



MAAP

Grade 4

**Writing Prompt**



## Purpose

This document will focus on student constructed responses for the Mississippi Academic Assessment Program (MAAP) Grade 4 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.4.1-3

**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.4.1-3**

**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.4.1 and 4.3

**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.4.2

**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 and write a response to the prompt that follows.

## **Human Homes That Master the Weather**

by Margaret MacAlister Slepko

- 1 From hot, dry deserts to windy, freezing steppes, the earth has extreme climates. People who live in these harsh climates must adapt to them. Some need shelters that keep them warm in cold temperatures. Others need homes that protect them from the heat. Many homes use the natural environment to help them feel comfortable.

### **Deep in the Earth**

- 2 The village of Matmata, Tunisia, lies on the edge of the Sahara Desert. On a summer day, the sun bakes the land to 110°F or more. But nighttime temperatures may be as low as 40°F. Moisture in the air holds heat. Temperatures in Matmata drop because the dry desert air cannot hold heat.
- 3 To escape the burning sun and the nighttime chill, people in Matmata live in underground caves. Villagers dig large holes 20 feet into the ground. Ramps or staircases lead down to these holes. The holes serve as courtyards for attached underground rooms. Tunnels connect the rooms. People even carve their furniture from the rock walls.
- 4 The underground caves stay a constant temperature. The sandstone walls absorb the sun's heat. These thick walls stay warm throughout the night. By morning they have cooled off. They remain cool during the day while they slowly absorb heat from the sun. At dusk, the cycle begins again.

### **A Water Village**

- 5 In the Southeast Asian country of Brunei, people must adapt to a tropical climate. Located along the equator, Brunei is hot and humid. Temperatures range from 75°F to 90°F. It rains often, and the air is sticky.



- 6 The South China Sea borders Brunei on the north. Strong ocean winds fan Brunei's coast. These winds travel up the Brunei River. The cool air they deliver brings some relief from the tropical climate. The village of Kampong Ayer makes good use of these breezes. The homes in this "water village" stand on stilts several feet above the water. The sea breezes act as fans, circulating air through open windows.
- 7 Many families in Kampong Ayer also use ceiling fans to keep cool. Yet the river still plays a vital role in helping villagers adapt to the heat. People swim in the cool shade beneath the houses. Children in Kampong Ayer learn to swim before they learn to walk.

### **Circular Homes**

- 8 More than 5,000 miles north of Brunei are the steppe lands of Central Asia. The steppes are large, dry grasslands. These grasslands are home to nomads and their herds of sheep and goats. In the summer, nomads graze their herds in cool mountain pastures. In the winter they move them to warmer valleys. Because they migrate often, nomads need homes that are easy to move. These homes must also protect them from winter temperatures of minus 50°F.
- 9 Nomads in the steppes live in circular tents called gets (yurts). Gets are wooden frames covered with felt. Their shape helps to deflect the steppe's icy winds. The felt covering repels snow and rain. It also holds in the heat given off by stoves inside the get. A hole in the roof lets light in and lets smoke escape.
- 10 These amazing dwellings are examples of how people master the weather. Whether it's hot or cold outside, these homes are comfortable shelters from harsh climates. Which ones would you like to visit?



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## Standard W.4.2

**Read the following prompt and write your complete response in the answer document.**

You have read "Human Homes That Master the Weather," a passage about different kinds of homes around the world. Choose two types of homes described in the passage. Describe each home and its purpose. Then, tell how the two homes are similar or different, and explain the advantages or disadvantages of each. Be sure to use specific details and examples from the text to support your answer.

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

Today, I read "Human homes that master the weather" by Margret MacAlister Sleprow. I will be describing two homes I chose from the passage, and show how they are the same and different.

The first home is the underground caves of Matmata. There are many problems in Matmata. It's on the edge of the Sahara Desert, which in the passage, it explains that it's hot in the day, and cool in the night. In the passage, it says, "To escape the burning sun and the night time chill, people in Matmata live in underground caves.", so they can be cool and warm. "The underground caves stay a constant temperature. The sandstone walls absorb the sun's heat." That's how it stays warm in night, because the walls take in the heat slowly.

The other home is the "water village" of Kampong Ayer. It is in the country of Brunei. The problem is that it's always hot in Brunei. There is cool breezes from the South China Sea that helps. "The homes in this 'water village' stand on stilts several feet above the water. The sea breezes act as fans, circulating air through open windows.", that's how they keep cool.

The two homes do have similarities and differences. The similarities are that they both keep people cool, but Matmata keeps warm at night. I wonder if the water village needs it. Well, important thing is, they keep people comfy. I like that.

In conclusion, homes all over the world are built for different climates. From deserts to Arctic, homes are everywhere. I like how people build homes. It helps them survive. I might want to visit someday.

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

This response demonstrates a complete understanding of the task by describing two homes (*underground caves of Matmata* and the “*water village*” of *Kampong Ayer*) and their purposes, how those homes are similar or different, and explaining the advantages and disadvantages of each. The writing is clear and consistently focused, providing explanations that demonstrate a complete understanding of the given task. The writing is particularly effective in synthesizing key details from the passage to describe each home in their own words and successfully detail similarities and differences (e.g., *The similarities are that they both keep people cool, but Matmata keeps warm at night. I wonder if the water village needs it. Well, important thing is, they keep people comfy.*). 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.

### **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 response opens with an effective introduction that provides a clear claim and establishes direction for the remainder of the response (*I will be describing two homes I chose from the passage, and show how they are the same and different.*). Words, clauses, and transitions are used frequently and effectively to clarify the relationships among ideas, reasons, details, and evidence. The writing utilizes unique and varied transitional phrases, aiding in flow (e.g., *there are many problems in Matmata.*) between ideas. This response successfully utilizes a traditional five-paragraph format. However, it is important to note that a five-paragraph format is not required to earn a score point of 4 nor is it the only organizational strategy that can earn a score point of 4. The writing contains an effective conclusion that contributes to cohesiveness and clarity of the response, successfully summarizing the content of the response (*From desserts to Artic, homes are everywhere. I like how people build homes. It helps them survive.*).

### **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, enhancing the response with clear and detailed explanations and analysis (e.g., *From desserts to Artic, homes are everywhere.*). Sentences are fluent and varied in length and structure, successfully crafting multiple compound and complex sentences. However, occasional errors in syntax and sentence formation are present, notably around quoted textual evidence. The writing contains several minor errors in grammar and usage (e.g., *There is cool breezes from the South China Sea that helps.*) 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 errors in punctuation (e.g., errors in comma use), capitalization (e.g., *there are many problems in Matmata.*), and spelling (e.g., *Margret, different, desserts*). These minor errors in mechanics do not interfere with meaning and are relatively insignificant in comparison to the length of writing and what the student did correctly.

I just read a passage called "Human Homes That Master the Weather." The 2 Homes I'm choosing to describe are the underground homes and the Yurts.

There are some differences and some similarities, but let me start with the similarities. The underground caves are stayed the same tempature and so are yurts. The text states, "The underground caves stay a constant tempeture." The text also states "It also holds in heat." This shows me that they both stay a constant tempature for a long period of time. They also both get protected from bad weather. The text states "Their shape helps to deflect the steppe's Icy winds." The text also states "The sandstone walls absorb the sun's heat." this shows me that the matieral used helps them get protected from bad or too hot weather.

Those are my simalarities, but now lets start with the differences

they're are not as many rooms in a yurt as an underground cave.s the text states "Tunnels connect the rooms" the text also states "Nomads in the steppes live in circuler tents" This shows me that a tent only has 1 room. When the underground cave has probably 6. They're made differently The text states "Yurts are wooden frames covered with felt." the text also states "People even carve their own furniture." This shows me that they carve the homes underground.

So as you can see they're are some differences and some similarities with yurts and underground caves, But mostly similarities.

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

This response demonstrates a complete understanding of the task by describing two homes (*underground homes and the Yurts*) and their purposes, how those homes are similar or different, and explaining the advantages and disadvantages of each. The writing is clear and consistently focused, providing explanations that demonstrate a complete understanding of the given task. The writing is particularly effective in synthesizing key details from the passage to describe each home in their own words and successfully describe similarities (e.g., *This shows me that they both stay a constant tempature for a long period of time. They also both get protected from bad weather.*) and differences (e.g., *they're are not as many rooms in a yurt as an underground cave.s and This shows me that a tent only has 1 room. When the underground cave has probably 6. They're made differently*). 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. While the text does not specifically state the underground cave has 6 rooms, it does reference “attached underground rooms” and therefore is not entirely inaccurate.

#### **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 response opens with an effective introduction that provides a clear claim and establishes direction for the remainder of the response (*The 2 Homes I’m choosing to describe are the underground homes and the Yurts.*). Words, clauses, and transitions are used frequently and effectively to clarify the relationships among ideas, reasons, details, and evidence. While there is a reliance on formulaic phrases (e.g., *The text states, This shows*), the logical progression between ideas, textual evidence, and analysis contributes to clarity and flow (e.g., *The text also states “It also holds in heat.” This shows me that they both stay a constant tempature for a long period of time. They also both get protected from bad weather.*). The writing contains a conclusion that contributes to cohesiveness and clarity of the response, summarizing the content of the response (*So as you can see they’re are some differences and some similarities with yurts and underground caves, But mostly similarities.*).

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

This response demonstrates a minimal command of the conventions of standard English grammar and usage when writing. There are attempts at crafting sentences with varied length and structure, but these attempts are largely unsuccessful due to repeated syntactic errors (e.g., *The underground caves are stayed the same tempature and so are yurts.*), leading to an awkward reading. The writing contains a pattern of errors in grammar and usage (e.g., use of *they’re* instead of “there”, numerous errors in verb use) that occasionally impedes meaning. Word choice is limited and often repetitive.

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

The writing demonstrates a consistent command of the conventions of standard English (punctuation, capitalization, spelling). There are numerous errors in punctuation (e.g., errors in comma use, missing apostrophes, missing periods), capitalization (e.g., *this shows me that the matieral used helps them get protected from bad or too hot weather., the text states..., the text also states...*), and spelling (e.g., *tempature, tempeture, matieral, simalarities, circuler*). These minor errors in mechanics do not interfere with meaning but do represent the low end of the “2” score point.

In "Human Homes That Master the Weather," it talks about different types of homes made to adapt to it's climate. Today, I am going to talk about the underground caves and the water village. In the Village of Matmata, Tunisia, the Sahara desert is write where the people are. In the daytime the sun bakes the land to 110 degrees F. or more. But at nightttime the temperatures will go down to 40 degrees F. because the very dry desert air cannot hold heat.

To be able to escape the desert heat, the people of Matmata Village make underground holes 20 ft. deep as their homes. These holes, (or caves), are also connected to tunnels leading to different rooms. The holes serve as courtyards to these rooms. Some people even carve their furniture from the rock walls.

The underground caves stay a constant temperture. The sandstone walls can absorb the sun's heat. These thick walls stay warm throught the night, and by morning they have cooled off. By dusk, the cycle begins again.

In the Southeast Asian Country of Brunei people must adapt to their hot and humid climate. The tempertures range from 75 degrees F. to 90 degrees F. People use the China Sea's breeze as an advantage to cool. off. They also use ceiling fans. Their homes stand on stilts on the water. There, kids learn to swim before learning to walk. These are some pretty good homes to survive the weather.

### Development of Ideas: 3

This response demonstrates a general understanding of the task by adequately describing two homes (*Today, I am going to talk about the underground caves and the water village.*) and their purposes, how those homes are similar or different, and explaining the advantages and disadvantages of each. This response is generally clear and focused, but the analysis and explanations provided are reliant on the passage and the assertions beyond what the source material explicitly states are basic, which is indicative of a general understanding of the task (e.g., *These are some pretty good homes to survive the weather.*). Ideas are adequately developed by using logical reasoning and descriptions and details that are, for the most part, relevant and accurate based upon the text. Overall, textual evidence is sufficient and appropriate, but there are moments when the response lapses into direct copy of the passage (e.g., *The underground caves...*). This response would be strengthened with additional original analysis, particularly in explicitly describing how the selected homes are similar or different from one another.

### 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 response opens with an adequate introduction that contextualizes the content of the response (*In "Human Homes That Master the Weather," it talks about different types of homes made to adapt to it's climate.*) and then outlines the direction for the writing (*Today, I am going to talk about the underground caves and the water village.*). Words, clauses, and transitions are used to clarify the relationships among claims, reasons, details, and evidence. However, many of the transitions are reliant on the structure from the passage (e.g., *To be able to escape the desert heat..., In the Southeast Asian Country of Brunei..., etc.*). The writing contains an adequate concluding phrase that contributes to the cohesiveness of the response, referring back to a main purpose of both homes (*These are some pretty good homes to survive the weather.*).

### Language Conventions of Grammar and Usage: 2

The writing establishes and maintains tone appropriate to task, purpose, and audience. Word choice is purposeful and effective, but reliant on the passage (e.g., *To be able to escape the desert heat, the people of Matmata Village make underground holes 20 ft. deep as their homes.*). Sentences are fluent and varied in length and structure, successfully crafting multiple compound and complex sentences. However, occasional errors in syntax and sentence formation are present. The writing contains a few minor errors in grammar and usage (e.g., the use of *write* instead of "right" and the use of *it's* instead of "their") 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 errors in punctuation (e.g., occasional missing commas), capitalization (e.g., *the Sahara desert*), and spelling (e.g., *temperture, throught*). These minor errors in mechanics do not interfere with meaning and are relatively insignificant in comparison to the length of writing and what the student did correctly.



The underground caves and the gets both have some similarities and some advantages. First of all, they both protect humans from dangerous climates. The gets protect humans from cold air and the underground caves stay consistent with their heating and air.

The underground caves keep people safe from "the burning sun and the nighttime chill," also in the article "Human Homes That Master the Weather" it says "The underground caves stay a constant temperature. The sandstone walls absorb the sun's heat. These thick walls stay warm throughout the night. By morning they have cooled off." What that means is during the night the homes stay warm and at daytime the houses cool off a little.

Since the "get" homes are where it gets cold they protect humans from the cold climate. In the article "Human Homes That Master the Weather" it states "Their shape helps to deflect the tundra's icy winds. The felt covering repels snow and rain." So that's how gets help people in cold climates.

### Development of Ideas: 3

This response demonstrates a general understanding of the task by adequately describing two homes (*The underground caves and the gets both have some similarities and some advantages.*) and their purposes, how those homes are similar or different, and explaining the advantages and disadvantages of each. This response is generally clear and focused, but the analysis and explanations are minimal in comparison to the quantity of quoted textual evidence provided for each home (e.g., *What that means is during the night the homes stay warm and at daytime the houses cool off a little.*), which is indicative of a general understanding of the 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. Overall, this response provides appropriate and accurate descriptions that adequately address the given task. However, the writing would be strengthened with additional original analysis.

### 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 response opens with an adequate introduction outlining the direction for the writing (*First of all, they both protect humans from dangerous climates. The gets protect humans from cold air and the underground caves stay consistant with their heating and air.*). Words, clauses, and transitions are used to clarify the relationships among claims, reasons, details, and evidence. There is a clear and logical progression between the topic sentence, evidence, and analysis regarding both homes. However, the transitions used in connecting quoted textual evidence are often disjointed (e.g., *The underground caves keep people safe from "the burning sun and the nighttime chill," also in the article "Human Homes That Master the Weather" it says...*). The writing lacks a conclusion.

### 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, enhancing the response with clear and detailed explanations and analysis (e.g., *The gets protect humans from cold air and the underground caves stay consistant with their heating and air.*). Sentences are fluent and varied in length and structure, successfully crafting multiple compound and complex sentences. However, occasional errors in syntax and sentence formation are present, notably around quoted textual evidence. The writing contains several minor errors in grammar and usage (e.g., run-on sentences) 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 errors in punctuation (e.g., errors in comma use, especially around quoted textual evidence) and spelling (e.g., *consistant, sleppe's*). These minor errors in mechanics do not interfere with meaning and are relatively insignificant in comparison to the length of writing and what the student did correctly.

There are two homes that I would pick and those would be water village homes and "Deep in the Earth" homes because they both are cool with breeze, and one is underground and the other is around water . For example, in the subheading "Deep in the Earth", it says, "they remain cool during the day ,," while in "A Water Village" it says, "The sea breezes act as fans, circulating air through open windows." Those lead to how they're similar.

These homes also have differences, and the differences are one is underground and the other is around water. For example, it says in paragraph 3, "To escape the burning sun and the nighttime chill, people in Matmata live in underground caves." And in paragraph 6 it says, "The homes in this "water village" stands on stilts several feet above the water."

Those are differences and similarities. These both prove they do have similarities and differences.

### Development of Ideas: 3

This response demonstrates a general understanding of the task by adequately describing two homes (*There are two homes that I would pick and those would be water village homes and "Deep in the Earth" homes....*) and their purposes, how those homes are similar or different, and explaining the advantages and disadvantages of each. This response is generally clear and focused, but the analysis and explanations are repetitive (e.g., *...one is underground and the other is around water. and These homes also have differences, and the differences are one is underground and the other is around water.*) and minimal in comparison to the quantity of quoted textual evidence provided for each home, which is indicative of a general understanding of the task. Ideas are adequately developed by using logical reasoning and descriptions and details that are, for the most part, relevant and accurate based upon the text. Overall, textual evidence is sufficient and appropriate, but the response would be strengthened with additional original analysis, particularly in explicitly describing how the selected homes are similar or different from one another (e.g., *Those are the differences and similarities. These both prove they do have similarities and differences.*).

### 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 introductory phrase that provides a claim (*There are two homes that I would pick and those would be water village homes and "Deep in the Earth" homes because they are both are cool with breeze, and one is underground and the other is around water.*). The response utilizes words, clauses, and transitions which are used somewhat consistently to clarify the relationships among claims, reasons, details, and evidence. While the transitions used are basic and repetitive (e.g., *For example, it says*), the structure of the response with similarities in the first paragraph and differences in the second paragraph is logical and aids in both clarity and flow. The writing contains a basic conclusion that contributes to cohesiveness but is formulaic in structure (*Those are differences and similarities. These both prove they do have similarities and differences.*).

### Language Conventions of Grammar and Usage: 2

The writing establishes and maintains tone appropriate to task, purpose, and audience. Word choice is effective and purposeful, yet repetitive (e.g., *...one is underground and the other is around water.*). Sentences are fluent and varied in length and structure. However, several sentences contain errors in sentence formation, including a run-on sentence that serves as the introductory phrase (*There are two homes that I would pick and those would be water village homes and "Deep in the Earth" homes because they are both are cool with breeze, and one is underground and the other is around water .*). The writing contains a few minor errors in grammar and usage 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 errors in punctuation (e.g., lack of punctuation to break up run-on sentences) and spelling (e.g., *differences*). These errors are minor and do not interfere with meaning.

Today I read A Passage About Human Homes That Master The Weather.

One house I read ABOUT was under ground caves. AND What I LearNed ABOUT These caves Are They have ramPs or Staircases That lead it to holes. And They have Tunnels that coNNect To rooms. People even carve There furnitire from rock walls.

NeXt I read ABOUT circular hoMes. These hoMes Are locAted in South Asia. And these houses Are ciccular Tents Called Yurts. Then There Wooden frames is coverd with felt. AND Where These People live It is really cold.

Now I AM going to comPaRe Them. What They Have The same is People live iN Them. TheN They Are Both homes. AND They Both Have cliMates. They Both Are cold At some Point or Another. They Both Are Made from stuff.

Now how Are They differnt from eachother. They do Not live iN The saMe Place. They Both have differnt Climates. one is A tent one is not. one is verY hot And one is verY cold. ONE has Tunnels one does Not.

So What I got out of This TodaY was There Are same house And soMe Are differnt. There Are houses All over the world.

### Development of Ideas: 2

The writing is vague and shows only partial understanding of the given task. This response does identify two homes (*One house I read About was under ground caves.* and *NeXt I read ABout circular hoMes.*) and their purposes. However, the development of these ideas in the main body paragraph is dependent on a retelling of the textual evidence with limited original analysis (e.g., *TheY Both Are Made from stuff.*). Ideas are somewhat developed by using evidence from the text and descriptions and details that are merely listed. Beyond retelling what the source material explicitly states, the analysis and reasoning provided are basic (e.g., *TheN TheY Are Both homes.*, *TheY Both Are Made from stuff.*, *TheY do Not live iN The saMe Place.*, etc.). Overall, this response represents partial understanding of the given task and would be strengthened with additional original descriptions of the similarities and differences between the homes and more specific analysis.

### 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 introductory phrase that attempts to contextualize the content of the response (*Today I read A Passage About Human Homes That Master The Weather.*). The response utilizes words, clauses, and transitions somewhat consistently to clarify the relationships among claims, reasons, details, and evidence. The transitions utilized are basic and/or repetitive (e.g., *Next, Now, So What*), but there is some logical progression of ideas, with each paragraph clearly purposed in the topic sentence (e.g., *Now I AM going to comPaRe Them.*), which aids in clarity. However, the connection between the ideas within each paragraph is not evident due to the lack of textual evidence, leading to an uneven and disjointed flow. While paragraph two identifies each of the homes, the following paragraphs do not tie them together (e.g., *TheN TheY Are Both homes.*, *TheY do Not live iN The saMe Place.*). The writing contains a basic conclusion that contributes to cohesiveness but is formulaic in structure (*So What I got out of This TodaY was There Are same house And soMe Are differnt. There Are houses All over the world.*).

### Language Conventions of Grammar and Usage: 1

The writing maintains a tone inappropriate to task, purpose, and audience. Word choice is limited, clichéd, and repetitive (e.g., *TheY Both Are Made from stuff.*). There are attempts at crafting sentences with varied length and structure. However, these attempts are largely unsuccessful due to a significant pattern of errors in grammar and usage. There are errors in word formation (e.g., the use of *under ground* instead of “underground”), usage (e.g., the use of *There* instead of “their”, the use of *same* instead of “similar”, etc.), subject-verb agreement (e.g., *Then There Wooden frames is coverd with felt.*), and numerous missing words. These errors represent a substantial pattern of errors in grammar and usage that impedes meaning.

### Language Conventions of Mechanics: 1

The writing demonstrates an inconsistent command of the conventions of standard English (punctuation, capitalization, spelling). There are errors in punctuation (e.g., missing commas), capitalization (e.g., randomly capitalized letters throughout the response, occasional lack of capitalization to begin sentences), and spelling (e.g., *ciccular, coverd, differnt*). This constitutes a pattern of errors in mechanics that occasionally impedes meaning.

Matmata Tunisia live on the edge of the Sahara Desert. The Southeast Asian contry of brunei is located along the equator Brunei is hot and humid. People in Matmata Tunisia live in underground caves that absorbs the sun heat making it warm On Matmata's chilly night's. also, they cool down in the morning so the people wont be so hot. While in brunei the air is sticky and it rains a lot. The village of Kampong they use ceiling fans to keep cool but, people still swim in the shade beneath the houses. These amazing dwellings are exampels of how people master the weather. Which ones would you like to live in?

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

The writing is vague and shows only partial understanding of the given task. This response does imply the identification of two different types of homes (*underground caves...*, and a description of the house built above the water) and their purposes (to cool down). However, the development of these ideas is largely dependent on textual evidence with limited original analysis (e.g., *Brunei is hot and humid* and *The village of Kampong theY use ceiling fans to keep cool.*). Ideas are somewhat developed by using basic reasoning and evidence from the text and descriptions and details are merely listed with little original analysis. The description of similarities and differences is limited to describing features of the homes that help manage the temperature controls (e.g., *underground caves that absorbs the sun heat* and *swim in the shade beneath the houses*). Overall, this response represents partial understanding of the given task and would be strengthened with additional original analysis and further descriptions of the homes themselves.

### **Writing Organization: 1**

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. The response opens with an introductory phrase that identifies the location. However, the progression of ideas in the body paragraph suffers despite the attempt to identify the different homes and their purpose. The response jumps between details with no explanation or logical progression, resulting in an uneven and disjointed flow and a lack of clarity about the relationships among claims, reasons, details, and evidence. Words, clauses, and transitions are used ineffectively, utilizing transitional phrases to connect information that is largely unrelated (e.g., *While in brunei the air is sticky and it rains a lot.*). The writing contains a minimal conclusion that is vague, resulting in a lack of cohesiveness and clarity (*These amazing dwellings are exampels of how people master the weather*).

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

The writing maintains a tone inappropriate to task, purpose, and audience. This response demonstrates a minimal command of the conventions of standard English grammar and usage when writing. Word choice is limited, and there are attempts at crafting sentences with varied length and structure, but these attempts are largely unsuccessful due to repeated errors in grammar and usage (e.g., *Matmata Tunisia live on the edge..., also, they cool down...*), leading to an awkward reading that impedes 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 (e.g., *night's, wont*), capitalization (e.g., *brunei, theY*), and spelling (e.g., *contry, exampels*), that are minor and do not interfere with meaning.



Water Village and circular Homes have alot of likes and differentes.

Water Village Circular homes both got people who live there. They both have history behind there town. Circular Home has alot of people that live in there. In Circular Homes they live in Circular tents. Warter Village air is sticky. The home in Warter Village stand on stilts several feet above warter. There it often rain. The disadvantage about warter Village is it gets really hot. They have to use selling fans to keep cool. The advantage abot it is that they got to adapt to the tropical climate. The disadvantage about circular home is that they have to live in circular tents called (yurts). An the advantage is that they have a lot of animals.

I n conclusion Water Vilalge are alike. An they are also different.

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

The writing is vague and shows only partial understanding of the given task. This response does identify two homes (*Water Village and circular Homes have alot of likes and differentes.*) and their purposes. However, the development of these ideas in the main body paragraph is dependent on a retelling of the textual evidence with basic original analysis. Ideas are somewhat developed by using evidence from the text and descriptions and details that are merely listed. Beyond retelling what the source material explicitly states, the analysis and reasoning provided are basic (e.g., *Water Village Circular homes both got people who live there. They both have history behind there town.,* etc.) or inaccurate (e.g., *Circular Home has alot of people that live in there.*). Overall, this response represents the low end of the “2” score point and would be strengthened with additional accurate analysis.

### **Writing Organization: 1**

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. The response opens with an introductory phrase that attempts to provide context and direction to the remainder of the response (*Water Village and circular Homes have alot of likes and differentes.*). However, the progression of ideas in the body paragraph suffers due to an extreme lack of clarity. The response jumps between details about both homes with no explanation or logical progression, resulting in an uneven and disjointed flow and a lack of clarity about the relationships among claims, reasons, details, and evidence. Words, clauses, and transitions are used sparingly and ineffectively, utilizing transitional phrases to connect information that is largely unrelated. The writing contains a minimal conclusion that is vague, resulting in a lack of cohesiveness and clarity (*In conclusion Water Vilalge are alike. An they are also different.*).

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

This response demonstrates a minimal command of the conventions of standard English grammar and usage when writing. Word choice is limited, clichéd, and repetitive (e.g., reliance on phrases including *likes and differentes* or *alike and different*). Sentences are similar in structure and contain repeated errors in grammar and usage that impede clarity (e.g., *Water Village Circular homes both got people who live there.*). The writing contains a pattern of errors in grammar and usage (e.g., *Water Village and circular Homes have alot of likes and differentes., Water Village Circular homes both got people who live there., There it often rain.,* etc.) that impedes meaning.

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

The writing demonstrates an inconsistent command of the conventions of standard English (punctuation, capitalization, spelling). There are errors in punctuation (e.g., errors in comma use), capitalization (e.g., randomly capitalized letters throughout the response), and spelling (e.g., *alot, differentes, Warter, selling, abot, Vilalge*). This constitutes a pattern of errors in mechanics that occasionally impedes meaning.

These homes are different and alike in some ways. These two types of homes are called "A Water Village" and "the Village of Matmata". (Brunei and Matmata Village)

The Village of Matmata lies on the edge of the Sahara Desert While the "Water Village" is in the Southeast Asian Country of Brunei. On a summer day in Matmata the sun bakes the land to 110 degrees F but in Brunei it is a tropical Climate and People has to adapt to that. Brunei is hot and humid the Temperatures range from 75 degrees F- 90 degrees F it rains often and the air is sticky.

In conclusion Brunei and Matmata are very different and now I am done comparing these two homes. Both homes are kind of hot some times because of where they are located but both are very different.

### **Development of Ideas: 1**

The writing is unclear and shows a lack of understanding of the given task. While this response does identify two homes (*These two types of homes are called “A Water Village” and “The Village of Matmata”.*), the information presented does not support analysis of the homes themselves. The development of these ideas in the main body paragraph is dependent on textual evidence with minimal original analysis (e.g., *The village of Matmata...*). Ideas are developed with limited reasoning and evidence from the text and descriptions and details are irrelevant. The textual evidence is largely about the location and climate of each of the homes, rather than descriptions of the homes themselves. Overall, this response represents a lack of understanding of the given task and would be strengthened with additional original analysis and descriptions of the homes themselves.

### **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 response opens with an adequate introduction that contextualizes the content of the response (*These homes are different and alike in some ways..*) and then outlines the direction for the writing (*These two types of homes are called “A Water Village” and “The Village of Matmata”.*). Words, clauses, and transitions are used to clarify the relationships among claims, reasons, details, and evidence. However, many of the transitions are reliant on the structure from the passage (e.g., *The village of Matmata lies on the edge of the Sahara Desert...*). The writing contains an adequate conclusion that contributes to the cohesiveness of the response, summarizing the content of the response (*Both homes are kind of hot some times because of where they are located but both are very different.*).

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

The writing establishes and maintains tone appropriate to task, purpose, and audience. Word choice is general, particularly in the original analysis (e.g., *Both homes are kind of hot some times because of where they are located but both are very different.*), but achieves its intended purpose. There are attempts at crafting sentences with varied length and structure, but complex sentences are largely unsuccessful due to syntactic errors. The writing contains a few minor errors in grammar and usage (e.g., run-on sentences, errors in subject-verb agreement, separating the compound word “sometimes”) 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 errors in punctuation (e.g., errors in comma use around transitions and missing punctuation to break up run-on sentences) and capitalization (e.g., *...the Sahara Desert While..., ...the Southeast Asian Country..., ...it is a tropical Climate and People has to..., ...the Temperatures range...*). Overall, these errors in mechanics are minor and do not interfere with meaning.

Central Asia and Kampong Ayer are different and alike. That is what I will be writing about today.

Here are some examples of how they are different. Central Asia are homes to nomads and their herd of sheep. Kampong Ayer families use ceiling fans to keep cool. Some children in Kampong Ayer learn to swim before they walk.

Now here are some examples on how they are alike. Both in the summer try to stay cool. They both are homes to people. People who live in these harsh climates must adapt to them.

### **Development of Ideas: 1**

The writing is unclear and demonstrates a lack of understanding of the given task. This response identifies two cities (*Central Asia and Kampong Ayer are different and alike.*) and supporting ideas are largely developed by using irrelevant evidence from the passage (e.g., *Some children in Kampong Ayer learn to swim before they walk.*) or inaccurate descriptions (e.g., *Both in the summer try to stay cool.*). There is limited accurate reasoning paired with irrelevant textual evidence when describing general differences about the locations and people who live in the homes (e.g., *Central Asia are homes to nomands and their herd of sheep.* and *Some children in Kampong Ayer learn to swim before they walk.*), and the minimal attempts to provide explanations (e.g., *Here are some examples of how they are different.*) impacts the clarity of the argument. Overall, this response represents the high end of the “1” score point and would be strengthened with additional relevant textual evidence and detailed analysis.

### **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 introductory phrase that attempts to contextualize the content of the response (*Central Asia and Kampong Ayer are different and alike. That is what I will be writting about today.*). The response utilizes words, clauses, and transitions somewhat consistently to clarify the purpose of each paragraph (e.g., *Here are some examples of how they are different.* and *Now here are some examples on how they are alike.*). However, the response jumps between ideas that have no apparent connection to the topic sentence or the other details, resulting in an uneven and disjointed flow and unclear relationships among claims, reasons, details, and evidence. The writing lacks a conclusion.

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

The writing establishes and maintains tone appropriate to task, purpose, and audience. Word choice is general (e.g., relying on the phrase *different and alike*) but achieves its intended purpose. Sentences are fluent but are similar in structure. The writing contains a few minor errors in grammar and usage (e.g., *Central Asia are homes to nomands...*) 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 errors in spelling (e.g., *writting, nomands, swimg*) that are minor and do not interfere with meaning.

The Village of Matmata, Tunisia and the Southeast Asian country of Brunei are alike and different in many ways. 1st reason of how they are alike is because they are both hot places. 2nd reason of how they are alike is because they both have a way as getting cool This is why The Southeast Asian Country of Brunei do to get cool The sea breezes act as fan and Matmata, Tunisia get cool by when nighttime cool may be as low as 40 degrees F. This is how they are different because Southeast Asia rains often but Matmata does not rain. 2nd reason is because in Southeast Asian air is sticky but Matmata air is not. In conclusion Matmata, Tunisia and the Southeast Asia contry of Bruneil are alike and different in many ways.

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

The writing is unclear and shows no understanding of the given task, largely focusing on comparing and contrasting the climate of Matmata and Kampong Ayer, rather than describing two homes and their purposes, how those homes are similar or different, and explaining the advantages and disadvantages of each. There is a minimal reference to the homes in Kampong Ayer (*This is why The Southeast Asian Country of Brunei do to get cool The sea breezes act as fan...*), but the reasoning, descriptions, and details are irrelevant to the given task. While the response provides accurate claims regarding the climate of the chosen locations, as well as providing accurate textual evidence to support those claims, the development present is not at all pertinent to the given task.

### **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 introductory phrase that attempts to provide direction to the remainder of the response (*The Village of Matmata, Tunisia and the Southeast Asian country of Brunei are alike and different in many ways.*). The response utilizes words, clauses, and transitions somewhat consistently to clarify the purpose of each paragraph (e.g., *1st reason...*, *2nd reason...*). These transitions are basic and repetitive, but there is some logical progression of ideas, moving from *how they are alike* to *how they are different*, which aids in clarity. The writing contains a basic conclusion that summarizes the content of the response (*In conclusion Matmata, Tunisia and the Southeast Asia contry of Bruneil are alike and different in many ways.*).

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

The writing maintains a tone inappropriate to task, purpose, and/or audience. Word choice is limited, clichéd, and repetitive (e.g., reliance on phrases including *alike and different*). There are attempts at crafting sentences with varied length and structure, but these attempts are largely unsuccessful due to repeated syntactic errors and errors in sentence formation. The writing contains a pattern of errors in grammar and usage (e.g., *...they both have a way as getting cool...*, *This is why The Southeast Asian Country of Brunei do to get cool...*, *...Matmata, Tunisia get cool by when nighttime...*) that occasionally impedes meaning.

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

The writing demonstrates an inconsistent command of the conventions of standard English (punctuation, capitalization, spelling). There are errors in punctuation (e.g., missing periods at the end of sentences and errors in comma use), capitalization (e.g., *This is why The Southeast Asian Country of Brunei...*), and spelling (e.g., *...contry of Bruneil...*). This constitutes a pattern of errors in mechanics that occasionally impedes meaning.



I would rather visit Nomads because I would get to play with a herd of sheeps. And I will get to play with goats. Then in summer the nomads graze their their herd in cool Mountain.

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

This response demonstrates no understanding of the given task, primarily focusing on describing a trip to *visit Nomads* (which answers the question in the final paragraph), rather than describing two homes and their purposes, how those homes are similar or different, and explaining the advantages and disadvantages of each. While there is indication the student read the passage, the development and details present (e.g., *...I would get to play with a herd of sheeps. And I will get to play with goats.*) are not pertinent to the given task.

### **Writing Organization: 1**

While this response does not address the given task, the writing demonstrates an attempt at planning. The progression of ideas is not always logical in relation to the given task, primarily focusing on describing a trip to *visit Nomads*. The response opens with a limited and unclear introductory phrase (*I would rather visit Nomads because...*) before proceeding directly into the content of the response. Words, clauses, and transitions are used sparingly and sometimes ineffectively to clarify the relationships among claims, reasons, details, and evidence. The transitions used are basic and largely unrelated to the content they are connecting (e.g., *...because..., And..., Then...*), contributing to an uneven and disjointed flow. The writing lacks a conclusion.

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

The writing maintains a tone inappropriate to task, purpose, and audience. Word choice is limited, utilizing language from the passages to support extraneous ideas. The first sentence is an accurate compound sentence, but the remaining two sentences contain errors in formation. The writing contains sufficient errors in grammar and usage (e.g., the use of *sheeps* instead of “sheep”, repeated words) to constitute a pattern in such a limited response.

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

The writing demonstrates an inconsistent command of the conventions of standard English (punctuation, capitalization, spelling). There are errors in punctuation (e.g., errors in comma use), capitalization (e.g., *Nomads, ...In cool Mountain.*) and spelling (e.g., *ratter, sumer, normans, grazew*). This represents a pattern of errors in mechanics that occasionally impedes meaning.

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## Additional Potential Prompts for this Passage

### Standard W.4.1

- You have read "Human Homes That Master the Weather," a passage about different kinds of home around the world. Which home do you think is the most interesting? Be sure to use specific details and examples from the text to support your answer.

### Standard W.4.2

- You have read "Human Homes That Master the Weather," a passage about different kinds of homes around the world. The author makes the point that, "Many homes use the natural environment to help them (the people) feel comfortable." Explain how the author uses reasons and evidence to support this point. Be sure to use specific details and examples from the text to support your answer.
- You have just read "Human Homes that Master the Weather," a passage about different kinds of homes around the world. Think about what you read about the ways the people in each climate use the environment to assist them in deciding how to build their homes. Write an essay to describing how the environment plays a key role in helping the people build their homes. Use key details and examples from the passage to support your ideas.

### Standard W.4.3

- You have read "Human Homes That Master the Weather," a passage about different kinds of home around the world. Imagine you are a world traveler and visit each home. Report on the most important feature of each home. Be sure to use specific details and examples from the text to support your answer.



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