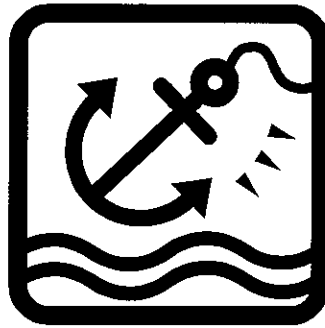


Oakland Unified School District Writing Proficiency Project



Process Writing Assessment

4th Grade Annotated Anchor Papers Winter Prompt: Response to Literature “Who’s the Cleverest?”

Note: Please do not use the anchor papers with students prior to the administration of the Process Writing Assessment

4th Grade PWA: Response to Literature

Winter Anchor Paper—Who is the Cleverest?

Score Level: 4

Title of literature enclosed in quotation marks.

"Who is the Cleverest?" is about an old father who tells his 3 sons that whoever is the cleverest and can fill up his clay rooms will inherit his money. The first two sons take no time at all to think about it and they both did not succeed with the task. But the third son thought about the task that his father had given him and he inherited his father's riches.

Main idea identified at the end of the introductory paragraph: when faced with a task or choice it's important to give it some thought.

Misspellings are rare, first draft in nature, and do not interfere with readers' understanding.

Elaboration of main idea demonstrates clear understanding of reading's main idea.

The reason why the author wrote the folktale was to teach you that when you are given an important task or a choice you need to take time to think about your answer, and also think about the choices there are. The first son did not look at any of the choices and did not think before he acted. He bought the first thing he saw in the market (which was

Specific references to the text.

Summary of reading's significant events incorporated into author's explanation of the main idea.

(straw) - he did not succeed!
The second son decided upon feather because he only had a certain amount of money - he too failed his father's task. Unlike the other brothers the third brother thought about the task and the choices that were possible; he was clever and decided upon a candle and match that filled the room with light - he succeeded!

Complex sentence with sophisticated punctuation.

When you are given an important task, challenge or choice you should spend time on it and think about it, and also see what you have to choose from. My mom had to change jobs and she gave it a lot of thought before she made her choice.

Specific reference from personal experience supports author's main idea.

The moral is important

Effective variation of sentence type, length, structure and complexity.

because if you are given a life changing choice and you don't think about it your life could be sad! This story is a good example of why it's important because the two brothers were given a life changing and you don't know what happened to the two brothers that did not think before they acted. They could have ended up on the streets! But the brother who thought about it in a sensible and clever way inherited the money. And now he is probably living a better life than his brother.

Fourth Grade PWA: Response to Literature Annotated Anchor Paper

Winter—Who is the Cleverest?

Score Level 4

“‘Who is the Cleverest’ is about an old father...”

What makes it a 4?

This paper consistently exceeds grade level writing standards in both content and conventions of print. The author presents a clearly stated main idea in the introductory paragraph, supports the idea with specific evidence from the reading and from personal experience in successive paragraphs and neatly concludes with a summarized explanation of the main idea. It is clear from her essay that the author firmly understands the literary work she analyzes.

The author maintains fluid and legible cursive throughout the three pages of text. She appropriately uses quotation marks to identify the title of the piece of literature. Paragraphs are properly indented and well-defined. Her writing consistently demonstrates a clear control of conventions of spelling and grammar, and the rare errors do not interfere with meaning.

Although the language is precise and clear, this essay does not offer examples of exceptionally vivid or lively language, even when opportunities present themselves (such as describing the potential future of the two unfortunate brothers). An important point to note in regards to language is that the reading itself does not offer many examples of vivid language, and this may account for its lack in the student’s response.

The preponderance of evidence indicates a score of 4.

4th Grade PWA: Response to Literature
Winter Anchor Paper—Who is the Cleverest?

Score Level: 3

Paragraphs
indented.

Title underlined, but
incorrectly
reported.

Clear statement of
main idea.

The story The Cleverest is about a father of three sons who grows sick. He promises his wealth to his cleverest. He decides to try whoever can fill his room with something. The youngest son buys something you wouldn't expect and fills the room. The author is trying to tell you that the answers to problems aren't always obvious.

The author wants you to think things over before tackling a problem. The oldest brother takes his money, and rushes right to the store market, and buys some hay. The middle brother thinks a

Specific references to text support main idea: one must think carefully about how to solve a problem.

Includes important events but not all significant details (hay instead of straw, does not specifically mention candle and match).

little, then goes and buys some feathers. The littlest brother goes to a quiet place and thought a long time. Then he went to the market and bought two small items and wrapped them up.

Author inadvertently switches verb tenses.

Paragraph lacks a strong concluding sentence.

The author wants you to think outside the box sometimes. Oldest, middle, and youngest brother went to see their father. Oldest brother took out his hay. Unfortunately it only filled part of the room. Middle brother took out his feathers, but they only filled slightly more. Youngest brother then took out what he bought, a candle and a match. When he lit the candle the light filled the room. The father told him to use his riches wisely and he would be happy.

Recounts details of story almost as a retelling instead of as a summary.

Missing concluding paragraph.

Fourth Grade PWA: Response to Literature Annotated Anchor Paper

Winter—Who is the Cleverest?

Score Level 3

“The Story The Cleverest is about a father...”

What makes it a 3?

This author demonstrates a clear understanding of the reading’s main idea—the answers to problems are not always obvious, and thinking things over can help one solve a problem cleverly. The paper is mostly focused around the main idea, but towards the middle and end degenerates into a retelling of the story; although events referenced do support the essay’s main idea, the author does not specifically explain these references or link them to his main idea. The summary of the reading is complete, but no references to personal experience are included. The essay lacks a concluding paragraph.

The author maintains fluid and legible cursive throughout the three pages of text. The title of the reading is incorrectly cited, but capitalized and underlined. Paragraphs are properly indented and well-defined. Language is clear. The writing consistently demonstrates a clear control of conventions of spelling and grammar, and the occasional errors do not interfere with meaning.

The preponderance of evidence indicates a score of 3.

4th Grade PWA: Response to Literature

Winter Anchor Paper—Who is the Cleverest?

Score Level: 2

Title underlined but not capitalized.

At the beginning of the story
Who is the cleverest? the father
said. "I have decided that my
cleverest son will inherit my
money." So the oldest and middle
brothers went to the market.
The author is trying to say think
wisely. One of them got feathers and
the other got straw. Neither of them
filled the room. The author wants the read-
er to learn that you
should think things
through before you carea-
fully do them. The youngest
brother took his time and
thought about what he
should get. Finally the
youngest son got a riddle.
The author also

Introductory paragraph weakly organized: brief statement of reading's main idea followed by elaboration further down.

Margins degenerate and paragraph indentation abandoned.

Summary of story incomplete—does not include references to the older brothers' choices.

Third statement of reading's main idea repeats rather than extends, demonstrating author's somewhat limited understanding.

wants the reader to know that when you take your time you can succeed. The youngest son lit the candle, filled the whole room with light, and got all of the riches.

Fourth statement of the reading's main idea seems to contradict previous statements.

The author is trying to tell the reader to spend your money wisely. The oldest son bought the first thing he saw. But the youngest son thought through what he was gonna do.

Non-academic English inappropriate for response to literature essay.

Summary of story incomplete—leaves out the important detail of the father's specific task to "fill the room."

Fourth Grade PWA: Response to Literature Annotated Anchor Paper

Winter—Who is the Cleverest?

Score Level 2

“At the beginning of the story...”

What makes it a 2?

The language of this essay is clear but the ideas are confusing. The author does not have consistent control of her paragraphs; she fails to clearly present a main idea in her introduction and the essay completely lacks a conclusion. Instead, the author circles around her main idea, repeatedly restating and even changing it, and interspersing references to the text that are incomplete and a little unclear. Important details from the reading are missing and support for the main idea is therefore weak. Sentence variation is minimal, with many sentences beginning, “The author...” or “The youngest brother...”.

The title is underlined but not capitalized. Although this author’s control of conventions is not up to grade level standards (imprecise margins, failure to indent paragraphs, deterioration into non-academic English in the last sentence, incorrect punctuation of dialogue), the errors do not interfere with meaning.

The preponderance of evidence indicates a score of 2.

4th Grade PWA: Response to Literature
Winter Anchor Paper—Who is the Cleverest?

Score Level: 1

Title underlined but
not capitalized.

Reference to king
indicates a
misreading of the
literature.

Reference to the
middle of the story
unclear.

Paragraphs are
random and not
defined by a main
idea supported by
evidence.

Who is the cleverest? about
about a king who want to know
the cleverest. in the middle, the
three boys went to the market
at the end, the boy had a candle
and it filled the room.

how to fill a room. first the
third boy held a candle, it filled
the room. it was the cleverest item.

Who was the cleverest? the third boy.
What did he get? a match and
a candle.

Printing is
borderline legible,
including some
badly-formed
letters (i.e. b, e).

Subject and verb do
not agree.

Summary very
incomplete, lacking
a definition of the
task; therefore the
significance of the
candle is unclear.

Sentences
consistently not
capitalized.

Incomplete
sentences
inappropriate for
response to
literature essay.

Fourth Grade PWA: Response to Literature Annotated Anchor Paper

Winter—Who is the Cleverest?

Score Level 1

“Who is the cleverest is a story...”

What makes it a 1?

The author of this essay not only lacks an understanding of the reading’s main idea, but also gives evidence of frank misreading of the literature (i.e. substituting “king” for “father”). Although the author attempts to mimic paragraphs by separating blocks of text, there is in fact no organizational structure and no presentation of a main idea of the essay. Parts of a retelling are included, but they are indiscriminately selected and presented in a circular, confusing sequence. Important details (such as the task assigned and the actions of the older brothers) are completely missing.

Although the title of the literature is underlined it is not capitalized. Spacing between letters and poorly formed letters sometimes make the piece difficult to read. None of the sentences are capitalized, and the piece includes incomplete sentences. Spelling is generally correct, but the author takes no risks with language. The few spelling errors that exist are alarming: the word “cleverest” which is available for the student to copy from the assessment materials, is consistently misspelled. Also, the word “boys” is incorrectly written as a possessive (“boy’s”).

The preponderance of evidence indicates a score of 1. Further assessment and intense intervention in reading and writing are recommended for this student.