



DEPARTMENT OF EDUCATION

SAWS

Writing

Grade 5

Released Items
With Data

2015

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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 2014 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 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 several definitions for the data fields related to writing on the data page.

Item Information

Item Code and External ID: Identification codes assigned to the item

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

Skill: Skill being assessed by the specific prompt

2012 WyCPS Strand: Reporting category of the state content standards

2012 WyCPS Skill: State content skill

2012 WyCPS Standard: State content standard

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

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)

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.

Informative

Writing Prompt

Many people have ideas about the kind of job they want. Think about what kind of job you would like to have someday. Write a report telling about this job and explaining what things a person with this job does.

Item Code:	VF095767	External ID:	WYW15011
Passage Accnum:		Passage Ext. ID:	Pair Ext. ID: N/A
Title:			
Prompt Type:	Writing		
Skill:	W.5.b Report		
2012 WyCPS Strand:	Writing		
2012 WyCPS Skill:	Text Types and Purposes		
2012 WyCPS Standard:	W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		
Item Dok:	4	Item PLD:	Proficient

Admin:	Spring 2014	Item Use:	OP	Total N-count:	6979	Rasch Diff:							
Form:	WR5	Item Type:		Mean Score:	7.087	Fit Flag:							
Item Seq:	1	Max Points:	12.0	Item Corr:		Flags:							
Score Analysis				Dif Summary									
Score Point	ID	OR	PV	CC	Inv	Omit	Group	Dif Category					
Total %							Gender						
Score Pt 3 %	17	15	15	13			Hispanic						
Score Pt 2%	53	48	47	47			Native American						
Score Pt 1%	30	36	37	39			Asian						
Score Pt 0%	0	1	1	2									
Mean Score	1.86	1.766	1.754	1.707									
	0	1	2	3	4	5	6	7	8	9	10	11	12
Step Value													
Score Pt%	0	0	1	1	18	9	12	12	25	5	4	4	8

Item Notes

One Day, I'll Be an Author

When I grow up, I might want to be an author. To be an author would be hard work, but I love to write. I would mostly write fiction because it is what I like most. I think this would be a very fun career.

An author has to work very hard. They have to come up with an interesting topic. Then they have to draft it all. When writing something short, it wouldn't take very long, but when writing long novels, it would.

Later, they revise. In revising, you add, take away, and rearrange ideas and words. This process is hard because you have to look at your work very critically. After that, there is editing. In editing, you look for spelling, punctuation, capitalization, and grammar mistakes. Professional authors get a person called an editor to look over their piece for mistakes that the author missed. When it gets approved by the editor, the author types it up with the corrections, and ships it to a publisher. If the publisher likes it, they will get it published into a real book.

It is very difficult to pick a title. You need to have your title match your text, but also leave your readers wondering. Sometimes you just have an idea right away, but sometimes you take awhile picking a title that will work extremely well for both of these two things.

If the author wants illustrations, they can either do it themselves or send it to an illustrator. The illustrator will read it, draw pictures to match it, and ship it back. If the author likes these pictures, he'll keep them. If he doesn't, he would either send them back telling the illustrator what he wants to be different, or ship them to a different illustrator.

When writing a non-fiction piece, it may take longer. This is because you may need interviews, quotes, or photographs. It may take longer in poetry too, because you will have to figure out what kind of poetry you want and what it will be about. For some books you need research which could take awhile as well.

It would be amazing to have a book I've written published someday! I'd really like to have the experience of being an actual author, having my name on the front cover, and having kids and adults everywhere enjoying my masterpiece.

The response earns a score of 3 for Idea Development. The response reveals a clear and focused explanation in response to the topic (*When I grow up, I might want to be an author*) and skillfully uses supporting details that clearly relate to the topic (*An author has to work very hard; come up with an interesting topic; draft it all; they revise; add, take away, and rearrange ideas and words; look at your work very critically; there is editing; you look for spelling, punctuation, capitalization, and grammar mistakes; the author types it up with the corrections, and ships it to a publisher; It is difficult to pick a title. You need to have your title match your text, but also leave your readers wondering; If the author wants illustrations; The illustrator will read it, draw picture to match it, and ship it back; When writing a non-fiction piece, it may take longer; you may need interviews, quotes, or photographs*).

The response earns a score of 3 for Organization. The response is effectively organized, including an introduction (*When I grow up, I might want to be an author; I*). Topic sentences are used, and similar ideas are presented in logically ordered paragraphs. Transitions are skillfully used in the response (*Then they have to draft it all; Later, they revise; After that; When writing a non-fiction piece*). The conclusion effectively brings closure to the response (*It would be amazing to have a book I've written published someday! I'd really like to have the experience of being an actual author, having my name on the front cover, and having kids and adults everywhere enjoying my masterpiece*).

The response earns a score of 3 for Voice. The response consistently reveals voice appropriate to the audience and skillfully uses a variety of precise words or phrases (*To be an author would be hard work, but I love to write; Later, they revise; This process is hard because you have to look at your work very critically; Professional authors get a person called an editor to look over their piece for mistakes that the author missed; When it gets approved by the editor; Sometimes you just have an idea right away; I'd really like to have the experience of being an actual author, having my name of the front cover, and having kids and adults everywhere enjoying my masterpiece*).

The response earns a score of 3 for Conventions. The essay consistently uses grade-appropriate spelling (*fiction; rearrange; punctuation, capitalization; professional; corrections; masterpiece*), capitalization, punctuation, grammar, and usage. The essay uses varied and mostly correct sentences (*When writing something short, it wouldn't take very long, but when writing long novels, it would; In revising, you add, take away, and rearrange ideas and words; When it gets approved by the editor, the author types it up with the corrections, and ships it to a publisher; If the publisher likes it, they will get it published into a real book; It may take longer in poetry too, because you will have to figure out what kind of poetry you want and what it will about*).

I have a job that I really would like to have someday: an archeologist. I would like to have this job for many reasons, in this job it would be fun and exciting. Someone with this job has much to do.

To start off, someone with this job needs to find a crew of friends or other archeologists to come to a dig site. He or she also needs to find a really big place to dig. Once they arrive at their dig, they would need to set up a camp site. Next, they would go out with their crew and start to dig for ancient artifacts and other treasured goods from many years ago.

After days of digging, it is very likely that he or she, and he or she's crew has found many artifacts in the dig. When they have found some artifacts, they will take them to an examiner. This person looks at the artifacts and cleans them to see about how much money they might be worth. Common artifacts found at dig sites are, pots, temple fragments, and skeletons.

Most of these finds are worth tons of

cash! Which is an archeologist's favorite word.

In archeology, making a prophet is very important, due to the fact that an archeologist spends quite a bit of money looking for the artifacts. Archeologists find many great ways to make money, they very commonly sell the big artifacts to museums and collectors. Then, when or if they have small artifacts left, they might sell them in auctions or antique stores. Some archeologists never do any of these things because they have their own stores to sell the finds in. Usually, so much cash comes in from people buying the finds that each crew member gets a huge pay-day!

Archeology is definately a job that I would like to have someday. Finding a crew and dig, digging up artifacts and making money is all in a few days work for a professional archeologist.

The response earns a score of 3 for Idea Development. The topic is clearly stated (*I have a job that I really would like to have someday: an archeologist*). The response skillfully uses supporting details in development of the explanation of the job of an archaeologist (*I would like to have this job for many reasons, in this job it would be fun and exciting; Next, they would go out with their crew and start to dig for ancient artifacts and other treasured good; crew has found many artifacts in the dig; Common artifacts found at dig sites are, pots, temple fragments, and skeletons; Then, when or if they have small artifacts left, they might sell them in auctions or antiques stores*).

The response earns a score of 3 for Organization. The ideas are logically presented with an introduction, body, and conclusion. The introduction clearly establishes the topic (*I have a job that I really would like to have someday: an archeologist; Someone in this job has much to do*). Transitions are used to introduce and connect ideas (*To start off; Once they arrive; Next, they would; After days of digging; Then, when or if*). Similar ideas are grouped within each body paragraph. The conclusion brings closure to the response (*Archeology is definately a job that I would like to have someday*).

The response earns a score of 3 for Voice. The response consistently uses a voice and style appropriate to the purpose (*I would like to have this job for many reasons, in this job it would be fun and exciting; He or she also needs to find a really big place to dig; Next, they would go out with their crew and start to dig for ancient artifacts and other treasured goods; Most of these finds are worth tons of cash!; Which is an archeologist's favorite word; each crew member gets a huge pay-day!; making money is all in a few days work for a professional archeologist*). The response demonstrates a variety of precise and appropriate words and phrases (*When they have found some artifacts, they will take them to an examiner; Then, when or if they have small artifacts left, they might sell them in auctions or antique stores*).

The response earns a score of 3 for Conventions. Although there is an error in usage (*making a prophet is very important*) and a few misspelled grade-level words (*sceletons; definately*), grade-level words are consistently spelled correctly (*ancient; artifacts; antique; professional*). Grade-appropriate capitalization, punctuation, and grammar are consistently used (*To start off,; Next,; In archeology, making a prophet is very important, due to the fact that an archeologist spends quite a bit of money looking for the artifacts*). The sentences are varied (*To start off, someone with this job needs to find a crew of friends to come to a dig site; When they have found some artifacts, they will take them to an examiner; Common artifacts found at dig sites are, pots, temple fragments, and sceletons*). Most sentences are correct. Two run-on sentences occur (*I would like to have this job for many reasons, in this job it would be fun and exciting; Archeologists find many great ways to make money, they very commonly sell the big artifacts*).

The kind of job I would like someday is to be a vet. It is a major job. A vet cures animals just like doctors cure people. My fish died from a disease. We couldn't take her/him to the vet because they don't have fish medicine. But when I become a vet I would find a cure to cure fish diseases.

What a person does at this job? A person that has a job as a vet can't just sit there doing nothing all day. A vet is a serious job. A vet helps animals. A vet is a person who helps to discover more and more cures for all kinds of animals. And for all kinds of diseases.

How to be a vet? To start with, a vet needs to know science. So in science you can learn what kind of food the animal eats. Or learn about what animals need to survive. Or what kind of diseases the animal can have. Also you also have to know what parts can kill the animal. To not kill you have to know the animal's body parts.

A vet helps in lots of things. Like rescue many animals between life or death. Without a vet there wouldn't be animals in the world. Or maybe there wouldn't be any pets in the world.

what to do when you're a vet?..if your new don't
panic just watch someone else that has worked there a long
time.

Being a vet take patience!

Since my fish died I've always wanted to
be a vet. I've always wanted to cure fish and
other animals.

I hope you understand why I want to
be a vet.

The response earns a score of 2 for Idea Development. The response presents an explanation in response to the topic (*The kind of job I would like someday is to be a vet*). Supporting, relevant details are provided (*A vet is a person who helps to discover more and more cures for all kinds of animals; To start with, a vet needs to know Science; learn what kind of food the animal eats; Or learn about what animals need to survive; Or what kind of diseases the animal can have; To not kill you have to know the animals body part's; Being a vet takes patiance*).

The response earns a score of 2 for Organization. The response presents an introduction that includes a topic sentence (*The kind of job I would like someday is to be a vet*). Questions are mostly used as transitions to introduce new ideas (*What a person does at this job?; How to be a vet?; What to do when your a vet?*). Transitions are used sparingly (*To start with; So; Also*). The closing sentence (*I hope you understand why I want to be a vet*) ties back to the introduction (*Scince my fish died Ive always wanted to be a vet. Iv'e always wanted to cure fish and other animals*).

The response earns a score of 1 for Voice. The response reveals limited voice or style appropriate to the purpose (*A person that has a job as a vet can't just sit there doing nothing allday; you also have to know what parts can kill the animal; Like rescue many animals between life or death; Without a vet there wouldn't be animals in the world. Or maybe there wouldn't be any pet's in the world; If your new don't panic just watch someone else that has worked there a long time*) and demonstrates repetitious use of phrases (*A vet is a serious job. A vet helps animals. A vet is a person; a vet needs to know; A vet helps in lot's of things*).

The response earns a score of 1 for Conventions. The response spells common words correctly (*cure, people, disease, medicine, discover, panic*) but other grade-appropriate words incorrectly (*scince, patiance*). Incorrect punctuation is displayed with the misuse of the question mark (*What a person does at this job?; How to be a vet?*) and apostrophes (*the animals body part's; helps in lot's of things; any pet's in the world*). The response demonstrates misuse of the contraction "you're" (*If your new don't*). Although there is some sentence variety, the response contains several fragments (*And for all kinds of diseases; Or learn about what animals need to survive; Or what kind of diseases the animal can have; Like rescue many animals between life or death; Or maybe there wouldn't be any pets in the world; What to do when your a vet?*).

Some day I'd like to be in the NFL. I could be a quarter back, a wide receiver, or a blocker.

First, quarter backs get paid over \$ million each season.

Without the quarter back no fans of passes can happen.

Second, the wide receivers can run fast, catch the ball, and can dodge the safety. The wide receivers can make some good plays.

Finally, here come the big boys the blockers. They have a very important job to block the running on run plays. They make sure the quarter back doesn't get sacked.

This is why I'd like to be in the
NFL. I'd want to be a wide receiver.

The response earns a score of 2 for Idea Development. The writing presents an explanation in response to the topic (*Someday I'd like to be in the NFL. I could be a quarter back, a wide receiver, or a blocker*). There are supporting, relevant details about what players in the NFL do (*quarter backs get paid over \$3 million each season. Without the quarter back no runs or passes can happen; the wide receivers can run fast, catch the ball, and can dodge the safety; a very important job to block the running on run plays. They make sure the quarter back doesn't get sacked*).

The response earns a score of 2 for Organization. Following the introduction (*Someday I'd like to be in the NFL*), similar ideas are grouped with topic sentences (*quarter backs get paid over \$3 million each season; the wide receivers can run fast, catch the ball, and can dodge the safety; here come the big boys the blockers*). Transitions (*First, Second, Finally*) introduce separate ideas. The response has a brief conclusion (*This is why I'd like to be in the NFL. I'd want to be a wide receiver*).

The response earns a score of 2 for Voice. The response uses a voice that is appropriate for the intended purpose and includes some precise words (*First quarter backs get paid over \$3 million each season; catch the ball and can dodge the safety; Finally, here come the big boys the blockers. They have a very important job to block the running on run plays; I'd want to be a wide receiver*).

The response earns a score of 2 for Conventions. The response uses mostly grade-appropriate spelling (*Someday; quarter; season; safety*). The response also uses mostly grade-appropriate capitalization, punctuation, and grammar (*I could be a quarter back, a wide receiver, or a blocker; Second, the wide receivers can run fast, catch the ball, and can dodge the safety*), and sentences are varied and mostly correct (*Someday I'd like to be in the NFL; Without the quarter back no runs or passes can happen; They have a very important job to block the running on run plays*).

Teacher is what I want to be when I grow up. I want to be a teacher because they help children learn, and help provide a better future for them.

Teacher, the reason I want to be a teacher because they set role models for the students.

Another reason is I want to help students know good behavior and bad behaviors.

So things a person would do with this job is they work on math, reading, science. The most important thing I would want to do for my students is help them on their tests.

And that's why I want to be a teacher when I grow up.

The response earns a score of 1 for Idea Development. The response develops a limited explanation to support the topic. Details describing the job of a teacher are limited (*they help children learn, and help provide a better future for them; they set role models; help students know good behavior and bad behavior; work on math, reading, science; help them on their tests*).

The response earns a score of 1 for Organization. The response has a beginning, middle, and limited conclusion. There is an attempt to group ideas by first giving reasons for wanting to be a teacher (*the reason want to be a teacher because they set role models; I want to help students know good behavior and bad behavior*), followed by listing what a teacher does (*they work on math, reading, science; help them on their tests*). One sentence begins with a transition (*Another reason is I want to help students know good behavior and bad behaviors*).

The response earns a score of 1 for Voice. The response uses limited voice (*I want to help students know good behavior and bad behavior; The most important thing I would want to do for my students is help them on their tests*). The response uses basic word choice (*Teacher is what I want to be; I want to be a teacher; the reason I want to be a teacher; I want to help; I would want to do; that's why I want to be a teacher*).

The response earns a score of 1 for Conventions. The response contains some misspelled common words (*children; provide; models; So things; science*), but other common words are spelled correctly (*role; behavior; students know; their tests*). The first word of each sentence is correctly capitalized. Punctuation is sometimes incorrect (*they help children learn, and help provide; Teacher, the reason want to be a teacher; that's why*). The use of correct sentences is inconsistent (*Teacher, the reason want to be a teacher because they set role models for the students; So things a person would do with this job is they work on math, reading, science*).

The job that I want to have when I grow up is to be a scientist. I wanna be a scientist because you get to experiment on things. They get to find out mystery's that other people cant and the make alot of money. Thats not the point I just think a scientist would be a cool but hard job but as a scientist I wanna learn about reptiles, germs and bugs because you don't know what could be out in the world the things we do not know about but get to find but the world is a un fair, cruel place. it would be hard but you can do it if you think you can.

Thats is the reason I want to be a scientist for a job when I grow up.

The response earns a score of 1 for Idea Development. The response provides a limited explanation to support the topic (*The job that I want to have when I grow up is to be a scientist*). There is limited use of relevant details (*you get to experiment on things; They get to find out mystery's . . . and make a lot of money; a scientist would be a cool but hard job*). Some details are irrelevant to the topic (*the world is a unfair, cruel place*).

The response earns a score of 1 for Organization. The response organizes information with limited structure such as having a one-sentence introduction (*The job I want to have when I grow up is to be a scietist*) and a brief conclusion (*Thats is the reson(s) I want be a scientist for a job when I grow up*). The supporting details appear in a randomly arranged list (*I wanna be a scientist because you get to experiment on things; They get to find out mystery's that other people cant and the make alot of money; Thats not the point, I just think a scientist would be a cool but hard job*). The response lacks consistent use of topic sentences and transitions.

The response earns a score of 1 for Voice. The response uses a limited voice and demonstrates little variation in word choice (*I wanna be a scientist because you get to experiment on things; a scientist would be a cool but hard job; the things we do not know about yet; it would be hard but you can do it if you think you can*).

The response earns a score of 1 for Conventions. There are correct spellings of grade-appropriate words (*mystery; reptiles*) but other grade-appropriate words are misspelled (*wanna, alot; reson*). The response demonstrates limited grade-appropriate capitalization, punctuation, and grammar (*They get to find out mystery's that other people cant; it would be hard but you can do it if you think you can; Thats is the reson(s) I want to be a scientist*). There is an inconsistent use of correct sentences (*Thats not the point I just think a scientist would be a cool but hard job but as a scientist I wanna learn about reptiles, germs and bugs because you don't know what could be out in the world the things we do not know about but yet to find but the world is a unfair, cruel place*).

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.

What is LRO?

The LRO, or Lunar Reconnaissance Orbiter, is a robotic spacecraft that is in orbit around the moon. Launched in June 2009, the LRO is on a mission to take pictures of the moon's surface and help NASA scientists learn more about the moon.

LRO has six different science instruments. The orbiter will gather more information about the moon than NASA has ever known. NASA will use all this to plan and build a moon outpost¹ someday.

One goal of LRO is to find safe landing sites on the moon. LRO will look for natural resources that people living on the moon could use. It will measure the temperatures on the moon to find the best place for humans to build a lunar base. LRO will study the moon's high and low places. NASA will use that information to make 3-D maps of the moon. The maps will help NASA choose places for future spacecraft to land on the moon.

A telescope on LRO will measure how much radiation is on the moon. What is learned could help NASA find ways to protect astronauts and keep them safe while on the moon. Another piece of equipment will study the moon's soil, which is called regolith. The tool will also look for water ice near the moon's surface. Water, in the form of ice, on the moon could be used for many things. Water can provide oxygen for astronauts on the moon to breathe. Water can also provide hydrogen to be used as rocket fuel. A camera on LRO will take pictures to help find landing sites. NASA hopes all these instruments will give the agency the best information ever gathered about the moon. . . .

LRO is NASA's first step toward returning humans to the moon. NASA and scientists around the world want to study the moon. What they learn will help NASA get ready to send astronauts there and to build a lunar

¹**outpost:** a remote part of a country or empire

outpost. Astronauts can explore the moon to learn more about the history of Earth, the solar system, and the universe. Astronauts could also learn things on the moon that could help life on Earth.

Another reason to study the moon is to help people go to other places like Mars and beyond. By going to the moon first, NASA can test much of what will be needed for future missions. Using the moon as a practice ground will help make future missions safer.

Public Domain

Response to Text

Writing Prompt

According to the article, the LRO's scientific instruments are important to the success of NASA's long-term mission to return astronauts to the moon. Write a paragraph to explain one of the LRO's scientific instruments, and why it is important to the overall success of NASA's long-term mission. Be sure to use details from the article to support your response.

Item Code:	VF649931	External ID:	WYW15030
Passage Accnum:	VF649908	Passage Ext. ID:	WYW15P08
Title:	What is LRO?		
Prompt Type:			
Skill:			
2012 WyCPS Strand:	Writing		
2012 WyCPS Skill:	Research to Build and Present Knowledge		
2012 WyCPS Standard:	W.5.9b Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).		
Item Dok:	3	Item PLD:	

Admin:	Spring 2014	Item Use:	OP	Total N-count:	6979	Rasch Diff:							
Form:	WR5	Item Type:		Mean Score:	3.071	Fit Flag:							
Item Seq:	2	Max Points:	4.0	Item Corr:		Flags:							
Score Analysis				Dif Summary									
Score Point	ID	OR	PV	CC	Inv	Omit	Group						
Total %							Gender						
Score Pt 3 %							Hispanic						
Score Pt 2 %							Native American						
Score Pt 1 %							Asian						
Score Pt 0 %													
Mean Score													
	0	1	2	3	4	5	6	7	8	9	10	11	12
Step Value													
Score Pt%	1	7	20	29	43								

Item Notes													

WYW15030

A regolith is a very important piece of equipment. It's important because it digs in the moon's surface and looks for water ice. Water ice can be used in two very important ways. One way is on the moon it can be used as oxygen, we need to breathe. Another way it can be used is hydrogen for rocket fuel if you're on the moon it's important. Regolith is very important. We need oxygen and if we're on the moon, we need hydrogen.

The response earns a score of 2 for Response to Text. The response correctly identifies one creditable scientific instrument (*A regolith is a very important piece*). The response identifies the importance of the selected instrument to the success of NASA's long-term mission (*looks for water ice; Water ice can be used . . . as oxygen; can be used for hydrogen for rocket fuel*).

The response earns a score of 2 for Writing. The response thoroughly and sufficiently responds to the issue (*A regolith is a very important; It's important because*). The response is organized and uses some descriptive language and provides a variety of sentence types (*A regolith is a very important piece of equipment; It's important because it digs in the moons surface and looks for water ice; Another way it can be used is hydrogen for rocket fuel*). The response reveals an identifiable voice (*A regolith is; It's important because; We need oxygen*), and contains few errors in the conventions of the English language, including run-on sentences (*One way is on the moon it can be used as oxygen, we need to breathe; Another way it can be used is hydrogen for rocket fuel if your on the moon it's important*), a misused word (*your [you're]*), and a missing apostrophe (*moons [moon's] surface*).

WYW15030

One science instrument is the telescope. It will measure what radiation is on the moon. What the LRO gathers will help NASA keep astronauts safe when on the moon. The telescope will also find water that is important for oxygen.

The response earns a score of 2 for Response to Text. The response correctly identifies one creditable scientific instrument (*One science instrument is the telescope*). The response also identifies the importance of the selected instrument to the success of NASA's long-term mission (*measure what radiation is on the moon; help NASA keep astronauts safe when on the moon*).

The response earns a score of 2 for Writing. The response thoroughly and sufficiently responds to the issue raised in the text (*One science instrument is the telescope; What the LRO gathers; keep astronauts safe*). It is organized and uses some descriptive language and provides a variety of sentence types (*One science instrument is the telescope; What the LRO gathers will help NASA keep astronauts safe; The telescope will also find water*). The response reveals an identifiable voice (*The telescope will also find water that is important for oxygen*). Although a couple of misspellings occur (*science [science]; gathers [gathers]*), the response contains few errors in the conventions of the English language.

WYW15030

WYW15030

The camera is an instrument on the L.R.O. so they know where to find safe landing spots. They don't want to land on the dark side of the moon. They use it to take pictures of the moon.

The response earns a score of 2 for Response to Text. The response identifies one scientific instrument addressed in the text (*The camera is an instrument on the l.r.o.*) and identifies the importance of the camera to the success of NASA's long-term mission (*So they know where to find safe landing spots*).

The response earns a score of 1 for Writing. The response partially responds to the issue raised in the text (*The camera is an instrument; use it to take pictures of the moon*). The response provides some evidence of organization, uses basic, predictable language, and provides a limited variety of sentence types (*The camera is an instrument on the l.r.o; They don't want to land on the dark side of the moon; They'll use it to take pictures*). It reveals limited voice (*They don't want to land on the dark side of the moon*) and contains several errors in the conventions of the English language, including capitalization (l.r.o) and a sentence fragment (*So they know where to find safe landing spots*).

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WYW15030

WYW15030

The Regolith is important because astronauts on the moon can breathe. Water can provide hydrogen and can be used for rocket fuel. The camera on the LRO can be used by showing astronauts so they can find a good landing pad for a spaceship.

The response earns a 2 for Response to Text. The response identifies scientific instruments addressed in the article (*The Regolith is important; The camra on The LRO can be used*). It identifies the importance of the instruments to the success of NASA's long-term mission (*Water can provid hydrogen and can be used for Rocket ful; The camra on The LRO can be used by Showing astronots so Thay can find a good landing pad*).

The response earns a 1 for Writing. The response partially responds to the issue raised in the text (*Regoith is important*). The response provides some evidence of organization. It uses basic, predictable language, and provides limited variety of sentence types (*The Regoith is important; Water can provid; The camra on The LRO can be used*). It reveals limited voice (*astronots on the moon can breeth; a good landing pad for a spaship*), and contains several errors in the conventions of the English language, including several misspellings (*Regoith [regolith]; astronots [astronauts]; breeth [breath]; provid [provide]; ful [fuel]; camra [camera]; thay [they]; spaship [spaceship]*), and incorrect syntax (*The LRO can be used by showing astronots so thay can find a good landing pad*).

WYW15030

WYW15030

The LRO's last mission to the moon helped find other stuff that they haven't found before. NASA hopes all these instruments will give the agency the best information they have ever gathered about the moon. The spacecraft launched in June 2009. The LRO is on a mission to take pictures of the moons.

The response earns a score of 1 for Response to Text. The response identifies the camera by inference only (*The LRO is on a mission to take pictures of the moons*). However, the response does reveal the importance of the camera to the success of NASA's long-term mission (*will give the agency the best information they have ever gathered about the moon*).

The response earns a 2 for Writing. The response thoroughly and sufficiently responds to the topic raised in the text (*The LRO'S last mission to the moon; give the agency the best information*). It is organized and uses some descriptive language and presents a variety of sentence types (*The LRO's last mission to the moon helped find other stuff that they haven't found before. NASA hopes all these instruments will give the agency the best information they have ever gathered about the moon*). The response reveals an identifiable voice (*The LRO's last mission; the best information they have ever gathered about the moon*) and contains few errors in the conventions of the English language.

WYW15030

First, one of the LRO instruments is to find a safe landing spots. It's important to the mission cause the astronauts need a safe place to land. Also, without a safe place to land the ship would be destroyed. Therefore, all the astronauts would be stuck on the moon. That is why the LRO is so important.

The response earns a score of 1 for Response to Text. The response does not identify a scientific instrument addressed in the article. However, it identifies the importance of an instrument to the success of NASA's long-term mission (*Its important to the mission cause the astronauts need a safe place to land*).

The response earns a 2 for Writing. The response thoroughly and sufficiently responds to the issue raised in the text (*one of the LRO instruments; important to the mission*). It is organized with an introduction and a conclusion (*First, one of the LRO instruments; That is why the LRO is so important*). The response uses some descriptive language and provides a variety of sentence types (*Also, without a safe place to land the ship would be destroid; Therefore, all the astronauts would be stuck on the moon; That is why the LRO is so important*). The response reveals an identifiable voice (*the ship would be destroid; all the astronauts would be stuck on the moon*), and contains some errors in the conventions of the English language, including a misspelling (*destriod [destroyed]*), an incorrect plural (*a safe landing spots*), and a missing apostrophe (*Its important*).

WYW15030

WYW15030

It can find good landing spot for a ship.
All the data combined, can make future
missions safer.

The response earns a score of 1 for Response to Text. The response does not identify a scientific instrument addressed in the text; however, it identifies a way in which one of the instruments is important to the success of NASA's long-term mission (*It can find good landing spot for a ship; can make futcher missions safer*).

The response earns a score of 1 for Writing. The response partially responds to the topic raised in the text (*It can find good landing Spot for a Ship*). The response provides no evidence of organization (*It can find good landing; All the data*) and uses basic, predictable language (*It can find; spot for a ship; can make*). The response reveals limited voice (*It can find; All the data combined*) and contains several errors in the conventions of the English language including a misspelling (*futcher [future]*), syntax (*It can find good landing spot*), and lack of end of sentence punctuation (*futcher missions safer*).

WYW15030

Rockets are important for the Apollo's success because then how are they supposed to get back to earth because then if they didn't have rockets then they couldn't go to the moon.

The response earns a score of 0 for Response to Text. The response attempts to discuss a scientific instrument but does not identify an instrument addressed in the text (*Rocket's are important for the LRO's success*). It also does not identify the importance of any of the scientific instruments for the success of NASA's long-term mission.

The response earns a score of 1 for Writing. The response partially responds to the topic raised in the text (*Important for the LRO'S Success*). The response provides no evidence of organization and uses basic, predictable language (*Rockets are important; how are they sopost to get back; then if they didn't; then they couldn't*). The response reveals limited voice (*how are they sopost to get back*) and contains several errors in the conventions of the English language including misspellings (*becase [because]; sopost [supposed]*), and has one run-on sentence, an error in syntax (*becase then how are they sopost to get back to earth becase*), and a punctuation error (*Rocket's are*).

WYW15030

I think he is going to find
a lot more facts about the moon
because he has the stuff from
it and so they can know
more about it and so
that they know more about how
the moon was different in the
shape or formed find out
more about the moon

The response earns a score of 0 for Response to Text. The response does not identify a scientific instrument addressed in the text. It also does not identify how an instrument is important to the success of NASA's long-term mission (*I think Iro is gowing to find a lought more facts adout the moon*).

The response earns a score of 1 for Writing. The response partially responds to the topic raised in the text (*Iro is gowing to find; they can know more adout it*). The response provides no evidence of organization and demonstrates limited vocabulary and sentence variety (*decause he has the stuff fore it and so they can know more adout it and so that they know more about how the moon was ditt in the shap or formed*). It reveals no identifiable voice. It contains serious errors in the conventions of the English language, including misspellings (*gowing [going]; lought [lot]; adoubt [about]; decause [because]; fore [for]; ditt [built]; shap [shape]*), and a run-on sentence (*I think Iro is gowing to find a lought more facts adout the moon decause he has the stuff fore it and so that they know more about how the moon was ditt in the shap or formed find out more adout the moon*).

Response to Text

Writing Prompt

According to the article, LRO is “NASA’s first step toward returning humans to the moon.” Imagine that you had the chance to be part of a NASA crew of astronauts living on the moon for one full month. Based on the details in the article, write about two challenges you would face as an astronaut living on the moon. Then, in your own words, explain how you would feel about joining this crew, and why.

Item Code:	VF649933	External ID:	WYW15029
Passage Accnum:	VF649908	Passage Ext. ID:	WYW15P08
Title:	What is LRO?		
Prompt Type:			
Skill:			
2012 WyCPS Strand:	Writing		
2012 WyCPS Skill:	Research to Build and Present Knowledge		
2012 WyCPS Standard:	W.5.9b Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).		
Item Dok:	3	Item PLD:	

Admin:	Spring 2014	Item Use:	OP	Total N-count:	6979	Rasch Diff:							
Form:	WR5	Item Type:		Mean Score:	4.882	Fit Flag:							
Item Seq:	3	Max Points:	8.0	Item Corr:		Flags:							
Score Analysis				Dif Summary									
Score Point	ID	OR	PV	CC	Inv	Omit	Group						
Total %							Gender						
Score Pt 3 %							Hispanic						
Score Pt 2%							Native American						
Score Pt 1%							Asian						
Score Pt 0%													
Mean Score													
	0	1	2	3	4	5	6	7	8	9	10	11	12
Step Value													
Score Pt%	1	1	5	12	20	24	22	11	4				

Item Notes													

Living on the moon for a whole month would be simply amazing! But there are two hard challenges to face. Lack of oxygen would be a difficult thing to adjust to. Another hardship would be if scientists misinterpreted the information given by LRO. But it would be so thrilling to be there!

Next, my two main concerns are oxygen and misjudgement. Even in the spacecraft it would be harder to breathe. It would be really difficult to alter my breathing. Also, if LRO's information wasn't handled correctly, it could end with a disaster. I wouldn't want that happening!

Finally, I think living on the moon for a month would be frightening, adventurous, and pleasant. Taking a trip to the moon for that long, you probably wouldn't be at ease the whole time. You'd be concerned about something. So it would be a bit scary at times. The adventure of my

life could be up there! It would be so daring, so bold to live in nothingness for thirty-one days! But in all of that craziness, I'd find it somewhat pleasant also. I'd have to feel at least a little safe around a professional space crew. I know they'd keep me from harm.

Although there are some challenges, I think that over all I'd love a moon month. Would you?

The response earns a score of 2 for Response to Text. The essay provides two creditable text references identifying the challenges future astronauts living on the moon would face (*there are two hard challenges; Lack of oxygen; if scientists misinterpreted the information given by LRO*).

The response earns a score of 6 for Writing. The essay thoroughly and sufficiently responds to the issue raised in the text (*there are two hard challenges; Lack of oxygen; It would be really difficult to alter my breathing; if LRO's information wasn't handled correctly, it could end with a disaster*) and addresses the second part of the prompt (*I think living on the moon for a month would be frightening, adventuresous, and pleasant*). The response is effectively organized with well-developed topic sentences (*But there are two hard challenges to face; my two main concerns are oxygen and misjudgement; living on the moon for a month would be frightening, adventuresous, and pleasant*) and clear transitions (*Living on the moon; Next, my two main concerns; Finally, I think living on the moon; Although there are some challenges*). The response uses precise, descriptive language (*Living on the moon for a whole month would be simply amazing!; Lack of oxygen would be a difficult thing to adjust to; Another hardship would be if scientists misinterpreted the information given by LRO; Also, if LRO's information wasn't handled correctly, it could end with a disaster; It would be so daring, so bold to live in nothingness for thirty-one days!; I'd have to feel at least a little safe around a professional space crew!*). The response reveals an engaging and identifiable voice (*But there are two hard challenges to face; my two main concerns are; I wouldn't want that happening!; Taking a trip to the moon...you probably wouldn't be at ease*) and contains few errors in the conventions of the English language including the misspelling of (*adventerous* [adventurous]) and a sentence fragment (*But there are two hard challenges to face; But it would be so thrilling to be there*).

If I had a chance to live on the moon, some challenges would be knowing what knowledge I need to know and running the scientific instruments. Also I would feel lonely and excited.

A challenge I would have going on a long mission to live on the moon would be the knowledge you need to know. As it mentioned in the passage water ice. What does water ice even look like on the moon. Astronauts want to find it to live on the moon. If they want to find it they need to know what it looks like. Also the passage mentions moon soil. Does moon soil look like earth soil. I bet astronauts know because they study that. Also what kind of materials do you have to pick up? I would have a very hard time with the knowledge you need to know to go to the moon.

Another challenge would be running all the technology. I would probably try to land and mess something up. If another astronaut told me to run the telescope, I would say "What?"

and have a confused look on my face. Also I would probably hurt someone with the equipment.

If I had a chance to go to the moon on a long trip I would feel really lonely and excited. First, I would feel lonely because I wouldn't get to see my family. Second, how many people get to go to the moon. Last but not least I would be a total spaz, because I'm terrified of heights.

Do you understand 2 challenges I would have if I was able to go to the moon for a long trip. Also the feelings I would have.

The response earns a score of 2 for Response to Text. The essay provides two creditable text references identifying the challenges future astronauts living on the moon would face (*A challenge I would have going on a long mission to live on the moon would be the knowledge you need to know; Another challenge would be running all the technology*).

The response earns a score of 5 for Writing. The essay sufficiently responds to the issue raised in the text (*What does water ice even look like; Astronauts want to find it to live on the moon; what kind of materials do you have to pick up*), and addresses the second part of the prompt (*If I had a chance to go to the moon . . . I would feel really lonely and excited*). The response is organized with developed topic sentences (*A challenge I would have going on a long mission to live on the moon would be the knowledge you need to know; Another challenge would be running all the technology; If I had a chance to go to the moon on a long trip I would feel really lonely and excited*), transitions (*A challenge I would have; Another challenge would be running all the technology; If I had a chance to go to the moon on a long trip*), and a conclusion (*Do you understand 2 challenges I would have; Also the feelings I would have*). The response uses some descriptive language (*running the scientific instruments; As it mentioned in the passage; Does moon soil look like earth soil; have a confused look; be a total spas; terrified of heights*), provides a variety of sentence types (*If I had a chance to live on the moon, some challenges would be knowing what knowledge I need to know and running the scientific instruments; A challenge I would have going on a long mission to live on the moon would be the knowledge you need to know; As it mentioned in the passage water ice; Last but not least I would be a total spas*), and reveals an identifiable voice (*A challenge I would have; Does moon soil look like; I would have a very hard time; I would say "What?"*). The response contains some errors in the conventions of the English language, including misspelling (*matireals; really*), use of commas (*Also I would probably; If I had a chance to go to the moon on a long trip I would feel*), and end punctuation (*Does moon soil look like earth soil; Do you understand 2 challenges...for a long trip*).

If I lived on the moon for a month, I would face a challenge such as if there was no water ice on the moon then if I ran out of oxygen, then the end wouldn't work out so good. Another challenge I could face would be there would be no hydrogen. So, when I went back to earth I would have no fuel. That is what could happen if I lived on the moon for a month.

If I joined this crew, to the moon, I would feel a little sad leaving my family. I wouldn't see them for a while. I would also feel excited too, because how often do you get to go to the moon! Also, I would feel scared, we could run out of fuel on the way there and just float away in space. Those are the reasons I would feel if I went on a trip to the moon.

The response earns a score of 2 for Response to Text. The essay provides two creditable text references that identify the challenges future astronauts living on the moon would face (*I would face a challenge...there was no water ice...ran out of oxygen; Another challenge...there would be no hydrogen; I would have no fuel*).

The response earns a score of 4 for Writing. The essay sufficiently responds to the issue raised in the text (*ran out of oxygen; there would be no hydrogen; have no fuel*), and addresses the second part of the prompt (*If I joined this crew . . . I would feel a little sad leaving my family; I would also feel excited too*). The response is organized in two sections by topic (*If I lived on the moon for a month; If I joined this crew*) each with a concluding sentence (*That is what would happen if I lived on the moon for a month; Those are the reasons I would feel if I went on a trip to the moon*). The response uses some descriptive language (*the end wouldn't work out so good; feel excited too; just float away in space*), provides a variety of sentence types (*If I lived on the moon for a month, I would face a challenge such as if there was no water ice on the moon then if I ran out of oxygen, then the end wouldn't work out so good; Another challenge I could face would be there would be no hydrogen*), and reveals an identifiable voice (*If I lived on the moon; I would have no fuel; I would also feel excited too*). The response contains some errors in the conventions of the English language, including misspellings (*oxygen; hydrogen*), a run-on sentence (*If I lived on the moon for a month, I would face a challenge such as if there was no water ice on the moon then if I ran out of oxygen, then the end wouldn't work out so good*).

If I went to the moon I would have many challenges but the two that would bother me the most would have to be being in a small space and leaving home.

If I were to be asked to join a space crew I would definitely say no because I don't want to think about going up into space and something goes wrong and I don't come home alive. I also don't want to be a spacer craft because I would miss my family, friends, and I'm not very

heights or spinning, I know I would feel alone, scared, and a little huffy.

I just don't want to be an astronaut. I don't want to be away from my family from all that I know and love! Sheer maybe to some people it would be cool to die in space.

The response earns a score of 1 for Response to Text. The essay provides only one creditable text reference identifying the challenges future astronauts living on the moon would face (*I would have many challenges...being in a small spaces*).

The response earns a score of 3 for Writing. The essay partially responds to the issue raised in the text (*being in a small spaces*) and addresses the second part of the prompt (*If I were to be asked to join a space crew I would definitely say no*). The response uses some descriptive language (*bather me the most...being in a small spaces; definitely say no; hights or spinning*), and provides limited variety of sentence types (*If I went to the moon I would have many challenges but the two that would bather me the most would have to be being in a small spaces and leveing home; I just don't want to be an astronant*). The response contains several errors in the conventions of the English language, including misspellings (*bather*; *[bother]*; *leveing [leaving]*; *gose [goes]*; *hights [heights]*; *spining [spinning]*; *astronant [astronaut]*), and awkward phrases (*want to be a spacer craft...I'm not very hights or spinning; sher maybe to some people*).

There IS A lot
of Aliens they are falling
me they are trying to
eat me they have tried to
eat me for the past hour
they are starting to
surround me and then
Owww one of them
bite me. I ran and ran
back to my space ship
so they couldn't get me
then that night when
they were all asleep I
sneak out so I could
get food and water.
then I saw that one
of them were sleeping
on my food and drink
hahaha

holder.

The response earns a score of 0 for Response to Text. The response makes no references to the challenges future astronauts living on the moon would face based on the text.

The response earns a score of 2 for Writing. The essay makes no reference to the issues raised in the text with creditable references and does not respond to the second part of the prompt. The response provides some evidence of organization through a narrative (*There Is Alot of Aliens the are trying to eat me . . . for the past hour; I ran and ran back to my space ship; when they were all asleep I sneek out so I could get food and water*). The response provides limited vocabulary (*they are falling me; starting to seround me ran and ran; I sneek out*) and uses a limited variety of sentence types (*There Is Alot of Aliens they are falling me the are trying to eat me they have tryed to eat me for the past hour they are starting to seround me and then OWWW one of them bite me; then I saw that one of them were sleeping on my food and drink*). The response reveals limited voice (*There Is Alot of Aliens; I ran and ran; I sneek out*) and contains serious errors in the conventions of the English language, including misspellings (*falling [following] me; tryed [tried]; seround [surround]; sneek [sneak]*), capitalization errors (*Is Alot of Aliens; then I saw that one*), subject-verb agreement errors (*one of them bite me; then I saw that one of them were sleeping*), and multiple run-on sentences (*There Is Alot of Aliens they are falling me the are trying to eat me they have tryed to eat me for the past hour they are starting to seround me and then OWWW one of them bite me*).

WYW15029

Because it would be an aner. And a
privlig. To Join nasa's gover
ment. To tack a priv lig
to nasa.

The response earns a score of 0 for Response to Text. The response makes no reference to the challenges an astronaut would face living on the moon based on the text.

The response is scored a 1 for Writing. The response makes no reference to the issues raised in the text with any creditable references; however, it attempts to address the second part of the prompt (*Berase it would be an aner; And a prvlig*). The response provides no evidence of organization (*an aner; And a prvlig; TO Join nasa's guverment*), uses limited vocabulary (*it would be; And a; TO Join*), and provides no sentence variety (*Berase it would be an aner; And a prvlig; TO Join nasa's*). The response reveals no identifiable voice and contains serious errors in the conventions of the English language, including misspellings (*Berase [Because]; aner [honor]; prvlig [privilege]; guverment [government]*), capitalization errors (*Join nasa's*), and sentence fragments (*Berase it would be an aner; And a prvlig; TO Join nasa's guverment*).