**NYC Pre-Assessment #1: A Brick to Cuddle Up To**

**Fifth Grade: Response to Informational Text – Author’s Use of Language**

**Annotations are based on analytical scoring, which means scoring each criterion separately. Analytical scoring supports the teacher in being able to focus feedback to students and target next steps for instruction. Analytical feedback for each criterion also helps students to see their areas of strength and where they need to make revisions.**

**Apprentice Anchor #1: Annotations**

**Annotations for 5-A1-002**

**Purpose – Apprentice**

* The student makes some attempt to explain the meaning of the title.
* The introduction is basic and includes a general summary with some context from the text.
* The summary identifies the author’s belief that the colonists had a difficult time keeping warm, but does not provide an analysis, reflection, or opinion on the author’s use of words and descriptions.

**Organization – Apprentice**

* The response attempts to address the prompt by identifying specific words and phrases that help to explain the difficulty the colonists had in the winter (e.g., *“… the colonists had to fight the cold. That’s an expression that proves that winters were rough.”*). However, the student doesn’t provide an opinion of how the words and descriptions compare and contrast cold and heat in colonial times.
* The response is generally a summary of the article and an explanation of how cold weather was difficult in colonial times.
* The transitions are basic - related to the summary of the article - rather than to the prompt.

**Details/Elaboration – Apprentice**

* The student has some understanding of the prompt and identifies words and phrases from the text that illustrate the severity of the cold weather faced by the colonists. However, the details and descriptions are generally related to the summary of the article.
* The details are not elaborated on to indicate support of an opinion.

**Voice and Tone – Apprentice**

* The student attempts to provide an authoritative voice and tone regarding the vocabulary used by the author (e.g., *“…the colonists would have shivering noses that tingle and there would be frosty air. When you usually have a shivering nose and frosty air that means that it is freezing cold.”*). However, these statements do not support an opinion based on the prompt.
* Although the vocabulary and sentence structure is grade-level appropriate, it does not support an opinion, thus it does not enhance the meaning.

**Conventions of Standard English – Practitioner**

* There are only minor errors in mechanics and word usage which do not interfere with the reader’s understanding.

**Apprentice Anchor #1: Annotations for 5-A1-002**

CCSS Writing Standard #1b: Compose Opinion Pieces about Texts/Persuasive Writing

Students show understanding of texts by composing opinion pieces that state and support a point of view/judgment with reasons and information.

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| **CCSS Language & Writing Criteria** | **Novice** | **Apprentice** | **Practitioner** | **Expert** |
| Purpose  * Context * Focus/controlling idea (opinion) * Evidence of understanding the text * Reflections/ connections are related to text/theme * Analysis of selected elements of the text (e.g., character, character change, author’s craft, theme, opinion stated in text) | Intro may have no context or incorrect/confusing context  Has a topic but lacks a focus (opinion)  Writing relies mostly on personal ideas rather than on what is in the text | Intro has some context  Has topic and attempts a focus (opinion), but  focus may shift or not be relevant to text  May be limited to a general summary or retelling of text with no analysis/ reflection | ***Context includes name of author and title of text***  ***Focus/controlling idea (opinion) is clear***  ***Responds directly to the text with short summary and analysis/ reflection*** | Context may have a compelling intro or “ hook”(e.g., quote, action, personal remark, question)  Focus/controlling idea (opinion) is clear  Responds directly to the text with analysis and includes a relevant connection to broader ideas (text to text/text to self/text to world). |
| **Organization**   * Overall coherence * Information presented in a logical, cohesive fashion * Transitions connect ideas (e.g., compare-contrast, description, cause-effect, problem-solution, proposition-support) | Has introduction, body, OR conclusion, with little organization among the parts (e.g., ideas run together with no clear connections)  May seem choppy | Has basic organizational structure, but may need some organization within paragraphs (e.g., topic sentence) or parts may not be fully developed  Uses basic transitions to connect ideas/reasons | ***Organization of paragraphs is clear and consistent***  ***Sequences and groups ideas logically***  ***Has a conclusion/ concluding statement***  ***Uses transitions appropriately to connect ideas/reasons*** | Clear, consistent coherence and organization – ideas are logically grouped or ordered  Has introduction, body, conclusion/closure  Uses a variety of transitions to effectively connect ideas |
| **Details/Elaboration**   * Specific concrete details with appropriate references to/citations from text to support writer’s point of view. * Comparisons * Analogies | Details may be random, generic (e.g., hard, nice, funny), and/or irrelevant to support of opinion about text | Some elaboration strategies are evident  Ideas may not be fully elaborated or details may be insufficient to support opinion  Has some general references to text | ***Uses references to text, citations/quotes, and/or concrete details, facts, definitions to support focus***  ***Reasons are elaborated using relevant descriptive details*** | Elaborates using a variety of: details, examples, direct quotes, references to text to support focus  Includes depth of information, precise elaboration |
| **Voice and Tone**   * Authoritative person * Vocabulary -   Precise Language   * Sentence structure * Sentence variety | Generally uses basic, incorrect, or below grade level vocabulary & basic sentence structure  May seem choppy | Attempts authoritative person’s voice/tone    Vocabulary & sentence structure may lack variety or does not enhance meaning | ***Voice/tone is of a authoritative person supporting persuasive viewpoint***  ***Appropriate use of vocabulary & some variety of sentence structure(simple, compound, complex)*** | Voice/tone is of a authoritative person supporting viewpoint- knows when to use formal –informal language  Uses effective, precise vocabulary and variety of sentence structure |
| **Conventions of Standard English**   * Grammar * Usage * Mechanics (spelling capitalization, punctuation,) | Uses grade-appropriate basic mechanics with some errors | Uses grade-appropriate basic mechanics and word use with minimal errors | ***Minor errors in grammar, word usage, or mechanics do not interfere with reader’s understanding*** | Has few or no errors in grammar, word usage, or mechanics |

**NOTE: Anchor papers illustrate how descriptors for each performance level are evidenced at each grade.**