

**GRADES 6–8**  
**ITEM 2**  
**DEVELOPMENT**  
**ANCHOR**

Score:	Development
4	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> <li>utilizes well-chosen, relevant, and sufficient evidence<sup>1</sup> from the stimuli to insightfully develop the topic.</li> <li>thoroughly and accurately explains and elaborates on the evidence provided, demonstrating a clear understanding of the topic and the stimuli.</li> </ul>
3	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> <li>utilizes relevant and sufficient evidence<sup>1</sup> from the stimuli to adequately develop the topic.</li> <li>adequately and accurately explains and elaborates on the evidence provided, demonstrating a sufficient understanding of the topic and the stimuli.</li> </ul>
2	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> <li>utilizes mostly relevant but insufficient evidence<sup>1</sup> from the stimuli to partially develop the topic. Some evidence may be inaccurate or repetitive.</li> <li>explains some of the evidence provided, demonstrating only a partial understanding of the topic and the stimuli. There may be some level of inaccuracy in the explanation.</li> </ul>
1	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> <li>utilizes mostly irrelevant or no evidence<sup>1</sup> from the stimuli, or mostly/only personal knowledge, to inadequately develop the topic. Evidence is inaccurate or repetitive.</li> <li>inadequately or inaccurately explains the evidence provided, demonstrating little understanding of the topic and the stimuli.</li> </ul>

<sup>1</sup> Evidence includes facts, definitions, concrete details, quotations, or other information and examples as appropriate to the task and the stimuli.

## EXPLANATION OF DEVELOPMENT RUBRIC TERMS

### **“In response to the task and stimuli”**

- As you assess development in a student’s response, remember that you are scoring based upon how the student develops in response to the task and the stimuli. If a response does not address the task, any information and ideas presented would be considered irrelevant.

### **“...insightfully develop the topic”**

- In order to show insightful development, a student must move beyond simply stating an idea and supporting that idea. Text-based evidence should be well-chosen and explanations of ideas should demonstrate advanced understanding of the task and the stimuli. Note that personal information outside of the text cannot in and of itself demonstrate insight into the topic.

### **“evidence”**

- Evidence refers to facts, extended definitions, concrete details, quotations and other information that the student uses from the text.

### **“inaccurate/inaccuracy”**

- Inaccuracy may be exhibited through the use of erroneous evidence, through the misinterpretation of evidence from the text, or through erroneous explanation of accurate evidence from the text. Inaccuracy is a quality of an inadequately developed response. However, it does not prevent a student from showing partial development. The level and amount of inaccuracy will determine how detrimental it is to the score.

### **“personal knowledge”**

- The Phase 1 Writing Task is a text-based assessment. The bulk of the student’s writing should be focused on the given task and text, including the evidence used in development. Students may make a personal connection with the topic and the stimuli; however, this should not replace the use of text-based evidence or overshadow text-based development. Doing so would weaken the student’s response in relation to the task.

### **“the topic and the stimuli”**

- With regards to the rubric, the term “topic” refers to the task directives, while the “stimuli” refers to the associated text(s). The topic for the Analysis essay is how the authors use and refine the meaning of intelligence over the course of the text.

**You will now review 8 individual anchor responses, scored only in Development, along with annotations to help you internalize the use of the rubric for this trait.**

**Development Anchor: Response #1**

When Lincon became presedint Harriet was frusterated because he didn't make slavery illegal. But she still told a freind that slaves would be free. Even though blacks and women could not be in the army she still fount away to help United States. She started a fund for the war effort. When that was over her fame had grown. People started to compare her to moses a person that helped his people escape slavery in Egypt. She know inteval from Boston, New York, and Philadelfia by talking to citizens. Though her abolintion freinds she met the govner of Macattucets. John the govner was strongly against slavery. Once Tubman was done talking she realized she could help even more with her experience on the under ground railroad. She said to her self that she could lead black spies behind enemy lines by going through swamps and woods. That helped alot because more slaves were saved. That's made her realy famous.

**SCORE POINT: 1**

**Development Anchor: Response #1**

**Annotations**

**SCORE POINT: 1**

- **The student does not identify either author’s purpose. The student does not provide evidence from the first text; therefore, no attempt is made to compare and contrast.**

**In response to the task and stimuli:**

- **The student utilizes mostly irrelevant evidence from the stimuli to inadequately develop the topic. Although the evidence chosen is not inaccurate, the student does not explain/elaborate on the evidence to connect it to the given task. No evidence from the first text is provided.**
- **The student inadequately explains the evidence provided, demonstrating little understanding of the topic and stimuli. The student relies on summarizing details of the second text without analysis.**

**Development Anchor: Response #2**

**In the passages there were some similarities and some differences. They had different author's purposes but, they were written about the same person.**

**The author's purpose in the first passage is to entertain. I believe it's to entertain because it is a story about Harriet Tubman's life. It was in a story-like manner. It was also a little entertaining.**

**The second passage's author's purpose was to inform. It was a little more informative than the first passage. I believe it was informative because it wasn't entertaining and it told facts about Harriet Tubman.**

**To compare these passages, they are both about Harriet Tubman. They both are about freeing the slaves. They both tell us that Harriet Tubman helped free the slaves. They both also talk about Harriet Tubman's parents.**

**The passages contained some similar items and some different items. The authors had different purposes for writing but, they both were based on Harriet Tubman.**

**SCORE POINT: 1**

**Development Anchor: Response #2**

**Annotations**

**SCORE POINT: 1**

- **The student identifies each author’s purpose.**
  - *The author’s purpose in the first passage is to entertain.*
  - *The second passage’s author’s purpose was to inform.*

**In response to the task and stimuli:**

- **The student utilizes mostly irrelevant or no evidence from the stimuli to inadequately develop the topic. For example:**
  - *I believe it’s to entertain because it is a story about Harriet Tubman’s life. It was in a story-like manner.*
  - *It was a little more informative than the first passage. I believe it was informative because it wasn’t entertaining and it told facts about Harriet Tubman.*

**The student’s support and reasoning is repetitive and general. In this attempt to contrast the authors’ purposes, the student utilizes no evidence from the text, demonstrating an inadequate development of the task.**

- **The student inadequately explains the evidence provided, demonstrating little understanding of the topic and stimuli. For example:**
  - *To compare these passages . . . both about Harriet Tubman. . . . both about freeing the slaves. . . . both tell us that Harriet Tubman helped free the slaves. . . . both also talk about Harriet Tubman’s parents.*

**The student compares the texts, with no connection to the authors’ purposes and the task. The student does not adequately explain the evidence given to clarify the connection to the task.**

**Development Anchor: Response #3**

In Harriet Tubman it was more about her escaping the south. In “Civil War Era: Harriet Tubman” alot of people had escaped, and it was just about stoping slavery for good.

“Civil War Era: Harriet Tubman” tells about what she did after she was free. She meet the govonor of Massachusetts. She also helped out during the Civil War.

Harriet Tubman is more about her escaping, and trying to free others. She became free, but went back to help others become free.

She even walked some people heself through the underground railroads.

Both were about the same person. Although the were very different stories. They both did a good job though.

I thought both stories were informational and fun to read. They both talked about how Harriet Tubman was a very brave and loving person.

**SCORE POINT: 2**

**Development Anchor: Response #3**

**Annotations**

**SCORE POINT: 2**

**In response to the task and stimuli:**

- **The student utilizes mostly relevant but insufficient evidence from the stimuli to partially develop the topic. For example:**

- *“Civil War Era: Harriet Tubman” tells about what she did after she was free. . . . meet the governor of Massachusetts. . . . helped out during the Civil War.*
- *Harriet Tubman is more about her escaping, and trying to free others. . . . even walked some people herself through the underground railroads.*

**The student contrasts the texts with relevant evidence. However, without relevant text evidence, many of the student’s ideas remain undeveloped.**

- **The student accurately explains some of the evidence provided, demonstrating only a partial understanding of the topic. For example:**

- *Harriet Tubman is more about her escaping, and trying to free others. She became free, but went back to help others become free. She even walked some people herself through the underground railroads.*

**Some of the student’s attempts to analyze are inadequate (*I thought both stories were informational*) It remains unclear whether the student is comparing and contrasting the texts or the authors’ purposes. The response demonstrates only a partial understanding of the topic and stimuli since the student only explains some evidence.**

**Development Anchor: Response #4**

**Text one is about Harriet at the beginning of her journey. She starts as a slave before making the decision to escape to freedom. She escapes, and courageously sneaks into other fields to save more slaves. 75,000 slaves were brought to freedom by Harriet Tubman.**

**Text two is about her progress later on. Even though she wasn't allowed to enlist in the Army, she still did everything she could to help the country. She worked under Colonel James Montgomery. In June 1863, he asked Harriet to help lead soldiers up Combahee River. They brought back 700 to 800 slaves working in near by fields.**

**Both texts tell important parts and events in Harriet's life. Both wrote about events that happened in the mid 1800's. They also both compared her to Moses, who led his people out of Egypt to freedom, like she led her people out of the South to freedom.**

**"The Woman Called Moses" occurred in the late 1840's to early 1850's. Most events written here happened in the slave south. Harriet wasn't very well known.**

**"Leaders of the Civil War Era: Harriet Tubman," on the other hand, occurred in the 1860's. Most events were taken place in the North, or leading slaves to the North from the South. Harriet was well known through out the country, with alot of help from abolitionist friends, and people against slavery.**

**SCORE POINT: 2**

**Development Anchor: Response #4**

**Annotations**

**SCORE POINT: 2**

**In response to the task and stimuli:**

- **The student utilizes mostly relevant but insufficient evidence from the stimuli to partially develop the topic. Some evidence is inaccurate. For example:**
  - *75,000 slaves were brought to freedom by Harriet Tubman.*
  - *“Leaders of the Civil War Era: Harriet Tubman” on the other hand, occurred in the 1860’s. Most events were takenplace in the North, or leading slaves to the North from the South.*

**Harriet Tubman did not personally lead 75,000 slaves to freedom. Most events in “Leaders of the Civil War Era: Harriet Tubman” took place in the South when Tubman assisted with the Civil War effort. The student partially develops the topic by comparing and contrasting the *texts*, not the authors’ purposes.**

- **The student explains some of the evidence provided, demonstrating only a partial understanding of the topic and stimuli. For example:**
  - *“They also both compared her to Moses, who led his people out of Egypt to freedom, like she led her people out of the South to freedom.”*

**Although the student does not clearly address the authors’ purposes, this response demonstrates partial understanding of the task by comparing and contrasting what the *texts* are about.**

**Development Anchor: Response #5**

In the first story, *The Woman Called Moses*, it talks about Harriet Tubman. When she was younger, a former black slave in the South, she wanted her kind to be free. When she got a little bit older, she help the Underground Railroad. When she got the North, she was free. But their was nobody to celebrate with her. Only strangers no one she knew. (In the story “*The Woman Called Moses*.”)

She wanted to help her kind so she went back to help her farther and her mother. Her brother’s and sisters were too slaved in the South. She was now called a “conductor” of the Underground Railroad. She led 75,000 slaves to go to the North, to live freely like she wanted them to. She got caught several times, but she didn’t care. (In the story “*The Woman Called Moses*.”)

In the second story “*Leaders of the Civil War Era: Harriet Tubman*” was a spy in this story. She would disguise herself, so she would enter into the Confederacy side to get information about them. But she was still wanted in the South. That’s why she disguised herself so no one could figure it out that it was her. She was mad when Abraham Lincoln didn’t stop slavery right away. (Sentences 3, 23, 24, 39 and 40)

In the Civil War, since Harriet Tubman told them about the information on the Confederacy. They paid her one hundred dollars for spying on the Confederacy. On June 2, Harriet Tubman lead one hundred, fifty one soldiers to the supplies and food for the Confederacy. When the striked on the Confederacy by surprise. They fought and got seven hundred to eight hundred slaves into the Union, the North. (Paragraphs 5, and 6) (in the story “*The Civil War Era: Harriet Tubman*”)

The author’s purpose of both stories where to inform. The 1<sup>st</sup> one was about Harriet Tubmans life like a slave and condutor on the Underground Railroad. The 2<sup>nd</sup> one was the Civil War. She was a spy in the second one and a slave/conductor in the first one. They are both about Harriet Tubman and slavery.

**SCORE POINT: 2**

**Development Anchor: Response #5**

**Annotations**

**SCORE POINT: 2**

- **The student identifies the authors' purposes in the conclusion:**
  - *The author's purpose of both stories where to inform.*

**In response to the task and stimuli:**

- **The student utilizes mostly relevant but insufficient evidence from the stimuli to partially develop the topic. Some evidence is inaccurate. For example:**

- *She led 75,000 slaves to go to the North . . .*
- *She got caught several times, but she didn't care.*

**Harriet Tubman did not personally lead 75,000 slaves to freedom. There is no indication of Tubman's capture in the text.**

- **The student explains some of the evidence provided, demonstrating only a partial understanding of the topic and stimuli. For example:**
  - *When she got the North, she was free. But their was nobody to celebrate with her. Only strangers . . .*
  - *She led 75,000 slaves to go to the North, to live freely like she wanted them to.*
  - *But she was still wanted in the South. That's why she disguised herself so no one could figure it out that it was her.*

**Development Anchor: Response #6**

I think the author's purpose is to inform in both stories. They both told about facts dating back to the 1800's. Harriet Tubman was obviously a brave woman, but in different ways.

In the first, Harriet's story begins as a young girl of 15. She made a vow to someday escape from the back-breaking labor she endured as a slave on the Maryland plantation. She said, "There's two things I've got a right to and these are Death or Liberty. One or the other I mean to have." Then, after 14 years, she escaped. Aided by the Underground Railroad, she escaped to the North. After a year, she returned to lead her family to freedom through the same Underground Railroad. Then, she repeatedly went back to save other slaves. Harriet Tubman showed bravery when she was young. She worked long hard days but never gave up the hope for escape. Once she escaped (when she was older), she bravely/repeatedly went back to save other slaves, risking her own capture.

In the next story, Harriet Tubman also showed bravery. She continued her fight for freedom for others by getting involved in the Civil War. She worked with Black Dispatches, soldiers and more. She crossed enemy lines for the Union. She was taken in for her incredible knowledge of how to disguise, sneak and get through Confederate lines to bring back information on troop strengths. These spying trips showed bravery because she could have been captured at any time! Tubman was also asked to lead Colonel Montgomery and 150 soldiers behind enemy lines. They were able to free about eight hundred slaves, as it said in the Commonwealth newspaper. During the Civil War, Harriet Tubman bravely carried out many missions to free slaves.

In summary, she was a hero in both stories no doubt, but the stories have similarities and differences. Both authors' purpose was to inform the reader about Harriet Tubman's bravery. In both stories she freed black men and women. However, the authors informed about her bravery using different periods of her life. For instance, in story one, she was younger and used the Underground Railroad. In story two, she was older and worked for the Union Army. In story one, she freed black men and women by leading them North through the Underground Railroad. In story two, she helped free about 800 by leading Union troops. Harriet Tubman showed bravery throughout her life. She truly has the right to be compared to Moses!

**SCORE POINT: 3**

**Development Anchor: Response #6**

**Annotations**

**SCORE POINT: 3**

- **The student identifies the authors' purposes:**
  - *I think the author's purpose is to inform in both stories. Harriet Tubman was a brave woman, but in different ways.*

**In response to the task and stimuli:**

- **The student utilizes relevant and sufficient evidence from the stimuli to adequately develop the topic. For example:**
  - *In the first . . . begins as a young girl of 15. . . . She made a vow to someday escape . . . She said, "There's two things I've got a right to and these are Death or Liberty. One or the other I mean to have." . . . after 14 years... Aided by the Underground Railroad, she escaped to the North. . . . she returned to lead her family to freedom . . . Then, she repeatedly went back to save other slaves.*
  - *In the next story . . . getting involved in the Civil War. She worked with Black Dispatches, soldiers and more. She crossed enemy lines for the Union . . . to bring back information on troop strengths. . . . Tubman was also asked to lead Colonel Montgomery and 150 soldiers behind enemy lines. They were able to free about eight hundred slaves . . .*

**The student specifically chooses evidence to compare and contrast the authors' purposes. In the conclusion, the student indicates a commonality of the texts: "In both stories she freed black men and women." The student incorporates this idea throughout the response.**

**Continued on the next page . . .**

**Development Anchor: Response #6**

- **The student adequately and accurately explains and elaborates on the evidence provided, demonstrating a sufficient understanding of the topic and stimuli. For example:**
  - *Harriet Tubman showed bravery when she was young. She worked long hard days but never gave up the hope for escape. Once she escaped (when she was older), she bravely/repeatedly went back to save other slaves, risking her own capture.*
  - *...showed bravery. She continued her fight for freedom for others by getting involved in the Civil War.*
  - *... to bring back information on troop strengths. These spying trips showed bravery because she could have been captured at any time!*

**The student demonstrates sufficient understanding of the topic and stimuli by providing sufficient explanation of the evidence provided. The student moves beyond the text evidence to explain, “Harriet Tubman showed bravery throughout her life. She truly has the right to be compared to Moses!”**

**Development Anchor: Response #7**

The first article “The Woman Called Moses” and the second article “Leaders of the Civil War Era: Harriet Tubman” are both articles that inform. “The Woman Called Moses” is an article about how Harriet escaped and helped others escape, using the Underground Railroad, before she joined the war effort. While Tubman also helps slaves escape in “Leaders of the Civil War Era: Harriet Tubman,” this article centers around Harriet’s involvement during the Civil War. While each article covers different phases of Harriet Tubman’s life, a common thread runs through each . . . the right to be free.

The author wrote the first article to inform the reader about how Harriet escaped from slavery and how she helped other people escape. Harriet escaped from slavery in 1849. She was helped by the Underground Railroad and was able to reach the North. When she crossed the line to freedom she looked at her hands to see if she was the same person. Everything felt unreal to her! She compared it to Heaven! A year after she escaped, she went back to the Maryland plantation to free her mom, father, sisters, and brothers. She conducted them through the same Underground Railroad she had used to get to the North. After she freed her family she helped free 75,000 people using the Underground Railroad and 200 of those 75,000 were personally freed by Harriet Tubman. Harriet was a determined person who wanted all blacks to enjoy the freedom that she had found!

The author of the second article also wrote to inform about how Harriet helped the Civil War. Although black people and women weren’t allowed to participate in wars, Harriet didn’t care what people said so Harriet started raising money for the war. Later, Tubman joined the war as a spy and would sneak behind enemy forces. At dusk on June second (1863), Tubman guided Colonel Montgomery and 150 soldiers past the Confederate army and the Union surprise attacked the Confederate army. Tubman, Colonel Montgomery and the soldiers saved 800 slaves and brought back thousands of dollars of property. Through her actions during the Civil War, Tubman further pursued her goal of fighting for the rights of others.

**Continued on the next page . . .**

**Development Anchor: Response #7**

While each article tells of different periods of Tubman's life, there are also some similarities. For instance, both tell about how Tubman helped slaves escape. In the first article, once she was safe herself, it was not enough for Harriet; she wanted to help many others get to freedom as well. Harriet bravely went on dangerous missions into other southern states to bring many other slaves to freedom. In the second article, Harriet first joined Quaker Volunteers who went into the South to bring fugitive slaves to the freedom found in the North. Later, Harriet led a successful mission that brought back 700 to 800 slaves who were laborers on plantations. As you can see, in both articles, Harriet took big risks to bring slaves to freedom. She put others' freedom above her own!

In both articles the authors' purpose was to inform. While the purposes are the same, a difference is that the first article centers on Harriet Tubman's escape from slavery and her mission to help others escape as well. The second article follows Tubman's involvement in the Civil War. Although the articles cover different periods in Tubman's life, Tubman's underlying mission never changed! She was determined to set as many blacks free as she could. She was pivotal in changing the lives of hundreds of people suffering the bondage of slavery.

**SCORE POINT: 3**

**Development Anchor: Response #7**

**Annotations**

**SCORE POINT: 3**

- **The student references the authors' purposes in the introduction and reiterates them in the conclusion:**
  - *In both articles the authors' purpose was to inform. While the purposes are the same, a difference is that the first article centers on Harriet Tubman's escape from slavery and her mission to help others escape as well. The second article follows Tubman's involvement in the Civil War. Although the articles cover different periods in Tubman's life, Tubman's underlying mission never changed! She was determined to set as many blacks free as she could.*

**In response to the task and stimuli:**

- **The student utilizes relevant and sufficient evidence from the stimuli to adequately develop the topic. For example:**
  - *. . . the first article . . . Harriet escaped from slavery in 1849. She was helped by the Underground Railroad and was able to reach the North. . . she went back to the Maryland plantation to free her mom, father, sisters, and brothers. . . After she freed her family she helped free 75,000 people using the Underground Railroad and 200 of those 75,000 were personally freed by Harriet Tubman.*
  - *. . . there are also some similarities. . . both tell about how Tubman helped slaves escape. In the first article . . . [she] went on dangerous missions into other southern states to bring many other slaves to freedom. In the second article . . . [she] joined Quaker Volunteers who went into the South to bring fugitive slaves to the freedom . . . led a successful mission that brought back 700 to 800 slaves . . .*

**The student utilizes relevant evidence to demonstrate how the authors conveyed their purposes. The student provides an adequate comparison and contrast between the two texts.**

**Continued on the next page . . .**

**Development Anchor: Response #7**

- **The student adequately and accurately explains and elaborates on the evidence provided, demonstrating a sufficient understanding of the topic and stimuli. For example:**
  - *After she freed her family she helped free 75,000 people using the Underground Railroad and 200 of those 75,000 were personally freed by Harriet Tubman. Harriet was a determined person who wanted all blacks to enjoy the freedom that she had found!*
  - *Through her actions during the Civil War, Tubman further pursued her goal of fighting for the rights of others.*
  - *As you can see, in both articles, Harriet took big risks to bring slaves to freedom. She put others' freedom above her own!*

**The student demonstrates sufficient understanding of the topic and stimuli by providing sufficient explanation of the evidence. The student moves beyond the text evidence to explain, “She was pivotal in changing the lives of hundreds of people suffering the bondage of slavery.”**

**Development Anchor: Response #8**

Throughout history there have been people who strived to make a difference in the world, with varying degrees of success. Harriet Tubman was one of the people that made big changes for many people. These articles are both written to inform, to share with the reader different things about Harriet Tubman. In the first article, “The Woman Called Moses,” the author’s purpose is to inform the reader about Harriet Tubman’s early life, the years before her escape from slavery and then the years she worked as part of the Underground Railroad to free others. The second article, “Leaders of the Civil War Era: Harriet Tubman,” informs the reader about Harriet’s involvement in the Civil War when she was older. Although the articles inform about different phases in Harriet Tubman’s life, they both tell of how, through her bravery and perseverance, Harriet saved both herself and others from slavery.

In the first article, “The Woman Called Moses” the author gives information that lets one get to know Harriet Tubman as a person and how she felt about slavery. It describes how she lived with her parents, “. . . a 15-year-old black girl lay awake on the dirt floor of the windowless, one-room cabin she shared with her parents in the slave quarters.” One night Harriet stood looking at the stars and vowed to escape slavery and live freely. This explains that, yes she was a slave, but she had determination to break free. Tubman swore that either she would be free or die trying! Tubman worked for 14 more years before she had the opportunity to reach freedom. She had to endure slavery for 29 years before she got a chance to be free! During those years she persevered, she worked long hours in cotton fields but never lost sight of her goal . . . freedom. Tubman escaped with help from the Underground Railroad and made her way to the North. Once there, she realized that she could not truly enjoy her freedom while others, like her family and friends, were still slaves. After a year, she returned and led her family to safety, again with the help of the Underground Railroad. In the eight years after that she made many more trips back to the South to save more slaves. She, along with about 3,000 helpers, helped free 75,000 slaves (200 she led to freedom by herself) through the Underground Railroad. Again, through her bravery and perseverance, Harriet Tubman saved many other slaves.

Continued on the next page . . .

**Development Anchor: Response #8**

While the first article tells of Tubman’s early life and her time working for the Underground Railroad, the second article, “Leaders of the Civil War Era: Harriet Tubman,” gives information about Tubman’s work during the Civil War. She was a free woman in this article, but would still not give up her mission to free others. Later in her life Harriet Tubman was still displaying perseverance! In this article she was acting as a “soldier.” Since Tubman could not “officially” be part of the Union Army, she started by raising funds for the effort. While that was helping the war financially, Tubman still wanted to do more! Later, she became part of Quaker volunteers who were going to help fugitive slaves in South Carolina and on the Sea Islands. This was a risk; she was still being hunted for escaping! But, she accepted that risk bravely and kept pursuing her goal of freeing others. Her involvement in the war escalated. She called on her experiences with the Underground Railroad to help others once again. She was good at disguising herself and was brave enough to go behind enemy lines to lead others to safety. At the same time, as a spy, she was able to bring back information about Confederate activities and strengths. In June 1863, Tubman guided forces behind Confederate lines to destroy Confederate supplies and free nearly 800 slaves. Tubman was a valuable “soldier” during the Civil War! Throughout these years, she demonstrated the bravery and perseverance she had as a younger woman.

Both passages serve to inform the reader. The purpose is somewhat different, however, because “The Woman Called Moses” informs us about her earlier years both before and after her escape from slavery. However, “Leaders of the Civil War Era” informs readers about Tubman’s later years when she was involved in the Civil War. There is a common idea in the passages. She persevered and was brave at all times! Throughout her life, Harriet Tubman never lost sight of her goal to save others from slavery. Many African Americans owe their freedom to Harriet Tubman! Tubman’s actions were unselfish and invaluable to the effort to make all Americans free. Harriet Tubman was indeed one of the people who made a big difference in the world!

**SCORE POINT: 4**

**Development Anchor: Response #8**

**Annotations**

**SCORE POINT: 4**

- **The student analyzes the authors’ purposes and clearly delineates the topic:**
  - *In the first article . . . purpose is to inform the reader about Harriet Tubman’s early life . . . and then the years she worked as part of the Underground Railroad to free others.*
  - *The second article . . . informs the reader about Harriet’s involvement in the Civil War when she was older.*
  - *Although the articles inform about different phases in Harriet Tubman’s life, they both tell of how, through her bravery and perseverance, Harriet saved both herself and others from slavery.*

**In response to the task and stimuli:**

- **The student utilizes well-chosen, relevant, and sufficient evidence from the stimuli to thoroughly and insightfully develop the topic. For example:**
  - *. . . get to know Harriet Tubman as a person and how she felt about slavery. . . . “ . . . a 15-year-old black girl lay awake on the dirt floor of the windowless, one-room cabin she shared with her parents in the slave quarters.” One night Harriet stood looking at the stars and vowed to escape slavery and live freely. . . . Tubman worked for 14 more years before she had the opportunity to reach freedom. She had to endure slavery for 29 years . . .*

**Continued on the next page . . .**

**Development Anchor: Response #8**

- *Since Tubman could not “officially” be part of the Union Army, she started by raising funds for the effort. . . . she became part of Quaker volunteers who were going to help fugitive slaves in South Carolina and on the Sea Islands. . . . as a spy, she was able to bring back information about Confederate activities and strengths. . . . In June 1863, Tubman guided forces behind Confederate lines to destroy Confederate supplies and free nearly 800 slaves.*

**The evidence chosen is specific to the student’s topic. The student takes multiple opportunities to discuss specific relevant evidence from the text throughout the response, showing insightful development.**

- **The student thoroughly and accurately explains and elaborates on the evidence provided. For example:**
  - *One night Harriet stood looking at the stars and vowed to escape slavery and live freely. This explains that, yes she was a slave, but she had determination to break free. Tubman swore that either she would be free or die trying!*
  - *She was a free woman in this article, but would still not give up her mission to free others.*
  - *This was a risk; she was still being hunted for escaping! But, she accepted that risk bravely and kept pursuing her goal of freeing others.*

**The student demonstrates a clear understanding of the topic and stimuli by providing thorough explanation of the evidence chosen. This student moves beyond just using text evidence and follows up with further elaboration about why the chosen text evidence is important to the topic. The student compares and contrasts ideas from both texts, providing a thorough analysis of the topic.**