a subset of items (writing prompts and papers) from the 2013 administration of the SAWS test. The data for an item is on the page that follows that item. Student papers, with scores and annotations, follow the item and data.

There are two main sections to this document. The first section contains the 12-point constructed response prompt and the second section contains the new prompt types, the Response to Text (RTT) two-prompt set. Scoring notes are provided before each section to help guide the user in understanding how the student response papers to these different prompt types are scored.

The following provides the definitions for the data fields on the data page.

Item Information

Item Code: Identification code assigned to the item

Title: Title of the passage the item belongs to (for the RTT passage-based set)

2012 WyCPS Domain: Reporting category of the state content standards

2012 WyCPS Standard: State content standard

Admin: The year an item is administered

Total N-count: Number of students counted as taking the test in which the item appears during the listed administration (includes item omissions)

Item Dok: The item's Depth of Knowledge designation, also called Cognitive Complexity;

- 1 - Recall and reproduction
- 2 - Skills and concepts
- 3 - Strategic and extended thinking
- 4 - Analysis and synthesis

Max Points: The maximum number of points a student response paper can receive according to the prompt type and scoring guide

Mean Score: The average of all student response scores for a given prompt

Score Analysis

Score Pt %: The percent of student response scores at each score point

Score Point Total %: Only for 12-point prompts and Analytic / Trait Scoring.

Across the top row are the four traits: Idea Development (ID), Organization (OR), Personal Voice (PV), and Conventions (CC).

In the left column are score points 3 (the max for each trait) through 0 (the minimum for each trait).

The resulting grid contains the percent of student responses that scored a particular score point for a particular trait.

The last row, the Mean Score, gives the average score of all student responses for that trait.

Item Notes: Area where user can make notes

Scoring the Analytic 12-point Constructed Response Items

In 2013, the WDE introduced operational, 12-point constructed response prompts to the Student Assessment of Writing Skills (SAWS). These prompts align with the *Wyoming Content and Performance Standards* (WyCPS) and assess Writing Standards 1, 2, or 3, depending on the type/mode of writing required (i.e., opinion/argument, informative/explanatory, narrative).

For each grade assessed (3, 5, and 7 from 2014 on), there is a writing-mode-specific, 12-point Analytic Scoring Guide. Each Scoring Guide includes score point descriptors (3-0) for four traits:

Idea Development

The writer develops the content of the message through the use of details.

Organization

The writer builds the structure to support the purpose and effectiveness of the writing.

Voice

The writer uses descriptive, original language to communicate directly to the audience in a way that is individual, compelling, and engaging.

Conventions

The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar.

Scores are assigned for each of these four traits which allow teachers and parents to better understand the strengths and weaknesses of each student response. The scores of the four traits are summed to provide the total score for the 12-point item.

Scoring Guides for each grade and mode of writing are available on the WDE website.

Opinion

Writing Prompt

Your principal is searching for a few students to represent your school at the upcoming Youth Leadership Conference. Choose someone who you think shows leadership qualities to attend this conference. (You may choose yourself if you wish.) Write a letter to your principal recommending the person you would choose to represent your school at the leadership conference. Be sure to support your recommendation with clear reasons and specific examples.

Item Information				
Item Code:	VF654071			
2012 WyCPS Domain:	Text Types and Purposes			
2012 WyCPS Standard:	W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.			
Admin:	Total N-count:	Item Dok:	Max Points:	Mean Score:
Spring 2013	1162	4	12.0	7.435

Score Analysis													
	0	1	2	3	4	5	6	7	8	9	10	11	12
Score Pt%	3	0	0	1	11	8	10	15	23	8	6	7	9
Score Point	ID	OR	PV	CC									
Total %													
Score Pt 3 %	24	20	17	17									
Score Pt 2%	54	48	51	49									
Score Pt 1%	20	28	29	30									
Score Pt 0%	3	4	3	4									
Mean Score	1.978	1.837	1.823	1.797									

Item Notes

Dear Mrs. [REDACTED],

For the Youth Leadership Conference, I recommend having [REDACTED] attend for various reasons. Our school has studied leadership qualities and the 7 habits before so I should know what a leader is.

To be a leader, you have to take on things that may seem hard but they make you a better person. To be a leader, you need to have these qualities. 1. You should take responsibility and not blame some one else for your actions. 2. You need to BE responsible. 3. You need to show that your a great roll-model because the little kids look up to us. That's why I chose [REDACTED] because she has ALL of those qualities.

Let me explain and give you some examples of [REDACTED] proving she is a great leader. For one thing, she has all of the qualities I listed, and she also leads everyone in the right path. Another example is that one time, [REDACTED] and I were swinging and a little kid asked if [REDACTED] or I could push them and [REDACTED] gladly accepted. That proves leading others in the right path. She once helped a little kid do a cartwheel

as well. [REDACTED] loves helping little kids. It's in her genes. In our school, we talk about 7 different habits but [REDACTED] shows 2 of them really well. The first one is putting first things first. That's when you have homework and you finish that before she watches T.V. or goes over to a friend's house. She also synergizes really well. That means working together. Let's say you have a really big soccer game coming up. If you want to win it you're going to have to synergize. Those 2 habits are what [REDACTED] shows the most. I think she shows that she is a leader more than anyone I know. I think THAT is what a leader should be.

I know [REDACTED] would be a great leader because of those reasons and more. I've seen many people do great things like that, but not as much as [REDACTED]. That definitely shows a leader. Those are the reasons why I chose [REDACTED].

Sincerely,

[REDACTED]

This response earns a score of 3 for Idea Development. There is a clear and focused opinion in response to the topic (*For the Youth Leadership Conference, I recommend having _____ attend for various reasons.*). The response also skillfully uses supporting details that clearly relate to the topic (*To be a leader, you need to have these qualities....; That's why I chose _____ because she has ALL of those qualities; Let me explain and give you some examples of _____ proving she is a great leader; I think THAT is what a leader should be....*). All aspects of the prompt are skillfully addressed in this response and the opinion is clearly stated and supported.

This response earns a score of 3 for Organization. The organization is logically executed with ordered paragraphs and the writing has a beginning, a middle, and an end (*For the Youth Leadership Conference, I recommend having _____ attend...; Let me explain and give you some examples of proving she is...; I know _____ would be a great leader because of those reasons and more.*). Transitions are skillfully used (*For the Youth Leadership Conference...; To be a leader,...; Let me explain...*). These transitions connect the many facts and details that are given for support.

This response earns a score of 3 for Voice. The response consistently uses a voice and style appropriate for the intended audience (*Our school has studied leadership qualities and the 7 habits before so I should know what a leader is; Let me explain and give you some examples of _____ proving she is a great leader; Another example is that one time, _____ and I were swinging and a little kid asked if _____ or I could push them and _____ gladly accepted.*). The response demonstrates a sophisticated level of word choice, as well (*_____ loves helping little kids. It's in her genes; She also synergizes very well. That means working together.*).

This response earns a score of 3 for Conventions. Most grade-level words are correctly spelled (*qualities, accepted, cartwheel, leadership*) with only a few minor misspellings (*roll-model, soccor*) that do not seriously detract from the meaning or clarity of the response at all. Grade appropriate capitalization and punctuation are consistently used in this response, and there is strong evidence of sentence variety and correctness (*For one thing, she has all of the qualities I listed, and she also leads everyone in the right path; In our school, we talk about 7 different habits but _____ shows 2 of them really well; I've seen many people do great things like that, but not as much as _____ .*).

Dear Mr. [REDACTED],

I have an understanding that you are searching for a few students to represent our school at the upcoming Youth Leadership Conference. Now, there are many people I know who have great leadership deep within them, but there is one who shows it everyday and who I would highly recommend. This person happens to be [REDACTED].

There are many reasons why I would recommend [REDACTED], but one of the qualities he shows really stands out to me like a two-headed giraffe. You see, [REDACTED] always seems to be encouraging other students. You may see them on the edge of giving up, or maybe they already have, but here comes good old [REDACTED], ready to sit down and give them a long and encouraging pep-talk. If you think

this quality is just a bright and shining star, just wait until I tell you about his encouragement.

Oh geez, everybody's given up you might think, well that's not true when you've got [REDACTED] on your team. [REDACTED] never gives up, I mean think about it, would anyone be a good leader if they gave up on themselves? No, they wouldn't! This is why [REDACTED] always looks on the bright side of things even in the darkest places.

Smiling is one of the most important qualities I think that a good leader should have. And do you know who has this spectacular quality? That's right, you've got it! Our one and only [REDACTED].

So if you're still searching for a great leader, stop! I mean, just look! The answer is right in front of your eyes! [REDACTED]

██████████ has so many special qualities that if I kept going, I'd need so many papers that you'd be reading until you were one hundred! So again, stop your searching and choose ██████████ right now because we both know you'll be choosing him one time or another and I think you'll be making the right decision! So stop your worrying and choose ██████████ this minute!

Sincerely,
A persuading student

This response earns a score of 3 for Idea Development. The response develops a clear and focused opinion in response to the topic (*I have an understanding that you are searching for a few students to represent our school at the upcoming Youth Leadership Conference. Now, there are many people I know who have great leadership deep within them, but there is one who shows it everyday and who I would highly recommend. This person happens to be...*). The writing skillfully uses supporting details in the form of reasons (*There are many reasons why I would recommend _____ ...; _____ always seems to be encouraging other students; _____ never gives up...; _____ always looks on the bright side of things even in the darkest places*).

This response earns a score of 3 for Organization. The response is clearly organized with an introduction, a body, and a strong conclusion (*I have an understanding that you are searching for a few students...; There are many reasons why I would recommend _____; So if you're still searching for a great leader, stop!*). This writing skillfully uses transitions (*I have an understanding...; There are many reasons...; Oh geez, everybody's given up, you might think...; So if you're still searching for a great leader, stop!*).

This response earns a score of 3 for Voice. This writing consistently exemplifies a unique voice and style that is not only appropriate but creative, with a skillful use of precise and sophisticated word choices (*...but one of the qualities he shows really stands out to me like a two-headed giraffe; You may see them on the edge of giving up, or maybe they already have, but here comes good old _____ ready to sit down and give them a long and encouraging pep talk; Oh geez, everybody's given up you might think, well that's not true when you've got _____ on your team.*).

This response earns a score of 3 for Conventions. It consistently uses correct grade-appropriate spelling (*recommend, represent, encouraging, giraffe, spectacular*). In fact there is only one misspelled word (*encouragment*). The use of capitalization, punctuation, and grammar is practically flawless, being consistently correct and grade-level appropriate. This response does an exemplary job of using sentence variety (*Smiling is one of the most important qualities I think that a good leader should have. And do you know who has this spectacular quality? That's right, you've got it! Our one and only _____*).

WYW15017

Dear Mr. [REDACTED],
I think that you should pick
[REDACTED] to go to the
leadership conference because she is a
very responsible student! She is so
polite to everyone.

[REDACTED] is very smart and
she works very hard and gets
things done. [REDACTED] would be the
perfect person for representing
[REDACTED] School! She is almost always
on task. She talks when she is
not supposed to so rarely!

If she does not like someone I bet
she will still be nice to them! She is
very sweet too. These are some
of the reasons why I think
[REDACTED] should be chosen for the
leadership conference!

I am not sure if you agree with

me though. Plus a lot of people like her. Probably because of her nice attitude. I certainly do, I also know some people that like her too. If she always had a bad attitude I bet a lot of people including me would not like her anymore. I would also not pick her fighter, if she did have a bad attitude all of the time.

From, [REDACTED] student,
[REDACTED]

This response earns a score of 2 for Idea Development. It develops an opinion in response to the topic (*I think that you should pick _____ to go to the leadership conference because she is a very responsible student!*) There are also supporting details and relevant reasons given (*She is so polite to everyone; _____ is very smart and she works very hard and gets things done; She is almost always on task; She talks when she is not supposed to so rarely!*). The response addresses all parts of the prompt with reasons and examples.

This response earns a score of 2 for Organization. It is organized in ordered paragraphs and the writing includes a brief introduction with a topic sentence (*I think that you should pick _____ to go to the leadership conference because she is a very responsible student*) and a weak conclusion (*I am not sure if you agree with me though. Plus a lot of people like her....I would also not pick her either if she did have a bad attitude all of the time.*) There is little evidence of the use of transitions (*Plus a lot of people like her. Probably because of her nice attitude; I also know some people that like her too.*), but the paper does flow adequately from one idea to the next.

This response earns a score of 2 for Voice. Voice and style used in the response are appropriate for the intended audience (*Dear Mr. _____ , I think that you should pick _____ to go to the leadership conference because she is a very responsible student; I am not sure if you agree with me though; She talks when she is not supposed to so rarely!*) The word choice is appropriate for the prompt assignment and grade level (*_____ would be the perfect person for representing _____ School!; If she does not like someone I bet she will still be nice to them!; These are some of the reasons why I think _____ Should be chosen for the leadership conference.*).

This response earns a score of 2 for Conventions. The response uses mostly grade appropriate spelling (*conference, responsible, representing, rarely, attitude, including*) with very few misspelled words (*eighter*). The response also consistently uses mostly grade appropriate capitalization, punctuation, and grammar (*Dear Mr. _____ ; I think that you should pick _____; _____ would be the perfect person for representing _____ School!*). Sentences are varied and mostly correct (*She is almost always on task.; She talks when she is not supposed to so rarely!; If she does not like someone, I bet she will still be nice to them!; If she always had a bad attitude I bet a lot of people including me would not like her anymore.*).

Dear Mrs. [REDACTED] by I am going to tell you who should attend The Youth Leadership Conference.

First, I think [REDACTED] should attend the conference. I believe that because he is respectful, nice, safe, a superb student, and he's imaginative.

Next, someone else who could attend the conference is [REDACTED]. She is very respectful, responsible, safe, and fun.

Lastly, I think [REDACTED] should attend the conference, because he is very nice, safe, and respectful.

In conclusion, they all should attend the conference.

Sincerely,
[REDACTED]

This response earns a score of 2 for Idea Development. The response develops an opinion in response to the prompt (*Dear Mrs. ____ I am going to tell you who should attend The Youth Leadership Conference.*). Supporting details and relevant reasons are given for each of the suggestions offered in the response (*First, I think ____ Sould attend the conference. I believe that because he is respectful, nice, Safe, a Superb student, and he's imaginitive; Next someone else who could attent the conference is ____; Lastly, I think ____ sould attend the conference....*).

This response earns a score of 2 for Organization as well. There are ordered paragraphs including an introduction and a conclusion with topic sentences and transitions (*Dear Mrs. ____ I am going to tell you....; First, I think ____ sould attend the conference....; Next, Someone else who could attent the conference is...; Lastly, I think...; In conclusion,...*).

This response earns a score of 2 for Voice. It uses a voice and style that is appropriate for the intended audience (*Dear Mrs. ____ I am going to tell you who should attend...; ...because he is respectful, nice, safe, a Superb Student, and he's imaginative....She is very respectful responseable, Safe, and fun.*)

This response earns a score of 2 for Conventions, using mostly grade appropriate capitalization, punctuation, and grammar (*First, I think....; Next, Someone else....; Lastly, I think...; In conclusion,...*). The response attempts to use varied sentences. Most sentences in the response are written correctly (*I believe this because he is respectful, nice, safe, a Superb student, and he's imaginative.; In conclusion, they all sould attend the conference.*)

WYW15017

Dear Principal

I think [REDACTED] could be it. I know he could because he is kind. He is a good person that could be good at it. And he is a good thinker. He is smart. I just think that he is a good person. He could do it.

Do you think so. Well I think so. You could think so. He ~~ax~~illy will do it. [REDACTED] is the person that could do it. He could do it well. Not Wrong just right. He could make a least one mistake. But he is still good at it.

I am out of ideas. But not out of ideas for [REDACTED], well, The End.

To: Principal

from: [REDACTED]

This response earns a score of 1 for Idea Development. The response develops a limited, vague opinion in response to the topic (*I think ____ Sould be it*) and very limited, sometimes meaningless supporting reasons (*Because he IS kind; He is a good person. I just think that he is a good person; He could do it; Do you think so; Well I think so; You sould think so; He axilly will do it.*) The response addresses most of the prompt, though the reasoning sometimes lapses into irrelevance (*He could make a least One misstake. But he iS Still good at it.*).

This response earns a score of 1 for Organization. There is paragraphing throughout, and there are an introduction and a conclusion of sorts (*I think ____ sould do it; I am out of ideas. But not out of ideas for ____ . Well, The End*) but neither are effective or very appropriate. While there is the occasional topic sentence (*I think ____ sould be it.*), there are no actual transitions used in the response (*I think ____ sould be it; Do you think so; I am out of ideas*).

This response earns a score of 1 for Voice. The response uses a limited voice that is appropriate, perhaps, for a young audience (*I think...I know...good person...good thinker...Do you think so? Well I think so...He could make at least one mistake.*) The response uses very basic word choice throughout the letter (*good, smart, could do it, good at it.*).

This response earns a score of 1 for Conventions, spelling some common words incorrectly (*Sould, Becuse, axilly, misstake*) and using limited grade-level capitalization, punctuation, and grammar (*Do you think so; Not Wrong just right; He could make a least One misstake*). There is little sentence variety, with all sentences being simple sentences and there are no compound or complex ones. There are a few fragments. Though the use of periods is mostly correct, some other end punctuation is missing.

WYW15017

I should be the leader of the school!
First because I am responsible some times
and I will always be there for
someone else. I will take care of
the school and always have clean
no matter what happens. Second I will
always be honest first because I
will always say the true, won't
give up, believe in my self. You will
always learn what me and I will
learn what you. You can always
count on me. Last but not least
Leadership. I will be prepared
for something that happens in
school. I love to help people
I am very helpful when others
also I like to share when
others. That's why I should
be the leader of the school.

This response earns a score of 1 for Idea Development. The response develops an opinion (I should be the leader of the school!) and provides limited supporting details (*First because I am responsible some times and I will always be there for someone else; I will take care of the school and always have clean no matter what happens. I will be prepared for something that happens in school*). However, this opinion and the supporting details are somewhat irrelevant to the topic of who should attend the Leadership Conference, relating better to why the writer should be the leader of the school.

This response earns a score of 1 for Organization. There is no evidence of appropriate paragraph structure, since this entire response consists of only one paragraph. There are some transitions used that lend themselves superficially to structure the response, but some are inappropriate in the order used (*Second I will....; First because I will always....*).

This response earns a score of 1 for Voice, lacking a strong, appropriate voice. There is limited oftentimes incorrect word choice (*I should be the leader of the school!....; I will take care of the school and always have clean no matter what happens; First because I will always say the true, when give up, believe in my self.*).

This response earns a score of 1 for Conventions with numerous misspelled common words (*showde, responsible, happens, believe, when, well---instead of will---, when, when*) next to correct spellings, and limited use of grade-appropriate capitalization, punctuation and grammar (*Last but not least Leadership; I will always take care of the school and always have clean no matter what happens; First because I will always say the true, when give up, believe in My Self.*) Sentences are simple (*You will always learn when me and I will learn when you.*) and only occasionally correct (*You can always count on me.*).

Scoring the Response to Text Items

To more closely align the Student Assessment of Writing Skills (SAWS) with the 2012 Wyoming standards, the WDE field-tested Response to Text items at grades 5 and 7 in 2013. These items assess Anchor Standard 9: *Draw evidence from literary or informational texts to support analysis, reflection, and research.*

The Response to Text item-type consists of a passage (literary or informational) and two associated prompts, one prompt expecting a short response (SR) with a score maximum of 4-points and one prompt expecting an extended response (ER) with a score maximum of 8-points. Scoring guides for these 4-point and 8-point item types can be found on the WDE website. Part of the 8-point scoring guide is excerpted below for further analysis. As you can see, (a) and (b) in the excerpt below incorporate the textual-evidence-based elements and (c) through (f) incorporate the elements of writing.

The 8-point paper (a) uses accurate and relevant evidence to support the claim of the response; (b) thoroughly and sufficiently responds to the issue or topic raised in the text; (c) is effectively organized; (d) uses precise, descriptive language and a variety of sentence types; (e) reveals an engaging and identifiable voice; and (f) contains few errors in the conventions of the English language.

The dual nature of the Response to Text responses (i.e., accuracy/relevance of text evidence as well as demonstration of writing skills) led the WDE to split the scoring of these items into two parts: 1) Response to Text (abbreviated as RTT) and 2) holistic writing. The annotations for the student response papers in this released items document refer to these two parts.

Part 1 - Response to Text/RTT: Up to 2 points of each response (for both 4- and 8-point items) are assigned based on the textual evidence provided. Prompt-specific scoring notes, with information on acceptable text references and support, are developed to assist in determining these textual evidence scores for each item.

Part 2 - Holistic Writing: The remaining points (up to 2 for the 4-point item or 6 for the 8-point item) are assigned based on the holistic writing qualities of the student response.

The textual evidence score (RTT) and the writing score will then be summed and reported as a single score for each item.

The goal of this approach is to improve the accuracy and consistency of the scores by having the raters look at each element separately and to allow students to demonstrate their understanding of the text by providing evidence.

The section that follows contains a Response to Text set. There is a passage followed by a 4-point (SR) prompt and student papers responding to the 4-point prompt. Scores and annotations are provided after each paper. Next is the 8-point (ER) prompt and student papers responding to the 8-point prompt, with scores and annotations provided after each paper.

The Spider Weaver

1 Long ago there was a young farmer named Yosaku. One day he was working in the fields and saw a snake about to eat a spider. Yosaku felt sorry for the spider, so he ran at the snake with his hoe and drove it away.

2 The spider disappeared into the grass, but first it seemed to pause a moment and bow in thanks toward Yosaku.

3 One morning not long after that, Yosaku was in his house when he heard a tiny voice outside calling, "Yosaku, Yosaku!" He opened the door and saw a beautiful girl standing there.

4 "I heard that you are looking for someone to weave cloth for you," said the girl. "Won't you please let me live here and weave for you?"

5 Yosaku was very pleased because he did need someone to help him. He showed the girl the weaving room, and she started to work at the loom with cotton. At the end of the day Yosaku went to see what she had done and was very surprised to find that she had woven eight long pieces of cloth, enough to make eight kimonos. He had never known anyone could weave so much in a single day.

6 "How ever did you weave so much cloth?" he asked the girl.

7 But instead of answering him, she said, "You mustn't ask me that. And you must never come into the weaving room while I am at work."

8 But Yosaku was very curious. So one day he slipped quietly to the weaving room and peeped in the window. What he saw really surprised him! It was not the girl who was seated at the loom, but a large spider, weaving very fast with its eight legs, and for thread it was using its own spider web, which came out of its mouth.

9 Yosaku looked again and saw that it was the same spider that he had saved from the snake. Then he understood. The spider had been so thankful that it had wanted to do something to help him. So it had turned itself into a beautiful girl to help him weave cloth. By eating the cotton that was in the weaving room, it could spin it into thread and weave it into cloth very, very quickly.

10 Yosaku was very grateful for the spider's help.

Excerpt from "The Spider Weaver," from *Little One-Inch And Other Japanese Children's Favorite Stories*. Copyright © 2008 by Tuttle Publishing. Used by permission.

Response to Text

Writing Prompt

At the end of the passage, Yosaku makes an important discovery about the girl in the story. Write a paragraph to explain what Yosaku discovers about the girl and how he makes this discovery. Be sure to use details from the story to support your explanation.

Item Information	
Item Code:	VF649886
Title:	The Spider Weaver
2012 WyCPS Domain:	Research to Build and Present Knowledge
2012 WyCPS Standard:	W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Admin:	Total N-count:	Item Dok:	Max Points:	Mean Score:
Spring 2013	2301	3	4.0	3.186

Score Analysis					
	0	1	2	3	4
Score Pt%	3	3	15	29	50

Item Notes

WYW15034

WYW15034

At the end of the passage, Yosaku discovered that the beautiful, young girl was really the spider he had saved, in a different form. She was returning his favor, when he had saved her life, by weaving cloth for him. Yosaku made this discovery when he peeked through a window in the weaving room, even after "The Spider Weaver" told him that he must never go into the weaving room while she was at work. Yosaku's discovery also proves that when you give an act of kindness, you will receive an act of kindness in return.

This response earns a score of 2 for Response to Text. The response identifies a credible text reference in support of what Yosaku discovers about the girl in the story (*At the end of the passage, Yosaku discovered that the beautiful, young girl was really the spider he had saved, in a different form.*). The response also identifies a credible text reference in support of how Yosaku makes the discovery (*Yosaku made this discovery when he peeked through a window in the weaving room...*).

This response earns a score of 2 for Writing. The response is organized (*At the end of the passage...She was returning his favor...Yosaku made this discovery when he peeked...Yosaku's discovery also proves...*), uses some descriptive language and a variety of sentence types (*She was returning his favor, when he had saved her life, by weaving cloth for him.*). The response reveals an identifiable voice (*Yosaku's discovery also proves that when you give an act of kindness, you will receive an act of kindness in return.*) and contains few errors in the conventions of the English language (recieve).

WYW15034

Yosaku chases a snake that is about to eat a spider away with a rake. Then a girl shows up at his house asking if she could weave for him. she weaves really fast so he asks her how she weaves so fast, she won't tell him. He gets curious so he looks in the weaving room and sees the spider he saved weaving. Both the spider and Yosaku are grateful for each others help.

This response earns a score of 2 for Response to Text. The response identifies a creditable text reference in support of what Yosaku discovers about the girl (*Then a girl shows up...he looks in the weaving room and sees the spider he saved weaving.*). The response also identifies a creditable text reference to support how Yosaku makes the discovery (*She weaves really fast...He gets curious so he looks in the weaving room and sees the spider he saved weaving.*).

This response earns a score of 2 for Writing. The writing is effectively organized and uses transitions to connect ideas (*Then a girl shows up at his house asking if she could weave for him.; She weaves really fast so he asks her how she weaves so fast, she won't tell him.*), uses precise, descriptive language (*Yosaku chases a snake that is about to eat a spider away with a rake.*), and uses a variety of sentence types (*Then a girl shows up at his house asking if she could weave for him.; Both the spider and Yosaku are grateful for each others help.*) It has an identifiable voice and contains some errors in the conventions of the English language.

WYW15034

The important discovery that Yasaku makes about the girl is that she was a spider and she and she was the same spider that Yasaku saved from the snake. He now knows how the girl was making the cloth so fast with her eight legs, and and she used her own spider web that was coming out of her mouth. Now that Yasaku knows that the girl is the spider he is very thankful that she wanted to do a favor for him just like Yasaku did for her.

This response earns a score of 1 for Response to Text. The response identifies a credible reference to the text in support of what Yosaku discovers about the girl (*The important discovery that Yosaku makes about the girl is that she was a spider....*). However, the response does not identify how he makes the discovery which prevents the response from earning a score of 2.

This response earns a score of 2 for Writing. The writing is organized with a clear thesis sentence and uses transitions to add further thoughts (*The important discovery that Yosaku makes about the girl is.....; Now that Yosaku knows that the girl is the spider...*) and uses some descriptive language (*...how the girl is making the cloth so fast with her eight legs and she used her own spider web that was coming out of her mouth*) as well as a variety of sentence types, including compound and complex sentences. The response reveals an identifiable voice but contains some errors in the conventions of the English language (*....and she and she was...; Now that Yosaku knows that the girl is the spider he is very thankful...*).

WYW15034

Yosaku binds out the girls
is an spider. I he found
because she said never
go in there when she is
working, but what what
he did, I know this because
in the text it says one day
he sneaked into the room
and peeked in the window
and saw the giant spider.

This response earns a score of 2 for Response to Text. The response identifies a credible text reference in support of what Yosaku discovers about the girl in the story (*Yosaku finds out the girl is a spider.*). The response also identifies a reference in support of how Yosaku makes the discovery (*I know this because in the text it says one day he sneaked into the room and peeked in the window and saw the giant spider.*).

This response earns a score of 1 for Writing. The response provides little evidence of organization, uses basic, predictable language, and provides limited variety of sentence types (*I know this because one day he sneaked into the room...*). The response reveals limited voice (*...but that's what he did. I know this because...*) and contains several errors in the conventions of the English language (*I he found because she said never go in there when she is working, but that's what he did.*).

WYW15034

WYW15034

Yosaku discovers that the girl turned
in to a big spider and. He noticed it was
the one that he had saved.

This response earns a score of 1 for Response to Text. The response identifies one creditable reference to the text that supports what Yosaku discovers about the girl (*Yosaku discovers that the girl turned in to a big spider....*). However, there is no creditable text reference in support of how Yosaku makes the discovery which prevents the response from earning a score of 2.

This response earns a score of 1 for Writing. The response provides little evidence of organization. It uses limited vocabulary and provides no sentence variety (*Yosaku discovers that the girl turned in to a big spider...; He noticed it was the one that he had saved.*). The response reveals no identifiable voice. There are errors in the conventions of the English language as well (*...the girl turned in to a big spider and. He noticed it was the one...*).

WYW15034

WYW15034

Yosakh sareda spider and he discovered that
agnil is the spider heared. He thought
agnil is not a spider but the gnill
a spider. The spider weared about
sweaters with cotton. Now Yosakh
sweaters.

This response earns a score of 1 for Response to Text. The response identifies a creditable text reference in support of what Yosaku discovers about the girl in the story (*Yosaku saved a spider and he discdieters that a gril is tha spider he saved.*). However, the response fails to identify a creditable text reference in support of how he makes the discovery which prevents the response from earning a score of 2.

This response earns a score of 1 for Writing. The response provides some evidence of organization (*Yosaky saved a spider and he discdieters that a gril is tha spider he saved...Now Yosakhaves sweters.*), uses basic, predictable language, and provides a limited variety of sentences types (*He tnoughtg a gril is not a spider but tho gril is aspitor.*). The response reveals no identifiable voice and contains several errors in the conventions of the English language which makes it quite difficult to read and understand (*Yosaku saved a spider and he discdieters that a gril is tha spider he saved...the spidre weaved about8 sweterswith coton. Now Yosakhaves sweters.*).

WYW15034

WYW15034

Yosaku the girl catch then Yosaku run away the girl scare him then they do friends and then the boy see snake eating the spider is will the boy see the girl in the tree then say surprise and the boy scare the girl the boy see the beautiful girl he go quiet in the room. peep the window she go work and then he see the girl in the tree and then it is scary and then the boy say run run she say help help nobody can help him and then the boy fall down he see the snake and then the boy see he's eating the spider eat the snake

This response earns a score of 0 for Response to Text. The response fails to identify a credible text reference in support of what Yosaku discovers about the girl in the story. The response also omits a credible text reference in support of how Yosaku makes the discovery.

This response earns a score of 1 for Writing. The response provides some evidence of organization and uses limited vocabulary (*...the girl catch...the girl scare...then the boy see snake...the boy scare...he see the girl*) and no sentence variety. There is no identifiable voice. The entire response is made up of multiple run-on sentences with serious errors in the conventions of the English language (*Yosaku the girl catch then yosaku run...they do friends...is will the boy see the girl in the tree then say surprise...peep the window she go work and ten he see the girl...*).

Response to Text

Writing Prompt

The lesson or moral of "The Spider Weaver" is that acts of kindness lead to acts of kindness in return. Write about two acts of kindness from "The Spider Weaver" to explain how the story teaches this lesson. Then, write about a time when you learned a lesson like the one the story teaches. In your experience, how did an act of kindness lead to an act of kindness in return?

Item Information	
Item Code:	VF649897
Title:	The Spider Weaver
2012 WyCPS Domain:	Research to Build and Present Knowledge
2012 WyCPS Standard:	W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Admin:	Total N-count:	Item Dok:	Max Points:	Mean Score:
Spring 2013	2301	4	8.0	4.906

Score Analysis									
	0	1	2	3	4	5	6	7	8
Score Pt%	4	2	4	9	17	24	22	13	6

Item Notes

Give a Little, Get a Lot
"The Spider Weaver" teaches
about acts of kindness, but acts
of kindness are important in
real life too.

To begin, Yosaku was outside
working in the fields when he
saw a spider in need of help.
There was a snake about to
eat it. The farmer felt sorry
for the poor thing. So, Yosaku
came to the rescue. He ran
at the snake with his hoe
and drove it away. Yosaku
couldn't tell, but he thought
he saw the spider bow in
thanks.

Since the farmer saved the
spider's life, it felt it needed

to repay him. So, the spider pretended to be a gorgeous girl and it came to weave for him. The spider was very fast and could weave eight long pieces of cloth in one day.

One act of kindness that I did was raising money for Pennies for Peace. In first grade two friends and I sold books, pencils, and cookies. All the money we earned was given to Pennies for Peace. They earn money to give to schools in Afghanistan. They sent us a letter saying how thankful they were to us.

In all, giving kindness to others means getting kindness back.

This response earns a score of 2 for Response to Text. The response uses accurate and relevant evidence to support the claim of the response and thoroughly responds to the author's presentation of theme, plot, and story elements. Two acts of kindness are clearly identified (*To begin, Yosaku was outside working in the fields when he saw a spider in need of help.; Yosaku couldn't tell but he thought he saw the spider bow in thanks; Since the farmer saved the spider's life...it came to weave for him.*).

This response earns a score of 6 for Writing. The response is quite effectively organized and uses precise, descriptive language (*So, Yosaku came to the rescue. He ran at the snake with his hoe and drove it away.; So, the spider pretended to be a gorgeous girl and it came to weave for him.*). There is a good variety of sentence types (*Since the farmer saved the spider's life, it felt it needed to repay him.; In all, giving kindness to others means getting kindness back.*). The response reveals an engaging and identifiable voice (*"The Spider Weaver" teaches about acts of kindness, but act of kindness are important in real life too.; In first grade two friends and I sold book, pencils, and cookies. All the money was given to Pennies for Peace.*). The response contains very few errors in the conventions of the English language.

Just like the story "The Spider Weaver" Yosaku saves the spider's life and the spider thanks Yosaku by weaving cloth. I can relate because I have had an experience like this myself.

It was this year me and my sister were in Park City painting while my mom went shopping. I had finished my piece but my sister wasn't done. It was crowded there and the man that owned the building was working really hard trying to clean the paints, make food for the customers and explaining

things to people all at once. I figured he needed help. So I cleaned up the paints helped people get a table and tryed to explain all the things to do.

The owner was a nice man and said I didnt have to help him but I continued to help him. After everything was finished I sat down at my sisters table and the man walked to my table with a plate it was a crape. It looked so good. The man said it was for me but I didnt have any money. The man said I earned it for helping him. I was verry glad I helped him. Sontimes you will get kindness back.

This response earns a score of 2 for Response to Text. It identifies two acts of kindness in the story (...Yosaku saves the spiders life...;...the spider thanks Yosaku by weaving cloth.).

The response earns a score of 5 for Writing. It is effectively organized with three distinct paragraphs (*Just like the story "The Spider Weaver" ...; It was this year me and my sister...; The owner was a nice man...*) with supporting details in each paragraph. The response uses some descriptive language (*It was crowded there and the man that owned the building was working really hard trying to clean the paints, make foor for the customers and explaining things to people all at once.*) and provides a variety of sentence types (*I figured he needed help; So I cleaned up the paints helped people get a table and tryed to explain all the things to do.*). The writing also reveals an identifiable voice (*After everything was finished I sat down at my sisters table and the man walked to my table with a plate it was a crape!*). It contains some errors in the conventions of the English language (*It was this year me and my sister were in Park City painting while my mom went shopping.; The man said it was for me but I didn't have any money.; I was verry glad I helped him.*).

WYW15033

The 2 acts of kindness in the story were when Yosaku saved the spider from the snake, and when the spider weaved for him in return. I've had the same lesson happen in my life too. Mine was when I helped my Mom with things like cleaning, cooking, and other things too. Then she let me do more fun things. That is what this paper will be about.

I was helping my Mom around the house with whatever she needed help with. We had a deal, IF I helped her all day, the next day I could do whatever I wanted to. I can remember getting up at 7:00 and not eating lunch until about 2:00. We cleaned, and cleaned, and cleaned and then she said, "tomorrow is your day!" I think that it was worth it. That was my story.

This response earns a score of 2 for Response to Text. The response correctly identifies two acts of kindness from the story (...when Yosahu saved the spider from the snake, and when the spider weaved for him in return.).

The response earns a score of 4 for Writing. It is organized according to the prompt, the first paragraph identifying 2 acts of kindness from the story and another paragraph noting a personal example of learning through an act of kindness (*I've had the same lesson happen in my life too.*). The writing uses some descriptive language (...*I helped my Mom with things like cleaning, cooking and other things too.*) and provides a variety of sentence types (*I was helping my Mom around the house...; We cleaned, and cleaned, and cleaned and then she said " _____ ..."*). The response reveals an identifiable voice (*We cleaned, and cleaned, and cleaned...; I think that it was worth it.*). The response contains some errors in conventions such as some spelling (*rember*), punctuation, and capitalization errors (*We had a deal, if I helped her all day, the next day I could do whatever I wanted to.*).

WYW15033

Yosaku saved the spider from a snake. The spider made herself a girl so that she could help Yosaku.

One day I decided to help my brother with his chores by cleaning the stall. I also helped him with pulling rocks out of the pasture. In the end I didn't get paid but the next day, I had to clean the house so my brother helped me. We dusted everything and washed the dishes. After that our parents got home I mentioned that my brother helped me do it my parents said that was a good thing for him to do. My brother mentioned that I helped him and we each got half of the others pay, which was a time when this

lesson happened.

This response earns a score of 2 for Response to Text. The response identifies an act of kindness from the story (*Yosaku saved the spider from a snake.*). The writing reveals an additional act of kindness as well (*The spider made herself a girl so that she could help Yosaku.*).

The response earns a score of 4 for Writing. It addresses the second part of the prompt (*One day I decided to help my brother with his chores by cleaning the stall.*). The writing is organized, uses some descriptive language (*We dusted everything and washed the dishes.*), and provides a variety of sentence types (*In the end I didn't get paid but the next day, I had to clean the house so...*). The response reveals an identifiable voice (*...my parents said that was a good thing for him to do.*). The response contains some errors in the conventions of the English language (*My brother mentioned that I helped him and we each got half of the others pay.*).

WYW15033

There are two acts of kindness in the story the first one is saving the spider from the snake. The second one is that the woman helps the farmer make clothes. I know this because in the story it says that there was a snake and it was about to eat a spider and the farmer felt bad for the spider so he made the snake leave. This is kind because he saved the spider's life. Another kind thing in this story is when the woman helps the farmer make clothes. I know this because in the story it said that the farmer needs help weaving clothes. This is kind because she is helping someone in need.

This response earns a score of 2 for Response to Text. It identifies one act of kindness from the story (...*the first one is saving the spider from the snake.*). The response identifies a second act of kindness as well (*The second one is that the woman helps the farmer make clothes.*).

The response earns a score of 3 for Writing. The candidate partially responds to the task but makes no mention of details from the candidate's own experience. The response provides some evidence of organization (*There are two acts of kindness...the first one is...The second one is...*), uses basic, predictable language, and provides a variety of sentence types (*I know this because in the story it says that there was a snake and it was about to eat a spider and the farmer felt bad for the spider so he made the snake leave. This is kind because he saved the spiders life*). This response reveals limited voice (*I know this because...This is kind because...I know this because... This is kind because...*) and contains some errors in the conventions of the English language (*There are two acts of kindness in this story the first one is saving the spider from the snake.;This is kind because he saved the spiders life.*).



WYW15033

In the story "The Spider Weaver". The spider worked for the farmer Yosa ku. Then the farmer came to check on her and she already woven eight long pieces of silk.

This one day my grandma was getting some stuff. She was at walmart getting groceries for the house. When she came out she was holding a prostrate of ten grocie bags. Then I opened the door for her. During the next day I hurt my knee and she came and put a bandaid on it. That's the lesson I beamed.

This response earns a score of 1 for Response to Text. The response identifies an act of kindness from the text (*The spider woved for the farmer Yosaku. Then the farmer came to check on her and she already woven eight long pieces of silk.*), but the candidate omits identifying a second act of kindness.

The response earns a score of 3 for Writing. The response identifies details from the candidates own experience and provides evidence of organization (*The spider weved...Then the farmer came...This one day my grandma...When she came out...Then I opened the door...During the next day...and she came...That's the lesson I learned.*) The response uses basic, predictable language yet provides a variety of sentence types (*Then the farmer came to check on her and she already woven eight long pieces of silk...When she came out, she was holding aprostimate of ten grocie bags*). The response reveals an identifiable voice (*This one day my grandma...grocies or the house...holding aprostimate of ten grocie bags...I hurt my knee and she came and put a bandaid on it. That's the lesson I leanrned.*) The response contains several errors in the conventions of the English language (*woved, she already woven, walmart, grocies, aprostimate of ten grocie bags, Thats*).

WYW15033

Yosakou saved the spider from the snake. And in return the spider weaved for him.

I kepted giving my friends snacks & in return they gave me so of there snacks.

The response earns a score of 2 for Response to Text. The response sufficiently responds to the task of identifying an act of kindness from the story (*Yosakou saved the spider from the snake*). The response reveals an additional act of kindness as well (*And in return the spider weaved for him*).

The response earns a score of 2 for Writing. The response mentions details from the candidate's own experience (*I kepted giving my friends snacks...*). The writing provides some evidence of organization by including two paragraphs (*Yosakou saved the spider...; I kepted giving my friends snacks...*), uses basic, predictable language (*And in return the spider weaved for him.*), and provides limited sentence variety (*...a in return they gave me so of there snacks.*). The response reveals limited voice and contains serious errors in the conventions of the English language (*And in return the spider;...I kepted giving my friends snacks a in return they gave me so of there snacks.*).

One act of kindness from "The spider weaver" is when Yosaku ran at the snake with a hoe to ~~blow~~ it off. So the spider turned into a girl and weaved cloth for him. Yosaku was glad she helped him. The spider was glad he helped her. A act of kindness was I got a hatrick. So ~~and my~~ dad got me a hat.

This response earns a score of 2 for Response to Text. The response identifies two acts of kindness from the text (*One act kindnee frome "The Spider Weaver" is when Yosaku ran at the snanke with a hoe to scoik it off. So the spider ternd in to a girl and weaved clouth for him. Yosaku was glad she helped him.*).

This response earns a score of 1 for Writing. The response fails to speak effectively about a personal experience of a true act of kindness that results in another act of kindness. There is minimal evidence of organization in the writing (*one act of kindnee...; So the spider...; A act of kindness was I got a hatrick.; So my dad got me a hat.*), but uses only a severely limited vocabulary, apart from that provided by the author of the story. There is limited variety of sentence types. A limited voice is evident in the response (*I got a hatrick*). There are numerous serious errors in the conventions of the English language throughout the response (*kindnee, frome, snanke, whith, ternd, clouth, hatrick*).

WYW15033

I learned that a young farmer named Yosaku meet a girl who wove him cloths. the spider weaved him cloths for Yosaku and Yosaku was grateful to the spider. I like this story because it had kindness.

This response earns a score of 1 for Response to Text. The response correctly identifies one act of kindness from the story (... *Yosaku meet a girl who waved him cloths. the spider weaved him cloths for Yosaku and Yosaku was grateful to the spider.*). However, the response omits identifying a second act of kindness.

This response earns a score of 2 for Writing. The response provides some evidence of organization (*the spider weaved him cloths for Yosaku and Yosaku was gratful to the spider*) and provides a conclusion (*I like this story because it had kindness.*). The response uses basic, predictable language and provides some sentence variety (*I learned that a young farmer named Yosaku meet a girl who waved him cloths...I like this story becace it had kindness.*) and reveals limited voice (*I learned...I like this story...*). The response contains several errors in the conventions of the English language: spelling (*waved, becace*), capitalization (*the*), and grammar (*the spider weaved him cloths for Yosaku and Yosaku was gratful to the spider.*)

WYW15033

When you be nice to someone you
will get niceness in return, however, if
you be mean you will get meanness back.

This response earns a score of 0 for Response to Text. The response fails to mention specifically two acts of kindness from the text. There is no reference to the text (*When you be nice to someone you will get niceness in reteren...*).

The response earns a score of 1 for Writing. There is no evidence of organization, and limited vocabulary is used (*When you be nice to someone you will get niceness in reteren, howeer if you be mean you will get meaness back.*) The response consists of only one sentence and therefore uses no sentence variety. There is limited identifiable voice evident in the response, and there are several errors in the conventions (*When you be nice to someone you will get niceness in reteren, however if you be mean you will get meaness back.*).