

Anchor Analysis Sheet		Anchor Score: 2+
Student: Karina Ponce	Instructor: Carmen Sadek	Date 1.4.05
Mastered	Needs Improvement	
<p>This writing exercise was the FIRST DRAFT of the eventual lengthy assignment students will do: a biographical fiction of one historical figure found in KRAKAOA. The main purpose was for students to locate the required information to answer the questions and to use in their writing as many words and as much vocabulary as possible from the limited text of KRAKATOA (Chapter 2) selected by the teacher for this lesson,</p> <p>The student successfully addressed the main questions, stating the name of the historical figure, and using First Person in all of her writing, thus assuming the “persona” of the historical figure. She also stated WHEN this person lived (Year 1587), WHERE this person was standing (“ . . . in East Africa on the cape across to the administrative capital of Goa.”) The student also describes WHO this person was, stating the Last Name and that “. . . I am an energetic traveler . . . I was keenly interested in the Artic.”</p> <p>What Van Linschoten did or accomplished is also mentioned by the student: “My numerous journeys . . . , I went with . . . , I spent six years . . .traveling, . . . noting . . . , I published . . . , I created maps . . . , I made the first positive identification of the volcano island.”</p> <p>The student also offers an explanation of the SIGNIFICANCE of this person in history: “I am an important part of history because I created maps and because I made the first positive identification of the volcano island.” The student also attempts to tells HOW this historical figure’s actions and thoughts influenced the events narrated in the story of KRAKATOA: She indicates that, in his travels, Van Linschoten was “. . .noting furiously details of every place and people I visited. In 1595 I published my account of the <i>Itinerario</i>, one of the most detailed travel guides ever known.”</p>	<p>The student was not completely successful in locating all of the information available in the limited text to answer all of the questions posed by the teacher as part of the assignment. The lack of a full and elaborate response may have been due to time constrains rather than to lack of knowledge since the class period ended while students were still engaged in writing their first draft.</p> <p>The student, then, did not fully answer all questions posed by the teacher, specifically: the complete name of the historical figure, the nationality, the educational background or profession (“bookkeeper”), and a comparison or contrast of this historical figure with another historical figure presented already by the teacher: Pliny the Elder.</p> <p>The FIRST DRAFT lacks a well developed organization although it adheres to the topic. There is no sense of the beginning, middle or end in terms of the life of the historical figure.</p> <p>The student does not fully elaborate many of the details using all the words and vocabulary in the selected text of KRAKATOA for in this lesson.</p> <p>While spelling is mostly carefully preserved from the original text of KRAKATOA, the student includes only one very lengthy paragraph in her DRAFT, without indentations and with very limited use of punctuation marks or capital letters for historical locations. Some of the sentences extract and use words from the text but without a complete understanding of what the words refer to. For example, “the divine” refers to the Catholic Church,</p>	

Dear Karina, I would like to share with you the strengths of your FIRST DRAFT of the Fictional Historical Biography you wrote about Jan Houghen Van Linschoten. Here are the skills you mastered:

This writing exercise was your FIRST DRAFT of the eventual lengthy assignment you will do: a biographical fiction of one historical figure found in KRAKAOA. The main purpose was for you to locate the required information to answer the questions and to use in your writing as many words and as much vocabulary as possible from the limited text of KRAKATOA (Chapter 2) selected by me, the teacher, for this lesson

You successfully addressed the main questions, stating the name of the historical figure, and using First Person in all of your writing, thus assuming the “persona” of the historical figure. You also stated WHEN this person lived (Year 1587), and WHERE this person was standing (“. . . in East Africa on the cape across to the administrative capital of Goa.”) You described WHO this person was, stating the Last Name and that “. . . I am an energetic traveler . . . I was keenly interested in the Artic.”

What Van Linschoten did or accomplished is also mentioned in your FIRST DRAFT: “My numerous journeys . . . , I went with . . . , I spent six years . . . traveling, . . . noting . . . , I published . . . , I created maps . . . , I made the first positive identification of the volcano island.”

You offer an explanation of the SIGNIFICANCE of this person in history: “I am an important part of history because I created maps and because I made the first positive identification of the volcano island.” You also attempts to tell HOW this historical figure’s actions and thoughts influenced the events narrated in the story of KRAKATOA: You indicate that, in his travels, Van Linschoten was “. . . noting furiously details of every place and people I visited. In 1595 I published my account of the *Itinerario*, one of the most detailed travel guides ever known.”

Here are some areas you may wish to improve as you revise your FIRST DRAFT:

You were not completely successful in locating all of the information available in the limited text to answer all of the questions posed by me, the teacher, as part of the assignment. The lack of a full and elaborate response may have been due to time constrains rather than to lack of knowledge since the class period ended while you and all the students were still engaged in writing their first drafts.

You, then, did not fully answer all questions posed by me, specifically:
the complete name of the historical figure,
the nationality,
the educational background or profession (“bookkeeper”), and
a comparison or contrast of this historical figure with another historical figure presented already by the teacher: Pliny the Elder.

The FIRST DRAFT lacks a well developed organization although it adheres to the topic. There is no sense of the beginning, middle or end in terms of the life of the historical figure.

You do not fully elaborate many of the details using all the words and vocabulary in the selected text of KRAKATOA for in this lesson.

While spelling is mostly carefully preserved from the original text of KRAKATOA, you included only one very lengthy paragraph in your DRAFT, without indentations and with very limited use of punctuation marks or capital letters for historical locations. Some of the sentences extract and use words from the text but without a complete understanding of what the words refer to. For example, “the divine” refers to the Catholic Church,