

GRADES 6–8

ITEM 1

FOCUS AND

ORGANIZATION

ANCHOR

Score:	Focus & Organization
4	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> • contains an effective and relevant introduction. • utilizes effective organizational strategies to create a unified whole and to aid in comprehension. • effectively clarifies relationships among ideas and concepts to create cohesion. • contains an effective and relevant concluding statement or section.
3	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> • contains a relevant introduction. • utilizes adequate organizational strategies to create a mostly unified whole and to aid in comprehension. • clarifies most relationships among ideas and concepts, but there may be some gaps in cohesion. • contains a relevant concluding statement or section.
2	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> • contains a limited introduction. • demonstrates an attempt to use organizational strategies to create some unification, but ideas may be hard to follow at times. • clarifies some relationships among ideas and concepts, but there are lapses in focus. • contains a limited concluding statement or section.
1	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> • contains no or an irrelevant introduction. • demonstrates an unclear organizational structure; ideas are hard to follow most of the time. • fails to clarify relationships among ideas and concepts; concepts are unclear and/or there is a lack of focus. • contains no or an irrelevant concluding statement or section.

EXPLANATION OF FOCUS & ORGANIZATION RUBRIC TERMS

“In response to the task and stimuli”

- As you assess focus and organization in a student’s response, remember that you are scoring based upon how the student focuses on the task and organizes in response to the task and the stimuli. If a response does not address the task, organization would be considered irrelevant due to a lack of focus on the task.

“organizational strategies”

- Organizational strategies are techniques the student utilizes throughout in order to create a unified response and order information appropriately. These strategies can include the use of paragraphs to group related information, use of transitional words and phrases to connect ideas, and the use of comparison and contrast.

“unified whole”

- A successful response should demonstrate the ability to remain focused throughout and should be organized appropriately to help the reader clearly understand the student’s ideas.

“relationships among ideas and concepts”

- It is the responsibility of the student to explain how ideas and concepts are related throughout his or her response. If ideas and concepts are disconnected, the score will be affected.

“focus”

- Focus refers to the student’s ability to remain on-task. The student’s ideas and concepts should always be connected to the task and stimuli and the student’s central idea, thesis, or claim. If they are not, the response becomes irrelevant to the given task.

“concluding statement or section”

- The concluding statement or section refers to the conclusion. The relevance of a student’s conclusion depends upon his or her ability to appropriately bring ideas to a close and his or her ability to relate closing statements to the overall focus of the response.

You will now review 8 individual student responses, scored only in Focus & Organization, along with annotations to help you internalize the use of the rubric for this trait.

Focus & Organization Anchor: Response #1

As you can see, Harriet Tubman was a courageous Hero. She helped a lot of slaves become free for their life. She did something amazing for those people. Without Harriet Tubman in this world I have absolutely no clue how things would be today, but because of her and many other courageous heroes we are how we are today!

SCORE POINT: 1

Focus & Organization Anchor: Response #1

Annotations**SCORE POINT: 1****Central Idea:** “*. . . Harriet Tubman was a courageous Hero.*”**In response to the task and the stimulus:**

- **The student provides a limited, introductory statement that communicates the student’s central idea:**
 - *As you can see, Harriet Tubman was a courageous Hero.*
- **The student demonstrates an unclear organizational structure. Ideas in this brief response are hard to follow.**
- **The student fails to clarify relationships among ideas and concepts. In this brief response, concepts are unclear and there is a lack of clear focus.**
- **The student provides an irrelevant concluding statement:**
 - *Without Harriet Tubman in this world I have absolutely no clue how things would be today, but because of her and many other courageous heroes we are how we are today!*

Although the student crafts a well-structured concluding sentence, the lack of clear connections to the stimulus makes the sentence irrelevant to the chosen central idea.

Focus & Organization Anchor: Response #2

This story is sad and it is true people all around the world love this story even I like this story she was a slave sleeping on dirt and no window and it was hot that would suck if you or I live like that sleeping on dirt get treated different and the make them work all day long. I would hate to live that every day that would suck If I did live like that so would you hate it was this sad the way she was treated it was too me and you will be sad too if that was you being a slave then looking out the window and see a big House but it wasn't it for you. I would hate the for treated them bad and they hated it too everybody hate it She saved 75,000 were led to freedom by Harriet tubmen she saved that much I can't saved that much. There should a station of her for what she did.

SCORE POINT: 1

Focus & Organization Anchor: Response #2

Annotations:**SCORE POINT: 1****Central Idea: The response lacks a central idea.****In response to the task and the stimulus:**

- **The student provides a brief, irrelevant introduction:**
 - *This story is sad and it is true people allaround the world love this story even I like this story . . .*

The introductory statement consists of the student's own emotional reaction to the text, with no focus on a central idea.
- **The student demonstrates an unclear organizational structure; ideas are hard to follow most of the time. For example:**
 - *. . . it was this sad the way she was treated it was too me and you will be sad too if that was you being a slave then looking out the window and see a big House but it was'nt for you. I wolud hate the for treated them bad and they hated it too everybody hate it . . .*
- **The student fails to clarify relationships among ideas and concepts, as concepts are unclear and there is a lack of focus.**
- **The student provides a brief, irrelevant concluding statement:**
 - *She hated the practie of slavey she hated it alot.*

Focus & Organization Anchor: Response #3

Harriet tubman is a strong person. She is thaugtful because she led her family and friends to the underground railroad. Harriet is a good rolemodel to all kids around. You should think of your friends and family. She did a good job saving her friends.

"The Woman Called Moses" is to Inform kids. They should think of slaves back then they should be glad, that they have a ruff over there head. It is so sad how people did That. Thats my opinion. Its probably yours to.

"The Woman Called Moses" is also to Entertain. It is awsome to that some got away. That storie breaks my heart to see that people disrespect other people. They are like us just different skin color. Im glad some got away.

SCORE POINT: 1

Focus & Organization Anchor: Response #3

Annotations**SCORE POINT: 1****Central Idea:** The response lacks a central idea.**In response to the task and stimulus:**

- The student provides an irrelevant introduction that states no clear central idea. The student offers a succession of five statements that are not clearly related to each other.
- The student demonstrates an unclear organizational structure Ideas are left disconnected, making them hard to follow most of the time.
- The student fails to clarify relationships among ideas and concepts. The lack of focus on one clear central idea makes concepts and ideas unclear.
- The student does not provide a relevant concluding statement. The response abruptly ends at the third paragraph, and it is unclear whether the student intended it to be the conclusion of the response.

Focus & Organization Anchor: Response #4

I have always thote of Harriet to be a hero. She risced her life, and fredom, to save others. I can't think of anything so hartwarming.

Harriet Tubman lead 75,000 slave and never lost one, amazing! She saved not only herself but also, her famaly, friends, and there famalys.

Bravery is vary hard for some to come to, but for other it comes to them, then thay can choes to do the right thing or not to bother.

I once read a book about her and it said her father was so honest, When she knock on the door he tode her he would not come untile the others where safe, and he closed his eyes so when the owner asked him questions, he whod not lie, he sall nothing. vary smart.

If any one ervre toled me thay owen a slave I'd smak them silly! No mater how old thay are. Harriet haddon so much good in her life, she must be in havin. If she could have, she would have freeded all the slaves.

The frist one that told me of Harriet was my grat-grat grandmom.

She would chat so much I have the hole story rememberd.

So, in concluson, Harriet Tubman was and stil is a hero.

SCORE POINT: 2

Focus & Organization Anchor: Response #4

Annotations**SCORE POINT: 2****Central Idea:** “*. . . Harriet Tubman was and stil is a hero.*”**In response to the task and the stimulus:**

- **The student provides a relevant introduction:**

- *I have always thote of Harriet to be a hero. She risced her life, and freedom, to save others. I can't think of anything so hartwarming.*

The response clearly introduces a central idea that the student has determined from the text. Although the introduction is relevant, Focus & Organization in the response remains limited overall.

- **The student demonstrates an attempt to use organizational strategies to create some unification, but ideas are hard to follow at times. The student uses paragraphing to group ideas—rescue efforts, bravery, Harriet’s father, slavery, the student’s personal memories of great-great-grandmother; however, only the rescue efforts and bravery are ideas related directly to the text.**
- **The student clarifies some relationships among ideas and concepts. For example:**

- *I once read a book about her and it said her father was so honest, When she knock on the door he tode her he would not come until the others where safe, . . .*

There are lapses in focus as the student does not relate other ideas back to the central idea of Harriet Tubman being a hero.

- **The student provides a limited, single concluding statement that restates the central idea.**

Focus & Organization Anchor: Response #5

When Harriet Tubman was fifteen she was a slave. Harriet lived with her parents. She was a slave at a large plantation in Bucktown, Maryland. 14 years later she made a vow to escape slavery. She told of how much freedom meant to her. She said, "There's two things I've got a right to," she said, "and these are Death or Liberty. One or the other I mean to have. No one will take me back alive; I shall fight for my liberty and when the time has come for me to go, the Lord will let them kill me. In 1849 Harriet Tubman escaped from slavery. She was now on her way north to the underground railroad. She now does what's most important to her helping people escape from slavery but when she first arrived at the underground railroad she couldn't stand to go alone so she turned back and brought along her family and friends. She also realized that she can't be free until her people are free. She soon then traveled to other different states to help slaves free. Then huge rewards were offered for her capture and she became an intense hunt. She led 75,000 slaves to freedom and she loved it. She led all the slaves north to be free. Often, she would keep them moving by threatening them with an revolver. She did not want to be cruel with them. She knew that if she relaxed her vigilance for a second, her mission, would be over and her freedom and the freedom of her followers would be lost. She has been a conductor for eight years and she has never lost a passenger. This was most important to her when she escaped slavery. She set her goal and did what was important to her.

SCORE POINT: 2

Focus & Organization Anchor: Response #5

Annotations**SCORE POINT: 2****Central Idea: Harriet Tubman did what was important to her.****In response to the task and the stimulus:**

- The student provides a limited introduction with no clear central idea. The student immediately begins to summarize Harriet Tubman's experience of slavery.
- The student demonstrates an attempt to use organizational strategies to create some unification, but ideas are hard to follow. The student utilizes only chronological sequencing as the primary organizational strategy in this response.
- The student clarifies some relationships among ideas and concepts, but there are lapses in focus. For example:
 - *She now does what's most important to her helping people escape from slavery . . .*
 - *This was most important to her when she escaped slavery. She set her goal and did what was important to her.*

The student does not clearly state which details of the text are considered most important to Tubman, leaving some relationships between ideas and concepts lacking clarification.

- The student provides a limited concluding statement:
 - *She set her goal and did what was important to her.*

Focus & Organization Anchor: Response #6

Harriet Tubman is a great and strong women we should congragulate for her bravery. She's been through ups and down's throughout her life.

Harriet Tubman was a soldier in my opion she was brave and willing to take chance's for the team (Her family). She is a women not a girl because she thought of others not just her self. So let me tell you about her.

In the year 1835 Harriet tubman was a 15 year old black girl shared a cabin with her parents in slave quarters. She was born a slave, but made for something bigger. It was a beautiful night with ton's of shinning stars, and a silver moon. As Harriet got older her fear was replaced with a wish to escape from slavery and live free. After fourteen years of back breaking work, Harriet had escaped. She traveld north for freedom using a underground railroad. Although most white people liked the idea of slavery some didn't accept. So while Harriet went to freedom there were people waiting to protect her. At last She has made it to the free soil of Pennsylvania. 365 days after her escape Harriet went back to Maryland to get her family. Harriet Tubman with a great achivement of getting 75,000 people to freedom including herself.

Harriet Tubman had courage to save others and makeing a change and now we stand unite as a team no matter what color.

SCORE POINT: 3

Focus & Organization Anchor: Response #6

Annotations**SCORE POINT: 3**

Central Idea: Harriet Tubman was a brave soldier willing to take chances for her family.

In response to the task and the stimulus:

- The student provides a relevant introduction.
- The student uses adequate organizational strategies to create a mostly unified whole. The student uses paragraphs to group related information and ideas. The student also utilizes chronological sequencing to order ideas. These strategies help to aid comprehension.
- The student clarifies most relationships among ideas and concepts.
For example:
 - . . . *Harriet tubman was a 15 year old black girl shared a cabin with her parents in slave quarters . . .*
 - . . . *with a wish to escape from slavery and live free. After fourteen years of back breaking work, Harriet had escaped.*

The student clarifies the relationship between Harriet's slave experience with the introductory statement that Harriet has "been through ups and down's throughout her life."

However, some gaps in cohesion occur. For example:

- *It was a beautiful night with ton's of shinning stars, and a silver moon. As Harriet got older her fear was replaced . . .*

The student does not clarify the relationship between that night under the stars and the bravery that Harriet demonstrated to escape.

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Focus & Organization Anchor: Response #6

- The student provides a relevant concluding statement that ties back to the introduction with references to courage and the team. However, some of the references are not clear. For example:

- . . . we stand unite as a team no matter what color.

The student neither identifies who “we” are nor specifies the context of the reference to color. Overall Focus & Organization remains limited.

Focus & Organization Anchor: Response #7

Do you know who Harriet Tubman is. Harriet Tubman is the one who Helped colord people escape slavery. In 1849, Harriet tubman escaped slavery. After that she said she couldent be free until her people were free. Harriet Tubman had a decision to set her lifes course.

Harriet Tubman was 15 years old when she wanted to escape. It took her 14 years of backbreaking work to escape, but she didn't let the labor in the cotton fields discourage her. She rememebered that night under the stars. When she escaped she made her way north to the underground railroad. After one year she went back to Maryland plantation to sneak her family out.

The underground railroad is where slaves go to escape the south. Harriet Tubman was the conductor of the underground railroad. She got slaves through the underground railroad to the other side. Once Harriet Tubmans family was safe she went back and forth to rescue slaves. Harriet Tubman led frightend slaves to the underground railroad. Harriet Tubman said "I can say I never led my train off track". Harriet was the conductor for eight years and was so focused that she didn't let bounties on her head keep her from her lifes purpose. By her divotin she gave to all colord people benifits to our democracy.

So the main idea of this story is that Harriet Tubman Had a single focus to escap slavery. She Helped colord peopled escaped slavery. She escaped in 1849. So the story is about How Harriet Truman escaped slavery, and helped led other slaves to freedom.

SCORE POINT: 3

Focus & Organization Anchor: Response #7

Annotations**SCORE POINT: 3**

Central Idea: Harriet Tubman had a single focus: to help herself and others escape slavery.

In response to the task and the stimulus:

- The student provides an effective introduction that states the central idea:
 - *Do you know who Harriet Tubman is. Harriet Tubman is the one who Helped colored people escape slavery. In 1849, Harriet tubman escaped slavery. After that she said she couldnt be free until her people were free.*

The student effectively aids the reader in comprehending the response by asking a rhetorical question at the very beginning to introduce the topic.

- The student utilizes adequate organizational strategies to create a mostly unified whole. The student uses consistent transitions to order information, and paragraphs to group information with related ideas to aid in comprehension.
- Although a minor gap in cohesion occurs at the end of the second paragraph, the student clarifies most relationships among ideas and concepts. However, the clarification of relationships is not effective, primarily in the first body paragraph. For example:
 - *It took her 14 years of backbreaking work to escape, but she didn't let the labor in the cotton fields discourage her. She rememebered that night under the stars.*
- The student provides a relevant concluding section. The conclusion simply restates the ideas presented in the introduction and is, therefore, not effective.

Focus & Organization Anchor: Response #8

After reading "The Woman Called Jesus", I have concluded that the central idea of the story is to stand up for what is right. Although Harriet Tubman escaped from slavery after 29 years on a Maryland plantation, she felt like a stranger in the North. Courageously, she "set her life's course in an unswerving direction" to free others from the bonds of slavery.

I noticed some quotes from Harriet Tubman that hinted at this determination. One instance was when she said, "As a conductor of the Underground Railroad for eight years, I can say what most conductors can't say—I never ran my train off the track and I never lost a passenger.". To me, this meant that after eight years, she cared for and helped a lot of people even though she was already free. Harriet Tubman wouldn't let you stay behind while she helped others. That is how she stood up for what is right.

The authors, Meg Mims and Walter Oleksy, stated, "By her devotion to her cause, she helped open up to all blacks the full benefits of our democracy.". This means that since Harriet was so devoted to the Underground Railroad, she helped slaves be free and open up the opportunities to all slaves to see all the good things of our democracy. American colonists had benefitted from democracy after they stood up for what is right against the British—why couldn't democracy benefit slaves as well? After Tubman was free, she personally brought two-hundred slaves to safety through her courageous acts. The text says, "Harriet defiantly led the frightened, weary slaves northward, maintaining order with a rigid military discipline in order to protect their lives and her own." So, she obviously cared deeply for the non-freed slaves. She always cared about the slaves and had empathy for them, even though she was free.

After her own escape, she headed back to the Maryland plantation where she, her parents, her friends, and her siblings were enslaved. She led them to be freed from the burden they once were. She helped everyone that she could because the treatment was unfair. She didn't only help family, she helped strangers. 200 strangers. She got 3,000 sympathizers to also assist with shelter and aid on the way to freedom.

Freedom meant everything to Harriet Tubman. She fought for her own freedom and brought freedom to others too. She was the woman called Moses - and she most definitely earned the title.

SCORE POINT: 4

Focus & Organization Anchor: Response #8

Annotations**SCORE POINT: 4****Central Idea:** “*. . . to stand up for what is right.*”**In response to the task and the stimulus:**

- **The student provides an effective and relevant introduction:**
 - *After reading "The Woman Called Jesus", I have concluded that the central idea of the story is to stand up for what is right.*
- The student clearly presents the central idea in the opening statement.**
- **The student utilizes effective organizational strategies to create a unified whole. The student uses paragraphs to group related information and ideas. The student also uses effective transitions to order information throughout. These strategies help to aid in comprehension.**
- **The student effectively clarifies relationships among ideas and concepts to create cohesion. For example:**
 - *The authors, Meg Mims and Walter Oleksy, stated, "By her devotion to her cause, she helped open up to all blacks the full benefits of our democracy.". This means that since Harriet was so devoted to the Underground Railroad, she helped slaves be free . . .*

By referencing the authors' stated result (“*helped open up to all blacks the full benefits of our society*”) of Harriet Tubman's cause to stand up for what is right, the student effectively relates the information back to the central idea.

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Focus & Organization Anchor: Response #8

To show how she stood up for what is right, the student also uses Tubman's specific experience as an Underground Railroad conductor and her cooperative efforts to help family, friends, and strangers. For example:

- *To me, this meant that after eight years, she cared for and helped a lot of people even though she was already free. Harriet Tubman wouldn't let you stay behind while she helped others. That is how she stood up for what is right.*
- The student provides an effective concluding section. The student introduces the response by stating that Harriet Tubman stood up for what is right. By briefly discussing freedom, and that Tubman and others attained it, the student emphasizes the end result of standing up for what is right.