Writing Mechanics Rubric
(Questions 31 and 35)

3 points
The writing demonstrates control of the conventions of written English. There are few, if any, errors and none that interfere with comprehension. Grammar, syntax, capitalization, punctuation, and paragraphing are essentially correct. Any misspellings are minor or repetitive; they occur primarily when a student takes risks with sophisticated vocabulary.

2 points
The writing demonstrates partial control of the conventions of written English. It contains errors that may interfere somewhat with readability but do not substantially interfere with comprehension. There may be some errors of grammar, syntax, capitalization, punctuation, or spelling.

1 point
The writing demonstrates minimal control of the conventions of written English. There may be many errors of grammar, syntax, capitalization, punctuation, and spelling that interfere with readability and comprehension.

0 points
The writing demonstrates a lack of control of the conventions of written English. The errors make the writing incomprehensible.
<table>
<thead>
<tr>
<th>Quality</th>
<th>3 Points</th>
<th>2 Points</th>
<th>1 Point</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Conventions:</em> The extent to which the response exhibits conventional spelling, punctuation, paragraphing, capitalization, grammar, and usage.</td>
<td>The writing demonstrates control of the conventions of written English. There are few, if any, errors and none that interfere with comprehension. Grammar, syntax, capitalization, punctuation, and paragraphing are essentially correct. Any misspellings are minor or repetitive; they occur primarily when a student takes risks with sophisticated vocabulary.</td>
<td>The writing demonstrates partial control of the conventions of written English. It contains errors that may interfere somewhat with readability but do not substantially interfere with comprehension. There may be some errors of grammar, syntax, capitalization, punctuation, or spelling.</td>
<td>The writing demonstrates minimal control of the conventions of written English. There may be many errors of grammar, syntax, capitalization, punctuation, and spelling that interfere with readability and comprehension.</td>
</tr>
</tbody>
</table>

**SCORE POINT 0** = The writing demonstrates a lack of control of the conventions of written English. The errors make the writing incomprehensible.
English Language Arts Grade 4 Scoring Considerations

Reading/Multiple Choice (Questions 1–28)
- In the multiple-choice segment of the test, a student receives credit only for those questions that are answered correctly. An answer left blank receives no credit. There is no additional penalty for not answering questions.

For the Listening/Writing and Reading/Writing sections of the test, first apply the English Language Arts scoring rubric. Then apply the following rules as appropriate. The lowest score a student can receive is zero.

Listening/Writing (Questions 29, 30, 31)
- Deduct one point if either Question 29 or 30 is not answered.
- If neither Question 29 nor 30 (the short-response questions) is answered, the total maximum Listening/Writing score possible is 2.
- If Question 31 (the extended-response question) is not answered or is not responsive to the task, the total maximum Listening/Writing score possible is 2.
- If the student answers only one question, and that question is not the extended-response question, the score is zero.
- If none of the questions are answered, condition code A (blank) should be applied.

Reading/Writing (Questions 32, 33, 34, 35)
- Deduct one point if any two short-response questions (32 and 33 or 33 and 34 or 32 and 34) are not answered.
- If none of the short-response questions (32, 33, 34) are answered, the total maximum Reading/Writing score possible is 2.
- If Question 35 (the extended-response question) is not answered or is not responsive to the task, the total maximum Reading/Writing score possible is 2.
- If the student answers only one question, and that question is not the extended response (Question 35), the score is zero.
- If none of the questions are answered, condition code A (blank) should be applied.

For Writing Mechanics score, check for sufficient response before applying the appropriate rubric.

Writing Mechanics (Questions 31 and 35)
- Students must answer both extended-response questions for the responses to be scored for Writing Mechanics. If the student answers only one extended-response question, the score is zero.
New York State Testing Program  
English Language Arts Condition Codes

Score of Zero  
Responses to the Listening/Writing cluster, Reading/Writing cluster, or Writing Mechanics cluster  
are scored a zero if the entire response:

- is illegible or consists of only scribbling, or
- consists of an indication of the student’s refusal to respond, or
- is written in a language other than English, or
- corresponds to a description of a score of zero in the English Language Arts Scoring  
  Considerations, or
- corresponds to a description of a score of zero in the English Language Arts scoring rubrics.

Condition Code A  
Condition Code A is applied to the Listening/Writing cluster, Reading/Writing cluster, or the  
Writing Mechanics cluster when a student who is present for a test session leaves all of the  
questions in that section blank.
## Annotation Key

### Abbreviations

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>cap</td>
<td>faulty capitalization</td>
</tr>
<tr>
<td>lc</td>
<td>lowercase</td>
</tr>
<tr>
<td>lu</td>
<td>language usage</td>
</tr>
<tr>
<td>ow</td>
<td>omitted word</td>
</tr>
<tr>
<td>p</td>
<td>faulty punctuation</td>
</tr>
<tr>
<td>r-o</td>
<td>run-on sentence</td>
</tr>
<tr>
<td>sf</td>
<td>sentence fragment</td>
</tr>
<tr>
<td>sp</td>
<td>error in spelling</td>
</tr>
</tbody>
</table>
How does Shadowtail act at the beginning of the story? How does he act at the end of the story? What happens that makes Shadowtail change? Use details from the story to support your answer.

In your answer, be sure to include:
- how Shadowtail acts at the beginning of the story
- how Shadowtail acts at the end of the story
- what happens that makes Shadowtail change
- details from the story to support your answer

Check your writing for correct spelling, grammar, capitalization, and punctuation.

In the beginning of the story, Shadowtail would always play around and brettle aginules. also tisk aginules. Shadowtail's mother says, "This has got to stop." So mother thought and thought. Shadowtail acts very foolish in the beginning of the story.

At the end of the story Shadowtail plays mice and doesn't knock down aginules. Shadowtail doesn't act foolish at the end of the story.
She actually acts nice to the squirrels.
Shadoutail's mother tells Shadoutail that spinning acorn was a better game. Shadaw and the squirrels played the new game and Shadoutail almost always won.
That is how Shadoutail changed and acted from the beginning to the end of the story. Also how he changed at the end.
Think of Mom in “Inside Outside Dogs.” Explain how the information in “Training Your Puppy” would be helpful to Mom. What steps should she use to change the way Sandy behaves? Be sure to include information from both the story and the article in your answer.

In your answer, be sure to
- explain why Mom has a problem with the way Sandy behaves
- explain how the information in the article would be helpful to Mom
- tell what steps Mom should use to change the way Sandy behaves
- use information from both the story and the article in your answer

Check your writing for correct spelling, grammar, capitalization, and punctuation.

In the story Inside Outside Dogs Mom needs help. She needs help teaching Sandy to sit still.

Mom should use the steps from training Your Puppy. She should use them because there are steps for teaching your puppy how to sit. All of the steps would be useful for Mom.

Cluster Score Point 3
That is why I think Mom needs help teaching Sandy to sit still and what can help Mom teach Sandy to sit still. Bye for now!

Cluster Score = 3

Taken as a whole, the responses indicate control of the conventions of written English. In both papers, there are a few errors in spelling and syntax, but they do not affect comprehension.
How does Shadowtail act at the beginning of the story? How does he act at the end of the story? What happens that makes Shadowtail change? Use details from the story to support your answer.

In your answer, be sure to include:
- how Shadowtail acts at the beginning of the story
- how Shadowtail acts at the end of the story
- what happens that makes Shadowtail change
- details from the story to support your answer

Check your writing for correct spelling, grammar, capitalization, and punctuation.

Shadowtail acts different from the beginning of the story towards the end of the story. In this essay I will tell you how.

First, Shadowtail acts like he won't let his mom teach him things. For example, ShadowTail always played and when his mother tried to teach him how to burrie nuts but when she did ShadowTail ran away.

*The student consistently misspells Shadowtail with a capital "T" (ShadowTail).
Second, ShadowTail acts like he loves to bury nuts. For example, ShadowTail's mother turns burying nuts into a game.

Third, ShadowTail's feelings change because something happens. For example, ShadowTail's mother turns nut burying into a game. The steps are: snatch up an acorn, then spin the acorn, then dig a hole in the ground that is at least 2 inches deep and then push the acorn into the hole.

In conclusion, ShadowTail acts different from the beginning of the story to the end of the story. In this essay I just told you how and why.
Think of Mom in “Inside Outside Dogs.” Explain how the information in “Training Your Puppy” would be helpful to Mom. What steps should she use to change the way Sandy behaves? Be sure to include information from both the story and the article in your answer.

In your answer, be sure to
- explain why Mom has a problem with the way Sandy behaves
- explain how the information in the article would be helpful to Mom
- tell what steps Mom should use to change the way Sandy behaves
- use information from both the story and the article in your answer

Check your writing for correct spelling, grammar, capitalization, and punctuation.

Information from Training Your puppy would help mom train Sandy. Sandy doesn’t listen to mom and sandy goes wild whenever she is let into the house. With is not often but she still needs training so she can come in the house. Sit and come would help mom. Sit would help mom when Sandy is running in the house or jumping on someone. Come would help when Sandy is going to knock over something. It says
in Training Your Puppy to train Sandy
to sit, mom would have to hold Sandy's
collar with her right hand put her
left hand on Sandy's back near her
shoulders, then command Sandy to
sit with a firm but kind voice
run her left hand gently down
Sandy's back into a sitting position.
Reward her by saying "Good" remove
your hands and let Sandy stand.
To teach Sandy come, mom would
take Sandy to a safe place where
she can run, walk away from
Sandy and crouch down. Then
show Sandy a toy and call to her in a
welcoming voice, reward her with praise,
hugs, and pats. That's how information from
Training Your Puppy will help mom.

Cluster Score = 2
Taken as a whole, the responses indicate partial control of the conventions of written English.
In both papers, there are errors in spelling, sentence structure, and capitalization. The errors
affect readability, but do not create a serious interruption in the flow of communication.
How does Shadowtail act at the beginning of the story? How does he act at the end of the story? What happens that makes Shadowtail change? Use details from the story to support your answer.

In your answer, be sure to include:
- how Shadowtail acts at the beginning of the story
- how Shadowtail acts at the end of the story
- what happens that makes Shadowtail change
- details from the story to support your answer

Check your writing for correct spelling, grammar, capitalization, and punctuation.

This is how Shadowtail
acts in the beginning of the
story and end and what
make him change.

In the beginning Shadowtail
acts like he does not
want to learn how to

barry acorns he wants
to play and have fun by himself.

In the end he

X unnecessary letter
he's happy because
his mom made up
some cool game
so he can learn
how to dig them
up. For the winter
comes he was
the best at these
game.
That is how
shadowtail aehs through
out the story and
how he changes,
Think of Mom in “Inside Outside Dogs.” Explain how the information in “Training Your Puppy” would be helpful to Mom. What steps should she use to change the way Sandy behaves? Be sure to include information from both the story and the article in your answer.

In your answer, be sure to
- explain why Mom has a problem with the way Sandy behaves
- explain how the information in the article would be helpful to Mom
- tell what steps Mom should use to change the way Sandy behaves
- use information from both the story and the article in your answer

Check your writing for correct spelling, grammar, capitalization, and punctuation.

Mom has a problem with Sandy behaves. Sandy makes a mess when nobody is looking, she runs and does some stuff bad stuff.

It could help mom by knowing to know how to control her dogs. Sandy is really active, and playful, good when she is in the house she is bad she makes tons of messes.

Cluster Score Point 1
I think this article could help by cloning her dog when Sandy comes right in.

Mom should take steps, steps that help her like: train her how to sit, or come here. I think mom she help Sandy more then living her alone outside. I think she could help Sandy.

Cluster Score = 1
Taken as a whole, the responses show limited understanding of the conventions of written English. In both papers, there are numerous errors in spelling, sentence structure, and punctuation. Readability and comprehension are impaired.
How does Shadowtail act at the beginning of the story? How does he act at the end of the story? What happens that makes Shadowtail change? Use details from the story to support your answer.

In your answer, be sure to include
- how Shadowtail acts at the beginning of the story
- how Shadowtail acts at the end of the story
- what happens that makes Shadowtail change
- details from the story to support your answer

Check your writing for correct spelling, grammar, capitalization, and punctuation.

all he ded Place
he was sad
becos than
when no acors
snow
Think of Mom in “Inside Outside Dogs.” Explain how the information in “Training Your Puppy” would be helpful to Mom. What steps should she use to change the way Sandy behaves? Be sure to include information from both the story and the article in your answer.

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- use information from both the story and the article in your answer

Check your writing for correct spelling, grammar, capitalization, and punctuation.

because **the puppy**
Don't **hate**.

Cluster Score = 0
Taken as a whole, the responses indicate less than minimal understanding of the conventions of written English. In these brief papers, there are errors in capitalization, spelling, grammar, punctuation, and sentence structure. Overall, the writing is incomprehensible.