



NEW MEXICO MEASURES  
OF STUDENT SUCCESS AND  
ACHIEVEMENT

**M S S A**

**Released Item Booklet 2021**

**Writing Prompt**

**Support Materials**

**Grade 4**

**cognia®**

## In This Released Item Booklet

### Writing Prompts

On the New Mexico Measures of Student Success and Achievement (NM-MSSA) assessment, students in grades 3–8 receive one writing prompt (comprising a passage or passage set, a writing task, and other supporting information and instructions), either narrative, informative/explanatory, or opinion/argument. The Common Core State Standard alignment assigned to each released writing prompt is displayed in the booklet.

There are a total of six released writing prompts, one for each of grades 3–8. There is one released item booklet per grade level, each containing one writing prompt. The writing prompts that appear in the released item booklets were among those piloted with a small sample of students in the spring of 2021. Similar writing prompts will appear in future administrations of the assessment. The writing prompts that will appear on future writing assessments may be subject to additional revision (for example, repositioning components of the prompt frame) before they appear in an operational administration and count toward a student's score.

### Stimuli

All NM-MSSA writing prompts are partnered with one to three brief text stimuli. The purpose of these passages is to “set the stage” by introducing a general topic and providing some ideas and information about it that students will draw upon when they write. The text stimuli associated with each of the released writing prompts has been included in the booklet for reference.

### Student Responses and Annotations

One sample student response is provided for each possible Production of Writing score point with annotations that explain the reasoning behind the assigned score. It is important to note that the scores in each booklet are likely to have been assigned the designated score that is shown; however, a definitive identification cannot be made at this point because range-finding—the process by which New Mexico stakeholders, in conjunction with Cognia content and scoring specialists, will identify writing samples that establish the lines between score points—had not yet occurred prior to scoring these writing prompts.

If a sample response was not available for one of the score points, an annotation is included to indicate some ways in which a student response could be further developed to exhibit the characteristics of a specified score point in accordance with the scoring rubric. Reviewing the student responses and annotations within a grade band or across all grade levels will provide additional examples and insight into the expectations for student writing on the assessment.

### Rubrics

There are six scoring rubrics associated with the writing prompts on the NM-MSSA writing assessment. These are distinct for each grade band (3–5 and 6–8) and purpose for writing (Narrative, Informative/Explanatory, and Opinion or Argument). The released writing prompt in each booklet is shown with its associated rubric.

There are two scoring rubrics shown with the writing prompt. The first, marked “Draft,” was the initial version used to score the writing prompts for the pilot. The second rubric shown underwent refinement following the first field-test administration and is the current version in use for operational scoring.

**For questions about the New Mexico writing assessment, additional information is available at [https://newmexico.onlinehelp.cognia.org/wp-content/uploads/sites/10/2020/11/NM-MSSA\\_Writing-Assessment-Resources-for-Teachers.pdf](https://newmexico.onlinehelp.cognia.org/wp-content/uploads/sites/10/2020/11/NM-MSSA_Writing-Assessment-Resources-for-Teachers.pdf)**

*You are now going to read two short passages and respond to a writing task. First, read the following passages about some adventures involving animals.*

## **Passage 1**

### **Ziggy the Traveling Piggy**

- 1 Can you imagine a 250-pound pig flying in a plane or riding in a car? Well, that's just what Kristin Hartness and Jay Yontz did. They took their pet pig, Ziggy, on the trip of a lifetime!
- 2 Even though Ziggy is a pig, Kristin and Jay treat him like any other pet. He gets cuddles, treats, and plenty of love. One of his favorite treats is pancakes with fruit.
- 3 Ziggy's adventures began in the U.S. Virgin Islands on the island of St. John. There, he lived in a house on the beach. This was the perfect place for Ziggy, who loves the beach. He enjoyed swimming, splashing in the waves, rolling in the sand, and resting on the shore. He also greeted visitors to the island who arrived on boats.
- 4 However, not all of Ziggy's adventures on the island were at the beach. Once, he snuck out of his house and was found swimming in a nearby bay. Another time, he found a neighbor's door wide open and went inside the house. Ziggy, who knows how to open refrigerators, was on his way to the kitchen when Kristin caught up with him.
- 5 One day, Ziggy's house on the beach was sold. His owners couldn't find a place to live with him in St. John, so they decided to move to the mainland United States. They rented a private plane to fly Ziggy there. That's right: Ziggy flew across the ocean!
- 6 Once they arrived, Ziggy's trip really began. His owners decided they didn't want to live in one place. They wanted to travel and see the country. So, they rented a motorhome and drove across the country with Ziggy alongside them.
- 7 The family started in Florida and drove west all the way to California. Along the way, Ziggy got to visit places such as Cadillac Ranch in Texas, the Grand Canyon in Arizona, and Monument Valley on the Arizona-Utah border. He's even been to Hollywood, California.
- 8 Ziggy loves exploring new places—that's how he got his nickname "Ziggy the Traveling Piggy." Just like on the island, one of Ziggy's favorite places to stop while traveling was the beach. His owners tried to make sure he got to go swimming in a river or lake every day.
- 9 Besides going to the beach, Ziggy loves hiking and running on trails. He has been hiking everywhere from Moab, Utah, to Malibu, California. He's also been hiking on the Appalachian Trail.
- 10 Ziggy's road trip included stops in 17 states where he got to meet local residents. He made friends in all of the towns he stopped in. In fact, Ziggy has friends all over the country.
- 11 In 2017, Ziggy's trip ended when his owners bought a farm in North Carolina. They opened an animal sanctuary called "Ziggy's Refuge" to take care of animals. Ziggy will likely have some amazing adventures there as well!

"Ziggy the Traveling Piggy" © 2020 by Cognia, Inc.

## Passage 2

### Father Goose

- 1 Have you ever wondered what it would feel like to fly with the birds?
- 2 Ever since he was a boy, Bill Lishman wanted to find out. He grew up on a farm in Canada where he would watch flocks of geese flying overhead. He wondered how they saw the world.
- 3 It wasn't until years later when he was an adult that he would find out. One morning, he was flying in his small aircraft when he suddenly found himself surrounded by ducks. The ducks were so close that he could see the feathers on the birds' bodies and the muscles in the birds' backs. He was flying with the ducks!
- 4 Bill was so excited that he ran home to tell his family about his amazing experience. He knew flying with the birds was something he wanted to do again.
- 5 So, Bill hatched some goslings, or baby geese, at his home. He knew that goslings imprint on the first thing they see when they hatch. That is, they believe that thing is their parent. Bill trained the goslings to imprint on him, his family, and the sound of his aircraft's engine. The goslings learned to follow Bill and the sound of his engine.
- 6 Finally, Bill was able to fly his plane with 12 of the geese following behind him in a V-formation. Once again, he was flying with the birds. He did this many times in the 1980s and 1990s. In one flight, he flew from Scugog, Canada, to Virginia with 12 birds. In another, he flew from Scugog to South Carolina with 36 birds.
- 7 Although flying with birds started as a hobby, Bill was later contacted by scientists. He helped develop methods to teach other birds to follow planes on migration routes. This helped some bird species, including the whooping crane, that were in danger of becoming extinct. (When an animal becomes extinct, it disappears from Earth.)
- 8 Bill wrote a book about his adventures flying with birds called *Father Goose*. Indeed, Bill had some exciting stories to tell.

"Father Goose" © 2020 by Cognia, Inc.



# Grade 4

Alignment  
Standard: W.04.03

1. Now read the writing task and draft a response. As you write, think about what makes your writing the best it can be.

## My Best Writing

Stays on topic and pays attention to all parts of the writing task
Includes details and examples to support ideas
Is clearly organized
Makes word choices that are well suited to the task
Uses simple, compound, and complex sentences with correct capitalization, punctuation, and spelling

## Writing Task

Suppose that your teacher has been reading stories to your class about people who have adventures with animals. He wants to put together a collection of similar stories written by students in your class. The stories will be on display in the school library for others to read.

You have just read one passage about a pig who traveled across the country. You also read a passage about a man who flew with birds.

Write a story, real or imagined, about someone who has an adventure with an animal. Use ideas from what you read, along with your own thoughts and imagination, to write your story.

Today you will be writing a narrative. When you write a narrative, you

- tell about real or imaginary events.
- think about the characters you want to introduce.
- put events in an order that makes sense.
- use details and dialogue to make the events and characters interesting.
- think about how your story can affect the feelings of your reader.

# Grade 4

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After you have read the passages, and before you begin writing, think about

- who your narrative will be about.
- what events you want your narrative to include.
- when and where the events in your narrative happen.
- why the people in your narrative think and act as they do.

Now write your response in the space provided.

Production of Writing: NM-MSSA Narrative Writing Rubric (Grades 3-5)				
	Score Point 4	Score Point 3	Score Point 2	Score Point 1
	The Writing:			
Development/ Content	<ul style="list-style-type: none"> <li>Presents a narrative that develops real or imagined experiences or events that consistently address the task.</li> <li>Develops the narrative using consistently descriptive details.</li> <li>Uses consistently effective and varied narrative techniques (dialogue, description, pacing)* to develop experiences and events or show the responses of characters to situations.</li> </ul>	<ul style="list-style-type: none"> <li>Presents a narrative that develops real or imagined experiences or events that generally address the task.</li> <li>Develops the narrative using mostly descriptive details.</li> <li>Uses generally effective and somewhat varied narrative techniques (dialogue, description, pacing)* to develop experiences and events or show the responses of characters to situations.</li> </ul>	<ul style="list-style-type: none"> <li>Presents a narrative that develops real or imagined experiences or events that partially address the task.</li> <li>Develops the narrative using some descriptive details.</li> <li>Uses partially effective and/or limited narrative techniques (dialogue, description, pacing)* to develop experiences and events or show the responses of characters to situations.</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to present a narrative that develops real or imagined experiences or events but minimally addresses the task.</li> <li>Attempts to develop the narrative but uses few descriptive details, if any.</li> <li>Attempts to use narrative techniques (dialogue, description, pacing)* to develop experiences and events or show the responses of characters to situations, but these are not effective and/or varied.</li> </ul>
Organization/ Focus	<ul style="list-style-type: none"> <li>Effectively orients the reader by clearly establishing a situation and introducing a narrator and/or characters.</li> <li>Consistently organizes an event sequence that unfolds naturally.</li> <li>Provides a conclusion that clearly follows from the narrated experiences or events.</li> <li>Consistently demonstrates effective use of a wide variety of transitional words and phrases to manage the sequence of events.*</li> </ul>	<ul style="list-style-type: none"> <li>Adequately orients the reader by generally establishing a situation and introducing a narrator and/or characters.</li> <li>Generally organizes an event sequence that unfolds naturally.</li> <li>Provides a conclusion that generally follows from the narrated experiences or events.</li> <li>Generally demonstrates effective use of a variety of transitional words and phrases to manage the sequence of events.*</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to orient the reader by partially establishing a situation and/or introducing a narrator and/or characters.</li> <li>Partially organizes an event sequence that unfolds naturally.</li> <li>Provides a conclusion that partially follows from the narrated experiences or events.</li> <li>Sometimes demonstrates varied and effective use of transitional words and phrases to manage the sequence of events.*</li> </ul>	<ul style="list-style-type: none"> <li>May attempt to orient the reader by minimally establishing a situation and/or introducing a narrator and/or characters.</li> <li>Minimally organizes an event sequence that unfolds naturally.</li> <li>Provides a conclusion that minimally follows or does not follow from the narrated experiences or events.</li> <li>Rarely demonstrates/does not demonstrate use of varied or effective transitional words and phrases to manage the sequence of events.*</li> </ul>
Language	<ul style="list-style-type: none"> <li>Consistently uses concrete words and phrases and sensory details to convey experiences and events.</li> </ul>	<ul style="list-style-type: none"> <li>Frequently uses concrete words and phrases and sensory details to convey experiences and events.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes uses concrete words and phrases and sensory details to convey experiences and events.</li> </ul>	<ul style="list-style-type: none"> <li>Rarely uses/does not use concrete words and phrases and sensory details to convey experiences and events.</li> </ul>

Use of Conventions: NM-MSSA Conventions Rubric (Grades 3-8)		
	Score Point 2	Score Point 1
	The Writing:	
Grammar/ Usage	<ul style="list-style-type: none"> <li>Demonstrates general command of standard English grammar and usage.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates partial command of standard English grammar and usage.</li> </ul>
Mechanics	<ul style="list-style-type: none"> <li>Demonstrates general command of standard English conventions relative to the length and complexity of the text.</li> <li>May have minor or infrequent errors that do not interfere with meaning or confuse the reader.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates partial command of standard English conventions relative to the length and complexity of the text.</li> <li>May have errors or patterns of errors that somewhat interfere with meaning or confuse the reader.</li> </ul>

\*Specific expectations vary by grade.

NM-MSSA Rubrics for Narrative Writing (Grades 3 – 5)				
PRODUCTION OF WRITING				
	Score Point 4	Score Point 3	Score Point 2	Score Point 1
	The Writing:			
Development/ Content	<ul style="list-style-type: none"> <li>Presents a fully developed narrative that addresses the task.</li> <li>Develops the narrative using consistently descriptive details.</li> <li>Uses consistently effective and varied narrative techniques (dialogue, description, pacing).*</li> <li>Effectively establishes a situation and introduces a narrator and/or characters.</li> <li>Consistently organizes an event sequence; provides a conclusion that generally follows from the narrated experiences or events.</li> <li>Demonstrates effective use of transition words and phrases.*</li> </ul>	<ul style="list-style-type: none"> <li>Presents a generally developed narrative that addresses the task.</li> <li>Develops the narrative using mostly descriptive details.</li> <li>Uses generally effective and somewhat varied narrative techniques (dialogue, description, pacing).*</li> <li>Generally establishes a situation and introduces a narrator and/or characters.</li> <li>Generally organizes an event sequence; provides a conclusion that generally follows from the narrated experiences or events.</li> <li>Demonstrates adequate use of transition words and phrases.*</li> </ul>	<ul style="list-style-type: none"> <li>Presents a partially developed narrative that addresses the task.</li> <li>Develops the narrative using some descriptive details.</li> <li>Uses partially effective and/or limited narrative techniques (dialogue, description, pacing).*</li> <li>Partially establishes a situation and introduces a narrator and/or characters.</li> <li>Partially organizes an event sequence; provides a conclusion that partially follows from the narrated experiences or events.</li> <li>Demonstrates limited use of transition words and phrases.*</li> </ul>	<ul style="list-style-type: none"> <li>Presents a minimally developed narrative that addresses the task.</li> <li>Attempts to develop the narrative using few descriptive details.</li> <li>Attempts to use narrative techniques (dialogue, description, pacing).*</li> <li>Minimally establishes a situation and/or introduces a narrator and/or characters.</li> <li>Minimally organizes an event sequence; may provide a conclusion that minimally follows or does not follow from the narrated experiences or events.</li> <li>Demonstrates insufficient use of transition words or phrases.*</li> </ul>
Organization/ Focus				
Language	<ul style="list-style-type: none"> <li>Uses vivid and effective language that clearly supports the narrative.</li> </ul>	<ul style="list-style-type: none"> <li>Uses generally effective language that supports the narrative.</li> </ul>	<ul style="list-style-type: none"> <li>Uses partially effective language that supports the narrative.</li> </ul>	<ul style="list-style-type: none"> <li>Uses minimally effective language that may support the narrative.</li> </ul>
USE OF CONVENTIONS				
	Score Point 3	Score Point 2	Score Point 1	Score Point 1
Grammar/ Usage/ Mechanics	<ul style="list-style-type: none"> <li>Demonstrates general command of standard English grammar and usage.</li> <li>Demonstrates general command of conventions relative to the length and complexity of the text.</li> <li>If errors are present, they do not interfere with meaning or confuse the reader.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates partial command of standard English grammar and usage.</li> <li>Demonstrates partial command of conventions relative to the length and complexity of the text.</li> <li>May have errors or patterns of errors that somewhat interfere with meaning or confuse the reader.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates little or no command of standard English grammar and usage.</li> <li>Demonstrate little or no command of conventions relative to the length and complexity of the text.</li> <li>May have errors that interfere with meaning or confuse the reader.</li> </ul>	

\* specific expectations vary by grade

# Grade 4

## Score Point 4;3

It all started on Jim's birthday. He had just woken up from the singing birds outside. But he realised it was just his alarm. Jim's Mom came in, "Good Morning!" she exclaimed. Jim groaned as all his family memebers came in his room. He mumbled "Can I stay home from school today?". Jim's Mom told him he had to go to school. He remebered that he would be treated nicely all day. He jumped right up than bonked his head with his sister's. She started bawling her eyes out. "Jim!" said his mom, "Why did you do that?". Jim explained it was an accident, but his Mom picked up his sister and went out the room. Jim told everyone to get out of his room so he could get dressed. When he walked out his room he didn't see any gifts. He frowned and asked his Mom where sally was. "I put her down for a nap. She woke up early." Responded his mother. He sat down and waited for his food. His mom put down some pancakes for breakfast. He ate it so fast! (Probaly cause it was his favroite). When the bus arrived he zoomed outside. When he got to school everyone sang happy birthday to him, asked how old he was turning, and ate cupcakes together. After school he had a grin on his face. While he was waiting for the bus he saw a cat sitting down and staring at him. The cat walked away but still stared at him. The cat stopped for a momment, meowed then continued walking. Jim got curious so he followed the cat. he saw the cat went into the park of his school. He ran and stopped to see where the cat went. He saw the cat go into this weird big bush. He decided to go too. Once he went inside everything was black but he heard a meow. He stumbled over something and fell on green fluffy grass. He got up and saw the cat. Jim got a closer look at the cat. He saw her eyes glittering with gold and her fur shiny and a little spikey, but he liked it. He went down to touch the cat, for some reason the she lifted her head up so Jim's palm touched her head. They both felt a little shock and Jim giggled. He stood up and walked around and explored. He wanted to keep this cat but he wasn't sure what his mom wold say. He went with the cat in trees met little elves and even slept a little bit! When they were exploring a tree he remebered about the bus, and what time it was! He grabbed the cat and told her he has to get home. While he was running to the huge thing he came from the cat peacfully slept in his arms. When he got out the bush it was like to time had gone by at all! He rushed to the bus with the cat in his hands. When he arrived the bus, had just left. He sat down with the cat and thought. "I should have never followed her." "How will I get home?" "I could go ask the princible..". "I'm going to go to the princibal's office..". "He went to the princable's office and waited for his mom to come so he could show her the cat. When his mom came she told him "Yes, we could adopt her but she will have to go to the Vet and stay there for a couple of days.". We drived home with the cat and in a few weeks she was snuggling with jack in his bed.

### ANNOTATIONS

#### Production of Writing: 4

The narrative clearly responds to the task. While there is room for clarifying details and improving transitions, the story feels complete in its descriptions of the adventure of Jim and the cat. Some background information is provided in the introduction, and the conclusion (although it seems to misidentify "jack") clearly follows from their adventure. Descriptive details, such as "zoomed outside" and "eyes glittering with gold," enhance the development of the story throughout. The narrative is well organized, with relatively smooth transitions from one event to the next, and language is consistently elevated throughout. Overall, the response demonstrates clear understanding of adding detail, develops events well, and shows a balance of narrative techniques.

#### Use of Conventions: 3

The narrative demonstrates general command of standard English grammar and usage. There is a sustained attempt at complexity, giving an opportunity to see a variety of convention skills. There are minor errors that do not interfere with meaning, such as "princibal's" and "drived." Any other misspellings are phonetic. There are a variety of sentence structures and complex features such as verb tenses and dialogue. The writing shows command of usage, capitalization, and punctuation appropriate for the grade level. The response demonstrates general command of standard English conventions relative to its length and complexity.



# Grade 4

## Score Point 3;3-

It's July 3 and tommarow we go camping. The rv is ready and i'm so excited, and so is my dog. I say "are you ready to go camping Minnie" waiting for a response even though she's a dog.

This year we're going to utah at at some camping sight, it has a river and that's my cousins favorite part we love to swim. Hikeing with my dog is my second favorite. We finally arrive after that long trip my mom says "Fianally fresh air" I agree with her. There was no fresh air in there. We opened the windows but the air would refuse to come in. My dog Minnie rushed to the river as soon as we let her out. it was kinda humid.

Next thing you know its the 4 of July. In the afternoon it wasn't to hot so we went on a hike. I saw this cool path so i went but I told my cousins i'd meet them at the rv's. I took my dog because I oviably wasn't going alone. But it was beautiful, as Went further I relized I was lost.

Minnie tryed to guid me back but didn't. I told her "don't worry it'll be fine". Then she got up and started barking I told her "Great idea girl". I started to make noise too. They eventually found us, and I could say that my dog saved me.

That night we lit fire works and had a great time. After that they were telling me how worried they were. That is a camping trip i'll never forget!

### ANNOTATIONS

#### Production of Writing: 3

The narrative is generally developed using a balance of dialogue, description, and pacing. The relationship between Minnie and the narrator is fairly clear; paragraphing supports the timeline of events that happen during the camping trip. The story begins with the events moving at a steady pace. However, the pace quickens toward the end and makes the end of the story feel rushed. There is some scene-setting and sensory details that help ground the plot: "camping sight, it has a river . . . fresh air . . . My dog Minnie rushed to the river . . . humid." Verbs are varied ("waiting," "love," "refuse," "lit") and help convey some of the actions. At times, the response seems more informative than storytelling, and there is room for further development, particularly in the last two paragraphs. However, the story is connected to the task and shows general understanding of narrative writing.

#### Use of Conventions: 3 (low)

The narrative demonstrates general command of standard English grammar and usage. Command of spelling is evident in words like "though," "opened," "windows," and "eventually," but there are errors in "tommarow" and "hikeing." Use of "kinda," as well as "to hot" instead of "too hot," are insignificant, if noticeable, errors. A few run-on sentences are evident: "Then she got up and started barking I told her . . ." However, there is sentence complexity throughout. Grade-level command of conventions is demonstrated relative to the length and complexity of the response.

# Grade 4

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## Score Point 2;2

One cold gray day me and my friend Daniela were at the forest when all of a sudden Daniela disappeared and instead of Daniela being beside me I saw a panda. I was amazed and also confused. I yelled Daniela's name but nobody responded. As I was walking more into the forest I yelled Daniela all of a sudden the panda says "Jesette". I got so scared when the panda talked and I thought well maybe Daniela is the panda because pandas are her favorite animal. After 30 seconds of thinking about Daniela and the panda the panda turned into Daniela. Daniela laughed and said that she had a special power and she was able to turn into her favorite animal. I then laughed with Daniela and then asked how she got the power she said just think of your favorite animal and you will turn into it. I said "okay" and I was amazed because I had just turned into a koala. Now instead of being Daniela and Jesette we were Daniela the panda and Jesette the koala.

### ANNOTATIONS

#### Production of Writing: 2

The writing sets the scene with a clear introduction. Plot details are included with some gaps in description ("I got so scared when the panda talked . . . and the panda the panda turned into Daniela . . . I had just turned into a koala"). The narrative includes some descriptive language, such as "cold gray day" and "amazed and also confused." There are descriptions of the characters interacting, but there is only minimal use of dialogue. The response would benefit from additional character development. At times, the events move quickly, with little development, particularly toward the end of the story. However, there is an overall sense of movement from one event to the next, with some evidence of organization. The conclusion follows from the narrated experiences, but it is not as strong as the introduction and, as a result, provides a somewhat abrupt ending. Overall, the narrative is partially developed.

#### Use of Conventions: 2

The narrative demonstrates partial command of standard English grammar and usage. Sentence construction is sometimes correct but could benefit from commas and other edits (for example, "As I was walking more into the forest I yelled Daniela all of a sudden . . ."). Quotation marks are properly included for dialogue, and capitalization is correct throughout. Any misspellings are minor, and some more complex vocabulary is spelled correctly ("responded," "instead," "koala"). However, minor errors combined with some run-on sentences show partial command of standard English conventions relative to the length and complexity of the response.



# Grade 4

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## Score Point 1;1

There once was a girl named Mia and her pet pigs name is Amber . They are best freinds . but in the night Amber got loose and ran away . In the morning Mia went togo check on amber but Amber was not there .the finly Mai looked every where .But just at that moment she heard a sound. Then she had an iadea . she checkthe boshes and there she .it is Amber Mia screamed. THE END.

### ANNOTATIONS

#### Production of Writing: 1

The narrative includes a girl and an animal, with minimal development of the events or characters. Some excitement is included to indicate a possible adventure, but there is little description. There is a clear sequence of events, but given the short length of the response, there is minimal evidence of organization. There is also minimal use of narrative techniques (particularly pacing). While there is some sense of beginning, middle, and end, the events move too quickly from one idea to the next. The conclusion provides no real sense of closure, which results in an abrupt ending.

#### Use of Conventions: 1

The narrative demonstrates limited command of standard English grammar and usage. Proper nouns are usually capitalized, but many sentence beginnings are not. Although minor, there are misspellings ("freinds," "finly," "boshes") and a possessive error ("her pet pigs name"). Quotation marks are missing toward the end. Overall, the response demonstrates little command of conventions relative to its length and complexity.

# Grade 4

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## Score Point

It will be about people seeing different ki9nd of animals  
i will include by what is happing in the story and tell the truth  
when or where its happing is at the mountain and when is at is morning  
is to make this good and what going to happen in the story

### **ANNOTATIONS**

This response does not receive a score in Production of Writing or Use of Conventions. In addition to being confusing, it is not a narrative; it is an informational response about what the student will include in a narrative.