

# New York NYSTP 2019 Grade 8 English Language Arts

Exam Materials  
Pages 2 - 36

Answer Key Materials  
Page 37

Rubric Materials  
Pages 38 - 135

Name: \_\_\_\_\_



# **New York State Testing Program**

---

## **2019 English Language Arts Test Session 1**

**Grade 8**

**April 2–4, 2019**

**RELEASED QUESTIONS**

# Session 1



## TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

- Be sure to read all the directions carefully.
- Most questions will make sense only when you read the whole passage. You may read the passage more than once to answer a question. When a question includes a quotation from a passage, be sure to keep in mind what you learned from reading the whole passage. You may need to review both the quotation and the passage in order to answer the question correctly.
- Read each question carefully and think about the answer before making your choice.

# **D**irections

**Read this article. Then answer questions 15 through 21.**

*This excerpt is from a book about the history of the Hudson River.*

## **Excerpt from *River of Dreams***

*by Hudson Talbott*

- 1 By the twentieth century, New York City had long since reached its destiny of becoming the most powerful city in America. In less than 300 years it had grown from a tiny Dutch outpost in the wilderness to the business capital of the world. It was a city built on dreams.
- 2 But it was made out of bricks and cement that had come from the banks of the Hudson. The river which had fed all those dreams was now fading into the background. New York didn't seem to need the river anymore, except as a sewer. And that's what it became.
- 3 Industry on the river had made some New Yorkers filthy rich. But it had just made the river filthy. Garbage, factory waste, plant chemicals and the raw sewage of the cities and towns along its banks were dumped directly into the river. The water turned greenish brown, except by the GM plant, where it turned red or yellow or whatever color they were painting the cars that day.
- 4 The fishing industry collapsed. The few fish that survived were too poisonous to eat. Smog from the factory smoke and dust from the cement plants blanketed the valley. And it was all legal.
- 5 Most people don't start out with dreams of polluting a river. But it was often the result of people chasing their dreams of wealth with little care of how they reached it. The Hudson Valley had always drawn them.
- 6 But now there were other dreamers in the valley, with their own dreams of wealth. They dreamed of the wealth of wildlife in a healthy forest, the abundance of fish in oxygen-rich water, and the great fortune of living in a beautiful river valley.
- 7 So perhaps it was a matter of time before the two types of dreamers would meet each other—in court.

**GO ON**

8      In 1963, Con Edison, New York City's power company, proposed a plan for constructing the largest hydroelectric pumping station ever built. The plan called for carving out a gigantic hole in the side of majestic Storm King Mountain on the Hudson River.

9      But then they met Franny Reese. Franny was a longtime valley resident with a simple point to make: the mountain could not speak for itself. If she didn't speak for it, who would?

10     Franny and a group of like-minded people founded Scenic Hudson and took on the power company in a landmark court case. Con Ed challenged the right of private citizens to participate, but the court sided with the citizens, in the ruling now known as the Scenic Hudson Decision.

11     After dragging out the case for seventeen years, Con Ed finally gave up and Storm King survived unblemished. It was the beginning of the environmental movement in this country, and once again, the Hudson Valley was the birthplace.

12     More and more people joined the movement as they realized how much difference each of us can make.

13     The love of their land was still alive in the hearts of Americans, and now that it was aroused again, things began to change.

14     Many new laws and new citizens' groups have been inspired by those early heroes of the environment, and their work has begun to bring the Hudson back to life.

15     The Mahicans called it "The River That Flows Both Ways." Slowly we are learning that taking care of the river is the only way that the river can take care of us.

16     Fifty years have passed since I dreamed of going to New York to see the river that shares my name, and thirty-five years since that dream came true. I live in the Hudson Valley now, grateful to all those who came before me, following their dreams to this river, building this nation, sharing its beauty, securing its future.

17     It's now my turn to help in keeping the river of dreams flowing, for all those dreamers yet to come.

**GO ON**

**15**

As used in paragraph 2, what does the phrase “fading into the background” mean?

- A** disappearing from view
- B** losing its importance in people’s minds
- C** moving farther and farther from the city
- D** remaining important only to those who value nature

**16**

Which claim from the article is **least** supported?

- A** “New York didn’t seem to need the river anymore, except as a sewer. And that’s what it became.” (paragraph 2)
- B** “Industry on the river had made some New Yorkers filthy rich.” (paragraph 3)
- C** “But it had just made the river filthy.” (paragraph 3)
- D** “But now there were other dreamers in the valley, with their own dreams of wealth.” (paragraph 6)

**17**

What is the role of paragraph 7 in the organization of the article?

- A** It compares the two groups of dreamers.
- B** It concludes the part of the article about industry.
- C** It introduces the part of the article about activists.
- D** It transitions to the part of the article where change occurs.

**GO ON**

**18**

What does “unblemished” mean as used in paragraph 11?

- A** unaware
- B** unknown
- C** unharmed
- D** unstable

**19**

How does the idea expressed in paragraph 15 relate to the article?

- A** There are two main ways that the river can be fixed.
- B** The river is able to move in two different directions.
- C** People who benefit from the river must also protect it.
- D** Opposing groups can each get what they want from the river.

**20**

Which sentence is **most** important to include in a summary of the article?

- A** One company colored the river red and yellow with excess car paint.
- B** The Hudson River became polluted in the effort to gain wealth.
- C** The Mahicans have a saying about taking care of the river.
- D** The author has dreamed of returning to the Hudson River for fifty years.

**GO ON**

**21**

Which quotation **best** expresses the author’s point of view in the article?

- A** “In less than 300 years it had grown from a tiny Dutch outpost in the wilderness to the business capital of the world.” (paragraph 1)
- B** “In 1963, Con Edison, New York City’s power company, proposed a plan for constructing the largest hydroelectric pumping station ever built.” (paragraph 8)
- C** “More and more people joined the movement as they realized how much difference each of us can make.” (paragraph 12)
- D** “It’s now my turn to help in keeping the river of dreams flowing, for all those dreamers yet to come.” (paragraph 17)

**GO ON**

# **D**irections

Read this story. Then answer questions 22 through 28.

## Excerpt from *A la Carte*

by Tanita S. Davis

- 1     “Homework?” My mother mouths the word exaggeratedly, eyebrows raised, and I roll my eyes. Frowning, she points with her chin to the side door that leads to the stairs. I roll my eyes again, mouthing, Okay, okay, not needing her to pantomime further what she wants me to do. I hate the thought of leaving the clattering nerve center of the restaurant to wrestle with my trigonometry homework in my mother’s quiet office downstairs.
- 2     “Order!”
- 3     The bright lights and swirl of noise and motion are muffled as the kitchen door swings closed behind me.
- 4     It’s hard to remember a time when the restaurant hasn’t been the center of our lives. Mom used to be a copy editor and wrote food features for our local paper, the *Clarion*, and she met Pia when she did a write-up on the culinary school Pia attended. Pia thinks it was fate that Mom wanted to invest in a restaurant at the same time Pia wanted to buy the old bank building.
- 5     La Salle Rouge doesn’t serve much in the way of “kid” food, since the menu doesn’t cater to people my age on a cheap date, but I’ve loved everything about it from the first. I started experimenting with being a vegetarian when I turned fourteen, but Pia still found things to feed me and taught me to be creative with vegetables and tofu. I like to think I’m the best-fed vegetarian in the state of California.
- 6     Pia’s been really good about teaching what she knows, and I decided early on that this is the work I want to do—get out of school and get into the kitchen for good. Mom and Pia have created a popular French-Asian-Californian fusion restaurant that has gotten great reviews from food critics. They took the best of each other’s tastes—Mom’s traditional Southern flavors and Pia’s French training combined with her vegetable- and spice-savvy Cambodian tastes—and pulled off what one food critic called “stylized food with unique flavor combinations in an intimate setting.”
- 7     Whatever that means.

**GO ON**

8 Three years ago, when I started high school thirty pounds heavier than everyone in my class, Mom and I came up with a light menu for La Salle Rouge, and it's been such a popular idea that Mom lets me come up with tasty, low-calorie desserts, which is one of my favorite things to do. It hardly seems fair that I have to walk away from all of that just to do trigonometry, but my mom says I have to finish school before I concentrate on cooking. She says it's smarter to have a "backup plan," and she's made me apply to plenty of colleges and check out business majors just in case I ever want to do anything else with my life. I guess that makes sense if you're anybody other than me. When I turn eighteen, I already know what I'm going to do.

9 First, I'm going to buy a plane ticket to D.C. and go to Julia Child's kitchen at the Smithsonian and leave roses. They don't let you walk through it, but somewhere—I don't know where—I'm going to leave a bouquet and a little note for her. Julia Child is my patron saint.<sup>1</sup> She's the queen of all reasons people can do anything they want in life. Saint Julia didn't start cooking until she was practically forty, and she went on to do TV shows and make cookbooks and be this huge part of culinary history. She never got too fancy, she never freaked out, and she was never afraid to try new things. I want to be just like her—except maybe get famous faster.

10 The second thing I'm going to do is buy myself a set of knives. Pia swears by this set of German steel knives she got when she graduated, but I've seen the TV chef Kylie Kwong use a phenomenal-looking ceramic knife on her show on the Discovery Channel. Either way, knives are what the best chefs have of their very own.

11 The third thing I'm going to do, after I get back from Washington and get my knives, is . . . get discovered. Somehow. I know I'm going to have to pay my dues, but I'm so ready for my real life to start. It's not something I admit to a lot, but my real dream is to be a celebrity chef. Do you know how many African American female chefs there aren't? And how many vegetarian chefs have their own shows? The field is wide open for stardom. Every time I watch old episodes of Saint Julia, I imagine that I have my own cooking show. The way celebrity chefs do it now, I could also have a line of cooking gear, cookbooks, aprons, the works. People would know my name, ask for my autograph, and try my recipes. All I have to do is finish my trig homework and get back into the kitchen.

---

<sup>1</sup>**patron saint:** an inspiring person admired for his or her work

**22**

In paragraph 1, what does the phrase “clattering nerve center of the restaurant” suggest?

- A** messiness, chaos
- B** energy, core
- C** tension, anxiety
- D** greatness, stability

**23**

Which quotation **best** expresses a central idea of the story?

- A** “I started experimenting with being a vegetarian when I turned fourteen . . .” (paragraph 5)
- B** “. . . I decided early on that this is the work I want to do . . .” (paragraph 6)
- C** “It hardly seems fair that I have to walk away from all of that . . .” (paragraph 8)
- D** “. . . just in case I ever want to do anything else with my life.” (paragraph 8)

**24**

Read this sentence from paragraph 9.

**She’s the queen of all reasons people can do anything they want in life.**

What does this sentence suggest about Julia Child?

- A** Her famous kitchen became part of a cooking museum.
- B** She was successful in a career that interested her.
- C** She always remained calm in the kitchen.
- D** Her cooking style created unique flavor combinations.

**GO ON**

**25**

In paragraph 11, what does the one-word statement “Somehow” reveal?

- A** It illustrates the narrator’s enthusiasm about her future plans.
- B** It shows the narrator has some questions about whether she will succeed or not.
- C** It shows the narrator does not have every detail of her future plans figured out just yet.
- D** It demonstrates the narrator’s lack of knowledge about how difficult her goals are to achieve.

**26**

What does the statement “I know I’m going to have to pay my dues” (paragraph 11) show about the narrator’s attitude toward her plans?

- A** She thinks the price of fame might be too high.
- B** She realizes success depends on more than setting a goal.
- C** She is highly motivated by the idea of becoming famous.
- D** She thinks becoming a celebrity chef requires only money.

**27**

Which sentence would be **most** important to include in a summary of the story?

- A** When the narrator’s mother makes her do homework, the narrator rolls her eyes.
- B** When the narrator’s mother wanted to invest in a restaurant, Pia wanted to buy the old bank building.
- C** The narrator admires celebrity chefs.
- D** The narrator lives in California.

**GO ON**

**28**

The author develops the narrator's point of view mainly through the use of

- A** internal monologue
- B** conflict between characters
- C** limited dialogue
- D** flashback

**GO ON**

# **D**irections

Read this article. Then answer questions 29 through 35.

## **Excerpt from *Wheels of Change: How Women Rode the Bicycle to Freedom (With a Few Flat Tires Along the Way)***

by Sue Macy

- 1 Women's rights crusader Elizabeth Cady Stanton was in her eighties during the heyday of the bicycle, and no evidence exists to show that she actually ever rode one. But there was no better or more eloquent advocate for women and the wheel. In 1895, Stanton contributed an article to the *American Wheelman* celebrating this "wonderful new style of locomotion." In the article, titled "The Era of the Bicycle," she pointed out that cycling was increasing people's mobility, eliminating the cost of feeding and housing horses, and encouraging the building of good roads. However, she saved her greatest praise for the bicycle's effects on women. "The bicycle," she wrote, "will inspire women with more courage, self-respect and self-reliance and make the next generation more vigorous of mind and of body; for feeble mothers do not produce great statesmen, scientists and scholars."
- 2 For all the practical benefits of the two-wheeler, the fact is that it brought about a cosmic shift in women's private and public lives. With the rise of industry and the move from a rural to an urban economy in the 19th century, American women had become increasingly confined to their homes. Young girls could play outside, but when they matured, their freedom of movement was greatly restricted. "At sixteen years of age, I was enwrapped in the long skirts that impeded every footstep," remembered Frances Willard, who in 1895 wrote a best-selling account of how she learned to ride a bicycle at age 53. "I have detested walking and felt with a certain noble disdain that the conventions of life had cut me off from what . . . had been one of life's sweetest joys."

**GO ON**

3 While wealthier women were saddled with long skirts and restrictive corsets, those who were less well off worked anonymously in mills and factories. All in all, the result was the same. Except in a few instances, the public image of America was male. Politicians, soldiers, business leaders, and even the leading athletes in the new sports of baseball and football were all men. But the bicycle changed that. Suddenly, women were leaving their homes to cycle and socialize on country roads and city streets. Bicycle racers such as Louise Armaindo and Frankie Nelson had their exploits splashed all over the papers. Bicycle manufacturers, intent on mining an untapped market, showed female models in their advertisements. Thanks to the wheel, women were starting to be seen and heard in public life.

4 It was not a stretch for some cyclists to see the possibility of a larger role for women in the world. When she conquered the wheel, Frances Willard was a former university president and the longtime president of the Woman's Christian Temperance Union, which fought to prohibit the use of alcoholic beverages and to win women the right to vote. Willard saw parallels between learning to ride and learning to live. "I began to feel that myself plus the bicycle equaled myself plus the world, upon whose spinning wheel we must all learn to ride," she wrote. "He who succeeds, or, to be more exact in handing over my experience, she who succeeds in gaining the mastery of [a bicycle], will gain the mastery of life."

5 For decades, Willard, along with Elizabeth Cady Stanton, Susan B. Anthony, and many others, had been working toward increased political and economic rights for women. Now the bicycle brought a taste of independence to women on a very personal level, and some of them took the opportunity to express their discontent with old traditions and expectations. In August 1895, a cyclist named Ann Strong caused a stir when she compared the value of a bicycle to that of a husband in the *Minneapolis Tribune*. "I can't see but that a wheel is just as good company as most husbands," she declared. "I would as lief<sup>1</sup> talk to one inanimate object as another; and I'd a great deal rather talk to one that can't answer than one that won't." Strong then contrasted the joy of cycling with the challenges of raising a family. "You can make your wheel tidy over night," she said, "and it never kicks off its shoes the very last minute, and never smears itself with molasses. When you are ready you can start. No little elbows are stuck in your ribs; there is no wiggling; screams at the cars or at the candy stores. You glide along, silently, smoothly, swiftly."

**GO ON**

6 Some stated the liberating effects of the bicycle with less sarcasm. “The bicycle has brought to women a healthful, wholesome means of securing a degree of freedom and independence that no amount of discussion regarding ‘women’s rights’ would ever have produced,” wrote the *L.A. W. Bulletin and Good Roads* magazine in 1898.

Meanwhile, *Munsey’s Magazine* assessed the impact of the wheel on women in a special bicycle-themed issue. “If she has ridden her bicycle into new fields, becoming in the process a new creature, it has been gradually and unconsciously” the editors wrote.

7 “She did not have to be born again in some mysterious fashion, becoming a strange creature, a ‘new woman.’ She is more like the ‘eternal feminine,’ who has taken on wings, and who is using them with an ever increasing delight in her new power.” Indeed, many bicycle companies at home and abroad did put wings on the women in their advertisements, emphasizing that they had taken flight.

8 Not all publications treated the emergence of the “new woman” with the same level of approval. Some mocked her, while others just seemed baffled by her. Her new way of dressing, in bloomers or divided skirts or skirts with shortened hems, certainly disturbed the old social order, but so did her confidence and daring. These traits led commentators to worry that the differences between the sexes were being blurred, a fear that was reinforced as the four newest states—Wyoming, Colorado, Utah, and Idaho—granted women the right to vote in the 1890s. Would the bicycle help bring about a new kind of equality between men and women? Elizabeth Cady Stanton and her colleagues certainly hoped so. At any rate, the image of a female cyclist quickly became associated with efforts to win more rights for women.

---

<sup>1</sup>**lief:** happily

**29**

As it relates to the information in the article, what does “With a Few Flat Tires Along the Way” in the title suggest?

- A** Women rode bicycles along rough and unpaved roads.
- B** Women encountered resistance to their efforts.
- C** Women had a difficult time learning to ride bicycles.
- D** Women were unused to dealing with mechanical issues.

**30**

Read this sentence from paragraph 2.

**“At sixteen years of age, I was enwrapped in the long skirts that impeded every footstep,” remembered Frances Willard, who in 1895 wrote a best-selling account of how she learned to ride a bicycle at age 53.**

Which word from the sentence **best** helps the reader understand the meaning of “impeded”?

- A** enwrapped
- B** every
- C** footstep
- D** remembered

**GO ON**

**31**

Read this sentence from paragraph 3.

**But the bicycle changed that.**

How does the sentence develop an idea?

- A** It marks a transition.
- B** It introduces an example.
- C** It refines a previous statement.
- D** It provides evidence for a claim.

**32**

What do the details in paragraph 3 reveal about the author’s point of view?

- A** The author thinks that clothing restrictions were less of a burden than the necessity of hard work.
- B** The author thinks that all women were treated unfairly regardless of economic status.
- C** The author thinks that poor women had more freedom of dress even though they had to work hard.
- D** The author thinks that the contrast between two classes of women had an effect on their advancement.

**GO ON**

**33**

What idea about women riding bicycles is emphasized in paragraphs 6 and 7?

- A** Riding bicycles offered more than just freedom of movement.
- B** Riding bicycles was a simple way to participate in a political movement.
- C** Riding bicycles changed women's fashion.
- D** Riding bicycles was a popular subject in magazines.

**34**

A distinction the author makes between Elizabeth Cady Stanton and Frances Willard is that only

- A** Stanton wrote in favor of women riding bicycles
- B** Willard was actually known to ride a bicycle
- C** Stanton was actually criticized for riding a bicycle
- D** Willard was a true spokeswoman for the bicycle

**35**

Which quotation **best** expresses the central idea of the article?

- A** "Young girls could play outside, but when they matured, their freedom of movement was greatly restricted." (paragraph 2)
- B** "Suddenly, women were leaving their homes to cycle and socialize on country roads and city streets." (paragraph 3)
- C** "Thanks to the wheel, women were starting to be seen and heard in public life." (paragraph 3)
- D** "It was not a stretch for some cyclists to see the possibility of a larger role for women in the world." (paragraph 4)

**STOP**

# Session 2



## TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

- Be sure to read all the directions carefully.
- Most questions will make sense only when you read the whole passage. You may read the passage more than once to answer a question. When a question includes a quotation from a passage, be sure to keep in mind what you learned from reading the whole passage. You may need to review both the quotation and the passage in order to answer the question correctly.
- Read each question carefully and think about the answer before writing your response.
- In writing your responses, be sure to
  - clearly organize your writing and express what you have learned;
  - accurately and completely answer the questions being asked;
  - support your responses with examples or details from the text; and
  - write in complete sentences using correct spelling, grammar, capitalization, and punctuation.
- For the last question in this test book, you may plan your writing on the Planning Page provided, but do NOT write your final answer on this Planning Page. Writing on this Planning Page will NOT count toward your final score. Write your final answer on the lined response pages provided.

# **D**irections

Read this poem. Then answer questions 36 through 38.

## So Much Happiness

by Naomi Shihab Nye

It is difficult to know what to do with so much happiness.  
With sadness there is something to rub against,  
a wound to tend with lotion and cloth.  
When the world falls in around you, you have pieces to pick up,  
5 something to hold in your hands, like ticket stubs or change.

But happiness floats.  
It doesn't need you to hold it down.  
It doesn't need anything.  
Happiness lands on the roof of the next house, singing,  
10 and disappears when it wants to.  
You are happy either way.  
Even the fact that you once lived in a peaceful tree house  
and now live over a quarry of noise and dust  
cannot make you unhappy.  
15 Everything has a life of its own,  
it too could wake up filled with possibilities  
of coffee cake and ripe peaches,  
and love even the floor which needs to be swept,  
the soiled linens and scratched records . . .

**GO ON**

- 20 Since there is no place large enough  
to contain so much happiness,  
you shrug, you raise your hands, and it flows out of you  
into everything you touch. You are not responsible.  
You take no credit, as the night sky takes no credit  
25 for the moon, but continues to hold it, and share it,  
and in that way, be known.

**GO ON**

**36**

In “So Much Happiness,” what does the comparison in lines 1 through 8 show about happiness?  
Use **two** details from the poem to support your response.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**GO ON**

**37**

In “So Much Happiness,” what do lines 15 through 19 say about how happiness affects the speaker? Use **two** details from the poem to support your response.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**GO ON**

**38**

What is a theme of “So Much Happiness?” Use **two** details from the poem to support your response.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**GO ON**

# **D**irections

Read this excerpt. Then answer questions 39 and 40.

## **Excerpt from *Gadgets: Built To Not Last***

*by Mike Elgan*

- 1 Of course, everything ends up broken, obsolete and unusable at some point. The trouble is, the companies that make our consumer electronics are deliberately or carelessly decreasing the useful life of our gadgets so they can sell us another one sooner. . . .
- 2 I had a bulb burn out last week. Even though I had just bought that bulb about a year ago, it died sooner than a bulb at a nearby fire station that was purchased in, and has been burning continuously since, 1901. They don't make 'em like that anymore. There's no money in it.
- 3 Disposable dishes, "sporks," razors, diapers and more—ours has become a throwaway culture, even as the environment is being overwhelmed by trash. . . .
- 4 Low-end consumer printers, for example, are nearly impossible to sell second-hand and users are unlikely to bother getting them repaired, because you can always buy a great printer for less than \$100. They are just one of many types of devices that are far cheaper to replace than repair. Others include media players, DVD and Blu-ray players, clock radios and PC hard drives.
- 5 People used to upgrade their PCs with additional memory, new hard drives and even motherboards. Now that laptops are far more commonly used as main PCs, we've allowed our upgrade impulse to atrophy.<sup>1</sup>
- 6 If you could replace the battery, an iPad should last longer than that 111-year-old light bulb. But because many devices are designed with irremovable batteries, we actually throw away gadgets more sophisticated than the computers that put men on the moon—just because the battery dies. . . .
- 7 But the bottom line is this: If we don't buy it, they won't make it. . . .
- 8 It's time to say, enough! Fellow gadget journalists, let's put far greater emphasis on durable, long-life design, and let's slam manufacturers who engage in planned—or unplanned—obsolescence.<sup>2</sup>

**GO ON**

9 And fellow consumers, let's stop buying devices designed to fail quickly, and let's insist that vendors make devices that can be repaired and upgraded.

---

<sup>1</sup>**atrophy:** decrease or stop

<sup>2</sup>**obsolescence:** being no longer useful

**GO ON**

**39**

In “Excerpt from *Gadgets: Built To Not Last*,” what does the phrase “throwaway culture” in paragraph 3 suggest about our society? Use **two** details from the excerpt to support your response.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**GO ON**

**40**

What is the role of paragraph 7 in “Excerpt from *Gadgets: Built To Not Last*”? Use **two** details from the excerpt to support your response.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**GO ON**

# **D**irections

Read this article. Then answer questions 41 through 43.

*This article is about a proposed Swedish law to lower the cost of repairing appliances. The article asks whether repairs are the best solution to appliance problems.*

## **Don't Fix Your Fridge, Just Buy a New One**

*by Michael Le Page*

- 1 In general, if running a machine uses a lot more energy over the years than it takes to manufacture it, replacing it regularly may reduce energy consumption. Fridges, air conditioners, televisions and, yes, washing machines typically take far more energy to run than to make.
- 2 Why is it better to replace these machines rather than repair them? Two reasons. Firstly, stricter regulations and improving technology mean newer appliances are usually more energy efficient than older ones.
- 3 The second, less appreciated reason is that as components wear out, energy consumption can rise by 50 percent or more. That means even replacing a fridge, say, with an identical but brand new model can be better than hanging on to the old one.
- 4 In other words, after a certain number of years replacing a machine will mean lower emissions<sup>1</sup> than continuing to use it. How long is too long? A 2006 study concluded that the “optimum replacement cycle” for a fridge ranged from 11 years to as little as two years. Two years!
- 5 Of course, much depends on the make of machine, how you use it and what you replace it with. Clearly, replacing a 20-inch television with a 40-inch one won’t reduce emissions even if the new one is far more efficient. Whether your appliance ends up in a landfill or is recycled also matters. And to complicate matters further, the low energy consumption levels claimed by some manufacturers may be misleading.
- 6 People are also inclined to replace non-power tools such as rakes and hand saws with leaf blowers and power saws. That’s obviously going to increase emissions. I’ve tried to go in the opposite direction, swapping an electric lawnmower for a muscle-powered push mower, and found it far more convenient—plus I get a free workout.

**GO ON**

7 It should also be stressed that many machines, from bicycles to kitchen mixers and power drills, are indeed worth repairing, because it takes far more energy to make them than to run them. So if Sweden does manage to boost repair rates, it's hard to predict the overall impact on emissions.

8 What is clear is that instead of the proposed blanket reduction on taxes on repairs, it would be better to exclude certain appliances like fridges. Yes, this would make the legislation more complex and harder to explain to the public. But that's just how it is.

---

<sup>1</sup>**emissions:** gases that machines send into the air

**GO ON**

**41**

How do paragraphs 1 through 4 develop a central idea in “Don’t Fix Your Fridge, Just Buy a New One”? Use **two** details from the article to support your response.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**GO ON**

**42**

Why does the author of “Don’t Fix Your Fridge, Just Buy a New One” discuss many different types of machines? Use **two** details from the article to support your response.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**GO ON**

*Planning Page*

You may PLAN your writing for question 43 here if you wish, but do NOT write your final answer on this page. Writing on this Planning Page will NOT count toward your final score. Write your final answer on Pages 17 and 18.



**GO ON**

43

The authors of “Excerpt from *Gadgets: Built To Not Last*” and “Don’t Fix Your Fridge, Just Buy a New One” give advice to consumers. What advice does each author give? How does each author use evidence to convince the reader to follow his advice? Which author is the most convincing? Use details from **both** the excerpt and the article to support your response.

In your response, be sure to

- identify the advice each author gives consumers
  - explain how each author uses evidence to convince the reader to follow his advice
  - evaluate which author is more convincing
  - use details from **both** the excerpt and the article to support your response

GO ON

**STOP**

**THE STATE EDUCATION DEPARTMENT**  
**THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234**  
**2019 English Language Arts Tests Map to the Standards**  
**Grade 8 Released Questions on EngageNY**

Question	Type	Key	Points	Standard	Subscore	Multiple Choice Questions:		Constructed Response Questions:	
						Percentage of Students Who Answered Correctly (P-Value)	Average Points Earned	P-Value (Average Points Earned ÷ Total Possible Points)	
<b>Session 1</b>									
15	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.8.4	Reading	0.78			
16	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.8.8	Reading	0.44			
17	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.8.5	Reading	0.53			
18	Multiple Choice	C	1	CCSS.ELA-Literacy.L.8.4	Reading	0.80			
19	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.8.3	Reading	0.76			
20	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.8.2	Reading	0.77			
21	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.8.6	Reading	0.62			
22	Multiple Choice	B	1	CCSS.ELA-Literacy.RL.8.4	Reading	0.38			
23	Multiple Choice	B	1	CCSS.ELA-Literacy.RL.8.2	Reading	0.65			
24	Multiple Choice	B	1	CCSS.ELA-Literacy.RL.8.3	Reading	0.82			
25	Multiple Choice	C	1	CCSS.ELA-Literacy.RL.8.3	Reading	0.58			
26	Multiple Choice	B	1	CCSS.ELA-Literacy.RL.8.4	Reading	0.65			
27	Multiple Choice	C	1	CCSS.ELA-Literacy.RL.8.2	Reading	0.61			
28	Multiple Choice	A	1	CCSS.ELA-Literacy.RL.8.6	Reading	0.61			
29	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.8.4	Reading	0.70			
30	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.8.4	Reading	0.57			
31	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.8.5	Reading	0.63			
32	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.8.6	Reading	0.59			
33	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.8.3	Reading	0.64			
34	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.8.3	Reading	0.38			
35	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.8.2	Reading	0.60			
<b>Session 2</b>									
36	Constructed Response		2	CCSS.ELA-Literacy.RL.8.4	Writing to Sources		1.60	0.80	
37	Constructed Response		2	CCSS.ELA-Literacy.RL.8.6	Writing to Sources		1.53	0.76	
38	Constructed Response		2	CCSS.ELA-Literacy.RL.8.2	Writing to Sources		1.56	0.78	
39	Constructed Response		2	CCSS.ELA-Literacy.RI.8.4	Writing to Sources		1.56	0.78	
40	Constructed Response		2	CCSS.ELA-Literacy.RI.8.5	Writing to Sources		1.41	0.70	
41	Constructed Response		2	CCSS.ELA-Literacy.RI.8.2	Writing to Sources		1.58	0.79	
42	Constructed Response		2	CCSS.ELA-Literacy.RI.8.3	Writing to Sources		1.41	0.70	
43	Constructed Response		4	CCSS.ELA-Literacy.RI.8.8	Writing to Sources		2.40	0.60	

## 2-Point Rubric—Short Response

<b>Score</b>	<b>Response Features</b>
<b>2 Point</b>	<p>The features of a 2-point response are</p> <ul style="list-style-type: none"> <li>• Valid inferences and/or claims from the text where required by the prompt</li> <li>• Evidence of analysis of the text where required by the prompt</li> <li>• Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt</li> <li>• Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt</li> <li>• Complete sentences where errors do not impact readability</li> </ul>
<b>1 Point</b>	<p>The features of a 1-point response are</p> <ul style="list-style-type: none"> <li>• A mostly literal recounting of events or details from the text as required by the prompt</li> <li>• Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt</li> <li>• Incomplete sentences or bullets</li> </ul>
<b>0 Point*</b>	<p>The features of a 0-point response are</p> <ul style="list-style-type: none"> <li>• A response that does not address any of the requirements of the prompt or is totally inaccurate</li> <li>• A response that is not written in English</li> <li>• A response that is unintelligible or indecipherable</li> </ul>

- If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 1.

\* Condition Code A is applied whenever a student who is present for a test session leaves an entire constructed-response question in that session completely blank (no response attempted).

## New York State Grades 6–8 Writing Evaluation Rubric

CRITERIA	CCLS	SCORE				
		4 Essays at this level:	3 Essays at this level:	2 Essays at this level:	1 Essays at this level:	0* Essays at this level:
<b>CONTENT AND ANALYSIS:</b> the extent to which the essay conveys ideas and information clearly and accurately in order to support analysis of topics or text	W.2  R.1–9	—clearly introduce a topic in a manner that is compelling and follows logically from the task and purpose  —demonstrate insightful analysis of the text(s)	— clearly introduce a topic in a manner that follows from the task and purpose  —demonstrate grade-appropriate analysis of the text(s)	—introduce a topic in a manner that follows generally from the task and purpose  —demonstrate a literal comprehension of the text(s)	—introduce a topic in a manner that does not logically follow from the task and purpose  —demonstrate little understanding of the text(s)	—demonstrate a lack of comprehension of the text(s) or task
<b>COMMAND OF EVIDENCE:</b> the extent to which the essay presents evidence from the provided text to support analysis and reflection	W.2  R.1–8	—develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s)  —sustain the use of varied, relevant evidence	—develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s)  —sustain the use of relevant evidence, with some lack of variety	—partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant  —use relevant evidence with inconsistency	—demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant	—provide no evidence or provide evidence that is completely irrelevant
<b>COHERENCE, ORGANIZATION, AND STYLE:</b> the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	W.2  L.3  L.6	—exhibit clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning  —establish and maintain a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice  —provide a concluding statement or section that is compelling and follows clearly from the topic and information presented	—exhibit clear organization, with the use of appropriate transitions to create a unified whole  —establish and maintain a formal style using precise language and domain-specific vocabulary  —provide a concluding statement or section that follows from the topic and information presented	—exhibit some attempt at organization, with inconsistent use of transitions  —establish but fail to maintain a formal style, with inconsistent use of language and domain-specific vocabulary  —provide a concluding statement or section that follows generally from the topic and information presented	—exhibit little attempt at organization, or attempts to organize are irrelevant to the task  —lack a formal style, using language that is imprecise or inappropriate for the text(s) and task  —provide a concluding statement or section that is illogical or unrelated to the topic and information presented	—exhibit no evidence of organization  —use language that is predominantly incoherent or copied directly from the text(s)  —do not provide a concluding statement or section
<b>CONTROL OF CONVENTIONS:</b> the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	W.2  L.1  L.2	—demonstrate grade-appropriate command of conventions, with few errors	—demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	—demonstrate emerging command of conventions, with some errors that may hinder comprehension	—demonstrate a lack of command of conventions, with frequent errors that hinder comprehension	—are minimal, making assessment of conventions unreliable

- If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 2.
- If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
- Responses totally unrelated to the topic, illegible, or incoherent should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.

\* Condition Code A is applied whenever a student who is present for a test session leaves an entire constructed-response question in that session completely blank (no response attempted).

## EXEMPLARY RESPONSE

36

In “So Much Happiness,” what does the comparison in lines 1 through 8 show about happiness?  
Use **two** details from the poem to support your response.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

### Possible Exemplary Response:

The comparison in lines 1 through 8 of this poem shows that sadness is tangible and heavy but happiness is intangible. The speaker gives the examples of how lotion and cloth are felt with a wound or that there are “pieces to pick up” or “something to hold in your hands, like ticket stubs or change.” On the other hand, the speaker believes that, “... happiness floats. It doesn’t need you to hold it down. It doesn’t need anything.”

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

# GUIDE PAPER 1

36

In “So Much Happiness,” what does the comparison in lines 1 through 8 show about happiness?

Use **two** details from the poem to support your response.

The comparison in lines 1 through 8 show that happiness is compared to being intangibale more like a cloud just floating arounnd while being sad is like having something tangible, something to collect, to pick up like trying to fix something. In happiness, it requires no effort, but in sadness you have to mend yourself and shape it like it used to be, but now there are signs that something broke, marks that can never go away. The text states, "With sadness there is something to rub against,

a wound to tend with lotion and cloth." This shows that sadness is more tangible, more to do , more to fix, more to hide. The text also states, "But happiness floats.

It doesn't need you to hold it down.

It doesn't need anything." This shows that hapiness doesn't require you to do much except just be there feeling airy inside.

## Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what the comparison in lines 1 through 8 shows about happiness (*that happiness is compared to being intangibale more like a cloud just floating arounnd while being sad is like having something tangible, something to collect, to pick up like trying to fix something*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("With sadness there is something to rub against, a wound to tend with lotion and cloth." and "But happiness floats. It doesn't need you to hold it down. It doesn't need anything."). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

36

In "So Much Happiness," what does the comparison in lines 1 through 8 show about happiness?

Use **two** details from the poem to support your response.

In the poem, "So Much Happiness," the author is trying to convey the idea that happiness is difficult to use and is not good for you. The author compares happiness with sadness by saying, "With sadness there is something to rub against,

a wound to tend with lotion and cloth.

When the world falls in around you, you have pieces to pick up,

something to hold in your hands, like ticket stubs or change." This shows that sadness is tangible and easy to grasp while happiness is not. The speaker goes on to say, "But happiness floats.

It doesn't need you to hold it down. "But happiness floats.

It doesn't need you to hold it down." This shows that happiness is not easy to hold down as see as a tangible thing.

### Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what the comparison in lines 1 through 8 shows about happiness (*compares happiness with sadness*). The response provides evidence of analysis and a sufficient number of concrete details from the text for support as required by the prompt ("With sadness there is something to rub against, a wound to tend with lotion and cloth. When the world falls in around you, you have pieces to pick up, something to hold in your hands, like ticket stubs or change." This shows that sadness is tangible and easy to grasp while happiness is not and "But happiness floats. It doesn't need you to hold it down." This shows that happiness is not easy to hold down as see as a tangible thing). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

36

In “So Much Happiness,” what does the comparison in lines 1 through 8 show about happiness? Use **two** details from the poem to support your response.

In “So Much Happiness” the comparison in lines 1 through 8 show that happiness is something that couldn’t be controlled like sadness. For example within the text it says, “But happiness floats. It doesn’t need you to hold it down.” Within the text it says, “Within sadness there is something to rub against.” This proves that the comparison in lines 1 through 8 show that happiness is something that couldn’t be controlled like sadness.

### Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what the comparison in lines 1 through 8 shows about happiness (*that happiness is something that couldn’t be controlled like sadness*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*But happiness floats. It doesn’t need you to hold it down*” and “*Within sadness there is something to rub against*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

36

In “So Much Happiness,” what does the comparison in lines 1 through 8 show about happiness? Use **two** details from the poem to support your response.

Lines 1 through 8 show that happiness is beautiful and it's the cure to everything. On line 2 it says “With sadness there is something to cub that against;” this line explains how if you're sad, you could stop that by being happy. Also in lines 7 to 8 it said “it doesn't need you to hold it down. it doesn't need anything.”, these two lines show how happiness moves around freely and it can come and go which is why it is beautiful.

### Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain what the comparison in lines 1 through 8 shows about happiness (*how happiness moves around freely and it can come and go*); however, the response only provides one concrete detail from the text for support (“*it doesn't need you to hold it down. it doesn't need anything.*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 5

Additional

36

In “So Much Happiness,” what does the comparison in lines 1 through 8 show about happiness?  
Use **two** details from the poem to support your response.

Lines 1 through 8 compare what you can do with happiness and what can do with sadness. In lines 2 and 3 it explains that with sadness it is like weight holding you down and, how it's like a wound that always needs to be tended. In lines 7, 8, and 9 it implies that happiness is light and will let you float and how it doesn't need anything.

### Score Point 1 (out of 2 points)

This response provides a sufficient number of relevant facts from the text for support as required by the prompt (*with sadness it is like weight holding you down and, how it's like a wound that always needs to be tended and that happiness is light and will let you float and how it doesn't need anything*); however, the response does not provide a valid inference from the text to explain what the comparison in lines 1 through 8 shows about happiness. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

36

In "So Much Happiness," what does the comparison in lines 1 through 8 show about happiness?

Use **two** details from the poem to support your response.

The comparison in line 1 through 8 show multiple things about happiness. In lines 1 through 8 it says that when you have too much of happiness you sometimes never know what to do with it. But, if you have sadness you can always have something to rub on it or cover it up. In the text it states " It is difficult to know what to do with so much happiness.

With sadness there is something to rub against,

a wound to tend with lotion and cloth.

When the world falls in around you, you have pieces to pick up,

something to hold in your hands, like ticket stubs or change." Also it says that happiness leaves when it wants too. Happiness doesn't need anyone to help it out, hold it up, or cheer it up. Happiness is there for itself. In the text it states, "But happiness floats.

It doesn't need you to hold it down.

It doesn't need anything.

Happiness lands on the roof of the next house, singing,

and disappears when it wants to."

### Score Point 1 (out of 2 points)

This response is a mostly literal recounting of details from the text (*when you have too much of happiness you sometimes never know what to do with it. But, if you have sadness you can always have something to rub on it or cover it up. In the text it states " It is difficult to know what to do with so much happiness. With sadness there is something to rub against, a wound to tend with lotion and cloth. When the world falls in around you, you have pieces to pick up, something to hold in your hands, like ticket stubs or change. "*). The response does not provide a valid inference from the text to explain what the comparison in lines 1 through 8 shows about happiness. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 7

36

In “So Much Happiness,” what does the comparison in lines 1 through 8 show about happiness?  
Use **two** details from the poem to support your response.

It shows that not knowing what to do being so happy, feeling other emotions to “rub against” it can get rid of it.

### Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt and is totally inaccurate (*It shows that not knowing what to do being so happy, feeling other emotions to “rub against” it can get rid of it*).

## GUIDE PAPER 8

Additional

36

In “So Much Happiness,” what does the comparison in lines 1 through 8 show about happiness?  
Use **two** details from the poem to support your response.

In “So Much Happiness,” the comparison in lines 1 through 8 show about happiness by

### Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*In “So Much Happiness,” the comparison in lines 1 through 8 show about happiness by*).

## EXEMPLARY RESPONSE

37

In “So Much Happiness,” what do lines 15 through 19 say about how happiness affects the speaker? Use **two** details from the poem to support your response.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

### Possible Exemplary Response:

Lines 15 through 19 of the poem show that the speaker can have a positive mood in many circumstances. These lines show that when the speaker is happy, “everything has a life of its own” which means that everything is different and “filled with possibilities.” The speaker can even enjoy mundane objects like “coffee cake and ripe peaches” or unappealing things like “the floor which needs to be swept” as well as “the soiled linens and scratched records...”

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

# GUIDE PAPER 1

37

In “So Much Happiness,” what do lines 15 through 19 say about how happiness affects the speaker? Use **two** details from the poem to support your response.

DO NOT WRITE BEYOND THIS AREA

Lines 15 through 19 of “So Much Happiness” shows that happiness makes the speaker optimistic and full of love for everything. According to the poem, “it too could wake up filled with possibilities of coffee cake and ripe peaches,” (lines 16-17). This demonstrates that happiness fills one with hope and happy memories. Additionally Naomi Shihab Nye writes, “and love even the floor which needs to be swept and soiled linens and scratched records.” (lines 18-19) In other words, happiness allows the speaker to overlook the imperfections of others and find only love.

## Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what lines 15 through 19 say about how happiness affects the speaker (*shows that happiness makes the speaker optimistic and full of love for everything*). The response provides a sufficient number of concrete details from the text for support as required by the prompt [*“it too could wake up filled with possibilities of coffee cake and ripe peaches,” (lines 16-17) and “and love even the floor which needs to be swept and soiled linens and scratched records.” (lines 18-19)*]. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

37

In "So Much Happiness," what do lines 15 through 19 say about how happiness affects the speaker? Use **two** details from the poem to support your response.

Lines 15 through 19 of the poem "So Much Happiness" shows how happiness affects the speaker because it shows how happiness changed her outlook on life. In the text it says "everything has a life of its own, it too could wake up filled with possibilities" this is showing that she is looking for the positives and possibilities because of the happiness she has. In this stanza she also says that life can "love even the floor which needs to be swept, the soiled linens and scratched records." This shows that happiness gave her a different outlook on life.

### Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what lines 15 through 19 say about how happiness affects the speaker (*shows how happiness changed her outlook on life*). The response provides evidence of analysis and a sufficient number of concrete details from the text for support as required by the prompt (*"everything has a life of its own, it too could wake up filled with possibilities" this is showing that she is looking for the positives and possibilities because of the happiness she has and "love even the floor which needs to be swept, the soiled linens and scratched records." This shows that happiness gave her a different outlook on life*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

37

In “So Much Happiness,” what do lines 15 through 19 say about how happiness affects the speaker? Use **two** details from the poem to support your response.

Lines 15-19 shows that the speaker can find happiness in many things. For example, line 15 says "Everything has a life of its own" This demonstrates that everything has happiness, and it is possible to find that in everything. Also, Line 18 says "and love even the floor which needs to be swept" This emphasises that happiness can be found in everything, you just need to look for it.

### Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what lines 15 through 19 say about how happiness affects the speaker (*the speaker can find happiness in many things*). The response provides evidence of analysis and a sufficient number of concrete details from the text for support as required by the prompt (*“Everything has a life of its own” This demonstrates that everything has happiness, and it is possible to find that in everything and “and love even the floor which needs to be swept” This emphasises that happiness can be found in everything, you just need to look for it*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

37

In “So Much Happiness,” what do lines 15 through 19 say about how happiness affects the speaker? Use **two** details from the poem to support your response.

Lines 15 through 19 say that happiness affects the speaker by him just waking up to positive actions. For example it says “...it too could wake up filled with possibilities of coffee cake and ripe peaches.” This shows that the speaker wakes up with happiness, and the happiness affect the speaker in a positive way.

### Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain what lines 15 through 19 say about how happiness affects the speaker (*by him Just waking up to positive actions*); however, the response only provides one concrete detail from the text for support (*“...it too could wake up filled with possibilities of coffee cake and ripe peaches.” This shows that the speaker wakes up with happiness, and the happiness affect the speaker in a positive way*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 5

Additional

37

In "So Much Happiness," what do lines 15 through 19 say about how happiness affects the speaker? Use **two** details from the poem to support your response.

In "So much Happiness" lines 15 through 19 says that happiness has its own life too it could change. According to the text "Everything has a life of its own" The text also states "it too could wake up filled with possibilities of coffee cake and ripe peaches." These pieces of evidence shows how happiness affects the speaker because he is saying that happiness has a life too and can change.

### Score Point 1 (out of 2 points)

This response provides a sufficient number of concrete details from the text for support as required by the prompt ("Everything has a life of its own" and "it too could wake up filled with possibilities of coffee cake and ripe peaches."); however, the response does not provide a valid inference from the text to explain what lines 15 through 19 say about how happiness affects the speaker. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

37

In “So Much Happiness,” what do lines 15 through 19 say about how happiness affects the speaker? Use **two** details from the poem to support your response.

Lines fifteen and nineteen show that happiness has a positive effect on the speaker.

### Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain what lines 15 through 19 say about how happiness affects the speaker (*has a positive effect on the speaker*); however, the response does not provide two concrete details from the text for support. This response includes a complete sentence where errors do not impact readability.

## GUIDE PAPER 7

37

In “So Much Happiness,” what do lines 15 through 19 say about how happiness affects the speaker? Use **two** details from the poem to support your response.

Lines 15 through 19 says that Happiness can also have a life for its self and it express it in its own way. In lines 9 & 10 it states “Happiness lands on the roof of the next house, singing and disappears when it wants to. Also in lines 6 & 7 it state But happiness floats. It doesn’t need you to hold it down.”

### Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*Lines 15 through 19 says that Happiness can also have a life for its self and express it in its own way. In lines 9 & 10 it states “Happiness lands on the roof of the next house, singing and disappears when it wants to. Also in lines 6 & 7 it state But happiness floats. It doesn’t need you to hold it down.”*).

## GUIDE PAPER 8

Additional

37

In “So Much Happiness,” what do lines 15 through 19 say about how happiness affects the speaker? Use **two** details from the poem to support your response.

She shows how happiness good be greater than a piece of cake or a riped peach. Also it shows how bad happiness can be worse than a soiled license or a scratched record.

### Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt and is totally inaccurate (*She shows how happiness good be greater than a piece of cake or a riped peach. Also it shows how bad happiness can be worse than a soiled license or a scratched record*).

## EXEMPLARY RESPONSE

38

What is a theme of “So Much Happiness?” Use **two** details from the poem to support your response.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

### Possible Exemplary Response:

A theme of “So Much Happiness” is that happiness is an uncontrollable emotion. Happiness has a life of its own. The text says, “Happiness lands on the roof of the next house, singing, and disappears when it wants to.” The text also says, “Since there is no place large enough to contain so much happiness, you shrug, you raise your hands, and it flows out of you into everything you touch.” This means that happiness isn’t contained by you but it shines through you. Therefore, happiness cannot be controlled.

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

# GUIDE PAPER 1

38

What is a theme of "So Much Happiness?" Use **two** details from the poem to support your response.

A theme of "So Much Happiness" is that you should express your happiness to the world. The beginning of the poem says, "It is difficult to know what to do with so much happiness.

With sadness there is something to rub against,

a wound to tend with lotion and cloth." This indirectly asks the question of what to do with so much happiness, and the rest of the poem builds the question up. The question is answered in lines 20 through 24, where it says, "Since there is no place large enough

to contain so much happiness,

you shrug, you raise your hands, and it flows out of you

into everything you touch." This statement explains the theme of expressing happiness, because it's the same as "letting it flow out of you." Therefore, a theme of "So Much Happiness" could be that you should express your happiness.

## Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain a theme of "So Much Happiness" (*you should express your happiness to the world*). The response provides evidence of analysis and a sufficient number of concrete details from the text for support as required by the prompt ("It is difficult to know what to do with so much happiness. With sadness there is something to rub against, a wound to tend with lotion and cloth." This indirectly asks the question of what to do with so much happiness, and the rest of the poem builds the question up and The question is answered in lines 20 through 24, where it says, "Since there is no place large enough to contain so much happiness, you shrug, you raise your hands, and it flows out of you into everything you touch."). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

38

What is a theme of "So Much Happiness?" Use **two** details from the poem to support your response.

The theme of "So much happiness" is that happiness is limitless, and you can't control whether or not you remain happy. For example, it's difficult to know what to do when you're extremely happy because "happiness floats, it doesn't need you to hold on". This reveals happiness isn't something to tend to, but it helps keep you free. To add on, when you're extremely happy "it flows out of you into everything you touch. You are not responsible." This highlights you can't control your happiness even if you wanted to because it flows naturally.

### Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain a theme of "So Much Happiness" (*you can't control your happiness even if you wanted to because it flows naturally*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("*happiness floats, it doesn't need you to hold on*" and "*it flows out of you into everything you touch. You are not responsible.*"). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

38

What is a theme of “So Much Happiness?” Use **two** details from the poem to support your response.

The theme for this text  
is that no matter what,  
you will still have happiness.  
The text states “You are happy  
either way” & “it flows out of  
you into everything you touch”  
this shows how this is  
a good theme for this  
text.

### Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain a theme of “So Much Happiness” (*no matter what, you will still have happiness*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*You are happy either way*” and “*it flows out of you into everything you touch*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

38

What is a theme of “So Much Happiness?” Use **two** details from the poem to support your response.

Theme of “So much happiness” is that happiness is an uncontrollable emotion that can be spread around. In the poem, the speaker argues that “Since there is no place large enough to contain so much happiness ... you raise your hands, and it flows out of you.”

### Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain a theme of “So Much Happiness” (*happiness is an uncontrollable emotion that can be spread around*); however, the response only provides one concrete detail from the text for support (“*Since there is no place large enough to contain so much happiness ... you raise your hands, and it flows out of you.*”). This response includes complete sentences where errors do not impact readability.

# GUIDE PAPER 5

Additional

38

What is a theme of “So Much Happiness?” Use **two** details from the poem to support your response.

The theme is you will be happy no matter where you go or even if happiness decides to leave. For example "But happiness floats.

It doesn't need you to hold it down.

It doesn't need anything.

Happiness lands on the roof of the next house, singing,

and disappears when it wants to.

You are happy either way." meaning even if happiness leaves you you will be happy no matter what. It also states "It is difficult to know what to do with so much happiness.

With sadness there is something to rub against,

a wound to tend with lotion and cloth.

When the world falls in around you, you have pieces to pick up,

something to hold in your hands, like ticket stubs or change." Meaning even if you lose happiness you will always remember them.

## Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain a theme of “So Much Happiness” (*you will be happy no matter where you go or even if happiness decides to leave*); however, the response only provides one concrete detail from the text for support (*“But happiness floats. It doesn’t need you to hold it down. It doesn’t need anything. Happiness lands on the roof of the next house, singing, and disappears when it wants to. You are happy either way.” meaning even if happiness leaves you you will be happy no matter what*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

38

What is a theme of “So Much Happiness?” Use **two** details from the poem to support your response.

I think the theme is no matter what happens you should always have happiness in your heart and share it with others around you.

### Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain a theme of “So Much Happiness” (*no matter what happens you should always have happiness in your heart and share it with others around you*); however, the response does not provide two concrete details from the text for support. This response includes a complete sentence where errors do not impact readability.

## GUIDE PAPER 7a

38

What is a theme of “So Much Happiness?” Use **two** details from the poem to support your response.

It is difficult to know what to do with so much happiness.

With sadness there is something to rub against,

a wound to tend with lotion and cloth.

When the world falls in around you, you have pieces to pick up,

something to hold in your hands, like ticket stubs or change.

But happiness floats.

It doesn't need you to hold it down.

It doesn't need anything.

Happiness lands on the roof of the next house, singing,

and disappears when it wants to.

You are happy either way.

Even the fact that you once lived in a peaceful tree house

and now live over a quarry of noise and dust

cannot make you unhappy.

Everything has a life of its own,

it too could wake up filled with possibilities

of coffee cake and ripe peaches,

and love even the floor which needs to be swept,

the soiled linens and scratched records . . .

## **GUIDE PAPER 7b**

Since there is no place large enough  
to contain so much happiness,  
you shrug, you raise your hands, and it flows out of you  
into everything you touch. You are not responsible.

You take no credit, as the night sky takes no credit  
for the moon, but continues to hold it, and share it,  
and in that way, be known.

What is a theme of “So Much Happiness?” Use two details from the poem to support your response.

?  
?

zoom

bookmark

note

highlighter

line-reader

## **GUIDE PAPER 7c**

### **Score Point 0 (out of 2 points)**

This response does not address any of the requirements of the prompt (*It is difficult to know what to do with so much happiness. With sadness there is something to rub against, a wound to tend with lotion and cloth. When the world falls in around you, you have pieces to pick up, something to hold in your hands, like ticket stubs or change. But happiness floats. It doesn't need you to hold it down. It doesn't need anything. Happiness lands on the roof of the next house, singing, and disappears when it wants to. You are happy either way. Even the fact that you once lived in a peaceful tree house and now live over a quarry of noise and dust cannot make you unhappy. Everything has a life of its own, it too could wake up filled with possibilities of coffee cake and ripe peaches, and love even the floor which needs to be swept, the soiled linens and scratched records . . . Since there is no place large enough to contain so much happiness, you shrug, you raise your hands, and it flows out of you into everything you touch. You are not responsible. You take no credit, as the night sky takes no credit for the moon, but continues to hold it, and share it, and in that way, be known. What is a theme of "So Much Happiness?" Use two details from the poem to support your response.* ?? zoom bookmark note highlighter line-reader). The copying of large portions of text, regardless of where in the text the portion comes from, does not demonstrate intent of providing one or more details relevant to the prompt.

## GUIDE PAPER 8

Additional

38

What is a theme of "So Much Happiness?" Use **two** details from the poem to support your response.

on line 12 it say's even the fact you once  
lived in a peaceful tree house and now  
live over a quarry of noise and dust  
cannot make you happy. this means that  
the Speaker change places to a peaceful  
area to a lound one

### Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt and is totally inaccurate (*on line 12 it say's even the fact you once lived in a peaceful tree house and now live over a quarry of noise and dust cannot make you happy. this means that the speaker change places to a peaceful area to a lound one*).

## EXEMPLARY RESPONSE

39

In “Excerpt from *Gadgets: Built To Not Last*” what does the phrase “throwaway culture” in paragraph 3 suggest about our society? Use **two** details from the excerpt to support your response.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

### Possible Exemplary Response:

In paragraph 3, the term “throwaway culture” suggests that our society tends to be wasteful by using too many disposable products that don’t last very long. The author names “disposable dishes, ‘sporks’, razors, diapers and more” as examples of things we use once and then throw away. The author blames this situation on companies that make products. He says they “are deliberately or carelessly decreasing the useful life of our gadgets so they can sell us another one sooner . . . .” So consumers have to throw away old products and replace them with new ones, making our society a “throwaway culture.”

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

# GUIDE PAPER 1

39

In "Excerpt from *Gadgets: Built To Not Last*," what does the phrase "throwaway culture" in paragraph 3 suggest about our society? Use **two** details from the excerpt to support your response.

In "Excerpts from *Gadgets: Built To Not Last*" suggest that our society is wasteful and we don't use things long enough. Everyday devives could last a lot longer than we use them for. In paragraph 6 it states, "If you could replace the battery, an iPad should last longer than that 111-year-old light bulb. But because many devices are designed with irremovable batteries, we actually throw away gadgets..." We could use our devices a lot longer than we do use them, but since the creators made them with irremovable batteries. Which means we don't use them for nearly as long, which is wasting material. Also us as humans can stop the waste by not buying their gadgets. In paragraph 9 it states, "...let's stop buying devices designed to fail quickly and let's insist that vendors make devices that can be repaired and upgraded." We waste a lot of resources when we continue to buy devives. If the vendors would make devices that would last longer and that could be upgraded our culture would not be so wasteful. Our society is a "throwaway culture" because we waste resources and we don't use our resources for long enough.

## Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what the phrase "throwaway culture" in paragraph 3 suggests about our society (*that our society is wasteful and we don't use things long enough*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("If you could replace the battery, an iPad should last longer than that 111-year-old light bulb. But because many devices are designed with irremovable batteries, we actually throw away gadgets..." and "...let's stop buying devices designed to fail quickly and let's insist that vendors make devices that can be repaired and upgraded."). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

39

In "Excerpt from *Gadgets: Built To Not Last*," what does the phrase "throwaway culture" in paragraph 3 suggest about our society? Use **two** details from the excerpt to support your response.

In this text, the phrase "Throwaway Culture" means that we are so used to throwing away our material and became a habit. The text says "Disposable dishes, spoons, razors, diapers and more - ours has become a throwaway culture, even as the environment is being overwhelmed by trash". This explains how commonly used everyday items are thrown away because manufacturers are decreasing the life span of our items. "If you can replace the battery, an Ipad should last longer than that 111 year old light bulb. But because many devices are designed with irremovable batteries, we actually throw away gadgets!.. This goes to show how long these items are supposed to last, but don't because manufacturers are luring you into thinking you need to buy a new one.

### Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what the phrase "throwaway culture" in paragraph 3 suggests about our society (*that we are so used to throwing away our material and became a habit*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("Disposable dishes, spoons, razors, diapers and more - ours has become a throwaway culture, even as the environment is being overwhelmed by trash" and "If you can replace the battery, an Ipad should last longer than that 111 year old light bulb. But because many devices are designed with irremovable batteries, we actually throw away gadgets."). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

39

In “Excerpt from *Gadgets: Built To Not Last*,” what does the phrase “throwaway culture” in paragraph 3 suggest about our society? Use **two** details from the excerpt to support your response.

A “throwaway culture” means we throw away to many things that could be reused or things that could have been made better. Mike Elgan says that he bought a lightbulb and it only lasted a year, but the one at his local Fire station has been burning since 1901. If iPad battery's could be replace it should be able to last longer than the 111 - year - old lightbulb but we throw them away since they are irreplaceable.

### Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what the phrase “throwaway culture” in paragraph 3 suggests about our society (*we throw away to many things that could be reused or things that could have been made better*). The response provides a sufficient number of relevant details from the text for support as required by the prompt (*Mike Elgan says that he bought a lightbulb and it only lasted a year, but the one at his local Fire station has been burning since 1901 and If iPad battery's could be replace it should be able to last longer than the 111-year-old lightbulb but we throw them away*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

39

In “Excerpt from *Gadgets: Built To Not Last*,” what does the phrase “throwaway culture” in paragraph 3 suggest about our society? Use **two** details from the excerpt to support your response.

The phrase “Throwaway Culture” in paragraph 3 suggest about our society is that people throwaway things that blow out quick and stopped working. I know this because it says “I had a bulb burn out last week” and another detail is (page 3) “of course everything ends up broken, Obsolete and unusable at some point.” this shows that things always break and can be so valuable and kind of expensive.

### Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain what the phrase “throwaway culture” in paragraph 3 suggests about our society (*that people throwaway things that blow out quick and stopped working*); however, the response only provides one concrete detail from the text for support (“*I had a bulb burn out last week*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 5

Additional

39

In “Excerpt from *Gadgets: Built To Not Last*,” what does the phrase “throwaway culture” in paragraph 3 suggest about our society? Use **two** details from the excerpt to support your response.

What this is stating that our society is making throw away dishes like forks,knife,spoons, and plates even tho the enviornment is overwhelmed with trash. in paraghrap 4 it states that when a printer breakes down most people don't bother to get it fixed because you can just buy another one for less than \$100. That is what paraghrap 3 suggest about our society.

### Score Point 1 (out of 2 points)

This response provides a sufficient number of relevant details from the text for support as required by the prompt (*throw away dishes like forks,knife,spoons, and plates even tho the enviornment is overwhelmed with trash and when a printer breakes down most people don't bother to get it fixed because you can just buy another one for less than \$100*); however, the response does not provide a valid inference from the text to explain what the phrase “throwaway culture” in paragraph 3 suggests about our society. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

39

In “Excerpt from *Gadgets: Built To Not Last*,” what does the phrase “throwaway culture” in paragraph 3 suggest about our society? Use **two** details from the excerpt to support your response.

in the excerpt from *gadgets: built to not last* the phrase throwaway culture suggest about our society is that all these disposable dishes like sporks has is overwhelmed our enviornment with trash. the text states that "disposable dishes, "sporks", razors, diapers and more-ours has become a throwaway culture, even the enviornment is being overwhelmed by trash....".

### Score Point 1 (out of 2 points)

This response only provides one concrete detail from the text for support (“*disposable dishes, “sporks”, razors, diapers and more-ours has become a throwaway culture, even the enviornment is being overwhelmed by trash....*”). The response does not provide a valid inference from the text to explain what the phrase “throwaway culture” in paragraph 3 suggests about our society. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 7

39

In “Excerpt from *Gadgets: Built To Not Last*,” what does the phrase “throwaway culture” in paragraph 3 suggest about our society? Use **two** details from the excerpt to support your response.

In the Excerpt from *Gadgets: Built to not last*, the phrase “throwaway culture” means that all the technology in our world now has changed our Society dramatically. Our society was once living Simple lives and having, to work hard for everything we want; now our society is just living your life within our phones and Social media. Today it seems like all everyone cares about is their phones. Yet some technology is very useful like transportation devices Such as cars and Planes, 3D Printers that help doctors make and use organs for patients in need.

### Score Point 0 (out of 2 points)

This response is totally inaccurate (*In the Excerpt from Gadgets: Built to not last*, the phrase “throwaway Culture” means that all the technology in our world now has changed our Society dramatically. Our society was once living Simple lives and having, to work hard for everything we want; now our society is just living your life within our phones and Social media. Today it seems like all everyone cares about is their phones. Yet Some technology is very useful like transportation devices Such as cars and Planes, 3D printers that help doctors make and use organs for patients in need).

## GUIDE PAPER 8

Additional

39

In “Excerpt from *Gadgets: Built To Not Last*,” what does the phrase “throwaway culture” in paragraph 3 suggest about our society? Use **two** details from the excerpt to support your response.

in paragraph 3 the two words ( throwawy culture ) means its being overwhelmd by people, and that people are not paying any atenchon to is like they ust to and is kinda low-end.

### Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt and is totally inaccurate [*in paragraph 3 the two words ( throwawy culture ) means its being overwhelmd by people, and that people are not paying any atenchon to is like they ust to and is kinda low-end.*].

## EXEMPLARY RESPONSE

40

What is the role of paragraph 7 in “Excerpt from *Gadgets: Built To Not Last*”? Use **two** details from the excerpt to support your response.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

### Possible Exemplary Response:

The role of paragraph 7 is to summarize very clearly the part consumers play in the cycle of product development and sales. The author says, “If we don’t buy it, they won’t make it...” and that this is the real “bottom line” meaning that the most important piece of the entire cycle is the consumer action. The author asks readers to “stop buying devices designed to fail quickly” and also ones that cause us to “throw away gadgets more sophisticated than the computers that put men on the moon—just because the battery dies.”

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

# GUIDE PAPER 1

40

What is the role of paragraph 7 in "Excerpt from *Gadgets: Built To Not Last*"? Use **two** details from the excerpt to support your response.

The role of paragraph 7 in "Excerpt from Gadgets: Built To Not Last" is to get the main reason why the author decided to write this passage; basically to show why we need to do something about companies deliberately designing the electronics to not last so that people can buy more upgrades to improve their batteries use. As stated in the text, "It's time to say, enough! Fellow gadget journalists, let's put far greater emphasis on durable, long-life design, and let's slam manufacturers who engage in planned-or unplanned-obsolescence." This quote is explaining how we should blame and defeat the manufacturers who make the electronics battery bad purposely and that we should all together try to stop them from doing this. The text also states, "And fellow consumers, let's stop buying devices designed to fail quickly, and let's insist that vendors make devices that can be repaired and upgraded." This quote is stating how instead of letting this process continue on and on we should protest to stop this. All in all, the role of paragraph 7 in this article is to show in a easy, straight out way that they won't make it if we won't buy it and how it is not fair what they are purposely doing for more money and that we should fight together against this.

## Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what the role of paragraph 7 is in "Excerpt from *Gadgets: Built To Not Last*" (*to show why we need to do something about companies deliberately designing the electronics to not last*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("It's time to say, enough! Fellow gadget journalists, let's put far greater emphasis on durable, long-life design, and let's slam manufacturers who engage in planned-or unplanned-obsolescence." and "And fellow consumers, let's stop buying devices designed to fail quickly, and let's insist that vendors make devices that can be repaired and upgraded."). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

40

What is the role of paragraph 7 in “Excerpt from *Gadgets: Built To Not Last*”? Use **two** details from the excerpt to support your response.

The role of paragraph 7 is to persuade us to stop buying gadgets that we know isn't going to last long. It's telling us to use or buy things that can be fixed or that last a lot longer than most things. Evidence to prove this is paragraph 8, “lets stop buying devices designed to fail quickly” and “lets insist vendors make devices that can be repaired and upgraded” these two quotes supports my statement.

### Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what the role of paragraph 7 is in “Excerpt from *Gadgets: Built To Not Last*” (*to persuade us to stop buying gadgets that we know isn't going to last long*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*Lets stop buying devices designed to fail quickly*” and “*Lets insist vendors make devices that can be repaired and upgraded*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

40

What is the role of paragraph 7 in “Excerpt from *Gadgets: Built To Not Last*”? Use **two** details from the excerpt to support your response.

The role of paragraph 7 in "Built To Not Last" is to show that people who make products design them for people to have to spend a lot of money on it. The author explains that a long time ago, it was easy to repair something instead of replacing it. He tells the readers that people don't make things useful anymore and don't put any money into it. Paragraph 7 is telling how producers want people to rebuy things and spend their money on new products. If people don't spend their money, then there will not be products made anymore.

### Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what the role of paragraph 7 is in “Excerpt from *Gadgets: Built To Not Last*” (*Paragraph 7 is telling how producers want people to rebuy things and spend their money on new products*). The response provides evidence of analysis and a sufficient number of relevant details from the text for support as required by the prompt (*people who make products design them for people to have to spend a lot of money on it. The author explains that a long time ago, it was easy to repair something instead of replacing it and If people don't spend their money, then there will not be products made anymore*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

40

What is the role of paragraph 7 in “Excerpt from *Gadgets: Built To Not Last*”? Use **two** details from the excerpt to support your response.

The role in paragraph 7 in “Excerpt from *Gadgets: Built To Not Last*” is to tell us that if we don’t buy the new and upgraded items they won’t continue to make them. “Disposable dishes, “sporks,” razors, diapers and more –ours has become a throwaway culture...” This is telling us that if we keep using them, they continue to be made.”... you can always buy a great printer for less than \$80.” is another example.

### Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain what the role of paragraph 7 is in “Excerpt from *Gadgets: Built To Not Last*” (*to tell us that if we don’t buy the new and upgraded items they won’t continue to make them*); however, the response only provides one concrete detail from the text for support (“*Disposable dishes, “sporks,” razors, diapers and more –ours has become a throwaway culture...” This is telling us that if we keep using them, they continue to be made.*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 5

Additional

40

What is the role of paragraph 7 in “Excerpt from *Gadgets: Built To Not Last*”? Use **two** details from the excerpt to support your response.

The role of paragraph seven is to show what the reader has been reading about up to this point. For example, before paragraph seven the author was writing about how we as consumers don't bother to fix anything we just buy a new one. Also, paragraph four talks about how most people back when printers first came out they would try to fix it instead of buying a whole new one like we do now.

### Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain what the role of paragraph 7 is in “Excerpt from *Gadgets: Built To Not Last*” (*the author was writing about how we as consumers don't bother to fix anything we just buy a new one*); however, the response does not provide two concrete details from the text for support. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

40

What is the role of paragraph 7 in “Excerpt from *Gadgets: Built To Not Last*”? Use **two** details from the excerpt to support your response.

The role in paragraph 7 says at i we dont buy it they wont mak it.this means that you wont want to buy it because they are ripig you off.For example low end consumer printers are nearly impossible to sell second hand and users are unlikely to get it repared.

### Score Point 1 (out of 2 points)

This response only provides one relevant detail from the text for support (*low end consumer printers are nearly impossible to sell second hand and users are unlikely to get it repared*). The response does not provide a valid inference from the text to explain what the role of paragraph 7 is in “Excerpt from *Gadgets: Built To Not Last*. ” This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 7

40

What is the role of paragraph 7 in “Excerpt from *Gadgets: Built To Not Last*”? Use **two** details from the excerpt to support your response.

The role in pharagraph 7 is  
to Shows you that that  
don't get sold quick enough  
will get trashed and thrown away.  
This is because the useless  
and are Just taking up  
space.

### Score Point 0 (out of 2 points)

This response is totally unintelligible (*The role in pharagraph 7 is to shows you that that don't get sold quick enough will get trashed and thrown away. This is because the useless and are Just taking up space*).

# GUIDE PAPER 8

Additional

40

What is the role of paragraph 7 in “Excerpt from *Gadgets: Built To Not Last*”? Use **two** details from the excerpt to support your response.

the role of paragraph is that explain the good things and the bad things about battery."if we don't buy it, they wont'make it"

## Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*the role of paragraph is that explain the good things and the bad things about battery. "if we don't buy it, they wont'make it"*).

## EXEMPLARY RESPONSE

41

How do paragraphs 1 through 4 develop a central idea in “Don’t Fix Your Fridge, Just Buy a New One”? Use **two** details from the article to support your response.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

### Possible Exemplary Response:

Paragraphs 1 through 4 develop a central idea by giving reasons why replacing machines instead of repairing them reduces energy consumption and emissions since it takes a lot more energy to use them than it does to build them. The author states, “Fridges, air conditioners, televisions, and, yes, washing machines typically take far more energy to run than to make.” He explains how many of these machines are built to be more energy efficient now and how “as components wear out, energy consumption can rise by 50 percent or more.” He also mentions a study from 2006 concluding “that the ‘optimum replacement cycle’ for a fridge ranged from 11 years to as little as two years. Two years!” So, replacing instead of repairing a refrigerator could reduce energy consumption and emissions.

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

# GUIDE PAPER 1

41

How do paragraphs 1 through 4 develop a central idea in “Don’t Fix Your Fridge, Just Buy a New One”? Use **two** details from the article to support your response.

Paragraphs 1-4 provide the positive side to replacing your fridge, and explain the reasons why it's a good idea. The central idea it develops is that replacing your fridge altogether is the more efficient solution than repairing it. The evidence behind this is when it states "...stricter regulations and improving technology mean newer appliances are usually more energy efficient than older ones...less appreciated reason is that as components wear out, energy consumption can rise 50% or more." This piece of evidence from paragraph 2 and 3 explain that the idea of repairing versus replacing applies to many things, in this instance replacing is the better choice for the two reasons given. Another piece of evidence that supports this is in paragraph 4 where it states that "A 2006 study concluded that the 'optimum replacement cycle' for a fridge ranged from 11 years to as little as two years." Even a study has provided evidence that replacing is better than repairing and using this statement send this general idea. All 4 paragraphs provide plenty of evidence to support the central idea that when dealing with fridges replacing them is the more intelligent choice for the sake of saving money, the environment, and being practical,

## Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how paragraphs 1 through 4 develop a central idea in “Don’t Fix Your Fridge, Just Buy a New One” (*Paragraphs 1-4 provide the positive side to replacing your fridge, and explain the reasons why it's a good idea*). The response provides evidence of analysis and a sufficient number of concrete details from the text for support as required by the prompt (“*...stricter regulations and improving technology mean newer appliances are usually more energy efficient than older ones...less appreciated reason is that as components wear out, energy consumption can rise 50% or more.*” and “*A 2006 study concluded that the ‘optimum replacement cycle’ for a fridge ranged from 11 years to as little as two years.*” *Even a study has provided evidence that replacing is better than repairing*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

41

How do paragraphs 1 through 4 develop a central idea in “Don’t Fix Your Fridge, Just Buy a New One”? Use **two** details from the article to support your response.

Paragraphs 1–4 develop a central idea because it explains how replacing a washing machine and other appliances can be energy efficient. Paragraph 1 states, “replacing it regularly may reduce energy consumption.” This shows how replacing a washing machine is good. Paragraph 2 states, “stricter regulations and improving technology mean newer appliances are usually more energy efficient than older ones.” This shows how it can be energy efficient.

### Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how paragraphs 1 through 4 develop a central idea in “Don’t Fix Your Fridge, Just Buy a New One” (*because it explains how replacing a washing machine and other appliances can be energy efficient*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*replacing it regularly may reduce energy consumption.*” and “*stricter regulations and improving technology mean newer appliances are usually more energy efficient than older ones.*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

41

How do paragraphs 1 through 4 develop a central idea in “Don’t Fix Your Fridge, Just Buy a New One”? Use **two** details from the article to support your response.

They talk about why you should just buy new appliances. According to “Don’t Fix Your Fridge, Just Buy a New One”, “replacing it regularly may reduce energy consumption.” Also stated by LePage, “That means that even replacing a fridge... can be better than hanging on to the old one.”

### Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how paragraphs 1 through 4 develop a central idea in “Don’t Fix Your Fridge, Just Buy a New One” (*They talk about why you should just buy new appliances*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*replacing it regularly may reduce energy consumption.*” and “*That means that even replacing a fridge...can be better than hanging on to the old one.*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

41

How do paragraphs 1 through 4 develop a central idea in “Don’t Fix Your Fridge, Just Buy a New One”? Use **two** details from the article to support your response.

Paragraphs 1 to 4 develop a central idea because it explains reasons to why you shouldn't hold on to old things & just replace them. one piece of evidence is " & improving technology mean newer appliances are usually more energy than the old ones".

### Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how paragraphs 1 through 4 develop a central idea in “Don’t Fix Your Fridge, Just Buy a New One” (*because it explains reasons to why you shouldn't hold on to old things & just replace them*); however, the response only provides one concrete detail from the text for support (*“ & improving technology mean newer appliances are usually more energy than the old ones”*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 5

Additional

41

How do paragraphs 1 through 4 develop a central idea in “Don’t Fix Your Fridge, Just Buy a New One”? Use **two** details from the article to support your response.

The central idea is that certain appliances should be replaced rather than repaired. The first four paragraphs explains the cons of having something for a long time. It gives two reasons along with evidence as to why repairing things over time can cause more harm to things than just buying a new one.

### Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how paragraphs 1 through 4 develop a central idea in “Don’t Fix Your Fridge, Just Buy a New One” (*that certain appliances should be replaced rather than repaired*); however, the response does not provide two concrete details from the text for support. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

41

How do paragraphs 1 through 4 develop a central idea in “Don’t Fix Your Fridge, Just Buy a New One”? Use **two** details from the article to support your response.

Paragraphs 1 through 4 develop a central idea by stating in paragraph 2 "Firstly, stricter regulations and improving technology mean newer appliances are usually more energy efficient than older ones." and by stating in the 3rd paragraph "The second, less appreciated reason is that as components wear out, energy consumption can rise by 50 percent or more."

### Score Point 1 (out of 2 points)

This response provides a mostly literal recounting of details from the text (*Paragraphs 1 through 4 develop a central idea by stating in paragraph 2 “Firstly, stricter regulations and improving technology mean newer appliances are usually more energy efficient than older ones.” and by stating in the 3<sup>rd</sup> paragraph “The second, less appreciated reason is that as components wear out, energy consumption can rise by 50 percent or more.”*). The response does not provide a valid inference from the text to explain how paragraphs 1 through 4 develop a central idea in “Don’t Fix Your Fridge, Just Buy a New One.” This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 7

41

How do paragraphs 1 through 4 develop a central idea in “Don’t Fix Your Fridge, Just Buy a New One”? Use **two** details from the article to support your response.

Paragraphs 1 through 4 develop a central idea by helping us think and get involved while doing it. No sooner I say this is because he really catches my attention when I was doing this.

### Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt and is totally inaccurate (*Paragraphs 1 through 4 develop a central idea by helping us think and get involved while doing it. The reason I say this is because he really catches my attention when I was doing this*).

# GUIDE PAPER 8

Additional

41

How do paragraphs 1 through 4 develop a central idea in “Don’t Fix Your Fridge, Just Buy a New One”? Use **two** details from the article to support your response.

things are made to buy when it bracks

## Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*things are made to buy when it bracks*).

## EXEMPLARY RESPONSE

42

Why does the author of “Don’t Fix Your Fridge, Just Buy a New One” discuss many different types of machines? Use **two** details from the article to support your response.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

### Possible Exemplary Response:

The author focuses on certain types of machines at the beginning of the article to support his argument that it is better to replace these machines than to repair them, yet he also gives examples of machines worth repairing because of energy efficiencies. The author talks about big appliances like “Fridges, air conditioners, televisions, and yes, washing machines.” The author explains that these machines “typically take far more energy to run than to make.” Towards the end of the article, in paragraph 7, the author talks about different types of machines, “from bicycles to kitchen mixers and power drills,” which he says “are indeed worth repairing, because it takes far more energy to make them than to run them.” In talking about these types of machines, the author acknowledges that there are many machines that do not support his argument for replacing instead of repairing. Repairing something like a bicycle or power drill is far more energy efficient than replacing it.

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

# GUIDE PAPER 1

42

Why does the author of “Don’t Fix Your Fridge, Just Buy a New One” discuss many different types of machines? Use **two** details from the article to support your response.

In the article, "Don't Fix Your Fridge, Just Buy a New One," the author mentions many different machines to make a statement that there are several things people could be replacing, but they haven't been shown what or why. For instance, in section 1 he states, "In general, if running a machine uses a lot more energy over the years than it takes to manufacture it, replacing it regularly may reduce energy consumption. Fridges, air conditioners, televisions and, yes, washing machines typically take far more energy to run than to make." This statement shows the fact that there are several items that many people probably didn't know should be replaced very often. People think of things like TV's and fridges as permanent things that last for a very long time, but this is incorrect, as the author shows they could be using up to 50% more energy if they are kept for a long time. This is very important because although some people care about their carbon emissions, for those who don't this plays a big monetary factor as well. Also, the author states in section, It should also be stressed that many machines, from bicycles to kitchen mixers and power drills, are indeed worth repairing, because it takes far more energy to make them than to run them." In this section, he lists many machines because after reading the first few sections, people might get the false assumption that every machine should be replaced. This is not true, and by naming a few appliances that cost more to manufacture than to make, he gives people a good idea of what they should be replacing and repairing. As can be seen, the author of this article lists many different appliances to show people what are appliances that should be replaced , and what should be repaired.

## Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain why the author of “Don’t Fix Your Fridge, Just Buy a New One” discusses many different types of machines (*to make a statement that there are several things people could be replacing, but they haven't been shown what or why*). The response provides evidence of analysis and a sufficient number of concrete details from the text for support as required by the prompt (*"In general, if running a machine uses a lot more energy over the years than it takes to manufacture it, replacing it regularly may reduce energy consumption. Fridges, air conditioners, televisions and, yes, washing machines typically take far more energy to run than to make." This statement shows the fact that there are several items that many people probably didn't know should be replaced very often and It should also be stressed that many machines, from bicycles to kitchen mixers and power drills, are indeed worth repairing, because it takes far more energy to make them than to run them."* *In this section, he lists many machines because after reading the first few sections, people might get the false assumption that every machine should be replaced. This is not true, and by naming a few appliances that cost more to manufacture than to make, he gives people a good idea of what they should be replacing and repairing.*) This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

42

Why does the author of “Don’t Fix Your Fridge, Just Buy a New One” discuss many different types of machines? Use **two** details from the article to support your response.

The author of, “Don’t Fix Your Fridge, Just Buy a New One”, discusses many different types of machines because she wants the readers to know that fridges are not the only machines that are better to buy than to repair and she wants the readers to know that there are some machines that would be better to repair rather than replace. In the article it states, “Fridges, air conditioners, televisions and, yes, washing machines typically take far more energy to run than to make.” That shows that it’s not just fridges that would be better off replacing rather than repairing. In the article it says, “It should also be stressed that many machines, from bicycles to kitchen mixers and power drills, are indeed worth repairing....” That quote proves that she included more machines to show that they don’t need to be replaced, they need to be repaired instead.

### Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain why the author of “Don’t Fix Your Fridge, Just Buy a New One” discusses many different types of machines (*because she wants the readers to know that fridges are not the only machines that are better to buy than to repair and she wants the readers to know that there are some machines that would be better to repair rather than replace*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*Fridges, air conditioners, televisions and, yes, washing machines typically take far more energy to run than to make.*” and “*It should also be stressed that many machines, from bicycles to kitchen mixers and power drills, are indeed worth repairing....*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

42

Why does the author of “Don’t Fix Your Fridge, Just Buy a New One” discuss many different types of machines? Use **two** details from the article to support your response.

The author of “Don’t Fix Your Fridge, Just Buy A New One.” discusses many types of machines to show that it’s not one isolated event. To begin, as stated in paragraph 1, “Fridges, air conditioners, televisions, and yes, washing machines typically take far more energy to run than to make.” Next, according to paragraph 7, “...from bicycles to kitchen mixers and power drills.” All in all, the author of “Don’t Fix Your Fridge, Just Buy A New One.” discusses many types of machines to prove that his data relates to all of them.

### Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain why the author of “Don’t Fix Your Fridge, Just Buy a New One” discusses many different types of machines (*to prove that his data relates to all of them*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*Fridges, air conditioners, televisions, and yes, washing machines typically take far more energy to run than to make.*” and “*...from bicycles to kitchen mixers and power drills.*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

42

Why does the author of “Don’t Fix Your Fridge, Just Buy a New One” discuss many different types of machines? Use **two** details from the article to support your response.

The author, Michael Le Page, uses many machines as an example to get his point through because the items he listed are everyday objects that many people use. The author uses a bicycle as an example because children enjoy riding their bikes, plus they would rather have a new one than a repaired one. Although the author doesn’t say to get a new bike, he is trying to prove his point by saying that reparments need to speed up. “So if Sweden does manage to boost repair rates,” this quote is an example of him trying to convince the readers to just buy new items, instead of repairing them. For time reasons and production rates of that specific object.

### Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain why the author of “Don’t Fix Your Fridge, Just Buy a New One” discusses many different types of machines (*as an example to get his point through because the items he listed are everyday objects that many people use*); however, the response only provides one relevant detail from the text for support (*The author uses a bicycle as an example*). This response includes complete sentences where errors do not impact readability.

# GUIDE PAPER 5

Additional

42

Why does the author of “Don’t Fix Your Fridge, Just Buy a New One” discuss many different types of machines? Use **two** details from the article to support your response.

In the beginning of the story it says in general, if running a machine uses a lot more energy over the years than it takes to manufacture it, replacing it regularly may reduce energy consumption. Fridges, air conditioners, televisions and, yes, washing machines typically take far more energy to run than to make.

## Score Point 1 (out of 2 points)

This response only provides one concrete detail from the text for support (*in general, if running a machine uses a lot more energy over the years than it takes to manufacture it, replacing it regularly may reduce energy consumption. Fridges, air conditioners, televisions and, yes, washing machines typically take far more energy to run than to make*); however, the response does not provide a valid inference from the text to explain why the author of “Don’t Fix Your Fridge, Just Buy a New One” discusses many different types of machines. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

42

Why does the author of “Don’t Fix Your Fridge, Just Buy a New One” discuss many different types of machines? Use **two** details from the article to support your response.

He thinks throwing things away is good because it reduces energy consumption.

### Score Point 1 (out of 2 points)

This response only provides one relevant fact from the text for support (*throwing things away is good because it reduces energy consumption*). The response does not provide a valid inference from the text to explain why the author of “Don’t Fix Your Fridge, Just Buy a New One” discusses many different types of machines. This response includes a complete sentence where errors do not impact readability.

## GUIDE PAPER 7

42

Why does the author of “Don’t Fix Your Fridge, Just Buy a New One” discuss many different types of machines? Use **two** details from the article to support your response.

the author of Don't fix your fridge buy a new one explain different types of machines because he trys to show how the machines are starting to change over time and that people should buy new one instead of fixing a fridge .

DO NOT

### Score Point 0 (out of 2 points)

This response is totally inaccurate (*the author of Don't Fix your Fridge buy a new one Explain different types of machines because he trys to show how the machines are starting to change over time and that people should buy new one instead offixing a fridge*).

# GUIDE PAPER 8

Additional

42

Why does the author of “Don’t Fix Your Fridge, Just Buy a New One” discuss many different types of machines? Use **two** details from the article to support your response.

The author is trying to get you to just buy a new fridge

## Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt and is totally inaccurate (*The author is trying to get you to just buy a new fridge*).

## EXEMPLARY RESPONSE

43

The authors of “Excerpt from *Gadgets: Built To Not Last*” and “Don’t Fix Your Fridge, Just Buy a New One” give advice to consumers. What advice does each author give? How does each author use evidence to convince the reader to follow his advice? Which author is the most convincing? Use details from **both** the excerpt and the article to support your response.

In your response, be sure to

- identify the advice each author gives consumers
- explain how each author uses evidence to convince the reader to follow his advice
- evaluate which author is more convincing
- use details from **both** the excerpt and the article to support your response

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

## Possible Exemplary Response:

In “Excerpt from *Gadgets: Built To Not Last*” and “Don’t Fix Your Fridge, Buy a New One,” the authors give advice to consumers. The advice given in “Excerpt from *Gadgets: Built To Not Last*” is that consumers are ultimately in control of what gets produced so if they would just stop buying gadgets that become obsolete easily, can’t be repaired, or break easily, then businesses will continue to produce those materials. In “Don’t Fix Your Fridge, Just Buy a New One,” the author’s advice is generally to replace machines with more energy efficient ones or ones that produce fewer emissions. However, the author qualifies this advice by saying that there are some objects that are better to fix than replace because making them takes more energy than fixing them.

The author from “Excerpt from *Gadgets: Built To Not Last*,” supports his advice with a discussion of how the culture has evolved into a throwaway culture because of what consumers have tolerated. The author does not blame the consumer right away. He begins by writing about companies that “are deliberately or carelessly decreasing the useful life of our gadgets so they can sell us another one sooner....” He uses an example with some “wow” factor, too: a light bulb made in 1901 that’s still burning compared to the short life of light bulbs now. Then he lists signs of our “throwaway culture” such as “disposable dishes, ‘sporks,’ razors, diapers.” He also talks about tech products like printers that can’t be repaired or other machines that used to be expensive which are now so cheap we throw them away if they die because repairing them would cost more. The most outrageous example is that of iPads. The article states, “But because many devices are designed with irremovable batteries, we actually throw away gadgets more sophisticated than the computers that put men on the moon—just because the battery dies....” This is when the author hits us with the truth that if we didn’t accept this lifestyle, businesses wouldn’t operate this way. Although the call to action and the solution are simplistic, the support is powerful. It’s hard not to be disgusted by some of the examples of consumer waste. Being told consumers are partly responsible is a bitter pill to swallow but the support is engaging and relatable.

However, the author of “Don’t Fix Your Fridge, Just Buy a New One,” gives advice to do just that. The author supports this point of view with reasons and logic. His advice is based on the idea that older machines use more energy so buying a new one is better because it reduces overall energy consumption. This is why repairing old machines may be worse energy-wise and are even worse the older the machines get because they can use “50 percent or more” energy as they age. The author then qualifies his point of view by discussing the various factors involved in making the decision to replace or repair, such as deciding what to replace an item with, figuring out the effect of adding the item to a landfill, or replacing an item with a motorized one that uses more power. The author notes it is sometimes worth repairing objects: the consumer just needs to calculate whether repairing them takes more energy than replacing them.

In the end, the author, Michael Le Page, gives less convincing advice because it is supported mainly with reason and logic and it gets bogged down in highlighting the differences instead of focusing on support of the original advice given. Although it is helpful to learn the various factors involved in making a decision to repair or replace, it doesn’t make for the most convincing article. The author, Mike Elgan, who wrote “Excerpt from *Gadgets: Built To Not Last*,” gives more convincing advice by engaging the consumer and inviting them to be advocates and insist that vendors make better long-lasting products.

## Possible Details to Include:

- Other relevant text-based details

## Score Points:

Apply 4-point holistic rubric.

## GUIDE PAPER 1a

43

The authors of “Excerpt from *Gadgets: Built To Not Last*” and “Don’t Fix Your Fridge, Just Buy a New One” give advice to consumers. What advice does each author give? How does each author use evidence to convince the reader to follow his advice? Which author is the most convincing? Use details from **both** the excerpt and the article to support your response.

In your response, be sure to

- identify the advice each author gives consumers
- explain how each author uses evidence to convince the reader to follow his advice
- evaluate which author is more convincing
- use details from **both** the excerpt and the article to support your response

In both of these articles, the author gives advice to the consumer/reader. They also give evidence that further proves their statements that were said earlier on in the passage. These details and persuading arguments may be enough to convince the reader to believe the author's POV and his thoughts.

The advice the author gives to his audience in “Don’t Fix Your Fridge, Just Buy a New One” is how you should slam the manufacturers of many modern-day electronics companies for making their products obsolete once the newer models arrive into the stores. But, he also states that the reader should continue to buy the products, because that is the only way the company will continue to make more in the future. Not buying these products will make the companies think that the consumer doesn't like the product, and may reduce or halt the production of that specific item. In the second article, the author says that you should buy a new fridge instead of replacing parts of an old one. He states that it ends up being better for you and for the environment, being it that the newer models are more energy efficient and reliable.

The two authors use details to further back up their statements about their opinions. In the first excerpt, the author backs his statements by showing how modern-day items are less reliable than a bulb that has been burning since 1901, which is a very long time ago. He uses this comparison in an attempt to grab the reader's attention as to how times have changed. The author states how the companies don't make items like this anymore because "there's no money in it." You could say that this is true, because companies don't want people buying one of something, they want people to buy multiple amounts of something. In the second article, the author brings the facts up about how newer models of refrigerators are more energy efficient. This may convince the reader that older models of fridges are not good for the environment, and some may listen to the author. He also brings up how energy consumption can rise above 50% or more with an old refrigerator with new parts installed. This may convince readers to purchase a new fridge b/c their energy bills may rise, and this is not something that people like.

In conclusion, both authors use details and evidence to back up their claims about their opinions on their topics. It could be said that the author of the fridge article did a better job at bringing in convincing details about his topic, which was the opposite of the first article's author. The *Gadgets* author did present his topic well, but failed to intrigue with his lack of supporting details and evidence. Backing up an opinion with facts and evidence can drastically change the message of the article and the author's opinion.

## **GUIDE PAPER 1b**

### **Score Point 4 (out of 4 points)**

This response clearly introduces a topic in a manner that is compelling and follows logically from the task and purpose (*In both of these articles, the author gives advice to the consumer/reader. They also give evidence that further proves their statements that were said earlier on in the passage. These details and persuading arguments may be enough to convince the reader to believe the author's POV and his thoughts.*). The response demonstrates insightful analysis of the texts (*Not buying these products will make the companies think that the consumer doesn't like the product, and may reduce or halt the production of that specific item; In the second article, the author says that you should buy a new fridge instead of replacing parts of an old one; it ends up being better for you and for the environment, being it that the newer models are more energy efficient and reliable; He uses this comparison in an attempt to grab the reader's attention as to how times have changed; This may convince readers to purchase a new fridge b/c their energy bills may rise, and this is not something that people like*). The topic is developed with the sustained use of relevant, well-chosen details from the texts (*you should slam the manufacturers of many modern-day electronics companies for making their products obsolete once the newer models arrive into the stores; modern-day items are less reliable than a bulb that has been burning since 1901; companies don't make items like this anymore because "there's no money in it. "; newer models of refrigerators are more energy efficient; older models of fridges are not good for the environment; energy consumption can rise above 50% or more with an old refrigerator with new parts installed*). Clear organization is exhibited, with the skillful use of appropriate and varied transitions to create a unified whole (*In both of these articles, They also, But, he also states, because that is the only way, In the second article, He states that, In the first excerpt, This may convince, In conclusion*). A formal style is established and maintained through the use of grade-appropriate, stylistically sophisticated language and domain-specific vocabulary (*consumer, persuading arguments, slam the manufacturers, obsolete, halt the production, energy efficient, energy consumption, failed to intrigue, drastically*). The response provides a concluding section that is compelling and follows clearly from the topic and information presented (*In conclusion, both authors use details and evidence to back up their claims about their opinions on their topics. It could be said that the author of the fridge article did a better job at bringing in convincing details about his topic, which was the opposit of the first article's author. The Gadgets author did present his topic well, but failed to intrigue with his lack of supporting details and evidence*). The response demonstrates grade-appropriate command of conventions, with few errors (*being it that the newer, refrigerator, b/c, opposit*).

## GUIDE PAPER 2a

Additional

43

The authors of “Excerpt from *Gadgets: Built To Not Last*” and “Don’t Fix Your Fridge, Just Buy a New One” give advice to consumers. What advice does each author give? How does each author use evidence to convince the reader to follow his advice? Which author is the most convincing? Use details from **both** the excerpt and the article to support your response.

In your response, be sure to

- identify the advice each author gives consumers
- explain how each author uses evidence to convince the reader to follow his advice
- evaluate which author is more convincing
- use details from **both** the excerpt and the article to support your response

The authors of “Excerpt from Gadgets: Built To Not Last” and “Don’t Fix Your Fridge, Just Buy a New One” give advice to consumers. Each author uses evidence and persuades the reader to do one thing and not the other. There is an argument which method is more effective.

Each author gives advice to consumers. Mike Elgan, the author of "Excerpt from Gadgets: Built To Not Last", says to repair your gadgets. He wants to promote consumers to fight to make items last longer. He wants the people to try and push for things that last long and are effective. He mentions how buying things that fail quickly go to the landfill, and there is already a lot of trash in the environment. Michael LePage, the author of "Don't Fix Your Fridge, Just Buy a New One", promotes buying and replacing things. For example, if fridges are replaced with an identical but brand new model can be better than still using the old fridge. Emissions would be lower if consumers continue to replace the old with the new. That is the advice given from each author about gadgets.

Each author uses evidence to convince the reader to follow his advice. Mike Elgan talks about the trash and how it would continue to fill up if we replace things. He says how things are thrown away just because the battery dies. We throw away gadgets more sophisticated than computers because the battery dies. He also mentions a 111-year-old light bulb that works. He says how the new light bulbs are not built like that and do not last long anymore. Michael LePage wants people to replace machines. He says how replacing these machines can help lower emissions. If we replace an old fridge with a new model, that would help reduce emissions. Energy consumption can rise 50% if components wear out of an old model. That was the evidence each author gave for their advice.

Mike Elgan who wrote "Excerpt from Gadgets: Built To Not Last" had more convincing advice. He talked about how not replacing things is good for the environment. He brings up the problem how gadgets are not built to work, but are built for money. Companies do not care about the products and if they work or not, but only are in for the money. "Don't Fix Your Fridge, Just Buy a New One" represents a benefit but also brings up a problem. At the end, LeGrange writes, "Yes, this would make the legislation more complex and harder to explain to the public." He brings up a problem, and Elgan shows all the advantages of not replacing things. That is why Elgan's advice is more convincing.

Each passage, "Excerpt from Gadgets: Built To Not Last" and "Don't Fix Your Fridge, Just Buy a New One", give advice to consumers on whether or not to replace things. Elgan's advice was more convincing and only brought up benefits. LeGrange brought up problem. Each author uses evidence and persuades the reader to do one thing and not the other.

#### **Score Point 4 (out of 4 points)**

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*The authors of "Excerpt from Gadgets: Built To Not Last" and "Don't Fix your Fridge, Just Buy a New One" give advice to consumers. Each author uses evidence and persuades the reader to do one thing and not the other*). The response demonstrates insightful analysis of the texts (*He wants to promote consumers to fight to make items last longer. He wants the people to try and push for things that last long and are effective; Michael LePage, the author of "Don't Fix Your Fridge, Just Buy a New One", promotes buying and replacing things; Emissions would be lower if consumers continue to replace the old with the new; Mike Elgan talks about the trash and how it would continue to fill up if we replace things; Michael LePage wants people to replace machines; He brings up the problem how gadgets are not built to work, but are built for money; He brings up a problem, and Elgan shows all the advantages of not replacing things. That is why Elgan's advice is more convincing*). The topic is developed with the sustained use of relevant, well-chosen details from the texts (*buying things that fail quickly go to the landfill, and there is already a lot of trash in the environment; if fridges are replaced with an identical but brand new model can be better than still using the old fridge; We throw away gadgets more sophisticated than computers because the battery dies; If we replace an old fridge with a new model, that would help reduce emissions. Energy consumption can rise 50% if components wear out of an old model; He talked about how not replacing things is good for the environment; "Yes, this would make the legislation more complex and harder to explain to the public."*). Clear organization is exhibited, with the skillful use of appropriate and varied transitions to create a unified whole (*Each author, For example, He also mentions, If we replace, that would, but also, At the end, Each passage*). A formal style is established and maintained through the use of grade-appropriate, stylistically sophisticated language and domain-specific vocabulary (*consumers, push for things, lower emissions, represents a benefit, all the advantages*). The response provides a concluding statement that follows clearly from the topic and information presented (*Elgan's advice was more convincing and only brought up benefits. LeGrange brought up problem. Each author uses evidence and persuades the reader to do one thing and not the other*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*wants, gadgets, environment, old, mentions, consumers, brought up problem, persuades*).

## GUIDE PAPER 3a

43

The authors of “Excerpt from *Gadgets: Built To Not Last*” and “Don’t Fix Your Fridge, Just Buy a New One” give advice to consumers. What advice does each author give? How does each author use evidence to convince the reader to follow his advice? Which author is the most convincing? Use details from **both** the excerpt and the article to support your response.

In your response, be sure to

- identify the advice each author gives consumers
- explain how each author uses evidence to convince the reader to follow his advice
- evaluate which author is more convincing
- use details from **both** the excerpt and the article to support your response

The authors of “Excerpt from Gadgets: Built To Not Last” and “Don’t Fix Your Fridge, Just Buy a New One” give advice to consumers. Each other gives the reader different things on why they feel this way.

For example the author of "Excerpt from Gadgets: Built To Not Last" suggests that people stop buying the products which will lead to the manufacturers stop producing the product. This is shown by the lines "And fellow consumers, let's stop buying devices designed to fail quickly, and let's insist that vendors make devices that can be repaired and upgraded." The author believes that if people begin to stop buying the product it will eventually stop being made. Mike Elgan shows the reader his point by using evidence to convince the reader to follow his advice. This is demonstrated when the author gives an example of printers when he states "Low-end consumer printers, for example, are nearly impossible to sell second-hand and users are unlikely to bother getting them repaired, because you can always buy a great printer for less than \$100. They are just one of many types of devices that are far cheaper to replace than repair." The author uses real world examples to help the reader believe and follow his advice.

## **GUIDE PAPER 3b**

Whereas in the article "Don't Fix Your Fridge, Just Buy a New One" the author suggests to the reader that they should just replace the item entiraly. This is illustrated by the lines "In general, if running a machine uses a lot more energy over the years than it takes to manufacture it, replacing it regularly may reduce energy consumption. Fridges, air conditioners, televisions and, yes, washing machines typically take far more energy to run than to make." The author feels that the best thing for the enviroment is to just stop trying to repair the broken machin it is far better if it is replaced. Micheal LePage also uses evidence to convince the reader to follow his advice. This is demonstrated when LePage writes "In general, if running a machine uses a lot more energy over the years than it takes to manufacture it, replacing it regularly may reduce energy consumption. Fridges, air conditioners, televisions and, yes, washing machines typically take far more energy to run than to make." The author uses real life examples and studies to make the reader believe and follow his advice.

Although both authors include many details that help the reader see why the should chose their side, I think that Mike Elgan the author of "Excerpt from Gadgets: Built To Not Last" is far more convincing. I feel this way because throughout the entire piece he continued to defend his side and give examples where in the article "Don't Fix Your Fridge, Just Buy a New One" Micheal LePage began to show details that did not support his side in paragraph 5 through 7.

## **GUIDE PAPER 3c**

### **Score Point 4 (out of 4 points)**

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*The authors of “Excerpt from Gadgets: Built To Not Last” and “Don’t Fix Your Fridge, Just Buy a New One” give advice to consumers. Each other gives the reader different things on why they feel this way*). The response demonstrates insightful analysis of the texts (*The author believes that if people begin to stop buying the product it will eventually stop being made; This is demonstrated when the author gives an example of printers; The author feels that the best thing for the environment is to just stop trying to repair the broken machine it is far better if it is replaced*). The topic is developed with the sustained use of relevant, well-chosen details from the texts (“*And fellow consumers, let’s stop buying devices designed to fail quickly, and let’s insist that vendors make devices that can be repaired and upgraded.*”; “*Low-end consumer printers, for example, are nearly impossible to sell second-hand and users are unlikely to bother getting them repaired, because you can always buy a great printer for less than \$100; In general, if running a machine uses a lot more energy over the years than it takes to manufacture it, replacing it regularly may reduce energy consumption. Fridges, air conditioners, televisions and, yes, washing machines typically take far more energy to run than to make.*”). The response exhibits clear organization, with the use of appropriate transitions to create a unified whole (*The authors of, For example, This is shown by, This is demonstrated when, Whereas in the article, This is illustrated, also, Although, because*). A formal style is established and maintained through the use of precise language and domain-specific vocabulary (*stop buying, stop producing, evidence, help the reader believe, stop trying to repair, far better if it is replaced, demonstrated, reduce energy consumption*). The response provides a concluding statement that is compelling and follows clearly from the topic and information presented (*I think that Mike Elgan the author of “Excerpt from Gadgets: Built To Not Last” is far more convincing. I feel this way because throughout the entire piece he continued to defend his side and give examples where in the article “Don’t Fix Your Fridge, Just Buy a New One” Micheal LePage began to show details that did not support his side in paragraph 5 through 7*). The response demonstrates grade-appropriate command of conventions, with few errors (*Each other gives the reader, environment, entirely, machine*).

## GUIDE PAPER 4a

43

The authors of "Excerpt from *Gadgets: Built To Not Last*" and "Don't Fix Your Fridge, Just Buy a New One" give advice to consumers. What advice does each author give? How does each author use evidence to convince the reader to follow his advice? Which author is the most convincing? Use details from **both** the excerpt and the article to support your response.

In your response, be sure to

- identify the advice each author gives consumers
- explain how each author uses evidence to convince the reader to follow his advice
- evaluate which author is more convincing
- use details from **both** the excerpt and the article to support your response

In the "Excerpt from Gadgets: Built To Not Last" by Mike Elgan and "Don't Fix Your Fridge, Just Buy a New One" by Michael LePage, they both give advice about how to be smart consumers. "Built To Not Last" talked about how companies tend to make their products not at their best potential in order to keep the consumers to keep buying. In "Don't Fix Your Fridge, Just Buy a New One" it gives advice on how replacing old/broken machines is a better alternative than repairing it. Mike Elgan in "Excerpt from Gadgets: Built To Not Last" tells consumers to not buy as much products so that companies will make better quality products that last longer and is more convincing than Michael LePage in "Don't Fix Your Fridge, Just Buy a New One" who tells consumers to replace their machines rather than repair them.

Mike Elgan tells shoppers to not buy as many products in order for the companies to produce better quality products. For instance in the text it says, "But the bottom line is this: If we don't buy it they won't make it..." Companies make their products cheap so that they will either break or not last long because they know the consumers will come back to get another product in order to keep themselves satisfied. However the author is saying that if consumers stop going back to the companies and buying newer gadgets than the companies will have to make better quality products to keep their costumers.

Michael LePage argues that replacing machines is a better option than repairing because of its energy benefits. For instance in the passage it says, "as components wear out, energy consumption can rise by 50 percent or more." As machines get older its harder for them to keep sending out energy to work and use much more energy than newer machines. Michael Lepage tells consumers that they should replace their old machines to help reduce the amount of energy consumption and use more energy efficient models.

## GUIDE PAPER 4b

Overall Mike Elgan in "Excerpt from Gadgets: Built To Not Last" is more convincing about how consumers should try to prevent themselves from constantly buying more and more products, than Michael LePage in "Don't Fix Your Fridge, Just Buy a New One" who talks about why replacing old machines is a better solution than repairing. If consumers don't buy as many products than the companies will sell more long lasting items rather than cheap ones and if consumers replace their old machines rather than repairing it, it will save energy and be more energy efficient.

### Score Point 3 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*In the "Excerpt from Gadgets: Built To Not Last" by Mike Elgan and "Don't Fix Your Fridge, Just Buy a New One" by Michael LePage, they both give advice about how to be smart consumers.; Mike Elgan in "Excerpt from Gadgets: Built To Not Last" tells consumers to not buy as much products so that companies will make better quality products that last longer and is more convincing than Michael LePage in "Don't Fix Your Fridge, Just Buy a New One" who tells consumers to replace their machines rather than repair them*). The response demonstrates grade-appropriate analysis of the texts ("Built To Not Last" talked about how companies tend to make their products not at their best potential in order to keep the consumers to keep buying; In Don't Fix Your Fridge, Just Buy a New One" it gives advice on how replacing old/broken machines is a better alternative than repairing it; Companies make their products cheap so that they will either break or not last long because they know the consumers will come back to get another product in order to keep themselves satisfied; As machines get older its harder for them to keep sending out energy to work and use much more energy than newer machines). The topic is developed with the sustained use of relevant, well-chosen details from the texts ("But the bottom line is this: If we don't buy it they won't make it..."; if consumers stop going back to the companies and buying newer gadgets than the companies will have to make better quality products; "as components wear out, energy consumption can rise by 50 percent or more."; Michael Lepage tells consumers that they should replace their old machines to help reduce the amount of energy consumption and use more energy efficient models). The response exhibits clear organization, with the use of appropriate transitions to create a unified whole (they both, in order to, For instance in the text is says, because, However, For instance in the passage it says, Overall). A formal style is established and maintained through the use of precise language and domain-specific vocabulary (not at their best potential, consumers, shoppers, better quality products, a better option, energy benefits, energy consumption, energy efficient models). The response provides a concluding statement that is compelling and follows clearly from the topic and information presented (Overall Mike Elgan in "Excerpt from Gadgets: Built To Not Last" is more convincing about how consumers should try to prevent themselves from constantly buying more and more products, than Michael LePage in "Don't Fix Your Fridge, Just Buy a New One" who talks about why replacing old machines is a better solution than repairing. If consumers don't buy as many products than the companies will sell more long lasting items rather than cheap ones and if consumers replace their old machines rather than repairing it, it will save energy and be more energy efficient). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (as much products, to the companies and buying newer gadgets than the companies, If consumers don't buy as many products than the companies will sell more).

## GUIDE PAPER 5a

Additional

43

The authors of “Excerpt from *Gadgets: Built To Not Last*” and “Don’t Fix Your Fridge, Just Buy a New One” give advice to consumers. What advice does each author give? How does each author use evidence to convince the reader to follow his advice? Which author is the most convincing? Use details from **both** the excerpt and the article to support your response.

In your response, be sure to

- identify the advice each author gives consumers
- explain how each author uses evidence to convince the reader to follow his advice
- evaluate which author is more convincing
- use details from **both** the excerpt and the article to support your response

Both articles give advice to consumers about how to handle electronic devices. The first article says people should just not buy the product since it doesn't live up to its name, and should push for products with longer lifetimes. The second one says we should replace the product within a certain time so that we can reduce emissions, or just not use those devices at all.

Both authors give examples and explanations in their articles. In “Excerpt from Gadgets: Built To Not Last”, the author says, If you could replace the battery, an iPad should last longer than that 111-year-old light bulb. But because many devices are designed with irremovable batteries, we actually throw away gadgets more sophisticated than the computers that put men on the moon—just because the battery dies. . . .” The author starts with the example of an iPad and then moves on into saying that we are throwing these away. The article, “Don’t Fix Your Fridge, Just Buy a New One” says, “The second, less appreciated reason is that as components wear out, energy consumption can rise by 50 percent or more. That means even replacing a fridge, say, with an identical but brand new model can be better than hanging on to the old one.” In this one, the reasoning is given first and then an example of this is given after. Both use examples and explanations to prove their points.

## **GUIDE PAPER 5b**

**Additional**

I believe that the second author is more convincing, since I care less about what will happen later and care more about whether or not I get a cool fridge. This is entirely based on a personal preference. Plus I could just not use the appliance at all, which is even better. The article "Don't Fix Your Fridge, Just Buy a New One" says, "People are also inclined to replace non-power tools such as rakes and hand saws with leaf blowers and power saws. That's obviously going to increase emissions. I've tried to go in the opposite direction, swapping an electric lawnmower for a muscle-powered push mower, and found it far more convenient-plus I get a free workout." This is the best choice for the consumer and nature, thus this article convinced me more than the other one. Furthermore, this solution is much more preferable. The other article says, "And fellow consumers, let's stop buying devices designed to fail quickly, and let's insist that vendors make devices that can be repaired and upgraded."I think that is is very unlikely that companies will listen. Also we won't know how long it lasts until it dies, and by then, they will already have sold it and made the profit they need. So it won't work.

Both authors use examples, reasoning and/or explanations in their articles. The second author is more convincing to me since his solutions are more viable and could produce a greater success.

**Score Point 3 (out of 4 points)**

This response clearly introduces a topic in a manner that follows from the task and purpose (*Both articles give advice to consumers about how to handle electronic devices. The first article says people should just not buy the product since it doesn't live up to its name, and should push for products with longer lifetimes. The second one says we should replace the product within a certain time so that we can reduce emissions, or just not use those devices at all.*). The response demonstrates grade-appropriate analysis of the texts (*Both authors give examples and explanations in their articles; The authors starts with the example of an iPad and then moves on into saying that we are throwing these away; In this one, the reasoning is given first and then an example of this is given after; I believe that the second author is more convincing, since I care less about what will happen later and care more about whether or not I get a cool fridge; This is the best choice for the consumer and nature, thus this article convinced me more than the other one; "I think that is is very unlikely that companies will listen. Also we won't know how long it lasts until it dies, and by then, they will already have sold it and made the profit they need. So it won't work*). The topic is developed with relevant details from the texts (*If you could replace the battery, an iPad should last longer than that 111-year-old light bulb. But because many devices are designed with irremovable batteries, we actually throw away gadgets more sophisticated than the computers that put men on the moon-just because the battery dies . . . ."; "The second, less appreciated reason is that as components wear out, energy consumption can rise by 50 percent or more; "People are also inclined to replace non-power tools such as rakes and hand saws with leaf blowers and power saws. That's obviously going to increase emissions. I've tried to go in the opposite direction, swapping an electric lawnmower for a muscle-powered push mower, and found it far more convenient-plus I get a free workout."; "And fellow consumers, let's stop buying devices designed to fail quickly, and let's insist that vendors make devices that can be repaired and upgraded."*). The response exhibits clear organization, with the use of appropriate transitions to create a unified whole (*Both articles give, The first article says, The second article says, Both authors give, In this one, thus, Furthermore, Also, and by then, So*). A formal style is established and maintained through the use of precise language and domain-specific vocabulary (*electronic devices, live up to its name, push for products with longer lifetimes, personal preference, preferable, more viable and could produce a greater success*). The concluding statement follows from the topic and information presented (*Both authors use examples, reasoning and/or explanations in their articles. The second author is more convincing to me since his solutions are more viable and could produce a greater success*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*products, The authors starts, convincing, punctuation*).

## GUIDE PAPER 6a

43

The authors of “Excerpt from *Gadgets: Built To Not Last*” and “Don’t Fix Your Fridge, Just Buy a New One” give advice to consumers. What advice does each author give? How does each author use evidence to convince the reader to follow his advice? Which author is the most convincing? Use details from **both** the excerpt and the article to support your response.

In your response, be sure to

- identify the advice each author gives consumers
- explain how each author uses evidence to convince the reader to follow his advice
- evaluate which author is more convincing
- use details from **both** the excerpt and the article to support your response

I believe that, Built To Not Last had a more convincing argument because the author's points benefitted us the people more. The Built To Not Last said that we should fight for a change in manufacturing devices. For example, the author said, "Devices are designed with irremovable batteries, we actually throw away gadgets." This shows because he doesn't like the fact that devices don't last long and he gives us a real life example. Another reason is when he says, "Let's put far greater emphasis on durable, life long design." This shows because he is arguing for his point and trying to show he wants to make a difference.

Don't fix Your Fridge, Just Buy a New One

DO NOT WRITE BEYOND THIS AREA

## GUIDE PAPER 6b

has an argument of running devices too long pollutes our world more than just making a new one. For example, when the author says, "Machines typically take far more energy to run than to make." This shows because he is saying that making a new machine will take less energy than running an old one. Another example is when the author says, "As components wear out, energy consumption can rise by 50 percent." This shows because the author is giving us an example and a figure to show us how much energy is being used for no reason.

I think Built Not To Last has a more effective argument because people would care more about saving money, in fact a lot of money than worry about using too much energy, and least I think that way.

Those reasons and examples are why I think Built Not To Last has a more effective argument.

## **GUIDE PAPER 6c**

### **Score Point 3 (out of 4 points)**

This response clearly introduces a topic in a manner that follows from the task and purpose (*I believe that, Built To Not Last had a more convincing argument because the author's points benefitted us the people more*). The response demonstrates a literal comprehension of the texts (*Built To Not Last said that we should fight for a change in manufacturing devices; This shows because he doesn't like the fact that devices don't last long and he gives us a real life example; This shows because he is arguing for his point and trying to show he wants to make a difference; Don't Fix Your Fridge, Just Buy a New One has an argument of running devices too long pollutes our world more than just making a new one; This shows because he is saying that making a new machine will take less energy than running an old one; This shows because the author is giving us an example and a figure to show us how much energy is being used for no reason; I think Built Not To Last has a more effective argument because people would care more about saving money, in fact a lot of money than worry about using too much energy, at least I think that way*). The topic is developed with relevant details from the texts ("Devices are designed with irremovable batteries, we actually throw away gadgets."); "Let's put far greater emphasis on durable, life long design."); "Machines typically take far more energy to run than to make."); "As components wear out, energy consumption can rise by 50 percent."). The response exhibits clear organization, with the use of appropriate transitions to create a unified whole (*I believe that, For example, This shows, Another, because, in fact, Those reasons and examples are why*). A formal style is established and maintained through the use of precise language and domain-specific vocabulary (*a more convincing argument, benefitted us, manufacturing devices, make a difference, running devices too long pollutes our world, care more about saving money*). The concluding statement follows from the topic and information presented (*Those reasons and examples are why I think Built Not to Last has a more effective argument*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*life long, in fact a lot of money than worry about, why I think, run-on sentence*).

## GUIDE PAPER 7a

43

The authors of “Excerpt from *Gadgets: Built To Not Last*” and “Don’t Fix Your Fridge, Just Buy a New One” give advice to consumers. What advice does each author give? How does each author use evidence to convince the reader to follow his advice? Which author is the most convincing? Use details from **both** the excerpt and the article to support your response.

In your response, be sure to

- identify the advice each author gives consumers
- explain how each author uses evidence to convince the reader to follow his advice
- evaluate which author is more convincing
- use details from **both** the excerpt and the article to support your response

In the passages “Excerpt from Gadgets: Built not to Last” and “Don’t Fix Your Fridge, Just by a New one” both give the reader advice. “Excerpt From Gadgets: Built Not To Last” argues that it is better to upgrade things or repair them. “Don’t Fix Your Fridge, Just By A New One” argues that it is better to replace things. I believe that “Excerpt from Built Not to last” is more convincing because it talks about how companies could take advantage of you buying new things. @ “Don’t

DO NOT WRITE BEYOND THIS AREA

## GUIDE PAPER 7b

Fix Your Fridge, Just Buy A New One argued that newer devices can consume more energy. The author even states, "New appliances are usually more energy efficient than the old ones." Excerpt from Buit: Not To Last" argues that companies will make people continue to buy new things. The author even states, "And fellow consumers let's stop buying devices designed to fail more quickly. This shows how companies could rip us off by making us spend more money. Therefore I believe "Excerpt From Buit: Not To Last" argument was more convincing.

## **GUIDE PAPER 7c**

### **Score Point 2 (out of 4 points)**

This response introduces a topic in a manner that follows generally from the task and purpose (*In the passages “Excerpt from Gadgets: Built not to Last” and “Don’t Fix Your Fridge, Just by a New One” both give the reader advice.* “*Excerpt From Gadgets: Built Not To Last*” argues that it is better to upgrade things or repair them. “*Don’t Fix Your Fridge, Just By A New One*” argues that it is better to replace things). The response demonstrates a literal comprehension of the texts (*I believe that “Excerpt from Built Not to Last” is more convincing because it talks about how companies could take advantage of you buying new things.*”; “*Don’t Fix Your Fridge, Just Buy A New One argued that newer devices can consume more energy; This shows how companies could rip us off by making us spend more money*”). The topic is partially developed with the use of relevant evidence from the texts, with inconsistency (“*New appliances are usually more energy efficient than the old ones.*” and “*And fellow consumers let’s stop buying devices designed to fail more quickly.*”). The response exhibits clear organization, with the use of appropriate transitions to create a unified whole (*In the passages, both, because, The author even states, This shows, Therefo*). The response establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary (*replace things, buying new things, continue to buy new things, rip us off*). The concluding statement follows generally from the topic and information presented (*Therefo I believe “Excerpt from Built: Not To Last” argument was more convincing*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*Just by a New One, consume, argument*).

## GUIDE PAPER 8a

Additional

43

The authors of "Excerpt from *Gadgets: Built To Not Last*" and "Don't Fix Your Fridge, Just Buy a New One" give advice to consumers. What advice does each author give? How does each author use evidence to convince the reader to follow his advice? Which author is the most convincing? Use details from **both** the excerpt and the article to support your response.

In your response, be sure to

- identify the advice each author gives consumers
- explain how each author uses evidence to convince the reader to follow his advice
- evaluate which author is more convincing
- use details from **both** the excerpt and the article to support your response

In the Excerpt from Gadgets: Built NOT LAST & Don't Fix Your Fridge both give advice to customers. The 1<sup>st</sup> story tells customers not to buy new product b/c it's cheap & will break soon. The 2<sup>nd</sup> story tells the consumer to not fix their household item, yet go by a new one. Mike Elgan tells us the impact on the environment & persuades people to boycott buying new stuff, until companies make their product last longer. He uses empowering sentences to convince people to not buy the products. For an example "They don't make em like that any-more". Plus he tells us the impact on the environment. "Disposable dishes ... have become a throwaway culture, even as the environment

DO NOT WRITE BEYOND THIS AREA

is being overwhelmed by trash". In, Don't Fix Your Fridge, Just Buy a New One, the author tells the reader to buy a new one "b/c "more energy makes it run than it was to make". He says replacing a machine will give out fewer emissions. The author of the Excerpt was more convincing b/c he used powering sentences.

In both passages the author tries to convince you on what to do w/ house hold items. But, you can do whatever you want to do b/c they're both good solutions,

**Score Point 2 (out of 4 points)**

This response introduces a topic in a manner that follows generally from the task and purpose (*In the Excerpt from Gadgets: Built To NOT LAST & Don't Fix Your Fridge* both give advice to costumers. The 1<sup>st</sup> story tells customers not to buy new product b/c it's cheap & will break soon. The 2<sup>nd</sup> story tells the consumer to not fix their household item, yet go by a new one). The response demonstrates a literal comprehension of the texts (Mike Elgan tells us the impact on the environment & persuades people to boycott buying new stuff, until companies make their product last longer. He uses empowering sentences to convince people to not buy the products). The topic is partially developed with the use of relevant evidence from the texts, with inconsistency ("They don't make em like that anymore"; "Disposable dishes ... have become a throwaway culture, even as the environment is being overwhelmed by trash"; buy a new one b/c "more energy makes it run than it was to make"; replacing a machine will give out fewer emissions). This response exhibits clear organization, with the use of appropriate transitions to create a unified whole (*In, both, The 1<sup>st</sup> story, The 2<sup>nd</sup> story, For an example, Plus, yet, He says, In both passages, But*). The response establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary (*tells us the impact on the environment, buying new stuff, uses empowering sentences, buy a new one b/c more energy makes it run, give out fewer*). The concluding statement follows generally from the topic and information presented (*In both passages the author tries to convince you on what to do w/ house hold items. But, you can do whatever you want to do b/c they're both good solutions*). The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*costumers, 1<sup>st</sup>, 2<sup>nd</sup>, persuades, not to buy new product b/c, environment, powering, w/, house hold*).

## GUIDE PAPER 9a

43

The authors of "Excerpt from *Gadgets: Built To Not Last*" and "Don't Fix Your Fridge, Just Buy a New One" give advice to consumers. What advice does each author give? How does each author use evidence to convince the reader to follow his advice? Which author is the most convincing? Use details from **both** the excerpt and the article to support your response.

In your response, be sure to

- identify the advice each author gives consumers
- explain how each author uses evidence to convince the reader to follow his advice
- evaluate which author is more convincing
- use details from **both** the excerpt and the article to support your response

Although both authors were convincing the author from "Don't fix your fridge, Just buy a new one" was more convincing. In the first article the author tells consumers to buy things that will last and not the older way around. He also uses info from his own life to help back up his reasoning; one way he does this is when he talks about the lightbulb. Next, the other author tells the consumers to buy something new if the old one breaks. And this author uses facts and statistics to back his case which is a far greater method for trying to prove a point. This shows which author was better and why.

DO NOT WRITE BEYOND THIS AREA

## **GUIDE PAPER 9b**

### **Score Point 2 (out of 4 points)**

This response introduces a topic in a manner that follows generally from the task and purpose (*Although both authers were convincing the aurther from “Don’t fix your fridge, Just buy a New one” was more conving*). The response demonstrates a literal comprehension of the texts (*the auther tells consumers to buy things that will last and not the other way around. He also uses info from his own life to help back up his Reasoning, one way he does this is when he talks about the lightbuld; this auther uses facts and statices to pled his case which is a far greater method for try to prove a point*). This response demonstrates an attempt to use minimal evidence (*he talks about the lightbuld and buy something new if the old one brake*). This response exhibits some attempt at organization, with inconsistent use of transitions (*Although, In The first article, He also, one way he does this, Next, And this auther, This shows*). The response establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary (*both authers were convincing, buy things, other way around, uses info, help back up his Reasoning*). The concluding statement follows generally from the topic and information presented (*This shows which auther was better and why*). The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*authers, conving, lightbuld, old one brake, statices, to pled his case, for try to prove*).

## GUIDE PAPER 10a

43

The authors of “Excerpt from *Gadgets: Built To Not Last*” and “Don’t Fix Your Fridge, Just Buy a New One” give advice to consumers. What advice does each author give? How does each author use evidence to convince the reader to follow his advice? Which author is the most convincing? Use details from **both** the excerpt and the article to support your response.

In your response, be sure to

- identify the advice each author gives consumers
- explain how each author uses evidence to convince the reader to follow his advice
- evaluate which author is more convincing
- use details from **both** the excerpt and the article to support your response

Household appliances are an important part of everyday life. We use them all the time, and when one of them breaks we just buy a new one. The companies make them easy for us to buy, and in turn we help the companies. A common question asks, is it a better idea to buy new appliances or just fix our old ones? The two articles "Excerpt from *Gadgets: Built To Not Last*" and *Don't Fix Your Fridge, Just Buy a New One* give two different points of view.

The excerpt from *Gadgets: Built To Not Last* argues that companies are purposefully building appliances to be less durable. Companies make more money when they're selling more products, so they make products that won't last as long. Article 2 says differently.

*Don't fix Your Fridge, Just Buy a New One* argues that you should just buy a new appliances. It says that because the appliances have already broken, they are more likely to break again. It also says that products will have less power for the longer you use them.

To conclude household appliances should be kept in good shape no matter how you do it. Buying a new product might work for somebody, and fixing a product and moving on might work for someone else. Everybody should do what works for them.

## **GUIDE PAPER 10b**

### **Score Point 1 (out of 4 points)**

This response introduces a topic in a manner that does not logically follow from the task and purpose (*Household appliances are an important part of everyday life. We use them all the time, and when one of them breaks we just buy a new one. The companies make them easy for us to buy, and in turn we help the companies. A common question asks, is it a better idea to buy new appliances or just fix our old ones? The two articles “Excerpt from Gadgets: Built To Not Last” and Don’t Fix Your Fridge, Just Buy a New One give two different points of view.*). This response demonstrates little understanding of the texts (*Companies make more money when they’re selling more products, so they make products that won’t last as long; because the appliances have already broken, they are more likely to break again; products will have less power for the longer you use them*). This response demonstrates an attempt to use minimal evidence which is generally invalid or irrelevant (*companies are purposefully building appliances to be less durable and you should just buy a new appliances*). This response exhibits some attempt at organization, with inconsistent use of transitions (*and in turn, so, Article 2 says differently, It says, because, It also says, To conclude*). The response lacks a formal style, using language that is imprecise or inappropriate for the texts and task (*when one of them, help the companies, products will have less power for the longer you use them, somebody, someone else, Everybody*). The concluding statement follows generally from the topic and information presented (*To conclude household appliances should be kept in good shape no matter how you do it. Buying a new product might work for somebody, and fixing a product and moving on might work for someone else. Everybody should do what works for them*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*all the time, Article 2 says differently, buy a new appliances, punctuation*).

# GUIDE PAPER 11

Additional

43

The authors of “Excerpt from *Gadgets: Built To Not Last*” and “Don’t Fix Your Fridge, Just Buy a New One” give advice to consumers. What advice does each author give? How does each author use evidence to convince the reader to follow his advice? Which author is the most convincing? Use details from **both** the excerpt and the article to support your response.

In your response, be sure to

- identify the advice each author gives consumers
- explain how each author uses evidence to convince the reader to follow his advice
- evaluate which author is more convincing
- use details from **both** the excerpt and the article to support your response

In “Gadgets: Built to not Last” it encourages consumers to buy gadgets that will last longer. In “Don’t Fix your Fridge, Just Buy a New One” it tells consumers to buy more energy efficient appiances. “Gadgets : Built to not last” was more convincing though, because it went over more enviomental issues.

## Score Point 1 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose. The response demonstrates little understanding of the texts (*In “Gadgets: Built to not Last” it encourages consumers to buy gadgets that will last longer. In “Don’t Fix your Fridge, Just Buy a New One” it tells consumers to Buy more energy efficent appiances. “Gadgets: Built to not last” was more convincing though, because it went over more enviomental issues*). This response demonstrates an attempt to use minimal evidence (*buy gadgets that will last longer and Buy more energy efficent appiances*). This response exhibits little attempt at organization (*In “Gadgets: Built to not Last”, In Don’t Fix your Fridge, Just buy a New One”, because*). The response lacks a formal style, using language that is imprecise or inappropriate for the texts and task. The response does not provide a concluding statement. The response demonstrates lack of command of conventions, with frequent errors that hinder comprehension (*encougragces, efficent appiances, convicing, enviomental*).

## GUIDE PAPER 12a

43

The authors of "Excerpt from *Gadgets: Built To Not Last*" and "Don't Fix Your Fridge, Just Buy a New One" give advice to consumers. What advice does each author give? How does each author use evidence to convince the reader to follow his advice? Which author is the most convincing? Use details from **both** the excerpt and the article to support your response.

In your response, be sure to

- identify the advice each author gives consumers
- explain how each author uses evidence to convince the reader to follow his advice
- evaluate which author is more convincing
- use details from **both** the excerpt and the article to support your response

The first author says that light bulb are made to not last. The second author says that refrigerators are only made to last 2 to 10 years!! The first author says a really old light bulb has been burning since 1901. The second author does not really give much detail on old fridges so we don't know if they were good or bad. The first author is because I+ have heard of the story before about the light bulb.

## **GUIDE PAPER 12b**

### **Score Point 1 (out of 4 points)**

This response introduces a topic in a manner that does not logically follow from the task and purpose (*The first athour says that lightbuld are made to not last. The second athour says that Refrigerates are only made to last 2 to 10 years*). The response demonstrates little understanding of the texts (*The Second author does Not Really give much deatil on old friges so we don't know if they were good or bad* and *The first Athour is because It Have Head of the story before about the light bulb*). This response demonstrates an attempt to use minimal evidence which is generally invalid or irrelevant (*a Really old light buld has been burning sence 1901*). This response exhibits little attempt at organization (*The first, The second, so*). The response lacks a formal style, using language that is imprecise or inappropriate for the texts and task. The response does not provide a concluding statement. The response demonstrates a lack of command of conventions, with frequent errors that hinder comprehension (*athour, lightbuld, Refrigerates, sence, deatil, friges, becse, capitalization*).

## GUIDE PAPER 13

43

The authors of “Excerpt from *Gadgets: Built To Not Last*” and “Don’t Fix Your Fridge, Just Buy a New One” give advice to consumers. What advice does each author give? How does each author use evidence to convince the reader to follow his advice? Which author is the most convincing? Use details from **both** the excerpt and the article to support your response.

In your response, be sure to

- identify the advice each author gives consumers
- explain how each author uses evidence to convince the reader to follow his advice
- evaluate which author is more convincing
- use details from **both** the excerpt and the article to support your response

In excerpt from gadgets it is about just buy a new one because it will be cheaper then to repair it. In dont fix your fridge is to buy a new one is because you may not fix it right and break it even more then it is.

### Score Point 0 (out of 4 points)

This response demonstrates a lack of comprehension of the texts and task (*In excerpt from gadgets it is about just buy a new one because it will be cheaper then to repair it. In dont fix your fridge is to buy a new one is because you may not fix it right and break it even more then it is*). No evidence is provided. This response exhibits no evidence of organization, and no concluding statement is provided. The response is minimal, making assessment of conventions unreliable.

# GUIDE PAPER 14

Additional

43

The authors of “Excerpt from *Gadgets: Built To Not Last*” and “Don’t Fix Your Fridge, Just Buy a New One” give advice to consumers. What advice does each author give? How does each author use evidence to convince the reader to follow his advice? Which author is the most convincing? Use details from **both** the excerpt and the article to support your response.

In your response, be sure to

- identify the advice each author gives consumers
- explain how each author uses evidence to convince the reader to follow his advice
- evaluate which author is more convincing
- use details from **both** the excerpt and the article to support your response

*The authors of “Excerpt from Gadgets: Built To Not Last” and Don’t Fix Your Fridge, Just Buy a New One” give advice to consumers.*

DO NOT WRITE B

## Score Point 0 (out of 4 points)

This response demonstrates a lack of comprehension of the texts and task and is a response totally copied from the prompt (*The authors of “Excerpt from Gadgets: Built To Not Last” and Don’t Fix Your Fridge, Just Buy a New One” give advice to consumers*).