



MAAP

Grade 7

**Writing Prompt**



## Purpose

This document will focus on student constructed responses for the Mississippi Academic Assessment Program (MAAP) Grade 7 writing assessment. It will provide knowledge of the scoring process for local and/or regional professionals to help guide classroom instruction.

The purpose of this document is to:

- provide a retired writing prompt and passage
- clarify scoring decisions as determined by the rangefinding process
- suggest additional prompts to be used with each passage

Below are some additional online resources/training:

- [Questar Writing Scoring Training Grades 3-4](#) (open in Internet Explorer or Firefox)
- [Questar Writing Scoring Training Grades 5-6](#) (open in Internet Explorer or Firefox)
- [Questar Writing Scoring Training Grades 7-8](#) (open in Internet Explorer or Firefox)
- [Questar Writing Scoring Training End-of-Course](#) (open in Internet Explorer or Firefox)

## Rubric

**Standard ID: W.7.1-3**

**Standard: Development of Ideas**

Score of				
4 points	3 points	2 points	1 point	0 points
<p>The writing is clear, consistently focused, and shows a complete understanding of the given task. Ideas are fully developed by using logical and convincing reasoning, well-chosen evidence from the text, and details that are specific, relevant, and accurate based upon the text.</p>	<p>The writing is generally clear and focused, and shows a general understanding of the given task. Ideas are adequately developed by using logical reasoning, sufficient and appropriate evidence from the text, and descriptions and details that are, for the most part, relevant and accurate based upon the text.</p>	<p>The writing is vague and shows only partial understanding of the given task. Ideas are somewhat developed by using some reasoning and some evidence from the text and descriptions and details that may be irrelevant, may be merely listed, and may or may not be found in the text.</p>	<p>The writing is unclear, and shows a lack of understanding of the given task. Ideas are developed with limited reasoning, little to no evidence from the text, and descriptions and details that are irrelevant and/or inaccurate.</p>	<p>The writing is unclear, shows no understanding of the given task, and uses no reasoning with little to no evidence from the text and descriptions and details that are irrelevant and/or inaccurate.</p>

**Standard ID: W.7.1-3**

**Standard: Writing Organization**

Score of				
4 points	3 points	2 points	1 point	0 points
<p>The writing demonstrates evidence of planning and a purposeful, logical progression of ideas that allows the reader to easily follow the writer’s ideas. Words, clauses, and transitions are used frequently and effectively to clarify the relationships among claims, reasons, details, and/or evidence. The writing contains an effective introduction and conclusion that contribute to cohesiveness and clarity of the response.</p>	<p>The writing demonstrates evidence of planning and a progression of ideas that allows the reader to follow the writer’s ideas. Words, clauses, and transitions are used effectively to clarify the relationships among claims, reasons, details, and/or evidence. The writing contains an introduction and conclusion that contribute to the cohesiveness of the response.</p>	<p>The writing demonstrates evidence of planning with some logical progression of ideas that allows the reader to follow the writer’s ideas. Words, clauses, and transitions are used somewhat consistently to clarify the relationships among claims, reasons, details, and/or evidence. The writing contains a basic introduction and conclusion that contribute to cohesiveness that may be formulaic in structure.</p>	<p>The writing shows an attempt at planning, but the progression of ideas is not always logical, making it more difficult for the reader to follow the writer’s message or ideas. Words, clauses, and transitions are used sparingly and sometimes ineffectively to clarify the relationships among claims, reasons, details, and/or evidence. The writing contains an introduction and conclusion that are inappropriate and/or disconnected, resulting in a lack of cohesiveness and clarity.</p>	<p>The writing lacks evidence of planning (random order) or a progression of ideas, making it difficult for the reader to follow the writer’s message or ideas. Words, clauses, and transitions are lacking or used ineffectively to clarify the relationships among claims, reasons, details, and/or evidence. There is a lack of an introduction and/or conclusion resulting in a lack of cohesiveness and clarity.</p>

**Standard ID:** L.7.1 and 7.3

**Standard:** Language Conventions of Grammar and Usage

Score of				
4 points	3 points	2 points	1 point	0 points
		<p>The writing establishes and maintains tone appropriate to task, purpose, and audience. Word choice is precise, effective, and purposeful. Sentences are fluent and varied in length and structure. <b>The writing may contain a few minor errors in grammar and usage, but they do not interfere with meaning.</b></p>	<p>The writing maintains a tone inappropriate to task, purpose, and/or audience. Word choice is limited, clichéd, and repetitive. Sentences show little or no variety in length and structure, and some may be awkward leading to a monotonous reading. <b>The writing may contain a pattern of errors in grammar and usage that occasionally impedes meaning.</b></p>	<p>The writing fails to maintain tone appropriate to task, purpose, and audience. Words are functional and simple and/or may be inappropriate to the task. The sentences may contain errors in construction or are simple and lack variety, making the essay difficult to read. <b>The writing may contain egregious errors in grammar and usage that impede meaning.</b></p>

**Standard ID:** L.7.2

**Standard:** Language Conventions of Mechanics

Score of				
4 points	3 points	2 points	1 point	0 points
		The writing demonstrates a consistent command of the conventions of standard English (punctuation, capitalization, spelling). The writing may contain a few minor errors in <b>mechanics</b> but they do not interfere with meaning.	The writing demonstrates an inconsistent command of the conventions of standard English (punctuation, capitalization, spelling). The writing may contain a pattern of errors in <b>mechanics</b> that occasionally impedes meaning.	The writing demonstrates very limited command of the conventions of standard English (punctuation, capitalization, spelling). The writing may contain egregious errors in <b>mechanics</b> that impede meaning.

**DIRECTIONS:** Read the following passage. Write a response to the prompt that follows the passage.

## On Wings of Hope

by Gillian Richardson

- 1 A golden flash of sunlight shot from a glass-sided office tower. The morning sun had inched high enough to penetrate the concrete canyons of the prairie city.
- 2 A peregrine falcon, perched on one of the highest rooftops, shook his feathers and stretched each wing. He then resumed his proud, watchful pose, as quiet and still as the pale moon now fading in the western sky. Movement far below caught his eye. The bird followed the steady progress of an early morning jogger as she passed from the shadows of the high-rises into a square, green block of city park.
- 3 Only a week before the falcon and his three female siblings had peered at their city home through the bars of a cage. Set on the roof of an office building, the hack box<sup>1</sup> had provided shelter and safety. Food appeared regularly through a small door in the back. The chicks ate, slept, and grew together until, one day, the falcon sensed that something was different. The confining bars were gone from the front of the box. A patch of blue sky had taken their place.
- 4 Leading his siblings, the falcon hopped boldly out of the box. He stretched his wings and noticed dead quail lying in a mound a short distance away. He seized this food with his talons, tore off a choice piece with his curved beak, and gulped it down. After his meal he remained at the edge of the roof, preening himself and watching the movements of people and cars far below. . . .
- 5 Several times the falcon had unfolded his wings and leaned far out over the roof's ledge. But always his courage failed. Finally, the darting shadow of a small aircraft passing over the city startled him into leaping from his safe perch into the unknown. Flapping his newly discovered wings in a rush of air, he dropped sharply at first, but soon was soaring up and up, around the glass tower. Twice he circled the park; but his wings tired quickly, and he returned to the rooftop where he flopped to a clumsy landing. . . .
- 6 For several more days, the falcon and his sisters ate, rested, and flew, their wings growing stronger with use. They often perched on other buildings during the day, but all returned to the hack



box by nightfall. But with flight lessons well under way, their human caretakers began to reduce the food supply, and finally stopped it altogether. The young falcons had to learn to hunt for themselves.

- 7 Experiencing hunger for the first time, the falcon took notice of songbirds fluttering in the park and small flocks of pigeons flying from rooftop to rooftop. Instinct told the falcon that this was food; but in the absence of a skilled parent, it was a fellow hunter who showed him how to catch it.
- 8 He became aware of this avian<sup>2</sup> cousin from loud screams that frequently reverberated from the building walls. A merlin claimed the park as its territory and regularly hunted there. The peregrine watched the smaller falcon chase down sparrows, until the urgent need to eat forced him to mimic its actions.
- 9 His speed untried, his first attempt at hunting was clumsy and inaccurate. The falcon flashed across the park after a starling, which eluded him by darting into the dark branches of a large, old elm. Having missed his prey, the falcon began a return pass over the park; but the merlin, screaming angry threats at the invasion of its territory, intercepted him and drove him back to the rooftop. He rested for a short while, but he was still hungry and soon launched himself into the air again, this time after a trio of pigeons.
- 10 The pigeons split up, and one led the falcon low under the canopy of trees. He lost his prey there, and was now deep in the merlin's domain. Furious, the smaller raptor hurtled toward the peregrine, his screams echoing around the park.
- 11 The determined attack forced the falcon to push his speed to new limits. Desperate to escape the merlin's territory, he flew higher and higher, away from streets and buildings, until he found himself soaring above a sprawling lake dotted with islands. It narrowed into a river that meandered out of sight under a highway bridge. In the distance rose the office towers of the city where the peregrine had started his flight. Hundreds of ducks and geese paddled on the lake, while others circled above it, searching for the best feeding spots.
- 12 Even at his great height, the exceedingly keen eyesight possessed by his species enabled the falcon to pinpoint his prey. A small flock of ruddy ducks became his first target. With his long, pointed wings swept back, he dove upon them. Instinct instructed his brain as he rocketed down at nearly 200 miles per hour, his eyes focused steadily on one duck that trailed the group. He punched it out of the sky in an explosion of rusty brown feathers.
- 13 The lifeless duck tumbled into the lake. But the young falcon lacked good judgment about using his speed from such a height. He

hit the water, too, stunning himself with the impact. He struggled in the unfamiliar environment, trying vainly to drag up his soaked wings as he drifted in and out of consciousness, a downed jet fighter out of action. . . .

- 14 Much later, the falcon opened his eyes to see the familiar surroundings of the box on the rooftop. He was dizzy and ruffled his matted feathers unsteadily. But he was alive, and safe for now. The meal left by his secret caretakers would give him needed strength to face the open skies and hunt again. He would soon resume his regal perch on the high ledge.

<sup>1</sup>**hack box:** a nest box for falcons where food is placed as the bird learns to hunt

<sup>2</sup>**avian:** a bird

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"On Wings of Hope" by Gillian Richardson, from Cricket Magazine, September 2009, copyright © 2009, Cricket Media, Used by permission.

### Standard W.7.3

**Read the following prompt and write your complete response in the space provided.**

You have read the passage "On Wings of Hope," a story about a falcon's first attempts at independence. Write an alternative ending about the narrated events in the story to show how the falcon ultimately gains independence. Provide key details and examples from the passage to support your writing.

Your writing will be scored based on the development of ideas, organization of writing, and language conventions of grammar, usage, and mechanics.

The falcon strutted out of the hack box, his siblings' cries echoing through the city of twisted concrete and metal. His impact with the water and near drowning had left his muscles sore, and he was still hungry. He pecked at the meal left by the humans and then gulped it down greedily. He discovered that his food had made him very sleepy and his wings hurt, so he swaggered back into his box and fell into a nap.

The peregrine awoke hours later, the setting sun casting a reddish glow over his rejuvenated wings. His siblings, having returned from their hunt, slept soundly next to him. The falcon hopped to the building ledge and observed the street below him; cars still zoomed past, brave colors of red, extravagant shades of blue, bland tones of gray. Lights with strange marks covered the walls of many buildings. The falcon, having slept off his meal, was famished again. He took to the skies, wings beating powerfully at the air. He utilized his newfound capabilities and flew higher and higher, higher than where the malevolent merlin had pursued him to, until the city below him appeared tiny, as if it were a mouse's lair, and the cars looked like human toys. The peregrine looked at the ground, his precise vision revealing every detail, but he could not locate the lake where he had been chased by the merlin and had subsequently found a food source. The falcon felt as if he were starving, and knew the humans would not give him food. He soared back to the glass tower he perched upon and stood still at the edge, deep in thought. He pondered for hours and eventually came to a decision.

As the first sun rays of dawn lit the sleeping city, the falcon leapt from the ledge on the building. He spread his wings and glided down to the park, which the inhospitable merlin had laid claim to. He touched down on a branch in the center of the park, and issued a loud, peircing cry, causing the pigeons to flee from the surrounding brush. The peregrine falcon waited, hopping from claw to claw nervously. Finally, the merlin's brown and white, feathered head emerged from a nearby tree, and squawked a shriek of rage. The merlin rushed at the falcon, claws extended and wings flapping. The peregrine drew his talons and took flight toward the merlin. The birds collided in midair, and attacked each other with their razor sharp talons. The falcon jetted up almost instantaneously, and dove back down at the merlin, with a courageous "CAW," talons ready to peirce. In a puff of brown and white feathers, the merlin was no more. Wary of another rough landing, like when he crashed into the surface of the lake, the falcon carried the carcass in his beak and slowed before landing gently in the center of his newly claimed park. He ate some of the merlin's remains, and called his siblings to his new terrritory so they could have the rest. The peregrine had found territory, and a steady source of food in

the pigeons and ducks who frequented his park.

Sometimes the young falcon remembered the humans who sheltered him, and wondered how they had fared in light of his new found independence. Did they wait for him to return to his hack box at night? Did they still leave food for him atop the glass tower? He did not know, for he had not been to his former home in days. The falcon pushed these thoughts from his mind, and went about patrolling his territory.

**Development of Ideas: 4**

The writing is clear, consistently focused, and shows a complete understanding of the given task. This response develops an effective narrative about how the falcon ultimately gained independence. This response effectively uses narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and characters. This response consistently demonstrates successful pacing, utilizing sentences of varying lengths to increase urgency and adjusting descriptions to affect tone (e.g., *The peregrine awoke hours later, the setting sun casting a reddish glow over his rejuvenated wings.* versus *The merlin rushed at the falcon, claws extended and wings flapping. The peregrine drew his talons and took flight toward the merlin.*). This response is particularly effective in the use of precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. Each sentence contains a wealth of descriptive details and sensory language that is purposeful, effective, and advances the narrative. Ideas and events are fully developed by using logical and convincing reasoning, drawing clear inspiration from the passage to inform the main conflict of the narrative.

**Writing Organization: 4**

The writing demonstrates evidence of planning and a purposeful, logical progression of ideas that allows the reader to easily follow the writer's ideas. The introduction of the narrative effectively engages and orients the reader by establishing a context related to the ending of the original passage and introducing the narrator. Events unfold naturally and logically. Words, clauses, and transitions are used frequently and effectively to clarify the relationships among claims, reasons, details, and evidence. This response effectively utilizes a variety of original transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another (e.g., *At first the sun rays of dawn lit the sleeping city...*). The response provides a conclusion that follows from and poignantly reflects on the narrated experiences or events (*Sometimes the young falcon remembered...*).

**Language Conventions of Grammar and Usage: 2**

The writing establishes and maintains tone appropriate to task, purpose, and audience. Word choice is precise, effective, and purposeful, utilizing vivid descriptive language that enhances the narrative. Sentences are fluent and varied in length and structure, contributing to pacing and the successful development of narrative elements. The writing contains a few minor errors in grammar and usage, but they do not interfere with meaning.

**Language Conventions of Mechanics: 2**

The writing demonstrates a consistent command of the conventions of standard English (punctuation, capitalization, spelling). The writing contains a few spelling errors (e.g., *piercing*). However, these errors do not interfere with meaning and are mitigated by the absence of errors throughout the remainder of the response.

In the story "On Wings of Hope" a poor peregrine falcon tries desperately to fly and gain his independence, but ultimately fails. He stuns himself after falling into a pond while trying to catch a duck for food. The falcon who lacked proper judgement struggled until he lost consciousness. He woke up back in his hack box with a meal left by his side and was ready to try again. This time, he was determined to succeed.

In the story, our falcon was inspired by a merlin who he saw claim his hunting territory in the woods. The falcon was frightened by this bird and was too scared to try the forest again. He looked out on the rooftop and explored the terrain. He flew across the rooftops hoping to find a new place to hunt. He stumbled back upon the lake where he last attempted to find a duck. Feeling the pain of hunger again, the peregrine falcon decides he must find food. Our story tells us he would look at pigeons in hopes to catch one. Our bird would follow one in hopes for a dinner. He notices that the pigeons fly away and he heads off to explore a new way. He sees a runner going by and watches the human on his journey as he did from the ledge earlier, only this time he follows the human. The falcon wonders where this new path will lead him.

The peregrine follows the human to the forest where he first observed the merlin. Having newfound courage, he treks inside. The merlin was nowhere to be seen. Just as before, he attempts to hunt, and his first attempt is inaccurate and not a success. Then he hears the ear piercing scream of the merlin. At first he runs, but he soon gains confidence in himself. He no longer is "desperate to escape the merlin's territory", but instead wishes to win over the angry bird. The falcon flies faster and more elegantly than before. He soars above the trees in an effort to escape his avian competitor. Unlike before where fear fueled him far away, this time confidence convinces him to continue. Soon the falcon loses the merlin and heads inside the forest, ready to face whatever awaits him.

The falcon then feels like he owns the world. The thing that scared him has now been scared by him. His confidence feels reassuring as he attempts to find a pigeon for dinner. Our falcon finds one and with a single angelic swoop catches the bird. He eats part of the pigeon then continues back to his box on the top of the high ledge. As he flies he thinks of the things he accomplished that day. The peregrine followed pigeons and humans alike. He took on the great merlin and proved that he was a bird to be respected.

As he nears the hack box he thinks of how to describe his story to his sisters. Later he describes his journey with great pride to his siblings. Before the sun sets he stretches his wings and stands on the ledge of the tall building yet again. He looked royal up at the top, and he felt as if the world was his from up there. He unfolded his wings just like he had done the day the bars were taken out of his box, but today he stood there more boldly. Just like "On Wings of Hope" said, he "resume[d] his regal perch on the high ledge." and was ready for a new adventure.

### Development of Ideas: 3

The writing is generally clear and focused and shows a general understanding of the given task. While this response adequately develops a narrative about how the falcon ultimately gained independence, a noticeable portion of the events are reliant on a summary of the passage (e.g., going back to the lake where the altercation with the duck occurred, trying to catch pigeons, noticing a runner, a fight with the merlin, a conclusion referencing the *regal perch*). This response utilizes narrative techniques, including effective pacing and description to develop experiences, events, and characters. This response is particularly effective in utilizing the passage to show the change that occurred in the falcon (e.g., *He no longer is "desperate to escape the merlin's territory", but instead wishes to win over the angry bird.*). The response utilizes precise words and phrases, relevant descriptive details, and sensory language to adequately capture the action and convey experiences and events.

### Writing Organization: 4

The writing demonstrates evidence of planning and a purposeful, logical progression of ideas that allows the reader to easily follow the writer's ideas. The introduction of the narrative effectively engages and orients the reader by establishing context. This context is established through summarizing the passage to allow the reader to understand where the narrative picks up. The introduction also introduces both the narrator and the main conflict of the narrative (*He woke up back in his hack box with a meal left by his side and was ready to try again. This time, he was determined to succeed.*). Events unfold naturally and logically. Words, clauses, and transitions are used frequently and effectively to clarify the relationships among claims, reasons, details, and evidence. The response provides an effective conclusion that follows from and reflects on the narrated experiences or events, recalling the conclusion of the passage and looking ahead to *a new adventure*. Overall, this response represents the low end of the "4" score point. The response would be strengthened with the use of additional transition words, phrases, and clauses to convey sequence and signal shifts from one time frame to another, as there are occasions when jumping between the past-tense descriptions of events in the passage to present-tense narrative events that cause confusion.

### Language Conventions of Grammar and Usage: 2

The writing establishes and maintains tone appropriate to task, purpose, and audience. Word choice is precise, effective, and purposeful, utilizing vivid descriptive language that enhances the narrative (e.g., *the pain of hunger, a single angelic swoop*). Despite occasional errors regarding comma use, sentences are fluent and varied in length and structure, contributing to pacing and the successful development of narrative elements. The writing contains a few minor errors in grammar and usage (e.g., *flys* instead of "flies") that do not interfere with meaning.

### Language Conventions of Mechanics: 2

The writing demonstrates a consistent command of the conventions of standard English (punctuation, capitalization, spelling). There are occasional errors in punctuation, notably missing commas. One sentence lacks proper capitalization (e.g., *having newfound courage, he treks inside.*). There are occasional errors in spelling (e.g., *desperately, conciousness*) and mechanics, but these errors are mitigated by what the response does correctly, including the successful execution of a variety of compound and complex sentence structures.



He flew back to the high ledge. He had hope for himself, and knew his mistakes. He waited for a few minutes, and then saw a single pigeon. That was the perfect prey, now all he had to do was launch himself at it. But then he realized something. There wasn't a lake below to catch him. If he were to fall, he would fall on the ground, break his wings, and never fly again. This petrified him. How could he get his pigeon, if there's a possibility, he could hurt himself? He shook his head and flew away, promising himself a better return tomorrow.

As he was flying back, a fellow hunter stopped him. He said to him that he needs to stop worrying about what's going to happen. And that the only way he was ever going to catch his something to eat, was if he tried, and tried again, learning from his mistakes along the way. The young falcon guessed he was watching him, and took note of this. He looked like he knew what he was talking about. He realized that he needed to return, and catch some food for his sisters, instead of the other way around. He was strong, and he didn't need anybody! The falcon flew back to his home, feeling better about his failure in bringing home some dinner. He was hoping his sisters would, because he hasn't had anything to eat all day all day!

He was correct! Both of his sisters had brought two birds each! That was plenty to eat! At the end of the night, he was happy, yet sad. His sisters were able to catch all of these birds, but he was able to catch none. He went to sleep discouraged, hoping tomorrow would be a better day for him.

He woke up at the crack of dawn, and raced up the high ledge. He was full of energy, and wanted to surprise his sisters with a good breakfast. When he spotted a group of songbirds, he knew that's where he was going to make his attack. He was about to plunge down, when a bigger, larger falcon landed by his side. He was mean to him, told him he was weak, and didn't know how to do anything including hunting. He told him he needed to go home, or he was going to be his breakfast! He all of a sudden doubted himself. Could he really do it? Before he could think anything else, the bigger falcon jumped to get the songbirds. He thought to himself, "I'm not losing this time!" And jumped down, pushed the other falcon with all of his wing strength, and grabbed the songbird from him! It was an unbelievable moment, and he couldn't wait to show his sisters. He had finally done it!

When he got back, him and his sisters had an amazing breakfast. He caught about 9 birds, and definitely would catch more. He finally had his independence, and couldn't wait to be free!

### **Development of Ideas: 4**

The writing is clear, consistently focused, and shows a complete understanding of the given task. This response develops an effective narrative about how the falcon ultimately gained independence. This response adequately uses narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and characters. This response effectively utilizes third-person omniscient narration to describe the falcon's thoughts, contributing to a noticeable change in the falcon as the narration progresses (e.g., *There wasn't a lake below to catch him. If he were to fall, he would fall on the ground, break his wings, and never fly again. This petrified him. to He thought to himself, "Im not losing this time!"*). This response uses relevant descriptive details and simple, yet effective, sensory language to capture the action and convey experiences and events. Ideas and events are fully developed by using logical and convincing reasoning, drawing clear inspiration from the passage to inform the main conflict of the narrative.

### **Writing Organization: 3**

The writing demonstrates evidence of planning and a progression of ideas that allows the reader to follow the writer's ideas. The narrative opens amid events immediately following the end of the passage. This strategy is effective in capturing the attention of the reader, establishing point of view, and introducing the narrator. However, the exposition of other elements, particularly in establishing context for the reader, is less successful. Events unfold naturally and logically, effectively developing interactions with other characters and an interior monologue that set up the main conflict. The response adequately utilizes transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another (e.g., *As he was flying back...* and *He woke up at the crack of dawn...*). The response provides an adequate conclusion that follows from and reflects on the narrated experiences or events, emphasizing the change in the falcon (*He finally had his independence...*).

### **Language Conventions of Grammar and Usage: 2**

The writing establishes and maintains tone appropriate to task, purpose, and audience. Word choice is precise, effective, and purposeful, utilizing descriptive language that enhances the narrative (e.g., *If he were to fall, he would fall on the ground, break his wings, and never fly again. This petrified him. and And jumped down, pushed the other falcon with all of his wing stength, and grabbed the songbird from him! It was an unbelievable moment...*). Sentences are fluent, but are similar in length and structure, repeatedly utilizing simple sentences that begin with *He*. The writing contains a few minor errors in grammar and usage (e.g., changes in verb tense within sentences), but they do not interfere with meaning.

### **Language Conventions of Mechanics: 2**

The writing demonstrates a consistent command of the conventions of standard English (punctuation, capitalization, spelling). The writing contains a few minor errors in mechanics, including unnecessary commas and missing apostrophes in contractions, but they are relatively insignificant in comparison to the length of writing and what the student did correctly. These errors do not interfere with meaning.

It was the next day after the nearly fatal accident. The falcon's strength had somewhat returned and he was ready for another attempt at hunting. As he took up his post on his regal perch, something caught his eye. It was the merlin! He assumed it had come to challenge him, but he was famished and didn't have the strength required as of the moment. He swooped off of his perch into the woods near the merlin's territory. He knew he had to find something to eat before the merlin found him.

After about fifteen minutes of searching, there was no sign of a sufficient mean. Then he saw it, a nest of baby mice. There had to have been at least twelve of them. He cautiously approached, not wanting to spook them. He noticed that seven were sleeping as the other five saw him and scurried away. Then, as though he was as fast as light itself, he scooped up three baby mice in his beak, catching the other four in his talons. He flew up, up, and up into the high branches of a mighty oak. The falcon ate the other four mice, and he knew that it was time.

He flew above the lake, challenging the merlin for its territory. This caught the merlin's eye, and it began to make its way over to the falcon. The falcon charged the merlin, clipping its wing in the process. The merlin screeched a mighty screech as it flew a bit higher, countering the falcon with a swipe to the neck. The falcon dodged, being aware of the merlin's terrifying passion for its territory. The falcon charged head on, getting a beak full of feather as he began diving down at the lake with the merlin's breast in its mouth. The merlin cried for mercy, but was never given it. When about ten feet from the surface, the falcon let go of the merlin, and with such a great velocity the merlin impacted the water and instantly broke its neck. The falcon then flew up and looked over the territory that was now his with pride.

The falcon had proven itself to be the apex predator, and now had a new place for him and his sisters to call home...

### Development of Ideas: 3

The writing is generally clear and focused and shows a general understanding of the given task. This response adequately develops a narrative about two events (hunting for mice and the fight with the merlin). Both events, particularly the major emphasis on the battle with the merlin, demonstrate a general understanding of what it means for the falcon to gain independence. This response adequately utilizes narrative techniques, including pacing and description, to develop experiences, events, and characters. This response is particularly effective in its use of pacing (*This caught the merlin's eye, and it began to make its way over to the falcon. The falcon charged the merit, clipping its wing in the process.*) and vivid imagery (*The falcon charged head on, getting a beak full of feather...*) to generate suspense during the fight between the falcon and the merlin. The response adequately utilizes precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

### Writing Organization: 3

The writing demonstrates evidence of planning and a progression of ideas that allows the reader to follow the writer's ideas. The writing begins by briefly establishing the context and point of view, referring back to the conclusion of the passage (*It was the next day after the nearly fatal accident.*), introducing the narrator (*The falcon's strength...*), and introducing the main conflict of the narrative (*...he was ready for another attempt at hunting.*). Events unfold naturally and logically, although the connection between hunting the mice and challenging the merlin is not apparent (*The falcon at the other four mice, and he knew that it was time.*). The response adequately utilizes transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another (e.g., *It was the next day after...* and *After about fifteen minutes of searching...*). The response provides a conclusion that follows from and reflects on the narrated experiences or events, emphasizing the change in the falcon (*...proven itself to be the apex predator*) and providing a resolution to events (*...now had a new place for him and his sisters to call home...*).

### Language Conventions of Grammar and Usage: 2

The writing establishes and maintains tone appropriate to task, purpose, and audience. Word choice is precise, effective, and purposeful, utilizing vivid descriptive language that enhances the narrative (e.g., *the merlin's terrifying passion for its territory, the apex predator*). Sentences are fluent and varied in length and structure, contributing to pacing and the successful development of narrative elements. The writing contains a few minor errors in grammar and usage, but they do not interfere with meaning.

### Language Conventions of Mechanics: 2

The writing demonstrates a consistent command of the conventions of standard English (punctuation, capitalization, spelling). The writing contains few errors (e.g., *The falcon charged the merit...*), but these occasional errors do not interfere with meaning and are mitigated by the absence of errors throughout the remainder of the response.

After resting he went back to the edge of the building to perch there and watch the cars pass by. While watching a yellow car pass by he noticed a pigeon flying by. He leaped from the building in to a full pursuit on the pigeon. Once again the merlin became furious at the falcon for invading his territory but, this time he didn't fly back to the building. He stayed in pursuit. He was gaining on the pigeon fast. He followed him up and under trees. Finally he grabbed the pigeon with his talons. By the time he grabbed the pigeon he was exhausted to the point he wouldn't be able to fly back up to the building. But, the merlin was not far behind. So, he started flying his muscles burning trying to breathe. He finally made it to the building side he quickly landed in the hack box. He gobbled down the pigeon quickly. As he tasted the blood he quickly wanted more. Satisfied from the kill he quickly was hungry for the thrill again. He perched again waiting for a pigeon to come in his sight. He finally saw one on a power line. He quickly started flying to him the same way he had done before. This time the pigeon was faster and more agile. He swerved up and under power lines and billboards. When he grabbed the pigeon this time he wasn't as tired. He flew back up to the hack box and enjoyed his meal. He went to his perch for the third time. But this time he felt stronger. He waited for another pigeon to pass by. He waited and he waited. When he realized the pigeons knew he was right here so they stopped flying here he quickly started looking for another type of bird to get. He quickly saw the merlin he knew it would be risky but he thought if he could sneak up on the merlin he might get him. He got ready he knew he would have to come in fast but then slow down so the same thing that happened last time wouldn't happen again. He dove down for the merlin flying over 200 mph. He started slowing down when he was approaching the merlin. When the merlin figured out what was happening it was too late. The falcon's talons pierced the merlin's flesh. He quickly started flying upwards with a great amount of speed. He reached the hack box without even having to flap his wings. When he reached the hack box he had a feast. But now he finally knew what it felt like to be the predator.

### Development of Ideas: 3

The writing is generally clear and focused and shows a general understanding of the given task. While this response adequately develops a narrative about how the falcon ultimately gained independence, the events in the narrative are repetitive (two fights with pigeons) and somewhat reliant on the passage (the fight with the merlin utilizes similar language to the fight with the duck in the passage). The events in the narrative, particularly the major emphasis on the battle with the merlin, demonstrate a general understanding of what it means for the falcon to gain independence. This response utilizes narrative techniques, including effective pacing and description to develop experiences, events, and characters. This response is particularly effective in its use of vivid descriptive language to enhance the narrative (*So, he started flying his muscles burning trying to breathe.*) and explain the thoughts and feelings of the falcon (*Satisfied from the kill he quickly was hungry for the thrill again.*) The response utilizes precise words and phrases, relevant descriptive details, and sensory language to adequately capture the action and convey experiences and events.

### Writing Organization: 3

The writing demonstrates evidence of planning and a progression of ideas that allows the reader to follow the writer's ideas. There is a limited establishment of context in the first sentence (*After resting...*) that refers back to the conclusion of the passage. The point of view is unclear, as there are brief references to the narrator being a falcon (*...to perch there...*, *He leaped from the building...*, *...the merlin became furious at the falcon...*) before relying almost exclusively on the pronoun *He* for the remainder of the response. Events unfold naturally and logically, but the use of two different fights with pigeons was a source of confusion and repetition. The response adequately utilizes transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another (e.g., *After resting...* and *He waited and he waited.*). The response provides a conclusion that follows from and reflects on the narrated experiences or events, providing a brief resolution to events (*When he reached the hack box he had a feast.*) and emphasizing the change in the falcon (*But now he finally knew what it felt like to be the predator.*). Overall, this response represents the low end of the "3" score point.

### Language Conventions of Grammar and Usage: 2

The writing establishes and maintains tone appropriate to task, purpose, and audience. Word choice is precise, effective, and purposeful, utilizing vivid descriptive language that enhances the narrative (e.g., *So, he started flying his muscles burning trying to breathe.* and *The falcon's talons pierced the merlin's flesh.*). Sentences are fluent, but are similar in length and structure, repeatedly utilizing simple sentences that begin with *He*. The writing contains a few minor errors in grammar and usage (e.g., use of *in to* instead of "into" and the presence of run-on sentences), but they do not interfere with meaning.

### Language Conventions of Mechanics: 2

The writing demonstrates a consistent command of the conventions of standard English (punctuation, capitalization, spelling). The writing contains a few minor errors in mechanics, particularly in the lack of comma use, but they are relatively insignificant in comparison to the length of writing and what the student did correctly. These errors do not interfere with meaning.

Only a day after the falcon's failed mission to hunt for prey he was determined to ultimately gain independence from the caving walls of the hack box. Not only was the falcon hungry for prey, he was hungry for freedom. The daily morning flash of sunlight shone through the glass-sided office tower, and the Falcon could feel the warm touch. He hopped out of the box and perched on the high ledge looking over the city to spot his prey for the day. He looked over and wondered if he could successfully catch a duck he saw swimming in the distance. The falcon knew he struggled before in the unfamiliar environment, but he wanted to take the risk.

For the first time, the falcon flew with confidence. He flew high with the clouds and wasn't even tired when he reached his destination. As the falcon eyed his prey his hunting instincts began to kick in. The falcon shot into the sky and circled his prey. Then, the falcon rocketed down and like before, he pierced his prey and watched it fall to the ground with an explosion of brown feathers. This time the Falcon knew the impact of the water and began to slowly fly down to the dead duck beside the lake.

He looked at his prey and saw it as a sign of victory. He knew that this was only the beginning and that he would never have to feel hungry anymore. The falcon took the duck back to the hack box to share it with his sibilings.

The falcon began to teach his sibilings how to hunt and sooner than later they began hunting together. Each day after hunting they would return to the hack box. One day after returning from hunting a trio of pigeons, the Falcon discovered that the hack box was no longer sitting on the roof of the office tower. The Falcon was finally independent! He perched on the rooftop and stretched his wings far and wide and striked a proud pose. Then, the falcon began to look for a new home. The Falcon flew to a high tree he found just a couple of miles away and made a nest.

### Development of Ideas: 2

While this response does develop a narrative about how the falcon ultimately gained independence, a significant portion of the events are retellings of the passage in the student's own words with occasional original additions (e.g., *The daily morning flash of sunlight shone through the glass-sided office tower, and the Falcon could feel the warm touch.* versus "A golden flash of sunlight shot from a glass-sided office tower." from the first line of the passage). This dependence on the passage demonstrates only partial understanding of the given task. The writing utilizes narrative techniques, such as pacing and description, to develop experiences, events, and characters. Even though the events are clearly dependent on the passage, the original student additions are effective (e.g., *As the falcon eyed his prey his hunting instincts began to kick in.*). The response is particularly effective in providing a resolution to the narrative, demonstrating the falcon continued to grow over time. Overall, the response occasionally utilizes precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events, relying heavily on passage for the bulk of the response.

### Writing Organization: 3

The writing demonstrates evidence of planning and a progression of ideas that allows the reader to follow the writer's ideas. The writing begins by briefly establishing the context and point of view, referring back to the conclusion of the passage (*Only a day after the falcon's failed mission to hunt for prey...*), introducing the narrator, and introducing the main conflict of the narrative (*...he was determined to ultimately gain independence from the caving walls of the hack box.*). Events unfold naturally and logically, although the climax of the story (the fight with the duck) is rather brief and lacks development. The response adequately utilizes transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another (e.g., *Only a day after...* and *One day after returning...*). The response provides an effective conclusion that follows from and reflects on the narrated experiences or events, emphasizing the change in the falcon (*The falcon began to teach his sibilings how to hunt...* and *The Falcon was finally independent!*) and providing a thoughtful resolution to events (*...the hack box was no longer sitting on the roof of the office tower.*).

### Language Conventions of Grammar and Usage: 2

The writing establishes and maintains tone appropriate to task, purpose, and audience. Word choice is precise, effective, and purposeful (*Not only was the falcon hungry for prey, he was hungry for freedom.*), but often is reliant on language found in the passage (e.g., *...with an explosion of brown feathers.*). Sentences are fluent and varied in length and structure, contributing to pacing and the successful development of narrative elements. The writing contains a few minor errors in grammar and usage (e.g., the use of *stricked* instead of "struck"), but they do not interfere with meaning.

### Language Conventions of Mechanics: 2

The writing demonstrates a consistent command of the conventions of standard English (punctuation, capitalization, spelling). The writing contains a few minor errors in mechanics, particularly in the lack of comma use, but they are relatively insignificant in comparison to the length of writing and what the student did correctly. These errors do not interfere with meaning.



The next day the falcon flew over to the high ledge. The falcon watched. He wanted to hunt. Hunt for food. The falcon no longer wanted to be fed by a caretaker, he wanted to go out and catch prey. He wanted to go out and be a free, independent falcon. The peregrine falcon took a few steps before soaring in the light blue sky when he saw a flock of pigeons. Craving the taste of these creatures, the falcon swooped down trying to catch his next meal. The innocent pigeons had no clue a falcon was after them thinking about the meaty taste of them. They tried to escape. The falcon's wings flapped trying to reach the prey, he struggled. Then finally, the falcon captured them. Barely holding on, trying to return to the chicks, he succeeded. The falcon finally gained his independence, not depending on the caretakers. The birds feasted on the pigeon and as they finally felt free.

### Development of Ideas: 3

This response develops a narrative that is generally clear and focused. The writing shows a general understanding of the given task, explaining that the falcon needs to kill its own prey in order to gain independence. The writing utilizes narrative techniques, such as pacing and description, to develop experiences, events, and characters, effectively developing an interior monologue (e.g., *He wanted to go out and be a free, independent falcon.*) and crafting suspense around the attack on the pigeons (e.g., *The innocent pigeons had no clue a falcon was after them thinking about the meaty taste of them. They tried to escape.*). The response adequately utilizes precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events (e.g., *Craving the taste of these creatures, the falcon swooped down trying to catch his next meal.*). Overall, this response adequately addresses the given task, but is on the low end of the “3” score point.

### Writing Organization: 2

The writing demonstrates evidence of planning with some logical progression of ideas that allows the reader to follow the writer’s ideas. There is a limited establishment of context in the first sentence (*The next day...*). The point of view is adequately established, describing events with repeated insight into the falcon’s thoughts or feelings (e.g., *The falcon no longer wanted to be fed by a caretaker, he wanted to go out and catch prey. and Craving the taste of these creatures...*). Events unfold naturally and logically, although the lack of development contributes to how quickly the response moves through the elements of the narrative. The response occasionally utilizes transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another, relying on a repetitive simple sentence structure (*The...*). The response provides a limited conclusion that follows from and reflects on the narrated experiences or events, referring to finally feeling *free*.

### Language Conventions of Grammar and Usage: 2

The writing establishes and maintains tone appropriate to task, purpose, and audience. Word choice is precise, effective, and purposeful, utilizing vivid descriptive language that enhances the narrative (e.g., *Craving the taste of these creatures, the falcon swooped down trying to catch his next meal. The innocent pigeons had no clue a falcon was after them thinking about the meaty taste of them.*). Complex sentences are attempted but are often unsuccessful, resulting in run-on sentences or sentence fragments. The writing contains a few minor errors in grammar and usage, but they do not interfere with meaning.

### Language Conventions of Mechanics: 2

The writing demonstrates a consistent command of the conventions of standard English (punctuation, capitalization, spelling). There are noticeable errors in punctuation (e.g., lack of punctuation to break up run-on sentences and incorrect comma use) and several minor errors in mechanics, but neither interfere with meaning.

The falcon back on the high mysteriest ledge peered back over into the action raced city far below him. The falcons couraged exploded out of him as he leaped of the high ledge in a nosedive zooming to the Earths surface at an amazing speed 140 mile per hour.

The falcon learning from his last disaster, to glide when close to the surface and he glided onto the big oak tree. Sitting on the tree the falcon waited for some tastey prey to walk across his path,when all of a sudden a flash of movement rose from the corner of his excellent vision. The falcon immediatly looked to his right, where the vision came from and only saw his brothers and sisters feasting on a prey of thier own.

This infuriated the falcon as he was starving for food ,but demanded that for him to eat it must be his own prey. The falcon starving left the park and went to the lake to hope to find an unaware victom to have for dinnner. When the hungry falcon arrived he saw a tasty flock of geese laying down and sleeping, the young falcon thought this must be his chance to get food of his own. The falcon flew to the closest tree to the unaware goose, we he arrived on the tree he realised that he was less than 5 feet way from his only chance of food.

The falcon now looking down of a sleeping baby goose, leaped from the nearby tree and grabbed the goose by its neck and with the goose in its mouth he took off for the big oak tree. Half way to the tree the falcon had enough courage to look back to see if the reamaining goose were on the chase for him, as he looked back he saw he was in the clear.

The happy falcon now sat alone peacefully in his new home in the big oak tree and ate his hard worked dinner that he got for himself. While the falcon was eating his delicouse dinner he saw his siblings in another tree not far away and figured this was the perfect home for him.The falcon's new home allowed him to sleep harmlessly, gather food, and call for help to his nearby siblings if he decided he needed them. The falcon now lived in this home and was a independent falcon that needed minimum help in the real world.

### **Development of Ideas: 2**

The writing is unclear and shows only partial understanding of the given task. The response inconsistently utilizes narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and characters. While the response is effective in providing descriptions, the significant errors in sentence structure impede pacing and contribute to a lack of clarity. While there are repeated attempts to utilize precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events, the presence of significant errors throughout the response limit the successful development of the narrative.

### **Writing Organization: 2**

The writing demonstrates evidence of planning with some logical progression of ideas that allows the reader to follow the writer's ideas. This response provides brief attempts at establishing context by referring back to events in the passage, both in the first sentence (*The falcon back on the high mysteriest ledge peered back over into the action raced city far below him.*), as well as in the first paragraph (*The falcon learning from his last disaster...*). The point of view of the falcon is effectively established throughout the response, frequently returning to the falcon's thoughts and feelings in reaction to the events in the narrative (e.g., *The falcon learning from his last disaster..., This infuriated the falcon..., ...for him to eat it must be his own prey.*). Events unfold naturally and logically, although the clarity of the narrative is affected by the significant issues in grammar and usage and mechanics. The response occasionally utilizes transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another, relying on a repetitive simple sentence structure (*The falcon...*). The response provides an adequate conclusion that follows from and reflects on the narrated experiences or events (*The happy falcon now sat alone peacefully in his new home in the big oak tree and ate his hard worked dinner that he got for himself.*).

### **Language Conventions of Grammar and Usage: 1**

The writing demonstrates frequent errors in grammar and usage. Attempts are made to craft a variety of sentence structures, but nearly all of them are unsuccessfully executed. The frequent errors in grammar and usage lead to an uneven, awkward, and monotonous reading. The writing contains a pattern of errors in grammar and usage (e.g., missing words, *leaped* instead of "leapt", frequent errors in sentence construction) that impedes meaning.

### **Language Conventions of Mechanics: 1**

The writing demonstrates an inconsistent command of the conventions of standard English (punctuation, capitalization, spelling). The response contains numerous errors in punctuation, particularly in the lack of comma use. There are frequent spelling errors, particularly in grade-level vocabulary, that significantly impede clarity (e.g., *mysteriest, couraged, tastey, immediatly, thier, reamaining, peacefully, delicouse*). The writing contains a pattern of errors in mechanics that impedes meaning.

After the falcon ate the food the caretakers gave him, the falcon had the strength to face the open skies and be able to hunt again. So later that day the falcon launched out into the sky again to find food, and an easy prey he could catch off guard for a little snack. So the falcon went back to the lake where he had tried to catch the duck before, because he was sure he could get one this time. So the falcon soared over the lake for a few minutes, and finally caught a glimpse of a baby duck trailing behind a couple of other ducks heading toward the marsh. So the falcon knew this was his chance to snatch up the prey so he could have a snack. So the falcon swooped down toward the lake heading straight for the little duck. As the falcon got closer he realized that the duck wasn't so small after all. But there wasn't any turning back now, As he went for the duck the duck moved when the falcon tried to snatch it. But the falcon caught the duck back by the end of his beak, and soared with it in his mouth all the way back to the rooftop. So that is my conclusion on how the falcon ultimately gains his independence.

### **Development of Ideas: 2**

While this response does develop a narrative about how the falcon ultimately gained independence, the two main events in the narrative are reliant on the passage (e.g., finding *the strength to face the open skies and be able to hunt again* and trying to catch the duck at the lake). This dependence on the passage is indicative of only partial understanding of the given task. The writing utilizes narrative techniques, such as pacing and description, to develop experiences, events, and characters. Even though the events are clearly dependent on the passage, the original student additions are effective (e.g., *a baby duck trailing behind a couple of other ducks heading toward's the marsh.* or *...he relized that the duck wasnt so small after all.*). Overall, the response occasionally utilizes precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events but relies heavily on passage for the bulk of the response.

### **Writing Organization: 2**

The writing demonstrates evidence of planning with some logical progression of ideas that allows the reader to follow the writer's ideas. There is a limited establishment of context in the first sentence (*After the falcon ate the food the caretakers gave him, the falcon had the strength to face the open skies and be able to hunt again.*) that refers back to events in the passage. The point of view is unevenly established, largely focusing on describing events with occasional insight into the falcon's thoughts or feelings (e.g., *...he was sure he could get one this time.* or *...he relized that the duck wasnt so small after all. But there wasnt any turning back now...*). Events unfold naturally and logically, although the lack of development contributes to how quickly the response moves through the elements of the narrative. The response occasionally utilizes transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another, relying on a repetitive simple sentence structure (*So...*). The response provides a limited conclusion that refers back to the task, but does not reflect on narrated experiences or events.

### **Language Conventions of Grammar and Usage: 2**

The writing establishes and maintains tone appropriate to task, purpose, and audience. Word choice is precise, effective, and purposeful (*...a glimpse of a baby duck trailing behind a couple of other ducks heading toward's the marsh.*), but often is reliant on language found in the passage (e.g., *... the strength to face the open skies and be able to hunt again.*). Sentences are fluent, but are similar in length and structure, repeatedly utilizing simple sentences that begin with *So*. The writing contains a few minor errors in grammar and usage (e.g., *toward's* instead of "towards", *new* instead of "knew"), but they do not interfere with meaning.

### **Language Conventions of Mechanics: 2**

The writing demonstrates a consistent command of the conventions of standard English (punctuation, capitalization, spelling), but represents a response on the lower end of the "2" score point. There are noticeable spelling errors (e.g., *ski*, *cought*, *striaght*, *relized*, *ultimatley*) and several minor errors in mechanics (e.g., lack of apostrophes in contractions), but neither interfere with meaning.

After healing from his recent incident, the falcon decided he was ready to go and try hunting again. He stood there on the peak of the building browsing for prey. That is when he saw a duck leaving his flock. He waited for the duck to get far away from the pond, not wanting to fall and hit the water again. He corrected every mistake he made in the previous situation instead of using his speed from so high up he actually flew down on the sidewalk and stayed hidden from the duck.

When the duck was far enough away from the water, the falcon lunged towards it with great strength and the duck, knowing he had no chance, didn't even put up a fight. The flock of duck were too far away to see what had happened so no animal came to the duck's rescue. The falcon had finally succeeded in hunting and capturing prey for the first time!

**Development of Ideas: 2**

The writing somewhat develops a narrative about how the falcon ultimately gained independence, demonstrating only partial understanding of the given task. The response occasionally utilizes narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and characters. For example, there are several opportunities for plot development that are not elaborated on (e.g., *He corrected every mistake he made in the previous situation...* and *...the duck, knowing he had no chance, didn't even put up a fight.*). This response occasionally uses relevant descriptive details and simple, yet effective, sensory language to capture the action and convey experiences and events (e.g., *The flock of duck were too far away to see what had happened so no animal came to the duck's rescue.*). Overall, the response successfully crafts a basic narrative that would be strengthened with additional development of necessary narrative elements.

**Writing Organization: 2**

The writing demonstrates evidence of planning with some logical progression of ideas that allows the reader to follow the writer's ideas. The response opens with an attempt to engage and orient the reader by providing context (*After healing from his recent incident...*) and introducing the main character. Events unfold naturally and logically, but the lack of development in ideas contributes to a disjointed sequence of events, representing a response on the lower end of the "2" score point. The response somewhat consistently utilizes basic transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. The response provides a limited concluding statement that does identify a change in the falcon (*The falcon had finally succeeded in hunting and capturing prey for the first time!*).

**Language Conventions of Grammar and Usage: 2**

The writing establishes and maintains tone appropriate to task, purpose, and audience. Word choice is precise, effective, and purposeful, concisely responding to each part of the task. Sentences are generally fluent and varied in length and structure, but the writing does contain two run-on sentences. The writing contains a few minor errors in grammar and usage (e.g., *The flock of duck were...*), but they do not interfere with meaning.

**Language Conventions of Mechanics: 2**

The writing demonstrates a consistent command of the conventions of standard English (punctuation, capitalization, spelling), but represents a response on the lower end of the "2" score point. There are noticeable errors in punctuation (e.g., lack of punctuation to break up run-on sentences) and several minor errors in mechanics, but neither interfere with meaning.



In the passage, "On Wings of Hope", the narrator tells a story about a peregrine falcon who goes on a mission to seek independence. The falcon and his siblings were not birds who lived in the wild. They had caretakers that feed and took care of the birds on a daily basis. One morning the birds were awakened to no bars on their cage and broad sunlight. The falcon hopped from his cage and onto a ledge. After clumsily falling off the ledge and discovering his wings, the falcon flew around the building and landed on the ledge again. The falcon alongside his siblings ate, flew, and rested in order to make their wings stronger with use. As cited in paragraph six, "For several more days, the falcon and his sisters ate, rested, and flew, their wings growing stronger with use." They perched on other buildings during day, and only came home at night. As the caretakers noticed that the birds were beginning to fly on their own, they completely cut off the birds food supply, leaving them to hunt for their own. After experiencing hunger for the first time, the falcon took notice of songbirds fluttering in the park and small flocks of pigeons flying from rooftop to rooftop. Instinct told the falcon that this was food, but in absence of a skilled parent, a fellow hunter showed him how to catch his prey. After many failed attempts, the falcon finally came upon a huddle of ducks. The falcon took sight of these birds and flew in full speed, knocking a duck into the water in a result. In paragraph twelve, the narrator states, "Instinct instructed his brain as he rocketed down at nearly 200 miles per hour, his eyes focused steadily on one duck that trailed the group. He pushed it out of the sky in an explosion of rusty brown feathers." As the lifeless duck tumbled into the lake the falcon inquired a lack of good judgement about using his speed from such a height. He had hit the water, just as the duck, stunning himself with the impact. He fell unconscious and was awoken to familiar surroundings. He was back on the rooftop, and was left a meal by his secret caretakers. This would soon give him the strength to face the open skies and hunt again.

### **Development of Ideas: 0**

This response demonstrates no understanding of the given task, merely summarizing the passage rather than developing a narrative as an alternative ending. As the writing is not in the form of a narrative, the use of narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and characters is not present. While the summary is written in the student's own words, and does use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events, it does not fulfill the requirements of the task.

### **Writing Organization: 1**

While this response is not in the narrative mode, the writing demonstrates an attempt at planning. The progression of ideas and sequence of events are merely a chronological summary of the passage, rather than the development of a narrative about how the falcon ultimately gained independence, as required by the task. Words, clauses, and transitions are used consistently to clarify the relationships among details and evidence in support of their summary. However, the variety of transition words, phrases, and clauses are not utilized to convey narrative elements including sequence and signal shifts from one time frame or setting to another. The writing contains a basic introduction (*In the passage, "On Wings of Hope", the narrator tells a story about a peregrine falcon who goes on a mission to seek independence.*) and conclusion that are disconnected to given task.

### **Language Conventions of Grammar and Usage: 2**

The writing establishes and maintains tone appropriate to task, purpose, and audience. Word choice is precise, effective, and purposeful, utilizing descriptive language to summarize the passage (e.g., *clumsily, stunning himself with the impact*). Sentences are fluent and varied in length and structure, successfully integrating quotes from the passage and crafting numerous compound and complex sentences. The writing contains few errors in grammar and usage (e.g., *feed* instead of "fed"), but they do not interfere with meaning.

### **Language Conventions of Mechanics: 2**

The writing demonstrates a consistent command of the conventions of standard English (punctuation, capitalization, spelling). The writing contains several spelling errors (e.g., *thier, stonger, fluttering, absence, puched, surroundings*) that do not interfere with meaning.

Four baby peregrine falcons a boy and his three sister finding safety on their on but working together.

They spotted a women durnig her daily walks and they were tempted to follow the lady the went to this little build that took their eye off the women they stayed there they were getting fed never starving one day the food was very scarece to where had to learn hunt on their on they seen a pigeon and their instict told them that was food as they flapped they grew older and their wings got stronger go up to new speeds to where it got them out of trouble when the male falcon went into merlin terf he said to himself he needs to get out of there as he went up, up ,up until he was far away form merln's terf he found away right back to his home still not knowing how hunt as good he learned how to dive he can go 200 miles per hour. Hed also got good eye vision better then when he was younger as he was getting older still leraning about himself his sisters moved on away from him but he stayed.

Inconclusion: you can't depend on somone your hole life grow up and be a man.

### **Development of Ideas: 0**

The writing is unclear and lacks development, demonstrating little understanding of the given task. The response fails to demonstrate consistent use of narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and characters. The discernable fragments of development are largely comprised of summary of the passage, failing to fully develop the experiences or the point of view of the main character. The significant errors in grammar and usage and mechanics impede pacing and contribute to a lack of clarity. While there are attempts to utilize precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events, the presence of significant errors throughout the response limit the successful development of a narrative. Overall, the response is limited and dependent on events from the passage, lacking necessary development of narrative elements.

### **Writing Organization: 1**

The writing shows a limited attempt at planning, but the progression of ideas is not always logical, making it very difficult for the reader to follow the writer's message or ideas. There is a limited attempt to engage and orient the reader by providing context and introducing the main characters (*Four baby peregrine falcons a boy and his three sister finding safety on their on but working together.*). Events unfold logically, following the order outlined in the passage, but the lack of development and issues in grammar and usage and mechanics contribute to a disjointed sequence of events. The response fails to utilize transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. The response provides a limited concluding statement that does identify an original moral the student gleaned from the passage (*Inconclusion: you can't depend on somone your hole life grow up and be a man.*). This response represents the low end of the "1" score point.

### **Language Conventions of Grammar and Usage: 0**

The writing fails to maintain tone appropriate to task, purpose, and audience. There are significant errors in sentence construction, resulting in an unclear and disjointed response that is difficult to read. The writing contains egregious errors in grammar and usage, particularly with run-on sentences, that severely impede meaning.

### **Language Conventions of Mechanics: 0**

The writing demonstrates very limited command of the conventions of standard English (punctuation, capitalization, spelling). The writing contains egregious errors in mechanics that impede meaning. There is a noticeable lack of punctuation to break up run-on sentences. Capitalization is infrequent. There are numerous spelling errors that significantly impede clarity.

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## Additional Potential Prompts for this Passage

### Standard W.7.1

- You have just read “On Wings of Hope,” a passage about a falcon's first attempts at independence. Do the caretakers' actions of providing food to the falcons help or hinder them in their ability to survive independently? Use key details and examples from the passage to support your ideas.

### Standard W.7.2

- You have just read “On Wings of Hope,” a passage about a falcon's first attempts at independence. Describe how each step the falcon takes is important towards gaining independence. Use key details and examples from the passage to support your ideas.
- You have just read “On Wings of Hope,” a passage about a falcon's first attempts at independence. Determine a theme in the text and analyze its development throughout. Use key details and examples from the passage to support your ideas.
- You have just read “On Wings of Hope,” a passage about a falcon's first attempts at independence. Analyze how the human interactions and settings in the passage contribute to the falcon’s path to independence. Use key details and examples from the passage to support your ideas.



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