

# New York NYSTP 2017 Grade 3 English Language Arts

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



# New York State *Testing Program*

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## 2017 Common Core English Language Arts Test Book 1

Grade **3**

March 28–30, 2017

Released Questions

# Book 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 choosing your response.

# **D**irections

Read this passage. Then answer questions 7 through 12.

*Neil deGrasse Tyson is an astrophysicist. An astrophysicist uses science and math to study the universe.*

## **Excerpt from *Astrophysicist and Space Advocate* Neil deGrasse Tyson**

by Marne Ventura

### **DISCOVERING THE NIGHT SKY**

- 1      The lights in the planetarium dimmed. Nine-year-old Neil sat in the darkness and stared up at the huge domed ceiling. The audience grew silent. A voice boomed, “We are now in the universe, and here are the stars.”

**planetarium** = a building or room in which images of stars, planets, and constellations are shown on a high, curved ceiling
- 2      It was Neil’s first visit to the Hayden Planetarium in New York City. He had seen the night sky many times from his home in the Bronx. He had seen a few stars and the moon. But tonight was different. On the ceiling above him, he saw countless stars, planets, and constellations—groups of stars that form shapes.
- 3      Not long after this, Neil and his family took a trip to Pennsylvania. Away from the lights of New York City, he was able to see the stars more clearly. He realized the stars he had seen on the planetarium ceiling were not just part of a show. They were real. He wanted to know more about them. Neil felt like the universe was calling him.

### **GROWING UP IN THE BRONX**

- 4      Neil deGrasse Tyson was born on October 5, 1958, in New York. He grew up in the Bronx in New York City. Neil lived with his parents, his older brother, and his younger sister in a tall building called the Skyview Apartments.

**GO ON**

5 Neil went to public school. He was an average student. He never had a teacher tell him that he was the best in the class or that he was going to go far. In fact, his third-grade teacher wrote a note on his report card. She said Neil should be more serious about his schoolwork.

## GETTING A BETTER LOOK

6 After the family trip to Pennsylvania, a friend lent Neil a pair of binoculars. Neil went to the roof of his building and looked at the night sky through the binoculars. He was amazed to see craters—large, bowl-shaped holes—on the moon. He wanted to see more. When he was eleven, his parents bought him a telescope.

7 Soon Neil wanted a bigger telescope to learn more about astronomy. But a more powerful telescope cost two hundred dollars. Neil's parents didn't have a lot of extra money. So Neil started a business walking dogs for people who lived in his building.

**astronomy = the scientific study of stars, planets, and other objects in outer space**

8 He walked several dogs three times a day. Most days, he earned five dollars. He saved his money until he had enough to pay for half of the telescope he wanted. His parents paid for the other half.

9 Neil didn't stop walking dogs. He earned more money to buy a camera. He wanted to take photos of the stars and the planets he saw. At the age of eleven, Neil decided he would become an astrophysicist.

## LEARNING ABOUT THE UNIVERSE

10 Neil learned more about the stars. In sixth grade, he took astronomy courses at the planetarium. He often took his telescope to the roof of his apartment to study the night sky. Sometimes police officers would come up to make sure everything was okay. They weren't used to seeing people using telescopes in the Bronx. They were curious. Neil helped them look through the lens. He pointed out Saturn's rings and talked about how pretty he thought they were.

11 When he was ready for high school, Neil chose the Bronx High School of Science. When he was fourteen, Neil went to space camp. He spent a month studying the stars and the planets. He worked with scientists and other young people. When he got back to New York, he gave a talk to fifty adults. He told them what he had learned. Neil's career as an astrophysicist had begun.

**GO ON**

**7** In paragraph 3, when the author says that “Neil felt like the universe was calling him,” she is referring to how

- A** he heard the booming voice inside the Hayden Planetarium on his first visit
- B** he was delighted by seeing the stars inside the Hayden Planetarium
- C** his experiences looking at the stars made him want to learn more about astronomy
- D** he wanted to spend more time in the countryside because he could see more of the sky

**8** Paragraph 6 of the passage supports paragraph 3 by showing that Neil

- A** saw the same things at home that he saw at the planetarium
- B** wanted to return to Pennsylvania to use his new binoculars
- C** continued his interest in learning about the universe
- D** tried to share his interest in stars with his parents

**9** What do paragraphs 6 through 8 show about Neil’s parents?

- A** They work hard to give Neil everything he wants.
- B** They are supportive of Neil’s interests.
- C** They set good examples for Neil to follow.
- D** They want Neil to become a scientist.

**GO ON**

**10**

The information in the section “LEARNING ABOUT THE UNIVERSE” adds to the information in the rest of the passage by showing how Neil

- A** finally became a successful student
- B** made new discoveries with his telescope
- C** made choices that helped him become an astrophysicist
- D** earned money to pay for his education as an astrophysicist

**11**

Which sentence **best** supports the main idea of the passage?

- A** “Not long after this, Neil and his family took a trip to Pennsylvania.” (paragraph 3)
- B** “Neil lived with his parents, his older brother, and his younger sister in a tall building called the Skyview Apartments.” (paragraph 4)
- C** “In fact, his third-grade teacher wrote a note on his report card.” (paragraph 5)
- D** “He often took his telescope to the roof of his apartment to study the night sky.” (paragraph 10)

**12**

According to the passage, which sentence **best** describes Neil?

- A** He is serious about reaching his goals.
- B** He is tired from working different jobs.
- C** He is proud of his success in school.
- D** He is happy to help his family earn money.

**GO ON**

# **D**irections

Read this story. Then answer questions 19 through 24.

*Hayley has a talent. Just like her great-great aunt Ruby, who traveled around the country with a band called the Ragtime Rascals, Hayley plays the ukulele.*

## **Excerpt from *Ukulele Hayley***

*by Judy Cox*

- 1 The day of the talent show, Hayley's stomach fluttered like a flock of baby birds. Was this how Ruby felt before a performance with her Ragtime Rascals?
- 2 Mom had helped Hayley make her costume. Black-and-white saddle shoes, a poodle skirt, blouse, and a scarf tied around her neck. Her hair, as usual, was a wild mop of red curls. She'd tried to pull it back in a ponytail, but it was coming loose already. Couldn't do anything about that!
- 3 There had been some rumors that the talent show would have to be canceled due to cutbacks. But somehow it had worked out, and now Hayley waited backstage, softly strumming her uke.

**cutbacks = less money available for spending**
- 4 She'd practiced a lot. At the talent show tryouts, Mr. Y had given her a thumbs-up and told her that she was in. Dad and Mom had cheered.
- 5 "You'll bring the house down!" said Dad.
- 6 "What's that mean?" asked Tilly, anxiously looking at the ceiling. Mom laughed and hugged her.
- 7 "It means your big sis is going to be a star!"
- 8 Now Hayley peeked through the curtains to the front of the stage. There were a lot of acts. She watched Skeeter pull a rabbit out of a hat—or try to. The rabbit was a stuffed animal, and he dropped it twice before he finished. Being Skeeter, he didn't mind when the audience laughed. He bowed with a big flourish and dropped the rabbit again. This time, even Skeeter laughed.

**GO ON**

9       Olivia was next. She wore a fluffy tutu and pink satin shoes. Hayley thought she twirled as gracefully as a real ballerina. Then two fifth grade girls danced to a popular song. Some fourth graders performed a silly skit. A kindergartener tried to recite a poem, got scared, and had to be helped off the stage by his teacher.

10     Finally, the MC announced Hayley. She walked out to the front of the stage. She stood in front of the mic the way Mr. Y told her to.

mic = microphone

11     She looked out into the gym. All the kids in the school looked back. Her stomach flopped. Her knees knocked. Her head spun. Why had she ever thought this would be fun? She wanted to crawl back in bed. Forget the whole thing. Be little Hayley, the shrimp, again.

12     Then the spotlight came on. She took a deep breath, and suddenly all of her butterflies flew away. She grinned. She tossed her head, making her curls dance. Bring it on! She was ready!



13     She tucked her uke under her arm and strummed the first chord. "One, two, three o'clock!" she sang, "Four o'clock rock!" She played an old rock 'n' roll song from the fifties. She finished by swinging her arm in a big circle like a guitar hero. Just the way she'd practiced.

14     The gym erupted with applause and cheers. She was a shining star!

**GO ON**

15      The talent show made Hayley a celebrity. Well, not a celebrity exactly, but at least famous. Maybe not famous. Make that sort of well-known.

16      Kids kept coming up and telling her how cool she was. “Can we join your band?” they asked.

17      “But I don’t have a band,” she said.

18      “Start one,” Skeeter advised.

19      “Okay,” said Hayley. “Anyone who wants to be in my band, get a ukulele, and I’ll teach you to play.”

**GO ON**

**19**

Which sentence **best** explains why Hayley is chosen to perform in the talent show?

- A** Other students think she is cool.
- B** She plays the ukulele well in the tryouts.
- C** Her act is more unusual than others'.
- D** Her great-great aunt used to play music.

**20**

Why are paragraphs 4 through 7 important to the story?

- A** They show how accepting Mr. Y is.
- B** They describe how confused Tilly is.
- C** They describe how worried Hayley's dad is.
- D** They show how supportive Hayley's family is.

**21**

Which statement about the talent show is true?

- A** Most students like Hayley's talent show act the best.
- B** The talent show has performers from different grades.
- C** Some performers canceled their acts in the talent show.
- D** Hayley knows all the other performers in the talent show.

**GO ON**

**22** Which paragraph does the illustration **best** support?

- A** paragraph 10
- B** paragraph 11
- C** paragraph 13
- D** paragraph 15

**23** Which happens as a result of Hayley's performance in the talent show?

- A** Many students respect Hayley's musical ability.
- B** Many students learn to play the ukulele.
- C** Skeeter starts a band for ukulele players.
- D** Hayley understands how to be a celebrity.

**24** Which sentence **best** states a central message of the story?

- A** Learning to do something new takes time.
- B** Making mistakes is a part of growing up.
- C** Conquering fear can lead to success.
- D** Sharing with friends brings happiness.

**STOP**

# Book 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 choosing your answer or writing your response.
- For written-response questions, 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 passage. Then answer questions 25 through 31.

## **Excerpt from *Tiger in Trouble!* And More True Stories of Amazing Animal Rescues**

by Kelly Milner Halls

- 1 After two days, Nitro was finally getting better. He was hungry. He even started to walk around his cage. But Kathryn noticed something strange.
- 2 Three of the four walls of the cage were made of concrete. The fourth wall was made of chain link. Most animals faced the chain-link wall. They like to watch what is going on outside of their cages. Nitro did not.
- 3 “He would sit and stare at the concrete walls,” Kathryn said. “And when he did turn toward our voices, he would follow the sound of our voices. But not our movements.”
- 4 Kathryn knew this meant one thing: Nitro was blind.

### **Nitro’s New Life**

- 5 Now that he was healthy, Nitro was ready for his new cage. But he couldn’t see it. His owner in Kansas had never noticed Nitro was blind. That cage had been so small, Nitro had been able to memorize every inch. So, he may not have seemed blind.
- 6 Why was Nitro blind? That’s hard to tell.
- 7 Kathryn ruled out a brain injury. And there were no scars around Nitro’s eyes that might mean he had an injury. “We just don’t know what caused his condition,” Kathryn said.
- 8 Here’s what they did know. The caretakers at the Rescue had a big challenge ahead of them. They had to help a blind tiger find his way, without the use of his eyes.

**GO ON**

9 Nitro walked through his big new home. He reached out with huge six-inch paws. He was trying to feel what was ahead of him. He did not know where things were around him. Not a twig, not a path, not a feeding dish.

10 He was a little afraid. He could never tell when he was getting close to running into the fence.

11 "He was roughing up his nose, because he would walk right up to the fence and hit it," Kathryn said. "We kept thinking, 'you have to slow down.'" But how do you teach a blind tiger how to find a fence he cannot see?

12 "We decided to start marking the fence with peppermint," Kathryn explained. "He would know when he smelled it, he should slow down. The peppermint marked the borders of his space."

13 Once he learned where his fences were, the people at the Rescue put down sand pathways. The sand pathways led to Nitro's food, water, and his cozy den.

14 When Nitro felt sand under his paws, he knew he would end up in one of those areas. When Nitro felt leaves, dirt, and twigs, he knew he was not heading in the right direction.

15 In time, Nitro learned where every bump, every tree, and every food box was in his new cage. When he did, the sand and the peppermint could be put away. Nitro was finally home.

16 Caretakers noticed a big change in Nitro. He mastered his space. He couldn't see people. But he knew where they were, even if they stood perfectly still.

17 He chuffled in their direction to get them to answer. He wanted to hear if he knew their voices. He wanted to know who they were.

18 Nitro, the blind tiger, has become a Rescue favorite. Volunteers guide people through Carolina Tiger Rescue once a week. They never miss a stop at Nitro's cage. They tell his story and give him little treats (scraps of chicken or beef). Nitro never disappoints.

19 "He has a great attitude," Kathryn says. "Things haven't been easy for him. But he still comes up to the fence happily chuffling."

#### DID YOU KNOW?

What's a chuffle? It's the sound a tiger makes when it sees or smells a friend. It sounds like a purr with a tiny cough.

**GO ON**

**25**

What is Kathryn's first clue that Nitro is blind?

- A** Nitro seems to be afraid.
- B** Nitro does not know where his food is.
- C** Nitro runs into the fence.
- D** Nitro does not look outside his cage.

**26**

Which quotation **best** states the main idea of the passage?

- A** "‘He would sit and stare at the concrete walls,’ Kathryn said." (paragraph 3)
- B** "That cage had been so small, Nitro had been able to memorize every inch." (paragraph 5)
- C** "‘We just don’t know what caused his condition,’ Kathryn said." (paragraph 7)
- D** "They had to help a blind tiger find his way, without the use of his eyes." (paragraph 8)

**27**

Which detail from the passage **best** shows that Kathryn cares about Nitro?

- A** She puts Nitro into a new cage.
- B** She does not want Nitro to hurt himself.
- C** She thinks Nitro has a great attitude.
- D** She does not understand why Nitro is blind.

**GO ON**

**28** Which statement from the passage shows that the problem in paragraph 8 was solved?

- A** “Nitro walked through his big new home.” (paragraph 9)
- B** “He was trying to feel what was ahead of him.” (paragraph 9)
- C** “Once he learned where his fences were, the people at the Rescue put down sand pathways.” (paragraph 13)
- D** “In time, Nitro learned where every bump, every tree, and every food box was in his new cage.” (paragraph 15)

**29** In paragraph 16, what does the word “mastered” suggest about Nitro?

- A** that he needed a larger space
- B** that he felt comfortable in his space
- C** that he liked people to visit his space
- D** that he wanted to defend his space

**30** What causes Nitro to chuffle?

- A** being aware of people
- B** feeling afraid
- C** wanting a treat
- D** having a cough

**GO ON**

**31**

What makes Nitro “a Rescue favorite” (paragraph 18)?

- A** his reaction to visitors
- B** his response to peppermint
- C** his unusual shuffle
- D** his large paws

***GO ON***

# **D**irections

Read this story. Then answer questions 32 and 33.

*Raj is used to being the speed-math champion of his fourth-grade class. But during this week's quiz, the division problems slowed him down and his pencil tip broke. He is nervous as he waits for his teacher, Ms. Evans, to announce who is this week's champion.*

## **Excerpt from Speed-Math Champ of 4B**

*by Sara Matson*

- 1     But after Ms. Evans collected the papers, she made an announcement. “We have a new speed-math champion this week.” She smiled at the new girl, who’d been in class for only three days. “Congratulations, Caroline. As for the rest of you, keep practicing.”
- 2     Raj shook his head. He didn’t need to practice. Next Friday, he’d sharpen two pencils. Then the title would be his again.
- 3     During the next week, Raj couldn’t help noticing that Caroline was good at math. She raised her hand a lot, and her answers were always right. Once, when Ms. Evans demonstrated a new kind of division, Caroline already knew how to do it.
- 4     *But that doesn’t mean she’ll beat me again,* Raj told himself.
- 5     On Friday afternoon, he was ready.
- 6     “Begin!” Ms. Evans said.
- 7     Raj’s answers rushed out like water from a faucet.
- 8      $9 + 8 = 17$   
 $16 - 8 = 8$   
 $4 \times 9 = 36$   
 $63 \div 7 = 9$
- 9     As he neared the bottom of the paper, his heart beat faster. Maybe he would even finish early!

**GO ON**

- 10 He groaned when his teacher called time. *I had just five problems left*, he thought.
- 11 It seemed to take forever for Ms. Evans to read off the answers. Finally, he got his paper back. At the top: a big purple 70—his best score ever.
- 12 He nudged Joel. “Watch out, Caroline,” he whispered, pointing at his quiz. “Here comes the new champ.”
- 13 But for the second week in a row, Raj wasn’t the winner.
- 14 “Good job, Caroline,” Ms. Evans said, smiling. “A 75! Looks as if the others are going to have to work harder to beat you.”
- 15 After the bell rang, Raj crumpled up his quiz and shoved it into his desk. That Caroline! Barging into 4B and taking over the speed-math quiz. Well, she’d better watch out, because from now on, he was going to practice his math like crazy. Then he’d reign as champion again.
- 16 He started on Monday. Addition problems during breakfast. Subtraction while he brushed his teeth. Multiplication on the bus, and division during his after-school snack. Plus, every night before he went to bed, he took a practice quiz. As the week went on, he did better and better.
- 17 Even so, when he saw his score in class on Friday—a 79—he didn’t feel as sure of winning as he had before. Maybe Caroline had gotten an 80.
- 18 While Ms. Evans paged through the corrected papers, Raj watched her face. Had his work paid off?
- 19 “Our champion has changed this week,” she said at last. She looked at Raj and smiled. “Congratulations, Raj. You’ve really improved.”
- 20 The bell rang, and Joel slapped him on the back. “You sure showed Caroline, didn’t you?” he whispered. “I’ll bet she . . .”
- 21 He trailed off. Caroline was standing right in front of Raj’s desk. “Good job on the quiz,” she said.
- 22 “Thanks,” Raj replied. Then he added, “You, too—I mean, winning the past two weeks. I thought you were going to beat me again today.”
- 23 Caroline shrugged. “At my old school, I was the best at math, so I always won. It’s fun to have some competition here. It makes math more exciting.”
- 24 Fun? Exciting? Raj stared at her. What was fun about losing?

**GO ON**

- 25     “Are you going to try to win the title back next Friday?” he asked.
- 26     “Of course.” She patted her backpack and smiled. “I’ve got my flashcards right here.”
- 27     “I’ve got mine, too,” he said quickly, pulling them out of his desk.
- 28     “Great!” she said. “Well, see you Monday. And good luck, champ.”
- 29     Raj grinned at the teasing. Maybe math *was* more fun this way. “Yeah. See you Monday, Caroline.”

**GO ON**

**32**

Why does the author say that “Raj’s answers rushed out like water from a faucet” in paragraph 7? Use **two** details from the story to support your response.

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**33**

What do paragraphs 21 through 28 show about Caroline? Use **two** details from the story to support your response.

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**GO ON**

# **D**irections

Read this passage. Then answer question 34.

## **Strike Three! YOU'RE OUT!**

by Jo Dewitt

- 1 Jackie Mitchell was born in 1914, at a time when women were not accepted in professional baseball. Jackie dreamed of becoming a great pitcher. She had been taught to pitch by baseball star Dazzy Vance when she was a young girl and trained with future major league players in Atlanta.
- 2 About that time in history, one of the great hitters of baseball, Babe Ruth, made a statement. "I don't know what's going to happen if they begin to let women in baseball. Of course, they will never make good. Why? Because they are too delicate."
- 3 Jackie didn't buy that. Soon after, Jackie signed with the Chattanooga Lookouts, a minor league baseball team. Manager Bert Niehoff spoke to the press and promised to help Jackie become a pitcher in the major leagues. Jackie was thinking about the immediate. The New York Yankees were coming to town, and the Lookouts were scheduled to play them in a pre-season exhibition game. Maybe she would get a chance to pitch against the greatest home-run hitter in the world, Babe Ruth.
- 4 The day of the game arrived, and it was pouring rain. The game was cancelled. The next day, Thursday, April 2, 1931, the rain stopped, and the game was about to start. Jackie was not sure how she should pitch to the Yankees, but she remembered what her father had told her. He said, "Go out there and pitch just like you pitch to anyone else."
- 5 Jackie had an uncanny ability to guess the weakness of a batter. She could put both speed and curve on the ball. She had one pitch that no one could hit—a wicked, dropping curve ball. As Babe Ruth stepped to the plate for batting practice Jackie watched him closely, deciding how she would pitch to him.
- 6 Manager Niehoff put Clyde Barfoot in as the starting pitcher. After the first two Yankee batters got base hits and scored a run, Niehoff motioned for Jackie to come onto the field!

**GO ON**

7     She waved Babe Ruth to the mound. She wound up and pitched. The ball was high. “Ball one,” yelled the umpire. Jackie’s next pitch was a curve ball, which curved and dropped when it reached the plate. Babe swung. “STRIKE ONE!” the umpire yelled. Jackie decided to give him a fastball, shoulder high. Jackie pitched, Babe swung. “STRIKE TWO!”

8     Jackie was feeling more confident. The next pitch was high, and Babe stopped his swing. But the ball dropped, going right over the plate. “STRIKE THREE! YOU’RE OUT!” yelled the umpire. Jackie had struck out the mighty Babe Ruth!

9     Next at the plate was Lou Gehrig, who was also a left-handed batter and a home-run hitter. Jackie decided on a pitch that most batters had trouble with—inside and just above his waist. She pitched, and Gehrig swung. Whoosh! Three times—Whoosh! She had struck out the Yankees’ two best hitters! The crowd went wild.

10    A few days after this exhibition game, Baseball Commissioner Kenesaw Mountain Landis voided Jackie Mitchell’s contract, claiming that baseball was “too strenuous” for a woman.

voided = cancelled

strenuous = physically difficult

11    Although Jackie Mitchell did not have the same opportunities as men had in the game of baseball, Jackie Mitchell will always be remembered for her spirit and her determination as well as her talent. She is still remembered as “the girl who struck out Babe Ruth.”

**GO ON**

*Planning Page*

You may PLAN your writing for question 34 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 15 and 16.



**GO ON**

**34**

Jackie Mitchell played baseball during the 1930s. How did some people feel about women playing baseball during that time? How did Jackie Mitchell’s actions show how she felt about it? Use details from the passage to support your response.

In your response, be sure to

- explain how some people felt about women playing baseball during the 1930s
- explain how Jackie Mitchell’s actions showed how she felt about women playing baseball
- use details from the passage to support your response

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**GO ON**

**STOP**

# Book 3



## 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 passage. Then answer questions 35 and 36.

## **Back to the Future**

by Terri L. Jones

- 1 What will the future bring? To answer that question, you need to know what is possible. You also need imagination.
- 2 Science fiction stories can help give you ideas. Science fiction mixes real science with make-believe. Writers and engineers imagined what life would be like in 2009. Does your life look like what they predicted?

### **Home, Sweet Robot**

- 3 In the 1950s, a science fiction book described an amazing house. It was a house of the future. Robots did all the chores. They cooked and cleaned. They set the table and vacuumed.
- 4 Today, robots really are on the job. They vacuum floors, cook meals, and build cars. Robots are even exploring outer space.
- 5 Disneyland had a “smart” house, too. The house almost ran itself. Today, many homes are run by automatic controls. Microwaves can cook meals in just minutes.

### **Cities in Space**

- 6 Some ideas from the past were out of this world. How does a city in space sound? Some people thought we would live on the moon by the 1990s!
- 7 How would this work? Well, people would use hydroponics to grow their food. That means the plants would grow without soil. Energy from the sun would supply power.
- 8 Today, astronauts do live in a space station. They stay only a few months at a time, though. Some farms grow plants without soil. Many homes on Earth use power from the sun. But a city in space is still many years away.

### **Phone + TV = Future**

- 9 People had telephones and television in the fifties. A clever writer put the two together!

**GO ON**

10 Dick Tracy was a comic book character. He used his watch as a phone. The watch also let him see people while he talked to them. In real life, no one had a watch like Tracy's.

11 Today, many people watch videos on their cell phones. People use webcams to see each other on the Internet. What was only in stories 50 years ago is really possible today!

### **Up, Up, But Not Away**

12 Some people don't just imagine the future. They try to build it. Take the jetpack. This is a backpack with a small rocket engine. You put the pack on. You rev it up. Then you take off!

13 The jetpack isn't as great as it seems. It can't carry very much fuel. So it can't go very far. Also, the fuel is dangerous. It gets very, very hot! And the pack's loud engine can hurt your ears.

14 Still, a jetpack is a fun idea. Maybe one day someone will make the pack work. Until that time, you better count on the bus.

### **Getting from Here to There**

15 Another cool idea was the flying car. It had wings. The car really worked! Flying cars didn't completely catch on. Maybe they were hard to park.

16 In one science fiction story, people jumped on moving belts to get around. That wasn't such a crazy idea. Today "people movers" carry travelers through airports. Escalators carry people up and down. There are even moving sidewalks in some places.

17 People in the 1950s dreamed of a car that drove itself. Today, the car is still a dream. But in time, that dream may come true, too.

### **Fast Forward**

18 In 1950, the only computers were very big. Each one filled a whole room! No one had a personal computer. Then someone invented the computer chip. The tiny chip let engineers build small computers. Now, millions of people have their own computer at home.

19 The future of the fifties is here. Think about *your* future.

**35**

According to “Back to the Future,” why is using your imagination important?  
Use **two** details from the passage to support your response.

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**36**

Why does the author of “Back to the Future” use subheadings? Use **two** details from the passage to support your response.

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**GO ON**

# **D**irections

Read this passage. Then answer questions 37 and 38.

## Balancing Rocks

by Stacy A. Nyikos



- 1 Have you ever tried standing on your head? Chances are, the first time you did, you fell down. It may even have taken a while to master this upside-down balancing act. Artist Sepp Bögle has a balancing act of a different nature. He balances rocks. He wasn't always a rock balancer. "I was a cook, and then a salesman, before I began to balance rocks," he says.
- 2 Years ago, Bögle and his daughter moved to a small town on the shores of Lake Constance in Germany. Bögle was sitting on a bench near the water one day, watching someone stack rocks on their flat sides. He decided to try it. It was easy—too easy. "I thought, What if I turn them on their pointy ends? Will they stand?" he says.
- 3 Incredibly, they did. "I've been doing it ever since," says Bögle.

### The Last Tree

- 4 Bögle still lives and works in the small German town of Radolfzell where he and his daughter moved all those years ago. His studio is under the very last tree along a boardwalk called the Mole.

**GO ON**

- 5 Tourists travel from all over Germany and other European countries to see the artist at work. Some come to figure out his trick. Bögle smiles at the doubters. “There is no trick, not like what they mean. I don’t use glue or hidden supports. I listen to the rocks.”
- 6 That may sound strange, but the truth is that humans do this kind of “listening” all the time. When a baby tries to sit up for the first time, it’s a balancing act. The brain has to combine information from the eyes, the muscles, and the balancing system of the inner ear to figure out how to keep the body upright. Balancing takes a lot of practice. Babies often spend at least six months practicing before they can sit up without falling over.
- 7 A similar but simpler feat is balancing a ruler on one finger. If either side is too long, the ruler will fall to the ground. The key is finding the point where the weight of each side of the ruler is equal. This spot is called the center of gravity. When you find it, the ruler rests on your finger in perfect balance.
- ### A Balancing Act
- 8 Balancing rocks, as Bögle does, is harder. But why? A ruler offers clues. The center of gravity should be halfway along the length of the ruler—near the 6-inch mark on a 12-inch ruler.
- 9 In the rocks that Bögle balances, the center of gravity is much harder to find. These rocks can be shaped like lopsided eggs or pears and often have funny knobs, big bulges, or craggy points. The center of gravity is somewhere inside the rock. No marks show where to find it. And if the point on the end of the rock is small, it’s hard to center the weight of the rock.
- 10 In addition, since Bögle balances many rocks on top of one another, the combined weight of the rocks has to be evenly balanced over the point the bottom rock stands on. It’s like acrobats balancing one on top of the other. If their combined weight isn’t perfectly balanced over the person standing on the ground, they’ll topple over.
- 11 To balance the rocks, Bögle tries again and again. He uses *spüren* (“sense” or “feel” in German). He says he “listens” to the rocks and lets the rocks “tell” him how to balance them. He says for him, it’s a kind of meditation.
- 12 For the visitors who journey to the last tree on the Mole, the balanced rocks are a wondrous sight to see.

**lopsided** = having one side that is lower or smaller than the other

**craggy** = rough

**GO ON**

**37**

Why does the author compare what Bögle does to someone standing on their head?  
Use **two** details from the passage to support your response.

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**38**

How does the picture add to the reader's understanding of "Balancing Rocks"?  
Use **two** details from the passage to support your response.

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**GO ON**

# **D**irections

Read this story. Then answer questions 39 and 40.

*Cara has the chicken pox and needs to stay with her great-grandmother because her regular babysitter cannot care for sick children. Cara is worried about spending time with Great-grandmother because she can be very old-fashioned, and she rarely smiles.*

## **Excerpt from *The Remembrance Quilt***

*by Kathleen Anne Butler*

- 1 Soon after the front door closed behind Aunt Liz, Great-grandmother came into Cara's room supported on a cane and peering over her bifocals. "So, you're sick!" was all she said. Then Great-grandmother slowly went to the closet and pulled out a quilt, which she brought to Cara's bed. "When your mother was a little girl, she always wanted the fan quilt and a story when she was sick. Maybe you'd like the same."
- 2 Cara, too surprised to say anything, lay still as Great-grandmother unfolded the colorful fan quilt and carefully spread it over Cara, covering up all the homework.
- 3 "It is beautiful," Cara finally managed to say. "Is it old? Did my mother really sleep under it? Did she have the chickenpox, too?"
- 4 Cara was startled when Great-grandmother laughed. "Yes to all of your questions," she said, as she eased herself onto a chair near Cara's bed.
- 5 "I was born in the old country, you know," started Great-grandmother. Cara listened eagerly as the old woman continued. "My grandmother, whom I called Farmor, was a very successful weaver. She raised her own flax, spun it, dyed it, and wove it into beautiful pieces of cloth. She worked at her loom many hours every day. I can still hear the sound of the wooden treadles and the beater pushing woof threads firmly into the warp."
- 6 Great-grandmother stopped and looked at the quilt as if in a dream. Finally, Cara said, "What are woof and warp?"

**GO ON**

- 7     Great-grandmother smiled, looking now at Cara's face. "The warp is the string that is strung on the loom. The woof is the yarn woven between the threads of warp." She held a corner of the quilt to show Cara where red and green yarn had been woven between the white warp threads.
- 8     "People from all over the country came to buy Farmor's cloth, it was so fine. One day Papa told Farmor that he, Mama, my sister, and I would be leaving for America. Farmor cried. I cried too, because somehow I knew I would never see her again. I'd never see the beautiful cloth she wove or hear the beating of her busy loom again.
- 9     "So I did something very bad. I went into Farmor's weaving room the night before we left for America. I took a pair of scissors and snipped a scrap from every bolt on her shelves! No one knew I did it; they were all so busy packing for our journey. I rolled the scraps of material into a small bundle and packed them in the bottom of my own little trunk.
- 10    "Many weeks later, at our new home in America, I unpacked my precious scraps of cloth." Tears were glistening on Great-grandmother's cheeks now. "When Papa and Mama discovered what I had done, they were very angry at first. They made me write an apology to Farmor. But then Mama helped me make this remembrance quilt out of all the scraps I had taken. Every time I take it out, even after all these years, I can see Farmor. I think she would have been happy to know I have such lovely memories of her."
- 11    Great-grandmother dabbed a handkerchief to her eyes. Cara sat very still, thinking. Then she slid her hand out from under the quilt and shyly reached for Great-grandmother's soft white hand. "Thank you for telling me the story," she whispered. It was nice to know Great-grandmother had been a little girl like her once.

**GO ON**

**39**

How does paragraph 7 connect to paragraph 5? Use **two** details from “Excerpt from *The Remembrance Quilt*” to support your response.

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**GO ON**

*Planning Page*

You may PLAN your writing for question 40 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 13 and 14.



**GO ON**

**40**

Why is the quilt special? What are the ways people in the family have used the quilt? Use details from the story to support your response.

In your response, be sure to

- explain why the quilt is special
- describe the ways people in the family have used the quilt
- use details from the story to support your response

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**STOP**

**THE STATE EDUCATION DEPARTMENT  
THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234**  
**2017 English Language Arts Tests Map to the Standards**  
**Released Questions Available on EngageNY**

Grade 3	Question	Type	Key	Points	Standard	Subscore	Secondary Standard(s)	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>Book 1</b>											
7	Multiple Choice	C	1	CCSS.ELA-Literacy.L.3.5a	Reading			0.52			
8	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.3.8	Reading			0.62			
9	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.3.1	Reading			0.56			
10	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.3.5	Reading			0.46			
11	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.3.2	Reading			0.72			
12	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.3.1	Reading			0.67			
19	Multiple Choice	B	1	CCSS.ELA-Literacy.RL.3.1	Reading			0.53			
20	Multiple Choice	D	1	CCSS.ELA-Literacy.RL.3.5	Reading			0.69			
21	Multiple Choice	B	1	CCSS.ELA-Literacy.RL.3.1	Reading			0.42			
22	Multiple Choice	C	1	CCSS.ELA-Literacy.RL.3.7	Reading			0.56			
23	Multiple Choice	A	1	CCSS.ELA-Literacy.RL.3.3	Reading			0.56			
24	Multiple Choice	C	1	CCSS.ELA-Literacy.RL.3.2	Reading			0.52			
<b>Book 2</b>											
25	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.3.3	Reading			0.66			
26	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.3.2	Reading			0.68			
27	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.3.1	Reading			0.56			
28	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.3.8	Reading			0.48			
29	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.3.4	Reading			0.58			
30	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.3.3	Reading			0.54			
31	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.3.1	Reading			0.59			
32	Constructed Response		2	CCSS.ELA-Literacy.RL.3.4	Writing to Sources	CCSS.ELA-Literacy.L.3.1, CCSS.ELA-Literacy.L.3.2			1.17		0.59
33	Constructed Response		2	CCSS.ELA-Literacy.RL.3.3	Writing to Sources	CCSS.ELA-Literacy.L.3.1, CCSS.ELA-Literacy.L.3.2			1.27		0.64
34	Constructed Response		4	CCSS.ELA-Literacy.RI.3.3	Writing to Sources	CCSS.ELA-Literacy.L.3.1, CCSS.ELA-Literacy.L.3.2, CCSS.ELA-Literacy.L.3.3, CCSS.ELA-Literacy.L.3.4			1.60		0.40
<b>Book 3</b>											
35	Constructed Response		2	CCSS.ELA-Literacy.RI.3.2	Writing to Sources	CCSS.ELA-Literacy.L.3.1, CCSS.ELA-Literacy.L.3.2			1.08		0.54
36	Constructed Response		2	CCSS.ELA-Literacy.RI.3.5	Writing to Sources	CCSS.ELA-Literacy.L.3.1, CCSS.ELA-Literacy.L.3.2			0.89		0.44
37	Constructed Response		2	CCSS.ELA-Literacy.RI.3.8	Writing to Sources	CCSS.ELA-Literacy.L.3.1, CCSS.ELA-Literacy.L.3.2			0.86		0.43

**Released Questions Available on EngageNY**

Grade 3	Question	Type	Key	Points	Standard	Subscore	Secondary Standard(s)	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)	
	38	Constructed Response		2	CCSS.ELA-Literacy.RI.3.7	Writing to Sources	CCSS.ELA-Literacy.L.3.1, CCSS.ELA-Literacy.L.3.2		0.94	0.47	
	39	Constructed Response		2	CCSS.ELA-Literacy.RL.3.5	Writing to Sources	CCSS.ELA-Literacy.L.3.1, CCSS.ELA-Literacy.L.3.2		0.91	0.46	
	40	Constructed Response		4	CCSS.ELA-Literacy.RL.3.2	Writing to Sources	CCSS.ELA-Literacy.L.3.1, CCSS.ELA-Literacy.L.3.2, CCSS.ELA-Literacy.L.3.3, CCSS.ELA-Literacy.L.3.4		1.47	0.37	

\*This item map is intended to identify the primary analytic skills necessary to successfully answer each question. However, each constructed-response question measures proficiencies described in multiple standards, including writing and additional reading and language standards. For example, two point and four point constructed-response questions require students to first conduct the analyses described in the mapped standard and then produce written responses that are rated based on writing standards. To gain greater insight into the measurement focus for constructed-response questions please refer to the rubrics shown in the Educator Guides.



## 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 Grade 3 Writing Evaluation Rubric

CRITERIA	CCLS	SCORE				
		4	3	2	1	0*
<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	<b>Essays at this level:</b> —clearly introduce a topic in a manner that follows logically from the task and purpose —demonstrate comprehension and analysis of the text —develop the topic with relevant, well-chosen facts, definitions, and details throughout the essay	<b>Essays at this level:</b> —clearly introduce a topic in a manner that follows logically from the task and purpose —demonstrate grade-appropriate comprehension of the text —develop the topic with relevant facts, definitions, and details throughout the essay	<b>Essays at this level:</b> —introduce a topic in a manner that follows generally from the task and purpose —demonstrate a confused comprehension of the text —partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant	<b>Essays at this level:</b> —introduce a topic in a manner that does not logically follow from the task and purpose —demonstrate little understanding of the text —demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant	<b>Essays at this level:</b> —demonstrate no evidence or provide evidence that is completely irrelevant
<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	<b>Essays at this level:</b> —clearly and consistently group related information together —skillfully connect ideas within categories of information using linking words and phrases —provide a concluding statement that follows clearly from the topic and information presented —demonstrate grade-appropriate command of conventions, with few errors	<b>Essays at this level:</b> —generally group related information together —connect ideas within categories of information using linking words and phrases —provide a concluding statement that follows from the topic and information presented —demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	<b>Essays at this level:</b> —exhibit some attempt to group related information together —inconsistently connect ideas using some linking words and phrases —lack the use of linking words and phrases —provide a concluding statement that is illogical or unrelated to the topic and information presented	<b>Essays at this level:</b> —exhibit little attempt at organization —lack the use of linking words and phrases —provide a concluding statement that is illogical or unrelated to the topic and information presented —do not provide a concluding statement	<b>Essays at this level:</b> —exhibit no evidence of organization —are minimal, making assessment of conventions unreliable
<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	<b>Essays at this level:</b> —clearly and consistently group related information together —skillfully connect ideas within categories of information using linking words and phrases —provide a concluding statement that follows clearly from the topic and information presented —demonstrate grade-appropriate command of conventions, with few errors	<b>Essays at this level:</b> —generally group related information together —connect ideas within categories of information using linking words and phrases —provide a concluding statement that follows from the topic and information presented —demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	<b>Essays at this level:</b> —inconsistently connect ideas using some linking words and phrases —lack the use of linking words and phrases —provide a concluding statement that is illogical or unrelated to the topic and information presented —demonstrate emerging command of conventions, with some errors that may hinder comprehension	<b>Essays at this level:</b> —exhibit little attempt at organization —lack the use of linking words and phrases —provide a concluding statement that is illogical or unrelated to the topic and information presented —demonstrate a lack of command of conventions, with frequent errors that hinder comprehension	<b>Essays at this level:</b> —exhibit no evidence of organization —are minimal, making assessment of conventions unreliable

- 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

32

Why does the author say that “Raj’s answers rushed out like water from a faucet” in paragraph 7? Use **two** details from the story to support your response.

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### Possible Exemplary Response:

In paragraph 7, the author states that “Raj’s answers rushed out like water from a faucet,” which means that he answered each math question quickly. The author supports this comparison in paragraph 8 by listing the questions Raj is able to answer correctly: “ $9 + 8 = 17$ ,  $16 - 8 = 8$ ,  $4 \times 9 = 36$ ,  $63 \div 7 = 9$ .” In paragraph 9, the author states that “maybe he would even finish early” which also shows that Raj is working quickly to answer the questions and that he is feeling like he will finish the quiz early.

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

## GUIDE PAPER 1

32

Why does the author say that “Raj’s answers rushed out like water from a faucet” in paragraph 7? Use two details from the story to support your response.

The Author means that Raj was working fast. A detail that supports this is “Maybe he would even finish early.” Another detail is “ $9+8=17, 16-8=8\dots$ ” Both details show the fact that Raj went fast.

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

This response provides a valid inference from the text to explain why the author says that “Raj’s answers rushed out like water from a faucet” in paragraph 7 (*Raj was working fast*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*Maybe he would even finish early*” and “ $9+8=17, 16-8=8\dots$ ”). This response includes complete sentences where errors do not impact readability.

32

Why does the author say that "Raj's answers rushed out like water from a faucet" in paragraph 7? Use two details from the story to support your response.

The author says "Raj's answer rushed out like water from a faucet" to make a comparison of how fast Raj was doing his math test. Based on what I read, it says in paragraph 5 "On Friday afternoon, he was ready." This means if he was ready he would be confident and if he was confident he believes in himself and would speed through that math test. For my second reason in paragraph 4 it says "But that does not mean she will beat me again." This means again Raj was confident which made him believe that he could beat Caroline so he speeded through that math test.

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

This response provides a valid inference from the text to explain why the author says that "Raj's answers rushed out like water from a faucet" in paragraph 7 (*to make a comparison of how fast Raj was doing his math test*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("On Friday afternoon, he was ready." and "But that does not mean she will beat me again."). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

32

Why does the author say that "Raj's answers rushed out like water from a faucet" in paragraph 7? Use two details from the story to support your response.

It siads that because he was neerves. The first  
text evldints ;'s "he was nearly at the bottem  
and his hart betted faster." The last text evldints  
is " I have five problems left."

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

This response provides a valid inference from the text to explain why the author says that "Raj's answers rushed out like water from a faucet" in paragraph 7 (*because he was neerves*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("*he was nearly at the bottem and his hart betted faster.*" and "*I have five problems left.*"). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

32

Why does the author say that "Raj's answers rushed out like water from a faucet" in paragraph 7? Use two details from the story to support your response.

on paragraph 7, "Raj's answers rushed out like water from a faucet. The author said that because on p.9, his heart was beating fast. This shows that Raj might be done fast. Also, on paragraph 7, the author wrote "Raj's answers rushed out like water in a faucet" because on p.8, he answered the questions fast like a faucet.

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

This response provides a valid inference from the text to explain why the author says that "Raj's answers rushed out like water from a faucet" in paragraph 7 (*he answered the questions fast like a faucet*); however, this response only provides one concrete detail from the text for support (*his heart was beating fast*). This response includes complete sentences where errors do not impact readability.

Why does the author say that "Raj's answers rushed out like water from a faucet" in paragraph 7? Use two details from the story to support your response.

The author says "Raj's answers rushed out like water from a faucet" because he was saying the answers very quickly. In the text it said, "Raj's answers rushed out like water from a faucet." I know when you "rush" you do something very fastly. Also, the text states, "Raj's answers rushed out like water from a faucet."

When water comes out of a faucet, it comes out very fast. That's why the author says, "Raj's answers rushed out like water from a faucet."

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

This response provides a valid inference from the text to explain why the author says that "Raj's answers rushed out like water from a faucet" in paragraph 7 (*he was saying the answers very quickly*); however, the response does not provide two concrete details from the text for support as required by the prompt. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

32

Why does the author say that "Raj's answers rushed out like water from a faucet" in paragraph 7? Use two details from the story to support your response.

The author say that "Raj's answers rushed out like water from a faucet because he want to be the Speed-math champion. ~~he want to be~~

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

This response provides a valid inference from the text to explain why the author says that "Raj's answers rushed out like water from a faucet" in paragraph 7 (*he want to be the speed-math champion*); however, the response does not provide two concrete details from the text for support as required by the prompt. This response includes one complete sentence where errors do not impact readability.

## GUIDE PAPER 7

32

Why does the author say that “Raj’s answers rushed out like water from a faucet” in paragraph 7? Use two details from the story to support your response.

Raj's answers rushed out like water from a faucet.

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

This response does not address any of the requirements of the prompt (*Raj's answers rushed out like water from a faucet*).

## GUIDE PAPER 8

32

Why does the author say that "Raj's answers rushed out like water from a faucet" in paragraph 7? Use two details from the story to support your response.

my far send is Apmil

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

This response is totally unintelligible (*my far send is Apmil*).

## EXEMPLARY RESPONSE

33

What do paragraphs 21 through 28 show about Caroline? Use two details from the story to support your response.

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### Possible Exemplary Response:

Paragraphs 21 through 28 show that Caroline is a good sport and enjoys friendly competition. Caroline shows that she is a good sport in paragraph 21 when she approaches Raj to tell him “Good job on the quiz,” and when she wishes him luck on the next quiz in paragraph 28. Caroline also shows that she enjoys friendly competition when she states, “It’s fun to have some competition here. It makes math more exciting.” Also, when Raj asks her if she is going to try to “win the title back,” she smiles and says “Of course . . . I have my flashcards right here.” This shows that she is eager to compete against Raj and enjoys the competition.

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

## GUIDE PAPER 1

33

What do paragraphs 21 through 28 show about Caroline? Use **two** details from the story to support your response.

Paragraphs 21 through 28 show that Caroline is proud of Raj and that she has good sport. The text says on paragraph 21 "Good job on the quiz" she said. The text also says on paragraph 28, "Great! she said. Well see you on Monday. And good luck, champ."

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

This response provides a valid inference from the text to explain what paragraphs 21 through 28 show about Caroline (*Caroline is proud of Raj and that she has good sport*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("Good job on the quiz" *she said.* and "Great! *she said.* Well see you on Monday. And good luck, champ."). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

33

What do paragraphs 21 through 28 show about Caroline? Use **two** details from the story to support your response.

Paragraphs 21 through 28 shows that  
Caroline is a good sport. "Good job on the  
quiz," she said. "It's also a good sport because  
It's fun to have some competition here."

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

This response provides a valid inference from the text to explain what paragraphs 21 through 28 show about Caroline (*Caroline is a good sport*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("Good job on the quiz," she said. and "It's fun to have some competition here."). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

33

What do paragraphs 21 through 28 show about Caroline? Use **two** details from the story to support your response.

Paragraphs 21-28 show that Caroline is the opposite of a sore loser. Good job on the quiz," she said." She patted her backpack and smiled.

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

This response provides a valid inference from the text to explain what paragraphs 21 through 28 show about Caroline (*Caroline is the opposite of a sore loser.*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("Good job on the quiz," she said." and "She patted her backpack and smiled."). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

33

What do paragraphs 21 through 28 show about Caroline? Use two details from the story to support your response.

It shows that she isn't all about winning but she is actually nice. For example, she said "Good job on the quiz Raj."  
Another example is she was being nice to Raj.

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

This response provides a valid inference from the text to explain what paragraphs 21 through 28 show about Caroline (*It shows she isn't all about winning but she is actually nice*); however, this response only provides one concrete detail from the text for support (*"Good job on the quiz Raj."*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 5

33

What do paragraphs 21 through 28 show about Caroline? Use **two** details from the story to support your response.

Paragraphs 21 through 28 show that Caroline is a really kind girl because she could of went up to Raj and said, Great you won but I'm going to win and I'm haha you lost. And because she was never mean to Raj when he lost.

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

This response provides valid inferences from the text to explain what paragraphs 21 through 28 show about Caroline (*Caroline is a really kind girl* and *She was never mean to Raj when he lost*); however, the response does not provide two concrete details from the text for support as required by the prompt. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

33

What do paragraphs 21 through 28 show about Caroline? Use two details from the story to support your response.

caroline was standing right  
in front of Raj's desk. At my  
old school, I was the best at math,  
so I always won.

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

This response only provides one concrete detail from the text for support (*At my old school, I was the Best at math, so I always won.*); however, the response does not provide a valid inference from the text to explain what paragraphs 21 through 28 show about Caroline. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 7

33

What do paragraphs 21 through 28 show about Caroline? Use **two** details from the story to support your response.

A Math wiserd from nowing 4 +  
- X ÷ and more I think she  
whill whin.

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

This response does not address any of the requirements of the prompt (*A Math wiserd from nowing 4 + - X ÷ and more I think she whill whin*).

## GUIDE PAPER 8

33

What do paragraphs 21 through 28 show about Caroline? Use two details from the story to support your response.

paragraphs 21 through 28 shows about Caroline  
By it says that he is talking to  
Caroline and saying that he thought  
Caroline was going to win.

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

This response does not address any of the requirements of the prompt (*he is talking to CaroLine and saying that he thought CaroLine was going to win.*).

## EXEMPLARY RESPONSE

34

Jackie Mitchell played baseball during the 1930s. How did some people feel about women playing baseball during that time? How did Jackie Mitchell’s actions show how she felt about it? Use details from the passage to support your response.

In your response, be sure to

- explain how some people felt about women playing baseball during the 1930s
- explain how Jackie Mitchell’s actions showed how she felt about women playing baseball
- use details from the passage to support your response

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### **Possible Exemplary Response:**

In the 1930s, some people did not feel that women should play major league baseball. These people felt that women weren't as good at baseball as men. In paragraph 2, Babe Ruth said, "Of course, they will never make good. Why? Because they are too delicate." Babe Ruth felt that women were not tough enough to compete with men. Baseball Commissioner Kenesaw Mountain Landis felt the same way. The text says, "Kenesaw Mountain Landis voided Jackie Mitchell's contract, claiming that baseball was 'too strenuous' for a woman." He didn't think women were strong enough to play.

Jackie still thought women could play baseball in the major leagues. She joined a minor league baseball team called the Chattanooga Lookouts. Then she set her sights on the major leagues. When Jackie was given the chance to play against Babe Ruth and Lou Gehrig, she showed her confidence. She followed her father's advice. He told her, "Go out there and pitch just like you pitch to anyone else." Jackie was able to use her pitching skills and determination to prove others wrong. In the game, she struck out Babe Ruth and Lou Gehrig. Her actions helped her prove that women could compete in baseball. Like the text states, "Jackie Mitchell will always be remembered for her spirit and her determination as well as her talent."

### **Possible Details to Include:**

- Other relevant text-based details

### **Score Points:**

Apply 4-point holistic rubric.

## GUIDE PAPER 1a

34

Jackie Mitchell played baseball during the 1930s. How did some people feel about women playing baseball during that time? How did Jackie Mitchell's actions show how she felt about it? Use details from the passage to support your response.

In your response, be sure to

- explain how some people felt about women playing baseball during the 1930s
- explain how Jackie Mitchell's actions showed how she felt about women playing baseball
- use details from the passage to support your response

Some people during the 1930s felt that women could not play baseball. They thought they were too delicate and that they won't make good, like what Babe Ruth said.

Also, Commissioner Kenesaw Mountain Landis said that baseball was too strenuous for women. Jackie Mitchell thought women could play baseball and proved it.

In the story, Jackie Mitchell showed how she felt about women playing baseball. She remembered what her dad told her. He said, "Go out there and pitch just like you pitch to anyone else." Jackie was a good pitcher. the text says, "She had one pitch that no one could hit - a wicked, dropping curveball." She struck out Babe Ruth even though she was feeling very, very

nervous. From that day forward, - She carried the memory of striking out Babe Ruth.

## GUIDE PAPER 1b

In conclusion, I think Jackie really proved that women can play baseball.

In fact I think she also proved that women and girls can play in any sport because it's not just for boys and men but for everyone.

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

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*Some people during the 1930s felt that women could not play baseball and Jackie Mitchell thought women could play baseball and proved it*). The response demonstrates comprehension and analysis of the text (*Jackie Mitchell showed how she felt about women playing baseball; Jackie was a good pitcher; She struck out Babe Ruth even though she was feeling very, very nervous.*). The response develops the topic with relevant, well-chosen facts, definitions, and details throughout the essay (*They thought they were too delicate and that they won't make good, like what Babe Ruth said. Also, Commissioner Kenesaw Mountain Landis said that baseball was too strenuous for women; "Go out there and pitch just like you pitch to anyone else."; She had one pitch that no one could hit – a wicked, dropping curveball.*). The response skillfully connects ideas within categories of information using linking words and phrases (*Also, In the story, The text says, From that day forward, In conclusion*). The response provides a concluding statement that follows from the topic and information presented (*In conclusion, I think Jackie really proved that women can play baseball. In fact I think she also proved that women and girls can play in any sport because it's not just for boys and men but for everyone*). The response demonstrates grade-appropriate command of conventions, with few errors.

## GUIDE PAPER 2a

34

Jackie Mitchell played baseball during the 1930s. How did some people feel about women playing baseball during that time? How did Jackie Mitchell's actions show how she felt about it? Use details from the passage to support your response.

In your response, be sure to

- explain how some people felt about women playing baseball during the 1930s
- explain how Jackie Mitchell's actions showed how she felt about women playing baseball
- use details from the passage to support your response

People weren't very pleased about women playing baseball, but, Jackie Mitchell felt that women could play baseball.

Long ago, people used to say that girls shouldn't play baseball because they're too delicate. They felt that it was wrong to let girls play baseball because it was too intense. Women could get hurt or

## GUIDE PAPER 2b

injured. Since people thought that women were fragile, they didn't allow them to play sports, including baseball.

Jackie thought that what they believed in was unfair. She had good batting skills. Jackie also had confidence in herself. She had also beaten the world's best players: Babe Ruth and Lou Gehrig! With her confidence and skills she could beat anyone.

People were wrong about what they believed in, Jackie was right.

## GUIDE PAPER 2c

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

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*People weren't very pleased about women playing baseball, but, Jackie Mitchell felt that women could play baseball*). The response demonstrates comprehension and analysis of the text (*They felt that it was wrong to let girls play baseball because it was too intense. Women could get hurt or injured. Since people thought that women were fragile, they didn't allow them to play sports, including baseball; Jackie thought that what they believed in was unfair; With her confidence and skills she could beat anyone*). The response partially develops the topic with the use of some textual evidence some of which is irrelevant (*girls shouldn't play baseball because they're too delicate and She had also beaten the world's best players: Babe Ruth and Lou Gehrig!; She had good batting skills*). The response provides a concluding statement that follows clearly from the topic and information presented (*People were wrong about what they believed in, Jackie was right*). The response demonstrates grade-appropriate command of conventions, with few errors.

## GUIDE PAPER 3a

34

Jackie Mitchell played baseball during the 1930s. How did some people feel about women playing baseball during that time? How did Jackie Mitchell's actions show how she felt about it? Use details from the passage to support your response.

In your response, be sure to

- explain how some people felt about women playing baseball during the 1930s
- explain how Jackie Mitchell's actions showed how she felt about women playing baseball
- use details from the passage to support your response

Jakie Mitchell played baseball during the 1930s. Some people didn't want her to play baseball. For example, Babe Ruth. He made a statement about women like Jakie playing baseball. I know because the text said "I don't know what's going to happen if they begin to let women in baseball." Of course they will never make good. Why? Because they are too delicate! So they did not believe in her. But Jakie didn't care about what they

## GUIDE PAPER 3b

said. She played and she played good. I know because the text says "Jakie had an uncanny ability to guess the weakness of a batter. She had one pitch that no one could hit. A wicked dropping curve ball. As babe Ruth stepped onto the plate for batting practice. Jakie watched him closely, deciding how she would pitch to him". That is how she felt about women playing baseball and how the people around her felt.

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

This response clearly introduces a topic in a manner that follows from the task and purpose (*Jakie Mitchell played baseball during the 1930s. Some people didn't want her to play baseball*). The response demonstrates comprehension and analysis of the text (*Some people didn't want her to play baseball. for Example, Babe Ruth. He made a statement about women like Jakie playing baseball and So they did not believe in her. But Jakie didn't care about what they said. She played and she played good*). The response develops the topic with relevant facts, definitions, and details throughout the essay ("I don't know what's going to happen if they begin to let women in baseball. Of course they will never make good. Why? Because they are too delicate." and "Jakie had an uncanny ability to guess the weakness of a batter. She had one pitch that no one could hit. A wicked dropping curve ball. As babe Ruth stepped onto the plate for batting practice. Jakie watched him closely, deciding how she would pitch to him."). The response provides a concluding statement that follows from the topic and information presented (*That is how she felt about women playing baseball and how the people around her felt*). The response demonstrates grade-appropriate command of conventions, with few errors (*Jakie, didn't, believe, closely*).

## GUIDE PAPER 4a

34

Jackie Mitchell played baseball during the 1930s. How did some people feel about women playing baseball during that time? How did Jackie Mitchell's actions show how she felt about it? Use details from the passage to support your response.

In your response, be sure to

- explain how some people felt about women playing baseball during the 1930s
- explain how Jackie Mitchell's actions showed how she felt about women playing baseball
- use details from the passage to support your response

During the 1930s people felt that women could not play baseball. ~~Babe Ruth~~ made a statement "I don't know what's going to happen if they begin to let women in baseball. Of course, they will never make good. Why? Because they are too delicate."

Jackie Mitchell's actions showed that she felt determined to play baseball even though she was a woman. ~~she~~ Babe Ruth said that women cannot play baseball, and so Jackie signed up for the Chattanooga Lookouts. Maybe she thought, "Maybe she would get a chance to pitch"

## GUIDE PAPER 4b

against the greatest home-run hitter in the world, Babe Ruth. I think what she really means is that she would show Babe Ruth that he was wrong by beating him in base-ball. He she also beated Lou Gehrig who was also the best player on the ~~year~~ Yankees two best players.

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

This response clearly introduces a topic in a manner that follows from the task and purpose (*During the 1930s people felt that women could not play base-ball and Jackie Michell's actions showed that she felt determined to play baseball even though she was a women*). The response demonstrates grade-appropriate comprehension of the text (*I think what she really means is that she would show Babe Ruth that he was wrong by beating him in base-ball*). The response develops the topic with relevant, well-chosen facts, definitions, and details throughout the essay (“*I don't know what's going to happen if they begin to let women in baseball. Of course, they will never make good. Why? Because they are too delicate*”; *When Babe Ruth said that women cannot play baseball, Jackie signed up with the Chattanooga Lookouts; “Maybe she would get a chance to pitch against the greatest home-run hitter in the world, Babe Ruth.”*). The response does not provide a concluding statement. The response demonstrates grade-appropriate command of conventions, with few errors (*Michell's, beated*).

## GUIDE PAPER 5a

34

Jackie Mitchell played baseball during the 1930s. How did some people feel about women playing baseball during that time? How did Jackie Mitchell's actions show how she felt about it? Use details from the passage to support your response.

In your response, be sure to

- explain how some people felt about women playing baseball during the 1930s
- explain how Jackie Mitchell's actions showed how she felt about women playing baseball
- use details from the passage to support your response

In the 1930s some people didn't want women playing baseball, they thought they will never make good. "Why? Because they are too delicate" said Babe Ruth. Jackie Mitchell's didn't buy that, she was brave enough to "sign with the Chattanooga Lookouts, a minor league baseball team". In the text it stated "Maybe she would get a chance to pitch against the greatest home-run hitter in the world, Babe Ruth"; → that tells me she might be able to play baseball in front of millions of people to prove women can play baseball.

**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 1930s some people didn't want women playing baseball, they thought they will never make good*). The response demonstrates grade-appropriate comprehension of the text (*that tells me she might be able to play baseball in front of millions of people to prove women can play baseball*). The response develops the topic with relevant facts, definitions, and details throughout the essay ("Why? Because they are too delicate" and *she was brave enough to "sign with the Chattanooga Lookouts, a minor league baseball team"* and "*Maybe she would get a chance to pitch against the greatest home-run hitter in the world, Babe Ruth,*"). The response does not provide a concluding statement. The response demonstrates grade-appropriate command of conventions, with few errors (*Jackie Mitchell*s).

## GUIDE PAPER 6a

34

Jackie Mitchell played baseball during the 1930s. How did some people feel about women playing baseball during that time? How did Jackie Mitchell's actions show how she felt about it? Use details from the passage to support your response.

In your response, be sure to

- explain how some people felt about women playing baseball during the 1930s
- explain how Jackie Mitchell's actions showed how she felt about women playing baseball
- use details from the passage to support your response

Some people, back in the 1930s felt that women should not play baseball. Babe Ruth said that women are too delicate to play the game. Kenesaw Mountain Landis said that baseball is too strenuous, or physically difficult for women to play.

Jackie felt that she should be able to play baseball, just like other men. She felt that Babe Ruth was wrong. She always dreamed of becoming a famous pitcher, and did not stop believing. Jackie pitched wonderfully at a game against the Yankees. She showed people that women are as good at baseball as men are.

## GUIDE PAPER 6b

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

This response clearly introduces a topic in a manner that follows from the task and purpose (*Some people, back in the 1930s felt that women should not play baseball*). The response demonstrates grade-appropriate comprehension of the text (*Jackie felt that she should be able to play baseball, just like other men. She felt that Babe Ruth was wrong and She always dreamed of becoming a famous pitcher, and did not stop believing*). The response partially develops the topic with the use of some textual evidence (*Babe Ruth said that women are too delicate to play the game and Kenesaw Mountain Landis said that baseball is too strenuous, or physically difficult for women to play*). The response provides a concluding statement that follows generally from the topic and information presented (*She showed people that women are as good at baseball as men are*). The response demonstrates grade-appropriate command of conventions, with few errors (*strenuous, physically*).

## GUIDE PAPER 7

34

Jackie Mitchell played baseball during the 1930s. How did some people feel about women playing baseball during that time? How did Jackie Mitchell's actions show how she felt about it? Use details from the passage to support your response.

In your response, be sure to

- explain how some people felt about women playing baseball during the 1930s
- explain how Jackie Mitchell's actions showed how she felt about women playing baseball
- use details from the passage to support your response

During the 1930's women thought other women wouldn't be good baseball players. Some women, like Jackie Mitchell, really wanted to do baseball.

Jackie wanted to do baseball. A very good baseball player, Dazzy Vance taught her how to pitch. Now, Jackie really wanted to do it. She signed up for a minor league team, Chattanooga Lookouts. They were against the New York Yankees. Jackie struck the two best players on the team, Babe Ruth and Lou Gehrig out.

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

This response introduces a topic in a manner that follows generally from the task and purpose (*During the 1930's women thought other women wouldn't be good baseball players. Some women, like Jackie Mitchell, really wanted to do baseball*). The response demonstrates an attempt to use evidence, but only develops ideas with minimal, occasional evidence (*A very good baseball player, Dazzy Vance taught her how to pitch. Jackie struck the two best players on the team, Babe Ruth and Lou Gehrig Out.*). The response does not provide a concluding statement. The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*wouldn't, Really, Jackie, leage*).

34

Jackie Mitchell played baseball during the 1930s. How did some people feel about women playing baseball during that time? How did Jackie Mitchell's actions show how she felt about it? Use details from the passage to support your response.

In your response, be sure to

- explain how some people felt about women playing baseball during the 1930s
- explain how Jackie Mitchell's actions showed how she felt about women playing baseball
- use details from the passage to support your response

Some people felt angry about women playing baseball during the 1930s. Babe Ruth made a statement about women playing baseball. The statement is that women would not do good in baseball because they are delicate.

Jackie Mitchell's action show that all women has the right to play baseball. She showed that baseball was not too strenuous for a women,

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

This response introduces a topic in a manner that follows generally from the task and purpose (*Some people felt angry about women playing baseball during the 1930s* and *Jackie Mitchell's action show that all women has the right to play baseball*). The response demonstrates an attempt to use evidence, but only develops ideas with minimal, occasional evidence (*Babe Ruth made a statement about women playing baseball. The statement is that women would not do good in baseball because they are delicate*). The response provides a concluding statement that follows generally from the topic and information presented (*She showed that baseball was not too strenuous for a women*). The response demonstrates grade appropriate command of conventions, with occasional errors that do not hinder comprehension (*women would not do good, all women has the right, for a women*).

## GUIDE PAPER 9

34

Jackie Mitchell played baseball during the 1930s. How did some people feel about women playing baseball during that time? How did Jackie Mitchell's actions show how she felt about it? Use details from the passage to support your response.

In your response, be sure to

- explain how some people felt about women playing baseball during the 1930s
- explain how Jackie Mitchell's actions showed how she felt about women playing baseball
- use details from the passage to support your response

some people felt that  
women shouldn't play  
baseball because they are  
too delicate. Jackies  
actions showed that  
she felt that it's not  
fair that boys could  
play base and women  
can't.

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

This response introduces a topic in a manner that follows generally from the task and purpose (*some people felt that women shouldn't play baseball and Jackies actions showed that she felt that it's not fair that boys could play base and women can't*). The response demonstrates an attempt to use evidence, but only develops ideas with minimal, occasional evidence (*they are too delicate*). The response does not provide a concluding statement. The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*some, to delicate, play base*).

## GUIDE PAPER 10

34

Jackie Mitchell played baseball during the 1930s. How did some people feel about women playing baseball during that time? How did Jackie Mitchell's actions show how she felt about it? Use details from the passage to support your response.

In your response, be sure to

- explain how some people felt about women playing baseball during the 1930s
- explain how Jackie Mitchell's actions showed how she felt about women playing baseball
- use details from the passage to support your response

Some people felt that they were too delicate about the women playing baseball.

Jackie Mitchell's actions showed how she felt about women playing baseball by play baseball.

In conclusion that's how some people felt when about women playing baseball and how Jackie actions showed how she felt about women playing baseball.

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

This response introduces a topic in a manner that follows generally from the task and purpose (*Some people felt that they were too delicate about the women playing baseball and Jackie Mitchell's actions showed how she felt about women playing baseball by play baseball*). The response provides no evidence. The response provides a concluding statement that follows generally from the topic and information presented (*In conclusion that's how some people felt when about women playing baseball and how Jackie actions showed how she felt about women playing baseball*). The response demonstrates a lack of command of conventions, with some errors that may hinder comprehension (*delicate about the women, playing baseball by play baseball, felt when about, Jackie actions*).

34

Jackie Mitchell played baseball during the 1930s. How did some people feel about women playing baseball during that time? How did Jackie Mitchell's actions show how she felt about it? Use details from the passage to support your response.

In your response, be sure to

- explain how some people felt about women playing baseball during the 1930s
- explain how Jackie Mitchell's actions showed how she felt about women playing baseball
- use details from the passage to support your response

Some people thought girls  
Should not play BaseBall Jackie  
Mitchell did not like that She  
wanted to play Base ball And She  
thought that it was wrong  
that girls could not play  
Base Ball.

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

This response introduces a topic in a manner that follows generally from the task and purpose (*Some people thought girls should not play BaseBall*). The response demonstrates little understanding of the text (*She thought that it was wrong that girls could not play BaseBall*). The response provides no evidence. The response exhibits little attempt at organization. The response does not provide a concluding statement. The presence of conventions is minimal, making assessment of conventions unreliable.

## GUIDE PAPER 12

34

Jackie Mitchell played baseball during the 1930s. How did some people feel about women playing baseball during that time? How did Jackie Mitchell's actions show how she felt about it? Use details from the passage to support your response.

In your response, be sure to

- explain how some people felt about women playing baseball during the 1930s
- explain how Jackie Mitchell's actions showed how she felt about women playing baseball
- use details from the passage to support your response

Some people feel about women playing baseball during that time was that people were saying that they were too delicate. In the text, it says "Of course they will never make good their too delicate."

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

This response introduces a topic in a manner that follows generally from the task and purpose; however, only one of two prompts is addressed (*Some people feel about women playing baseball during that time was that people were saying that they were too delicate*). The response demonstrates an attempt to use evidence, but only develops ideas with minimal, occasional evidence (*"Of course they will never make good their too delicate"*). The response exhibits little attempt at organization. The response does not provide a concluding statement. The presence of conventions is minimal, making assessment of conventions unreliable.

## GUIDE PAPER 13

34

Jackie Mitchell played baseball during the 1930s. How did some people feel about women playing baseball during that time? How did Jackie Mitchell's actions show how she felt about it? Use details from the passage to support your response.

In your response, be sure to

- explain how some people felt about women playing baseball during the 1930s
- explain how Jackie Mitchell's actions showed how she felt about women playing baseball
- use details from the passage to support your response

The base ball that they play  
is really hard the a thor  
is talking about what  
doestrik means.

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

This response demonstrates a lack of comprehension of the task and text (*The base ball That they Play is realy hard the a thor is talking about What do sestrik means*).

34

Jackie Mitchell played baseball during the 1930s. How did some people feel about women playing baseball during that time? How did Jackie Mitchell's actions show how she felt about it? Use details from the passage to support your response.

In your response, be sure to

- explain how some people felt about women playing baseball during the 1930s
- explain how Jackie Mitchell's actions showed how she felt about women playing baseball
- use details from the passage to support your response

The day of the game arrived, and it was pourin rain. The game was cancelled. The next day, this day April 2, 1931 the rain ~~stop~~ stopped and the game was about to start.

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

This response is totally copied from the text with no original student writing.

## EXEMPLARY RESPONSE

35

According to “Back to the Future,” why is using your imagination important? Use two details from the passage to support your response.

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### Possible Exemplary Response:

According to “Back to the Future,” using our imagination is important. Imagination allows us to develop ideas that can help shape and develop the way we live in the future. In the 1950s, science fiction writers and engineers imagined different technologies that did not yet exist, and those ideas helped people dream of and build new inventions. For example, in the section, “Phone + TV = Future,” the author describes how a writer’s clever idea for Dick Tracy’s “watch phone” came to reality in the Internet videos and webcams that we have today. People in the 1950s also “dreamed of a car that drove itself.” While this is still a dream, driverless cars are something we may see in the near future. Science fiction writers and engineers have helped us “imagine what life would be like.” Because of their imaginations, many of their ideas have started to become a reality.

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

## GUIDE PAPER 1

35

According to "Back to the Future," why is using your imagination important? Use two details from the passage to support your response.

Using your imagination is important because a lot of the things that people imagined a long time ago are real now! For example, people thought of a robot that did all your chores. Now we have vacuum cleaners, microwaves and stoves! Also, people dreamed of technology where you can see the person you are talking to. Now, we have facetime and webcams. For the future, I would dream of teleportation. This is why using your imagination is so important.

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

This response provides a valid inference from the text to explain why using your imagination is important (*a lot of the things that people imagined a long time ago are real now!*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*For example, people thought of a robot that did all your chores. Now we have vacuum cleaners, microwaves and stoves! and Also, people dreamed of technology where you can see the person you are talking to. Now, we have facetime and webcams*). This response includes complete sentences where errors do not impact readability.

**35**

According to "Back to the Future," why is using your imagination important? Use two details from the passage to support your response.

Using your imagination is important because you have to use your imagination to think of a flying car. The text says another cool idea is the flying car. The text also says the car really worked

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

This response provides a valid inference from the text to explain why using your imagination is important (*you have to use your imagination to think of a flying car*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*The text says another cool idea is the flying car* and *The text also says the car really worked*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

35

According to "Back to the Future," why is using your imagination important? Use two details from the passage to support your response.

In "Back to the Future" many people dreamed of making things they thought were impossible. For example people wanted to make a robot with high technoligy. Many people didn't think such a thing could happen. Scientists and engineers worked hards at it and made it happen. In the past many people believed that they would live on the moon in the 1990s. Some people live in space stations but only for a couple of months. So you can make the impossible possible if you work hard at it.

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

This response provides a valid inference from the text to explain why using your imagination is important (*many people dreamed of making things they thought were impossible*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*For example people wanted to make a robot with high technoligy. Many people didn't think such a thing could happen. Scientists and engineers worked hards at it and made it happen and In the past many people believed that they would live on the moon in the 1990s. Some people live in space stations but only for a couple of months*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

35

According to "Back to the Future," why is using your imagination important? Use two details from the passage to support your response.

Using my imagination is important because it gives you idea. It also can be true because in 1950 robot came true.

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

This response provides a valid inference from the text to explain why using your imagination is important (*it gives you idea*); however, this response only provides one concrete detail from the text for support (*It also can be true because in 1950 robot came true*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 5

Additional

35

According to “Back to the Future,” why is using your imagination important? Use two details from the passage to support your response.

Using your imagination is important because if the people in the passage did not imagin then they would not make these incredible things and then lots of things will be gone and then its not going to go easier

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

This response provides a valid inference from the text to explain why using your imagination is important (*if the people in the passage did not imagin then they would not make these incredible things and then lots of things will be gone and then its not going to go easier*); however, the response does not provide two concrete details from the text for support as required by the prompt. This response includes one complete sentence where errors do not impact readability.

## GUIDE PAPER 6

35

According to “Back to the Future,” why is using your imagination important? Use two details from the passage to support your response.

what was only in stories 50 yrs ago is real

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

This response only provides one concrete detail from the text for support (*what was only in stories 50 years ago is real*); however, the response does not provide a valid inference from the text to explain why using your imagination is important.

## GUIDE PAPER 7

35

According to "Back to the Future," why is using your imagination important? Use two details from the passage to support your response.

Using your imagination is important because then you can't dream of the future.

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

This response is totally inaccurate (*because then you can't dream of the future*).

## GUIDE PAPER 8

## Additional

35

According to “Back to the Future,” why is using your imagination important? Use two details from the passage to support your response.

you go back to the future

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

This response does not address any of the requirements of the prompt (*you go back to the future*).

## EXEMPLARY RESPONSE

36

Why does the author of “Back to the Future” use subheadings? Use two details from the passage to support your response.

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### Possible Exemplary Response:

In “Back to the Future” the author uses subheadings to organize the different technologies that were imagined by science fiction writers and engineers in the 1950s. For example, the section “Home Sweet Robot” describes robots and “smart” houses of today that were imagined in a science fiction book from the 1950s. According to the section “Cities in Space,” some people thought we would live on the moon by the 1990s.” While a city in space has not yet happened, we have made advances in hydroponics and solar energy. These are just two examples of how the subheadings organize the article to describe examples of the different technologies imagined in the 1950s.

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

# GUIDE PAPER 1

36

Why does the author of "Back to the Future" use subheadings? Use two details from the passage to support your response.

The author used subheadings to let readers know what they were going to read about. For example, he titled the subheading "Cities in Space" because it was about cities in space. Another example, he titled the subheading "Phone + TV =Future" because it was about a guy who put a TV and a Phone together.

## Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain why the author of "Back to the Future" uses subheadings (*to let readers know what they were going to read about*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*For example, he titled the subheading "Cities in Space" because it was about cities in space and Another example, he titled the subheading "Phone + TV =Future" because it was about a guy who put a TV and a Phone together*). This response includes complete sentences where errors do not impact readability.

**36**

Why does the author of "Back to the Future" use subheadings? Use two details from the passage to support your response.

The author of "Back At The Future" uses subheadings. One reason why she uses them is to show what a paragraph is mainly going to be about. In the text, the subheading for paragraphs 3,4, and 5 was "Home Sweet Robot," and those paragraphs were mainly about robots helping homes. Another reason is because it helps the reader figure out the main idea of the whole entire passage,not just a few paragraphs. In the text,some of the subheadings had titles that had to do with things in the future. ("Cities in Space," "Phones+TV=Future") In conclusion,the author of "Back To The Future" uses subheadings.

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

This response provides valid inferences from the text to explain why the author of "Back to the Future" uses subheadings (*to show what a paragraph is mainly going to be about and it helps the reader figure out the main idea of the whole entire passage,not just a few paragraphs*). The response provides a sufficient number of concrete details from the text for support as required by the prompt [*In the text, the subheading for paragraphs 3,4, and 5 was "Home Sweet Robot," and those paragraphs were mainly about robots helping homes and In the text,some of the subheadings had titles that had to do with things in the future. ("Cities in Space," "Phones+TV=Future")*]. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

36

Charr

Why does the author of "Back to the Future" use subheadings? Use two details from the passage to support your response.

The author wrote subheadings so you have an idea about the topic. The subheading Home Sweet Robot gave you a good idea the topic is about robots. Also, the subheading Cities in Space gave you a good idea the topic was about cities in space.

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

This response provides a valid inference from the text to explain why the author of "Back to the Future" uses subheadings (*so you have an idea about the topic*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*The subheading Home Sweet Robot gave you a good idea the topic is about robots* and *Also, the subheading Cities in Space gave you a good idea the topic was about cities in space*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

36

Why does the author of “Back to the Future” use subheadings? Use two details from the passage to support your response.

The author uses subheadings for many reasons. One reason is the author wants to help the reader by adding subtitles so the reader knows what the passage is about. In the text the author writes the subtitle cities in space. This tells us that the passage is about cities in space. In conclusion this is why the author uses subheadings.

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

This response provides a valid inference from the text to explain why the author of “Back to the Future” uses subheadings (*the author wants to help the reader by adding subtitles so the reader knows what the passage is about*); however, this response only provides one concrete detail from the text for support (*In the text the author writes the subtitle cities in space. This tells us that the passage is about cities in space.*). This response includes complete sentences where errors do not impact readability.

**36**

Why does the author of “Back to the Future” use subheadings? Use two details from the passage to support your response.

The author uses subheadings because she wants the reader to know what the paragraph will be about also because she wants the reader to try and guess what the paragraph will be about.

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

This response provides a valid inference from the text to explain why the author of “Back to the Future” uses subheadings (*she wants the reader to know what the paragraph will be about also because she wants the reader to try and guess what the paragraph will be about*); however, the response does not provide two concrete details from the text for support as required by the prompt. This response includes one complete sentence where errors do not impact readability.

## GUIDE PAPER 6

36

Why does the author of "Back to the Future" use subheadings? Use two details from the passage to support your response.

The author wrote this so can teach about what could happen in the future. For example, "Up, up, But not away", is telling you that jet packs might not be that safe. Also, in "Phone+TV=Future", in books from a long time ago is very possible to happen today.

### 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 (*For example, "Up, up, But not away", is telling you that jet packs might not be that safe and Also, in "Phone+TV=Future", in books from a long time ago is very possible to happen today*); however, the response does not provide a valid inference from the text to explain why the author of "Back to the Future" uses subheadings. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 7

36

Why does the author of "Back to the Future" use subheadings? Use two details from the passage to support your response.

the author used subheadings because they were easy to use in the passage and how to tell us how they tried and they could make them and did not work when they tried.

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

This response is totally inaccurate (*they were easy to use in the passage and how to tell us how they tried and they could make them and did not work when they tried*).

**36**

Why does the author of “Back to the Future” use subheadings? Use two details from the passage to support your response.

TO answer that question ,you need to know what is possible.

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

This response does not address any of the requirements of the prompt (*TO answer that question ,you need to know what is possible*).

## EXEMPLARY RESPONSE

37

Why does the author compare what Bögle does to someone standing on their head? Use two details from the passage to support your response.

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### Possible Exemplary Response:

In paragraph 1 of “Balancing Rocks” the author introduced the article by comparing the familiar act of balancing on your head to the act of balancing rocks. The author makes this comparison to show that, like balancing on your head, balancing rocks is not an easy thing to do and takes a lot of practice. The author states, “Chances are, the first time you did, you fell down” which shows that balancing on your head is not easy, and also states “It may even have taken a while to master this upside-down balancing act,” which shows that it takes a lot of practice to learn.

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

## GUIDE PAPER 1

37

Why does the author compare what Bögle does to someone standing on their head?  
Use two details from the passage to support your response.

Bögle compares someone standing on their head and what Bögle does because the passage states that "Have you ever tried standing on your head? Chances are, the first time you did you fell down" and that's probably what happened to Bögle when he first tried balancing rocks. The passage says that you need a lot of practice to do this stuff.

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

This response provides a valid inference from the text to explain why the author compares what Bögle does to someone standing on their head (*thats probably what happened to Bögle when he first tried balancing rocks*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*"Have you ever tried standing on your head? Chances are, the first time you did you fell down"* and *The passage says that you need a lot of practice to do this stuff*). This response includes complete sentences where errors do not impact readability.

37

Why does the author compare what Bögle does to someone standing on their head?  
Use two details from the passage to support your response.

The author compares what Bögle does to someone standing on the head because you almost do they same thing. The author wanted to see the same's and differences about it. I know this because on page 2 paragraph 1 it says "Have you ever tried standing on your head? Chances are you fell down?" When Bögle struck the rocks at fell down. Also on page 2 paragraph 1 it says "it may have taken awhile to master this upside-down balancing act".

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

This response provides a valid inference from the text to explain why the author compares what Bögle does to someone standing on their head (*you almost do the same thing. The author wanted to see the same's and differences about it*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("Have you ever tried standing on your head? Chances are you fell down." and "it may have taken awhile to master this upside-down balancing act"). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

37

Why does the author compare what Bogle does to someone standing on their head?  
Use two details from the passage to support your response.

The author compares what Bogle does to someone standing on their head because it is the same as a rock balancing. In the text it says "It may take a while to master balancing". Also it says, "First time you balcence you fall down."

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

This response provides a valid inference from the text to explain why the author compares what Bogle does to someone standing on their head (*because it is the same as a rock balancing*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("*It may take a while to master balencing*" and "*First time you balcence you fall down.*"). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

37

Why does the author compare what Bögle does to someone standing on their head?  
Use two details from the passage to support your response.

He compared that because he wanted to interestd the reader that standing on the head takes practice and so does balancing rocks. One detail from the story is if the weight is not completly balanced over the person standing on the ground they acrobats will tip over. Another detail from the story is a ruler offers clues, the center of gravity should be half way along the length of the ruler near the 6 inch length of 12 inch ruler.

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

This response provides a valid inference from the text to explain why the author compares what Bögle does to someone standing on their head (*he wanted to interestd the reader that standing on the head takes practice and so does balancing rocks*); however, this response only provides one concrete detail from the text for support (*One detail from the story is if the weight is not completly balanced over the person standing on the ground they acrobats will tip over*). This response includes complete sentences where errors do not impact readability.

37

Why does the author compare what Bögle does to someone standing on their head?  
Use two details from the passage to support your response.

He compares the two because  
he's showing that its hard  
and its balancing too.

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

This response provides a valid inference from the text to explain why the author compares what Bögle does to someone standing on their head (*he's showing that its hard* and *its balancing*); however, the response does not provide two concrete details from the text for support as required by the prompt. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

37

Why does the author compare what Bögle does to someone standing on their head?  
Use two details from the passage to support your response.

The first reason is that the first try time you did you fell. The second reason is that it may even have taken a while to master this upside-down balancing act.

### 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 (*the first try time you did you fell* and *It may even have taken a while to master this upside-down balancing act*); however, the response does not provide a valid inference from the text to explain why the author compares what Bögle does to someone standing on their head. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 7

37

Why does the author compare what Bogle does to someone standing on their head?  
Use **two** details from the passage to support your response.

The author

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

This response does not address any of the requirements of the prompt (*The author*).

37

Why does the author compare what Bogle does to someone standing on their head?  
Use two details from the passage to support your response.

It wold be like being up said down.

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

This response does not address any of the requirements of the prompt (*It wold be Like being up said down*).

## EXEMPLARY RESPONSE

38

How does the picture add to the reader's understanding of "Balancing Rocks"? Use two details from the passage to support your response.

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### Possible Exemplary Response:

The picture in "Balancing Rocks" helps the reader understand the article because it shows how the rocks can be balanced on their pointy ends instead of their flat sides, and supports the idea that balancing rocks in this manner must be a very difficult task and take a lot of practice to master. The picture supports paragraphs 2 and 3, which state "'I thought, What if I turn them on their pointy ends? Will they stand?' he says. Incredibly, they did. 'I've been doing it ever since,' says Bogle." It also supports paragraph 9 which describes how difficult it is to balance rocks due to their unusual shapes and sizes and how difficult it is to locate their center of gravity. According to paragraph 11, "To balance the rocks, Bogle tries again and again."

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

## GUIDE PAPER 1

38

How does the picture add to the reader's understanding of "Balancing Rocks"? Use two details from the passage to support your response.

The picture adds to the reader's understanding of balancing rocks by showing how Bogle stacks them. He stacks them on their pointy ends. He says, "I thought, what if I turn them on their pointy ends, will they stand?" The picture shows how hard it is. The text says, "Some come to figure out his trick."

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

This response provides valid inferences from the text to explain how the picture adds to the reader's understanding of "Balancing Rocks" (*by showing how Bogle stacks them. He stacks them on their pointy ends* and *The picture shows how hard it is*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*"I thought, what if I turn them on their pointy ends, will they stand?"* and *"Some come to figure out his trick."*). This response includes complete sentences where errors do not impact readability.

38

How does the picture add to the reader's understanding of "Balancing Rocks"? Use two details from the passage to support your response.

The picture adds to the readers understanding by showing them that there are a lot of different angles rocks can have. The text says "These rocks often are shaped like lopsided eggs or pears. The text says "These rocks often have knobs, big bulges, or craggy points."

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

This response provides a valid inference from the text to explain how the picture adds to the reader's understanding of "Balancing Rocks" (*by showing them that there are a lot of different angles rocks can have*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*"These rocks often are shaped like lopsided eggs or pears and "These rocks often have knobs, big bulges, or craggy points."*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

38

How does the picture add to the reader's understanding of "Balancing Rocks"? Use two details from the passage to support your response.

Boggle said "there is no trick,  
not like what they mean. I don't use  
glue or hidden supports. I listen  
to the rock, and he say he balances  
the rocks on the pointy sides and you  
can see that in the Picture

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

This response provides a valid inference from the text to explain how the picture adds to the reader's understanding of "Balancing Rocks" (*he say he balances the rocks on the pointy sides and you can see that in the picture*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("*there is no trick, not like what they mean. I don't use glue or hidden supports. I listen to the rock. and he say he balances the rocks on the pointy sides*"). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

38

How does the picture add to the reader's understanding of "Balancing Rocks"? Use two details from the passage to support your response.

The picture adds to the reader's understanding of "Balancing Rocks" because One detail is "Artist Sepp Bögle has a balancing act of of a differnt nature! Another detail is "In the rocks, that Bögle Balances, the center of gravity is much harder to find."

### 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 ("Artist Sepp Bögle has a balancing act of of a differnt nature." and "In the rocks that Bögle Balances, the center of gravity is much harder to find.") however, the response does not provide a valid inference from the text to explain how the picture adds to the reader's understanding of "Balancing Rocks". This response includes complete sentences where errors do not impact readability.

38

How does the picture add to the reader's understanding of "Balancing Rocks"? Use two details from the passage to support your response.

It adds to the readers understanding of "Balancing Rocks" by showing a set of balanced rocks and it also shows the fact that Sepp Bögle turned it around to their pointy tips.

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

This response provides a valid inference from the text to explain how the picture adds to the reader's understanding of "Balancing Rocks" (*by showing a set of balanced rocks*); however, the response only provides one relevant detail from the text for support (*it also shows the fact that Sepp Bögle turned it around to their pointy tips*); This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

38

How does the picture add to the reader's understanding of "Balancing Rocks"? Use two details from the passage to support your response.

To Show the pichore helps  
Because it gives you a  
metal pichen Because you Proble  
have never See rocks  
like that.

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

This response provides a valid inference from the text to explain how the picture adds to the reader's understanding of "Balancing Rocks" (*it gives you a metal picher Because you Proble have never see rocks like that*); however, the response does not provide two concrete details from the text for support as required by the prompt. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 7

38

How does the picture add to the reader's understanding of "Balancing Rocks"? Use two details from the passage to support your response.

picture add to the reader's  
understanding of |

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

This response does not address any of the requirements of the prompt (*picture add to the reader's understanding*).

## GUIDE PAPER 8

Additional

38

How does the picture add to the reader's understanding of "Balancing Rocks"? Use two details from the passage to support your response.

They proble glued the rock's tip to the others  
rock's tip with hot glue.

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

This response is totally inaccurate (*They proble glued the rocks' tip to the others rock's tip with hot glue*).

## EXEMPLARY RESPONSE

39

How does paragraph 7 connect to paragraph 5? Use **two** details from “Excerpt from *The Remembrance Quilt*” to support your response.

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### Possible Exemplary Response:

In the story, “Excerpt from the Remembrance Quilt” the ideas in paragraph 7 help readers understand the ideas presented in paragraph 5. In paragraph 5, Great-grandmother describes watching her own grandmother work at her loom for hours every day, and hearing the “sound of the wooden treadles and the beater pushing woof threads firmly into the warp.” Paragraph 7 gives readers the definitions of “woof” and “warp” which contribute to their understanding of paragraph 5. According to paragraph 7, “the warp is the string that is strung on the loom” and “the woof is the yarn woven between the threads of warp.”

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

## GUIDE PAPER 1

39

How does paragraph 7 connect to paragraph 5? Use two details from "Excerpt from *The Remembrance Quilt*" to support your response.

Paragraphs 7 and 5 are connected because they both talk about Matireals for making the quilt. I know this because in paragraph 5 and 7 Said. "She raised her own flax, spun it, dyed it and wove it into beautiful pieces of cloth". "The Woof is the yarn woven between the threads of warp." These pieces of evidence show and tell about clothing and matireal they use. These are the reasons why paragraphs 7 and 5 are connected.

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

This response provides a valid inference from the text to explain how paragraph 7 connects to paragraph 5 (*they both talk about matireals for making the Quilt*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("She raised her own flax, spun it, dyed it and wove it into beautiful pieces of cloth" and "The woof is the yarn woven between the threads of warp."). This response includes complete sentences where errors do not impact readability.

39

How does paragraph 7 connect to paragraph 5? Use two details from "Excerpt from *The Remembrance Quilt*" to support your response.

Paragraphs 7 and 5 connect because both of them are talking about how farmor made the cloth and what things were in it. One Deatail is because farmor put in the cloth is flax and she Dyed it. Another Deatail is that great grandmother said the wrap is the string that is strong on the loom.

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

This response provides a valid inference from the text to explain how paragraph 7 connects to paragraph 5 (*both of them are talking about how farmor made the cloth and what things were in it*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*One Deatail is because farmor put in the cloth is flax and she Dyed it and Another Deatail is that great grandmother said the wrap is the string that is strong on the loom*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

39

How does paragraph 7 connect to paragraph 5? Use two details from “Excerpt from *The Remembrance Quilt*” to support your response.

Paragraph 7 connects to Paragraph 5 because, both Paragraphs are Talking about the warp. in paragraph 5 it says, The Beater pushing woof threads firmly into the warp. in paragraph 7 it says, The warp is the string that is Strung on the loom.

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

This response provides a valid inference from the text to explain how paragraph 7 connects to paragraph 5 (*both paragraphs are Talking about the warp*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*The Beater pushing woof threads firmly into the warp* and *The warp is the string that is strung on the loom*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

39

How does paragraph 7 connect to paragraph 5? Use two details from "Excerpt from *The Remembrance Quilt*" to support your response.

She is talking about yarn and cloth. A detail is "beautiful pieces of cloth". Another detail is "yarn woven".

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

This response provides a valid inference from the text to explain how paragraph 7 connects to paragraph 5 (*She is talking about yarn and cloth*); however, the response does not provide two concrete details from the text for support as required by the prompt. This response includes complete sentences where errors do not impact readability.

39

How does paragraph 7 connect to paragraph 5? Use two details from "Excerpt from *The Remembrance Quilt*" to support your response.

In the story "Excerpt from The Remembrance Quilt" Paragraph 7 and 5 connect because the author states "She held the quilt to show Cara the red and green yarn woven between the white wharp threads." The author also states Woven it into beautiful pieces of cloth That shows the connection between the two paragraphs.

#### 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 (*She held the quilt to show Cara the red and green yarn woven between the white wharp threads* and *Woven it into beautiful pieces of cloth*); however, the response does not provide a valid inference from the text to explain how paragraph 7 connects to paragraph 5. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

39

How does paragraph 7 connect to paragraph 5? Use two details from “Excerpt from *The Remembrance Quilt*” to support your response.

Paragraph 7 connects to paragraphs because the both talk about Farmor's Quilt and how she mad it.

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

This response provides a valid inference from the text to explain how paragraph 7 connects to paragraph 5 (*the both talk about Farmor's Quilt and how she mad it*); however, the response does not provide two concrete details from the text for support as required by the prompt. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 7

39

How does paragraph 7 connect to paragraph 5? Use two details from “Excerpt from *The Remembrance Quilt*” to support your response.

Then great-grandmother slowly went to the closet, and pulled out a quilt, which she brought to cara's bed.

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

This response does not address any of the requirements of the prompt (*Then great-grandmother slowly went to the closet and pulled out a quilt, which she brought to cara's bed*).

39

How does paragraph 7 connect to paragraph 5? Use two details from "Excerpt from *The Remembrance Quilt*" to support your response.

Paragraph 7 connects to Paragraph 5 because they both mean the same exact thing.

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

This response is totally inaccurate (*Paragraph 7 connects to Paragraph 5 because they both mean the same exact thing*).

## EXEMPLARY RESPONSE

40

Why is the quilt special? What are the ways people in the family have used the quilt?  
Use details from the story to support your response.

In your response, be sure to

- explain why the quilt is special
- describe the ways people in the family have used the quilt
- use details from the story to support your response

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### **Possible Exemplary Response:**

The quilt in the story is special because it is a family heirloom that has been passed down several generations and represents many memories for Cara's family. For Cara's Great-grandmother, the quilt reminds her of the time she spent with her grandmother as a child growing up in the old country. Paragraph 10 states, "Every time I take it out, even after all these years, I can see Farmor. I think she would have been happy to know I have such lovely memories of her." For Cara and her mother, the quilt represents a tradition of using the quilt and hearing a story to comfort them when they are sick. In paragraph 1, the narrator writes, "When your mother was a little girl, she always wanted the fan quilt and a story when she was sick. Maybe you'd like the same." People in Cara's family used the quilt in several ways. According to paragraphs 3 and 4, Cara's mother used the quilt when she was a girl and was sick with chicken pox. Similarly, when Cara's great-grandmother discovered that Cara was sick, she gave Cara the quilt to use. "So, you're sick!" was all she said. Then Great-grandmother slowly went to the closet and pulled out a quilt, which she brought to Cara's bed." Cara's great-grandmother used the quilt to pass on and cherish her memories of her own grandmother. She made the quilt with her mother as a way of remembering her grandmother. "But then Mama helped me make this remembrance quilt out of all the scraps I had taken."

### **Possible Details to Include:**

- Other relevant text-based details

### **Score Points:**

Apply 4-point holistic rubric.

## GUIDE PAPER 1a

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Why is the quilt special? What are the ways people in the family have used the quilt?  
Use details from the story to support your response.

In your response, be sure to

- explain why the quilt is special
- describe the ways people in the family have used the quilt
- use details from the story to support your response

The quilt is special because it reminds great-grandma of her grandma, Farmor.

When great grandma was young she stole cloth from Farmor. When her parents found out they got mad, but then great-grandma and her mother made the quilt, "The Remembrance Quilt". In the text it states, "When Papa and Mama discovered what I had done, they were very angry at first. They made me write an apology to Farmor. But then Mama helped me make this remembrance quilt out of all the scrap I had taken." And then whenever great-grandma looked at the quilt she will remember Farmor.

Not everyone in the family has used the quilt but 2 people in the story have by sleeping under it when they had chicken pox. "Is it old? Did my mother really sleep under it? Did she have chicken pox too?" Great-grandma passed the

## GUIDE PAPER 1b

Story of the quilt to her great-granddaughter when she was sick. And she did the same when Cara's mother was sick. So the quilt is comforting and something they all share.

In conclusion, the quilt is known as a family heirloom that has been passed from one generation to the next. Just like it did from great-grandmother to great-granddaughter, the quilt will always represent their family.

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

This response clearly introduces a topic in a manner that follows from the task and purpose (*The quilt is special because it reminds great-grandma of her grandma, Farmor and Not everyone in the family has used the quilt but 2 people in the story have by sleeping under it when they had chicken pox*). The response demonstrates comprehension and analysis of the text (*she stole cloth from Farmor; Not everyone in the family has used the quilt; Great-grandma passed the story of the quilt to her great-granddaughter; the quilt is comforting and something they all share; the quilt is known as a family heirloom that has been passed from one generation to the next; the quilt will always represent their family*). The response develops the topic with relevant facts, definitions, and details throughout the essay (*When Papa and Mama discovered what I had done, they were very angry at first. They made me write an apology to Farmor. But then Mama helped me make this remembrance quilt out of all the scrap I had taken.*" and "*Is it old? Did my mother really sleep under it? Did she have chicken pox too?*"). The response provides a concluding statement that follows from the topic and information presented (*In conclusion, the quilt is known as a family heirloom that has been passed from one generation to the next. Just like it did from great-grandmother to great-granddaughter, the quilt will always represent their family*). The response demonstrates grade-appropriate command of conventions, with few errors.

## GUIDE PAPER 2a

Additional

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Why is the quilt special? What are the ways people in the family have used the quilt? Use details from the story to support your response.

In your response, be sure to

- explain why the quilt is special
- describe the ways people in the family have used the quilt
- use details from the story to support your response

The quilt is special because it was passed down by generations. The quilt started when great grandmother was a little girl. According to the text "When your mother was a little girl..." "The family used the quilt when the relatives were sick. They used it when the mom was sick. Now they wait for Cara when she was sick. According to the text "Did my mother really sleep under it?... Yes to all of your questions..." The quilt is also special because it reminds great grandmother of happy memories of farmor. Great grandmother cries when she sees the quilt because it reminds her of when

she made the quilt and what the patches came from. Great grandmother was a little bit sad when she finished the story. She was thinking about how she had to move away from farmor. I think that Cara likes the story that great grandmother told her because it tells the story of the quilt she was living under. I think if I were Cara I would have gotten a little emotional at the part when great grandmother moved. I would have also gotten emotional at the end of the story because I wouldn't want it to end. That is why the quilt is so special.

#### 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 quilt is special because it was passed down by generations* and *The quilt is also special because it reminds great grandmother of happy memories of farmor* and *The family used the quilt when the relatives were sick. They used it when the mom was sick. Now they use it for Cara when she was sick*). The response demonstrates comprehension and analysis of the text (*I think if I were Cara I would have gotten a little emotional at the part when great grandmother moved. I would have also gotten emotional at the end of the story because I wouldn't want it to end*). The response develops the topic with relevant facts, definitions, and details throughout the essay (*The quilt started when great grandmother was a little girl* and *"Did my mother really sleep under it?...Yes to all of your questions..."* and *Great grandmother cries when she sees the quilt because it reminds her of when she made the quilt and what the patches came from*). The response provides a concluding statement that follows from the topic and information presented (*That is why the quilt is so special*). The response demonstrates grade-appropriate command of conventions, with few errors (*generations, whe, farmor, lieing*).

## GUIDE PAPER 3a

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Why is the quilt special? What are the ways people in the family have used the quilt?  
Use details from the story to support your response.

In your response, be sure to

- explain why the quilt is special
- describe the ways people in the family have used the quilt
- use details from the story to support your response

In the story "Excerpt from The Remembrance Quilt" the quilt is special because it was important to great-grandma to remember. It was made from the scraps Great Grandmother took from Farmor. One way this shows that is, "But then Mama helped me make this remembrance quilt out of all the scrap I had taken." Another way is, Every time I take it out, even after all these years, I can still see Farmor. This shows that the scraps in the quilt are important to remember for great-grandmother.

A way that people in the family used the quilt is by the same way that Cara did in the story. One reason why is, "Did my mother really sleep under it?" That shows that Cara wanted to know if her mom used it when she was sick just like her. "yes to all of your questions." That shows that Cara's mom used the quilt just like

## GUIDE PAPER 3b

Cara did.

In conclusion the quilt is special because great grandmother remembers Farmor from it. It is also special because people in the family used the quilt like Cara.

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

This response introduces a topic in a manner that follows generally from the task and purpose (*the quilt is special because it was important to great-grandma to remember* and *A way that people in the family used the quilt is by the same way that Cara did in the story*). The response demonstrates comprehension and analysis of the text (*the scraps in the quilt are important to remember for great-grandmother* and *Cara wanted to know if her mom used it when she was sick just like her*). The response develops the topic with relevant, well-chosen facts, definitions, and details throughout the essay (“*But then Mama helped me make this remembrance quilt out of all the scrap I had taken.*”; *Every time I take it out, even after all these years, I can still see Farmer.*”; *Did my mother really sleep under it?*”; *Yes to all of your questions.*”). The response provides a concluding statement that follows from the topic and information presented (*In conclusion the quilt is special because great grandmother remembers Farmor from it. It is also special because people in the family used the quilt like Cara*). The response demonstrates grade-appropriate command of conventions, with few errors (*Farmer*).

## GUIDE PAPER 4a

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Why is the quilt special? What are the ways people in the family have used the quilt?  
Use details from the story to support your response.

In your response, be sure to

- explain why the quilt is special
- describe the ways people in the family have used the quilt
- use details from the story to support your response

In the story "Expert from the Remembrance Quilt," it tells us that grandma had someone very special to her that past away, but grandma had something that reminds grandma of farmor...

The quilt is special because it reminds grandma of her favorite person. In the text it said "everytime I take it out, even if its a long time ago, I could still see Farmor." In the text it also said "my father said that he, mom, my sister, and me were going to America. He and her cried because we knew we wouldn't see each other again.

They used it for when they get a disease because when Cara's mom had chicken pox, grandma

## GUIDE PAPER 4b

used it to put over her and told her a story. In the text it said, "When your mother was a little girl, she always wanted the fan quilt and a story when she was sick." Cara also had chicken pox and she used it. This shows that people in the family used it for when they are sick.

In conclusion, the story is about someone grandma loved that had passed out, and had something that reminds her of the person.

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

This response clearly introduces a topic in a manner that follows from the task and purpose (*The quilt is special because it reminds grandma of her favorite person and They used it for when they get a disease because when Cara's mom had chicken pox, grandma used it to put over her and told her a story*). The response demonstrates grade-appropriate comprehension of the text (*grandma had someone very special to her that past away, but grandma had something that reminds grandma of farmor and This shows that people in the family used it for when they are sick*). The response develops the topic with relevant, well-chosen facts, definitions, and details throughout the essay ("everytime I take it out, even if its a long time ago, I could still see Farmor"; "my father said that he, my mom, my sister, and me were going to America. Me and her cried because we knew we wouldn't see each other again; "When your mother was a little girl, she always wanted the fan quilt and a story when she was sick,""). The response provides a concluding statement that follows generally from the topic and information presented (*In conclusion, the story is about someone grandma loved that had pasted out, and had something that remind her of the person*). The response demonstrates grade appropriate command of conventions, with occasional errors that do not hinder comprehension (*special, past/pasted, reminds, disease, an story, remindes*).

Why is the quilt special? What are the ways people in the family have used the quilt? Use details from the story to support your response.

In your response, be sure to

- explain why the quilt is special
- describe the ways people in the family have used the quilt
- use details from the story to support your response

The quilt is very special to great-grandmother. It is very special because great-grandmother made it as a remembrance quilt. She used it as a remembrance quilt by every time great-grandmother looks in it she could still remember the memories she had with Fannie. Another detail is that she used pieces of Fannie's scraps she had cut off. This shows that great-grandmother thinks of it as a very special quilt.

The family has used it as a special way. Great-grandma used it for remembrance, Cara and her mom used it for comfort from

## GUIDE PAPER 5b

The chicken pox. Great grandma used it for remembrance because it said that in Paragraph 6 "Every time I take it out, even after all these years, I can see further. I think she would have been happy to know I have such lovely memories of her!" This should greatgrandma uses it for remembrance. (gra and her mom uses it for the comfort and chicken pox because in Paragraph 3 she said all these different things and asked a lot of question about it. Great grandma said yes to all of them. They did the same thing because greatgrandma said yes to all of them.

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

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*It is very special because great-grandmother made it as a remembrance quit and The family has used it as a special way. Great-Grandma used it for remembrance. Cara and her mom used if it for comfort from the chicken pox*). The response develops the topic with relevant facts, definitions, and details throughout the essay (*every time great grandmother looks in into it she could still remember the memories she had with Farmor; she used peices of Famor's scraps she had cut off; "Every time I take it out, even after all these years, I can see Farmor. I think she would have been happy to know I have such lovely memories of her.*"). The response does not provide a concluding statement. The response demonstrates grade appropriate command of conventions, with occasional errors that do not hinder comprehension (*remembrance quit, pieces, used it as a special way, Cara and her mom uses it, asked a lot of question, tthese*).

## GUIDE PAPER 6a

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Why is the quilt special? What are the ways people in the family have used the quilt? Use details from the story to support your response.

In your response, be sure to

- explain why the quilt is special
- describe the ways people in the family have used the quilt
- use details from the story to support your response

The quilt is special because it holds many memories of Farmor and great-grandmother (as a little girl). In the text it says, "But then Mama helped me to make this remembrance quilt out of all the scraps I had taken. Every time I take it out, even after all these years, I can see Farmor!" People in the family have used the quilt to cover yourself when you're sick, and use it as a remembrance quilt to remember Farmor, great-grandmother's grand-

## GUIDE PAPER 6b

-mother. In the text it says!!  
So , your sick" was all she said.  
Then Great-grandmother slowly  
Went to the closet and  
Pulled out a quilt, which  
she brought to cara's bed..  
And because in the text it says,"  
But then Mama helped me make  
this remembrance quilt out of  
all the scraps I had taken?  
That is why I think the  
quilt was special and how the  
family used it.

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

This response clearly introduces a topic in a manner that follows from the task and purpose [*The quilt is special because it holds many memories of Farmor and great-grandmother (as a little girl) and People in the family have used the quilt to cover yourself when you're sick, and use it as a remembrance quilt to remember Farmor, great-grandmother's grandmother*]. The response develops the topic with relevant facts, definitions, and details throughout the essay ("But then Mama helped me to make this remembrance quilt out of all the scraps I had taken. Every time I take it out, even after all these years, I can see Farmor." and "So, you're sick!" was all she said. Then Great-grandmother slowly went to the Closet and Pulled out a quilt, which she brought to cara's bed). The response exhibits little attempt at organization. The response provides a concluding statement that follows clearly from the topic and information presented (*That is why I think the quilt was special and how the family used it*). The response demonstrates grade-appropriate command of conventions, with few errors (*your sick* and *People in the family have used the quilt to cover yourself*).

## GUIDE PAPER 7

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Why is the quilt special? What are the ways people in the family have used the quilt? Use details from the story to support your response.

In your response, be sure to

- explain why the quilt is special
- describe the ways people in the family have used the quilt
- use details from the story to support your response

The quilt is special because Great-grandmother said that it's been used by Cara's mommy when she was sick. Ways people in the have used the quit are when Cara used it when she was sick and Cara's mom used it when she was sick and Great-grandmother made it for them the enjoy. Great-grandmother loved it when she was little too. That's how the quilt is special and how people in the family have used the quilt.

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

This response introduces a topic in a manner that follows generally from the task and purpose (*The quilt is special because Great-grandmother said that it's been used by Cara's mommy when she was sick and Great-grandmother loved it when she was little too*). The response partially develops the topic with the use of some textual evidence (*Cara used it when she was sick and Cara's mom used it when she was sick and Great-grandmother made it for them the enjoy*). The response provides a concluding statement that follows from the topic and information presented (*That's how the quilt is special and how people in the family have used the quilt*). The response demonstrates grade-appropriate command of conventions, with few errors (*Ways people in the have used the quit, for them the enjoy*, a run-on sentence).

## GUIDE PAPER 8

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Why is the quilt special? What are the ways people in the family have used the quilt? Use details from the story to support your response.

In your response, be sure to

- explain why the quilt is special
- describe the ways people in the family have used the quilt
- use details from the story to support your response

The quilt is special because it was made of all of Farmor's cloths and so great grandma can remember Farmor. The ways people in the family have used it is useing it for when Cara was sick and when Cara's mom was little and when she was sick.

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

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*The quilt is special because it was made of all of Farmor's cloths and so great grandma can remember Farmor* and *The ways people in the family have used it is useing it for when Cara was sick and when Cara's mom was little and when she was sick*). The response provides no evidence. The response does not provide a concluding statement. The presence of conventions is minimal, making assessment of conventions unreliable.

## GUIDE PAPER 9

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Why is the quilt special? What are the ways people in the family have used the quilt? Use details from the story to support your response.

In your response, be sure to

- explain why the quilt is special
- describe the ways people in the family have used the quilt
- use details from the story to support your response

Great-grandmother and her family  
louis that quilt. Cara's  
mom used it when she was  
a little girl and when she  
was sick. Great-grandmother  
used it for cara. Cara  
used it because she was  
sick and she wanted to be  
like her mother when she  
had the chickenpocks. The  
quilt is special because  
everybody uses it for something.  
Farmor used it to sell and  
make cloth. Every body in  
the family uses it for something.  
Great-grandmother's family and  
her use the quilt.

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

The response demonstrates a confused comprehension of the text (*she wanted to be like her mother when she had the chicken pocks and Farmor used it to sell and make cloth*). The response demonstrates an attempt to use evidence, but only develops ideas with minimal, occasional evidence (*Cara's mom used it when she was a little girl and when she was sick. Great-grandmother used it for cara*). The response provides a concluding statement that follows generally from the topic and information presented (*Great-grandmother's family and her use the quilt*). The response demonstrates emerging command of conventions.

## GUIDE PAPER 10

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Why is the quilt special? What are the ways people in the family have used the quilt?  
Use details from the story to support your response.

In your response, be sure to

- explain why the quilt is special
- describe the ways people in the family have used the quilt
- use details from the story to support your response

Have you ever read Excerpt from  
The Remembrance quilt, if you  
haven't read on to find out more?

The Quilt is so Speical because  
it looks beautiful. One way  
in the family have used the  
quilt is Great-grandmother  
slowly went to the closet and  
pulled out a quilt.

### 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 quilt is so special because it looks beautiful*). The response demonstrates an attempt to use evidence, but only develops ideas with minimal, occasional evidence which is generally irrelevant (*Great-grandmother slowly went to the closet and pulled out a quilt*). The response does not provide a concluding statement. The response demonstrates emerging command of conventions with some errors (*speical, one way in the family have used*).

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Why is the quilt special? What are the ways people in the family have used the quilt? Use details from the story to support your response.

In your response, be sure to

- explain why the quilt is special
- describe the ways people in the family have used the quilt
- use details from the story to support your response

The quilt is special because Cara's mother used it when she had small pox. People in the family used it when they had small pox.

#### 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 quilt is special because Cara's Mother used it when she had small pox*). The response demonstrates little understanding of the text (*People in the family used it when they had small pox*). The response provides no evidence. The response does not provide a concluding statement. The presence of conventions is minimal, making assessment of conventions unreliable.

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Why is the quilt special? What are the ways people in the family have used the quilt? Use details from the story to support your response.

In your response, be sure to

- explain why the quilt is special
- describe the ways people in the family have used the quilt
- use details from the story to support your response

Because it reminds her. And the quilt help heal the little girls mom.

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

This response demonstrates an attempt to use evidence, but only develops ideas with minimal, occasional evidence (*And the quilt help heal the little girls mom*). The response does not provide a concluding statement. The presence of conventions is minimal, making assessment of conventions unreliable.

## GUIDE PAPER 13

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Why is the quilt special? What are the ways people in the family have used the quilt?  
Use details from the story to support your response.

In your response, be sure to

- explain why the quilt is special
- describe the ways people in the family have used the quilt
- use details from the story to support your response

Scrops of cloth sewing and  
Maed a Quilt

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

This response demonstrates a lack of comprehension of the task (*Scrops of cloth sewing and Maed a Quilt*).

## GUIDE PAPER 14

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Why is the quilt special? What are the ways people in the family have used the quilt? Use details from the story to support your response.

In your response, be sure to

- explain why the quilt is special
- describe the ways people in the family have used the quilt
- use details from the story to support your response

the girl Play with 3 question and  
7 Pges and 8 to. I thick the girl  
Put ol to gater.

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

This response demonstrates a lack of comprehension of the task and text (*the girl Play with 3 question and 7 pges and 8 to. I thick the girl put ol to gater*).