

New York NYSTP 2017 Grade 4 English Language Arts

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Name: _____



New York State *Testing Program*

2017 Common Core English Language Arts Test Book 1

Grade **4**

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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.

Directions

Read this article. Then answer questions 1 through 6.

Many motion pictures have exciting and thrilling action scenes. The people who perform in these scenes are called stunt performers. They often stand in for the movie stars when the risk of injury is greater.

Excerpt from *Stunt Performers*

by Tony Hyland

- 1 Do you want to be a stunt performer?
 - 2 Could you be a stunt performer, performing spectacular stunts in front of an audience or movie camera?
 - 3 Stunt performers perform aerial acrobatics in circuses or dangerous stunts for the movies. Circus performers can swing on the flying trapeze high above the audience. Stunt actors can crash speeding cars in movie stunts.
 - 4 We all love watching exciting stunts. Most people will enjoy the show and go home. For the stunt performers, this is the day's work. They'll be back doing more spectacular stunts the following day.
 - 5 Stunt work is an extreme job. The training is hard and the stunts can be dangerous. But performers enjoy the thrill of their work and push themselves hard to do more spectacular stunts.
 - 6 Perhaps you could be a stunt performer one day.
- Stunt actor or circus performer?**
- 7 Stunt actors work in movies and television shows. They work hard to make it look as if someone else is doing the stunt. Circus performers work just as hard to be the stars of the show.



GO ON

- 8 Stunt actors dressed up as the stars in a movie do all the dangerous and difficult scenes. Movie scenes can be edited to cut out some parts and put others in. Film crews can take hours to shoot an action scene. The audience only sees a few exciting moments.
- 9 Circus artists perform spectacular stunts live, in front of an audience. If the stunt goes wrong, there is no chance to do it again.

Life as a stunt performer

- 10 Stunt actors lead a busy and energetic life. They must be fit and strong. Many start off in martial arts or gymnastics, where they learn to develop flexibility and fall safely.
- 11 Experienced stunt actors learn many extra skills such as horse riding, working with explosives, and scuba diving. Some become specialists in one skill, such as stunt driving.
- 12 Stunt actors work wherever movies or television shows are made. Hollywood is known as the movie capital of the world. Other places with busy movie or television studios include Vancouver in Canada, and Queensland in Australia. Stunt actors often work on location. This means filming in remote places such as deserts, jungles, and mountains. Stunt actors working on these jobs are away from home for weeks, or even months.

Circus life

- 13 Circus life is also busy and active. Performers need to be strong and agile. They need a good sense of balance and a head for heights. The circus is not a place for shy people; circus performers enjoy being the center of attention. Most circus acts are performed to music. The rhythm of the music gives the performers cues for each section of their act.
- 14 Many circuses travel from town to town. They stay for a week, and then move on. Circus performers are used to this traveling life. Many have no other home but the circus. They live in large caravans or trailers. Circus families often travel together, with the children learning to join their parents' act. Circus children don't usually go to school. They study by correspondence, or have a teacher who travels with the circus.

GO ON

Risks and dangers

- 15 Stunt performers of all types know that their jobs are risky. They don't let the risks stop them. Their skills and training usually keep them safe. Some of the risks for stunt performers are:
- 16 **Falls** Stunt performers are used to falls, and know how to land safely. But a fall from the highwire or trapeze can be deadly.
- 17 **Sports injuries** Stunt performers are hard on their bodies. They often suffer exactly the same sprains and knee damage that sports stars do.
- 18 **Fire and explosions** Movie fires and explosions are spectacular, but if something goes wrong, stunt actors can be badly hurt.
- 19 **Accidents** A slight miscalculation, or a piece of damaged equipment, can cause a bad accident. That's why performers practice their stunts and check their equipment closely.
- 20 **Bad weather** Wind and rain on a movie set can create unexpected hazards for stunt actors.

GO ON

1

Which sentence from the article **best** explains why stunt performers are willing to do such a dangerous job?

- A** “For the stunt performers, this is the day’s work.” (paragraph 4)
- B** “But performers enjoy the thrill of their work and push themselves hard to do more spectacular stunts.” (paragraph 5)
- C** “They work hard to make it look as if someone else is doing the stunt.” (paragraph 7)
- D** “This means filming in remote places such as deserts, jungles, and mountains.” (paragraph 12)

2

Based on paragraphs 10 through 12, what must stunt actors do to train for their jobs?

- A** They must work to get their bodies ready for action and in good shape.
- B** They must live in far off places.
- C** They must learn to be either a gymnast or a martial artist.
- D** They must become specialists in horse riding, working with explosives, and scuba diving.

3

Based on the article, why do some stunt actors spend long periods of time away from home?

- A** They need to live in different parts of the world to be able to help the actors.
- B** They need to hike and climb in deserts, jungles, and mountains to help them stay in shape.
- C** They need to travel to the different places where movies and television shows are filmed.
- D** They need to go to different places to learn new skills from experts.

GO ON

4 Based on the article, music helps circus performers by

- A** calming their fears when they are in front of an audience
- B** reminding them of home when they are performing in new places
- C** letting them know when to begin and end parts of their shows
- D** allowing them to relax during difficult stunts

5 How do paragraphs 15 through 19 support the author's main points?

- A** They show that stunt performing has too many dangers.
- B** They give details about how stunt performers train their bodies.
- C** They show how stunt performing is something everyone can do.
- D** They give details about the types of danger stunt performers face.

6 Which paragraph **best** supports a main idea of the article?

- A** paragraph 7
- B** paragraph 10
- C** paragraph 13
- D** paragraph 19

GO ON

Directions

Read this story. Then answer questions 19 through 24.

Kids who live on Ali's block like to play in a vacant lot on their street. Ali shows treasures that she finds on the lot to her neighbor, Ms. Snoops, to see if she knows the stories behind them.

Excerpt from *One Day and One Amazing Morning on Orange Street*

by Joanne Rocklin

- 1 “I had the most wonderful idea yesterday, while I was watering the tree in the empty lot,” Ms. Snoops said.
- 2 “Yes! That happens to me all the time! It just happened this morning!” said Ali. “What was your idea?”
- 3 Ms. Snoops went to her desk and brought back a sheet of paper marked with a big handwritten “M.” “As soon as I got the idea, I wrote this note to myself, just so I wouldn’t forget. I’m embarrassed to tell you I can’t remember what the ‘M’ is for.”
- 4 “‘M’ is for mystery,” said Ali, “but that doesn’t help you much. How about muffins? Maybe you were thinking of baking your delicious orange muffins. You haven’t made those in a while.”
- 5 “No,” said Ms. Snoops. “It was more important than that.”
- 6 “Money? Medicine?” asked Ali.
- 7 “No, it had something to do with you, I believe.”
- 8 “Me?”
- 9 “That’s right, but I’m not sure how. Well, let’s not let this spoil our get-together! What treasures have you brought this afternoon?”
- 10 From her bag, Ali pulled out the round metal disk, the icy-blue stone shaped like a heart, the iron nails, the woolen sock, and the rusty cookie tin with the head inside of it. She spread everything out on the coffee table.

GO ON

11 Ms. Snoops placed the disk, the nails, and the sock in a separate pile. "These are common household items," she said. She picked up the scratched metal disk. "This is part of a glass preserve jar. Everyone put up fruits and vegetables in the old days. And if they were lucky to have orange trees in their yards, they made marmalade. I may be the only one around who still puts up her own preserves, however." She tapped on the iron nail. "A nail is just a nail. And the sock probably fell from an old-fashioned clothesline on a windy day. No particular memories come to mind about these articles. Hmm . . . But *this* is interesting."

marmalade = a sweet jelly that contains pieces of fruit

12 She held up the icy-blue stone. It twinkled in the sunlight from the window. "I would bet dollars to doughnuts this was one of Pug's stones. He collected unusual ones. That boy's pockets were so full of stones, sometimes his pants dragged. Pug would probably say this one looked like a heart."

puts up = stores for later use

13 "But it does!" said Ali. "Don't you think so?"

14 Ms. Snoops peered at the stone. "I guess you could say that," she said. "Funny little guy. He drew pictures, too, like his mother. His father didn't approve much of his artistry. He had an older brother who was good in sports, if my memory serves me."

15 "How nice that you remember all that," said Ali. "Sometimes I forget that other families once lived on this street."

16 "I used to love the old stories when I was your age," said Ms. Snoops. "I would pick up bits and pieces, do some digging, and fill in the holes myself, metaphorically speaking."

metaphorically = comparing one thing to another to help explain something

17 "That's just what I like to do!" said Ali.

18 "That's what all writers do when they create stories. They steal, disguise, and make things up."

19 "I'm actually planning on becoming an archaeologist, not a writer," Ali said. Although she had to admit, sometimes making things up was a lot more fun than sticking to the facts.

20 "No reason you couldn't be both," said Ms. Snoops. "When I—"

archaeologist = a scientist who studies objects from the past to understand ancient peoples and how they lived

- 21 Ms. Snoops stopped in mid-sentence. She reached for the rusty metal cookie tin. "What do we have here? Oh, my goodness! Can it be?" She opened the box slowly, then peered inside. "It is! It is! Shirley! Dear old Shirley! It's so good to see you again!"
- 22 She lovingly removed the head from the box and laid it in her lap. The doll looked up at her with its one good eye, and its smile seemed to say, *Likewise, I'm sure.*
- 23 "I knew this doll when I was a young girl," murmured Ms. Snoops. "Oh, Shirley, the memories I have of you!"
- 24 Suddenly Ms. Snoops jumped from the couch, still clutching the doll's head. "That's it!" she cried. "Memories! 'M' is for memoirs! My wonderful idea was to write my memoirs! All these treasures you've shown me have brought back my memories, and I am so grateful."
- 25 "It's been a lot of fun," Ali said.
- 26 Ms. Snoops had begun to pace the room. "I will write down all my stories about Orange Street, before I forget them."

GO ON

19 What does paragraph 3 reveal about Ms. Snoops?

- A** She rarely gets great ideas.
- B** She is an organized person.
- C** She sometimes forgets things.
- D** She wishes Ali were her daughter.

20 Which detail **best** reveals what Ali wants to be when she grows up?

- A** Ali thinks of things starting with “M” to try to help Ms. Snoops remember.
- B** Ali collects old objects to show to Ms. Snoops.
- C** Ms. Snoops explains to Ali that making things up is what writers do.
- D** Ms. Snoops thanks Ali for bringing her treasures.

21 According to the story, what does the phrase “fill in the holes myself” (paragraph 16) mean?

- A** rely on memory to finish a true story
- B** find evidence for the most likely explanation for a story
- C** ask someone questions to figure out the whole story
- D** create details to complete an unfinished story

GO ON

22

Which sentence expresses something important that Ali and Ms. Snoops have in common?

- A** They both like old-fashioned fruit preserves.
- B** The icy-blue stone is a mystery to both of them.
- C** They both enjoy making up stories.
- D** Shirley the doll means a lot to both of them.

23

Which theme is **best** supported by paragraph 21?

- A** Childhood toys should be kept forever.
- B** Important lessons can be learned from the past.
- C** Nothing brings more joy than to talk with a friend.
- D** Something that seems worthless may be special to someone.

24

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

- A** “Ms. Snoops went to her desk and brought back a sheet of paper marked with a big handwritten ‘M.’” (paragraph 3)
- B** “Maybe you were thinking of baking your delicious orange muffins. You haven’t made those in a while.” (paragraph 4)
- C** “I would bet dollars to doughnuts this was one of Pug’s stones. He collected unusual ones.” (paragraph 12)
- D** “All these treasures you’ve shown me have brought back my memories, and I am so grateful.” (paragraph 24)

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.

Directions

Read this article. Then answer questions 25 through 31.

You CAN Run a Mile!

by Betsy Dru Tecco

- 1 Have you ever tried to run a mile? If your school participates in the President's Challenge, chances are you have taken the Physical Fitness Test. One of the five activities in that test is the endurance run/walk. That activity asks you to complete a 1-mile distance as fast as you can. As your body becomes more conditioned to the exercise, you'll get the endurance to go even farther and faster.

Prepare Yourself

- 2 "Running a mile is a great accomplishment—no matter how long it takes. But to perform your best in the mile run, and to feel good doing it, you really need to prepare properly," says Larry Greene. He is an exercise science expert, a former professional distance runner and coach, and a coauthor of *Training for Young Distance Runners*.
- 3 One way to start running is to join a school team or a local running club that has a good coach, advises Greene. A coach can teach you correct running form—that's how you hold your body and move your arms and legs. Good form is important for avoiding injuries and doing your best, Greene says, but it's not something you can learn completely on your own. A coach can also remind you to pace yourself. "If you start too fast, you'll have to slow down or stop due to fatigue," he explains. "If you start too slowly, you might not achieve your time goal."

Fun Run

To make your run more fun, add a silly challenge after each lap. For example, run one lap, and then stop and dance like a rock star for a minute. Then continue running. After your second lap, pretend you are a monkey climbing a tree.

Come up with new challenges to do after each lap. What are some other goofy things you could do after each lap? What are some ways you can add other types of exercise between each lap?

GO ON

4 The library and the Internet can improve your running. "When I first started competing in track and cross country at age 12, I benefited so much from reading . . . about the sports," Greene says. "Learn as much as you can by reading running books, magazines, and Web site articles."

Start With Short Distances

5 To train for a mile run, start by running a short distance, such as one-quarter mile. Over the next few weeks, slowly increase the distance by one-eighth or one-quarter of a mile at a time. That gives your body time to adjust to each new challenge. (It can also lower your risk of injury.) Don't forget to congratulate yourself after you complete each new distance—with a big gulp of water.

Stay Safe

6 If you ever feel too tired to keep going, stop. "Don't push yourself when running becomes painful," Greene says. And never run outside alone—have a workout partner who will run with you. Warm up, stretch, and cool down together. Check each other's posture as well as your running form. Having someone else watch you run will help you make sure you are running both safely and efficiently. It helps to pass the time too!

First Place Finish!

Demian L. started running about a year and a half ago at his school in Brooklyn, N.Y., and then he joined another running program, called the Mighty Milers. He's come a long way. This past spring, Demian qualified for a national running event: the USA Track and Field National Youth Indoor Track and Field Championships in Chicago. Demian, now in fifth grade, took first place in the 1,500-meter race for his age group. He ran the distance, which is nearly 1 mile, in 5 minutes and 44 seconds. That is superfast! "It felt really good and was a big confidence builder," he says. To train for the race, Demian ran three times a week and did stretching exercises and other sports. He likes the way running keeps him fit and feeling good. "Running makes me happy!" he says.

GO ON

25 In paragraph 2, the details about Larry Greene are important because they suggest why

- A** coaches need running experience
- B** his book is full of good ideas for running
- C** young people need special training
- D** his advice about training can be trusted

26 Based on the article, what is the **main** reason it is helpful to join a team or a club?

- A** You can have fun running with people.
- B** You can improve by working with a coach.
- C** You can learn to change your time goals.
- D** You can learn to run far without getting tired.

27 Why is the text box “Fun Run” included in the article?

- A** It provides ideas for training that add to suggestions given in the article.
- B** It gives an opinion about training that is different from the rest of the article.
- C** It suggests that a silly approach to running is better than the article’s serious approach.
- D** It provides evidence to support the article’s claim that people can become better runners.

GO ON

28

Read this sentence from paragraph 1.

As your body becomes more conditioned to the exercise, you'll get the endurance to go even farther and faster.

Which paragraph **best** supports this claim?

- A** paragraph 2
- B** paragraph 3
- C** paragraph 5
- D** paragraph 6

29

Based on paragraph 6, what does it mean to run “efficiently”?

- A** to stretch and cool down correctly
- B** to use correct speed and form
- C** to train with another person
- D** to avoid any danger

GO ON

30

Which sentence **best** expresses the main idea of the article?

- A** “If your school participates in the President’s Challenge, chances are you have taken the Physical Fitness Test.” (paragraph 1)
- B** “‘But to perform your best in the mile run, and to feel good doing it, you really need to prepare properly,’ says Larry Greene.” (paragraph 2)
- C** “To train for a mile run, start by running a short distance, such as one-quarter mile.” (paragraph 5)
- D** “‘Don’t push yourself when running becomes painful,’ Greene says.” (paragraph 6)

31

Based on information in the text box “First Place Finish!” what can the reader conclude about racing?

- A** Running in races can encourage people to work hard.
- B** Competing in races is something every runner must try.
- C** Training three days a week is necessary to win races.
- D** Winning championship races requires joining a program.

GO ON

Directions

Read this story. Then answer questions 32 and 33.

On Saturday, Gabe's dad bought him an aquarium and fish.

Excerpt from Underwater

by Debbie Levy

- 1 I spend a lot of Sunday watching the fish. I invite Evan to come look at them, and he thinks they're cool. On the computer room floor, we make a giant setup of an underwater battle station, using action figures and all kinds of vehicles and weapons from different action figure sets. The good guys are protecting the endangered species ecosystem, which is the aquarium. They are commanded by me, Jacques Cousteau. The bad guys are trying to invade the ecosystem so they can mine all the uranium-rich gravel, which is worth thousands of dollars per pebble.
- 2 It's a terrific game. Of course, we don't touch the tank. Once, when Evan was playing the bad guys, he had one of the action figures tap on the front of the aquarium. I told him that really bothers the fish, and he didn't do it again.
- 3 "Good night, guys," I whisper Sunday night. "Thanks for being here." I turn out their light. I no longer feel silly talking to them. I bet Jacques Cousteau talked to fish, too.
- 4 Back at school on Monday, before class begins, Sam asks me about my weekend. He's not really a friend of mine, but he's not a bad kid, so I tell him about the new aquarium.
- 5 "That sounds cool," Sam says.
- 6 "Yeah, it is," I say.
- 7 "Really cool," Sam says. "It'd be neat to see."
- 8 "Yeah," I say. "Well, anyway. . . ."
- 9 Sam nods. "I was at Zach's house last week. He had a new video game he wanted to show me."
- 10 Now I nod. And Sam is telling me this because?

GO ON

- 11 “Well, anyway,” he says, “if you want to show me your fish someday . . .” and then he trails off.
- 12 I’d never thought about inviting Sam over before. Is that what he was getting at? It might be okay. But what would we do?
- 13 I worry about things like that. It’s one thing to have Evan come over. But what if some new kid came over and wanted just to hang outside the whole time kicking a soccer ball or riding bikes? I know kids who can do that for hours. I’m bored after fifteen minutes. With Evan I know that’s okay. With someone new, what if it’s not?
- 14 By now Sam is organizing his folders for the morning’s science and math classes. I don’t have to think about this right now. I see Amy Wheeler come in. She usually walks right to her seat, but today, to my surprise, she walks right over and stands in front of me.
- 15 “Gabe, did I see you coming out of *Tanks for You* on Saturday?” she asks.
- 16 Her question stumps me for a second. I mean, I don’t know whether she saw me or not. On the other hand, I was there so if she thinks she saw me, she probably did.
- 17 “You probably did,” I say. “I was there with my dad buying stuff to set up an aquarium.” And I tell her about my new hobby.
- 18 Amazingly, she’s interested. “What size tank did you get?” she asks. “Glass or acrylic? Real or fake plants? Salt- or freshwater?” When she sees how shocked I am at her questions, she adds, “Oh, my father keeps a huge aquarium in our living room. It’s awesome.”
- 19 “Oh,” I say. Then, not sure what else to say, I ask, “How big is it?”
- 20 “A hundred and twenty-five gallons,” she says. “It’s five feet long.”
- 21 My eyes must be popping out of my head, because Amy laughs and says, “You’ll have to come see it sometime. Dad loves to show it off.”
- 22 “Okay,” I say.
- 23 Look how easy it was for Amy Wheeler to invite me over to see her dad’s fish.

GO ON

32

In paragraph 21, what does the sentence “My eyes must be popping out of my head” suggest about Gabe? Use **two** details from the story to support your response.

33

What does paragraph 23 reveal about Gabe? Use **two** details from the story to support your response.

GO ON

Directions

Read this story. Then answer question 34.

Lien Huan and Shani are on an outing with the Biology Club when the group sees a pilot whale coming toward the beach. The club advisor, Mr. Manning, asks Lien and Shani to help turn the whale toward the open sea, but the whale keeps heading toward shore.

Excerpt from *A Daughter of the Sea*

by Maureen Crane Wartski

- 1 “Why does he keep *doing* that?” Lien asked as they splashed toward it.
- 2 Wiping away the salt spray from his eyes, Mr. Manning explained that no one really knew why pilot whales beach themselves. “Their guidance system might get disoriented by a storm or by some kind of geomagnetic field sent out by submerged rocks,” he said. “Anyway, this little guy has double trouble. Pilot whales are social creatures who live in a pod—a community of whales. They depend on each other for help and company. Junior probably couldn’t even survive without his friends.”
- 3 “Then even if we get ‘Junior’ back into the sea, he’ll die,” Shani said unhappily.
- 4 “He’ll certainly die if he’s beached. Whales are mammals, but they’re made to float in the water. On dry land, Junior’s internal organs would very likely be crushed by his own weight.” Mr. Manning added, “But don’t give up hope, crew. The New England Aquarium has saved whales like our Junior before this. We just have to keep him from beaching himself until they get here.”
- 5 He broke off as the whale’s tail whapped down on the water, practically drowning its would-be rescuers. “One more time, group!” Mr. Manning ordered. “Let’s try to get him turned around!”
- 6 Lien dug her toes into the sand and grabbed hold of the young whale’s flipper. “You *have* to try!” she shouted at him. “You’re a son of the sea, darn it.”

GO ON

- 7 Junior tried to dive in the shallow water. The others let go, but Lien stayed with him. “Brave whale, big whale, go back to the sea,” she commanded.
- 8 Her words ended in a shriek as Junior shook loose and knocked her off her feet into the water. Lien came up, sputtering, and saw the young whale heading for shore once again.
- 9 Lien lost track of time. Over and over, they caught and pointed Junior in the right direction, only to have him swim back toward the shore. They tried the exercise until Lien’s arms ached, and she was exhausted by the time a police cruiser arrived. With it was a truckful of men and women in wet suits.
- 10 “Reinforcements,” Mr. Manning groaned, thankfully. “About time, too.”
- 11 Mr. Manning stayed back to talk with the volunteers, but the others waded to shore and huddled into blankets that the police had brought along. Lien took a paper cup of hot coffee in almost numb hands and went to sit on a rock nearest the sea. After a few moments, Shani joined her.
- 12 “I don’t think I’ll ever be warm again,” Shani complained through chattering teeth, “and I ache everywhere.”
- 13 “My arms and legs feel like they’re going to fall off,” Lien agreed. “How long were we in there with Junior, anyway?”
- 14 Shani shook her head. Then she asked, “What was all that weird stuff you were talking about back there?”
- 15 Lien felt embarrassed. “Grandpa says things like that all the time,” she mumbled. “I guess I was thinking aloud, trying to psych Junior out.”
- 16 “Poor guy. He just wants to go home.” Shani sighed. “He just doesn’t know how.”
- 17 As she spoke, a van bearing a familiar logo drove onto the beach. Scientists from the New England Aquarium had arrived! When a veterinarian waded into the surf to check Junior’s condition, Lien threw off her blanket and followed him.
- 18 She held her breath with the rest until the vet declared, “I think we can save this one. We’ll take him back to the Aquarium’s Animal Care Center.”
- 19 “All *ri-right!*” Shani exulted, while the others whooped aloud.
- 20 The veterinarian was beaming, too. “We got lucky this time. This whale is very young. If all goes well, we’ll keep him till he matures and eventually release him.”

21 Lien remembered Junior's mournful, frightened cries. "But will he be able to survive away from his pod?" she asked anxiously.

22 "We'll release him near another whale community that will take him in," the veterinarian explained. He then added, "It's a good thing you found him when you did and kept him from actually beaching and hurting himself."

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

What is a theme of “Excerpt from *A Daughter of the Sea*?” How do events in the story help develop this theme? Use details from the story to support your response.

In your response, be sure to

- identify a theme of the story
- explain how events help develop this theme
- use details from the story to support your response

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.
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- 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.

Directions

Read this story. Then answer questions 35 and 36.

Three friends are photographing animals in Yellowstone National Park when Troy sees something.

Excerpt from *Wolf Stalker*

by Gloria Skurzynski and Alane Ferguson

- 1 “What? Deer?” Ashley asked.
- 2 Troy shook his head. He dropped to his knees and crouched behind the fallen log. Following the direction of Troy’s intense stare, Jack saw—wolves! Two of them. One black and one gray.
- 3 The four large mule deer and the younger, smaller one had seen the wolves, too. They started to move away, at first ambling slowly, then running faster as the two wolves loped diagonally across the meadow toward them. The deer circled while the wolves chased them, almost lazily, like sheepdogs herding a flock.
- 4 “Get on this side of the log and scrunch down,” Jack said softly to Ashley, pulling her belt until she toppled backward, almost on top of him. “Keep your head low,” he told her.
- 5 “I want to see!”
- 6 “You can see—just stay down. And keep quiet!”
- 7 The young deer hurtled across the meadow toward the steep hillside, changing direction as the two wolves bounded after it, separating it from the rest of the small herd. The wolves seemed to be playing with the deer, trying to scare it rather than zeroing in for a kill.
- 8 “I wish I had my binoculars,” Ashley whispered.
- 9 “I’ve got mine,” Jack murmured. “But you couldn’t spot them—they’re running too fast.”

GO ON

- 10 With the wolves in pursuit, the young mule deer doubled back to race across the meadow, heading for the creek. Suddenly the black wolf broke away to chase the four adult deer once again as they sprinted around the trampled grass. Only the gray wolf kept after the young deer, which crashed into the creek, its eyes wide and white with fear.
- 11 The deer was heading straight toward where Jack, Troy, and Ashley crouched behind the log, as if humans—even three of them—were less threatening than one large wolf.
- 12 Jack picked up his camera. “Don’t move a muscle,” he whispered to Ashley.
- 13 It took only seconds for the young deer to explode into the brush above the bank, right next to them. Jack tried to fire off a few pictures, but it was like trying to photograph lightning—the deer was just too swift.
- 14 Across the creek, the gray wolf stopped at the bank. After stepping gingerly into the shallow ripples that edged the creek, it paused and looked around. It almost seemed to be considering whether to follow the deer and get wet, or to forget the whole adventure and stay dry.
- 15 “Wow!” Jack whispered softly. “Look at him!”
- 16 The big wolf stood less than forty feet from them. A black leather radio collar showed through the ruff of fur around his neck.
- 17 This was a young but full-grown male, a hundred-plus pounds of powerful muscle and thick gray fur.
- 18 Carefully, holding his breath, Jack raised his camera. At that slight motion the wolf snapped to attention, bouncing backward in surprise. For a brief moment the animal stood stiff-legged, staring straight at Jack, its yellow eyes gleaming. Then he pivoted and ran back across the meadow toward the rising hills. Loping halfway up the hill, he stopped, threw one brief, scornful glance toward Jack, and turned his attention to the other wolf, the black one, still running after the herd of deer.
- 19 Troy breathed, “That was—that was—”
- 20 He didn’t finish saying what it was, but Jack understood, even though he couldn’t have put words to it either. Nothing could adequately describe the thrill of seeing what they’d just seen, of being close enough that they’d actually been a part of it.

GO ON

21 “Please, Jack, let me have your binoculars,” Ashley begged. “He’s standing still now and I want to get a good look.”

22 “Okay,” Jack agreed.

23 Right then he was feeling so good he would have given just about anything to just about anyone. Elation filled him, because he knew he’d clicked the shutter at just the right second. Not only once, but three times. Three pictures that should turn out to be outstanding, of the gray wolf staring right into the camera with those intense yellow eyes.

24 Jack couldn’t wait to get home to his father’s darkroom.

darkroom = a room used for making photographs and that is lit with a special kind of red light

GO ON

35

In paragraph 14, why do the authors say the wolf stepped “gingerly”? Use **two** details from the story to support your response.

36

How does the narrator’s point of view affect how the characters and events are described in the story? Use **two** details from the story to support your response.

GO ON

Directions

Read this article. Then answer questions 37 and 38.

Excerpt from *Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood*

by Veronica Chambers

- 1 Tahira Reid was an eight-year-old girl living in the Bronx, a borough of New York City, when she came up with her first invention. There was a poster contest for kids in the third grade, and the theme was: "What would you like to see in the future?" It was the year the Space Shuttle Challenger was launched, and almost everyone drew a picture of astronauts, rockets, or people who lived on the moon. But Tahira thought an invention should be practical, as well as imaginative. Although she was just a little girl, she had already grasped the credo of history's finest inventors.



- 2 As a third grader, Tahira's biggest problem was that she didn't have anyone to turn double Dutch for her when she came home from school. Before, in between, and after classes, she could jump whenever she wanted, surrounded by girls who also loved to turn and jump. In her neighborhood, however, there weren't any kids her age, and Tahira couldn't jump double Dutch alone. She came up with the idea for a machine that would turn the ropes for you.

GO ON

You just push a button, and *voilà!* Two ropes would spin like eggbeaters before you. Tahira's poster won first place in the contest. She was too little to figure out how to make the machine, though, and just had to jump when she was at school.

3 Ten years later, Tahira was a student at Rensselaer Polytechnic Institute in Troy, New York, studying mechanical engineering. In one of her first design courses, she was again presented with an inventing problem. Her professor asked her to draw up plans for a machine that challenged the limits of sports. At first, Tahira was stumped. She kept thinking about traditional games such as football and basketball, and she came up with nothing at all. Then she remembered her third-grade poster project. What she knew about football she could squeeze on the head of a pin, but what she knew about double Dutch could fill an entire book.

4 With a team of fellow students, Tahira invented the automatic double-Dutch machine—a real-life embodiment of her third-grade dream. With this device, ropes are connected to two wheels on opposing metal posts. After an engine is turned on, the ropes spin into action. Although it took more than a year to get the machine to actually work, Tahira got an A in the course. Even better, her device has been exhibited at museums such as the Smithsonian Institution and featured in newspapers and on television shows across the country. She even holds a patent for her invention. If you go to the U.S. Patent Office in Washington, D.C., you can find her name in the registry: Tahira Reid, inventor of the automatic double-Dutch device. To this day, the thought makes her dreamy. “Everyone paid attention,” she says. “I remember thinking, This is a historic moment—no one’s ever jumped double Dutch without turners before.”

embodiment = something that is a perfect example of an idea

5 Even now that she's grown up, Tahira still loves to stop and watch when girls in her old neighborhood are playing double Dutch. “It's like a sorority,” she says. “You are sisters in this love of double Dutch. When you get together, there are no pretenses or barriers. You all share these happy memories of being girls in the rope.”

sorority = a club of females

37

In paragraph 3 of “Excerpt from *Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood*,” what does “At first, Tahira was stumped” mean? Use **two** details from the article to support your response.

38

In “Excerpt from *Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood*,” what did Tahira think about the sport of double Dutch as an adult? Use **two** details from the article to support your response.

GO ON

Directions

Read this article. Then answer questions 39 and 40.

Excerpt from *It's Our World, Too!*

by Phillip Hoose

- 1 Something about the battered old bicycle at the garage sale caught ten-year-old Justin Lebo's eye. What a wreck! It was like looking at a few big bones in the dust and trying to figure out what kind of dinosaur they had once belonged to.
- 2 It was a BMX bike with a twenty-inch frame. Its original color was buried beneath five or six coats of gunky paint. Now it showed up as sort of a rusted red. Everything—the grips, the pedals, the brakes, the seat, the spokes—were bent or broken, twisted and rusted. Justin stood back as if he were inspecting a painting for sale at an auction. Then he made his final judgment: perfect.
- 3 Justin talked the owner down to \$6.50 and asked his mother, Diane, to help him load the bike into the back of their car.
- 4 When he got it home, he wheeled the junker into the garage and showed it proudly to his father. "Will you help me fix it up?" he asked. Justin's hobby was bike racing, a passion the two of them shared. Their garage barely had room for the car anymore. It was more like a bike shop. Tires and frames hung from hooks on the ceiling, and bike wrenches dangled from the walls.
- 5 After every race, Justin and his father would adjust the brakes and realign the wheels of his two racing bikes. This was a lot of work, since Justin raced flat out, challenging every gear and part to perform to its fullest. He had learned to handle almost every repair his father could and maybe even a few things he couldn't. When Justin got really stuck, he went to see Mel, the owner of the best bike shop in town. Mel let him hang out and watch, and he even grunted a few syllables of advice from between the spokes of a wheel now and then.
- 6 Now Justin and his father cleared out a work space in the garage and put the old junker up on a rack. They poured alcohol on the frame and rubbed until the old paint began to yield, layer by layer. They replaced the broken pedal, tightened down a new seat, and restored the grips. In about a week, it looked brand new.

GO ON

- 7 Justin wheeled it out of the garage, leapt aboard, and started off around the block. He stood up and mashed down on the pedals, straining for speed. It was a good, steady ride, but not much of a thrill compared to his racers.
- 8 Soon he forgot about the bike. But the very next week, he bought another junker at a yard sale and fixed it up, too. After a while it bothered him that he wasn't really using either bike. Then he realized that what he loved about the old bikes wasn't riding them: it was the challenge of making something new and useful out of something old and broken.
- 9 Justin wondered what he should do with them. They were just taking up space in the garage. He remembered that when he was younger, he used to live near a large brick building called the Kilbarchan Home for Boys. It was a place for boys whose parents couldn't care for them for one reason or another.
- 10 He found "Kilbarchan" in the phone book and called the director, who said the boys would be thrilled to get two bicycles. The next day when Justin and his mother unloaded the bikes at the home, two boys raced out to greet them. They leapt aboard the bikes and started tooling around the semicircular driveway, doing wheelies and pirouettes, laughing and shouting.
- 11 The Lebos watched them for a while, then started to climb into their car to go home. The boys cried after them, "Wait a minute! You forgot your bikes!" Justin explained that the bikes were for them to keep. "They were so happy," Justin remembers. "It was like they couldn't believe it. It made me feel good just to see them happy."
- 12 On the way home, Justin was silent. His mother assumed he was lost in a feeling of satisfaction. But he was thinking about what would happen once those bikes got wheeled inside and everyone saw them. How would all those kids decide who got the bikes? Two bikes could cause more trouble than they would solve. Actually, they hadn't been that hard to build. It was fun. Maybe he could do more. . . .
- 13 "Mom," Justin said as they turned onto their street, "I've got an idea. I'm going to make a bike for every boy at Kilbarchan for Christmas." Diane Lebo looked at Justin out of the corner of her eye. She had rarely seen him so determined.

GO ON

14 When they got home, Justin called Kilbarchan to find out how many boys lived there. There were twenty-one. It was already June. He had six months to make nineteen bikes. That was almost a bike a week. Justin called the home back to tell them of his plan. “I could tell they didn’t think I could do it,” Justin remembers. “I knew I could.”

GO ON

39

In paragraph 2 of “Excerpt from *It’s Our World, Too!*,” what made the bike seem “perfect” to Justin? Use **two** details from the article to support your response.

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 15 and 16.



GO ON

40

Both “Excerpt from *Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood*” and “Excerpt from *It’s Our World, Too!*” are about a young person’s solution to a problem. Describe a problem each one faces. How are the ways they solve their problems similar and different? Use details from **both** articles to support your response.

In your response, be sure to

- describe a problem each young person faces
- explain the similarities and differences of their solutions to the problems
- use details from **both** articles to support your response

GO ON

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 4 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)	
Book 1										
1	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.4.1	Reading		0.80			
2	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.4.1	Reading		0.58			
3	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.4.1	Reading		0.75			
4	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.4.3	Reading		0.71			
5	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.4.5	Reading		0.70			
6	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.4.2	Reading		0.39			
19	Multiple Choice	C	1	CCSS.ELA-Literacy.RL.4.1	Reading		0.68			
20	Multiple Choice	B	1	CCSS.ELA-Literacy.RL.4.3	Reading		0.44			
21	Multiple Choice	D	1	CCSS.ELA-Literacy.L.4.5a	Reading		0.33			
22	Multiple Choice	C	1	CCSS.ELA-Literacy.RL.4.3	Reading		0.50			
23	Multiple Choice	D	1	CCSS.ELA-Literacy.RL.4.2	Reading		0.40			
24	Multiple Choice	D	1	CCSS.ELA-Literacy.RL.4.2	Reading		0.65			
Book 2										
25	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.4.1	Reading		0.51			
26	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.4.3	Reading		0.56			
27	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.4.7	Reading		0.36			
28	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.4.8	Reading		0.46			
29	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.4.4	Reading		0.59			
30	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.4.2	Reading		0.53			
31	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.4.1	Reading		0.68			
32	Constructed Response		2	CCSS.ELA-Literacy.RL.4.4	Writing to Sources	CCSS.ELA-Literacy.L.4.1, CCSS.ELA-Literacy.L.4.2		1.33	0.66	
33	Constructed Response		2	CCSS.ELA-Literacy.RL.4.3	Writing to Sources	CCSS.ELA-Literacy.L.4.1, CCSS.ELA-Literacy.L.4.2		1.16	0.58	
34	Constructed Response		4	CCSS.ELA-Literacy.RL.4.2	Writing to Sources	CCSS.ELA-Literacy.L.4.1, CCSS.ELA-Literacy.L.4.2, CCSS.ELA-Literacy.L.4.3, CCSS.ELA-Literacy.L.4.4		1.76	0.44	
Book 3										
35	Constructed Response		2	CCSS.ELA-Literacy.RL.4.4	Writing to Sources	CCSS.ELA-Literacy.L.4.1, CCSS.ELA-Literacy.L.4.2		1.22	0.61	

Released Questions Available on EngageNY

Grade 4 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)
36	Constructed Response		2	CCSS.ELA-Literacy.RL.4.6	Writing to Sources	CCSS.ELA-Literacy.L.4.1, CCSS.ELA-Literacy.L.4.2		0.89	0.45
37	Constructed Response		2	CCSS.ELA-Literacy.RI.4.4	Writing to Sources	CCSS.ELA-Literacy.L.4.1, CCSS.ELA-Literacy.L.4.2		1.18	0.59
38	Constructed Response		2	CCSS.ELA-Literacy.RI.4.1	Writing to Sources	CCSS.ELA-Literacy.L.4.1, CCSS.ELA-Literacy.L.4.2		1.13	0.57
39	Constructed Response		2	CCSS.ELA-Literacy.RI.4.8	Writing to Sources	CCSS.ELA-Literacy.L.4.1, CCSS.ELA-Literacy.L.4.2		1.14	0.57
40	Constructed Response		4	CCSS.ELA-Literacy.RI.4.9	Writing to Sources	CCSS.ELA-Literacy.L.4.1, CCSS.ELA-Literacy.L.4.2, CCSS.ELA-Literacy.L.4.3, CCSS.ELA-Literacy.L.4.4		1.78	0.44

*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

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

- 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 4–5 Writing Evaluation Rubric

CRITERIA	CCS	SCORE				
		4	3	2	1	0*
CONTENT AND ANALYSIS: 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	<p>Essays at this level:</p> <ul style="list-style-type: none"> —clearly introduce a topic in a manner that follows logically from the task and purpose —demonstrate insightful comprehension and analysis of the text(s) 	<p>Essays at this level:</p> <ul style="list-style-type: none"> —clearly introduce a topic in a manner that follows from the task and purpose —demonstrate grade-appropriate comprehension of the text(s) and analysis of the text(s) 	<p>Essays at this level:</p> <ul style="list-style-type: none"> —introduce a topic in a manner that does not generally follow from the task and purpose —demonstrate a literal comprehension of the text(s) 	<p>Essays at this level:</p> <ul style="list-style-type: none"> —introduce a topic in a manner that does not logically follow from the task and purpose —demonstrate little understanding of the text(s) 	<p>Essays at this level:</p> <ul style="list-style-type: none"> —demonstrate a lack of comprehension of the text(s) or task
COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided text to support analysis and reflection	W.2 R.1–8	<p>Essays at this level:</p> <ul style="list-style-type: none"> —develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) —sustain the use of varied, relevant evidence, with some lack of variety 	<p>Essays at this level:</p> <ul style="list-style-type: none"> —develop the topic with relevant facts, definitions, or other information and examples from the text(s) —sustain the use of relevant evidence, with some lack of variety 	<p>Essays at this level:</p> <ul style="list-style-type: none"> —partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant 	<p>Essays at this level:</p> <ul style="list-style-type: none"> —use evidence, but only to develop ideas with minimal, occasional evidence which is generally invalid or irrelevant 	<p>Essays at this level:</p> <ul style="list-style-type: none"> —provide no evidence or provide evidence that is completely irrelevant
COHERENCE, ORGANIZATION, AND STYLE: 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	<p>Essays at this level:</p> <ul style="list-style-type: none"> —exhibit clear, purposeful organization —skillfully link ideas using grade-appropriate words and phrases —use grade-appropriate, stylistically sophisticated language and domain-specific vocabulary —provide a concluding statement that follows clearly from the topic and information presented 	<p>Essays at this level:</p> <ul style="list-style-type: none"> —exhibit clear organization —link ideas using grade-appropriate words and phrases —use grade-appropriate precise language and domain-specific vocabulary —provide a concluding statement that follows from the topic and information presented 	<p>Essays at this level:</p> <ul style="list-style-type: none"> —inconsistently link ideas using words and phrases —inconsistently use appropriate language and domain-specific vocabulary —provide a concluding statement that follows generally from the topic and information presented 	<p>Essays at this level:</p> <ul style="list-style-type: none"> —lack the use of linking words and phrases —use language that is imprecise or inappropriate for the text(s) and task —provide a concluding statement that is illogical or unrelated to the topic and information presented 	<p>Essays at this level:</p> <ul style="list-style-type: none"> —exhibit no evidence of organization —exhibit no use of linking words and phrases —use language that is predominantly incoherent or copied directly from the text(s) —do not provide a concluding statement
CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	W.2 L.1 L.2	<p>Essays at this level:</p> <ul style="list-style-type: none"> —demonstrate grade-appropriate command of conventions, with few errors 	<p>Essays at this level:</p> <ul style="list-style-type: none"> —demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension 	<p>Essays at this level:</p> <ul style="list-style-type: none"> —demonstrate emerging command of conventions, with some errors that may hinder comprehension 	<p>Essays at this level:</p> <ul style="list-style-type: none"> —demonstrate a lack of command of conventions, with frequent errors that hinder comprehension 	<p>Essays at this level:</p> <ul style="list-style-type: none"> —are minimal, making assessment of conventions unreliable

- If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 2.
 - If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
 - Responses totally unrelated to the topic, illegible, or incoherent should be given a 0.
 - A response totally copied from the text(s) with no original student writing should be scored a 0.
- * Condition Code A is applied whenever a student who is present for a test session leaves an entire constructed-response question in that session completely blank (no response attempted).

EXEMPLARY RESPONSE

32

In paragraph 21, what does the sentence “My eyes must be popping out of my head” suggest about Gabe? Use two details from the story to support your response.

Possible Exemplary Response:

In paragraph 21 of “Excerpt from Underwater,” the phrase “my eyes must be popping out of my head” suggests that Gabe is shocked and amazed when he hears about the size of Amy’s aquarium. In paragraph 19, Gabe asks Amy how big her aquarium is, and in paragraph 20, Amy responds by saying, “A hundred and twenty-five gallons. . . . It’s five feet long.” When Amy sees Gabe’s reaction, she laughs and invites him to come see it some time. She interprets Gabe’s expression to show that he is amazed by the size of the aquarium and possibly interested in seeing it.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

32

In paragraph 21, what does the sentence “My eyes must be popping out of my head” suggest about Gabe? Use **two** details from the story to support your response.

That show's that Gabe got surprised really fast. For example Gabe got Invited really fast and that surprised him. Also the fish tank was 125 giions and that surprised Gabe.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain, in paragraph 21, what the sentence “My eyes must be popping out of my head” suggests about Gabe (*That show's that Gabe got surprised really fast*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*Gabe got Invited really fast and that surprised him* and *the fish tank was 125 giions and that surprised Gabe*). This response includes complete sentences where errors do not impact readability.

32

In paragraph 21, what does the sentence "My eyes must be popping out of my head" suggest about Gabe? Use **two** details from the story to support your response.

In paragraph 21 the sentence "My eyes must be popping out of my head" suggests that gabe is really surprised to hear that because it says " My eyes must be popping out of my head because Amy laughs and says youll have to come see it some time. it also says that gabe is shocked at all of Amys questions that she's asking. Therefore in paragraph 21 the sentence " My eyes must be popping out of my head suggests that gabe is really surprised to hear that.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain, in paragraph 21, what the sentence "My eyes must be popping out of my head" suggests about Gabe (*gabe is really surprised to hear that*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*Amy laughs and says youll have to come see it some time* and *gabe is shocked at all of Amys questions that she's asking*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

32

In paragraph 21, what does the sentence "My eyes must be popping out of my head" suggest about Gabe? Use **two** details from the story to support your response.

When Gabe said "My eyes must be popping out of my head" I suggest something about him. He said that because he thought that was really big. I know this because in paragraph 20 it says "A hundred and twenty-five gallons, she says". It also says in paragraph 20 that "It's five feet long". That is what I suggest about Gabe.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain, in paragraph 21, what the sentence "My eyes must be popping out of my head" suggests about Gabe (*He said that because he thought that was really big*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("A hundred and twenty-five gallons, she says." and "It's five feet long"). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

32

In paragraph 21, what does the sentence “My eyes must be popping out of my head” suggest about Gabe? Use **two** details from the story to support your response.

Gabe was surprised to hear her say "want to come over to see my dads aquarium Because of how easy it was for her to ask. Also he was surprised at how big it was.

Score Point 1 (out of 2 points)

This response provides valid inferences from the text to explain, in paragraph 21, what the sentence “My eyes must be popping out of my head” suggests about Gabe (*Gabe was surprised, Also he was surprised at how big it was*); however, the response only provides one concrete detail from the text for support (“*want to come over to see my dads aquarium Because of how easy it was for her to ask*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

32

In paragraph 21, what does the sentence "My eyes must be popping out of my head" suggest about Gabe? Use two details from the story to support your response.

The sentence, "my eyes must be popping out of my head" suggest that Gabe was really surprised at the time. One reason is the text says after, " because Amy laughs and says You'll have to come see it sometime". This means Gabe is surprised. Another reason is usually when you say that your eyes are popping out of your head it means your surprised.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain, in paragraph 21, what the sentence "My eyes must be popping out of my head" suggests about Gabe (*Gabe was really surprised at the time*); however, the response only provides one concrete detail from the text for support ("because Amy laughs and says You'll have to come see it sometime"). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

32

In paragraph 21, what does the sentence "My eyes must be popping out of my head" suggest about Gabe? Use **two** details from the story to support your response.

He is envy. His eyeballs were popping out of his head and he thought "Look how easy it is for Amy Wheeler to invite me over to see her dad's fish".

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain, in paragraph 21, what the sentence "My eyes must be popping out of my head" suggests about Gabe (*He is envy*); 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

32

In paragraph 21, what does the sentence "My eyes must be popping out of my head" suggest about Gabe? Use **two** details from the story to support your response.

The sentence "my eyes must be popping out of my head" suggests that Gabe is thinking that if it's so easy for her to invite someone to see her aquarium then maybe it won't be that hard for her to do the same. I know this because paragraph 23 says "Look how easy it was for Amy Wheeler to invite me over to see her dad's fish." and she's thinking that she could invite Sam over to see the fish. Also paragraphs 7-13 state that Sam tries to make Gabe invite him over to see the fish tank and Gabe is afraid that he's not going to want to do that so she doesn't feel good about inviting him.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*if it's so easy for her to invite someone to see her aquarium then maybe it won't be that hard for her to do the same* [pronoun confusion]).

GUIDE PAPER 8

Additional

32

In paragraph 21, what does the sentence "My eyes must be popping out of my head" suggest about Gabe? Use **two** details from the story to support your response.

I think the sentence "My eyes must be popping out of my head" suggests that Gabe realized how easy it was to invite someone over. I know his because it was hard for Gabe to invite a boy named Sam over, but it was easy for Amy Wheeler to ask him to see her dad's fish.

Score Point 0 (out of 2 points)

This response is totally inaccurate (*I think the sentence "My eyes must be popping out of my head" suggests that Gabe realized how easy it was to invite someone over*).

EXEMPLARY RESPONSE

33

What does paragraph 23 reveal about Gabe? Use **two** details from the story to support your response.

Possible Exemplary Response:

In “Excerpt from Underwater,” paragraph 23 reveals that Gabe is observant but also probably ill at ease with himself. Most of the story is him worrying about whether he should ask a new boy, Sam, over to see his fish tank. Amy is able to ask Gabe over to see her father’s fish tank without giving it any thought. Gabe notices this difference between himself and Amy, which shows he is observant. It also shows that he may be noticing that he’s more fearful about making friends than he needs to be. Whether he changes or not is unclear but at least he can see something to aim for.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

33

What does paragraph 23 reveal about Gabe? Use two details from the story to support your response.

What paragraph 23 reveals about Gabe is that it wasn't easy for him just to invite Sam over like it was for Amy Wheeler. One piece of evidence from the text is that Gabe never thought about inviting Sam over and it might be okay also he would worry about the thing they would do.
Another piece of evidence from the text is when Amy said you should come sometime is when Gabe realized it was more easier for Amy to invite Gabe.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what paragraph 23 reveals about Gabe (*it wasn't easy for him just to invite Sam over like it was for Amy Wheeler*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*Gabe never thought about inviting Sam over and it might be okay also he would worry about the thing they would do* and *when Amy said you should come sometime*). This response includes complete sentences where errors do not impact readability.

33

What does paragraph 23 reveal about Gabe? Use two details from the story to support your response.

Paragraph 23 reveals that Gabe is Jellis because he saw how easy it was for Amy Wheeler to invite him over. Another reason Gabe is Jellis is because AMY's dad likes to show off his fish.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what paragraph 23 reveals about Gabe (*Gabe is Jellis*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*he saw how easy it was for Amy Wheeler to invite him over and Amy's dad likes to show off his fish*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

33

What does paragraph 23 reveal about Gabe? Use two details from the story to support your response.

Paragraph 23 reveals something about Gabe like he is surprised because Amy asked him if he wants to see her dad's fish and it looked so easy to him that maybe he could invite some to the aquarium. Another thing is he was happy because Amy showed him how easy it was to invite somebody over.

Score Point 2 (out of 2 points)

This response provides valid inferences from the text to explain what paragraph 23 reveals about Gabe (*he is surprised* and *he was happy*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*Amy asked him if he wants to see her dad's fish* and *Amy showed him how easy it was to invite somebody over*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

33

What does paragraph 23 reveal about Gabe? Use two details from the story to support your response.

I reveal she really wants to see Amy
dad fish tank. According to the text Look
how easy it was for Amy wheeler to invite
me over to see her dad's fish.

Score Point 1 (out of 2 points)

This response only provides one concrete detail from the text for support (*Look how easy it was for Amy wheeler to invite me over to see her dad's fish*); however, the response does not provide a valid inference to explain what paragraph 23 reveals about Gabe as required by the prompt. This response includes complete sentences where errors do not impact readability.

33

What does paragraph 23 reveal about Gabe? Use two details from the story to support your response.

Paragraph 23 tell us somthing about Gabe. One thing they tell about Gabe is that everybody know he loves fish. For example, if nobody knew he loved fish, he wouldn't be able to see the huge fish in someone's father's living room. Another thing is that he thinks every type of fish is cool. This is what tells us about Gabe.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain what paragraph 23 reveals about Gabe (*everybody know he loves fish*); however, the response only provides one concrete detail from the text for support (*if nobody knew he loved fish, he wouldn't be able to see the huge fish in someone's father's living room*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

33

What does paragraph 23 reveal about Gabe? Use two details from the story to support your response.

Paragraph 23 reveal about gabe in that it is hard for gabe to invite people over to his house but it is easy for other people. According to the text it says "Look how easy it was for Amy Wheeler to invite me over to see her dad's fish." This means that it is hard for Gabe to invite friends over to his house.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain what paragraph 23 reveals about Gabe (*it is hard for gabe to invite people over to his house but it is easy for other people*); however, the response only provides one concrete detail from the text for support ("Look how easy it was for Amy Wheeler to invite me over to see her dad's fish. "). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

33

What does paragraph 23 reveal about Gabe? Use two details from the story to support your response.

Gabes dad bought a aquarium
fish to show gabe his
new pet.

Score Point 0 (out of 2 points)

This response is totally inaccurate (*Gabes dad bought a qaurium fish to show gabe his new pet*).

33

What does paragraph 23 reveal about Gabe? Use two details from the story to support your response.

I spend a lot off Sunday waching the fish. I invite Evan to come look at them and he think's they're cool. on the computer room floor, we make a giant setup of an underwater battle station, think,

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*I spend a lot of Sunday waching the fish. I invite Evan to come look at them and he think's they're cool. on the computer room floor, we make a giant setup of an underwater battle station, think*).

EXEMPLARY RESPONSE

34

What is a theme of “Excerpt from *A Daughter of the Sea*”? How do events in the story help develop this theme? Use details from the story to support your response.

In your response, be sure to

- identify a theme of the story
- explain how events help develop this theme
- use details from the story to support your response

Possible Exemplary Response:

The theme of “Excerpt from A Daughter of the Sea” is to never give up. When Lien and Shani discover that a pilot whale is in danger of beaching itself and dying, the two girls and other members of the Biology Club decide to keep the whale from beaching itself until help arrives. Throughout the story, the events help to develop this theme. After learning that the whale is in danger, the girls and Mr. Manning repeatedly attempt to turn and redirect the whale out to sea: ““One more time, group!” Mr. Manning ordered. ‘Let’s try to get him turned around!”” Lien even stays with the whale longer than the others and talks to the whale, encouraging it to head back out to sea. Paragraphs 6 and 7 state, “Lien dug her toes into the sand and grabbed hold of the young whale’s flipper. ‘You have to try!’ she shouted at him. ‘You’re a son of the sea, darn it.’ Junior tried to dive in the shallow water. The others let go, but Lien stayed with him. ‘Brave whale, big whale, go back to the sea,’ she commanded.” With aching arms and numb hands, Lien and others never gave up, even when the whale repeatedly turned back to shore. Paragraph 9 states that, “over and over, they caught and pointed Junior in the right direction, only to have him swim back toward the shore.”

Despite these challenges of exhaustion, cold weather, and Junior continually turning back to shore, Lien, Shani and the others were able to help save Junior through their hard work. As the veterinarian explains in paragraph 22, “It’s a good thing you found him when you did and kept him from actually beaching and hurting himself.” If Lien and Shani had given up, Junior would not have survived.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 4-point holistic rubric.

GUIDE PAPER 1a

34

What is a theme of "Excerpt from A Daughter of the Sea"? How do events in the story help develop this theme? Use details from the story to support your response.

In your response, be sure to

- identify a theme of the story
- explain how events help develop this theme
- use details from the story to support your response

In "Excerpt from A Daughter of the Sea" there is a theme, and there is events in the story to help develop the theme.

In "Excerpt from A Daughter of the Sea" the theme is to always keep trying. This is because Lein, Shani, and Mr. Manning kept trying to push Junior back to sea. Also they called the New England Aquarium Scientists so they can help them take care of Junior. In particular, the scientists told Mr. Manning, Lein, and Shani that Junior would be sent to another whale community to be cared for. The scientist also said that it was wonderful that they saved Junior from beaching and hurting himself.

GUIDE PAPER 1b

In "Excerpt from A Daughter of the sea" the theme is supported by many events that is provided in the passage. To demonstrate, Lein and Shani both swam out to sea to point out to Junior which direction to go towards. But Junior pushed everyone off of him to get to shore. However, Lein swam back to Junior to push him deeper to sea. Then Junior pushed Lein again to get to the shore. Mr. Manning called the scientists and veterinarian to take care of Junior.

To sum up, in "Excerpt from A Daughter of the sea" there is a theme that is also supported by important events.

GUIDE PAPER 1c

Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*In “Excerpt from A Daughter of the Sea” there is a theme, and there are events in the story to help develop the theme. In “Excerpt from A Daughter of the Sea” the theme is to always keep trying*). The response develops the topic with relevant, well-chosen facts, definitions, concrete details, quotations, and other information and examples from the text (*This is because Lein, Shani, and Mr. Manning kept trying to push Junior back to sea. Also they called the New England Aquarium Scientists so they can help them take care of Junior and Lein and Shani both swam out to sea to point out to Junior which direction to go towards. But Junior pushed everyone off of him to get to shore. However, Lein swam back to Junior to push him deeper to sea*). The response skillfully links ideas using grade-appropriate words and phrases (*In particular, To demonstrate, However, To sum up*). The response provides a concluding statement that follows clearly from the topic and information presented (*To sum up, in “Excerpt from A Daughter of the sea” there is a theme that is also supported by important events*). The response demonstrates grade-appropriate command of conventions, with few errors.

34

What is a theme of "Excerpt from A Daughter of the Sea"? How do events in the story help develop this theme? Use details from the story to support your response.

In your response, be sure to

- identify a theme of the story
- explain how events help develop this theme
- use details from the story to support your response

The theme of "Excerpt from A Daughter of The Sea" is, "Even if it might be hopeless, just keep trying." Because since Shuri and Lien kept trying, Junior gets rescued. They knew that they might not ever be able to save him, but they kept trying and they saved him! This shows that the theme of the story is "Even if it might be hopeless, just keep trying."

The events that helped develop this theme were, Lien and Shuri and the rest of the people, kept turning Junior around, even though he kept going back, they still did it, over and over again, they kept trying and trying, even though the whale kept going

to the shore again and again. And, because of their efforts, they were able to keep the whale from beaching and hurting himself long enough for the aquerium workers to come and save him. These are the events that developed the theme.

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 theme of “Excerpt from A Daughter Of The Sea” is, “Even if it might be hopeless, just keep trying.”*). The response demonstrates insightful comprehension and analysis of the text (*since Shani and Lien keep trying, Junior gets rescued. They knew that might might not ever be able to save him, but they kept trying and they saved him! and they kept trying and trying, even though the whale kept going to the shore again and again*). The response develops the topic with relevant facts, definitions, details, quotations, and other information and examples from the text (*Lien, Shani and the rest of the people kept turning Junior around, even though he kept going back, they still did it, over and over again and they were able to keep the whale from beaching and hurting himself long enough for the aquerium workers to come and save him*). The response uses grade-appropriate, stylistically sophisticated language and domain-specific vocabulary (*even if it might be hopeless; because of their efforts; long enough for*). The response provides a concluding statement that follows generally from the topic and information presented (*These are the events that developed the theme*). The response demonstrates grade-appropriate command of conventions, with few errors (*hopeless, Because since, a run-on sentence*).

GUIDE PAPER 3a

34

What is a theme of "Excerpt from A Daughter of the Sea"? How do events in the story help develop this theme? Use details from the story to support your response.

In your response, be sure to

- identify a theme of the story
- explain how events help develop this theme
- use details from the story to support your response

The Story "Excerpt from A Daughter of the Sea" have events that develop this theme. The theme of this story is to always try your best and never give up. I say this because Lien helped the young whale while the club members stop trying. Paragraph 7 states that Lien was helping the whale when the others let go. It says "Junior tried to dive in the shallow water. The others let go but Lien stayed with him. "Brave whale, big whale go back to the sea" she commanded."

These events develop into a theme because it showed the difference

GUIDE PAPER 3b

between two people.(Lien) One person didn't give up for the whale meanwhile other people (Club members) didn't try anymore. This scene reminds me when I play a softball game. My team and I try our best and at the fourth inning everyone gives up. So, that's why I think the theme is never give up and why the events from this story add up to a theme for "Excerpt from a Daughter of the Sea.

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 story "Excerpt from A Daughter of the Sea" have events that develop this theme. The theme of this story is to always try your best and never give up*). The response demonstrates insightful comprehension and analysis of the text [*These events devlop into a theme because it showed the difference between two people. (Lien) One person didn't give up for the whale meanwhile other people (Club members) didn't try anymore. This scene reminds me when I play a softball game. My team and I try our best and at the fourth inning everyone gives up*]. The response partially develops the topic of the essay with the use of some textual evidence (*Paragraph 7 states that Lien was helping the whale when the res let go. It says "Junior tried to dive in the shallow water. The others let go but Lien stayed with him. "Brave whale, big whale go back to the sea" she commanded.*"). The response provides a concluding statement that follows clearly from the topic and information presented (*So, that's why I think the theme is never give up and why the events from this story add up to a theme for "Excerpt from a Daughter of the Sea*). The response demonstrates grade-appropriate command of conventions, with few errors (*The story "Excerpt from A Daughter of the Sea" have, devlop, that's*).

GUIDE PAPER 4a

34

What is a theme of "Excerpt from A Daughter of the Sea"? How do events in the story help develop this theme? Use details from the story to support your response.

- In your response, be sure to
 - identify a theme of the story
 - explain how events help develop this theme
 - use details from the story to support your response

In this essay, I will tell you how events from "Excerpt from A Daughter of the Sea" helps develops a theme in the story. I think the theme in the story is that you should give your best effort on things. Their actions explained why, in many different ways. One is that over and over, the Biology Club tried to get the whale back in the sea, but the whale keeps swimming back towards the shore. Another way is that the club tried to push the whale into the sea until their arms hurt. Also, the club's arms, legs, everywhere was aching after the 'police power cruiser' came. There you go, there are some reasons how events in the story help develop a theme.

GUIDE PAPER 4b

Score Point 3 (out of 4 points)

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*In this essay, I will tell you how events from “Excerpt from A Daughter of the Sea” helps develops a theme in the story. I think the theme in the story is that you should give your best effort on things*). The response develops the topic with relevant facts, definitions, details, quotations, and other information and examples from the text (*over and over, the Biology Club tried to get the whale back in the sea, but the whale keeps swimming back towards the shore and the club tried to push the whale into the sea until their arms hurt. Also, the club’s arms, legs, Everywhere was aching after the police power cruser came*). The response provides a concluding statement that follows from the topic and information presented (*There you go, there are some reasons how events in the story help develop a theme*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*helps develops, explained, Everywhere, cruser*).

34

What is a theme of "Excerpt from A Daughter of the Sea"? How do events in the story help develop this theme? Use details from the story to support your response.

In your response, be sure to

- identify a theme of the story
- explain how events help develop this theme
- use details from the story to support your response

The main theme in Excerpt from "A Daughter of the Sea" is being caring and loving to wildlife. For instance when Lien said "Will he be able to survive from his pod?" in paragraph 21 she only asked because she cared about the young whales health!

Another example is that Mr. Manning, Lien, Huan and Shani risked their own health to save Junior! (Junior is the young whale) That proves how much they love and care for him!

As you can see the main theme of the passage is loving and caring about wildlife.

Score Point 3 (out of 4 points)

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*The main theme in Excerpt from “A Daughter of the Sea” is being caring and loving to wildlife*). The response demonstrates grade-appropriate comprehension and analysis of the text (*she only asked because she cared about the young whales health!* and *That proves how much they love and care for him!*). The response develops the topic with relevant facts, definitions, details, quotations, and other information and examples from the text [*when Lien said “Will he be able to survive from his pod?” in paragraph 21 and Mr. Manning, Lien, Huan and Shani risked their OWN heath to save Junior! (Junior is the young whale)*]. The response exhibits clear organization, linking ideas using grade-appropriate words and phrases (*For instance, in paragraph, Another example, As you can see*). The response provides a concluding statement that follows from the topic and information presented (*As you can see the main theme of the passage is loving and caring about wildlife!*). The response demonstrates grade-appropriate command of conventions, with few errors (*heath*).

GUIDE PAPER 6a

34

What is a theme of "Excerpt from A Daughter of the Sea"? How do events in the story help develop this theme? Use details from the story to support your response.

In your response, be sure to

✓ identify a theme of the story

• explain how events help develop this theme

• use details from the story to support your response

In "Excerpt from A Daughter of the Sea" the theme is always keep trying. In the story it shows that you have to always keep trying because in the beginning Shani and Lien keep trying to get the ^{young} whale to ocean. In the middle of the passage they keep trying to get that young whale to ocean. In the end, they get volunteers to come and help because the water was cold and they wereaching. In the end, they got the young whale to go to the Aquarium's Animal Care Center.

GUIDE PAPER 6b

Score Point 3 (out of 4 points)

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*In “Excerpt from A Daughter of the Sea” the team is always keep trying*). The response demonstrates a literal comprehension of the text. The response develops the topic with relevant facts, definitions, details, quotations, and other information and examples from the text (*in the beginning Shani, and Lien keep trying to get the young whale to ocean. In the Middle of the passage they keep trying to get that young whale to ocean. In the End they get volenters to come and help because the water was cold and they were aching. In the End, they got the young whale to go to the Aquarium’s Animal Care Center*). The response links ideas using grade-appropriate words and phrases (*in the beginning, In the Middle, In the End*). The response does not provide a concluding statement. The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*theam, to ocean, volenters*).

GUIDE PAPER 7a

34

What is a theme of "Excerpt from A Daughter of the Sea"? How do events in the story help develop this theme? Use details from the story to support your response.

In your response, be sure to

- Identify a theme of the story
- explain how events help develop this theme
- use details from the story to support your response

The story Excerpt from
A Daughter of the sea that help
young whale.

The theme of the
story is that member
have trouble helping a whale.

They delop of the
story is that they help the
young whale to survive.

Now you now what
is the theme of the story
of Excerpt from A Daughter
of the sea.

GUIDE PAPER 7b

Score Point 2 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*The story Excerpt from A Daughter of the Sea that help young whale. The theme of the story is that member have troble helping a whale*). The response demonstrates an attempt to use evidence, but only develops ideas with minimal, occasional evidence (*They delop of the story is that they help the young whale to survive*). The response provides a concluding statement that follows generally from the topic and information presented (*Know you now what is the theme of the story of Excerpt from A Daughter of the sea*). The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*The story Excerpt from A Daughter of the Sea that help young whale, member have troble, They delop of the story is that they, Know you now what is the theme*).

34

What is a theme of "Excerpt from A Daughter of the Sea"? How do events in the story help develop this theme? Use details from the story to support your response.

In your response, be sure to

- Identify a theme of the story
- explain how events help develop this theme
- use details from the story to support your response

The theme of the story is getting the whale in the ocean.

The Club saving animals like the baby whale. They save as a group.

The events of the story are The New England Aquarium came to see if they can take the whale to the aquarium. They can bring it to the aquarium. The police came to discuss it and they brought blankets for the Club. Conclusion This is what happen in Excerp from a Daughter of the sea.

Score Point 2 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*The theme of the story is getting the whale in the ocean*). The response demonstrates a literal comprehension of the text (*The Club saving animals like the baby whale* and *The events of the story are The New England Aquarium came to see if the van take the whale to the aquarium. They can bring it to the aquarium. The police came to discuss it and they brought blankets for the Club*). The response provides a concluding statement that follows generally from the topic and information presented (*Conclusion This is what happen in Excerp from a Daughter of the sea*). The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*geting, The Club saving, They save as a group, came to see if the van take, discust, blankes, Conclusion This is what happen, Excerp*).

GUIDE PAPER 9

34

What is a theme of "Excerpt from A Daughter of the Sea"? How do events in the story help develop this theme? Use details from the story to support your response.

In your response, be sure to

- identify a theme of the story
- explain how events help develop this theme
- use details from the story to support your response

The theme of the story is a whale named Junior. He was a young whale. Junior swam away from his pod. He ended up on a sea shore! So they had to get him back to the sea.

The events in this story is a whale that got stuck in the sea shore! So the had to help the whale so all the club members and a Veterinarian also the New England Aquarium to help the whale get back to the sea!

Score Point 2 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*The theme of the story is a whale named Junior. He was a young whale. Junior swam away from his pod. He ended up on a sea shore! So they had to get he back to the sea*). The response demonstrates a literal comprehension of the text (*The events in this story is a whale that got stuck in the sea shore! So the had to help the whale so all the club members and a Veterinarian also the New England Aquarium to help the whale get back to the sea!*). The response does not provide a concluding statement. The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*they had to get he back, The events in this story is a whale that got stuck in the sea shore! So the had to help, so all the club members and a Veterinarian also the New England Aquarium to help*).

GUIDE PAPER 10

34

What is a theme of "Excerpt from A Daughter of the Sea"? How do events in the story help develop this theme? Use details from the story to support your response.

In your response, be sure to

- identify a theme of the story
- explain how events help develop this theme
- use details from the story to support your response

Well it's about this
kids try to help the whale.
For example the whale
died and they are trying
to push the whale back in
the water.

Score Point 1 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*Well it's about this kids try to help the whale*). The response demonstrates an attempt to use evidence, but only develops ideas with minimal, occasional evidence (*they are trying to push the whale back in the water*) which is generally invalid (*the whale died*). The response does not provide a concluding statement. The response demonstrates a lack of command of conventions, with frequent errors that hinder comprehension.

34

What is a theme of "Excerpt from A Daughter of the Sea"? How do events in the story help develop this theme? Use details from the story to support your response.

In your response, be sure to

- identify a theme of the story
- explain how events help develop this theme
- use details from the story to support your response

"Excerpt from A daughter of sea".
theme was saving a whales
live by tring to get to
swim back to his Pod. Events
helped develop this story by
giving the other ideas.

Score Point 1 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose ("Excerpt from A daughter of sea". theme was saving a whales live by tring to get to swim back to his Pod). The response provides no evidence. The response does not provide a concluding statement. The response demonstrates a lack of command of conventions, with frequent errors that hinder comprehension.

GUIDE PAPER 12

34

What is a theme of "Excerpt from A Daughter of the Sea"? How do events in the story help develop this theme? Use details from the story to support your response.

In your response, be sure to

- Identify a theme of the story
- explain how events help develop this theme
- use details from the story to support your response

The events in the story help develop the theme by make every thing in the story about the sea like the beach or you're a son of the sea and big whale go back to the sea or swim back to the shore.

Score Point 1 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*The events in the story help develop the theme by make every thing in the stroy about the sea like the beace or you're a son of the sea and big whale go back to the sea or swim back to the shore*). 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 13

34

What is a theme of "Excerpt from A Daughter of the Sea"? How do events in the story help develop this theme? Use details from the story to support your response.

In your response, be sure to

- identify a theme of the story
- explain how events help develop this theme
- use details from the story to support your response

The theme of this story is that the daughter have Wales. But the member are having difficulties with the young wales. The events in the story help develop the theme because the event are apart of the story and those are the main event. The character help make the theme to and also the setting.

Score Point 0 (out of 4 points)

This response demonstrates a lack of comprehension of the task and text (*The theme of this story is that the daughter have wales*).

34

What is a theme of "Excerpt from A Daughter of the Sea"? How do events in the story help develop this theme? Use details from the story to support your response.

In your response, be sure to

- Identify a theme of the story
- explain how events help develop this theme
- use details from the story to support your response

The Whal wants
to go bakce to
the sea. He needs
to get bacce ih the
water

Score Point 0 (out of 4 points)

This response demonstrates a lack of comprehension of the task (*The whal wants to go bakce to the sea*).

EXEMPLARY RESPONSE

35

In paragraph 14, why do the authors say the wolf stepped “gingerly”? Use two details from the story to support your response.

Possible Exemplary Response:

In paragraph 14 of “Excerpt from Wolf Stalker,” the authors say that the wolf stepped gingerly to show that he stepped carefully and cautiously into the river. The wolf “stopped at the bank” and “paused and looked around,” showing that he was cautious and taking in his surroundings. Later in the same paragraph, the authors state that the wolf “almost seemed to be considering whether to follow the deer and get wet, or to forget the whole adventure and stay dry.” This quote also supports the wolf’s careful and cautious behavior as he steps into the water to show that he is hesitant about getting wet.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

35

In paragraph 14, why do the authors say the wolf stepped "gingerly"? Use two details from the story to support your response.

The authors say the wolfed stepped gingerly to show how the wolf moved that it touched the water ever so slightly. One example is "After stepping gingerly in to the shallow ripples that edged the creek, it paused and looked around." Another example is "It almost seemed to be considering whether to follow the deer and get wet or to forget the whole adventure and stay dry."

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain, in paragraph 14, why the authors say the wolf stepped "gingerly" (*to show how the wolf moved that it touched the water ever so slightly*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("After stepping gingerly in to the shallow ripples that edged the creek, it paused and looked around." and "It almost seemed to be considering whether to follow the deer and get wet or to forget the whole adventure and stay dry."). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

35

In paragraph 14, why do the authors say the wolf stepped “gingerly”? Use two details from the story to support your response.

In paragraph 14 The authors say The wolf Steped “gingerly” because the wolf was scared or fritened about the water
The wolf was making shore That the water wasn’t cold.
In the text I read; “After stepping gingerly into the water ripples...” Also, In the text I read; Considering
going after the Deer getting wet or just forgeting about it!” This means that the wolf was fritened to go in the water.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain, in paragraph 14, why the authors say the wolf stepped “gingerly” (*The wolf was scared or fritened about the water. The wolf was making shore That the water wasn’t cold*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*After stepping gingerly into the water ripples...*” and “*considering going after the Deer getting wet or just forgeting about it.*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

35

In paragraph 14, why do the authors say the wolf stepped “gingerly”? Use two details from the story to support your response.

In paragraph 14 the author said gingerly because the wolf stepped carefully into the bank. I know this because in the text it says “it almost seemed to be considerin wether to follow the deer and get wet.” it also says in the text “the gray wolf stopped at a bank”

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain, in paragraph 14, why the authors say the wolf stepped “gingerly” (*the wolf stepped carefully into the bank*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*it almost seemed to be considerin wether to follow the deer and get wet.*” and “*the gray wolf stopped at a bank*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

35

In paragraph 14, why do the authors say the wolf stepped “gingerly”? Use two details from the story to support your response.

If says that because the wolf does not want to get wet. Also its thinking if it should follow the deer.

Score Point 1 (out of 2 points)

This response provides valid inferences from the text to explain, in paragraph 14, why the authors say the wolf stepped “gingerly” (*the wolf does not want to get wet and its thinking if it should follow the deer*); 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.

35

In paragraph 14, why do the authors say the wolf stepped “gingerly”? Use two details from the story to support your response.

It almost seemed to be considering whether to follow the deer and get wet or to forget the whole adventure and stay dry.

Score Point 1 (out of 2 points)

This response only provides one concrete detail from the text for support (*It almost seemed to be considering whether to follow the deer and get wet or to forget the whole adventure and stay dry*); however, the response does not provide a valid inference from the text to explain, in paragraph 14, why the authors say the wolf stepped “gingerly” as required by the prompt. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

35

In paragraph 14, why do the authors say the wolf stepped "gingerly"? Use two details from the story to support your response.

I think the authors said the wolf stepped gingerly because maybe he was tired of chasing its prey. I say this because in paragraph 13 it says "it took only a few seconds for the young deer to explode into the brush above the bank right next to them". And in paragraph 14 it says "across the creek the gray wolf stopped at the bank". This proves the why the authors said gingerly.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain, in paragraph 14, why the authors say the wolf stepped "gingerly" (*maybe he was tired of chasing its prey*); however, the response only provides one concrete detail from the text for support (*"across the creek the gray wolf stopped at the bank"*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

35

In paragraph 14, why do the authors say the wolf stepped "gingerly"? Use two details from the story to support your response.

I think the authors put that word so the paragraph can be more *epic* or better to read/good for a kid.

Score Point 0 (out of 2 points)

This response is totally inaccurate (*I think the authors put that word so the paragraph can be more *epic* or better to read/good for a kid*).

35

In paragraph 14, why do the authors say the wolf stepped “gingerly”? Use two details from the story to support your response.

gtatrt gtue then gertrt r+eg
taert gertint taert in tat
taerig +atrtuert gerting
tutu taer itg ingte tarting.

Score Point 0 (out of 2 points)

This response is unintelligible (gtatrt gtue then gertrt r+eg taert gertint taert in tat taerig +atrtuert gerting tutu taer itg ingte tarting).

EXEMPLARY RESPONSE

36

How does the narrator's point of view affect how the characters and events are described in the story? Use two details from the story to support your response.

Possible Exemplary Response:

The narrator tells the story from a third-person point of view, using dialogue and description to reveal the thoughts, feelings, and actions of all three characters and even the wolf. In paragraphs 18 and 19, the authors use dialogue to reveal the thoughts and feelings of both Ashley and Jack: “I wish I had my binoculars,” Ashley whispered. ‘I’ve got mine,’ Jack murmured. ‘But you couldn’t spot them—they’re running too fast.’” Also, paragraph 23 shows how the author was able to use third person point of view to describe Jack’s personal feelings about capturing a picture of the wolf: “Right then he was feeling so good he would have given just about anything to just about anyone. Elation filled him, because he knew he’d clicked the shutter at just the right second.”

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

36

How does the narrator's point of view affect how the characters and events are described in the story? Use two details from the story to support your response.

It effects how the characters and events are described because it shows the events and characters from just one persons point of view. For example, in the text it states "He didn't finish saying what it was, but Jack understood, even though he couldn't have put it in words either." This shows his thoughts. It also states "Right then he was feeling so good he would have given just about anything to just about anyone." This shows his feelings.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the narrator's point of view affects how the characters and events are described in the story (*it shows the events and characters from just one persons point of view*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*"He didn't finish saying what it was, but Jack understood, even though he couldn't have put it in words either."* This shows his thoughts and *"Right then he was feeling so good he would have given just about anything to just about anyone."* This shows his feelings). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

36

How does the narrator's point of view affect how the characters and events are described in the story? Use two details from the story to support your response.

The narrator's point of view affects how the characters and events are described by having a lot of detail. I know this because in paragraph 23 it said "Right then he was feeling so good he would give about anything to anyone." It's giving the characters feelings. I also know this because in paragraph 10 it said "only the gray wolf kept after the deer, which crashed into the creek, it eyes filled with white fear." It is making the story interesting.

Score Point 2 (out of 2 points)

This response provides valid inferences from the text to explain how the narrator's point of view affects how the characters and events are described in the story (*It's giving the characters feelings* and *It is making the story interesting*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("Right then he was feeling so good he would give about anything to anyone." and "only the gray wolf kept after the deer, which crashed into the creek, it eyes filled with white fear."). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

36

How does the narrator's point of view affect how the characters and events are described in the story? Use two details from the story to support your response.

The narrator's point of view affect how the characters and events are described in the story because it shows their feeling from the beginning to the end. For example, in page 4, it says "Right then he was feeling so good he would have given just about anything to just about anyone! In addition, in pg 4, it says "Jack coudnt wait to get home to his father's dark room! This shows how the narrators point of view affect how the characters and events are described in the story.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the narrator's point of view affects how the characters and events are described in the story (*it shows their feeling from the beginning to the end*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("Right then he was feeling so good he would have given just about anything to just about anyone." and "Jack coudnt wait to get home to his father's dark room. "). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

36

How does the narrator's point of view affect how the characters and events are described in the story? Use two details from the story to support your response.

The narrator point about the characters is to explain there tairts. A second details is that he showing there feeling;

Score Point 1 (out of 2 points)

This response provides valid inferences from the text to explain how the narrator's point of view affects how the characters and events are described in the story (*The narrator point about the characters is to explain there tairts and he showing there feeling*); 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.

36

How does the narrator's point of view affect how the characters and events are described in the story? Use two details from the story to support your response.

The narrator's point of view affects how the characters and events are described in the story. I know this because it told readers in the story how Jack felt to tell what was happening so you could understand. Also, it tells you what he says and how he feels about what the other characters in the story say.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how the narrator's point of view affects how the characters and events are described in the story (*it told readers in the story how Jack felt to tell what was happening so you could understand. Also, it tells you what he says and how he feels about what the other characters in the story say*); 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

36

How does the narrator's point of view affect how the characters and events are described in the story? Use two details from the story to support your response.

The narrator's point of view affects how the characters and events are described in the story by what they do and what happens in the events.

DO

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how the narrator's point of view affects how the characters and events are described in the story (*by what they do and what happens in the events*); 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

36

How does the narrator's point of view affect how the characters and events are described in the story? Use two details from the story to support your response.

The Yedh uhl
flew the wolves and
they took pictures
in the dark room

Score Point 0 (out of 2 points)

This response is totally inaccurate (*They ran away from the wolves and they took pictures in the dark room*).

GUIDE PAPER 8

Additional

36

How does the narrator's point of view affect how the characters and events are described in the story? Use two details from the story to support your response.

It affect the Chacters because
where ever the Chacters go
there is all way's a problem.

Score Point 0 (out of 2 points)

This response is totally inaccurate (*It affect the Chacters because where ever the chacters go there is all way's a problem*).

EXEMPLARY RESPONSE

37

In paragraph 3 of “Excerpt from *Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood*,” what does “At first, Tahira was stumped” mean? Use **two** details from the article to support your response.

Possible Exemplary Response:

In paragraph 3 of “Excerpt from Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood,” the sentence “At first, Tahira was stumped” means that she initially had a hard time coming up with an idea for an invention that challenged the limits of sports. She thought about “traditional games such as football and basketball,” and “came up with nothing at all.” However, when she remembered her third grade poster project about an invention for double Dutch, she suddenly came up with an idea and was no longer stumped. By thinking about a sport she was familiar with, she was able to come up with an idea: “What she knew about football she could squeeze on the head of a pin, but what she knew about double Dutch could fill an entire book.”

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

37

In paragraph 3 of "Excerpt from Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood," what does "At first, Tahira was stumped" mean? Use two details from the article to support your response.

I think that this means Tahira didn't know what to do or she was quote "stuck".

I know this because the passage says, "She kept thinking of traditional sports such as football and basketball." The passage also says, "She came up with nothing at all." How would she come up with nothing if she wasn't quote "stuck"?

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain in paragraph 3 of "Excerpt from Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood," what "At first, Tahira was stumped" means (*I think that this means Tahira didn't know what to do or she was quote "stuck"*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("She kept thinking of traditional sports such as football and basketball." and "She came up with nothing at all."). This response includes complete sentences where errors do not impact readability.

37

In paragraph 3 of "Excerpt from Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood," what does "At first, Tahira was stumped" mean? Use two details from the article to support your response.

What it means by stumped
it means she couldn't
think of an idea. One
detail is it said that
she came up with nothing
at all. Another detail is
it said that the games
she was thinking of
she barely knew about.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain in paragraph 3 of "Excerpt from Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood," what "At first, Tahira was stumped" means (*she couldn't think of an idea*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*she came up with nothing at all* and *the games she was thinking of she barely knew about*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

37

In paragraph 3 of "Excerpt from Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood," what does "At first, Tahira was stumped" mean? Use two details from the article to support your response.

At first Tahira was stumped means that she does not have any ideas. One detail is that she kept thinking about traditional sports like baseball and basketball. Another detail is she came up with nothing.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain in paragraph 3 of "Excerpt from Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood," what "At first, Tahira was stumped" means (*she does not have any ideas*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*she kept thinking about traditional sports like baseball and basketball and she came up with nothing*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

37

In paragraph 3 of "Excerpt from Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood," what does "At first, Tahira was stumped" mean? Use two details from the article to support your response.

At first Tahira was stumped because she kept thinking of too many Ideas such as Football, basketball and then came up with nothing at all. At last Tahira remembered her third grade poster.

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 kept thinking of too many Ideas such as Football, basketball and came up with nothing at all*); however, the response does not provide a valid inference from the text to explain in paragraph 3 of "Excerpt from Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood," what "At first, Tahira was stumped" means as required by the prompt. This response includes complete sentences where errors do not impact readability.

37

In paragraph 3 of “Excerpt from Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood,” what does “At first, Tahira was stumped” mean? Use two details from the article to support your response.

Stumped means that you can't think what to do. Because it says that she came up with nothing and then she remembered her third grade camp.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain in paragraph 3 of “Excerpt from Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood,” what “At first, Tahira was stumped” means (*you can't think what to do*); however, the response only provides one concrete detail from the text for support (*she came up with nothing*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

37

In paragraph 3 of "Excerpt from Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood," what does "At first, Tahira was stumped" mean? Use two details from the article to support your response.

She was out of ideas

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain in paragraph 3 of "Excerpt from Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood," what "At first, Tahira was stumped" means (*she was out of ideas*); 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

37

In paragraph 3 of "Excerpt from Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood," what does "At first, Tahira was stumped" mean? Use two details from the article to support your response.

Tahira stumped because the game was challenged. Tahira think was basketball, football.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*Tahira stumped because the game was challenged. Tahira think was basketball, football*).

37

In paragraph 3 of "Excerpt from Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood," what does "At first, Tahira was stumped" mean? Use two details from the article to support your response.

Stumped means not happy or sad Also not mad. There face is just straightened.

Score Point 0 (out of 2 points)

This response is totally inaccurate (*stumped means not happy or sad Also not mad. There face is just straightened*).

EXEMPLARY RESPONSE

38

In “Excerpt from *Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood*,” what did Tahira think about the sport of double Dutch as an adult? Use two details from the article to support your response.

Possible Exemplary Response:

In “Excerpt from Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood,” Tahira is fond of double Dutch as an adult. She enjoys watching girls in her neighborhood playing double Dutch. She recalls that it is like a sorority, helping girls with a love for the sport form a bond with one another. It helps create happy memories and friendships without any complications. As paragraph 5 states, “‘It’s like a sorority,’ she says. ‘You are sisters in this love of double Dutch. When you get together, there are no pretenses or barriers. You all share these happy memories of being girls in the rope.’”

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

38

In "Excerpt from Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood," what did Tahira think about the sport of double Dutch as an adult? Use two details from the article to support your response.

Tahira thought that the sport of double Dutch was enjoyable. For instance, on paragraph 5 it states "Even know that she's grown up, Tahira still loves to stop and watch when girls in her old neighborhood are playing double Dutch." This proves that she enjoys the sport. Also in the text it says "It's like sorority... you sisters are in love with double dutch... you all share happy memories of being girls on the rope." This shows that Tahira loves double Dutch even though she's an adult,

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain in "Excerpt from Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood," what Tahira thinks about the sport of double Dutch as an adult (*Tahira thought that the sport of double Dutch was enjoyable*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("Even know that she's grown up, Tahira still loves to stop and watch when girls in her old neighborhood are playing double Dutch." and "It's like sorority... you sisters are in love with double dutch... you all share happy memories of being girls on the rope."). This response includes complete sentences where errors do not impact readability.

38

In "Excerpt from Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood," what did Tahira think about the sport of double Dutch as an adult? Use two details from the article to support your response.

Tahira thinks Double Dutch helps girls who play come closer together. Tahira thinks Double Dutch is like a sorority that girls like and have fun playing. Tahira says Double Dutch brings happy memories and is shared and not kept secret. Tahira thinks Double Dutch is a good sport and was fun for her as a kid.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain in "Excerpt from Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood," what Tahira thinks about the sport of double Dutch as an adult (*Tahira thinks Double Dutch is a good sport and was fun for her as a kid*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*Tahira thinks Double Dutch helps girls who play come closer together* and *Tahira thinks Double Dutch is like a sorority that girls like and have fun playing* and *Tahira says Double Dutch brings happy memories and is shared and not kept secret*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

38

In “Excerpt from Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood,” what did Tahira think about the sport of double Dutch as an adult? Use two details from the article to support your response.

I think Tahira loves double Dutch because she likes to watch girls do double Dutch. I know this because in the text it said she likes to stop and watch when girls are playing. The author also included you all share this memory

→ of being girls in the rope. I think that means they all share the memory of jumping rope together. This is what Tahira thinks of double Dutch.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain in “Excerpt from Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood,” what Tahira thinks about the sport of double Dutch as an adult (*I think Tahira loves double Dutch because she likes to watch girls do double Dutch*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*she likes to stop and watch when girls are playing and you all share this memory of being girls in the rope*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

38

In "Excerpt from Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood," what did Tahira think about the sport of double Dutch as an adult? Use two details from the article to support your response.

Tahira thought "It's like a sorority"
"You are sisters in this world of double dutch." and "when you get together, there are no pretenses or barriers You all share these happy memories of being girls in the rope."

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 (*Tahira thought "It's like a sorority"* "You are sisters in this world of double dutch." and "when you get together, there are no pretenses or barriers You all share these happy memories of being girls in the rope. "); however, the response does not provide a valid inference from the text to explain in "Excerpt from Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood," what Tahira thinks about the sport of double Dutch as an adult as required by the prompt. This response includes complete sentences where errors do not impact readability.

38

In “Excerpt from Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood,” what did Tahira think about the sport of double Dutch as an adult? Use two details from the article to support your response.

Tahira thinks about double dutch that it was a real good time and memory. To Prove that Tahira actuly made it by her self She wouldn't have made the machine if she didn't love double dutch

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain in “Excerpt from Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood,” what Tahira thinks about the sport of double Dutch as an adult (*it was a real good time and memory. To Prove that Tahira actuly made it by her self she wouldn't have made the machine if she didn't love double dutch*); 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

38

In "Excerpt from Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood," what did Tahira think about the sport of double Dutch as an adult? Use two details from the article to support your response.

As an adult Tahira thought that double Dutch was still fun "I still love to ~~stop~~ and watch when girls play double dutch.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain in "Excerpt from Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood," what Tahira thinks about the sport of double Dutch as an adult (*As an adult Tahira thought that double Dutch was still fun*); however, the response only provides one concrete detail from the text for support (*"I still love to stop and watch when girls play double dutch*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

38

- In "Excerpt from Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood," what did Tahira think about the sport of double Dutch as an adult? Use two details from the article to support your response.

Tahira think it like a traditional sport like basketball or football because she was stomped. She did not remeder how it was. When she was little.

Score Point 0 (out of 2 points)

This response is totally inaccurate (*Tahira think it like a traditional sport like basketball or football because she was stomped she did not remeder how it was. When she was little*).

38

In "Excerpt from Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood," what did Tahira think about the sport of double Dutch as an adult? Use two details from the article to support your response.

tahira Reid was an eight year old living in the Bronx a borough of New York City when She came with her frst invention thet was a posr cantest for kids.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*Tahira Reid was an eight year old living in the Bronx a borough of New York City when she came with her frst invention thet was a posr cantest for kids*).

EXEMPLARY RESPONSE

39

In paragraph 2 of “Excerpt from *It’s Our World, Too!*,” what made the bike seem “perfect” to Justin? Use two details from the article to support your response.

Possible Exemplary Response:

In paragraph 2 of “Excerpt from It’s Our World, Too,” the old bicycle Justin finds at a garage sale looks “perfect” to him because it is, according to paragraph 1, “a wreck!” Justin enjoys fixing up bikes with his dad, so the “battered old bicycle” with its bent and broken parts and “six coats of gunky paint” provided the perfect opportunity to repair an old bike and make it just like new. After all, “what he loved about the old bikes wasn’t riding them: it was the challenge of making something new and useful out of something old and broken.”

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

39

In paragraph 2 of "Excerpt from *It's Our World, Too!*," what made the bike seem "perfect" to Justin? Use two details from the article to support your response.

The bike seemed perfect to Justin because it was a BMX bike with a 20-inch frame. One reason he loved it was because it was all broken—grips, pedals, the breaks and the seat. Another reason is the bike was twisted and rusted. Justin liked it because he thought that he can fix it with his dad and make it even better, and he did. As you can see this is how the bike seemed perfect to Justin.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain in paragraph 2 of "Excerpt from *It's Our World, Too!*," what made the bike seem "perfect" for Justin (*Justin liked it because he thought that he can fix it with his dad and make it even better, and he did*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*it was a BMX bike with a 20-inch frame and it was all broken – grips, pedals, the breaks and the seat and the bike was twisted and rusted*). This response includes complete sentences where errors do not impact readability.

39

In paragraph 2 of "Excerpt from It's Our World, Too!," what made the bike seem "perfect" to Justin? Use two details from the article to support your response.

The bike was perfect because it was something he could fix up. In the text it says "It was the challenge of making something new and useful out of something old and broken." In the text it says "it was a wreck." He thinks that he can use something that is a wreck.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain in paragraph 2 of "Excerpt from It's Our World, Too!," what made the bike seem "perfect" for Justin (*it was something he could fix up*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("*It was the challenge of making something new and useful out of something old and broken.*" and "*it was a wreck.*"). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

39

In paragraph 2 of "Excerpt from It's Our World, Too!," what made the bike seem "perfect" to Justin? Use two details from the article to support your response.

The bike seemed "perfect" to Justin because it was going to be a challenge to fix. He saw that everything on it was bent or broken. He liked a challenge, so a broken bike was "perfect".

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain in paragraph 2 of "Excerpt from It's Our World, Too!," what made the bike seem "perfect" for Justin (*it was going to be a challenge to fix*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*He saw that everything on it was bent or broken* and *He liked a challenge, so a broken bike was "perfect"*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

39

In paragraph 2 of "Excerpt from It's Our World, Too!," what made the bike seem "perfect" to Justin? Use two details from the article to support your response.

It was perfect because it was a BMX bike with a twenty-inch frame. Its original color was buried beneath five or six coats of gunky paint. Now it showed up as sort of a rusted red. Another detail is that Every thing - the grips, the ~~details~~ pedals, the brakes, the seat, the spokes - were bent or broken, twisted and rusted. Justin stood back as if he were inspecting a painting for sale at an auction. Then he made his final judgment: perfect.

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 (*It was a BMX bike with a twenty-inch frame and Its original color was buried beneath five or six coats of gunky paint. Now it showed up as sort of a rusted red and Every Thing – the grips, the pedals, the brakes, the seat, the spokes – were bent or broken, twisted and rusted*); however, the response does not provide a valid inference from the text to explain in paragraph 2 of "Excerpt from It's Our World, Too!," what made the bike seem "perfect" for Justin as required by the prompt. This response includes complete sentences where errors do not impact readability.

39

In paragraph 2 of "Excerpt from *It's Our World, Too!*," what made the bike seem "perfect" to Justin? Use two details from the article to support your response.

The fact that the bike was run down made the bike seem perfect to Justin. I know this because he said that he wanted to fix it up. I also know this because he wanted to give the bikes to the boys in the shelter.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain in paragraph 2 of "Excerpt from *It's Our World, Too!*," what made the bike seem "perfect" for Justin (*The fact that the bike was run down made the bike seem perfect to Justin*); however, the response only provides one concrete detail from the text for support (*he said that he wanted to Fix it up*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

39

In paragraph 2 of "Excerpt from *It's Our World, Too!*," what made the bike seem "perfect" to Justin? Use two details from the article to support your response.

The thing that made him
like it was that it was
a BMX

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain in paragraph 2 of "Excerpt from *It's Our World, Too!*," what made the bike seem "perfect" for Justin (*The thing that made him like it was that it was a 'BMX'*); 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

In paragraph 2 of "Excerpt from *It's Our World, Too!*" what made the bike seem "perfect" to Justin? Use two details from the article to support your response.

It was a painting for sale in auction.
and Justin stood back.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*It was a painting for sale in auction, and Justin stood back*).

39

In paragraph 2 of "Excerpt from It's Our World, Too!," what made the bike seem "perfect" to Justin? Use two details from the article to support your response.

The bike seemed perfect to Excerpt because it looked like it was new. For example everything that was bended or broken was fixed. Also it wasn't missed up and ugly looking. When it was fixed, it was ready to take a ride.

Score Point 0 (out of 2 points)

This response is totally inaccurate (*it looked like it was new. For example everything that was bended or broken was fixed*).

EXEMPLARY RESPONSE

40

Both “Excerpt from *Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood*” and “Excerpt from *It’s Our World, Too!*” are about a young person’s solution to a problem. Describe a problem each one faces. How are the ways they solve their problems similar and different? Use details from **both** articles to support your response.

In your response, be sure to

- describe a problem each young person faces
- explain the similarities and differences of their solutions to the problems
- use details from **both** articles to support your response

Possible Exemplary Response:

Both “Excerpt from Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood” and “Excerpt from It’s Our World, Too!” present a young person who faces and solves a problem. In “Excerpt from Double Dutch,” Tahira is faced with the problem of creating an invention to challenge the limits of sports. In “Excerpt from It’s Our World, Too!” Justin is faced with the problem of being able to fix up 21 old bikes in time for Christmas so that every boy who lives at the Kilbarchan Home for Boys will have a bike of his own.

Both Tahira and Justin find solutions to their problems. They both enlist the help of others to achieve their goals; Tahira reaches out to her team of students to help her design and build the double Dutch invention, and Justin reaches out to his father for support to help make his dream of repairing bikes a reality. As paragraph 6 states, “Now Justin and his father cleared out a work space in the garage and put the old junker up on a rack. They poured alcohol on the frame and rubbed until the old paint began to yield, layer by layer. They replaced the broken pedal, tightened down a new seat, and restored the grips.” In addition, both Tahira and Justin relied on their skills and abilities to solve their problem. Tahira used her knowledge of double Dutch and her background as a mechanical engineering student to help create an invention that would eventually become patented and exhibited at the Smithsonian Institution. Similarly, Justin relied on his own experience racing and repairing bikes to achieve his goal.

One difference between Tahira’s and Justin’s solutions to their problems is that it took Tahira and her team “more than a full year to get the machine to actually work...”, while Justin and his father took about a week to fix the first bike and had “six months to make 19 bikes. That was almost a bike a week.”

While Tahira’s and Justin’s solutions were both similar and different, both individuals were able to solve their problems.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 4-point holistic rubric.

GUIDE PAPER 1a

40

Both "Excerpt from Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood" and "Excerpt from It's Our World, Too!" are about a young person's solution to a problem. Describe a problem each one faces. How are the ways they solve their problems similar and different? Use details from both articles to support your response.

In your response, be sure to

- describe a problem each young person faces
- explain the similarities and differences of their solutions to the problems
- use details from both articles to support your response

In, "Excerpt from Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood" and "Excerpt from It's Our World, Too!" are about a young person's solution to a problem. Their solutions to their problems are similar and different.

In, "Excerpt from Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood;" the main character, Tahira, wants to play double Dutch, but has no one to play with. She decides to enter a poster contest where you come up with an invention. She comes up with the invention

GUIDE PAPER 1b

of a jump rope that spins for you. Unfortunately, it was just a poster contest and the invention didn't really come true. However, 10 years later in college, she makes the invention come "alive." In "Excerpt from It's Our World, Too!," the main character, Justin, loves to fix up broken bikes. The only thing is, he doesn't like to ride them. He decides to give them to a house for boys without parents. Isn't that nice? Therefore, those are the problems and solutions ^{that} the main characters faced.

The solutions to the character's problems are similar and different. In "Excerpt from Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood"

GUIDE PAPER 1c

Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*In, “Excerpt from Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood” and “Excerpt from It’s Our World, Too!” are about a young person’s solution to a problem. Their solutions to their problems are similar and different*). The response demonstrates insightful comprehension and analysis of the texts (*it was just a poster contest and the invention didn’t really come true; 10 years later in college, she makes the invention come “alive”; Isn’t that nice?*). The response develops the topic with relevant facts, definitions, details, quotations, and other information and examples from the texts (*the main character, Tahira, wants to play double Dutch, but has no one to play with. She decides to enter a poster contest where you come up with an invention. She comes up with the invention of a jump rope that spins for you and the main character, Justin, loves to fix up broken bikes. The only thing is, he doesn’t like to ride them. He decides to give them to a house for boys without parents*). The response links ideas using grade-appropriate words and phrases (*Unfortunately, However, The only thing is, Therefore*). The response uses grade-appropriate precise language and domain-specific vocabulary (*10 years later in college; come “alive”; fix up broken bikes; boys without parents*). The response provides a concluding statement that follows from the topic and information presented (*Therefore, those are the problems and solutions that the main characters faced. The solutions to the character’s problems are similar and different.*). The response demonstrates grade-appropriate command of conventions, with few errors.

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Both "Excerpt from Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood" and "Excerpt from It's Our World, Too!" are about a young person's solution to a problem. Describe a problem each one faces. How are the ways they solve their problems similar and different? Use details from both articles to support your response.

In your response, be sure to

- describe a problem each young person faces
- explain the similarities and differences of their solutions to the problems
- use details from both articles to support your response

In the two articles, Tahira and Justin both have problems. Tahira's problem was that she wanted to skip Double Dutch but there wasn't anyone her age to do it with. Justin's problem was that he fixed bikes but he didn't use them.

The two problems were the same because they both made kids happier. Except Justin gave stuff away and Tahira invented

something. They were both inspired by something different. The passage says that Tahira won a poster contest which inspired her. The passage says that Justin was inspired because of the garage sale and fixing bikes.

These two kids made kids lives happier. Tahira invented something for kids to skip Double Dutch and Justin fixed bikes for boys who parents can't care for them.

Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*In the two articles, Tahira and Justin both have problems; The two solutions to their problems were the same because they both made kids happier; They were both inspired by something different*). The response demonstrates insightful comprehension and analysis of the texts (*they both made kids happier and inspired*). The response develops the topic with relevant facts, definitions, details, quotations, and other information and examples from the texts (*Tahira's problem was that she wanted to skip Double Dutch but there wasn't anyone her age to do it with her. Justin's problem was that he fixed bikes but he didn't use them; Justin gave stuff away and Tahira invented something; The passage says that Tahira won a poster contest which inspired her. The passage says that Justin was inspired because of the garage sale and fixing bikes*). The response provides a concluding statement that follows clearly from the topic and information presented (*These two kids made kids lives happier. Tahira invented something for kids to skip Double Dutch and Justin fixed bikes for boys who parents can't care for them*). The response demonstrates grade-appropriate command of conventions, with few errors (*Tahira and Justin, kids lives, boys who parents*).

GUIDE PAPER 3a

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Both "Excerpt from Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood" and "Excerpt from It's Our World, Too!" are about a young person's solution to a problem. Describe a problem each one faces. How are the ways they solve their problems similar and different? Use details from both articles to support your response.

In your response, be sure to

- ✓ describe a problem each young person faces
- explain the similarities and differences of their solutions to the problems
- use details from both articles to support your response

In "Expert from Double Dutch" the problem Tahira faces is she had no one to turn double dutch for her.

In "Expert from Its Our world too!" Justins Problem is when towards the end he had to make/repair 20 bikes by Christmas time!

In both stories the Solution is the same and different.

The Soutions are the Same because they both end up well. like at the end of "E.F.T.O.W.T."

GUIDE PAPER 3b

he said he knew he could do it! He was very determined. So he probably ended up accomplishing it. And in "E.F.D.D..." Tahira built the matchen and got credit for it. In the passage it said "if you go to the U.S. pagent office you can find her name in regestry!".

The are different because one is making one is fixing. For example "Jusins hobby was bike racing". It also said "She had already grasped the credo of world finest Inventors".

Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*In "Expert from Double Douch" the problem Tahira faces is she had no one to turn double douch for her. In "Expert from It's Our World too!" Justins Problem is when towards the end he had to make\repair 20 bikes by christmas time!*). The response demonstrates insightful comprehension and analysis of the texts (*The soutions are the same because they both end up well; he knew he could do it! He was very determined, so he probably ended up acomplshing it; Tahira buit the matchen and got credit for it; The are different because one is making one is fixing*). The response partially develops the topic of the essay with the use of some textual evidence (*if you go to the U.S. pagent office you can find her name in regestry!*) and (*"She had already grasped the credo of world finest Inventors"*) some of which is irrelevant (*"Jusins hobby was bike **racing**"*). The response uses grade-appropriate precise language and domain-specific vocabulary. The response does not provide a concluding statement. The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*Expert, Double Douch, christmas, soulution, soutions, acomplshing, buit, matchen, pagent, in regestry, The are, Jusins*).

GUIDE PAPER 4a

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Both "Excerpt from Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood" and "Excerpt from It's Our World, Too!" are about a young person's solution to a problem. Describe a problem each one faces. How are the ways they solve their problems similar and different? Use details from both articles to support your response.

In your response, be sure to

- describe a problem each young person faces
- explain the similarities and differences of their solutions to the problems
- use details from both articles to support your response

Tara problem is when she is at home
She has no one to turn double dutch
with. Justin problem is he has all
these bikes in the garage and it is
taking up space so he doesn't know
what to do with them. These ways
to solve the problem is a little bit
the same because they both do
some thing for a good cause
or to help somebody out. "Justin
wonder what he should do with
them. They were just takin' upspace
in the garage." →

GUIDE PAPER 4b

He remember that when he was younger he used to live next to a big brick building called the Kilbarchan home for boys. They were so happy it made me feel so good to see them happy" "I remember thinking this is a historic moment no one's ever jump rope without turners before." The solutions in the story are a little differnt because Justin he gave back to his community. But tara helped her community. Tara helped her community by inventing something kids can play with all the time because she knew they love double dutch.

Score Point 3 (out of 4 points)

This response introduces a topic in a manner that follows from the task and purpose (*Tara problem is when she is at home she has no one to turn double dutch with. Justin problem is he has all these bikes in the garage and it is taking up space so he doesn't know what to do with them and There ways to solve the problem is a little bit the same because they both do some thing for a good cause or to help somebody out and The solutions in the story are a little differnt because Justin he gave back to his community. But tara helped her community*). The response partially develops the topic of the essay with the use of some textual evidence ("Justin wonder what he should do with them. They were just takin upspace in the garage. He remeber that when he was younger he used to live next to a big brick building called the Kilbarchan home for boys. They were so happy it made me feel so good to see them happy" "I remeber thinking this is a historic moment no one's ever jump rope without turners before." and *Tara helped her community by inventing something kids can play with all the time, because she knew they love double dutch*). The response does not provide a concluding statement. The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*Tara problem, Justin problem, There ways, a little bit the same, some thing, Justin wonder, takin upspace, remember, he use to live, no one's ever jump rope, different, tara, inventing*).

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Both "Excerpt from Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood" and "Excerpt from It's Our World, Too!" are about a young person's solution to a problem. Describe a problem each one faces. How are the ways they solve their problems similar and different? Use details from both articles to support your response.

In your response, be sure to

- describe a problem each young person faces
- explain the similarities and differences of their solutions to the problems
- use details from both articles to support your response

Today I read a book called "A celebration of jump rope, rhyme, and sisterhood." I also read a book called "It's our world, too!"

Both books are about a character that faces a hard problem. Both problems are similar and different.

In the book "A celebration of jump rope, rhyme, and sisterhood" its about a young person that has a dream to make a automatic jump rope.

In the other book its about a character that fixes bikes and gives them to the Kilbarchan. Not every boy has one so

so the character doesn't know what to do.

Both of these problems were similar because both characters were determined to solve the problem.

Both the problems were different because in one book the character wanted to solve a problem for somebody else but in the other book the character wanted to solve it for herself.

What do you think about these two stories? Both of them have very different problems and situations. In both of them the problem is solved. How would you solve their problems in a different way?

Score Point 3 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*Both books are about a character that faces a hard problem. Both problems are similar and different*). The response demonstrates insightful comprehension and analysis of the texts (*in one book the character wanted to solve a problem for somebody else but in the other book the character wanted to solve it for herself*). The response partially develops the topic of the essay with the use of some textual evidence (*In the book "A celebration of jump rope, rhyme, and sisterhood" its about a young person that has a dream to make a automatic jump rope. In the other book its about a character that fixes bikes and gives them to the Kilbarchan. Not every boy has one so so the character doesn't know what to do*). The response provides a concluding statement that follows from the topic and information presented (*What do you think of these two stories? Both of them have very different problems and situations. In both of them the problem is solved. How would you solve their problems in a different way?*). The response demonstrates grade-appropriate command of conventions, with few errors (*ryme, simalar, its*).

GUIDE PAPER 6a

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Both "Excerpt from Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood" and "Excerpt from It's Our World, Too!" are about a young person's solution to a problem. Describe a problem each one faces. How are the ways they solve their problems similar and different? Use details from both articles to support your response.

In your response, be sure to

- describe a problem each young person faces
- explain the similarities and differences of their solutions to the problems
- use details from both articles to support your response

Tahira can't figure out what to do for her assignment. And justin can't figure what to do with the bikes in his garage. Each character faces a problem in there storys.

One similarity is there solutions both come from one of there memorys. for Tahira it was the machine she wanted to make when she was little. for justin it was that home for boys who's parents don't like them. A difference is Tahira got her machine idea from a poster. Justin got his from a article. That is the similaritys and differences

GUIDE PAPER 6b

Score Point 3 (out of 4 points)

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*Each character faces a problem in there story's and One similarity is there solutions both come from one of there memory's*). The response develops the topic with relevant facts, definitions, details, quotations, and other information and examples from the texts (*Tahira can't figure out what to do for her assignment. And Justin can't figure what to do with the bikes in his garage and For Tahira it was the machine she wanted to make when she was little. For Justin it was that home for boys who's parent's don't like them. A difference is Tahira got her machine idea from a poster. Justin got his from a aritle*). The response provides a concluding statement that follows generally from the topic and information presented (*That is the simalarity's and differences*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*there, story's, memory's, who's, parent's, a aritle*).

GUIDE PAPER 7a

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Both "Excerpt from Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood" and "Excerpt from It's Our World, Too!" are about a young person's solution to a problem. Describe a problem each one faces. How are the ways they solve their problems similar and different? Use details from both articles to support your response.

In your response, be sure to

- describe a problem each young person faces
- explain the similarities and differences of their solutions to the problems
- use details from both articles to support your response

The problem that Tahira had was only like in 3rd grade when she wanted to make a machine to double Dutch by yourself. The problem that Justin faces is he wants to make bikes for everyone at the Kilbarchan house for boys. The similarities of their solutions is that they both were fixing or

GUIDE PAPER 7b

building stuff so they can accomplish something. The differences are that is Excerpt from Double Dutch. A celebration of Jump rope, Rhyme and Sisterhood it tells that Tahira actually gets her problem solved. In Excerpt from It's our world, too! it doesn't say that Justin accomishes his problem it says he will get the bikes by Christmas and its June and its 6 months and 6 months is a long time isn't it?

Score Point 2 (out of 4 points)

This response demonstrates grade-appropriate comprehension of the texts (*they both were fixing or building stuff so they can accomplish something* and *Excerpt from Double Dutch: A celebration of Jump rope, Rhyme and Sisterhood it tells that Tahira actually gets her problem solved. In Excerpt from It's out world, too! it doesn't say that Justin accomishes his problem*). The response partially develops the topic of the essay with the use of some textual evidence (*The problem that Tahira had was only like in 3rd grade when she wanted to make a machine to double Dutch by yourself. The problem that Justin faces is he wants to make bikes for everyone at the Kilbarchan house for boys and it says he will get the bikes by Christmas and its June and its 6 months and 6 months is a long time isn't it?*). The response does not provide a concluding statement. The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*The problem that Tahira had was only like in 3rd grade, accmplish, The differences are that is, it tells that, accomishes his problem, its, a run-on sentence*).

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Both "Excerpt from Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood" and "Excerpt from It's Our World, Too!" are about a young person's solution to a problem. Describe a problem each one faces. How are the ways they solve their problems similar and different? Use details from both articles to support your response.

In your response, be sure to

- describe a problem each young person faces
- explain the similarities and differences of their solutions to the problems
- use details from both articles to support your response

Both "Excerpt from Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood" and "Excerpt from It's Our World, Too!" are about a young person's solution to a problem. There both problem can be different and similar.

According to both text, both young persons have problems to face. For example, it states on page 5 the first story paragraph 3 "Her professor asked her to draw up plans for a machine that challenged the limits of sports". "At first, Tahira was stampeded." An example, that states in the second

story Justion needed to make up money to buy a new bike. "Justin talked the owner down to \$6.50 and asked his mother, Diane, to help him load the bike.

Score Point 2 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*Both "Excerpt from Double Dutch: A celebration of Jump Rope, Rhyme, and sisterhood" and "Excerpt from Is's our world, Too!" are about a young person's solution to a problem. There both problem can be different and similar*). The response partially develops the topic of the essay with the use of some textual evidence (*it states on page 3 the first story paragraph 3 "Her professor asked her to draw up plans for a machine that challenged the limits of sports". and "At first, Tahira was stumped."*), some of which is irrelevant (*Justion needed to make up money to buy a new bike. "Justin talked the owner down to \$6.50 and asked his mother, Diane, to help him load the bike*). The response does not provide a concluding statement. The response demonstrates grade-appropriate command of conventions, with few errors (*Is's, There both problem, According to both text, Justion*).

GUIDE PAPER 9a

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Both "Excerpt from Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood" and "Excerpt from It's Our World, Too!" are about a young person's solution to a problem. Describe a problem each one faces. How are the ways they solve their problems similar and different? Use details from both articles to support your response.

In your response, be sure to

- describe a problem each young person faces
- explain the similarities and differences of their solutions to the problems
- use details from both articles to support your response

In the first story Double Dutch the little girl named Tahria Reid can't do the double dutch by herself. In the second story Justin remembers when he was little and had to go to killbar chan were boys go when their parents can't take care of them.

Tahria when she got older she made the double Dutch machine. She made it with ropes are connected to two wheels after one engine is turned on the ropes,

GUIDE PAPER 9b

spin into action. Justin got two old bikes and remade them and gave them to two boys. Then in June Justin started makeing more bikes for all the boys. That is what Tahria and Justin did.

Score Point 2 (out of 4 points)

This response introduces a topic in a manner that does not logically follow from the task and purpose (*In the first story Double Dutch the little girl named Tahria Reid can't do the double dutch by herself. In the secound story Justin remembers when he was little and had to go to killbarchan were boys go when their parents can't take care of them*). The response partially develops the topic of the essay with the use of some textual evidence (*She made it with ropes are conected to two wheels after one engine is turned on the ropes spin into action and Justin got two old bikes and remade them and gave them to two boys. Then in June Justin started makeing more bikes for all the boys*). The response provides a concluding statement that follows generally from the topic and information presented (*That is what Tahria and Justin did*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*Tahria, the double dutch, secound, killbarchan were boys go, she made it with ropes are conected, makeing*).

GUIDE PAPER 10

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Both "Excerpt from Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood" and "Excerpt from It's Our World, Too!" are about a young person's solution to a problem. Describe a problem each one faces. How are the ways they solve their problems similar and different? Use details from both articles to support your response.

In your response, be sure to

- ✓ describe a problem each young person faces
- ✓ explain the similarities and differences of their solutions to the problems
- ✓ use details from both articles to support your response

A problem each one them
had was. There starting
to act like there sad
or mad. The diffrence to
there problems were that one
had a problem about being
alone one had a problem
about what they want. They
both had problems in the
Story. Also they had feelings
Double Dutch was mad. And
celebration of Jump rope was
mad.

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 diffrence to there problems were that one had a problem about being alone one had a problem about what they want*). The response provides no evidence. The response exhibits no evidence of organization. The response uses language that is imprecise for the texts and task (*act like there sad or mad* and *Double Dutch was mad. And celebration of Jump rope was mad*). The response does not provide a concluding statement. The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*A problem each one them had was. There starting to act like there sad or mad, diffrence, one had a problem about*, a run-on sentence).

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Both "Excerpt from Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood" and "Excerpt from It's Our World, Too!" are about a young person's solution to a problem. Describe a problem each one faces. How are the ways they solve their problems similar and different? Use details from both articles to support your response.

In your response, be sure to

- describe a problem each young person faces
- explain the similarities and differences of their solutions to the problems
- use details from both articles to support your response

In excerpt from double dutch, Tahira couldn't think of anything so then she thought of a cool jump rope machine! In excerpt from its our world too! Justin, he, um..... got a bike for 6.50\$ and he can't fix it by himself so he asks his dad and the fix it up! The are simiallir because they both have a problem and they both get solved!

Score Point 1 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*The are simiallir because they both have a problem and they both get solved!*). The response demonstrates an attempt to use evidence but only develops ideas with minimal, occasional evidence (*Tahira couldn't think of anything so then she thought of a cool jump rope machine!*) which is generally irrelevant (*Justin, he, um..... got a bike for 6.50\$ and he can't fix it by himself so he asks his dad and the fix it up!*). The response does not provide a concluding statement. The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (6.50\$, *the fix it, The are simiallir*).

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Both "Excerpt from Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood" and "Excerpt from It's Our World, Too!" are about a young person's solution to a problem. Describe a problem each one faces. How are the ways they solve their problems similar and different? Use details from both articles to support your response.

In your response, be sure to

- describe a problem each young person faces
- explain the similarities and differences of their solutions to the problems
- use details from both articles to support your response

The way they were similar was they both made something everybody can use. And they were both sports. The way they were different was one was a bicycle and the other was a Double Ducth.

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 way they are both similar was they both made something everybody can use* and *The way they were different was one was a bicycle and the other was a Double Ducth*). The response demonstrates a lack of comprehension of the texts (*they both made something everybody can use*). The response provides evidence that is completely irrelevant (*they were both sports*). The response does not provide a concluding statement. The response demonstrates grade-appropriate command of conventions, with few errors (*a Double Ducth*).

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Both "Excerpt from Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood" and "Excerpt from It's Our World, Too!" are about a young person's solution to a problem. Describe a problem each one faces. How are the ways they solve their problems similar and different? Use details from both articles to support your response.

In your response, be sure to

- describe a problem each young person faces
- explain the similarities and differences of their solutions to the problems
- use details from both articles to support your response

Tahira Reid was eight year old girl living in the bronx, a borough of New York City when she come up with her first invention. There was a poster contest for kids in the third grade, and the theme was: What would you like to see in the future.

Something about the battered old bicycle at the garage sale caught ten year old Justin's Lebo's eye. What a Wreck It was like looking at a few big bones in the dust and trying to

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figure out what kind of dinosaur they
had once belonged to.

Score Point 0 (out of 4 points)

This response is totally copied from the texts with no original student writing and therefore should be scored a 0.

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Both “Excerpt from Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood” and “Excerpt from It’s Our World, Too!” are about a young person’s solution to a problem. Describe a problem each one faces. How are the ways they solve their problems similar and different? Use details from **both** articles to support your response.

In your response, be sure to

- describe a problem each young person faces
- explain the similarities and differences of their solutions to the problems
- use details from **both** articles to support your response

they are Both good to read

Score Point 0 (out of 4 points)

This response demonstrates a lack of comprehension of the task and text (*they are Both good to read*).