

# B.E.S.T. Writing Anchor Sets

## Grade 4



THE B.E.S.T. STANDARDS

*Benchmarks for Excellent Student Thinking*

The Florida Department of Education is publishing the Benchmarks for Excellent Student Thinking (B.E.S.T.) Writing scoring anchors and annotations in support of its efforts to maintain transparency of the scoring process for Florida's statewide, standardized Writing assessments. These anchors 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.

Anchor sets are used as a primary reference for expert scorers as they score student responses to prompts and sources provided during the spring B.E.S.T. Writing administration. Essays selected for the anchor demonstrate a range of skill levels within each scorepoint on the B.E.S.T. Writing rubric. A bulleted annotation follows each response to explain the prominent characteristics of the response in each domain – *Purpose and Structure*, *Development*, and *Language* – described in the rubric. As scorers read student responses, they use the anchor to help determine which scorepoint best fits a response holistically.

As with all assessment content, papers selected for the anchor set are reviewed by multiple committees of Florida educators and include members of the *Just Read, Florida!* office and State Regional Literacy Directors (SRLDs). After these meetings, the state's scoring subcontractor, Data Recognition Corporation (DRC), and the Department's ELA content teams assemble final materials for scorers.

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.

For more information about the B.E.S.T. Writing assessments, visit <https://www.fldoe.org/accountability/assessments/k-12-student-assessment/best/>. For questions about this document, please contact [Assessment@fldoe.org](mailto:Assessment@fldoe.org).

Florida Anchor Key

Item #37641

Grade 4

EXP

Trained Dogs

Paper	P/S	D	L		Lithocode
A-1	1	1	1		45001200
A-2	1	1	1		770004679092
A-3	1	1	1		770004670653
A-4	2	2	2		770004689710
A-5	2	2	2		770005084902
A-6	2	2	2		45001234
A-7	2	2	2		770004921891
A-8	2	2	2		770005077428
A-9	3	2	3		45001771
A-10	3	2	3		45002602
A-11	3	3	3		770005445734
A-12	3	3	3		45001084
A-13	3	3	3		770005296881
A-14	4	4	4		45001023
A-15	4	2	4		770005395457
A-16	4	4	4		770005295139

**Grade 4 Writing Q37641 EXP**

1/1/1



Write an expository essay about how trained dogs can help others.

People that are bline can be helped by dogs, dog can hear good thay can smell good to. dog on fares can help to dog's make's sure that foxs, wolfs, and eameeay's dont eat the animale's. dog have chaned alot over the year's but dog can still help if it's big or small it can still help. Dog's can be friend's with kids and if the kids down the dog will come and give the kid a friendly lick dog's can be good and bad. theres poleas dog's there's someny thing's that dog are good for like being a friend.

**1 – Purpose/Structure** – Below grade-level performance demonstrated

- The response, while on topic, demonstrates little awareness of the task.
- The central idea is confusing (*People that are bline can be helped by dogs; dog on fares can help to; dog can still help if it's big or small it can still help*).
- No organizational structure is discernible. Instead, a random list of ideas concerning dogs helping people or general characteristics of dogs is given (*Dog's can be friend's with kids; dog are good for like being a friend*).
- A few simple transitions are used (*to; but; or; and if; and; like*) but do little to connect ideas.
- The introduction and conclusion are absent.
- The response is too brief to demonstrate knowledge of purpose, structure, or task.

**1 – Development** – Below grade-level performance demonstrated

- A lack of understanding of the topic, as well as a lack of development of the central idea, is seen in the response.
- Elaboration consists of confusing ideas that do not connect to the source evidence (*dog can hear good; dog have chaned alot over the year's; if the kids down the dog will come and give the kid a friendly lick*). The second line includes two small text extensions (*foxs; dont eat the animale's*), but a lack of knowledge of elaborative techniques is demonstrated overall.
- Evidence from the sources is minimal, vague, and/or confusing (*People that are bline can be helped by dogs; thay can smell good; dog on fares can help to dog's make's sure that fofs, wolfs, and eameeay's dont eat the animale's*).
- No appropriate citation is provided.
- The response is too brief to demonstrate knowledge of elaboration, topic, or sources.

**1 – Language** – Below grade-level performance demonstrated

- Vocabulary and word choice are vague (*dog can still help if it's big or small*) and unclear (*thay can smell good to; if the kids down...; theres poleas dog's*).
- Sentence structure is confusing, as there are several run-on sentences in the response.
- Density of errors in spelling (*bline; thay; fares; fofs; wolfs; eameeay's; animale's; chaned; poleas; someny*), usage (*to/too; there's/there are; good/well*), punctuation (*dog's; make's; year's; friend's; thing's; dont; theres*), capitalization (missing caps at the beginning of sentences), and grammar (subject/verb not in agreement) combine to obscure meaning.
- There is not enough original writing to establish or maintain tone or voice.
- Brevity with errors demonstrates below grade-level performance in language skills.

**Grade 04 Writing Q37641 EXP**

1/1/1

Write an expository essay about how trained dogs can help others.

Dogs can help people crss the steet. Dogs can help animals to dog are a good sniffing they can foud your inems. Dogs can help you if you in a wheelchar dogs can help you get acrss.

Jed take care of shyla can guiding a blind person for they can acrss steet. shyla cannot sleep on the couch.

your animals brain can calm down the animals can be mad are sad. It helps create a strong attachment called a human animals bond.

**1 – Purpose/Structure** – Below grade-level performance demonstrated

- Some awareness of the task is demonstrated. The first paragraph contains source ideas centering on ways dogs can help (*Dogs can help people crss the steet. Dogs can help animals to dog are a good sniffing they can foud your inems. Dogs can help you if you in a wheelchar*). However, no central idea is given.
- There is a rudimentary grouping of ideas by source. Three brief paragraphs correlate to the three sources: paragraph 1 contains ideas from Source 1, paragraph 2 contains evidence from Source 2, and paragraph 3 contains information from Source 3. No other organizational structure is evident.
- Transitions are absent.
- There is neither an introduction nor a conclusion.
- Knowledge of purpose, structure, and task is minimal.

**1 – Development** – Below grade-level performance demonstrated

- The response demonstrates a lack of development to support a central idea, as well as a lack of understanding of the topic.
- Elaboration includes minimal attempts to paraphrase (*helps create a strong attachment*) and extend ideas with original writing (*the animals can be mad are sad*). The ideas, however, are confusing, vague, or disconnected, demonstrating a lack of knowledge of elaborative techniques.
- Evidence from the sources is present but does not support a central idea. Text information is unclear, particularly in the second paragraph where little explanation is given to clarify the purpose or expand the idea (*Jed and shyla*). The third paragraph is also confusing as it contains disconnected and unexplained ideas (*It helps create a strong attachment called a human animals bond*).
- The response lacks appropriate citations.
- Knowledge of elaboration, topic, and sources is not demonstrated.

**1 – Language** – Below grade-level performance demonstrated

- Word choice is unclear (*dog are a good sniffing*).
- Sentence structure is jumbled and confusing (*Jed take care of shyla can guiding a blind person for they can acrss steet*). Multiple run-on sentences are seen (*Dogs can help you if you in a wheelchar dogs can help you get acrss*).
- A density and variety of errors in spelling (*crss; steet; inems; wheelchar; acrss*), usage (*to/too; foud/find; for/so; you/you're; are/or*), grammar (*dog are; Jed take; shyla can guiding*), punctuation (missing apostrophe in *animals brain*), and capitalization (*shyla; your*) often obscure meaning.
- The response is too brief to establish or maintain tone and voice.

**Grade 04 Writing Q37641 EXP**

1/1/1

Write an expository essay about how trained dogs can help others.

HOW TRAINED DOGS CAN HELP

To start off if a dog is trained right they can do amazing things like smell if their is a "BOMB"! know other animal can really do that.

Secently dogs are amazing creachers one time their was a four year old kid and they had a dog one day the kid and the dog were playind outside and their was a deadly snake and the dog saved her but the dog got bit thank god he was a big dog so he servived.

Finely dogs are amazing really they are so if you hve a dog you can train them to serve right.

**1 – Purpose/Structure** – Below grade-level performance is demonstrated

- A central idea is used as a title for the response (*HOW TRAINED DOGS CAN HELP*) and mimics prompt language.
- A few simple organizational techniques are used, such as a rudimentary grouping of ideas and a single summarizing statement at the end of the response, but these elements do little to move the essay forward.
- Some basic transitions are present (*To start off; Secently; Finely; like; and; but; so; so if*) but do little to connect or advance ideas.
- Although there is a vague concluding statement (*so if you hve a dog you can train them to serve right*), it is minimal and ideas from the response are not summarized. An introduction is absent.
- Knowledge of purpose, structure, and task is not demonstrated.

**1 – Development** – Below grade-level performance is demonstrated

- The response demonstrates a lack of development to support the central idea.
- Evidence from sources is largely absent, aside from a faint connection to a dog's ability to smell, (*they can do amazing things like smell if their is a "BOMB"*). No other information or ideas from the sources are used.
- The second body paragraph contains some original narrative (*one day the kid and the dog were playind outside and their was a deadly snake and the dog saved her*), but there is no connection made to the source material.
- The response lacks appropriate citations.
- Knowledge of elaboration, topic, and sources is not demonstrated.

**1 – Language** – Below grade-level performance is demonstrated

- Vocabulary and word choice are often vague, unclear, or confusing (*know other animal; the dog got bit thank god he was a big dog so he servived; train them to serve right*).
- Sentence structure is confusing due to multiple run-on sentences. The second and third paragraphs are each made up of one long run-on sentence, resulting in severe errors in sentence formation.
- A high density of errors is contained in this brief response. In addition to errors in sentence formation, there are errors in spelling (*Secently; creachers; playind; servived; Finely; hve*), usage (*their/there; know/no*), punctuation, and capitalization, at times obscuring meaning.
- The attempt at setting a positive tone (*amazing things; amazing creachers; dogs are amazing really they are*) and engaging voice (*thank god...he servived; so if you hve a dog*) is limited by the brevity of original writing.



**Grade 04 Writing Q37641 EXP**

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Write an expository essay about how trained dogs can help others.

Do you want to learn how trained dogs can help others. Trained dogs can help others. Trained dogs can help others by seeing eye dogs are trained to be the eyes for people who cannot see.

Trained dogs can help others because seeing eye dogs are trained to be the eyes for people who cannot see. According to source 1' with their super noses dogs are great at sniffing out lost or hidden items. This shows me that dogs are good to help others. According to source 1' dogs guide animals to. this tells me that dogs can help animals to.

This is some reasns why dogs can help others. Trained dogs can help others. Do you think dogs help others.

**2 – Purpose/Structure** – Approaching the range of grade-level performance

- A central idea is provided in the form of a rhetorical question (*Do you want to learn how dogs can help others*).
- A simple organizational structure is present with one body paragraph focused on various ways trained dogs can help others (*dogs are trained to be the eyes for people who cannot see; with their super noses dogs are great at sniffing out lost or hidden items; dogs guide animals to*).
- Simple transitions are used but lack variety (*Do you want to learn how; by; because; This shows me that; this tells me that; This is some reasons why; Do you think*).
- An introduction and conclusion are present but are simplistic and repetitive. The response ends as it begins with a rhetorical question (*Do you think dogs help others*).

**2 – Development** – Approaching the range of grade-level performance

- Development demonstrates a partial understanding of the topic.
- Elaboration attempts to develop the central idea but relies heavily on the sources and is repetitive. A few attempts at original analysis are made but are not effective as either the central idea is repeated (*This shows me that dogs are good to help others*) or gives little insight beyond the evidence (*dogs guide animals to. this tells me that dogs can help animals to*).
- Evidence from the sources, though it is connected to the central idea, is not well integrated (*seeing eye dogs are trained to be the eyes for people who cannot see*). Several pieces of text information are dropped into the main body paragraph with no further explanation given.
- Evidence is appropriately cited (*According to source 1*).

**2 – Language** – Approaching the range of grade-level performance

- Vocabulary and word choice are basic (*dogs; help; good; reasons why*).
- Sentence structure is simplistic (*Trained dogs can help others*) and partially controlled (*Trained dogs can help others by seeing eye dogs are trained to be the eyes for people who cannot see*), showing a lack of grade-appropriate language facility.
- An inconsistent use of correct spelling (*reasons*), usage (*to/at; to/too*), grammar (*This is some reasons/These are some reasons*), punctuation (periods used rather than question marks in two sentences), and capitalization (*this* at the beginning of one sentence) in a small writing sample demonstrates a partial command of standard English.
- Tone and voice are informative and matter-of-fact in nature and do not elevate the response beyond a 2.

**Grade 04 Writing Q37641 EXP**

2/2/2

Write an expository essay about how trained dogs can help others.

*This essay is about dogs helping blind people. One way that dogs help blind people is they make sure that the streets are good to walk pass and they stop at red light and make sure the owners dont get hit by a car or fall off stairs and other stuff. The second way they help is by helping people find stuff or have fun and hugging and gaurding and they like to play fetch with people. Farmers dogs gaurd the farm they work hard herding sheeps or goats, helping farmers move their flock from pen to pasture. Some farmer dogs hide and if they see an enemy get close they bark and scare off the enemy so the enemy goes away. Dogs have super nose that means that dogs can help people find stuff that are missing or that hard to find and they find peoplle, endangered plants and animals, and bedbugs and other pest. Alot of dogs like to play fetch but thats hard for people in wheelchairs to reach stuff service dogs can reach. Certified dogs visit patients at many hospitals so it can make them feel more better if your sick or lonley. And dogs make alot of people happy every day 2/3 of family have pet dogs that are the cutest thing og make me and other people happy. This is why some people buy dogs for fun or some people buy dogs for help.*

**2 – Purpose/Structure** – Approaching the range of grade-level performance

- A related, but too narrowly focused central idea is stated in the first line of the response (*This essay is about dogs helping blind people*).
- An inconsistent organizational structure is present consisting of two basic groupings of ideas. The first grouping talks about dogs helping blind people, and the second grouping covers a variety of other ways dogs are helpful (*they help...by helping people find stuff or have fun and hugging and gaurding and they like to play fetch with people*).
- Transitions are used and attempt to connect ideas but are basic and lack variety (*This essay is about; One way; and; or; The second way; so; that means that; but; This is why*).
- An introduction and conclusion are present but simplistic, consisting of a single sentence for each (*This essay is about dogs helping blind people; This is why some people buy dogs for fun or some people buy dogs for help*).

**2 – Development** – Approaching the range of grade-level performance

- Development demonstrates a partial understanding of the topic.
- Elaboration attempts to develop the central idea but relies heavily on the sources. Original writing is ineffective in extending text ideas (*get hit by a car or fall off stairs; farmer dogs hide; help people find stuff...that hard to find; service dogs can reach*).
- Relevant evidence from all three sources is used to support the central idea. Evidence is partially integrated as seen in a listing of text ideas without connection or explanation beyond the source material (*dogs help blind people; Farmers dogs gaurd the farm; Dogs have super nose; Alot of dogs like to play fetch; Certified dogs visit patients*).
- The response lacks appropriate citations.

**2 – Language** – Approaching the range of grade-level performance

- Vocabulary and word choice are imprecise (*make sure; other stuff; find stuff; reach stuff*) or basic (*about; good; walk; stop; fall off; have fun; like to; happy*), demonstrating a partial command of expression of ideas.
- Sentence structure is partially controlled, showing a lack of grade-appropriate language facility (*And dogs make alot of people happy everyday 2/3 of family have pet dogs that are the cutest thing og make me and other people happy*). The essay contains examples of sentence formation issues including run-on sentences, but the errors are not so severe as to obscure meaning.
- Multiple distracting errors in usage (*thats/that; pass/past; sheeps/sheep; your/you're*), spelling (*peoplle; Alot*), grammar (singular nouns that should be plural: *light; nose; pest; family; thing; find stuff that are/is missing; feel more better/feel better*), punctuation (missing apostrophes: *dont; Farmers dogs/Farmers' dogs; thats*), and capitalization demonstrate a partial command of standard English conventions.
- Although the last few lines of the response provide a bit of personality (*dogs make alot of people happy every day; pet dogs that are the cutest thing; make me and other people happy*), there is not enough original writing to establish or maintain tone and/or voice.

Write an expository essay about how trained dogs can help others.

Have you ever wondered how eye dogs have an easy time helping blind people? Well, I can tell you why. I can tell you why because I know a couple things. Also, I have learned about them before.

Eye dogs help blind people walk, eat, and more. Eye dogs are helpful and kind. For example, in the passage “Shyla, the Seeing Eye Puppy”, it talks about how eye dogs help blind people know where to go. Another example is that the eye dogs have to be trained (don’t go after animals, stay on track).

Eye dogs are also dogs who help animals. Now that is usefull. For instance, in the artical “Working Like a Dog”, they herd up all the sheep into their pins. Another example is that a eye dog will stay in the pin just incase they need to scare away predators.

In conclusion, I think that eye dogs are a great source in life. One reason is that they help people have less stress in life. Another reason is that they can help people have better lives when they are blind.

**2 – Purpose/Structure** – Approaching the range of grade-level performance

- A central idea is present (*eye dogs have an easy time helping blind people*) but is limited in scope to seeing eye dogs, making it less closely related to the prompt task.
- An organizational structure is provided with a simple grouping of ideas into two body paragraphs. The first body paragraph focuses on how dogs help blind people, and the second body paragraph centers on dogs helping animals on farms.
- Transitions attempt to connect ideas (*Have you ever wondered how; Well, I can tell you why. I can tell you why because; Also; and more; and; For example; it talks about how; Another example is that; also; For instance; In conclusion; One reason; Another reason is that*) but are overused in the introduction and somewhat repetitive throughout.
- An introduction and conclusion are present but only partially effective as the introduction contains empty phrases (*Well, I can tell you why. I can tell you why because I know a couple things*) and the conclusion introduces new text evidence with no tie-in to ideas previously expressed (*they help people have less stress in life*).

**2 – Development** – Approaching the range of grade-level performance

- Development demonstrates an incomplete understanding of the topic. A misunderstanding of the text is shown in the second body paragraph with an incorrect statement (*Eye dogs are also dogs who help animals*), as seeing eye dogs help people not animals.
- Elaboration attempts to develop the central idea but relies heavily on the text or includes empty phrases (*I know a couple things; Now that is usefull*). Other writing remains vague or unexplained (*I think that eye dogs are a great source in life*). These attempts at elaboration are ineffective in extending text ideas.
- Evidence from all three sources is used but is vague (*eye dogs help blind people know where to go*) and provides little explanation (*Eye dogs help blind people walk, eat, and more*) to clarify ideas.
- Evidence is appropriately cited (*in the passage “Shyla, the Seeing Eye Puppy”; in the artical “Working Like a Dog”*).

**2 – Language** – Approaching the range of grade-level performance

- Vocabulary and word choice are basic (*how; easy; time; why; walk; eat; kind; talks; great; better*), demonstrating a partial command of expression of ideas.
- Sentence structure is fairly simple (*I know a couple things; Eye dogs are helpful and kind; Now that is usefull*), showing a lack of grade-appropriate language facility.
- Grammar, punctuation, capitalization and spelling are adequate with an error in grammar (*a eye/an eye*), a couple errors in usage (*pins/pens; incase/in case*), and some spelling errors (*usefull; artical*).
- A friendly and engaging tone and voice are set in the introduction with a rhetorical question that draws the reader in (*Have you ever wondered how eye dogs have an easy time helping blind people?*) followed by an answer that reveals some personality (*Well, I can tell you why. I can tell you why because I know a couple things*). The second body paragraph engages the reader again by commenting on text evidence (*Now that is usefull*). Otherwise, the tone and voice are neutral and do not elevate the score beyond a 2.

**Grade 04 Writing Q37641 EXP**

2/2/2

Write an expository essay about how trained dogs can help others.

A long time back in the past dogs were just normal dogs to own. But now people train their dogs to do special things to help both humans and animals.

Trained dogs are very important to lives of humans and animals. For example in Source 1 "Working Like a Dog" in paragraph 5 the author says "Some of the things they're trained to find include missing people, endangered plants and animals" which means, if someone goes missing a trained dog (Like a Police Dog) would use their senses to find someone in need of help.

In source 3 "Animals on My Mind" in paragraph 20 the author says "Researchers asked children about their most important relationships. Kids listed pets." The researchers/scientist found out that there is a hormone called oxytocin, which is something natural that your body produces, in a result making you happy. Also in paragraph 23 the author says, "The study proved that having a dog like Waffle in a hospital can reduce stress." So that means they use dogs for patients in the hospitals to make them feel happier, or calmer.

Because of the help of trained dogs people with disabilities are still doing well this day. Trained dogs can help people anywhere at anytime. Also some dogs are trained not to get distracted no matter what, just looking at their owner when they command to or gesture/signal.

**2 – Purpose/Structure** – Approaching the range of grade-level performance

- A central idea is stated (*people train their dogs to do special things to help both humans and animals*) but is not sustained, as how dogs help people is addressed but how dogs help animals is not.
- An organizational structure consists of an introduction, conclusion, and two body paragraphs, roughly grouped by how dogs help find missing items in the first paragraph and by how dogs help make people happy in the second. Topic sentences are not used to define paragraphs, creating a lack of clarity. Ideas within paragraphs do not logically connect (*“Researchers asked children about their most important relationships. Kids listed pets.” The researchers/scientist found out that there is a hormone called oxytocin, which is something your body produces*).
- Transitions are used with little variety (*But now; and; For example; which means; which is; in a result; Also; So that means; or; Because*), and ideas are not well connected.
- A simple introduction begins by comparing dogs of the past with current dogs and tying this thought to the central idea. The conclusion is ineffective, as it begins with an idea (*people with disabilities*) that was not previously mentioned in the essay. This is followed by a summarizing sentence (*Trained dogs can help people anywhere*), which is disrupted by the introduction of a second new text idea (*Also some dogs are trained not to get distracted no matter what*).

**2 – Development** – Approaching the range of grade-level performance

- Development demonstrates an incomplete understanding of the topic.
- Elaboration attempts to develop the central idea but relies heavily on the sources and contains loosely related information. Original writing to extend text ideas is limited (*if someone goes missing a trained dog [Like a Police Dog] would use their senses to find someone in need of help*).
- Evidence is related to the topic but often disconnected or unsupportive of the exposition. In the second body paragraph, text evidence is used regarding the hormone oxytocin making people happy but does not connect the production of oxytocin in the body to trained dogs.
- Evidence is appropriately cited (*in Source 1 “Working Like a Dog” in paragraph 5 the author says; In source 3 “Animals on My Mind” in paragraph 20 the author says; Also in paragraph 23 the author says*).

**2 – Language** – Approaching the range of grade-level performance

- Vocabulary and word choice are mostly basic (*special things; very important; making you happy; feel happier*).
- Sentence structure is partially controlled with some awkward sentence formation (*oxytocin, which is something natural that your body produces, in a result, making you happy; just looking at their owner when they command to or gesture/signal*).
- Conventions of standard English are fairly clean with one usage error (*in a result/as a result*), a missing plural (*scientist*), and several missing commas after introductory clauses (*A long time back in the past; For example; Also in paragraph 23; Because of the help of trained dogs; Also*).
- An informative tone and voice are established but do not elevate the response beyond the score of 2.



**Grade 04 Writing Q37641 EXP**

2/2/2

Write an expository essay about how trained dogs can help others.

"First" Did you know that dogs have been getting trained for thousands of years. Do you think dogs should be trained to help others why or why not.

"Now" Save the animals. In source one paragraph three the text says dogs guide sheep and goats to the wild for a bit then the farmer or farmers tell the dog to bring the animals back and then the dog will. "That's a smart way to bring animals back to the farm both ways". Another reason why is that dogs protect. In source one paragraph four the text says dogs guard sheep and goats from predators like wolves and fox and the dog will scare the wolf or fox. "If I had to guard animals I would get beat up". That's how important dogs are to the community and around the world.

"Next" What's the point of cars. In source one paragraph seven the text says we use trucks, trains, planes, cars, boats but a long time ago we did not have those things so we had to travel by using dog sleds. "Wow that's how long ago we use that stuff". Another reason why is that the hard way is all ways best way. In source one paragraph seven the text says dog sledding is the best way to travel in snow and it's the quickest way to travel. "Did you know that huskies are the best dog to use going dog sledding" that's how powerful dogs can be.

In conclusion this is why dogs we train dogs to help others by getting us place to place and also guide and guard animals.

## 2 – Purpose/Structure – Approaching the range of grade-level performance

- A central idea is found in the introduction in the form of a rhetorical question (*Do you think dogs should be trained to help others*).
- An organizational structure consists of an introduction, conclusion, and two body paragraphs. The first paragraph focuses on how dogs help other animals, and the second focuses on sled dogs. Transitional topic sentences function to open body paragraphs, creating a somewhat disrupted advancement of ideas (*“Now” Save the animals; “Next” Whats the point of cars*). Summarizing sentences bring each body paragraph to a close (*Thats how impotant dogs are to the comunity and around the world; that’s how power ful dogs can be*).
- Transitions attempt to connect ideas (*Did you know that; Do you think; and; and then; Anothor reason why; or; Thats how; “Next”; but; so; In conclusion; this is why; and also*) but are somewhat basic (*“First”; “Now”; why or why not*).
- An introduction attempts to draw in the reader using a rhetorical question (*Did you know that dogs have been getting trained for thousands of years*), while the conclusion restates the two main points of the essay (*we train dogs to help othors by geting us place to place and also guide and guard animals*).


## 2 – Development – Approaching the range of grade-level performance

- Development demonstrates a partial understanding of the topic (*Anothor reason why is that the hard way is all ways best way*).
- Elaboration consists of paraphrased source ideas (*we yous trucks,trains,plains...but a long time ago we did not have those things so we had to travil by using dog sleds*) along with added details and small extensions to the text (*cars; boats; guide sheep and goats to the wild for a bit; fermers tell the dog to bring the animals back and then the dog will; preditors; fox; quickest way to travil; huskys*). Other attempts at extending text ideas are ineffective (*“If I had to guard animals i would get beet up”; “Wow thats how long ago we use that stuff”*).
- Relevant evidence from one source is used to support the central idea.
- Evidence is appropriately cited (*In sourse one paragraph three the text says; In sourse one paragraph seven the text says*). An unnecessary use of quotation marks is seen in this response around external transitions (*“First”; “Now”; “Next”*) and statements (*“Thats a smart way to bring animals back to the farm both ways”*). **Note: Use of quoted material as a citation is acceptable only when the enclosed text is from the source.**

## 2 – Language – Approaching the range of grade-level performance

- Vocabulary and word choice are basic (*why; geting; Save; back; smart; bring; around; cars; boats; stuff; hard; best; place; animals*).
- Sentence structure is somewhat simplistic (*Whats the point of cars; thats how power ful dogs can be*).
- Inconsistent use of correct grammar (*guide and guard animals/guiding and guarding animals; missing plurals: dog; fox*), spelling (*geting; othors; sourse; fermers; Anothor; preditors; wolfs; impotant; comunity; travil; all ways; sleding; huskys; power ful*), usage (*scar/scare; beet/beat; yous/use; plains/planes*), punctuation (multiple missing question marks, missing apostrophes [*Thats; Whats; its*]), and capitalization (*i; thats*) demonstrates a partial command of standard English conventions.
- Tone and voice are uneven, moving between attempts at a friendly, casual tone and a more formal, academic tone. A single, consistent voice is not established or maintained.

## Grade 4 Writing Q37641 EXP

3/2/3 

Write an expository essay about how trained dogs can help others.

You've probably heard or seen seeing eye puppies. Have you ever seen a dog in a psychologist's office? You must wonder what they are doing there. Read on, and that question just might be answered.

Moving on, time to answer the first question. What is that dog doing with a blind person? Well, some dogs are trained to help the blind. That's what a seeing eye puppy or dog is, they help blind people. As stated in the text, seeing eye dogs can save their owner's lives, they could prevent their owner from being run over by a car that didn't stop for a red light and so many other things. This is pretty cool, what do you think.

Time to push that aside, now to answer the second question. What's that dog doing in a psychologist's office? Well believe it or not, but dogs can actually reduce stress. As mentioned in the article, Waffle, a dog not a food works with a psychologist named Elizabeth Holman. When Waffle works with Holman, the patients feel less stress rather than when Holman works alone. Terrific right, your dog could do the same things, you don't have to stress too hard.

Now that both question are answered, let's wrap this up, shall we. Dogs can save lives and reduce stress. This is truly amazing, don't you think. Your dog could do these incredible things as well.

**3 – Purpose/Structure** – Within the range of grade-level performance

- An implied central idea is sustained throughout the response and is clarified in both the first body paragraph (*dogs are trained to help*) and the conclusion (*Dogs can save lives*).
- A logical organizational structure is used that allows for the advancement of the central idea. An introduction and conclusion are present along with two body paragraphs, the first dealing with dogs helping the blind and the second focusing on dogs improving people’s mental health by reducing stress.
- Varied transitional strategies cleverly create a framework based on two questions that are asked and answered in the response (*What is that dog doing with a blind person?; What’s that dog doing in a psychologist’s office?*). Transitions effectively connect ideas both within paragraphs (*Have you ever; You must wonder what; Well; That’s what; or; and so many other things; but; rather than*) and among paragraphs (*Read on, and that question just might be answered; Moving on, time to answer that first question; Time to push that aside, now to answer the second question*).
- A sufficient introduction and conclusion contribute to a sense of completeness. The introduction uses rhetorical questions to draw the reader in, and the conclusion wraps up the essay and creates a bookend to the introduction (*Now that both questions are answered...*).


**2 – Development** – Approaching the range of grade-level performance

- Development demonstrates a partial understanding of the topic.
- Elaborative techniques attempt to develop the central idea but rely heavily on summarized text material (*seeing eye dogs can save their owner’s lives, they could prevent their owner from being run over by a car*). Original writing is often empty and ineffective in extending text ideas (*This is pretty cool; This is truly amazing, what do you think; Your dog could do these incredible things as well*).
- Relevant, integrated evidence from multiple sources is used to support the central idea (*When Waffle works with Holman, the patients feel less stress*).
- Evidence is appropriately cited (*As stated in the text; As mentioned in the article*).

**3 – Language** – Within the range of grade-level performance

- Academic vocabulary clearly expresses ideas (*psychologist’s office; just might be answered; prevent their owner; actually reduce stress*).
- Varied sentence structure indicates grade-appropriate language facility (*Well, some dogs are trained to help the blind. That’s what a seeing eye puppy or dog is, they help blind people*).
- Other than four missing question marks (*what do you think; Terrific right; shall we; don’t you think*) and one spelling error (*belive*), the response demonstrates grade-appropriate command of standard English conventions.
- Tone and voice are consistently engaging and appropriate for the overall response.

## Grade 4 Writing Q37641 EXP

3/2/3 

Write an expository essay about how trained dogs can help others.

Are your eyes hurt? Maybe you can't see. That's okay cause service dogs come to the rescue. There are many types of dogs. Like eye dogs and almost like detive dogs, that can find stuff. Dogs can change your life a whole lot.

If you can't see its okay. There are many ways to help but one way is to have a dog. They have to be trained to be the eyes for you. Say you were walking on the street and a railroad crossing lights popped up. Your dog will stop walking to tell you then to stop walking. If you kept walking then you will run into the train and hurt yourself. See they can change your life. In the grocrey store you might see a lady in a wheelchair and a dog is beside her. That is because if the lady wanted Chesseits and they were on the top shelf she can just say to the dog and he will try and reach to get it. How do they do it? Well they have to learn how to not be scared of a car honking or a light flash. But see if a car is going to fast then the dog needs to know how to stay with his owner and help her stay safe. Also at dinner say a man drops his fork and then the dog can get it and go put it on the table. Data has shownen that petting your dog or sunnugling up with him can actully rudce stress. Since dogs have very good smelling then now say you got lost. He lives with you so he will know what you smell like That increaces the chances of finding someone lost. You can really rely on your dogs to make you life better, and to feel better.

Dogs are 100% cute but they can help you. A lot. So the next time you see someone with a dog, just think how much the dog is doing to their life.

**3 – Purpose/Structure** – Within the range of grade-level performance

- An implied central idea is present in the introduction (*eyes hurt?...dogs come to the rescue; Like eye dogs; Dogs can change your life a whole lot*) and reinforced at the beginning of the body paragraph (*There are many ways to help but one way is to have a dog*) as well as the conclusion (*dogs...can help you. A lot*). The central idea is generally maintained throughout the response.
- An organizational structure allows for the advancement of the central idea. A single body paragraph is focused on how trained dogs help people. Ideas are grouped within the paragraph, beginning with dogs helping people who are blind, moving to dogs helping people in wheelchairs, then on to dogs helping reduce stress and finding lost people. Although not perfect, the connection of ideas moves the essay forward in a logical fashion.
- Varied transitional strategies, including rhetorical questions, help connect ideas (*cause; like; but one way; Say; if...then; See; and; That is because; Well; or; But see; Also; Since; so*). A transitional bridge sentence begins the body paragraph (*If you can't see its okay*), and a summarizing sentence ends the paragraph (*You can really rely on your dogs to make you life better*).
- A sufficient introduction and conclusion are present and contribute to a sense of completeness. The conclusion nicely bookends the introduction by picking up the idea of dogs changing people's lives.

**2 – Development** – Approaching the range of grade-level performance

- Logical development of ideas demonstrates an understanding of the topic.
- Adequate elaboration including a combination of original writing (*In the grocery store you might see a lady in a wheelchair; at dinner say a man drops his fork*) and paraphrasing of text ideas (*But see if a car is going to fast then the dog needs to know how to stay with his owner and help her stay safe*) is appropriate in supporting the central idea.
- Relevant evidence is integrated from all three sources.
- No citations are provided in this response. **With appropriate citations, the response would have received a score of 3 in development.**

**3 – Language** – Within the range of grade-level performance

- Appropriate vocabulary contributes to a clear expression of ideas (*come to the rescue; crossing lights popped up; increaces the chances*).
- Grade-appropriate language facility is demonstrated through varied sentence structure (*How do they do it? Well they have to learn how to not be scared of a horn honking or a light flash*).
- Although some errors are seen in punctuation (*Thats; its; missing comma after See*), usage (*to/too; you/your*), and spelling (*detive; grocery; rudce; sunnugling; showen; increaces*), the density of errors is low in relation to the amount of writing, resulting in an adequate command of standard English conventions.
- A personal tone and voice are consistent and appropriate for the response.

## Grade 04 Writing Q37641 EXP

3/3/3

Write an expository essay about how trained dogs can help others.

Ruff Ruff! Dogs to the rescue. The central idea in this essay is about Seeing Eye Dogs helping with many things. The 3 reasons in this essay are about dogs guiding blind people, teaching dogs how to be an Eye Seeing Dog, and animals giving out oxytocin. You have to read this!

To Start With, dog's guiding blind people. Dog's guide blind people which is amazing! Eye Seeing Dogs are very helpful. Not only do they guide blind people they also, do these things according to the author, " They guide, guard, find, fetch, haul, and hug." I know right! It's amazing what dog's can do to help humans. I have two dog's they're names are Cash and Penny. They always do those things to keep me comfortable and safe. I love my dog's!

In addition, Shyla is a dog that was being taught to be an Eye Seeing Dog for a blind person. This dog was a puppy when she was being taught. The author states that, " After Shyla was 13 weeks old and had her puppy shots, we took her everywhere on a leash of course." She was only one fourth of a year old! And she's already walking everywhere with a leash. My neighbor's dog is a mini schnauzer he got his puppy shots and then he walked everywhere like Shyla, but one day they were walking him and then the leash broke and ran off. But he's fine because they caught him. At least the dog's ok.

Lastly, oxytocin is a feeling that makes you feel happy and comfortable. And dogs produce oxytocin. So once this psychologist named Elizabeth Holman had a brilliant idea. Her idea was to bring her dog to the hospital. According to the author, " The patients snuggled with Waffle while they talked with Holman." Her idea was working so well. So patients can feel comfortable and healthy during the session. I saw my pediatrician bring a dog once and her name was Stella. She was so warm and comfortable. I didn't even feel what was happening.

In conclusion, my 3 reasons were dogs guiding blind people, teaching dogs how to be an Eye Seeing Dog, and animals giving out oxytocin. If you ever see an Eye Seeing Dog anywhere think about this essay!

**3 – Purpose/Structure** – Within the range of grade-level performance

- A central idea is clearly stated in the introduction (*about Seeing Eye Dogs helping with many things*) and is generally focused and maintained throughout the response.
- A clear organizational structure includes an introduction that forecasts the topics of the three body paragraphs (*dogs guiding blind people, teaching dogs how to be an Eye Seeing Dog, and animals giving out oxytocin*) and ends with a conclusion that summarizes the three points.
- Varied transitional strategies connect ideas within and among paragraphs (*The 3 reason's in this essay are about; and; You have to read this!; To Start With; Not only; they also; In addition; And; But; because; At least; Lastly; So once; So; In conclusion; my 3 reasons were; and; If you ever*).
- A sufficient introduction includes an attention grabber (*Ruff Ruff! Dogs to the rescue*) that draws in the reader, and a conclusion summarizes the essay and provides a sense of completeness (*If you ever see an Eye Seeing Dog anywhere think about this essay*).

**3 – Development** – Within the range of grade-level performance

- A logical development demonstrates an understanding of the topic. A minor misunderstanding is seen in the reference to all trained dogs as Seeing Eye Dogs.
- Elaboration includes some attempts to extend text ideas that are less effective (*I know right! It's amazing; My neighbor's dog is a mini schnauzer...one day they were walking him and then the leash broke; at least the dog's ok*), but there are other more successful extensions of text ideas (*I saw my pediatrician bring a dog once and her name was Stella. She was so warm and comfortable. I didn't even feel what was happening*) along with paraphrased and quoted source material.
- Relevant evidence (*"They guide, guard, find, fetch, haul and hug."*; *"The patients snuggled with Waffle while they talked with Holman."*) from multiple sources lends credibility to the exposition.
- Evidence is appropriately cited (*according to the author; The author states that, "After Shyla was 13 weeks old and had her puppy shots, we took her everywhere on a leash of course"; According to the author*). **Note: If the phrase attributing the source (The author states that) was missing, the correctly quoted source evidence would stand alone as a complete citation.**

**3 – Language** – Within the range of grade-level performance

- Integrated academic vocabulary (*rescue; being taught; one fourth of a year; mini schnauzer; produce; brilliant; session; pediatrician*) demonstrates a clear expression of ideas.
- Varied sentence structure demonstrates grade-appropriate language facility (*Not only do they guide blind people they also, do these things according to the author, "They guide, guard, find, fetch, haul, and hug"*).
- Although several errors are seen in punctuation (*reason's; dog's*), usage (*they're/their*), capitalization (*To Start With*), and sentence formation (run-on sentence in the second body paragraph: *I have two dog's they're names are Cash and Penny*), the response demonstrates grade-appropriate command of standard English conventions overall.
- A friendly, personal voice (*Ruff Ruff!; You have to read this!; I know right! I have two dog's; My neighbor's dog; I saw my pediatrician bring a dog*) yet academic tone (*The central idea is; The 3 reason's in this essay are*) are established and maintained appropriately throughout the response.



## Grade 4 Writing Q37641 EXP

3/3/3



Write an expository essay about how trained dogs can help others.

Dogs have been helping humans for years. Dogs help humans in many ways. For example dogs can help the blind people move around and make people happier and calmer. These are a few of the many ways dogs help humans.

First of all dogs can help blind people move around. One example of this is that the dog can let the person know if something is in the way, like a wall. The dog can also let the owner know where stairs and side walks end. This is important if you live in the big city. According to the text it tells me that dogs can also let the owner know when it is safe to cross the street. Without dogs with them a blind person can get in a serious accident, or even die.

Another thing to think about is that dogs can actually help other animals. For example dogs help farmers herd sheep. Another example of this is that the dogs help farmers move their flocks from the pen to the pasture and back home again. According to the text, "If a wolf or other enemy comes too close, they'll bark and scare it away." I think there are many animals that don't really know what they're doing, so hearing about this makes me very impressed on how smart dogs can be.

Last but not least, dogs can also make people calmer and less stressed. Scientists are studying and trying to find out why when cuddling with your dog you feel happier and calmer. A team of researchers in Denver studied the human-animal bond. They went to a hospital and a woman named Elizabeth Holman and her dog Waffle visited each patient twice. Once just Elizabeth. And once Elizabeth with Waffle. When Holman talked to the patients they were less stressed and when Waffle came they were even calmer. Researchers asked children what is the most important relationship and the first thing the kids said were their pets. Whenever I go to sleep with my dog I am always calm and feel more relaxed and fall asleep quicker.

Dogs are very helpful in many ways. These are a few of the many ways dogs help humans and other animals.

**3 – Purpose/Structure** – Within the range of grade-level performance

- A central idea is focused on the task and generally maintained throughout the response (*Dogs help humans in many ways*).
- Organizational structure is logical, using three body paragraphs to group ideas supporting how dogs help humans (*dogs can help blind people; dogs can actually help other animals; help farmers; make people happier and calmer*) allowing for the advancement of the central idea.
- Varied transitional strategies connect ideas among paragraphs (*First of all; Another thing to think about; Last but not least*) and within (*For example; and; These are a few of the many ways; One example of this; also; This is important if; Without; or; Another example of this; so; Once just; and once; Whenever; These are a few*). Topic sentences are used in conjunction with external transitions to begin and define body paragraphs.
- A sufficient introduction includes the central idea and foreshadows two paragraph topics. The simple conclusion restates the central idea, ending with a summarizing statement (*These are a few of the many ways dogs help humans and other animals*) and contributing to a sense of completeness.

**3 – Development** – Within the range of grade-level performance

- Ideas are developed logically, demonstrating understanding of the topic.
- Adequate elaboration includes a combination of original writing extending text ideas (*like a wall; if you live in the big city; Without dogs with them a blind person can get in a serious accident, or even die; Whenever I go to sleep with my dog I am always calm and feel more relaxed and fall asleep quicker*) and quoted or paraphrased source material (*dogs can also let the owner know when it is safe to cross the street*).
- Relevant, integrated evidence from multiple sources lends credibility to the exposition (*dogs help farmers move their flocks from the pen to the pasture and back home again; When Holmer talked to the patients they were less stressed and when waffle came they were even calmer*).
- Evidence is appropriately cited (*According to the text; According to the text, "If a wolf or other enemy comes to close, they'll bark and scare it away."*). **Note: If the phrase attributing the source (According to the text) was missing, the correctly quoted sentence from Source 1 would stand alone as a complete citation.**

**3 – Language** – Within the range of grade-level performance

- Use of academic vocabulary (*serious accident; dogs can actually help other animals; hearing about this makes me very impressed*) demonstrates a clear expression of ideas.
- Sentence structure is varied (*One example of this is that the dog can let the person know if something is in the way, like a wall*), showing grade-appropriate language facility.
- A few errors in usage (*to/too; impressed on/impressed by*), spelling (*actually*), and capitalization (*waffle*) are minor, demonstrating a grade-appropriate command of standard English.
- Tone and voice are appropriately academic and consistent throughout the response. Tone and voice contribute to the Language score of 3.

## Grade 04 Writing Q37641 EXP

3/3/3

Write an expository essay about how trained dogs can help others.

Imagine that you are blind. You can't see anything. When you have a dog that can guide you through places it can make your life much easier. Trained dogs can be very helpful to people. They can be very helpful to people because they can guide them, they can help them by using their senses, and can be very helpful to the people that need help with their body.

To begin with, trained dogs can be very helpful to people because they can guide them. This is helpful to the people who can't see. The dogs can sit next to them all the time so when the people need the dogs, they are right there. In the text, Shyla, the Seeing Eye Puppy, it states, "She can sleep in my bed, I told Jed, but he said Shyla could never sleep on furniture, not even the couch" This shows that the dog has to be prepared for the blind person when they wake up at night. Also these dogs need to be ready in situations like these all the time. For example, the situations can be on the road, having breakfast, lunch, and dinner, when they go to a restaurant they need somebody to help them, and many more. Dogs are helpful when it comes helping people who are in need when they are blind.

To continue, trained dogs can be very helpful to people by using their senses. Some of these dogs use their senses to find things that are in need. One of these senses they use can be their powerful nose. In the text, Working Like a Dog, it states, "With their super noses, dogs are great at sniffing out lost or hidden items". This shows that some of these things are to find missing people, plants, and animals. Also they can use their sense of hearing to find people so they can get them out from dangerous spots. This reminds me of a time when I saw a video about a puppy being trained, so the puppy could become a K9 dog. When she had to do her final exam to be a K9 dog, the dog had to find people in 20 minutes. The dog passed and became a K9 dog. Dogs are so helpful to people, plants, and other animals by just using their senses. You rock dogs.

Finally, trained dogs can be very helpful to people who need help with their body. This shows how dogs help with human bodies. This means that some dogs, such as the Waffle study dog, helps with someone's emotions. The people need these dogs so they can make themselves healthy. In the text, Animals on My Mind, it states, "The study proved that having a dog like Waffle in a hospital can reduce stress". This showed that the Waffle study was working to keep the patients calm. This reminds me of a time when I saw a show about a pet facing the fear of a boy when he was about to have surgery. Dogs are one of the best animals to make our body in good shape.

In conclusion, trained dogs can be very helpful to people. They can be very helpful to people because they can guide them, they can help them by using their senses, and can be very helpful to the people that need help with their body. Since dogs are trained a lot for helping others, people should say that dogs are superheroes.

### 3 – Purpose/Structure – Within the range of grade-level performance

- A central idea is focused on the task (*Trained dogs can be very helpful to people*) and generally maintained throughout.
- Organizational structure is logical, consisting of a sufficient introduction, conclusion, and three body paragraphs. Paragraph topics are forecast in the introduction and followed through in the body of the essay (*they can guide them; they can help by using their senses; helpful to the people...help with their body*).
- Varied transitions connect ideas within and among paragraphs (*Imagine; because; and; To begin with; so; This shows that; Also; For example; and many more; To continue; by; One of these; This reminds me; Finally; This means that; such as; In conclusion; because; Since*). In addition to external transitions, topic sentences and summarizing sentences are used to define paragraphs.
- A sufficient introduction uses a scenario to effectively draw in the reader (*Imagine that you are blind*), and the conclusion recaps main ideas, contributing to a sense of completeness (*Since dogs are trained a lot for helping others, people should say that dogs are superheros*).


### 3 – Development – Within the range of grade-level performance

- Logical development of the exposition demonstrates an understanding of the topic.
- Adequate elaboration includes paraphrased text ideas (*some of these things are to find missing people, plants, and animals*), quoted source material (*“With their super noses, dogs are great at sniffing out lost or hidden items”*), narrative techniques (*Imagine that you are blind. You can’t see anything...a dog that can guide you through places it can make your life easier*), and original writing that extends text ideas (*the situations can be on the road, having breakfast, lunch, and dinner; use their sense of hearing...get them out from dangerous spots; the puppy could become a K9 dog*).
- Relevant evidence is integrated from all three sources to support the central idea (*“The study proved that having a dog like Waffle in a hospital can reduce stress”*), lending credibility to the essay.
- Evidence is appropriately cited (*In the text, Shyla, the Seeing Eye Puppy it states, “She can sleep in my bed...but...Shyla could never sleep on furniture, not even the couch”*). **Note: If the phrase attributing the source (In the text...it states) was missing, the correctly quoted sentence from Source 2 would stand alone as a complete citation.**

### 3 – Language – Within the range of grade-level performance

- Integrated academic vocabulary (*Imagine; senses; prepared; situations; in need; final exam; emotions; surgery*) clearly expresses ideas.
- Sentence structure is varied (*When she had to do her final exam to be a K9 dog, the dog had to find people in 20 minutes. The dog passed and became a K9 dog*), demonstrating grade-appropriate language facility.
- Errors are seen in spelling (*guide; senses; road; find; Finally; about; superheros*), usage (*many more/much more; body’s/bodies*), grammar (*dogs uses; dogs use*), and punctuation (a missing apostrophe in *someones*; missing commas after the introductory clauses: *Also*), but the density of errors in relation to the length of the writing sample is low, demonstrating a grade-appropriate command of standard English conventions.
- Tone and voice are appropriately informative with personalized moments (*This reminds me of a time when I saw a video about a puppy being trained; You rock dogs; This reminds me of a time when I saw a show about a pet facing the fear of a boy when he was about to have surgery; dogs are superheros*).

## Grade 4 Writing Q37641 EXP

4/4/4 

Write an expository essay about how trained dogs can help others.

What dogs like to help us out in any way they can? Training dogs! There can be many like farm dogs, Seeing Eye dogs, and don't forget the dogsled dogs. These dogs help us out alot and save up alot of time.

To start of, Farm dogs are a good choice for farmers. One way they help is by gaurding flock. They have to watch the sheep so predetors won't eat them. The most common predetor would be a wolf, they enjoy a nice sheep for dinner and won't hesitate for a bite. Another way farm dogs help out is by blending in. They have to blend in so the farm dog can watch closer for any predetor. I paragraph four it says, "If a wolf or other enemy comes too close, they'll bark and scare it away." If you're a farmer and need help get a farm dog it might be a great assistant to your farm.

In addition, Seeing Eye dogs also are a great help to people who are blind. One way they help is by letting them know where things are to avoid tripping over the object that is there. Imagine you were blind and had a Seeing Eye dog if you came to a object blocking the way your dog will let you know by tapping it's nose on your hand. Also they let you know where certain things end like staircases and side walks. Seeing Eye dogs also guid people around things. For example they help you go directions where there is no harm around. They also guid them across streets safely so they won't get hit. It says in paragraph two, "They let their owners know...when it's safe to cross the street, and more." If one of your elderly or young ones are blind, get a Seeing Eye dog and they will help you in any way or any time they can.

Last, but not least, Dogsled dogs are are one of the hardest working dogs in snow. A way they help out in snow is by pulling carts. In order to do that their owners have to sadle them up like a horse so they can pull the heavy things with them. The owners might need to have more then one dog cause the things that they carry are pretty heavy for only one of them. Another way Dogsled dogs help out in the snow is by moving loads across the snow. It says in paragraph seven, "Way before trucks, trains, or planes were invented, people relied on strong dogs to pull carts and sleds packed with supplies." These dogs must have been very strong to pull such heavy supplies all day, I think they should have been rewarded at least! Now in present time most people don't use Dogsled dogs anymore because of new inventions like cars, planes, trucks, buses, and boats, but some people like to stay modern and they still use a Dogsled dogs assistance.

To wrap it all up, Farm dogs, Seeing Eye dogs, and Dogsled dogs are all reasons on why, and how these trained dogs help people. Dosn't this make you wanna help people too like these dogs, cause they might teach you a thing or two on how to lend a hand or help out to the people who really need it, and want it.

#### 4 – Purpose/Structure – Above grade-level accomplishment demonstrated

- A central idea is present in the introduction and uses a rhetorical question and answer format (*What dogs like to help us in any way they can? Training dogs!*). The central idea is focused on the task and consistently maintained throughout the response.
- Organizational structure strengthens the response and allows for the advancement of the central idea, including three balanced body paragraphs, the first addressing farm dogs, the second seeing eye dogs, and the third dogsled dogs (*Farm dogs are a good choice for farmers; Seeing Eye dogs also are a great help to people who are blind; working dogs in snow*). Summarizing sentences close each paragraph.
- Varied transitional strategies connect ideas within (*don't forget; One way; Another way; also; Imagine; For example; so; If; In order to do that; because; Now in present time; but*) and among paragraphs (*To start of; In addition; Last, but not least; To wrap it all up*), enhancing the progression of ideas.
- A clear, concise introduction begins with a rhetorical question paired with an on focus, upbeat response (*Training dogs!*) and continues with a foreshadowing of paragraph topics and adds the idea that dogs not only help us but save time. The conclusion concisely wraps up the three main topics, engaging the reader with a casual tone and a call to action (*Doesn't this make you wanna help people too like these dogs...might teach you a thing or two on how to lend a hand*), delivering a satisfying sense of closure.

#### 4 – Development – Above grade-level accomplishment demonstrated

- Skillful development of ideas demonstrates a thorough understanding of the topic.
- Effective elaboration includes successful extensions of text ideas (*your dog will let you know by tapping it's nose on your hand; owners might need to have more than one dog cause the things that they carry are pretty heavy for only one of them*), paraphrasing (*They have to blend in so the farm dog can watch closer for any predator*), scenarios (*If you're a farmer and need help*), and explanations (*to avoid tripping over the object that is there; dogs must have been very strong to pull such heavy supplies all day*).
- Relevant evidence (*"Way before trucks, trains, or planes were invented, people relied on strong dogs to pull carts and sleds packed with supplies"*) is smoothly integrated primarily from Source 1 but with a nod to a Source 2 idea (*they help you go directions where there is no harm around*), lending credibility to the response.
- Evidence is appropriately cited (*paragraph four it says; It says in paragraph two, "They let their owners know...when it's safe to cross the street, and more."; It says in paragraph seven*). **Note: If the phrase attributing the source (It says in paragraph two) was missing, the correctly quoted sentence from Source 1 would stand alone as a complete citation.**

#### 4 – Language – Above grade-level accomplishment demonstrated

- Integration of precise academic vocabulary (*common predator; great assistant to your farm; your elderly or young ones; in present time; like to stay modern*) and descriptive language that create vivid pictures in the reader's mind (*enjoy a nice sheep for dinner and won't hesitate for a bite; their owners have to saddle them up like a horse*) strengthens and furthers ideas.
- Skillful use of varied sentence structure contributes to fluidity of ideas (*Now in present time most people don't use Dogsled dogs anymore because of new inventions like cars, planes, trucks, buses, and boats, but some people like to stay modern and they still use a Dogsled dogs assistance*).
- Although errors appear in spelling (*gaurding; guid; sadle*), usage (*a object*), and punctuation (missing commas after introductory clauses: *Also; For example*), a consistent command of communication is demonstrated.
- A confident, academic tone (*To start of, Farm dogs are a good choice for farmers. One way they help is by gaurding flock*) paired with a friendly, engaging voice (*What dogs like to help us out in any way they can?; and don't forget; If you're a farmer and need help; they should have been rewarded at least!*) are established and maintained throughout, strengthening the overall response.

## Grade 04 Writing Q37641 EXP

4/2/4

Write an expository essay about how trained dogs can help others.

Imagine this, you're a farmer in the fields- all alone. You want to get all the tasks of the day done, but there is SO MUCH to do!! Every day you work until you're exhausted until... a helper comes along! This helper is as hardworking as a busy bee during summer, and blends in well with all the sheep you're supposed to guard and herd. With this friend's help, you don't need to do as much errands during the hot, humid, skin-burning time in the day. Meanwhile, your helping friend is guarding the sheep, herding them as quick as you can blink! He barks at predators, or enemies that try to hurt the sheep... that's right, your furry friend is a dog! Dogs have been helping people in countless ways. Their helping-history goes back thousands of years! Trained dogs are as helpful to people as knowing your times table is!

When people think of dogs, they think of cute, cuddly canine friends, but many dogs actually work with people! These dogs are trained dogs and they complete endless tasks for people! Some people can't see, they're blind. Seeing Eye dogs are happy and prepared to help them! These helpful dogs are trained to be the eyes for blind people. They also need to learn many things. These little friends might seem like they're microscopic, but they do A LOT! They are allowed into any public space, even restaurants! Seeing Eye dogs let their owners know if something is blocking their way, where sidewalks end, when their owner can cross the street (NOT when cars are flying past them), and many, many, MANY more things. Not only can these furry friends do lots of tasks, even normal trained doggies can do a ton of tasks! Dogs can help farmers too! Sweet little doggies guide the sheep, or other animals, from pen to pasture, and to their home again (home sweet home). Not all of our furry friends guide animals! Some of our canine friends guard animals too! They can blend in well (doggies and sheep are both animals), and scare dangerous animals back with their thunderous barks. Wolves or other enemies are not a problem or danger to them! Many dogs don't guide sheep or guide people who can't see, but they have a magical treasure... their nose! Doggies can be trained to sniff out hidden or lost items and locate them (I think that's really helpful). These dogs can even find missing people and pests like bedbugs! They even can find endangered plants and animals (wow, I don't think many people can do that)! This can happen, and it's all thanks to dogs' outstanding noses! Dogs work very, very VERY well and hard with people, they help us a LOT!

People usually just cuddle with their cute, furry pets without even thinking, but they probably didn't know that cuddling with a furry friend can relieve stress and make people happy! For example, in Denver, a group of researchers conducted a study called "the Waffle Study" in a hospital. They wanted to test the human-animal bond. No, this study doesn't have ANYTHING to do with waffles (waffles are yummy though)! Waffle is a highly trained dog, not a waffle! She works with Elizabeth Holman, a psychologist who helps people with their emotions and behavior. They go to the hospital each day and visit the patients there (two times per patient). The first visit Holman does by herself, and both Holman and Waffle get to visit the patient on the second visit. Researchers discovered that after the patients got visited by Waffle and Holman, there were fewer signs of stress! The patients at the hospital cuddle with Waffle and snuggle with her while talking with Holman (aww, Waffle sounds so cute)! Not only does that do good to humans, many people also can get the feeling of joyfulness just by snuggling with their pet! Many kids actually rely more on their cute, fuzzy pets for comfort than their sometimes-annoying siblings (this might not be too surprising...)! This shows the human-animal bond between the person and pet (it's a really strong bond between the human and the pet). This bond is like a chain, it attaches the human and animal (or dog)! Trained doggies can help humans in so, so, SO many ways!

Dogs are superheroes when it comes to helping people! There are as many ways as the number of people in the world of how dogs help us! Whether it's guiding, fetching, hualing, or even hugging dogs are ready and happy to help!

#### 4 – Purpose/Structure – Above grade-level accomplishments demonstrated

- A central idea is found in the introduction (*Dogs have been helping people in countless ways. Their helping-history goes back thousands of years!*) and is focused on the task and consistently maintained throughout.
- The organizational structure strengthens the response. There is an effective introduction followed by two fully developed body paragraphs, the first dealing with the work trained dogs do (*many dogs actually work with people! These dogs are trained dogs and they complete endless tasks for people!*) and the second focusing on therapy dogs who help comfort people (*cuddling with a furry friend can relieve stress and make people happy*). Ideas within the paragraphs are closely linked, allowing for a smooth advancement of the central idea.
- A skillful use of varied transitional strategies connect ideas (*Imagine this; but; until; Meanwhile; that's right; also; even; Not only; Some; Not all; This can happen; For example; while; just by; There are as many ways; Whether*) along with topic and summative sentences that frame body paragraphs. An effective example of an internal sentence that transitions from one idea to another is seen in the second body paragraph (*Many dogs don't guide sheep or guide people who can't see, but they have a magical treasure...their nose!*).
- An effective narrative introduces the central idea (*Imagine...you're a farmer in the fields- all alone. You want to get all the tasks of the day done, but there is SO MUCH to do!! Every day you work until you're exhausted until ...a helper comes along...He barks at predators, or enemies that try to hurt the sheep...that's right, your furry friend is a dog!*), enhancing the essay. A concise conclusion wraps up the essay on a positive note (*Whether it's guiding, fetching, hualing, or even hugging dogs are ready and happy to help*).

#### 2 – Development – Approaching the range of grade-level performance

- The exposition is skillfully developed, demonstrating a thorough understanding of the topic.
- Effective elaboration includes a combination of original writing that extends and builds on text ideas (*Every day you work until you're exhausted...With this friend's help, you don't need to do as much errands during the hot, humid, skin-burning time in the day; dogs actually work with people; they complete endless tasks; many people also can get the feeling of joyfulness just by snuggling with their pet!; This bond is like a chain, it attaches the human and animal [or dog]*) as well as paraphrased source material (*Sweet little doggies guide the sheep, or other animals, from pen to pasture, and to their home again*), supporting the central idea.
- Relevant evidence is smoothly integrated from all three sources (*dogs are trained to be the eyes for blind people; They are allowed into any public space, even restaurants; after the patients got visited by Waffle and Holman, there were fewer signs of stress*), lending credibility to the essay.
- No citations are provided in this response. **Note: With appropriate citations, the response would have received a score of 4 in development. Without a citation, the highest score possible in Development is a 2.**

#### 4 – Language – Above grade-level accomplishments demonstrated

- A skillful use of comparative language (*as hard working as a busy bee; as quick as you can blink; as helpful to people as knowing your times table; as many ways as the number of people in the world*), alliteration (*cute, cuddly canine friends; furry friends*), precise vocabulary (*helping-history; microscoptic*), and colorful phrases (*Sweet little doggies; home sweet home; thunderous barks; a magical treasure*) strengthens and furthers ideas.
- Varied sentence structure contributes to the fluidity of ideas (*People usually just cuddle with their cute, furry pets without even thinking, but they probably don't know that cuddling with a furry friend can relieve stress*).
- Errors in spelling (*acutually; the're; microscoptic; hualing*) and usage (*much/many*) are few, demonstrating a consistent command of standard English conventions.
- An energetic and enthusiastic tone and voice (*many, many, MANY more things; Sweet little doggies; [home sweet home]; [waffles are yummy though]; [aww, Waffle sounds so cute]*) draw the reader in but never lose sight of the task of an expository essay--to impart information accurately and to improve the reader's understanding of a topic, thus enhancing the overall response.



## Grade 04 Writing Q37641 EXP

Write an expository essay about how trained dogs can help others.

Did you know that dogs don't just comfort you, but they also help people almost as well as a normal human would? Trained dogs are taught a specific skill for a specific type of person. Service dogs are trained to support certain people with disabilities that need special help. Therapy dogs are taught to love on sick people that are lonely and that need the love that a dog can provide. Farm dogs learn to assist the farmer by herding livestock such as horses, cattle, sheep, and many others. And as if that isn't enough all these dogs stay loyal to their true owner through the work they do.

First of all, trained dogs are taught to help other people. Service dogs stand out above most other trained dogs, although they all help have important jobs. Service dogs are incredible dogs and help all kinds of people with disabilities, blind people, deaf people, and people with lost limbs. That is only a few examples. According to Source 1, "Seeing Eye dogs are trained to be the eyes for people who cannot see. They let their owners know when something is blocking the way, where stairs or sidewalks end, when it's safe to cross the street, and more." You could also say that these dogs are the hero of their owner, they almost do everything for them! Imagine that you were a blind person, without any help you are struggling. But then, your parent buys you a service dog. Now, you can go places easily, and live your life as close to a normal person as possible. Additionally, now that you have a dog, maybe other people would want to interact with you more than if you didn't have one. Then, in a way, your service dog is getting you friends. Service dogs are incredibly loyal, which means that they would never leave your side. Furthermore, service dogs can help people with diabetes. Dogs can sense a change of higher blood pressure in you. Then, they can let you know with a little bark, so you can get the help you need. It is incredible how many things a dog is capable of helping you with.

In addition, dogs are trained to help other people with things they can't do themselves or for people who just need the extra help. Therapy dogs are taught to be very chill around other people, particularly around sick people. Therapy dogs are taught to comfort those who need it, and also just love on them. As stated in Source 3, "Imagine cuddling with your dog and staring into his soft brown eyes. You get a feeling of happiness from the release of oxytocin-and so does your dog. This helps create a strong attachment called a human-animal bond." This shows that dogs can bring you joy. Oxytocin is a chemical that when released produces the feeling of content and safety. The final result of this study concluded that patients with visits from just a doctor have a pretty calm heartrate, but patients with a visit from a *nice* dog and a doctor had an even calmer heartrate. My dog is a therapy dog and visits an apartment for people who are retired and have sicknesses every Monday. I went a few times, and it warms my heart how appreciative the people are of him. He loves on them and they love on him. To add on, researchers conducted a study and found out that many kids that have pets rely on their pet for comforting more than their immediate family and their closest friends. Therapy dogs are a vital part of many peoples lives especially those who are lonely or those who are sick.

To continue, some dogs are taught certain skills that have a great effect on those who interact with them. Farm dogs assist farmers with work that includes herding livestock as well as protecting them. Source 1 states, "Some farm dogs guard the sheep instead of herding. They blend in with the flock and watch for danger. If a wolf or other enemy comes too close, they'll bark and scare it away." This means that these dogs have to be extremely brave, probably braver than the farmer, just adding on to say how helpful these dogs are. To support that, farm dogs also have to shepard many farm animals, which may seem easy, but really isn't. Additionally, these dogs use their brains quite brilliantly. If one sheep runs away from the herd, one dog goes and fetches it while the others stay behind to keep the herd in place. Teamwork! If not for these dogs, the *one* farmer would have to do *everything*. If you've ever seen a farm in a movie, you know that there are a bunch of things to do. Even if it's just a few things the farm dogs are checking off the list, it helps a lot. Furthermore, a farm dog can use its etremely sensitive nose to track down a lost animal if they hadn't already caught it escaping from the farm. That is how trained dogs assist all kinds of people who need the help that these dogs provide.

In conclusion, trained dogs help all kinds of people. Service dogs support people with disabilities. For example, service dogs help blind people by letting them know where to go. Therapy dogs help people who are sick, by helping lower stess levels. Also, farm dogs help the farmers by herding livestock as well as protecting them. That is how trained canines support others.

#### 4- Purpose/Structure – Above grade-level accomplishment demonstrated

- A central idea is stated in the introduction in the form of a rhetorical question (*Did you know that dogs don't just comfort you, but they also help people almost as well as a normal person would?*) and is focused on the task and consistently maintained throughout the response.
- The organizational structure strengthens the essay with an overarching theme (*Trained dogs are taught a specific skill for a specific type of person*) that allows for a smooth advancement of the central idea. The introduction foreshadows the main points covered in the three body paragraphs, each focusing on a different type of trained dog (*Service dogs; Therapy dogs; Farm dogs*) as well as the specific skills they need in order to help people. Topic sentences and summarizing statements help frame paragraphs and guide the reader.
- Varied transitional strategies skillfully connect ideas within and among paragraphs, enhancing the progression of the response (*Did you know; but they also; almost as well; and; such as; and many others; And as if that isn't enough; First of all; although; That is only a few examples; You could also say; Imagine; But then; Now; Additionally; now that; maybe; Then, in a way; which means that; Furthermore; Then; so; In addition; or; and also; This shows that; but; even; To add on; To continue; as well as; This means that; just adding on to say; To support that; also; which may; while; If not; Even if; That is how; In conclusion; For example*).
- An effective introduction seamlessly sets up the premise for the essay (trained dogs help a variety of people through the work they do and specific skills they've acquired), using fluid language and complex ideas. The conclusion focuses on these same ideas with a concise wrap up, enhancing the overall response.

#### 4 – Development Above grade-level accomplishment demonstrated

- Skillful development demonstrates a thorough understanding of the topic.
- Effective elaboration includes a combination of paraphrasing (*Therapy dogs are a vital part of many peoples lives especially those who are lonely or those who are sick*), quoted text evidence (*"Imagine cuddling with your dog and staring into his soft brown eyes. You get a feeling of happiness from the release of oxytocin-and so does your dog"*), and original writing that extends text ideas (*herding livestock such as hoses, cattle; deaf people; people with lost limbs; people would want to interact with you more; your service dog is getting you friends; people with diabetes; sense a change of higher blood pressure; let you know with a little bark; calm heartrate; My dog is a therapy dog; dogs have to be extremely brave*).
- Relevant evidence is smoothly integrated from multiple sources, lending credibility to the essay.
- Evidence is appropriately cited (*According to Source 1; As stated in Source 3; Source 1 states*). **Note: If the phrases giving attribution to the sources were missing, the correctly quoted text material would stand alone as a complete citation.**

#### 4 – Language – Above grade-level accomplishment demonstrated

- Integration of academic vocabulary (*love that a dog can provide; assist; livestock; disabilities; lost limbs; hero of their owner; interact; diabetes; change of higher blood pressure; capable; particularly; calm heartrate; apartment for people who are retired; appreciative; brilliantly; sensitive*) strengthens and furthers ideas.
- Skillful use of varied sentence structure (*If one sheep runs away from the herd, one dog goes and fetches it while the others stay behind to keep the herd in place. Teamwork!*) contributes to a fluidity of ideas.
- A low density of errors in spelling (*hoses/horses; Additionally; particularly; extremely*), grammar (*That is/those are*), usage (*content/contentment; heartrate/heart rate; comforting/comfort*), and punctuation (missing comma after an introductory clause [*And as if that isn't enough*]; missing apostrophe in a possessive noun [*many peoples lives*]) demonstrates a consistent command of standard English conventions.
- Tone is appropriately informative and academic with moments of engaging voice (*very chill; love on them; warms my heart*), strengthening the response.