



DEPARTMENT OF EDUCATION

# **SAWS**

## **Writing**

### **Grade 7**

**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.

## **Argument**

### **Writing Prompt**

**A slogan is a saying or phrase that captures the spirit of a particular place. For example, one official slogan for the state of Wyoming is “The Equality State.” Your principal is asking students to send in suggestions for a new school slogan. Write a letter to your principal suggesting at least one idea for a new school slogan. What are the main reasons that you feel your suggestion for a new school slogan should be chosen? Be sure you support your suggestion with convincing reasons, and include evidence and detailed examples.**

Item Information				
<b>Item Code:</b>	VF649811			
<b>2012 WyCPS Domain:</b>	Text Types and Purposes			
<b>2012 WyCPS Standard:</b>	W.7.1 Write arguments to support claims with clear reasons and relevant evidence.			
<b>Admin:</b>	<b>Total N-count:</b>	<b>Item Dok:</b>	<b>Max Points:</b>	<b>Mean Score:</b>
Spring 2013	1168	4	12.0	7.681

Score Analysis													
	0	1	2	3	4	5	6	7	8	9	10	11	12
<b>Score Pt%</b>	3	0	0	1	11	7	9	11	23	8	6	7	13
Score Point	ID	OR	PV	CC									
Total %													
<b>Score Pt 3 %</b>	23	27	23	23									
<b>Score Pt 2%</b>	49	44	50	49									
<b>Score Pt 1%</b>	24	25	24	24									
<b>Score Pt 0%</b>	4	4	3	4									
<b>Mean Score</b>	1.913	1.938	1.918	1.913									

Item Notes

WYW17021

[REDACTED] Junior High

[REDACTED]

4/26/13

[REDACTED]

[REDACTED] Junior High

[REDACTED]

4/26/13

Mr. [REDACTED]

Dear Mrs. [REDACTED]

I am writing to you today to give you an idea of a possible new school slogan. The slogan is Take Responsibility, Show Respect, and Build Relationships, and can be broken down into three obvious parts. In this letter, I will explain each part to you and tell you why it belongs in the school slogan.



The first part of the slogan is Take Responsibility. I think this applies in all kinds of different aspects in school. For example, if you forget to do your homework, be straight forward with your teacher and tell them the truth instead of trying to come up with a lie. Same thing when you get in trouble in school, or do something wrong in school sports or R.E.

The second part of the slogan is Show Respect. This one is really important in school because you need to respect teachers, principals, and your classmates. If you show respect to the people around you, they will most likely show respect to you in return and will make your school life easier. You will also be better liked by your teachers and classmates.

The third and final part of the slogan is Build Relationships. This can have a couple different meanings. You would want to build a strong relationship with your teachers to get to know them, so they are easier to talk to, and to show the teacher you want to learn. It is also important to build relationships with friends so you have friends who like you and respect you. It will make going through school easier if you have good friends to do it with you.

I think this letter perfectly describes a great school environment and is the perfect slogan for this school.

Sincerely,

[Redacted Signature]

This response earns a score of 3 for Idea Development. The letter presents a clear and focused position in response to the topic (*The slogan is Take Responsibility, Show Respect, and Build Relationships, and can be broken down into three obvious parts.*). The response uses distinct details and examples to enrich idea development (*For example, if you forget to do your homework, be straight forward with your teacher and tell them the truth instead of trying to come up with a lie; If you show respect to the people around you, they will most likely show respect to you in return and will make your school life easier; You would want to build a strong relationship with your teachers to get to know them, so they are easier to talk to, and to show the teacher you want to learn*). The response communicates a position effectively with precise reasons and relevant evidence (*in this letter I will explain each part to you and tell you why it belongs in the school slogan; I think this applies in all kinds of different aspects in school; You will also be better liked by your teachers and classmates; It will make going through school easier if you have good friends to do it with you.*).

This response earns a score of 3 for Organization. The letter logically organizes ideas into ordered paragraphs that include an elaborated introduction, body, and strong conclusion with topic sentences for each (*I am writing to you today to give you an idea for a possible new school slogan; The first part of the slogan is Take Responsibility; The second part of the slogan is Show Respect; The third and final part of the slogan is Build Relationships; I think this letter perfectly describes a good school environment and is the perfect slogan for this school.*). The response demonstrates a progression of ideas using logical reasoning and coherence (*The first part of the slogan; The second part of the slogan; The third and final part of the slogan...*).

This response earns a score of 3 for Voice. The letter reveals an engaging voice, style and tone appropriate to the intended audience, namely the school principal (*I am writing to you today to give you an idea; I will explain each part to you; you need to respect teachers, principals, and your classmates; I think this letter perfectly describes a good school environment...*). The response uses precise and varied word choices (*an idea for a possible new school slogan; instead of trying to come up with a lie; they will most likely show respect to you; It is also important to build relationships with friends; I think this letter perfectly describes a good school environment...*).

This response earns a score of 3 for Conventions. The letter consistently uses grade-appropriate spelling (*possible, obvious, straight, principals, friends, environment*). The response uses grade-appropriate capitalization, punctuation, and grammar and consistently uses a variety of correct sentences (*If you show respect to the people around you, they will most likely show respect to you in return and will make your school life easier.*).

Slogans for everyone  
Dear Principle [REDACTED]

As you have requested that everyone sends in ideas for new school slogans. Here is my extravagant idea! 'Shine like a star!' is my slogan. Some of my friends like it too. This slogan is also good for a few reasons.

Well to start off this slogan is a metaphor for work hard in school to do good in life. So oodles of students will be motivated by this. Because of that our test scores and grades will improve. We will be one of the top schools in the district.

But wait till you hear this the higher test scores will make parents want their kids to our school! Since it's

the best one in the district. If we have more students we'll also have more money. So we could repair the damaged parts of the school. If our school looked nicer more parents might want their kids to come here.

My slogan might be one of the best. Although some kids might take it wrong. They might think it means become famous. That might increase the dropout level then. But I doubt that would happen.

Well anyway I hope you put some deep consideration into choosing my slogan. I wish everyone else good luck on their slogans. I guess we'll see on Tuesday.

Sincerely,

[REDACTED]

This response earns a score of 3 for Idea Development. It presents a clear and focused position in response to the topic (*Here is my extravagant idea! 'Shine like a star!'*). The response uses distinct details and examples to enrich the position (*this slogan is a metaphor for work hard; our test scores and grades will improve; higher test scores will make parents want their kids to our school; more students we'll also have more money*). The precise reasons and evidence effectively communicate the position.

The response receives a score of 3 for organization. It is organized logically into paragraphs and the writing includes an introduction, body, and conclusion (*As you have requested that everyone sends in ideas for new school slogans; I hope you will put some deep consideration into choosing my slogan.*). The ideas logically progress from one paragraph to the next with transitions (*Well to start off; But wait till; Although some kids; Well anyway*).

The response earns a score of 3 for Voice, having an engaging voice, and style and tone appropriate for the intended audience (*Our test scores and grades will improve; We will be one of the top schools in the district; But wait till you hear this; hope you put some deep consideration...*). The writing includes precise and varied words and phrases (*slogan is a metaphor; grades will improve; oodles of students will be motivated; repair the damaged parts of the school*).

This response earns a score of 2 for Conventions. Mostly grade appropriate spelling is used (*extravagant; slogan; metaphor; district*). Even though a few commas are missing, the response mostly uses grade-appropriate capitalization, punctuation, and grammar in the varied sentences (*As you have requested that everyone sends in ideas for new school slogans.; Here is my elaborate idea! Because of our test scores and grades will improve.*)

Dear Mr. [REDACTED],

I have been thinking about a new slogan for our school and I have decided our slogan should be, "Every child needs their place and every place needs a child."

I am suggesting this slogan because the slogan we have now is quite unrealistic and doesn't fulfill all it says. Another reason that we should change our slogan is it is outdated and hasn't changed for over thirty years. Also, the slogan we have now is very long and is exaggerated immensely. My final reason for changing the slogan is every student/child can relate to my slogan.

For these convincing reasons, I suggest we should change our school slogan to "Every child needs their place and every place needs a child."



Yours truly,

[REDACTED]

This response earns a score of 2 for Idea Development. A position is stated at the beginning of the paper (*I have been thinking about a new slogan for our school and I have decided our slogan should be, "Every child needs their place and every place needs a child."*) The position for this topic is communicated with reasons that are somewhat relevant, but focus primarily on the outgoing slogan (*because the slogan we have now is quite unrealistic and doesn't fulfill all it says; it is outdated; is very long and is exaggerated; is every student/child can relate to my slogan*).

The response receives a score of 2 for Organization. The response is organized into paragraphs, and the ideas are connected with transitions (*Another reason; Also; My final reason*). The final paragraph also begins with a transition to connect to the previous ideas. (*For these convincing reasons*). The transitions assist the progression of ideas and create coherence.

This response earns a score of 2 for Voice. The style and tone is appropriate for the topic *and* audience, but not consistently engaging. (*I am suggesting this slogan; my reason for changing*). The reasons in the response are stated using precise and appropriate words and phrases (*unrealistic; outdated; over thirty years; exaggerated*).

This response earns a score of 3 for Conventions. The spelling in the response is grade appropriate (*slogan; suggesting; unrealistic; outdated*). The response correctly uses quotation marks, commas, apostrophes, and periods to punctuate the varied sentences (*our slogan should be, "every child needs their place, and every place needs a child"; hasn't changed for over...; every student/child can relate*). One grammatical error (*"Every child needs their place.*) does not seriously mar the understanding of the response.

WYW17021

Dear Mr. [REDACTED] I am  
emerging you to propose a new  
Slogan name for the  
[REDACTED] middle school. I  
think that the New Slogan  
should be the Louisiana  
Cougars. I might not sound cool  
but to many being Cougars  
and safe is one of the  
best qualities of a school.  
I will explain why we are safe  
For instance do you like  
just watching and mind your own  
business when you slide on your back  
and your are paralyzed  
well I don't and good  
thing in our school we  
have wet floor signs  
with them to help people

could get hurt and at  
the Middle Street.

Also another reason why is  
the fire alarm drill  
this is a very  
serious matter when  
the fire alarm goes  
of everyone needs

safety and consider their go fast  
and order go.

One of the best features are  
the intruder drills  
and these are very  
important these mean life  
or death I don't know about  
you but I choose like. What  
happens is they put on the  
intruder drill and we all  
go next to the side

will while they could see  
us and we would not  
if you get up on the  
all call and say the  
intruder drill is over it's not  
because you could have a gun  
pointed at your head.

Lastly the food the  
food situation at the  
[redacted] middle school is that  
the food might not be  
that great but it is  
overly safe and I don't  
like road poisoning.

Ok So I have talked  
to you about a  
brand new slogan it's not  
about what risky are it's  
about how safe you are.

This response earns a score of 2 for Idea Development. The letter to the principal presents a position in response to the topic of suggesting a new slogan for the school (*I am emailing you to propose a new slogan name for the \_\_\_\_ Middle School. I think that the new slogan should be the cautious Cougars*). The response uses relevant details and examples (*For instance do you like just walking and minding your own buisnes when you slip on your back and your are paralyzed; Also another reason why is the fire alarm drill this is a very serious matter, One of the best fatures are the intruder drills and these are very important; Lastely the food the food situation at the \_\_\_\_ Middle Shool is that the food might not be that great but it is very safe...*).

This response earns a score of 2 for Organization. The letter has a clear introduction, body, and concluding paragraphs (*I am emailing you to propose a new slogan name for the \_\_\_\_ Middle Shool; For instance do you like just walking and minding your own buisnes when you SLiP on your back and your are paralyzed; Also another reason why is the fire alarm drill this is a very serious matter; One of the best fatures are the intruder drills and these are very important; Lastely the food situation at the \_\_\_\_ Middle Shool is that the food might not be that great but it is very safe; OK so I have talked to you about a brand new slogan...*). Each paragraph addresses a specific topic, and transitions aid the progression from topic to topic (*For instance, Also another reason is; One of the best fatures are; Lastely; OK so I have talked to you...*).

This response earns a score of 2 for Voice. The tone of the letter is appropriate for the intended audience (*dear Mr. \_\_\_\_ , I might not sound cool but to meny being cousious and safe is one of the best quiltys of shool; those mean life or death I don't know about you but I choose life.*). The response also includes precise descriptions of safety situations within schools that aid in communicating the author's point of view.

The response receives a score of 0 for Conventions. There is a clear lack of grade-appropriate spelling (*emaing, shool, causious, bieng, quiltys, buisnes, paralized, fatures, poisning*). The response also lacks control of sentence structure and appropriate punctuation, resulting in many run-on sentences (*For instance do you like just walking and minding your own buisnes when you slip on your back and your are paralized well i dond and good thing in our shool we have wet floor signs without them peolb could get hurt and at the \_\_\_\_ Middle Shool.*). Some run-on sentences constitute an entire paragraph, indicating a serious lack of understanding of sentence structure and end punctuation. Because of the many misspellings and what appears to be rushed and careless penmanship, much of the writing is so undecipherable that it seriously interferes with comprehension.

WYW17021

Dear prinapal

I write this suggestion for a new school slogan, In first place I want to write this suggestion because I think in the play area where the students play before lunch need more games to play, I decide to write this suggestion because I want the students have more fun. I am puto some names of some more games, First I put if you can put some more swing to that way the students don't have to wait much time to their turn to swing, some students don't like to barrow the swing to other student if you put some more swing the students can have more fun. The boys like to play with ball but some times some students don't like play with them.

If you can put more ball the boys can play more with his friends and if some of the students don't like play with them they can take other ball without of fighting for the ball. I have a suggestion for the girls most of the games play the boys if you can put some more games for the girls they can play more then now, those three are my points you can put some rules to don't lost the games and if the students follow the rules you can put that games.

I suggest this because I like to see all the students have fun and this maybe can make a little bit of change in the school and the students.



This response earns a score of 1 for Idea Development. There is an attempt to present a position (*I write this suggestion for a new school slogan; need more games to play. I decide to write this suggestion because I want the students have more fun*). However, the response does not incorporate a slogan in the response and does not respond to the intent of the prompt. The response provides a limited number of relevant details (*if you put some more swing the students can have more fun; if you can put more ball the boys can play more with his friends*). This response leans more toward the higher end of a 1 score because it presents an opinion yet does not clearly communicate a position with reasons and evidence in relation to the prompt.

This response earns a score of 1 for Organization. The letter omits a formal introduction and ends with a limited conclusion (*I suggest this because I like to see all the students have fun and this maybe can make a little bit of change in the school and the students.*). The off topic response contributes to the lack of reasoning and coherence that is demonstrated throughout the text. The response seldom uses topic sentences and transitions (*First I put; I have a suggestion for the girls...*). The majority of the text is written as one paragraph, with the exception of the concluding paragraph. There is limited structure in this writing.

This response earns a 1 for Voice. The writing conveys limited voice, style, and tone for the intended audience (*I want to write this suggestion; I am put some names of some more games; you can put some rules to don't lost the games and if the students follow the rules you can put that games*). Additionally, basic word choice is used in this response (*The boys like to play with ball...*) and the response includes repetitious use of simple words (*I think in the play area where the students play before lunch need more games to play*).

This response earns a score of 1 for Conventions. Some common words are spelled correctly (principal, students, fighting), but other grade-appropriate words are spelled incorrectly (*barrow, some times*). There is limited use of grade-appropriate punctuation and grammar (*If you can put more ball the boys can play more with his friends and if some of the students don't like play with them they can take other ball without of fighting for the ball*). The majority of the sentences are incorrectly written, and there are several run-on sentences.

WYW17021

Dear, [REDACTED] my name is [REDACTED].  
I think a new school slogan should  
be wish it, want it, do it. Because  
I think it will give the student's  
confidence in school. Wish it means  
that they're wishing for it. Want it  
means that they're hoping to have it. Do  
it means that they're going to do it.

This response earns a score of 1 for Idea Development. The text attempts to present a position in response to the topic (*I think are new School Slogan Should be wish it, want it, do it.*). However, the proposition is not supported by relevant details or examples (*Wish it means their wishing for it; Want it means that their hoping to have it; Do it means that their going to do it.*). The text receives a score point of 1 because it attempts to present a position, yet the logic and examples are weak and unconvincing.

The response receives a score of 1 for Organization. There is very limited display of structural and organizational understanding. The response includes an introduction and omits a conclusion. There is little reasoning that supports the purpose of the writing (*Because I think it will give the Stoodnt's cfindnt's in Shool; Wish it means that their wishing for it; Want it means that their hoping to have it; Do it means that their going to do it*). The ideas presented in the response do not demonstrate a clear progression given that the entire text consists of one paragraph with no transitions. There is no conclusion presented in the response.

This response earns a score of 1 for Voice. The response reveals a limited tone appropriate to the audience (*Dear*). The word choice is basic, limited, and unconvincing (*name; new; want; do; because*). The text displays repetitious use of phrases (*wish it, want it, do it; Wish it means; Want it means; Do it means...*). The phrases do not engage the intended audience.

The response receives a score of 1 for Conventions. Some common words are spelled correctly (*Dear, name, think, slogan, School, wishing, hoping, means*) but other grade-appropriate words are spelled incorrectly (*stoodnt's, cfindnt's*). Several words are also used incorrectly (*are, their*). The writing seldom uses varied sentences (*I think; Because I think; Wish it means; Want it means; Do it means*).

## 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.

Members of an ecosystem are often interconnected in complex ways: The actions of one species may impact numerous other species. Looking at the role of the prairie dog in its ecosystem provides a perfect example of how one creature affects many others.

### Links in the Chain of Life

- 1 Prairie dogs are rodents that live in the western plains of the U.S. They were named for their barking call, which the dogs yip out to warn others in their colony of predators or other danger. Prairie dogs live in large groups in prairie dog towns—vast networks of underground tunnels and burrows. The burrows are not only home to the dogs, but they also shelter snakes, insects, spiders, amphibians, small rodents and rabbits. Prairie dog towns are also home to burrowing owls, whose numbers are declining in many places (mostly due to habitat loss) and to black-footed ferrets, which are highly endangered. Black-footed ferrets, like hawks, foxes and other predators, depend on prairie dogs for food. But other animals and plants benefit from prairie dogs in less obvious ways.
- 2 Prairie dogs eat grass, which they clip low to the ground. This enables them to see far around their town and keep an eye on intruders. Birds such as mountain plovers are drawn to the openness of the prairie dog towns. Even though the grass is shorter, the constant clipping raises the nutrition in the new shoots, and species such as bison and pronghorn<sup>1</sup> seem to prefer grazing on dog towns. Even the dogs' habit of tunneling serves an important function. All that digging mixes the prairie soil, and the dogs' manure helps to enrich it, which leads to healthy prairie grasses.
- 3 It was the systematic extermination of prairie dogs that drove the black-footed ferret to near extinction. Farmers and ranchers often see the prairie dogs as pests that compete with their cattle for grazing land. Private landowners and federal agents poisoned prairie dogs in droves. But wiping out prairie dog towns also wiped out black-footed ferrets. In 1987, the last few known ferrets were captured by scientists in an attempt to save the species. Luckily the ferrets bred well in captivity, and since 1991 as many as 600 captive-bred ferrets have been released in Arizona, Montana, South Dakota and Wyoming. Scientists are pleased with the released ferrets' success, but they know that the ferrets' survival depends on the prairie dogs, whose numbers have dropped. . . .
- 4 Where there used to be more than 600 million prairie dogs, there may now

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<sup>1</sup>pronghorn: large land mammal with antlers, similar in appearance to an antelope

be only 2 million. Only one of the five species of prairie dogs in the U.S. is listed as threatened—the Utah prairie dog. Conservation groups, including the National Wildlife Federation, have asked that the remaining four species of prairie dogs be listed as threatened.

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## **Response to Text**

### **Writing Prompt**

**In the first two paragraphs of the article, the author details the habitat of “prairie dog towns.” Based on these details, what can you conclude about the author’s overall purpose for writing this article? Write a paragraph to explain why the author details the habitat of prairie dog towns, and how these details reflect the author’s overall purpose for writing the article.**

Item Information				
<b>Item Code:</b>	VF650015			
<b>Title:</b>	Links in the Chain of Life			
<b>2012 WyCPS Domain:</b>	Research to Build and Present Knowledge			
<b>2012 WyCPS Standard:</b>	W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.			
<b>Admin:</b>	<b>Total N-count:</b>	<b>Item Dok:</b>	<b>Max Points:</b>	<b>Mean Score:</b>
Spring 2013	1175	3	4.0	2.844

Score Analysis					
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Score Pt%</b>	5	7	23	28	37

Item Notes



WYW17040

The author talks about the "prairie dog towns" because the article is about the numbers dropping due to habitat loss. He also talks about how the other small animals depend on their towns. Although they are predators they could not survive without their towns.

This response earns a score of 2 for Response to Text. The response clearly states the author's overall purpose for writing the article (*The author talks about the "prairie dog towns" because the article is about the numbers dropping due to habitat loss.*). The response also includes details from the text (*other small animals depend on their towns; they could not survive without their towns*).

The response earns a score of 2 for Writing. The response is organized and includes transitions (*The author talks about...because; He also talks about; they could not survive without their towns*). The response uses some descriptive language and demonstrates an appropriate, identifiable voice (*numbers dropping; habitat loss; could not survive*). There is an attempt to include variety in sentence structure (*The author talks about the "prairie dog towns" because; He also talks about how the other small animals depend; Although they are predators they could not survive...*). The response contains some errors in conventions such as spelling (*droping; habbitat*) and the unnecessary use of quotation marks (*"prairie dog towns"*); however, these errors do not interfere with the overall comprehension of the response.

WYW17040

I think the authors overall purpose for writing this article is that prairie dogs are important to an ecosystem. The reason he details the habitat of prairie dog towns is that they have a lot of animals. Also by eating the grass down they give the grass shoots more nutrients for the cows. The prairie dogs are also food for the black-footed ferret and without them they would go extinct. These details reflect the authors purpose because they show that without prairie dogs lots of animals would die.

The response earns a score of 2 for Response to Text. The response concludes the author's overall purpose for writing the article as (...that prairie dogs are important to an ecosystem). The response supports the author's claim with relevant textual evidence (by eating the grass down they give the grass shoots more nutrients for the cows; The prairie dogs are also food for the black-footed farret...).

The response earns a score of 2 for Writing. The response demonstrates clear organization, beginning with a statement of the author's purpose (the authors overall purpose for writing this article), followed by supporting details and an appropriate conclusion (The reason he details the Habitat of Prairie dog town is that; Also by eating; These details reflect the authors purpose because). In providing evidence to support these statements, the response uses some descriptive language which creates an identifiable voice (...without prairie dogs lots of animals would die.). The writing does include some errors in the conventions of the English language such as spelling (parairie; detales; purpose;). There are some errors in capitalization (the Habitat of prairie), and punctuation (the authors purpose; also spelling (The parairie dogs are also food for the black-footed farret and without them they would go extinct); however, the errors do not interfere with overall comprehension of the response.

WYW17040

The purpose for writing this article is to show how useful these prairie dogs are. And what they do to help the underground tunnels they make. It also says that the other animals depend on the prairie dogs for food and shelter. The paragraph also says that the prairie dog tunnels are made of prairie soil and dog manure, it helps to enrich it, which leads to healthy prairie grasses.

This response earns a score of 2 for Response to Text. The response concludes the author's overall purpose for writing the article (*to show how useful these prairie dogs are; the other animals depend on the prairie dogs for food and shelter*). The response supports these claims with relevant textual evidence (*prairie dog tunnels are made of prairie soil and dog manure, it helps to enrich it, which leads to healthy prairie grasses.*).

This response earns a score of 2 for Writing. The response is organized, beginning with two statements of the author's purpose (*to show how useful these prairie dogs are; the other animals depend on the prairie dogs for food and shelter*). These statements are followed with supporting details. In providing evidence to support these statements, the response uses some descriptive language, an identifiable voice (*show how useful these prairie dogs are*), and a variety in sentence structure by using several simple sentences and setting off an argument using two commas, (*prairie dog tunnels are made of prairie soil and dog manure, it helps to enrich it, which leads to healthy prairie grasses.*). The inconsistent spelling of "prairie" (*prairie* and the incorrect *prarie*) does not detract from the response. There are several other misspelled words in the response, but no other serious errors in the conventions of the English language.

WYW17040

The authors purpose for writing an article about prairie dog towns is because to inform the reader.

The author says that prairie dogs take in snakes, insects, amphibians, rodents, and rabbits. He also says that prairie dogs is food for the black footed ferret, hawks, foxes, and other predatory animals.

Species such as bison and pronghorn prefer grazing ~~off~~ of

This response earns a score of 2 for Response to Text. Although the response attempts to provide the author's overall purpose (*The authors purpose for writing an article about prairie dog towns is because to inform the reader*), it does not explicitly state what the author is trying to inform the audience about. The response does support the claim with textual evidence (*The author says that prairie dogs take in snakes, insects, amphibians, rodents, and rabbits. He also says that prairie dogs is food for the black footed ferret, hawks, foxes, and other predatory animals.*).

This response earns a score of 1 for Writing. While the response attempts organization by providing a statement of the author's purpose followed by supporting details (*The authors purpose for writing an article; The author says that*) the third paragraph is incomplete (*Species such as bison and pronghorn prefer grazing off of*). The language is basic and predictable and the response reveals a limited voice (*The author says that prairie dogs take in snakes; He also says that..*). The response contains several errors in conventions: no apostrophe in the possessive (*The authors purpose for writing an article*); awkward sentence construction (*...about prairie dog towns is because to inform the reader*); lack of correct or appropriate subject/verb agreement (*prairie dogs is food for*); and spelling (*preditory*).



WYW17040

What I think the overall purpose for writing this article was to make people understand that the prairie dog population is quickly going down because of predators like Hawks, Foxes, Mountain plovers, and other predators to the prairie dogs are taking them out quicker and quicker as time goes by. All the author is trying to do is show that prairie dogs are soon to be extinct because their lives are being threatened by predators.

The response earns a score of 1 for Response to Text. Although the response attempts to provide a statement of the author's purpose (*to make people understand that the prairie dog population is quickly going down because of predators*), it is not a focus of the article. The response does support the stated claim with valid, relevant evidence from the text which shows an understanding of the second part of the task (*because of predators like Hawks, Foxes, Mountain plovers, and other predators to the prairie dogs are taking them out quicker and quicker...*).

The response earns a score of 2 for Writing. The response is organized by beginning with an attempt at stating the author's purpose and providing support for the claim (*to make people understand that the prairie dog population is quickly going down because of predators...*). The language in the response is individualized, revealing an identifiable voice (*taking them out quicker and quicker as time goes by. All the author is trying to do...*). The response provides a variety in sentence types such as attempting to use commas in a series and including a compound sentence (*What I think the overall purpose for writing this article was to make people understand that the prairie dog population is quickly going down because of predators like Hawks, Foxes, Mountain plovers, and other predators to the prairie dogs are taking them out quicker and quicker as time goes by*). This attempt leads to awkward sentence construction, but it does not detract from the overall understanding of the response. There are few other errors, mostly excessive capitalization, in the conventions of the English language.

WYW17040

The reason why the author includes these details is to explain how prairie dogs are helpful to our land and other species. But to also explain that the dogs' habitats were important to a lot of things and if they die out, then other species will, too.

This response earns a score of 1 for Response to Text. While the response provides an appropriate author's purpose (...to explain how prairie dogs are helpful to our land and other species), it lacks textual support for the claim. The writing's statement (...if they die out, then other species will, too) is merely a restatement of the author's purpose of helping other species rather than a text reference that reflects the author's overall purpose.

The response earns a score of 2 for Writing. There is little evidence of organization in the response, namely in the restatement of the intended purpose of the task (*The reason why the author includes these details is to explain how prairie dogs are help-ful to our land...*). However, the response contains some descriptive language and reveals an identifiable voice (*if they die out, then other species will, too*). The response also shows a command of the conventions of the English language (use of hyphen at a line break: *help-ful*; correct plural possessive; *dogs'*; *a lot* correctly spelled as two words). The attempt at sentence variety (*But to also explain*), and the incorrect use of apostrophe (*habitats'*) do not impair understanding of the response.

WYW17040

The author wrote about the "prairie dog towns" because he shows how many prairie dogs there are in towns. The author also wrote down that snakes, insects, spiders, amphibians, small rodents, and rabbits shelter themselves down there. Especially black-footed ferrets. They are an endangered species.

This response earns a score of 1 for Response to Text. The response provides an incorrect author's purpose (*The author wrote about the "prairie dog towns" because he shows how many prairie dogs there are in towns*). Although the response does not explicitly state an author's purpose of the prairie dogs' effect on other species, the writing provides references to support the claim with several examples (*...snakes, insects, spiders, amphibians, small rodents, and rabbits shelter themselves down there. Especially black-footed ferrets. They are an endangered species*).

This response earns a score of 2 for Writing. This response is organized (*The author wrote about; The author also wrote down*) and attempts to provide a variety of sentences, both simple and compound. While the response contains the unnecessary use of quotation marks (*"prairie dog towns"*) and a sentence fragment (*Especially black-footed ferrets.*), the writing shows an overall command of the conventions of the English language and grade-appropriate spelling.

## **Response to Text**

### **Writing Prompt**

**The author states that the number of prairie dogs in the United States has dropped from over 600 million to around two million today. Based on details in the article, write about one cause for the decline of prairie dogs, and explain two consequences that would result if prairie dogs were to become extinct. Then, in your own words, write about one specific way that people could work together to help prairie dogs.**

Item Information				
<b>Item Code:</b>	VF650019			
<b>Title:</b>	Links in the Chain of Life			
<b>2012 WyCPS Domain:</b>	Research to Build and Present Knowledge			
<b>2012 WyCPS Standard:</b>	W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.			
<b>Admin:</b>	<b>Total N-count:</b>	<b>Item Dok:</b>	<b>Max Points:</b>	<b>Mean Score:</b>
Spring 2013	1175	4	8.0	5.04

Score Analysis									
	0	1	2	3	4	5	6	7	8
<b>Score Pt%</b>	5	1	5	9	16	17	21	16	10

Item Notes



In the article Links in the Chain of Life, the author tells about how the population of prairie dogs has plummeted over the past years. Earlier in the United States, there was over 600 million prairie dogs. Today there is only two million. In only a few years, the number of prairie dogs has gone down almost 598 million.

One reason for the decline in population is that private landowners and federal agents think that prairie dogs are pests and are competing with live stock for land. These people, are wiping out prairie dog towns. This doesn't only kill prairie dogs but other animals as well. This action drove the black-footed ferret to near extinction. What private landowners and federal agents don't know is that prairie dogs

are actually helping their prairies grow.

There may be many consequences to the death of prairie dogs, but here are two important ones. Prairie dogs clip grasses very low to the ground giving new grass nutrition. The larger animals such as pronghorn enjoy this grass and prefer to graze on it. The other consequence to killing prairie dogs is that the prairies would be unhealthy and would die. Prairie dogs turn and manure the prairie making it healthy.

To help save prairie dogs, conservation groups are trying to help and teach landowners the importance of prairie dogs. Forming groups will save prairies and prairie dogs.

As you can see, prairie dogs help in many ways. Although they are seen as pest they help the prairies and earth. If we work together we can prevent extinction of prairie dogs and other prairie animals.

The response earns a score of 2 for Response to Text. The response identifies one cause for the decline in the prairie dog population (...private land owners and federal agents think that prairie dogs are pests and are competing with live stock for land. These people, are wiping out prairie dog towns.). The response also identifies two consequences that would result if prairie dogs were to become extinct (Prairie dogs clip grasses very low to the ground giving new the new grass nutrition. The larger animals such as pronghorns enjoy this grass and prefer to graze on it.) and (The other consequence to killing prairie dogs is that they prairies would be unhealthy and would die. Prairie dogs turn and manure the prairie making it healthy.).

The response earns a score of 6 for Writing. The writing is effectively organized with an introduction and transitions that help the flow of ideas (One reason for the decline; There may be many consequences; To help save the prairie dogs; As you can see). The response uses precise and descriptive language (population of prairie dogs has plummeted; over 600 million prairie dogs; almost 598 million; wiping out prairie dog towns; There may be many consequences; but here are two important ones; If we work together we can prevent) and includes a variety of sentence types (Today there is only two million; This doesn't only kill prairie dogs but other animals as well; Although they are seen as pests they help the prairies and earth.). The response has an identifiable voice (The population of prairie dogs has plummeted over the past; Earlier in the United States; Today there is only; In only a few years; This doesn't only kill prairie dogs but other animals as well; Prairies would be unhealthy and would die). The response contains few errors in the conventions of the English language, e.g. comma usage (These people, are wiping out; The larger animals such as pronghorn enjoy the grass; although they are seen as pest they help the prairies and earth. If we work together we can prevent extinction of prairie dogs and other prairie animals.).

Two million prairie dogs. Only two million of these little rodents left! What will we do? What's killing the dogs? What if all of the dogs die? These animals are "Links in the Chain of Life" and need to be preserved.

To begin, humans can help prairie dogs in several ways. First, don't kill them! Don't shoot the prairie dogs! There aren't that many of them left! Don't destroy a prairie dog town for grazing ground! Better grass grows there. The towns are a good thing.

Next, humans are killing the dogs. In the article it says, "Private landowners and federal agents poisoned prairie dogs in droves." We are killing the little rodents. Our extermination has put predators of

Prairie dogs on the brink of extinction.

We may not like the prairie dogs but killing them is a horrible idea:

"It was the systematic extermination of prairie dogs that drove the black-footed ferrets near extinction." That's right!

If we kill prairie dogs off, we kill their predators off as well. If prairie dogs become extinct so do a ton of other creatures. Animals are all part of a "food chain" if you wipe out something at the middle of that chain the rest comes tumbling down too.

Prairie dogs are animals and important animals at that. If you kill them lots of other animals die too. We can do something! We can stop killing the dogs and most important of all we can keep many other animals from dying too.

This response earns a score of 2 for Response to Text. It thoroughly and sufficiently responds to the issue/topic raised in the prompt by identifying the cause of the decline of prairie dogs (*Next, humans are killing the dogs. In the article it says, "Private landowners and federal agents poisoned prairie dogs in droves. We are killing the little rodents."*). Two consequences are also clearly identified (*If we kill prairie dogs off, we kill their predators off as well. If prairie dogs become extinct so do a ton of other creatures. Animals are all part of a "food chain" if you wipe out something at the middle of that chain the rest comes tumbling down too; Don't destroy a prairie dog town for grazing ground. Better grass grows there.*). Granted, the response does not follow the traditional and expected progression of ideas, but the unique approach works well and is definitely thorough.

This response earns a score of 6 for Writing. The writing is effectively organized into 5 paragraphs (*Two million prairie dogs. Only two million of these little rodents left!; To begin, humans can help prairie dogs in several ways.; Next, humans are killing the dogs.; "It was the systematic extermination of prairie dogs that drove the black-footed ferrets near extinction.; Prairie dogs are animals and important animals at that.; If you kill them lots of other animals die too.*). The response uses precise, descriptive language and uses a variety of sentence types throughout (*These animals are links in the chain of life and need to be preserved.; Our extermination has put predators of prairie dogs on the brink of extinction.; Animals are all part of a "food chain" if you wipe out something at the middle of that chain the rest comes tumbling down too.*). The response reveals an engaging and identifiable voice (*Only two million of these little rodents left! What will we do? What's killing the dogs? What if all of the dogs die? Don't destroy a prairie dog town for grazing ground! Better grass grows there. The towns are a good thing.; Prairie dogs are animals and important animals at that.*). The writing contains very few errors in the conventions of the English language, among them one run-on sentence and a comma error (*Animals are all part of a "food chain" if you wipe out something at the middle of that chain the rest comes tumbling down too.*).

WYW17041

One cause for the decrease in prairie dogs is, farmers think of prairie dogs as pests and started exterminating them. The population dropped from "600" million to "2" million. This decreased a lot of population for them. It wiped out many prairie towns which led to close extinction for them and other rodents and animals. Black footed ferrets were found almost extinct. So many had decreased that the last few were captured by scientists and bred up to 600 hundred, still rare. The consequences to if prairie dogs do go extinct that could ruin the food chain. Prairie dogs are a part of the food chain which means animals rely on them for food, this would drop the population of many others of the food chain which would lead to

more and more and more. We can help raise the population of prairie dogs by working together. We could help by putting up fences for "their" home to block off people from extermination and putting a certain amount that you can kill to make a law in a state.



This response earns a score of 2 for Response to Text. One cause for prairie dog decline is mentioned, as specified by the prompt (*farmers think of prairie dogs as pests and started exterminating them*). The response also offers two possible consequences requested in the prompt regarding the extinction of prairie dogs (*It wiped out many Prairie towns wich lead to close extinction for them and other rodents and animals. Black footed ferrets were found almost extinct; The consequences to if Prairie dogs do go extinct that could ruin the Food Chain; this would drop the population of many others of the food chain which would lead to more and more and more*). The response lists two ways in which people could work to help prairie dogs (*We could help by putting up fences for "their" home to block off people from extermination and putting a certain amount that you can kill to make a law in a state.*).

This response earns a score of 5 for Writing. There is evidence of organization in this writing. It is organized according to the wording of the prompt, though the entire response consists of only one paragraph. The response sufficiently responds to the topic. Some descriptive language is used (*Black-footed ferrets were found almost extinct.; So many had decreased that the last few were captured by scientists*). While the writing contains few errors in the conventions of the English language (*The population dropped from "600" million to "2" million; and bread up to 600 hundred, still rare.*), including a few spelling errors (*fore, wich*), usage errors are present (*This decreased a lot of Population for them; So many had decreased that the last few were; The consequences to if Prarie dogs do go extinct that could ruin the Food Chain; We could help by putting up fences for "their" home to block off people from extermination and putting a certain amount that you can kill to make a law in a State.*). The usage affects the identifiable voice evident in the response (*We can help raise the population of prairie dogs by working together; We could help by putting up fences for "their" home to block off people...*).

WYW17041

The reason why it was 600 million and then went down to two million probably is because they could've been killed by all those farmers because the prairie dogs go to their farms and wreck stuff and try to kill their farm animals. The reason why they could've been extinct is because what all they did to the farmers crops and how they acted around the whole town with all the other animals do all that stuff almost everyday. One way how the people could help the prairie dogs is to help them get trained a little more better than they really are so then they don't go to the farms and wreck all the farmers crops and try to get their animals. Even the prairie dogs could if they wanted to and train themselves a little bit, but it wasn't really help much if they trained themselves. That's why there's humans that can get together and help the prairie dogs be more kind like to people and other things that they do.

This response earns a score of 1 for Response to Text. The response attempts to explain reasons for the prairie dog decline but that attempt lapses into a non-credible defense (The reason why it was 600 million and then went down to two million probably is because they could've been killed by all the farmers because the prairie dogs go to their farms and wreck stuff and try to kill their farm animals.) . Similarly, the writer's suggestion as to how people can help the prairie dog is not grounded in the text (One way how the people could help the prairie dogs is to help them get trained a little more better...the prairie dogs could if they wanted to and train themselves a little bit...). What's more, the response makes no attempt whatsoever to relate two consequences that would result if prairie dogs were to become extinct.

The response earns a score of 4 for Writing. There is some descriptive language (*...but it won't help much if they trained themselves. That's why there's humans that can get together and help...*). The writing also reveals an identifiable voice (*The reason why they could've been extinct is because what all they did to the farmers crops and how they acted around the Whole town*). The response provides a variety of sentence types (*The reason why...is because; One way how the people could help...is to; Even the prairie dogs could...train themselves...but it won't really help; that's why there's humans*). There is little evidence of organization in the response, roughly following the order presented in the prompt, and it contains errors in the conventions of the English language which include awkwardly written or grammatically unsound sentences (*that's why there's humans that can get together and help the prairie dogs be more kind like to people and other things that they do; a little more better*). The response also contains capitalization errors (*acted around the Whole town; that's why there's humans that can get together and help the prairie dogs be more Kind like to people and other things that they do.*).

WYW17041

We made the population decline by killing the prairie dogs with poison and shooting them. Some consequences are there won't be a lot of food for other animals, so other populations will die out and go extinct. We should not kill all of them but just a few, so we will keep the population down if we don't kill them all. If we kill them all what will the predators eat and so I think we should not kill them all for that reason. So don't kill them all we can work together to make that happen.

This response earns a score of 1 for Response to Text. The writing explains a cause for the decline of the prairie dogs (*We made the population decline by killing the prairie dogs with posin and shooting them.*). There is, however, only one fully supported credible consequence that would result if prairie dogs were to become extinct (*there won't be a lot of food for other animals. So other Populations will die out and go extinct.*).

The response earns a score of 3 for Writing. There is some evidence of organization based on the wording of the prompt. The response begins with a statement of one cause for the decline of prairie dogs and a statement of one consequence (*We made the population decline by killing the prairie dogs with poisin and shooting them; Some consequences are*). These statements are followed by supporting details (*there won't be a lot of food for other animals; So other populations will die out and go extinct.*). There is some descriptive language and evidence of an identifiable voice (*So other populations will die out and go extinct; if we kill them all what will the predators eat*), but it is followed by a good deal of repetition of basic, predictable language with limited variety of sentence types later on in the response (*we should not Kill all of them; if we don't kill them all. If we kill them all; and so I think we should not kill them all; So don't kill them all.*). The response does reveal a command of English conventions: correct use of apostrophes in contractions—won't and don't— and correctly spelled words (*population, consequences, extinct, predators*).

One cause for the decline of prairie dogs is the weather. Most of the State where prairie dogs live it is dry. These places don't get a lot of moisture that is why prairie dogs habitat is declining.

One specific way that people could work together to help prairie dogs is by letting their towns grow larger. We the people can tell farmers not to let animals graze on the land. We could set aside enough land on ranches so that the prairie dogs can have multiple colonies then let ranchers let cattle graze on them. The last thing I would do is have laws that entitles no poaching on small

animals such as the Brainte Dog.

This response earns a score of 0 for Response to Text. The cause identified for the prairie dog decline is inaccurate and not stated in the text (*One cause for the decline of prairie dogs is the wheather.*). The response also did not explain two consequences that would result if prairie dogs were to become extinct. The solution proposed to aiding prairie dogs is also not found in the text (*letting there towns grow larger; tell farmers not to let animals graze on the land*). While the response is on topic, it does not ground the writing in the information presented in the text.

This response earns a score of 4 for Writing. The writing is organized and offers several suggestions for protecting the prairie dogs (*One specific way the PeoPle could work together; We the PeoPle can tell farmers not to let animals graze on their land; The last thing I would do is have a law that entitles no Poaching on Small animals*). There is some descriptive language (*where Prairie dogs live it is dry; don't get a lot of moisture; set aside enough land on ranches so that the Prairie dogs can have multiple colonies*). The response reveals an identifiable voice, especially when explaining suggested solutions (*by letting there towns grow larger; We the PeoPle; We could set aside*). There are some errors in the conventions of the English language. While the response provides some variety of sentence types (*One specific way that People could work together...is by; We the people can tell farmers; The last thing I would do is have a law*), some sentences are written incorrectly (*Most of the State where Prairie dogs live it is dry; These places don't get a lot of moisture that is why Prairie dogs habititat is declining*). The response contains multiple spelling errors (*habititat, letting there towns; multiPul, graz, wheather, colonies*).



WYW17041

OK This is one of the reasons the numbers are falling because of the poisoning of the ceters and the conclusion of this is no more comfort for BISON S to graze and it would help the grass become big and and the way we can help is by catching 4 of all of the spices of prairie dog and get them to mate and have a lot of kid and then have those kids have kid and have that happen again and again until there is a lot of the dog to get them out of the endangered specie list for good and make sanctuaries for the dogs and it might help if they get more help to make dang her whenever need help again and if they do we will help them.

This response earns a score of 1 for Response to Text. The writing states a cause for the decline of prairie dogs (*OK This is one of the reasons the numbers are falling because, Of the poisoning of the creters and the conacuin of this is no more roomfor Bisons to grase and it would help...*). The essay also includes one faulty and one semi-supported consequence that would result if prairie dogs were to become extinct (*and the conacuin of this is no more room for Bisons to grase and it would hlep the grass become big*).

The response earns a score of 1 for Writing. There is some evidence of organization in this writing (*the way we can help is by caching 4 of all the spices of prairie dog and get them to mate and have a lot of kid and then have those kids have kid and have that happen agine and agine entill there is not [enough] of the dog to get them out of the endanger speice list for good*). However, the ideas presented are disjointed. They do not demonstrate a consistently clear progression of ideas, and the entire text consists of only one paragraph. There is limited vocabulary here (*resons, big, caching, kid, dang*), and the entire response is one run-on sentence, impeding the introduction of sentence variety. Virtually no punctuation is used (*OK This is one of the reasons the numbers are falling; make dang sher the never need help agien and if the do we will help them*). There are numerous spelling errors (*resons, becuse, posining, creters, grase, hlep, caching, agine, entil, speice*) and errors in the conventions of the English language abound (*...we can help is by caching 4 of all the spices of prairie dog and get them to mate and have a lot of kid and then have those kids have kid and have that happen agine and agine entill there is a nof of the dog to...*), which do not entirely obstruct the voice found in the writing (*make dang sher the never need help agien*). The combination of weak grounding in the passage for parts of the response to the prompt's mandates, in addition to the weakness of the writing itself, impedes the combined score from rising above a 2.

WYW17041

The way people around the world could help is by. First reducing hunting prairie dogs. Next don't poison or hurt them. There for that is how you can keep prairie dogs safe.

This response earns a score of 0 for Response to Text. The response, while not off topic, ignores the mandates to explain the cause of the prairie dog's decline and identify two consequences of its becoming extinct. The suggestion to stop the hunting of prairie dogs is not supported by the text—poisoning is the method described in the text. Indeed, the appeal to stop poisoning in response to the prompt's directive to, "in your own words, write about one specific way that people could work together to help prairie dogs" is the only text-based morsel of the response.

This response earns a score of 2 for Writing. There is some evidence of organization with the use of transitions, though the response consists of only one very short paragraph (*First reducing; Next don't*). The writing uses basic, predictable language (*The way PeoPle around the world could help is by; There for that is how you can keep prairie dogs safe*). The sentences are basic, simple sentences with no variety (Next don't Poison or hurt them) or are incorrectly written and fragmentary (*The way PeoPle around the world could help is by; First reduceing hunting Prairie dogs*). Considering that this is a seventh-grade response, there is no voice and there is severely limited vocabulary added to what is found in the text. The response contains several errors in the conventions of the English language and in usage, with some misspelling of grade-level words (*There for*). Given that this perfunctory sample ignores several facets of the writing prompt, the dearth of evidence brings this writing score down to a 2.

WYW17041

the decline of prairie dogs has predator in it. i can think of two consequences. we would have no prairie dogs. we would not know what they look like and thats two consequences. i know how to help the prairie dogs having a fundraiser for them.

The response earns a score of 0 for Response to Text. Despite putting forth an undeveloped idea to help prairie dogs (*i know how to help the prairie dogs having a fundraiser for them*), the response fails to respond to the imperative of identifying the cause of the prairie dogs' decline (*the decline of prairie dogs has a predator in it.*). The response also omits identifying two text-based consequences that would result if the prairie dogs were to become extinct (*We would have no prairie dogs...we would not know what they look like and thats two consequences.*).

The response earns a score of 1 for Writing. The response consists of only one paragraph and provides no evidence of organization. There is a severely limited vocabulary (*...i can; we would have no; we would not know; i know how*) beyond terminology borrowed from the passage. Although the response reveals some voice (*i know how to help the prairie dogs having a fundraiser for them.*), it contains serious errors in the conventions of the English language. Virtually no capitalization is used (*the decline of; i can think of.*), nor apostrophes, nor commas (*we would not know what they look like and thats two consequences*), and there is a run-on sentence (*i know how to help the prairie dogs having a fundraiser for them.*).