

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.

Excerpt from Esperanza Rising

Papa handed Esperanza the knife. The short blade was curved like a scythe, its fat wooden handle fitting snugly in her palm. This job was usually reserved for the eldest son of a wealthy rancher, but since Esperanza was an only child and Papa's pride and glory, she was always given the honor. Last night she had watched Papa sharpen the knife back and forth across a stone, so she knew the tool was edged like a razor.

"*Cuídate los dedos,*" said Papa. "Watch your fingers."

The August sun promised a dry afternoon in Aguascalientes, Mexico. Everyone who lived and worked on El Rancho de las Rosas was gathered at the edge of the field: Esperanza's family, the house servants in their long white aprons, the *vaqueros*¹ already sitting on their horses ready to ride out to the cattle, and fifty or sixty *campesinos*², straw hats in their hands, holding their own knives ready. They were covered top to bottom, in long-sleeved shirts, baggy pants tied at the ankles with string, and bandanas wrapped around their foreheads and necks to protect them from the sun, dust, and spiders. Esperanza, on the other hand, wore a light silk dress that stopped above her summer boots, and no hat. On top of her head a wide satin ribbon was tied in a big bow, the tails trailing in her long black hair.

The clusters were heavy on the vine and ready to deliver. Esperanza's parents, Ramona and Sixto Ortega, stood nearby, Mama, tall and elegant, her hair in the usual braided wreath that crowned her head, and Papa, barely taller than Mama, his graying mustache twisted up at the sides. He swept his hand toward the grapevines, signaling Esperanza. When she walked toward the arbors and glanced back at her parents, they both smiled and nodded, encouraging her forward. When she reached the vines, she separated the leaves and carefully grasped a thick stem. She put the knife to it, and with a quick swipe, the heavy cluster of grapes dropped into her waiting hand. Esperanza walked back to Papa and handed him the fruit. Papa kissed it and held it up for all to see.

"*¡La cosecha!*" said Papa. "Harvest!"

"*¡Ole! ¡Ole!*" A cheer echoed around them.

The *campesinos*, the field-workers, spread out over the land and began the task of reaping the fields. Esperanza stood between Mama and Papa, with her arms linked to theirs, and admired the activity of the workers.

¹**vaqueros:** livestock herders

²**campesinos:** farm workers

"Papi, this is my favorite time of the year," she said, watching the brightly colored shirts of the workers slowly moving among the arbors. Wagons rattled back and forth from the fields to the big barns where the grapes would be stored until they went to the winery.

"Is the reason because when the picking is done, it will be someone's birthday and time for a big *fiesta*?" Papa asked.

Esperanza smiled. When the grapes delivered their harvest, she always turned another year. This year, she would be thirteen. The picking would take three weeks and then, like every other year, Mama and Papa would host a *fiesta* for the harvest. And for her birthday.

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Response to Text

Writing Prompt

In the third paragraph, the author presents a contrast or difference between Esperanza and the workers on the ranch. Identify one detail from the description of Esperanza that contrasts the descriptions of the workers. What does this difference between Esperanza and the workers suggest about Esperanza's family? Write a paragraph about the difference between the ways that Esperanza and the workers are described, and explain what this contrast suggests about Esperanza's family.

Item Code:	VF649819	External ID:	WYW17038
Passage Accnum:	VF649818	Passage Ext. ID:	WYW17P04
Title:	Esperanza Rising		
Prompt Type:			
Skill:			
2012 WyCPS Strand:	Writing		
2012 WyCPS Skill:	Research to Build and Present Knowledge		
2012 WyCPS Standard:	W.7.9a Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).		
Item Dok:	3	Item PLD:	

Admin:	Spring 2014	Item Use:	OP	Total N-count:	6756	Rasch Diff:							
Form:	WR7	Item Type:		Mean Score:	2.892	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	11	24	26	38								

Item Notes													

WYW17038

In the third paragraph, the author presents a contrast or difference between Esperanza and the workers on the ranch. The workers on the ranch wear long white aprons, straw hats, long-sleeved shirts, and baggy pants tied at the ankles with string. They also wore bandanas wrapped around their foreheads and necks.

Esperanza wore a light silk dress that stopped above her summer boots, she had no hat. She also had a ribbon tied in a big bow on her head. This says that Esperanza's family is fairly rich and the workers on the ranch are poor.

The response earns a score of 2 for Response to Text. The response identifies a text-based contrast between Esperanza and the workers (*The Workers on the ranch Wear long White aprons, straw hats, long-sleeved shirts, and baggy pants tied at the ankles with string. They also wore bandanas; Esperanza wore a light silk dress*). The response also reveals a creditable conclusion about what the contrast suggests (*This says that Esperanza's family is fairly rich and the workers on the ranch are poor*).

The response earns a score of 2 for Writing. The response is organized, uses some precise, descriptive language, and a variety of sentences (*In the third paragraph, the author presents a ...difference between Esperanza and the Workers; The Workers on the ranch Wear long White aprons...long-sleeved shirts; Esperanza wore a light silk dress; This says that Esperanza's family is fairly rich and the workers on the ranch are poor*). The response reveals an identifiable voice (*The workers on the ranch; They also wore bandanas wrapped around their foreheads and necks; This says that Esperanza's family is fairly rich and the workers on the ranch are poor*) and contains very few errors in the conventions of the English language (thier [their]; *Esperanza wore a light silk dress that stopped above her summer boots, She had no hat*).

WYW17038 Between Esperanza and the workers on the ranch, there was a big difference. The campesinos, or field-workers, had straw hats in their hands, covered top to bottom with baggy pants, in long-sleeved shirts, and bandanas wrapped around their necks and foreheads to protect them from sun. However Esperanza wore a silk dress and a satin ribbon. This suggests that Esperanza's family is the wealthy ranch owners.

The response earns a score of 2 for Response to Text. The response identifies details from the text, contrasting Esperanza and the workers (*The campesionos ... had straw hats in their hands, covered top to bottom with baggy pants, in long-sleeved shirts; Esperanza wore a silk dress and a satin ribbon*). The response reveals a creditable conclusion about what the contrast suggests about Esperanza's family (*This suggests that Esperanza family is the wealthy ranch owners*).

The response earns a score of 2 for Writing. The response is organized, and it uses some descriptive language and a variety of sentence types (*Between Esperanza and the workers on the ranch, their was a big difference; The campesionos ... had straw hats in their hands, covered top to bottom with baggy pants, in long-sleeved shirts; However Esperanza wore a silk dress and a satin ribbon*). The response reveals an identifiable voice (*This suggests that Esperanza family is the wealthy ranch owners*) and contains few errors in the conventions of the English language (*their [there] was a big difference; feild-workers; This suggests that Esperanza family is the wealthy ranch owners*).

WYW17038

Esperanza a beautiful girl with long black hair is a red bow tie in the silk dress. Esperanza's family has money lots of it too. The workers are in baggy and worn clothes why the family sits is watching the vaqueros is campesinos as they harvest grapes for the family's winery.

The response earns a score of 2 for Response to Text. The response identifies a contrast between the descriptions of Esperanza and the workers (*Esperanza a beautiful girl with beautiful long black hair; A red bow to tie in the silk dress; The workers are in bagy and worn clothes*). A creditable conclusion is given that identities what the contrast suggests about Esperanza's family and the workers (*Esperanzas family has money lots of it too*).

The response earns a score of 1 for Writing. The response provides no evidence of organization, uses basic, predictable language, and provides limited sentence variety (*Esperanzas family has money lots of it too. The workers are in bagy and worn clothes Why the family sits & watching the vaqueros & campesinos as they harvest grapes for the familys winery*). The response reveals limited voice and contains serious errors in the conventions of the English language, including missing apostrophes, missing commas, and sentence fragments (*Esperanza a beautiful girl with long black hair & A red bow to tie in the silk dress. Esperanzas family has money lots of it too; Why the family sits & watching the vaqueros and campesinos as they harvest grapes for the familys winery*).

WYW17038

The workers and Esperanza are obviously different. The parents of Esperanza have provided her with nice clothes like a silk dress and boots. On the other hand, the workers are wearing aprons, baggy pants and long sleeve shirts. While Esperanza wore satin bows and ribbons, the workers wore straw hats and bandannas. I guess you could say that Esperanza is more special than the workers to the family of Esperanza.

The response earns a score of 1 for Response to Text. The response reveals differences that contrast Esperanza from the workers (*The parents of Esperanza have provided her with nice clothes like a silk dress and boots. On the other hand, the workers are wearing aprons, baggy pants, and long sleeve shirts*). However, the response does not provide a creditable conclusion as to what that contrast suggests about Esperanza's family (*I guess you could say that Esperanza is more special than the workers to the family of Esperanza*).

The response earns a score of 2 for Writing. The response is organized, uses some descriptive language, and provides a variety of sentence types (*The workers and Esperanza are obviously different; While Esperanza wore satin bows and ribbons, the workers wore straw hats and bandannas; I guess you could say that Esperanza is more special*). The response reveals an identifiable voice (*The workers and Esperanza are obviously different; I guess you could say*) and applies grade-appropriate English language conventions.

WYW17038

The difference between Esperanza and the workers are, Esperanza father owes the land that the workers work on. The Campesinos work in the fields and gather the grapes. The Vaqueros gathered the livestock.

The response earns a score of 1 for Response to Text. The response does not present a creditable detail from the text contrasting Esperanza and the workers but does provide a creditable conclusion about what the contrast suggests (*Esperanza father owes the land that the workers work on. The campesinos work in the filds*).

The response earns a score of 1 for Writing. The response provides some evidence of organization and uses basic, predictable language (*The difference between Esperanza and the workers; Esperanza father owes the land; The campesinos work in the filds; gether the grapes; gethered the livestock*). The narrative reveals limited voice (*Esperanza father owes; The campesinos work; The vaqueros gethered*). There are several errors in the conventions of the English language, including misspellings (*Esperaza [Esperanza]; owes [owns]; filds [fields]; gether [gather]*), a missing verb (*The difference between Esperanza and the workers. Esperanza father owes the land that the workers work on*), and a missing possessive apostrophe (*Esperaza father*).

WYW17038

Esperanza's mom is described as tall and elegant, her hair a lovely braided wreath that crowned her head. Papa is described as barely taller than Mama, his graying mustache twisted up at the sides. Esperanza was described as wearing a white silk dress, that stopped above her summer boots, but did not wear a hat. They are a hard working family.

The response earns a score of 0 for Response to Text. While the response describes Esperanza and her parents, it fails to describe the workers or identify any contrast between Esperanza and the workers. Also, the conclusion is not creditable (*They are a hard working family*).

The response earns a score of 2 for Writing. The response is organized, and it uses precise, descriptive language and a variety of sentence types; however, much of the descriptive language is taken directly from the passage (*Esperanza's mom is described as tall and elegant; Papa is described as barely taller than Mama; Esperanza is described as wearing a white silk dress; They are a hard working family*). The response reveals an identifiable voice and contains few errors in the conventions of the English language (*Esperanza was described as wearing a white silk dress... but did not wear a hat*).

WYW17038

WYW17038

Esperanza's Family is happy that their favorite season is here. And the workers are cutting fruit for the birthday party.

The response earns a score of 0 for Response to Text. The response does not present a creditable detail from the text contrasting Esperanza with the workers nor is there a creditable conclusion provided about what this contrast suggests about Esperanza's family (*Esperanza's Family is happy that there favorite season is here. And the workers are cutting fruit for the birthday party*).

The response earns a score of 1 for Writing. The response provides some evidence of organization (*Esperanza's Family is happy that there favorite season is here; workers are cutting fruit for the birthday party*). Limited voice is used (*Esperanza's Family is happy; the workers are cutting fruit*), and the response contains several errors in the conventions of the English language including capitalization (*Family*), grammar (*there[their] favorite season*), and sentence structure (*And the workers are cutting fruit for the birthday party*).