



# THE B.E.S.T. STANDARDS

*Benchmarks for Excellent Student Thinking*

## GRADE 5

# 2022 B.E.S.T. Writing

## SCORING SAMPLER



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fdoe.org

### **Copyright Statement for This Office of Assessment Publication**

Authorization for reproduction of this document is hereby granted to persons acting in an official capacity within the Uniform System of Public K–12 Schools as defined in Section 1000.01(4), Florida Statutes. This copyright notice must be included in all copies.

This document contains copyrighted materials that remain the property of the respective owners. In addition, all trademarks and trade names found in this publication are the property of their respective owners and are not associated with the publisher of this publication.

Permission is NOT granted for distribution or reproduction outside the Uniform System of Public K–12 Schools or for commercial distribution of the copyrighted materials without written authorization from the Florida Department of Education. Questions regarding use of these copyrighted materials should be sent to the following:

Office of Assessment  
Florida Department of Education  
325 West Gaines Street, Suite 414  
Tallahassee, Florida 32399-04000  
Copyright © 2022  
State of Florida  
Department of State

# Table of Contents

<b>INTRODUCTION</b> . . . . .	<b>4</b>
<b>EXPOSITORY TEXT-BASED B.E.S.T. WRITING RUBRIC</b> . . . . .	<b>12</b>
<b>SAMPLE STUDENT RESPONSES</b> . . . . .	<b>14</b>
Sample 1 (S-1) Student Response Score Point 4/4/4. . . . .	15
Sample 2 (S-2) Student Response Score Point 4/4/4 . . . . .	19
Sample 3 (S-3) Student Response Score Point 3/3/3. . . . .	21
Sample 4 (S-4) Student Response Score Point 3/3/3. . . . .	23
Sample 5 (S-5) Student Response Score Point 3/2/3. . . . .	25
Sample 6 (S-6) Student Response Score Point 3/2/2. . . . .	27
Sample 7 (S-7) Student Response Score Point 2/2/2. . . . .	29
Sample 8 (S-8) Student Response Score Point 2/2/2. . . . .	31
Sample 9 (S-9) Student Response Score Point 1/1/1. . . . .	33
Sample 10 (S-10) Student Response Score Point 1/1/1 . . . . .	35
Sample 11 (S-11) Student Response Score Point Copied . . . . .	37

## INTRODUCTION

The Florida Department of Education Test Development Center is publishing the Benchmarks for Excellent Student Thinking (B.E.S.T.) Writing Scoring Sampler in an effort to maintain transparency of the scoring process for the B.E.S.T. Writing assessments. This sampler can be used as a resource for Florida educators, schools, and districts regarding the scoring of student responses on the B.E.S.T. Writing assessments.

Each spring, students in grades 4–10 are administered a set of source texts and a writing prompt based on those sources. Students respond to one of two possible modes—expository or argumentative—and must draw on reading and writing skills while integrating information from the source materials in order to develop and draft a typed, cohesive essay response.

Each sampler contains sample student responses that illustrate the score points described in the rubric of one of the two possible writing modes. As with all B.E.S.T. content, the sample passage set and prompt were reviewed by a committee of Florida educators to ensure appropriateness for the intended grade in terms of the text complexity, topic, and wording.

In this sampler, examples of student responses represent some of the various combinations of the score points across three scoring domains: *Purpose and Structure*, *Development*, and *Language*. As a basis for developing a common understanding of the scoring criteria, a bulleted annotation follows the response to explain the prominent characteristics of the response described in the rubric. These responses are not meant to describe a full spectrum of examples for each score point in each domain. Moreover, they do not necessarily represent the highest or lowest example of each score point in each domain.

All responses are scored holistically; however, responses at any grade level that do not include source citation cannot earn a score higher than 2 in the *Development* domain.

It should be noted that in addition to responses that receive the scores described in the rubric for each domain, some responses earn a score of “0” due to certain conditions as follows:

- The entire response is written in a language other than English.
- The response is illegible, incomprehensible, or includes an insufficient amount of writing to be evaluated.
- The majority of the response is copied from the source material and/or prompt language to the point that original writing is not recognizable or sufficient for scoring.

## Grade 5 2022 B.E.S.T. Writing

A response must go through a minimum of three levels of review before any condition code can be applied. Many responses formulate a claim/position or central idea by rewording the prompt, and due to the expectation that evidence will be incorporated in the response, some degree of exact wording from the sources is expected and allowable. However, responses receiving a “0” for copied text are comprised of source material and/or prompt language that dominates the response to the point that original writing is not recognizable or sufficient.

Because a response that is left completely blank does not meet attemptedness criteria for the B.E.S.T. Writing assessment, no Writing score can be earned or reported.

To access additional resources related to B.E.S.T. assessments, please visit <https://www.fldoe.org/accountability/assessments/>.

The Benchmarks for Excellent Student Thinking (B.E.S.T.) describe what students should know and be able to do at each grade level. For more information about the benchmarks, please visit CPALMS at <https://www.cpalms.org/>.

# Writing Prompt

Write an expository essay about why grasslands are important.

Your expository essay must be based on this prompt and topic, and it must incorporate ideas and information found in the sources provided.

Use your best writing to complete an essay that

- is focused on your central idea;
- combines evidence from multiple sources with your own elaboration to develop your ideas;
- is organized and includes transitions within and among ideas;
- provides citations for quoted material and source ideas; and
- demonstrates correct use of grammar and language appropriate to the task.

Write your multiparagraph essay to an academic audience in the space provided.

## Grasslands

### Source 1: Oceans of Grass

by Kathleen Weidner Zoehfeld

- 1 Grasslands cover more than one-quarter of the earth's land. They are found on every continent except Antarctica and go by many names. Prairie, veld, savanna, steppe—all mean a lot of grass.
- 2 Though they might look lush and green, grasslands are actually quite dry. In fact, grasslands spring up where there is too little water for trees. Trees need a lot of rain, but grass is well adapted to dry conditions.
- 3 Different kinds of grasses grow in different climates. Tallgrass **prairies** and savannas, a mix of grass and trees, grow where there is a modest amount of water, though not enough for a forest. In drier areas, mixed-grass, or medium height, prairies take over. Shortgrass prairies are the driest of all.
- 4 Weather on the broad open plains can be extreme. Summers are often blazing hot, while in winters freezing winds howl across the landscape. Long periods of drought are common. Winds blow constantly, sometimes twisting into tornadoes and hailstorms that **pummel** everything in their paths.
- 5 This harsh weather can be very hard on trees. But wild grasses are as tough as nails. They bend and sway easily in the wind, and are well adapted to survive droughts, fierce storms, and extreme heat and cold. For one thing, grasses are water **conservation** experts. All plants have tiny openings in their leaves, called stomata, through which they take in carbon dioxide from the air. But plants also lose water through these openings. Broad leaves, like those on trees, would dry out in the fierce sun and wind of the prairie. But grasses have narrow leaves, called blades, with few stomata. Grasses also close their stomata in the mid-day sun, opening them up again in the cool evening.

- 6 Prairie grasses have very deep roots, which can reach far down to find hidden water. In fact, the part you see above ground is only about a third of the grass plant. Grasses grow from the bottom upward, not out from the top like a tree. In winter or after a fire, the leaves and stems shrivel up, but the grasses' growing roots remain **vital** and alive. As soon as the rains return, the grasses spring into action, sending out fresh shoots, stems, and leaves. All this makes prairie grasses very hard to kill.

### Glossary

prairies: large, mostly flat areas of land with few trees that are covered in different grasses

pummel: cause a lot of damage

conservation: preventing wasteful use of a resource

vital: full of energy

Excerpt from "Oceans of Grass" by Kathleen Weidner Zoehfeld, from *Ask*. Copyright © 2012 by Kathleen Weidner Zoehfeld. Reprinted by permission of Cricket Media via Copyright Clearance Center.

## Source 2: The Great Plains

by Alice Mills

- 7 To many people in the United States, the area known as the Great Plains is little more than large stretches of empty, flat land. The Great Plains is indeed great—it is about 973,500 square miles in area. It covers about 30 percent of the United States. Its boundaries extend in the east along the Missouri River and west to the Rocky Mountains. It includes parts of ten states in the central and southwest regions of the country.
- 8 The Great Plains at one time was called "The Great American Desert" because there was no water or trees. But the Great Plains is much more than that.
- ### Lots of Grass
- 9 There may not be many trees in the Great Plains, but there is plenty of grass. In fact, grasses are the most defining feature of the region. And it is not just one kind of grass. There are almost 450 different kinds of grasses that grow there. Some of them have tiny flowers. Other grasses include plants we eat, such as corn, wheat, and oats.
- ### In the Past
- 10 The grasses of the Great Plains once served primarily as **grazing** areas for many of the animals that lived there, such as bison and antelope. A whole ecosystem thrived, including plants, prey, and predators.



- 11 The grasslands offered animals many benefits. Tall grasses allowed animals to hide from prey or predators. Many types of grasses could be used to create or to hide nests. The grasses also provided animals with a large source of food. These benefits, however, came with challenges. The grasses that animals used to hide from predators were the very same grasses used by predators to hide in. Although the grasslands offered plenty of food, grasses were difficult to chew and digest. The animals that called the grasslands their home had to adapt in order to survive.
- 12 Today, much of the Great Plains is controlled by people. These spaces are used for grazing by sheep, cattle, goats, and horses. The different grasses of the plains that feed them all are a link between the past and the present.

### **Tough Living**

- 13 For grasses to survive here, they must be able to withstand the tough weather of the Great Plains. This includes dry, hot summers and very cold winters. Water can be difficult to come by because there might not be much rain. But because of their special leaf shapes and deep roots that help them find water, the plants can survive.
- 14 Besides the harsh weather, fire is also a destroyer of the grasses. Yet fire also helps by clearing out bushes or trees that can steal light and water from the grasses.
- 15 The beauty of the Great Plains is in its wide-open spaces. The different colors, shapes, and sizes of the region's grasses make it one of the most striking places on Earth.

### **Glossary**

grazing: eating grass and other food

“The Great Plains” by Alice Mills. Written for educational purposes.

## **Source 3: A Hunger for Grass**

by Susannah Buhrman-Deever

*Plains are large, flat areas of land that are spread out. It is easy and common for many different grasses to grow on the plains.*

- 16 Wildebeests, just like our familiar cows, are grazers—grass-eating specialists. And grass eating is a difficult business. . . .
- 17 As it munches its way across the plains, a wildebeest has important menu choices to make. It may look like a never-ending grass buffet, but no two grasses are alike. Some types of grass have more protein, good for building muscles. Others have lots

of minerals like sodium and calcium. Some contain more fiber and **silica**. Grasses can be sweet, salty, or bitter depending on where they grow. But any grass is best when it's young. Tender green shoots have the most protein and are easier to digest than older blades.

18 Luckily, constant mowing by grazers helps keep the grass nutritious. The more they nibble the grass, the more new shoots spring up, and the more different species of grasses can grow. Grazing keeps taller, tougher grasses in check. Animal droppings also fertilize the soil, making the grasses richer.

19 Wildebeests are always on the lookout for tasty new growth and grasses with lots of protein and minerals. Wildebeests also like shorter grasses, so their wide jaws can bite off huge mouthfuls close to the ground. This hunger for fresh green growth and shorter grass drives their migration.

### **Time to Go**

20 Wildebeests spend the dry season (August through November) in the north of the **Serengeti**, where mostly medium to tall grasses grow. This area gets enough rain to grow grass all year round. But around December of each year, when the rainy season comes, the wildebeests abandon the taller grasses and head south to the treeless shortgrass plains. . . .

### **Calf Time**

21 But when they finally arrive in the south, the rains have come and sweet new grass covers the plains. And not just any grass! The soil of the southern plains is full of volcanic ash. This makes it rich in minerals so it grows especially nutritious grass. The wildebeests are hungry for one mineral in particular: phosphorus. Phosphorus, like calcium, is a major building block of bones.

22 The wildebeests give birth to their calves on these southern plains during the rainy season. Without the minerals in this grass, their bones would weaken and they wouldn't be able to produce enough milk for their young. But full of rich grass, they get the next generation of grazers off to a good start.

### **Glossary**

silica: a mineral found in grasses

Serengeti: a very large plain in Africa

Excerpt from "A Hunger for Grass" by Susannah Buhrman-Deever, from *Ask*. Copyright © 2013 by Susannah Buhrman-Deever. Reprinted by permission of Cricket Media via Copyright Clearance Center.

# Writing Prompt

Write an expository essay about why grasslands are important.

Your expository essay must be based on this prompt and topic, and it must incorporate ideas and information found in the sources provided.

Use your best writing to complete an essay that

- is focused on your central idea;
- combines evidence from multiple sources with your own elaboration to develop your ideas;
- is organized and includes transitions within and among ideas;
- provides citations for quoted material and source ideas; and
- demonstrates correct use of grammar and language appropriate to the task.

Write your multiparagraph essay to an academic audience in the space provided.

## EXPOSITORY TEXT-BASED B.E.S.T. WRITING RUBRIC

Grades 4–6 Expository Rubric			
Responses are scored holistically by domain and earn scores by demonstrating <i>most</i> of the descriptors in a given score point.*			
Score Point	Purpose/Structure	Development	Language
4 <b>Above grade-level</b> accomplishment demonstrated.	<ul style="list-style-type: none"> <li>Central idea is focused on the task and consistently maintained throughout.</li> <li>Organizational structure strengthens the response and allows for advancement of the central idea.</li> <li>Varied transitional strategies connect ideas within and among paragraphs, enhancing the progression of the response.</li> <li>Effective introduction and conclusion enhance the essay.</li> </ul>	<ul style="list-style-type: none"> <li>Skillful development demonstrates thorough understanding of the topic.</li> <li>Effective elaboration may include original student writing combined with (but may not be limited to) paraphrasing, text evidence, examples, definitions, narrative, and/or rhetorical** techniques as appropriate to support the central idea.</li> <li>Smoothly integrated, relevant evidence from multiple sources lends credibility to the essay.</li> <li>Evidence is appropriately cited.</li> </ul>	<ul style="list-style-type: none"> <li>Integration of academic vocabulary strengthens and furthers ideas.</li> <li>Skillful use of varied sentence structure contributes to fluidity of ideas.</li> <li>Use of standard English grammar, punctuation, capitalization, and spelling demonstrates consistent command of the communication of ideas.</li> <li>Tone and/or voice strengthens the overall response.</li> </ul>
3 <b>Within the range of grade-level</b> performance.	<ul style="list-style-type: none"> <li>Central idea is focused on the task and generally maintained throughout.</li> <li>Organizational structure is logical and allows for advancement of the central idea.</li> <li>Varied transitional strategies connect ideas within and among paragraphs.</li> <li>Sufficient introduction and conclusion contribute to a sense of completeness.</li> </ul>	<ul style="list-style-type: none"> <li>Logical development demonstrates understanding of the topic.</li> <li>Adequate elaboration may include (but may not be limited to) a combination of original student writing with paraphrasing, text evidence, examples, definitions, narrative, and/or rhetorical** techniques as appropriate to support the central idea.</li> <li>Relevant, integrated evidence from multiple sources lends credibility to the exposition.</li> <li>Evidence is appropriately cited.</li> </ul>	<ul style="list-style-type: none"> <li>Integration of academic vocabulary demonstrates clear expression of ideas.</li> <li>Sentence structure is varied and demonstrates grade-appropriate language facility.</li> <li>Use of grammar, punctuation, capitalization, and spelling demonstrates grade-appropriate command of standard English conventions.</li> <li>Tone and/or voice is appropriate for the overall response.</li> </ul>

\* Citation is not a holistic consideration. Without citation, the highest score possible in *Development* is 2.

\*\* Grade 6

## Grade 5 2022 B.E.S.T. Writing

<b>Grades 4–6 Expository Rubric</b> <b>Responses are scored holistically by domain and earn scores by demonstrating <i>most</i> of the descriptors in a given score point.*</b>			
Score Point	Purpose/Structure	Development	Language
<p style="text-align: center;">2</p> <p><b>Approaching the range of grade-level performance.</b></p>	<ul style="list-style-type: none"> <li>● Central idea may be unclear, loosely related, or insufficiently sustained within the task.</li> <li>● Organizational structure may be repetitive or inconsistent, disrupting the advancement of ideas.</li> <li>● Transitions attempt to connect ideas but may lack variety.</li> <li>● Introduction and conclusion may be present but repetitive, simplistic, or otherwise ineffective.</li> </ul>	<ul style="list-style-type: none"> <li>● Development may demonstrate partial or incomplete understanding of the topic.</li> <li>● Elaboration may attempt to develop the central idea but may rely heavily on the sources, provide loosely related information, be repetitive or otherwise ineffective.</li> <li>● Evidence may be partially integrated and/or related to the topic but unsupportive of or disconnected from the exposition.</li> <li>● Lacks appropriate citations.</li> </ul>	<ul style="list-style-type: none"> <li>● Vocabulary and word choice may be imprecise or basic, demonstrating partial command of expression of ideas.</li> <li>● Sentence structure may be partially controlled, somewhat simplistic, or lacking grade-appropriate language facility.</li> <li>● Inconsistent use of correct grammar, punctuation, capitalization, and/or spelling may contain multiple distracting errors, demonstrating partial command of standard English conventions.</li> <li>● Tone and/or voice may be inconsistent.</li> <li>● May be grammatically accurate but too brief to demonstrate grade-appropriate command of language skills.</li> </ul>
<p style="text-align: center;">1</p> <p><b>Below grade-level performance demonstrated.</b></p>	<ul style="list-style-type: none"> <li>● Central idea may be absent, ambiguous, or confusing, demonstrating lack of awareness of task.</li> <li>● Demonstrates little or no discernible organizational structure.</li> <li>● Transitions may be absent or confusing.</li> <li>● Introduction and conclusion may be unrelated to the response and/or create confusion.</li> <li>● Too brief to demonstrate knowledge of purpose, structure, or task.</li> </ul>	<ul style="list-style-type: none"> <li>● Response may demonstrate lack of understanding of the topic and/or lack of development.</li> <li>● Elaboration may consist of confusing ideas or demonstrate lack of knowledge of elaborative techniques.</li> <li>● Evidence from sources may be absent, vague, and/or confusing.</li> <li>● Lacks appropriate citations.</li> <li>● Too brief to demonstrate knowledge of elaboration, topic, or sources.</li> </ul>	<ul style="list-style-type: none"> <li>● Vocabulary and word choice may be vague, unclear, or confusing.</li> <li>● Sentence structure may be simplistic or confusing.</li> <li>● Use of grammar, punctuation, capitalization, and/or spelling may contain a density and variety of severe errors, demonstrating lack of command of standard English conventions, often obscuring meaning.</li> <li>● Tone and/or voice may be inappropriate.</li> <li>● Brevity with errors demonstrates lack of command of language skills.</li> </ul>

\* Citation is not a holistic consideration. Without citation, the highest score possible in *Development* is 2.

\*\* Grade 6

## SAMPLE STUDENT RESPONSES

Grass. The green stuff that sits on your lawn all day. You'd be surprised to hear that there's more to grass than just green stuff. Grasslands are actually fascinating to learn about, and important. Grasslands are important because they have benefits for predators, can withstand harsh weather, and because they give wildbeests strength. Soon you'll uncover the real mening of grasslands.

We all love to play the game hide and seek. Well, animals who live in grasslands get to play the deadly version of hide and seek everyday. According to, The Great Plains, it says, "Many types of grasses could be used to create or to hide nests. "Do you know what animals are hiding their beloved nests from? Predators! Grasslands are allowing prey to hide from predators by covering them up, which is smart. Luckily for predators, predators are smarter. According to, The Great Plains, it says, "The grasses that animals use to hide from predators were the very same grasses used by predators to hide in." It's a fifty-fifty chance whether the prey will survive or not. This says a lot about grasslands, and how important they are. Grasslands just went from green stuff to super cool important green stuff!

Grass is pretty floppy and bendy, but did you know that grasslands can withstand harsh weather? According to, Oceans of Grass, it says, "They bend and sway easily in the wind, and are well adapted to survive droughts, fierce storms, and extreme heat and cold." So their bendy features really do pay off. While other plants are suffering, grass is just sipping their tea while there's a category five hurricane out and about. The amazing part about this is that grass can also survive both blazing hot summers and teeth-chattering cold winters! They can also survive every plants worst nightmare. A drought! According to, The Great Plains, it says, "But because of their special leaf shapes and deep roots that help them find water, the plants can survive." If you think about it, grasslands are invincible! It's hard to disagree with that statement because grasslands can overcome a plants worst nightmare. The only time grass is non-invincable is when there's a lawn mower and when there's wildbeests around!

While humans drink protien shakes to gain more strength, wildbeests eat grass to gain more strength. According to A Hunger for Grass, it says that wildbeests are hungry for the mineral, phosphorus (Phosphorus is like calcium. It makes you strong). Fortunately for wildbeests, grass is loaded with phosphorus. Unfortunately for grass, wildebeests love phosphorus. At least somebody is happy in this situation. Wildbeests, the happy ones, are really joyous when the phosphorus gives them enough energy to produce milk for their young. According to, A Hunger For Grass, it says, "Without the minerals in this grass, their bones would weaken and they wouldn't be able to produce enough milk for their young." At least grass died doing a good deed. The super cool important green stuff just became the super cool important super hero!

In conclusion, you have learned why grasslands are important because they have benefits for predators, can withstand harsh weather, and because they give wildbeests strength. So the next time you think nothing of grass, just remember how fascinating grass can be. You then might change your mind.



## 4 – Purpose/Structure

- The central idea is focused on the task (*Grasslands are actually fascinating to learn about, and important*) and consistently maintained throughout. Three main essay ideas are provided in the introduction (*Grasslands are important because they have benefits for predators, can withstand harsh weather, and because they give wildbeests strength*).
- The organizational structure strengthens the response and allows for advancement of the central idea. Each paragraph follows the topics outlined in the introduction.
- Varied transitional strategies connect ideas within paragraphs with lead-in sentencing (*We all love to play the game hide and seek. Well, animals who live in grasslands get to play the deadly version of hide and seek everyday; While humans drink protien shakes to gain more strength, wildbeests eat grass to gain more strength*), internal transitional phrasing (*Luckily for predators; This says a lot about grasslands; Fortunately for wildbeests*), and connections between paragraphs (*The only time grass is non-invincable is when there's a lawn mower and when there's wildbeests around*), enhancing the progression of the response.
- An effective introduction and conclusion are provided. A consistent thread (*green stuff*) is used throughout the response to maintain focus on central idea (Introduction–*there's more to grass than just green stuff*; First body paragraph–*Grasslands just went from green stuff to super cool important green stuff*; third body paragraph–*The super cool important green stuff just became the super cool important super hero!*; Conclusion–*So the next time you think nothing of grass, just remember how fascinating grass can be*) to enhance the essay.

## 4 – Development

- A skillful development of ideas demonstrates thorough understanding of the topic.
- An effective elaboration is provided that includes a combination of student writing with paraphrasing text evidence (*Wildbeests, the happy ones, are really joyous when the phosphorus gives them enough energy to produce milk for their young*), examples (*While other plants are suffering, grass is just sipping their tea while there's a category five hurricane out and about*), and rhetorical techniques (*did you know that grasslands can withstand harsh weather?; Do you know what animals are hiding their beloved nests from? Predators*) to support the central idea.
- Smoothly integrated, relevant evidence (Benefits for predators–*Many types of grasses could be used to create or to hide nests; The grasses that animals use to hide from predators were the very same grasses used by predators to hide in*; Withstand harsh weather–*They bend and sway easily in the wind, and are well adapted to survive droughts, fierce storms, and extreme heat and cold; because of their special leaf shapes and deep roots that help them find water, the plants can survive*; Give wildebeest strength–*wildbeests are hungry for the mineral, phosphorus; Without the minerals in this grass, their bones would weaken and they wouldn't be able to produce enough milk for their young*) from all three sources lends credibility to the essay.
- Evidence is appropriately cited (*Oceans of Grass; The Great Plains; A Hunger for Grass*).

4 – Language

- Integration of academic vocabulary (*survive every plants worst nightmare; While other plants are suffering, grass is just sipping their tea while there's a category five hurricane out and about; doing a good deed*) strengthens and furthers ideas.
- Skillful use of varied sentence structure contributes to fluidity of ideas (*So their bendy features really do pay off; The amazing part about this is that grass can also survive both blazing hot summers and teeth-chattering cold winters!; If you think about it, grasslands are invincible*).
- Use of standard English grammar, punctuation, capitalization, and spelling demonstrates consistent command of the communication of ideas.
- Tone and voice strengthen the overall response, as a strong sense of student voice is present from beginning to end.

Our world has many natural wonders such as swamps, praries, mountains, and oceans. One that a lot of time gets overlooked is grass lands. However, even though sometimes grasslands are underrated, they are a neccessity to our world for many reasons. One of which being the hiding it provides to all the occupants in it.

To begin, grasslands house a vast food source. Grasslands contain a variety of consumables. "The Great Plains" states, "...grasses include plants that we eat, such as corn, wheat, and oats." Farms can make the best of this oppurtunity and sell goods to improve the economy. Additionally, grasslands are very sustainable. "Oceans of Grass" clearly displays, "They bend and sway easily in the wind, and are well adapted to survive in droughts, fierce storms, and extreme heat and cold." In winters when food is scarce and animals are literally dying of starvation, grasslands can be their savior.

Moreover, minerals are yet another facet of why grasslands are important. The abundance of minerals grasslands are home to is significantly huge. "A Hunger for Grass" implies that, different types of grass have different types of minerals like protein, sodium, calcium, fiber, and silica. With all these minerals in place, animals should receive minimal to no illnesses. Furthermore, the minerals grasslands give can be specific to suit any need. The author of "A Hunger for Grass" indicates that wildebeasts need one mineral in particular, phosphorus, which is is a major base for building strong and healthy bones. With these solid bones intact, wildebeasts can defend young from predators.

Just as important, hiding is another thing grasslands grant to creatures. Animals can reach safety or stalk prey whenever is neccessary. Alice Mills, author of "The Great Plains" says, "Tall grasses allowed animals to hide from prey or predators. For instance, if animals are not gifted the ability to acquire camoflauge or mimicry, there is now another option by hiding in grass. Therefore, hiding helps balance out population. According to the text, "A whole ecosystem thrived, including plants, prey, and predators. Due to this population balance it affects the food chain greatly in a positive way.

To conclude, grasslands are important to our enviroment for a large amount of reasons. Some of which including being a reliable food source, giving valuable minerals, and being a useful hiding spot. So the next time you see a grassland, do not overlook it. Stop and think of all the things it has done for the enviroment and take in the beauty of this exaggeratingly remarkable natural wonder.

**4 – Purpose/Structure**

- The central idea is focused on the task (*even though sometimes grasslands are underrated, they are a necessity to our world*) and consistently maintained throughout.
- The organizational structure strengthens the response and allows for advancement of the central idea. Each paragraph is organized by a defined topic (*grasslands house a vast food source; minerals are yet another facet of why grasslands are important; Just as important, hiding is another thing grasslands grant to creatures*) and further develops the central idea.
- Varied transitional strategies connect ideas within paragraphs, with topic sentences and purposeful, internal transitions (*even though; Additionally; With all these minerals in place; Furthermore; With these solid bones intact; For instance; Therefore; Due to this*), enhancing the progression of the response.
- An effective introduction draws the reader in with some well-expressed context and musings on the natural world and grasslands' place within it. The conclusion provides a sense of completeness by not only summarizing the key points but also encouraging the reader to reexamine their view of grasslands in the future.

**4 – Development**

- A skillful development of ideas demonstrates thorough understanding of the topic.
- An effective elaboration is provided that includes a combination of student writing with paraphrasing of text evidence (*different types of grass have different types of minerals like protein, sodium, calcium, fiber, and silica*) and examples (*Farms can make the best of this opportunity and sell goods to improve the economy; In winters when food is scarce and animals are literally dying of starvation, grasslands can be their savior*) to support the central idea.
- Smoothly integrated, selective, and relevant evidence (Food source/consumables—*grasses include plants that we eat, such as corn, wheat, and oats*; Food source/sustainability—*They bend and sway easily in the wind, and are well adapted to survive in droughts, fierce storms, and extreme heat and cold*; Minerals—*wildebeasts need one mineral in particular, phosphorus, which is a major base for building strong and healthy bones*; Hiding—*Tall grasses allowed animals to hide from prey or predators*) from all three sources lends credibility to the essay.
- Evidence from all three sources is appropriately cited (*“The Great Plains”*; *“Oceans of Grass”*; *“A Hunger for Grass”*).

**4 – Language**

- Integration of academic vocabulary (*overlooked; consumables; sustainable; abundance of minerals; stalk prey; natural wonder*) strengthens and furthers ideas.
- Skillful use of varied sentence structure contributes to fluidity of ideas (*For instance, if animals are not gifted the ability to acquire camouflage or mimicry, there is now another option by hiding in grass. Therefore, hiding helps balance out population*).
- Use of standard English grammar, punctuation, capitalization, and spelling demonstrates consistent command of the communication of ideas.
- Tone and voice strengthen the overall response, as evidenced in the introduction and conclusion.

Grasslands are important because they provide food for animals, they help prey hide from predators, and they provide lots of nutrients. Grasslands are very important.

Firstly, the grass provides food for animals. According to “The Great Plains”, “The grasses of the Great plains were once primarily used for grazing.” For example, last year I was visiting a family farm in Illinois with my mom and dad. We were touring the barn when I asked where the cows were. The farmer told me that they were out grazing in the field. I asked if we could go see them. Soon enough we were out in the field with the cows. The cows were lazily chewing on grass. The farmer told us that the cows only eat grass. He also told us that he doesn’t use use fertilizer to help the grass grow.

Likewise, the grass in the grasslands help prey hide from predators. According to Alice Mills, “Tall grasses allowed animals to hide from prey or predators.” Imagine that you are a rabbit. You live on the Great Plains. A lot of animals like to eat you such as bears, foxes, wolves, and mountain lions. One day you are going back to your burrow and you hear footsteps behind you. You turn around and see nothing. You then decide to hide in the tall grass. As soon as you jump into the grass a wolf trots out of the grass were you just were. You start to tremble in fear. Then you relize that you are hidden in the grass. About five minutes later the wolf gives up and goes home. You are safe!

Lastly, the grass provides lots of nutrients. According to “A Hunger for Grass”, Some grasses have protien, sodium, calcium, fiber, or silica. Picture this, you are visiting Afica during a vacation. You really really really want to visit the Serengeti. Your friend says that they want to go too. You book a tour guide for the trip. The guide takes you to a popular wildabeast grazing ground. While you are watching the wildabeast graze the guid talks about how the grass has lots of nutritional value. The guide also talks about if humans would eat grass they would be eating vegetables while also getting protein, calcium, fiber, sodium, and something called silica. The wilda beast use the calcium to strengthen their bones instead of having to use the milk they feed their young with.

In conclusion, grasslands are very important to the environment. They are important because, they provide food for animals, they help animals hide from prey or predators, and they provide lots of nutrients to the animals that eat the grass. Grasslands rock!

## S-3 Annotation

## Score Point 3/3/3

(page 2 of 2)

## 3 – Purpose/Structure

- The central idea provided in the introduction is focused (*Grasslands are very important*) and generally maintained throughout the response.
- The organizational structure is logical and allows for the advancement of the central idea with paragraphs following three main ideas outlined in introduction (*provide food for animals; help prey hide from predators; provide lots of nutrients*).
- Transitional strategies of external transitions with topic sentences (*Firstly, the grass provides food for animals; Likewise, the grass in the grasslands help prey hide from predators; Lastly, the grass provides lots of nutrients*) and internal transitions (*For example; Imagine that; Picture this; also*) connect ideas within paragraphs.
- The introduction provides the central ideas as well as the key points that will be discussed, with a conclusion that briefly summarizes the response.

## 3 – Development

- Logical development of ideas demonstrates understanding of the topic.
- Adequate elaboration including original student writing with paraphrasing of text evidence (*some grasses have protein, sodium, calcium, fiber, or silica*), narratives (*last year I was visiting a family farm . . . The farmer told us that the cows only eat grass . . .; you are visiting Africa . . . while you are watching the wildabeast graze the guid talks about how the grass has lots of nutritional value*), and an example (*Imagine that you are a rabbit . . . As soon as you jump into the grass a wolf trots out of the grass were you just were . . . You are safe*) to support their central idea.
- Relevant, integrated evidence from two sources (*Food for animals–The grasses of the Great plains were once primarily used for grazing; Prey hide–Tall grasses allowed animals to hide from prey or predators; Nutrients–The wildabeast use the calcium to strengthen their bones*) lends credibility to the essay.
- Evidence is appropriately cited in this response (*“The Great Plains”; According to Alice Mills; “A Hunger for Grass”*).

## 3 – Language

- Integration of academic vocabulary demonstrates clear expression of ideas (*cows were lazily chewing on grass; back to your burrow and you hear footsteps; tremble in fear; book a tour guide; environment*).
- Sentence structure is varied and demonstrates grade-appropriate language facility (*They are important because they provide food for animals, they help animals hide from prey or predators, and they provide lots of nutrients to the animals that eat the grass. Grasslands rock!*).
- The response demonstrates grade-appropriate command of standard English conventions.
- Tone and voice are appropriate for the overall response, as evidenced by the third body paragraph.

When you think of a grassland, do you think it is just a boring, grassy place? Well, it's important to some animals and people. To start off, grasslands provide animals places to hide and food to eat and grow.

Firstly, grasslands provide animals places to hide from prey or predators. In the article, "The Great Plains" it states, "Tall grasses allowed animals to hide from prey or predator." Without grasslands, prey won't be able to hide from predators and predators won't be able to hide from prey. If you were a prey and had to escape from a lion, those tall grasses will hide you and you would be safe. For predators, if you need to feed your lion cubs, the tall grasses will help you sneak up and catch prey. So without those tall grasses, it will be a major problem for animals.

Secondly, grasslands provide animal food to eat. In the article, "The Great Plains" it states, "The grasses also provided animals with a large source of food." Also in the article, "A Hunger for Grass" it says that wildabeasts are grass eating specialists and some grasses provide wildabeasts and other animals lots of nutrients. Without grasslands, animals may die because they have no food. Also, because of the nutrients in the grass, new animals will come and become strong and healthy because of the grass. We humans cannot stand one week or day without food. So, if you are an animal and there are no grasslands, you can die. Also, humans graze their animals so it helps humans too. So, grasslands provide food for animals and they become healthy.

To conclude, grasslands provide animals places to hide from other animals and provide food to animals. So without grasslands, animals might become extinct. Next time you think about grasslands, it is more than a boring, grassy place. It is a place were animals and humans depend on to live.

## S-4 Annotation

## Score Point 3/3/3

(page 2 of 2)

**3 – Purpose/Structure**

- The central idea provided in the introduction is focused (*grassland . . . it's important to some animals and people*) and generally maintained throughout the response.
- The organizational structure is logical and allows for the advancement of the central idea with paragraphs following two main ideas outlined in the introduction (*grasslands provide animals places to hide and food to eat and grow*).
- Transitional strategies of external transitions with topic sentences (*Firstly, grasslands provide animals places to hide from prey or predators; Secondly, grasslands provide animals food to eat*), internal transitions (*If; For predators; so without those tall grasses; Also; So*), and summation statements (*So without those tall grasses, it will be a major problem for animals; So, grasslands provide food for animals and they become healthy*) connect ideas within paragraphs.
- A sufficient introduction draws the reader in with a rhetorical question before stating some context and the central idea. A sufficient conclusion gives a sense of completeness by referring back to the rhetorical question in the introduction and suggests how the reader's viewpoint may have changed.

**3 – Development**

- Logical development of ideas demonstrates understanding of the topic.
- Adequate elaboration including original student writing with paraphrasing of text evidence (*some grasses provide wildabeasts and other animals lots of nutrients*), examples (*If you were a prey and had to escape from a lion, those tall grasses will hide you and you would be safe. For predators, if you need to feed your lion cubs, the tall grasses will help you sneak up and catch prey; Without grasslands, animals may die because they have no food*), and a rhetorical question (*When you think of a grassland, do you think it is just a boring, grassy place?*) to support the central idea.
- Relevant, integrated evidence from two sources (*Tall grasses allowed animals to hide from prey or predator; wildabeasts are grass eating specialists; grasses provide . . . nutrients*) lends credibility to the essay.
- Citations are provided in this response (*In the article, "The Great Plains"; "A Hunger for Grass"*).

**3 – Language**

- Integration of academic vocabulary demonstrates clear expression of ideas (*sneak up and catch prey; healthy; safe; extinct; depend on to live*).
- Sentence structure is varied and demonstrates grade-appropriate language facility (*Without grasslands, animals may die because they have no food. Also, because of the nutrients in the grass, new animals will come and become strong and healthy because of the grass*).
- The response demonstrates grade-appropriate command of standard English conventions.
- Tone and voice are appropriate for the overall response, as evidenced in the introduction and conclusion.



What's dry, full of grass and full of life? It's the amazing green grasslands! The grasslands are very important to many things. Some reasons why the grasslands are important are animals, Food, and nature! These are 3 reasons why grasslands are very important.

To begin with, grasslands are important because without them many animals would die. one thing is in the grasslands there is a lot of food. Some of the animals rely on the nutritious grass. The grasses contain a lot of protien and help strongen the animals bones. Also, the meat eating predators rely on the smaller animals for food. Without the grasses the small animals would die leaving the big predators with nothing. Another reason is it is their home. without the tall grasses prey wouldn't be able to make nests that are hidden. would have to either move to a new are or they would be eaten by the bigger prey. They would most likely die without shelter and that wouldn't be good.

Secondly, grasslands are important because some contain the healthy foods we eat today. Two foods some contain are corn and oats. without corn people wouldn't get some of the things they need to stay healthy. Without oats there would be no more oat meal and people need that to get protien and some vitamins! Another food is wheat and it helps make many foods we eat. We wouldn't be able to have bread to make meals. Wheat also contains many good vitamins that are good for our body. Without these foods many meals would be gone forever. Also, we would not have many of the vitamins that our bodies should have.

Last but not least, grasslands are important because they contain a lot of Nature. The grasslands are home to many animals. Some animals like Bison live in the grasslands. Without the grass they would either move or die. The soil would not become rich causing unhealthy grasses and then other animals could die. Another thing is the plants that are there. The grass, bushes, and little trees help things survive. They also help humans Survive, by giving shelter. The nature is beutiful there and without it the scene would look dull. The nature helps things like people survive. Without the nature many living organisims would parish.

The grasslands are full of life, grass, and is just amazing. It is also a very important place to not just animals but to humans too. 3 reasons why they are important are animals, food, and Nature. There are many other reasons why they are important. Those are 3 reasons why the Amazing green grasslands are important.

### 3 – Purpose/Structure

- The central idea provided in the introduction is focused (*The grasslands are very important to many things*) and generally maintained throughout the response. Three main topics are listed in the introduction (*Some reasons why the grasslands are important are animals, Food, and nature*).
- The organizational structure is logical and allows for the advancement of the central idea with each paragraph following the three main topics defined in the introduction.
- Transitional strategies of external transitions with topic sentences (*To began with, grasslands are important because without them many animals would die; Secondly, grasslands are important because some contain the healthy foods we eat today; Last but not least, grasslands are important because they contain a lot of Nature*) and internal transitions (*Also; without the grasses; Another reason*) connect ideas within and among paragraphs.
- A sufficient introduction draws the reader in with a riddle, which is immediately answered, and then provides a clear three-pronged central idea. The conclusion sufficiently summarizes the key points from the body of the response.

### 2 – Development

- Logical development of ideas demonstrates understanding of the topic.
- Adequate elaboration including original student writing and paraphrasing of text evidence (*the grasses contain a lot of protien and help strogen the animals bones; healthy foods we eat today; grasslands are home to many animals . . . like Bison*), examples (*meat eating predators rely on the smaller animals for food. Without the grasses the small animals would die leaving the big predators with nothing; without oats there would be no more oat meal and people need that to get protien and some vitamins*), and an answered rhetorical question (*What's dry, full of grass and full of life? It's the amazing green grasslands!*) to support the central idea.
- Relevant, integrated evidence (*Animals–in the grasslands there is a lot of food; nutritous grass; protien; nests that are hidden; Food–grasslands . . . contain the healthy foods we eat . . . corn and oats; Nature–Bison live in the grasslands*) from two sources lends credibility to the essay.
- No citations are provided in this response. **Although the response demonstrates a grade-level accomplishment, lack of citation prevents the score from moving beyond the 2 level.**

### 3 – Language

- Integration of academic vocabulary demonstrates clear expression of ideas (*meat eating predators; shelter; healthy; rely; full of life*).
- Sentence structure is varied and demonstrates grade-appropriate language facility (*They also help humans survive, by giving shelter. The nature is beutiful there and without it the scene would look dull*).
- Overall, the response demonstrates grade-appropriate command of standard English conventions.
- Tone and voice are appropriate for the overall response, with clear student voice being demonstrated in the introduction.

Grasslands are important in many ways. I think grasslands are important to humans and animals. A Grassland is a large part of grass. Grasslands are a very beautiful sight in person and there just big. Grasslands are important because calves, Animal hiding, and Food.

One reason why grasslands are important is calves. Calves are young cows. In source 3 it says that "Without the minerals in this grass, their bones would weaken and they wouldn't produce enough milk for the young." This tells me that without grasslands cows wouldn't be able to give their babies milk. In source 3 it states that "Some types of grass have more protein, good for building muscles for cows." This shows that some grasslands help cows build muscles.

Another reason why grasslands are important is because Animal hiding. In source 2 it says that "Tall grasses allow animals to hide from prey or predators." This tells me that tall grasslands help animals hide. In source 2 it states that "Many types of grasses could be used to create or to hide nests. This shows that tall grasslands can also hide animal nests.

The last reason why grasslands are important is because Food. In source 2 it says that "Other grasses include plants we eat, such as corn, wheat, and oats. This demonstrates that grasslands have plants us people/humans eat. In source 2 it states that "Sheep, cattle, goats and horses have different grasses of the plains that feed them all." This tells me that not only do some grasslands carry human food they also carry animal food.

In conclusion, grasslands are important to us humans and animals. Grasslands give humans their food and they also give animals their needs. They not only give humans what they need they also give animals what they need. Grasslands give animals nutrients, and grasslands also help animals and our human muscles become stronger.

**3 – Purpose/Structure**

- The central idea provided in the introduction (*grasslands are important to humans and animals*) is focused and generally maintained throughout the response.
- The organizational structure is logical and allows for the advancement of the central idea with each paragraph organized by topics presented in the introduction (*calves, Animal hiding, and Food*).
- Transitional strategies of external transitions with topic sentences (*One reason why grasslands are important is calves; Another reason why grasslands are important is because Animal hiding; The last reason why grasslands are important is because Food; In conclusion*) and internal transitions (*This tells me; This shows that; This demonstrates that; This tells me; also; not only*) connect ideas within paragraphs.
- A sufficient introduction provides some context about the importance of grasslands, as well as a clear central idea. A sufficient conclusion restates the central idea and summarizes the key points discussed within the body paragraphs.

**2 – Development**

- Development of the response demonstrates a partial understanding of the topic.
- Elaboration attempts to develop the central idea but relies heavily on the sources and is repetitive (*Calves—without grasslands cows wouldn't be able to give their babies milk; some grasslands help cows build muscles; Animal hiding—tall grasslands help animals hide; tall grasslands can also hide animal nests; Food—grasslands have plants us people/humans eat; not only do some grasslands carry human food they also carry animal food*).
- Evidence from two sources is relevant to the topics (*Calves—Without the minerals in this grass, their bones would weaken and they wouldn't produce enough milk for the young; some types of grass have more protein, good for building muscles for cows; Animal hiding—Tall grasses allow animals to hide from prey or predators; Many types of grasses could be used to create or to hide nests; Food—other grasses include plants we eat, such as corn, wheat, and oats; sheep, cattle, goats and horses have different grasses of the plains that feed them all*) yet partially integrated with student's elaborative ideas provided in this response.
- Citations are provided in this response (*In source 3; In source 2*), but this alone does not elevate the Development domain beyond a 2.

**2 – Language**

- Vocabulary is imprecise and relies heavily on source vocabulary, demonstrating a partial command of expression of ideas (*This tells me that tall grasslands help animals hide; This demonstrates that grasslands have plants us people/humans eat*).
- Sentence structure is simplistic and imprecise, demonstrating a lack of grade-appropriate language facility (*Calves are young cows; Grasslands are important because calves, Animal hiding, and Food*).
- The response demonstrates grade-appropriate command of standard English conventions.
- Tone and voice are inconsistently appropriate for an academic audience.

Some people think grasslands are just a bunch of grass covering land, but I think it's much more. Grasslands have many uses for us and for animals. Grasslands are very important.

Grasslands live everywhere but Antarctica. Because of this, you could see grasslands pretty much everywhere. In source one, the text says "Grasslands cover more than one quarter of earth's land!" That explains how much is covering earth. When in hot places, grasslands won't need much water. In cold places, grasslands can hold themselves down in case of a blizzard.

Grasslands provide a lot. They provide wheat (like the wheat in your bread), protein, food for animals, and a hiding spot for animals. In source two the text said "Other grasses contain food we eat such as wheat, corn, and oats." In source two it says "Tall grasses allowed animals to hide from their predators."

Grasslands are very important in many ways. Grasslands provide so many uses and cool features. Next time you're eating either bread or corn, know it could have been from a grassland.

**2 – Purpose/Structure**

- A central idea is present in the introduction (*Grasslands are very important*) yet is insufficiently sustained within the task.
- The organizational structure has two general topics (*Grasslands live everywhere; Grasslands provide alot*) yet the repetitiveness disrupts the advancement of the ideas.
- Transitions attempt to connect ideas but lack variety (*but; Because of this; That explains; like*).
- An introduction and conclusion are present but repetitive, simplistic, and ineffective.

**2 – Development**

- Partial development of the response demonstrates an incomplete understanding of the topic.
- Elaboration attempts to develop the central idea but relies heavily on the sources (*That explains how much is covering earth*), is repetitive (*they provide weat (like the weat in your bread), protien, food for animals, and a hiding spot for animals*), and provides loosely related information (*grass lands can hold themselves down in case of a blizard*).
- Evidence is partially integrated (*Grasslands cover more than one quarter of the earths land; Other grasses contain food we eat such as weat, corn, and oats; Tall grasses allowed animals to hide from their prededors*) and is unsupportive of the essay.
- Citations for two sources used are provided in this response (*In source one, the text says; In source two the text said*), but this alone does not elevate the Development domain beyond a 2.

**2 – Language**

- Vocabulary is imprecise, demonstrating a partial command of expression of ideas (*Grasslands provide so many uses and cool features*).
- Sentence structure is simplistic, demonstrating a lack of grade-appropriate language facility (*Grasslands have many uses for us and for animals; Grasslands are very important; Grasslands provide alot; Grasslands are very important in many ways*).
- Although grammatical errors are present with misspellings (*alot; weat; blizard; protien*), the response demonstrates grade-appropriate command of standard English conventions.
- Tone and voice are inconsistently appropriate for an academic audience.

Just imagine, a world with no beautiful grass. The grass in our world is very important. Grass helps our world.

Grass is important. It helps feed not only our livestock but also helps feed and protect wild animals. I know this because, the author stated animals live and hunt in that grass. This means, the grasslands are important for wildlife to.

Grass is vital in our world. It's very tough but it also has a lot of nutrients. I know this because the text says that grass can survive tough conditions, but is good for wildlife. This explains, why grass survives so well.

Now you know how grass helps our world. It is very important for living creatures. So next time you out in the wild, think about the grass.

**2 – Purpose/Structure**

- A central idea is present in the introduction (*Grass helps our world*) yet is insufficiently sustained within the task.
- The organizational structure has two general topics (*Grass is important; Grass is vital in our world*) yet the repetitiveness disrupts the advancement of the ideas.
- Transitions attempt to connect ideas with little variety (*I know this because; also; This means; also; This explains; Now you know; So*).
- An introduction and conclusion are present but are ineffective, with repetitiveness and simplicity.

**2 – Development**

- The development of the response demonstrates a partial understanding of the topic.
- Elaboration is repetitive (*It helps feed not only our livestock but also helps feed and protect wild animals; the grasslands are important for wildlife to; is good for wildlife*) and ineffective by providing incomplete and loosely related ideas to tie back to topic (*Grass is vital in our world; This explains, why grass survives so well*).
- Evidence from two sources is partially integrated and incomplete (*animals live and hunt in that grass; grass can survive tough conditions*) to provide support to the essay.
- Citations are provided in this response (*the author stated; the text says*), but this alone does not elevate the Development domain beyond a 2.

**2 – Language**

- Vocabulary is imprecise and basic, demonstrating a partial command of expression of ideas (*but is good for wildlife; next time you out int the wild, think about the grass*).
- Sentence structure is simplistic, demonstrating a lack of grade-appropriate language facility (*The grass in our world is very important; Grass helps our world; Grass is important; Now you know how grass helps our world*).
- Although minor grammatical errors are present with punctuation (incorrectly used commas) and usage (*to*), the response demonstrates grade-appropriate command of standard English conventions.
- Tone and voice are inconsistently appropriate for an academic audience.



What do grassland do grassland are evey helpful. grasslands they give water to trees and plants. grassland give off enery lik grassland give water to roots and the water all the was down to roots and the root ceup the water there. grass helps anmlas to like form animals like cows. cows will eat the grass and the cows fertilize and it mack the grass richer. how are grass land not helpful. if it rains to much grass will grow toler and if there is not a lot of water it is dab for the trees and the trees will not grow. if there are tiny holes will los water. how are grassland good Yes Becuas They help with a lot of thucks.

S-9 Annotation

Score Point 1/1/1

(page 2 of 2)

**1 – Purpose/Structure**

- The central idea (*what do grassland do*) is confusing with two opposing statements (*grassland are evey helpful; how are grass land not helpful*) and demonstrates lack of awareness of task.
- Little organizational structure is present, with lists of ways grasslands are helpful and not helpful attempted.
- Limited transitions are provided (*like; if; Becuas*) in this response.
- A confusing introductory and concluding sentence are provided to start and end the single paragraph (*What do grassland do; how are grassland good Yes Becuas They help with a lot of thincks*).

**1 – Development**

- The response demonstrates a lack of understanding of the prompt and lack of development of the central idea.
- Elaboration consists of confusing ideas (*They give water to trees and Plants. grassland give off enery lik grassland give water to roots and the water all the was down to roots and the root ceup the water there*).
- Evidence used from sources is confusing (*if there are tiny holes will los water*).
- Citations are not provided in this response.

**1 – Language**

- Vocabulary and word choice are unclear (*how are grassland good Yes Becuas They help with a lot of thincks*).
- Sentence structure is confusing (*grass helps anmlas to like farm animals like cows*).
- A density and variety of severe errors in grammar (plurals), punctuation (missing questions marks and commas), capitalization, and spelling (*lik; down; ceup; mack; taler; los; thincks*) demonstrates a lack of command of standard English conventions.
- Tone and voice are inappropriate for an academic audience.

all the story is talking about how Grass is different from tpy of land's. that Grass is on but I think that Grass is not the same is that some people kod have fake Grass but some people kand have relly Grass. But some oceans have Grass and sea wed but all oceans sea wed in them and all the story are the same how all different kind of Grass. [It is and one story talks about how The Great plains how the area known as the Great plains is Little more than Large stretches of empty, flat Land. [the every story is talking about how Hunger for Grass have others have Lots of minerals Like sodium and calcium. some contain more fiber and silica.

S-10 Annotation

Score Point 1/1/1

(page 2 of 2)

**1 – Purpose/Structure**

- The central idea provided is confusing (*all different kind of grass*) and demonstrates lack of awareness of the task of writing an expository essay about why grasslands are important.
- Little organizational structure is present, as the response lists statements about grass.
- Limited transitions are provided (*but; the every story is talking about how*) in this response.
- No introduction or conclusion is provided.

**1 – Development**

- The response demonstrates a lack of understanding of the prompt and lack of development of the central idea.
- Elaboration consists of confusing ideas (*I think that grass is not the same is that some people kod have fake Grass but some people Kand have relly Grass; some oceans have Grass and sec wed but all oceans sec wed in them*).
- Evidence used is confusing with unrelated information from two sources inserted at the end of the response (*The area known as the Great plains is Little more than Large stretches of empty, flat Land; Lots of minerales Like sodium and calcium. some contain more fiber and silica*) with no connection to the central idea.
- Citations to source are provided (*the story, Hunger for Grass*), but this alone does not elevate the Development domain beyond a 1.

**1 – Language**

- Vocabulary and word choice are unclear and confusing (*and all the story are the same how all different Kind of Grass*).
- Sentence structure is confusing (*Grass is different from tpy of land's*).
- A density and variety of severe errors in grammar (*story; the every; Hunger for Grass have*), punctuation (*land's*), capitalization (*all, Little, some*), and spelling (*tpy; kod; relly; talkes*) demonstrates a lack of command of standard English conventions.
- Tone and voice are inappropriate for an academic audience.

What is lush and green and found on every continent? Grasslands. Prairie, veld, savanna, steppe or grasslands are important because they cover more than one-quarter of the earth's land.

To begin, weather on the broad open plains can be extreme so different kinds of grasses grow in different climates. A mix of grass and trees, grow where there is a modest amount of water. This harsh weather can be very hard on trees. But wild grasses are as tough as nails. They bend and sway easily in the wind, and are well adapted to survive droughts, fierce storms, and extreme heat and cold.

Next, In source 2 "The Great Plains" Alice Mills says that "The grasslands offered animals many benefits" (Source 2, paragraph 11). Tall grasses allowed animals to create or to hide nests hide from prey or predators. The grasses also provided animals with a large source of food. Although the grasslands offered plenty of food, grasses were difficult to chew and digest. The animals that called the grasslands their home had to adapt in order to survive. Today, much of the Great Plains is controlled by people. These spaces are used for grazing by sheep, cattle, goats, and horses. The different grasses of the plains that feed them all are a link between the past and the present.

Lastly, Wildebeests are always on the lookout for tasty new growth and grasses with lots of protein and minerals. Wildebeests also like shorter grasses, so their wide jaws can bite off huge mouthfuls close to the ground. This hunger for fresh green growth and shorter grass drives their migration to a very large plain in Africa, where mostly medium to tall grasses grow.

In conclusion, grasslands are important because they cover more than one-quarter of the earth's land and are found on every continent. Also to many people in the United States, the Great Plains is indeed great—it is about 973,500 square miles in area and it covers about 30 percent of the United States.

This sample response has been purposefully constructed in order to illustrate multiple methods of copying text. It is important to note that some of the copied examples do not contain the same techniques; however, all of the techniques are considered copy. For this reason, it is recommended that educators/parents/students examine the copied responses at all grade levels.

S-11

Score Point Copied

(page 2 of 3)

Grade 5 Scoring Sampler  
Student Response (Copy)

S1, p2

What is lush and green and found on every continent? Grasslands. **Prairie, veld, savanna, steppe** or **grasslands are important** because they **cover more than one-quarter of the earth's land.** prompt

S1, p4 To begin, **weather on the broad open plains can be extreme** so different S1, p3 kinds of grasses grow in different climates. A mix of grass and trees, grow where there is a modest amount of water. **This harsh weather can be very hard on trees.** S1, p5 But wild grasses are as tough as nails. They bend and sway easily in the wind, and are well adapted to survive droughts, fierce storms, and extreme heat and cold.

Next, In source 2 "The Great Plains" Alice Mills says that "The grasslands offered animals many benefits" (Source 2, paragraph 11). Tall grasses allowed animals to create or to hide nests hide from prey or predators. The grasses also provided animals with a large source of food. Although the grasslands offered plenty of food, grasses were difficult to chew and digest. The animals that called the grasslands their home had to adapt in order to survive. Today, much of the Great Plains is controlled by people. These S2, p12 spaces are used for grazing by sheep, cattle, goats, and horses. The different grasses of the plains that feed them all are a link between the past and the present.

Lastly, **Wildebeests are always on the lookout for tasty new growth and grasses with lots of protein and minerals.** S3, p19 **Wildebeests also like shorter grasses, so their wide jaws can bite off huge mouthfuls close to the ground.** **This hunger for fresh green growth and shorter grass drives their migration** glossary to **a very large plain in Africa, where mostly medium to tall grasses grow.** S3, p20

prompt In conclusion, **grasslands are important** because they **cover more than one-quarter of the earth's land** and **are found on every continent.** S1, p1 Also to many people in the United States, the Great Plains is indeed great—it is about S2, p7 973,500 square miles in area and it covers about 30 percent of the United States.

This text can be found within this Sampler document.

**Copied**

- The response consists primarily of copied text and does not contain sufficient original writing to demonstrate understanding of the source materials or task. This results in condition code “G” for “Copied,” which becomes an earned 0. A central idea is constructed in the first paragraph (*Prairie, veld, savanna, steppe or grasslands are important because they cover more than one-quarter of the earth’s land*) by adding words (*or; because they*) to language directly from the prompt (*grasslands are important*) and source 1. The following paragraphs copy from each of the three sources in order, and the conclusion contains a mixture of source 1 and source 2, but without original writing to extend or support the statements copied from the sources, the rubric cannot be applied.
- Although a few words and phrases have been added (e.g., *What is; and; Grasslands; to; because*) or changed (e.g., *Grasslands to they; they to and*), this does not demonstrate any additional understanding of source material or task. Transitions (e.g., *To begin; Next; Lastly; In conclusion; Also*) and citations (e.g., *source 2 “The Great Plains” Alice Mills; (Source 2, paragraph 11)*) are present, but these additions do not extend or support the statements copied from the sources.



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org