

Student Response

Mini-Assessment for “The Open Boat” by Stephen Crane*

Writing Prompt: Describe the relationship between the four men in the boat and explain how this relationship is central to the theme and plot of the passage. Be sure to include evidence from the text to support your response.

Student Response:

The relationship between the 4 men in the paragraph is a more **profound bond than regular friendship**. Because of the fact that they all understand each other so well, the crew members have a better chance of surviving and making it to shore, which is kinda the plot of the excerpt. **In the first 2 paragraphs, it explains how good of friends the men are, and that they all respect each other**. The 47 paragraph also shows this, as the 4 coemembers **shared cigars to celebrate (well kind-of)** that fact that they did not die. The relationship is related to the theme of the passage because if they had not understood each other so well, **the would not have survived**.

An excellent description of the relationship in response to the prompt.

The student essentially summarizes the first two paragraphs but does not provide specific textual evidence to support the claim.

The student provides an example of textual evidence that illustrates the strong bond.

An example of a claim the student makes about the text that could be supported with explanation and evidence.

Another claim/inference that could have been further developed to make the response stronger.

Analysis of Student Response:

Based on an overview of the traits in the [Scoring Rubric for Text-Based Writing Prompts](#), this student response would receive a low 3. The response does not have enough substance or use of textual evidence to fully meet the expectations for a top score.

Based on the “**Reading Comprehension**” trait of the rubric, the student clearly understands from reading the text that the crew is bonded in a unique manner, which may help them survive. The response gives an excellent statement of the theme of the text in response to the question in the prompt.

To receive a top score and meet the expectations of the “**Development of Ideas/Use of Evidence**” trait on the rubric, multiple examples of textual evidence should be cited to create a deep response based on careful analysis, but the response falls short in the use of evidence.

In regard to “**Organization**,” the response is structured clearly, with the claim coming early in the response and then evidence following from paragraphs in order of occurrence. Finally, the student reiterates the claim as her conclusion. However, the student does not use transitions to link ideas, and therefore would not receive a top score for this aspect of the rubric.

As for “**Style**,” the student uses a variety of sentence structures in her response and clearly recognizes the audience, as she uses a fairly consistent tone and style. However, she tends to use mostly conversational rather than formal words. The use of “kinda” and “well kind of,” for example, introduces an inappropriate level of informality. Therefore, she would not receive a top score for this trait of the rubric.

For the “**Conventions**” aspect of the rubric, the student response contains a few errors but none serious enough to interfere with clarity of message. For example, in the third sentence, “paragraphs” and “it” do not match. Later, there are minor spelling errors of “coemembers” and “the” instead of “they.”

Student Response

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