

New York NYSTP 2019 Grade 7 English Language Arts

Exam Materials
Pages 2 - 38

Answer Key Materials
Pages 39 - 40

Rubric Materials
Pages 41 - 134

Name: _____



New York State Testing Program

**2019
English Language Arts Test
Session 1**

Grade 7

April 2–4, 2019

RELEASED QUESTIONS

Session 1



TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

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

Directions

Read this article. Then answer questions 8 through 14.

This excerpt is based on a true story about a boy named William Kamkwamba who lives in Malawi, Africa. This region had suffered a long, terrible drought that caused crop failure and famine.

Excerpt from *Winds of Hope*

by Katy Duffield

- 1 William hoped that life could now return to normal. He'd worked hard to pass the exams to enter high school. When the term began, however, William's father explained that, because of the drought, there was no money to pay his school fees. It appeared that William's education would end at eighth grade.
- 2 Though he could not attend school, William still wanted to learn. He was curious about many things. He took apart radios, trying to discover how they made music. One day, turning a bicycle upside down and cranking the pedals by hand, he figured out that the dynamo that generated electricity for the headlight could be wired to power a radio instead. He asked how gasoline made cars run and how CDs stored songs. No one knew, or even cared much about his questions.
- 3 Some days, William visited the village library. It had only three shelves, but William found books that interested him—science books about how things worked. William would check out *Explaining Physics* or *Integrated Science*, plop under a mango tree, and pore over the drawings and diagrams inside. Since his English was not very good, he often looked up words in the dictionary or asked the librarian. He wondered if something in these books might be useful to his family.
- 4 One day, while looking for a dictionary on the bottom shelf, he found a book he hadn't seen before pushed behind the others. It was an American school textbook called *Using Energy*. On the book's cover was a picture of a row of windmills, tall steel towers with blades spinning like giant fans. They reminded William of the toy pinwheels he'd made with his friends.
- 5 From this book William learned that wind—something of which Malawi had plenty—could produce electricity. William was delighted! Only two percent of the houses in Malawi have electricity. After the sun sets, everyone stops what they're doing, brushes their teeth, and goes to sleep—at seven in the evening! If William could build a

GO ON

windmill, his family could have lights in their home. And a windmill could be used to pump water to irrigate the family's maize fields. If another drought came, the windmill could provide the water for life.

- 6 William could picture in his mind the windmill he wanted to build, but collecting the parts and tools he needed would take months. In a junkyard across from the high school, William dug through piles of twisted metal, rusted cars, and worn-out tractors, searching for anything that might help him construct his machine. He took a ring of ball bearings from an old peanut grinder and the cooling fan from a tractor engine. Cracking open a shock absorber, he removed the steel piston inside. He made four-foot-long blades from plastic pipe, which he melted over a fire, flattened out, and stiffened with bamboo poles.
- 7 Earning some money loading logs into a truck, he paid a welder to attach the piston to the pedal sprocket of an old bicycle frame. This would be the axle of the windmill. When the wind blew, the rotating blades would turn the bicycle wheel, like someone pedaling, and spin a small dynamo. Although he had no money for a dynamo, a friend came to the rescue and bought one from a man in the road, right off his bike.
- 8 Village kids laughed at William when they saw him scrounging in the scrap yard. They called him *misala*, which means crazy. But William was too focused on his idea to care.
- 9 When he had collected all the parts, William took them out of the corner of his bedroom, laid them outside in the shade of an acacia tree, and began putting them together. Since he did not have a drill to make bolt holes, he shoved a nail through a maize cob, heated it in the fire, then pushed its point through the plastic blades. He bolted the blades to the tractor fan, using washers he'd made from bottle caps. Next he pushed the fan onto the piston welded to the bicycle frame. With the help of his two best friends, William built a 16-foot-tall tower from trunks of blue gum trees and hoisted the ninety-pound windmill to the top.
- 10 Shoppers, farmers, and traders could see William's tower from the local market. They came in a long line to find out what the "crazy" boy was up to. "What is it?" they all asked.
- 11 Since there is no word for "windmill" in Chichewa, the language of Malawi, William answered with the phrase *magetsi a mphepo*—"electric wind." From the top of the tower he explained that, by using the power of wind, his machine could create electricity. No one believed him.

- 12 William knew this was his moment—his moment to show everyone he wasn’t crazy, to find out if his experiment would work. He connected two wires from the dynamo to a light socket he’d made from a reed and that held a small bulb. As the wind whipped around him, he removed the bent spoke he’d jammed into the wheel to lock it. Then he held his breath. . . .
- 13 The blades began to turn, slowly at first, then faster and faster. The light bulb flickered, then flashed to life. The crowd cheered from below. “*Wachitabwina!* Well done!”
- 14 A month later William found enough wire to reach from the windmill into his house. His family crowded around to marvel as the small bulb lit up in William’s room. Reading *Explaining Physics* by its light, he stayed up long after others had gone to bed.
- 15 In 2006, a school inspector saw the windmill and informed his head office. William’s machine now powered four lights and two radios in his house. He’d added a storage battery with homemade switches and a circuit breaker. He also recharged village cell phones.
- 16 Soon William was being interviewed on the radio and photographed for the newspapers. The story of the boy with only an eighth-grade education who’d built “electric wind” spread across the Internet.

GO ON

8 How do paragraphs 2 and 3 develop a central idea in the article?

- A** They state that William was not able to attend school.
- B** They show how William learned things on his own.
- C** They explain that others did not care about William’s questions.
- D** They give examples of the types of books William read.

9 What does the phrase “pore over” mean as it is used in paragraph 3?

- A** write about
- B** glance at
- C** examine
- D** copy

10 Paragraph 6 develops the author’s central claim by showing that William

- A** was distracted by so many objects in the junkyard
- B** was resourceful in finding what he needed
- C** was able to make use of his limited time in school
- D** was excited to look for new projects

GO ON

11

Which sentence **best** describes the relationship between William and the people who doubted him?

- A** William was inspired and delighted by them.
- B** William ignored and then convinced them.
- C** William was concerned and worried about them.
- D** William listened to and then got help from them.

12

In paragraph 14, what does the word “marvel” suggest?

- A** They are amazed by what William has done.
- B** They are curious to see what will happen to the bulb.
- C** They are worried that William’s experiment may be dangerous.
- D** They are ready to have more lights in the house.

13

Which quotation shows an effect of success on William’s life?

- A** “Shoppers, farmers, and traders could see William’s tower from the local market.” (paragraph 10)
- B** “From the top of the tower he explained that, by using the power of wind, his machine could create electricity.” (paragraph 11)
- C** “William knew this was his moment—his moment to show everyone he wasn’t crazy . . .” (paragraph 12)
- D** “The story of the boy with only an eighth-grade education who’d built ‘electric wind’ spread across the Internet.” (paragraph 16)

GO ON

14

Based on the information in the article, which of the following is **most likely** the author's point of view?

- A** Access to formal schooling is important for success.
- B** Science education is needed to help people flourish.
- C** Curiosity and persistence can lead to change.
- D** Families are the best support system.

GO ON

Directions

Read this story. Then answer questions 15 through 21.

The narrator, Holling Hoodhood, has a crush on Meryl Lee Kowalski. Holling's father has been honored earlier in the story by a local business group as the best businessman of 1967.

Excerpt from *The Wednesday Wars*

by Gary D. Schmidt

- 1 The following week the school board met to decide on the model for the new junior high school—which was probably why Mr. Kowalski had been spending all his time muttering “classical, classical, classical.” The meeting was to be at four o’clock in the high school administration building. Mr. Kowalski would present his plan and model, and then my father would present his plan and model, and then the school board would meet in private session to decide whether Kowalski and Associates or Hoodhood and Associates would be the architect for the new junior high school.
- 2 I know all of this because my father was making me come. It was time I started to learn the business, he said. I needed to see firsthand how competitive bidding worked. I needed to experience architectural presentations. I needed to see architecture as the blood sport that it truly was. . . .
- 3 The meeting was in the public conference room, and when I got there after school, the school board members were all sitting at the head table, studying the folders with architectural bids. Mr. Kowalski and my father were sitting at two of the high school desks—which made the whole thing seem a little weirder than it needed to be. In front of them was a long table with two models for the new junior high school, each one covered with a white sheet, like they were some sort of national secret. . . .
- 4 Mr. Kowalski picked up his presentation notes and angled out of his seat. He went up to the table with the models and stood there for a moment. Then he turned and looked at—no, not my father. At me! . . .
- 5 Mr. Kowalski cleared his throat. Twice. He looked at his design papers. He cleared his throat. Then he looked back at me once more, and began.
- 6 “Gentlemen,” he said, “though this is irregular, I have made some significant changes for the interior of the new junior high since my original submission. In fact the entire concept has changed markedly. So the plans that you studied for this afternoon’s presentation have also changed. I have copies of the new interior plan and ask the

GO ON

board's patience as I show you the concept. This may take slightly longer than the allotted time, but I'm sure that the Chamber of Commerce Businessman of 1967 won't begrudge Kowalski and Associates a few extra minutes in order to clarify the proposal, and to promote the general business atmosphere of the town." . . .

7 What could the Chamber of Commerce Businessman of 1967 do? He shrugged and nodded. But the back of his neck grew as red as boiling sin, and I knew he *did* begrudge the extra time. He begrudged it a whole lot.

8 Mr. Kowalski pulled the sheet off his model of the junior high school. He cleared his throat again. "As you can see, gentlemen," said Mr. Kowalski, "the design is quite classical, in the best traditions of our national architecture, for a time when our children desperately need to be reminded of our great American traditions."

9 And it was. It looked like the Capitol in Washington, D.C. Wide steps swooped up past a line of pillars and up to the central doors. Above that rose a steep dome, with thin windows cut all around it. On either side of the dome, the building spread graceful wings—all with thin windows again—and behind, the long gymnasium formed the tail, whose rows of bright windows faced south and north to let in as much light as any gymnasium could ever have.

10 "But we live in 1978, gentlemen," Mr. Kowalski said. "Just as our children need to be reminded of our great traditions, so, too, do they need to enjoy the advantages of contemporary technology. I think you'll find the new interior design both modern and innovative, a perfect blend of where we have been and where we are going as a nation." He handed out copies of the plans for the new design to all the school board members, keeping his back to my father and me the whole time. Then he took us through the new interior. Slowly.

11 No pillars, no straight walls. The roof a series of glass plates above the science and art room. The central dome three stories high over the main lobby and clusters of classrooms all looking out into the sunlit space. All as modern as could be. . . .

12 The school board was astounded. Three of them applauded—not Mr. Bradbrook, since God doesn't applaud.

13 My father turned and looked at me again. His face was very red, and I could tell he was fighting for some kind of control. "Holling, there's something you should have told me, isn't there?" he whispered slowly. . . .

14 He used the kind of voice that, in my family, means that a voice a whole lot louder is about to come along in a minute or two, so you'd better start preparing.

15 But let me tell you, I didn't really care all that much about what he would say or how loudly he would say it. I really didn't.

16 Because suddenly I knew something a whole lot worse.

17 Romeo was a genius compared to me.

18 I hadn't seen at all what Meryl Lee was doing on Valentine's Day, while we were sipping sodas at the lunch counter at Woolworth's. I hadn't realized how easily she had gotten what she wanted from me: my father's design for the new junior high.

GO ON

15

What role do paragraphs 1 through 3 **mainly** play in the story?

- A** They clarify the emotions that the two architects are feeling.
- B** They foreshadow the surprise at the ending.
- C** They set the scene and explain the process for picking a new design.
- D** They set a humorous tone by describing the two architects sitting in school desks.

16

In paragraph 6, “markedly” means doing something in

- A** an obvious way
- B** a careful way
- C** a respectful way
- D** an enthusiastic way

17

How does the word choice in paragraphs 9 and 11 affect the story?

- A** It describes how similar the design is to the Capitol building.
- B** It shows why the design is practical for a school.
- C** It conveys how impressive Mr. Kowalski’s design is.
- D** It explains what classical architecture looks like.

GO ON

18

How do paragraphs 4 and 5 connect to what the reader learns in paragraph 18?

- A** They reveal that Mr. Kowalski thinks Holling’s father is a better architect than he is.
- B** They support the idea that Mr. Kowalski is guilty of stealing Mr. Hoodhood’s plans.
- C** They show that Mr. Kowalski hopes Holling likes his plan for the school.
- D** They provide information about how Mr. Kowalski’s and Mr. Hoodhood’s designs are different.

19

What do paragraphs 15 through 18 reveal about Holling?

- A** He disobeys his father easily.
- B** He did not know he was being deceived.
- C** He is unconcerned with the opinions of others.
- D** He is a dishonest person.

20

How does the author develop Holling’s point of view in the story?

- A** by explaining how his father sees the competition
- B** by describing Mr. Kowalski’s plans for the school building
- C** by describing his observations until he realizes what has happened
- D** by explaining the architectural review process

GO ON

21

Which detail about Mr. Kowalski and Mr. Hoodhood would be **most** important to include in a summary of the story?

- A** They have model buildings under sheets on the table.
- B** They are competing to design a new school.
- C** They must meet with the school board at a school.
- D** They have to wait to hear who has been chosen.

GO ON

Directions

Read this article. Then answer questions 29 through 35.

Antarctica's Hidden Wetland: From Ice to E.T.

by Mary Reina

- 1 A huge lake hides miles below the ice sheet that covers most of Antarctica. That's big news for anyone interested in Earth. But scientists who look beyond our planet are excited too. Astronomers see signs of thick sheets of ice covering large bodies of liquid water in other places in our solar system.
- 2 This unseen world on our own planet could help scientists search for life beyond Earth. This possibility makes Antarctica one of the most valuable environments on Earth. At least, that's how scientists view it now.

Unlikely in the Extreme

- 3 For a long time, most scientists didn't think liquid water could exist under Antarctica's ice cover. Water freezes at 32°F/0°C. A research station called Vostok is located on top of a thick Antarctic ice sheet. Scientists there once recorded the surface temperature as -128.6°F/-89°C.
- 4 In the 1950s, Andrei Kapitsa, a Russian scientist working at Vostok, noticed something strange. A formation of very flat ice stretched over the research area. He believed it was a clue suggesting a body of liquid water existed below the ice.
- 5 Then, in the 1970s, planes equipped with more advanced equipment offered new information. As part of a mapping project, pilots used ground-penetrating radar over the Vostok station. The data suggested the planes were flying over water. Even then, scientists did not fully realize that an amazing liquid world was hidden beneath the ice. Finally, in 1996, satellite technology revealed the shape of a huge subglacial lake.
- 6 Lake Vostok is about 140 miles (225 kilometers) long. It is about 30 miles (50 kilometers) wide and the water in the lake reaches as much as 2,625 feet (800 meters) deep. Such an immense size makes this lake one of the largest in the world. What had seemed impossible turned out to be true.

GO ON

Signs of Life?

- 7 In addition to Lake Vostok, scientists found a huge system of rivers and almost 400 lakes hidden below the Antarctic ice. This could be the largest wetland in the world, as much as one and a half times the size of the United States.
- 8 While some scientists mapped out these hidden lakes on Earth, others were discovering ice-covered environments elsewhere in the solar system. During the 1990s, the *Galileo* spacecraft flew by the planet Jupiter and its moons. It sent back photographs suggesting that an ocean exists below the surface of the ice-covered moon called Europa.
- 9 As time went on, more research provided new possibilities. Other moons of Jupiter and Saturn seemed to be worlds where thick, icy shells surround large bodies of liquid water.
- 10 Could life exist in such an extreme environment? It certainly seems unlikely. As with the discovery of Lake Vostok, the clues for scientists seeking life pointed in “unlikely” directions. Most life on Earth depends on sunlight. How could sunlight penetrate an ice cover thousands of feet deep? Living things also depend on nutrients to grow. Where would these come from? Scientists wondered how nutrients could enter a system that has been cut off from the world above for millions of years. What’s more, they knew that any kind of life in this extreme environment would have to survive tons and tons of pressure from the ice above.
- 11 Yet, in the deep ocean, some life forms exist without sunlight. Their nutrients come from the chemicals that rise through the ocean floor from deep inside the Earth. These creatures have developed qualities that allow them to thrive under the weight of tons of water.
- 12 Could living things with similar abilities exist in Antarctica’s subglacial wetland? If they do, life might also be possible in the icy moons of the outer solar system.

Looking for Proof

- 13 First, scientists needed to obtain and test water samples from Antarctica’s hidden world. It was easier said than done. Antarctica’s extreme cold and short summer season permits only a few months of research each year. Even then, drilling into the ice posed another big problem.

GO ON

- 14 Drilling technology uses chemicals like kerosene and Freon to help melt the ice, make a borehole, and keep it open. If the drill penetrated the lake, the chemicals could contaminate the water. This process could also introduce microbes from the surface into water that had been isolated from the rest of the world for millions of years.
- 15 Scientists had been drilling into the ice above Lake Vostok long before its discovery. The ice cores they obtained helped them study a record of Antarctica's climate going back hundreds of thousands of years. Ice just above the lake showed signs of microscopic life. It was a clue but it was not proof.
- 16 A research team penetrated Lake Vostok in 2012. They used chemicals to melt the ice and to keep the borehole open. However, they believed they did not contaminate the lake because water rushed into the borehole and froze. The team removed the ice core to study it. However, many other scientists questioned this method.
- 17 In 2013, Lake Whillans, located in a different area of Antarctica, became the first subglacial lake where clean technology helped scientists obtain a water sample. Hot water and ultraviolet light helped sterilize the drills and equipment. Scientists wore sterile clothing so that they did not contaminate any water samples.
- 18 They found almost 4,000 types of microbes not only surviving but also thriving in Lake Whillans. Some seem to feed on the chemicals found in solid matter, called sediment, at the bottom of the lake. Others use the dead bodies of other microbes as food.
- 19 So far, scientists have found only single-celled microbes living in the few places where they have tested the subglacial water. More research and testing may help them discover if larger life forms survive in this extreme environment.

29

How does paragraph 3 relate to the other paragraphs in the section “Unlikely in the Extreme”?

- A** Paragraph 3 introduces a problem, and the other paragraphs explain the solution to the problem.
- B** Paragraph 3 explains an idea, and the other paragraphs describe how the idea was disproved.
- C** Paragraph 3 presents an argument, and the other paragraphs give evidence to support the argument.
- D** Paragraph 3 sets up a comparison, and the other paragraphs give details about the comparison.

30

What role does paragraph 8 play in the organization of the article?

- A** It shows techniques that scientists use to study remote regions.
- B** It explains how the environment on Jupiter might support life.
- C** It describes the activities of scientists interested in extreme environments.
- D** It introduces the connection between activities on Earth and research in outer space.

31

How does paragraph 10 develop a central idea in the article?

- A** It explains how life in an extreme environment could be possible.
- B** It describes scientific research on the possibility of life in an extreme environment.
- C** It provides clues to the possible existence of life in an extreme environment.
- D** It presents questions to be answered about the possibility of life in an extreme environment.

GO ON

32

How did scientists address the concern described in paragraph 14?

- A** They removed an ice core from the lake to study it.
- B** They applied chemicals to melt ice and keep the borehole open.
- C** They obtained a water sample with clean technology.
- D** They found sediment at the bottom of the lake.

33

What is the meaning of the word “contaminate” as used in paragraphs 14 and 16?

- A** color
- B** replace
- C** freeze
- D** pollute

34

According to the information in this article, which sentence describes how life was discovered beneath Antarctica?

- A** Scientists found proof of water beneath Antarctic ice, then they drilled to get samples of the water to look for life.
- B** Scientists saw signs of ice that may cover water on other planets, so they drilled for water beneath Antarctic ice.
- C** Scientists knew that there were life forms in the deep parts of the ocean, so they concluded that there was life in the water beneath Antarctic ice.
- D** Scientists found microbes on the surface of Antarctic ice, then they drilled into the ice to look for microbes beneath the surface.

GO ON

35

Which sentence **best** shows the author's point of view on the topic of the article?

- A** The amount of water below the ice in Antarctica is surprising.
- B** Astronomers are excited about signs of ice and water on other planets.
- C** Antarctica is one of the most important scientific environments on Earth.
- D** The formation of very flat ice at the Vostok station is an important clue.

STOP

Session 2



TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

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

D*irections*

Read this poem. Then answer questions 36 through 38.

At Dusk

by Natasha Trethewey

- At first I think she is calling a child,
my neighbor, leaning through her doorway
at dusk, street lamps just starting to hum
the backdrop of evening. Then I hear
5 the high-pitched wheedling we send out
 to animals who know only sound, not
 the meanings of our words—*here here*—
 nor how they sometimes fall short.
In another yard, beyond my neighbor's
10 sight, the cat lifts her ears, turns first
 toward the voice, then back
 to the constellation of fireflies flickering
 near her head. It's as if she can't decide
 whether to leap over the low hedge,
15 the neat row of flowers, and bound
 onto the porch, into the steady circle
 of light, or stay where she is: luminous¹
 possibility—all that would keep her
 away from home—flitting before her.
20 I listen as my neighbor's voice trails off.
She's given up calling for now, left me
to imagine her inside the house waiting,
perhaps in a chair in front of the TV,
or walking around, doing small tasks;

GO ON

25 left me to wonder that I too might lift
my voice, sure of someone out there,
send it over the lines stitching here
to there, certain the sounds I make
are enough to call someone home.

¹**luminous:** filled with light

GO ON

36

How do the poet’s word choices in lines 1 through 8 of “At Dusk” establish the mood of the poem? Use **two** details from the poem to support your response.

GO ON

37

In “At Dusk,” how does the shift that begins in line 21 affect the meaning of the poem? Use **two** details from the poem to support your response.

GO ON

38

In “At Dusk,” what do the speaker’s thoughts reveal about her ideas concerning home? Use **two** details from the poem to support your response.

GO ON

Directions

Read this excerpt. Then answer questions 39 and 40.

Excerpt from *Marine Mammals in Captivity*

by The Humane Society of the United States

- 1 The public display industry captures many species of marine mammals from the wild, especially whales and dolphins. The Humane Society of the United States believes that these animals should not be taken from the wild simply to entertain and amuse people, for a number of reasons.

Life in the wild

- 2 The very nature of these animals makes them uniquely unsuited to confinement.¹ In the wild, whales and dolphins live in large groups (called pods), often in tight family units. Family bonds often last many years. In some species, they last for a lifetime.
- 3 Whales and dolphins travel long distances each day, sometimes swimming in a straight line for a hundred miles, other times remaining in a certain area for hours or days, moving several miles along a coastline and then turning to retrace their path. These marine mammals can dive up to several hundred meters and stay underwater for up to half an hour. They spend only 10 to 20% of their time at the surface.
- 4 The sea is to whales and dolphins much as the air is to birds—a three-dimensional environment, where they can move up and down and side to side. But whales and dolphins don't stop to perch. They never come to shore, as do seals and sea lions. Whales and dolphins are always swimming, even when they "sleep." They are "voluntary breathers," conscious of every breath they take. They are always aware, and always moving. Understanding this, it is difficult to imagine the tragedy of life in no more than a tiny swimming pool.

Life in captivity

- 5 Life for captive whales and dolphins is nothing like a life in the sea. It is almost impossible to maintain a family group in captivity. Tanks only allow a few strokes in any direction before coming to a wall. Because tanks are shallow, the natural tendencies

GO ON

of whales and dolphins are reversed—they spend more than half their time at the tank's surface.

- 6 This unnatural situation can cause skin problems. In addition, in captive killer whales (orcas), it is the probable cause of dorsal fin collapse, as without the support of water, gravity pulls these tall appendages over as the whale matures. Collapsed fins are experienced by all captive male orcas and many captive female orcas, who were either captured as juveniles or who were born in captivity. However, they are observed in only about 1% of orcas in the wild.
- 7 In a tank, the environment is monotonous and limited in scope. Sonar clicks, the method by which individuals define their surroundings, have limited utility in such an environment. These animals, who are perpetually aware, have nothing like the varied stimulation of their natural environment. In perpetual motion, they are forced into literally endless circles. Life for these animals is a mere shadow of what it was in the wild.

¹**confinement:** the state of being closed in or not free

GO ON

39

How does the section “Life in the wild” contribute to the author’s argument in “Excerpt from *Marine Mammals in Captivity*”? Use **two** details from the excerpt to support your response.

GO ON

40

Read this sentence from paragraph 7 of “Excerpt from *Marine Mammals in Captivity*. ”

Life for these animals is a mere shadow of what it was in the wild.

What does the author mean by this sentence? Use **two** details from the excerpt to support your response.

GO ON

Directions

Read this excerpt. Then answer questions 41 through 43.

Dr. Jane Goodall is famous for her work with animals in the wild and her concern for animal rights. The author of this article, Jack Hanna, is the retired director of the Columbus Zoo.

Excerpt from *What Zoo Critics Don't Understand*

by Jack Hanna

- 1 Dr. Jane Goodall recently made two statements critical of zoos and aquariums. She said two elephants in a zoo in Seattle should be released to a sanctuary¹ and that SeaWorld should be shut down. After the Woodland Park Zoo in Seattle invited her to learn more about the zoo's decisions regarding elephants, she took them up on their invitation. I admire Dr. Goodall for her willingness to learn more and re-evaluate her initial comments. I hope Dr. Goodall will also engage in a conversation with SeaWorld about her concerns. . . .
- 2 Critics say the only place animals belong is in the wild, but those boundaries are shrinking each day. Having traveled the world, the only places I consider truly "wild" are Antarctica, parts of the Amazon and some places in Africa. Even in Africa, the "wild" places tend to be national parks with guarded boundaries. Animals face many challenges, including habitat loss, poaching,² severe weather, and war. The "wild" is not necessarily the idyllic place people imagine. Poaching has decimated the northern white rhino population—the last known male has his own personal 24-hour security to ensure he isn't poached for his horn. . . .
- 3 I can tell you firsthand that the animals in SeaWorld's parks receive world-class care. Their zoological team shares my commitment to protecting and preserving species; educating young people about the risks that animals face in the natural world; and inspiring the next generation of conservationists, marine biologists, scientists, and animal enthusiasts. The animal care teams at SeaWorld understand the value of studying animals in zoological settings in order to save future generations.
- 4 Furthermore, this spring I witnessed SeaWorld's rescue teams in full swing. More than 25,000 animals owe their lives to SeaWorld animal rescue teams. Just this year, they have saved more than 500 sea lions on the West Coast. The SeaWorld team has

GO ON

worked around the clock to rehabilitate these animals, all with the goal of returning them to the wild. The team at SeaWorld San Diego even built two new pools to accommodate them, and closed its Sea Lion and Otter Show so that its staff could dedicate more time to nursing the pups back to health.

¹**sanctuary:** a protected place for animals

²**poaching:** to hunt or take animals illegally

GO ON

41

In “Excerpt from *What Zoo Critics Don’t Understand*,” how does Jack Hanna distinguish his position about animals in captivity from Dr. Jane Goodall’s position about animals in captivity? Use **two** details from the excerpt to support your response.

GO ON

42

What is a central idea in “Excerpt from *What Zoo Critics Don’t Understand*”? Use **two** details from the excerpt to support your response.

GO ON

Planning Page

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



GO ON

43

In “Excerpt from *Marine Mammals in Captivity*” and “Excerpt from *What Zoo Critics Don’t Understand*,” the authors present arguments about whether or not animals should be kept in captivity. What claims does each author make? What evidence do the authors use to support their claims? Which author’s argument is more convincing? Use details from **both** excerpts to support your response.

In your response, be sure to

- identify the claims that each author makes
 - identify the evidence that the authors use to support their claims
 - explain which author's argument is more convincing
 - use details from **both** excerpts to support your response

GO ON

STOP

THE STATE EDUCATION DEPARTMENT
THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234
2019 English Language Arts Tests Map to the Standards
Grade 7 Released Questions on EngageNY

Question	Type	Key	Points	Standard	Subscore	Multiple Choice Questions:	Constructed Response Questions:	
						Percentage of Students Who Answered Correctly (P-Value)	Average Points Earned	P-Value (Average Points Earned ÷ Total Possible Points)
Session 1								
8	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.7.2	Reading	0.81		
9	Multiple Choice	C	1	CCSS.ELA-Literacy.L.7.4	Reading	0.67		
10	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.7.5	Reading	0.81		
11	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.7.3	Reading	0.83		
12	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.7.4	Reading	0.74		
13	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.7.3	Reading	0.77		
14	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.7.6	Reading	0.79		
15	Multiple Choice	C	1	CCSS.ELA-Literacy.RL.7.5	Reading	0.59		
16	Multiple Choice	A	1	CCSS.ELA-Literacy.RL.7.4	Reading	0.48		
17	Multiple Choice	C	1	CCSS.ELA-Literacy.RL.7.4	Reading	0.38		
18	Multiple Choice	B	1	CCSS.ELA-Literacy.RL.7.3	Reading	0.53		
19	Multiple Choice	B	1	CCSS.ELA-Literacy.RL.7.3	Reading	0.57		
20	Multiple Choice	C	1	CCSS.ELA-Literacy.RL.7.6	Reading	0.64		
21	Multiple Choice	B	1	CCSS.ELA-Literacy.RL.7.2	Reading	0.79		
29	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.7.5	Reading	0.34		
30	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.7.5	Reading	0.48		
31	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.7.2	Reading	0.42		
32	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.7.3	Reading	0.23		
33	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.7.4	Reading	0.77		
34	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.7.3	Reading	0.48		
35	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.7.6	Reading	0.51		
Session 2								
36	Constructed Response		2	CCSS.ELA-Literacy.RL.7.4	Writing to Sources		1.52	0.76
37	Constructed Response		2	CCSS.ELA-Literacy.RL.7.5	Writing to Sources		1.43	0.71
38	Constructed Response		2	CCSS.ELA-Literacy.RL.7.6	Writing to Sources		1.22	0.61

39	Constructed Response		2	CCSS.ELA-Literacy.RI.7.5	Writing to Sources		1.56	0.78
40	Constructed Response		2	CCSS.ELA-Literacy.RI.7.4	Writing to Sources		1.49	0.75
41	Constructed Response		2	CCSS.ELA-Literacy.RI.7.6	Writing to Sources		1.33	0.66
42	Constructed Response		2	CCSS.ELA-Literacy.RI.7.2	Writing to Sources		1.42	0.71
43	Constructed Response		4	CCSS.ELA-Literacy.RI.7.8	Writing to Sources		2.43	0.61

*This item map is intended to identify the primary analytic skills necessary to successfully answer each question on the 2019 operational ELA test. 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 Grades 6–8 Writing Evaluation Rubric

CRITERIA	CCLS	SCORE				
		4 Essays at this level:	3 Essays at this level:	2 Essays at this level:	1 Essays at this level:	0* Essays at this level:
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	<ul style="list-style-type: none"> —clearly introduce a topic in a manner that is compelling and follows logically from the task and purpose —demonstrate insightful analysis of the text(s) 	<ul style="list-style-type: none"> —clearly introduce a topic in a manner that follows from the task and purpose —demonstrate grade-appropriate analysis of the text(s) 	<ul style="list-style-type: none"> —introduce a topic in a manner that follows generally from the task and purpose —demonstrate a literal comprehension of the text(s) 	<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) 	<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	<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 	<ul style="list-style-type: none"> —develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s) —sustain the use of relevant evidence, with some lack of variety 	<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 —use relevant evidence with inconsistency 	<ul style="list-style-type: none"> —demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant 	<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	<ul style="list-style-type: none"> —exhibit clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning —establish and maintain a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice —provide a concluding statement or section that is compelling and follows clearly from the topic and information presented 	<ul style="list-style-type: none"> —exhibit clear organization, with the use of appropriate transitions to create a unified whole —establish and maintain a formal style using precise language and domain-specific vocabulary —provide a concluding statement or section that follows from the topic and information presented 	<ul style="list-style-type: none"> —exhibit some attempt at organization, with inconsistent use of transitions —establish but fail to maintain a formal style, with inconsistent use of language and domain-specific vocabulary —provide a concluding statement or section that follows generally from the topic and information presented 	<ul style="list-style-type: none"> —exhibit little attempt at organization, or attempts to organize are irrelevant to the task —lack a formal style, using language that is imprecise or inappropriate for the text(s) and task —provide a concluding statement or section that is illogical or unrelated to the topic and information presented 	<ul style="list-style-type: none"> —exhibit no evidence of organization —use language that is predominantly incoherent or copied directly from the text(s) —do not provide a concluding statement or section
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	<ul style="list-style-type: none"> —demonstrate grade-appropriate command of conventions, with few errors 	<ul style="list-style-type: none"> —demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension 	<ul style="list-style-type: none"> —demonstrate emerging command of conventions, with some errors that may hinder comprehension 	<ul style="list-style-type: none"> —demonstrate a lack of command of conventions, with frequent errors that hinder comprehension 	<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

36

How do the poet's word choices in lines 1 through 8 of "At Dusk" establish the mood of the poem? Use **two** details from the poem to support your response.

Possible Exemplary Response:

The poet's choices of words in lines 1 through 8 help to provide a relaxed mood. In line 2 of the poem, the words "leaning through her doorway" suggest that there is nothing urgent about the neighbor's action. In line 3, the description of "street lamps just starting to hum" indicates a quiet, uneventful evening. Then in this relaxed mood, the neighbor makes a sound that is aimed at an animal. The speaker recognizes this because of the distinct way people communicate with animals.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

36

How do the poet's word choices in lines 1 through 8 of "At Dusk" establish the mood of the poem? Use **two** details from the poem to support your response.

The poet's word choices in lines 1 through 8 of "At Dusk" establish the mood of the poem by being very simple, yet so complicated pertaining to their meanings. For example, lines 3-4 are "...street lamps just starting to hum the backdrop of the evening." This line demonstrates peace and quiet. However, the poem also states, "...the high-pitched wheedling we send out..." The words used in this quote present a very lonely person, as it depicts someone calling back for something they love to return. That said, over all, lines 1-8 establish a lonely mood because when there is silence, there is usually something dreadful taking place or there aren't many people/organisms around you. As you can see, through lines 1-8 of the poem, the author developed the mood of it by using words with very distinct and powerful words.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the poet's word choices in lines 1 through 8 of "At Dusk" establish the mood of the poem (*line 1-8 establish a lonely mood*). The response provides evidence of analysis and a sufficient number of concrete details from the text for support as required by the prompt ("*...street lamps just starting to hum the backdrop of the evening.*" *This line demonstrates peace and quiet* and "*... the high-pitched wheedling we sent out...*" *The words used in this quote present a very lonely person, as it depicts someone calling back for something they love to return*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

36

How do the poet's word choices in lines 1 through 8 of "At Dusk" establish the mood of the poem? Use **two** details from the poem to support your response.

The poet's word choices in lines 1 through 8 of "At Dusk" establishes the mood of the poem by using creepy or mysterious words. For example, it says "high-pitched wheedling," which shows that there is a sudden noise and that could mean a lot of things including bad things. The author also uses words like "sometimes fall short" which makes it even more mysterious because something fell short and we don't know the reason why. The poet's word choices in lines through 8 of "At Dusk" establishes a creepy or mysterious mood in the poem.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the poet's word choices in lines 1 through 8 of "At Dusk" establish the mood of the poem (*by using creepy or mysterious words*). The response provides evidence of analysis and a sufficient number of concrete details from the text for support as required by the prompt (*"high-pitched wheedling," which shows that there is a sudden noise and that could mean a lot of things including bad things and "sometimes fall short" which makes it even more mysterious because something fell short and we don't know the reason why. The poet's word choices [...] establishes a creepy or mysterious mood in the poem*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

36

How do the poet's word choices in lines 1 through 8 of "At Dusk" establish the mood of the poem? Use **two** details from the poem to support your response.

It sets the mood by making it a calm and relaxing mood. He does this when he says "street lamps just starting to hum

the backdrop of evening." which puts a relaxing mood where it says hum. It also says on line 3 "at dusk," where it makes you imagine the setting.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the poet's word choices in lines 1 through 8 of "At Dusk" establish the mood of the poem (*by making it a calm and relaxing mood*). The response provides evidence of analysis and a sufficient number of concrete details from the text for support as required by the prompt (*"street lamps just starting to hum the backdrop of evening."* which puts a *relaxing mood where it says hum* and *"at dusk," where it makes you imagine the setting*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

36

How do the poet's word choices in lines 1 through 8 of "At Dusk" establish the mood of the poem? Use **two** details from the poem to support your response.

the poets word choices in line one through 8 of "at dusk" establish the mood of the poem by using retorical tools for example they use the one where they give non living things human like abilites. "street lamps just starting to hum the backdrop of evening."this quote shows the example of a retorical tool.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how the poet's word choices in lines 1 through 8 of "At Dusk" establish the mood of the poem (*by using retorical tools*); however, the response only provides one concrete detail from the text for support (*they use the one where they give non living things human like abilites. "street lamps just starting to hum the backdrop of evening."this quote shows the example of a retorical tool*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

36

How do the poet's word choices in lines 1 through 8 of "At Dusk" establish the mood of the poem? Use **two** details from the poem to support your response.

The poets word choices in lines 1 through 8 of "At Dusk" establish the mood of the poem by describing what the setting looks like in the poem, "...street lamps just starting to hum the backdrop of evening." This quote shows how in the setting, its dusk. This quote proves that the objects in the setting help tell what time the day is currently in the setting. Another quote is in lines 1 to 3. The lines are explaining on what time of the day is in, At first she is calling a child, my neighbor, leaning through her doorway at dusk..." This quote shows how the narrators neighbor is calling for her child at dusk. This quote proves that its setting is at dusk. That is how the Poet's word choices in lines 1 through 8 of "At Dusk" establishes the mood of the poem.

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 ("...street lamps just starting to hum the backdrop of evening." and *At first she is calling a child, my neighbor, leaning through her doorway at dusk...*"); however, the response does not provide a valid inference from the text to explain how the poet's word choices in lines 1 through 8 of "At Dusk" establish the mood of the poem. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

36

How do the poet's word choices in lines 1 through 8 of "At Dusk" establish the mood of the poem? Use **two** details from the poem to support your response.

The poets word choices in lines 1 through 8 of "At Dusk" establish they mood of the poem because she used words that make it seem calm and relaxed.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how the poet's word choices in lines 1 through 8 of "At Dusk" establish the mood of the poem (*she used words that make it seem calm and realaxed*); however, the response does not provide two concrete details from the text for support. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

36

How do the poet's word choices in lines 1 through 8 of "At Dusk" establish the mood of the poem? Use **two** details from the poem to support your response.

The author establishes the mood by showing that for a change he will speak up for the ones who lost there strength. "... send it over the lines stiching here to there, cetain sounds i make are enough to call someone home." You dont really know someones story untill you know whats really going on or you figure out where ur voice is and speak up for what is right. "... all that would keep her away from home--fitting before her." This really shows how the poem shows there voice on the situation.

Score Point 0 (out of 2 points)

This response is totally inaccurate (*The author establishes the mood by showing that for a change he will speak up for the ones who lost there strength. "... send it over the lines stiching here to there, cetain sounds i make are enough to call someone home." You dont really know someones story untill you know whats really going on or you figure out where ur voice is and speak up for what is right. "... all that would keep her away from home--fitting before her." This really shows how the poem shows there voice on the situation*).).

GUIDE PAPER 8

Additional

36

How do the poet's word choices in lines 1 through 8 of "At Dusk" establish the mood of the poem? Use **two** details from the poem to support your response.

I makes a very
light tone that Has
a happy feelin'

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*I makes a very Light tone that Has a Happy feelin*g).

EXEMPLARY RESPONSE

37

In “At Dusk,” how does the shift that begins in line 21 affect the meaning of the poem? Use **two** details from the poem to support your response.

Possible Exemplary Response:

The shift in the poem causes the speaker to think not just about what is happening at that moment in the neighborhood but causes the speaker to consider if they, too, could call someone home. In line 25 it states, “wonder that I too might lift my voice, sure of someone out there.” In lines 21 and 22, the speaker begins to imagine things based on the sights and sounds of the earlier lines of the poem. In the remaining lines of the poem, the neighbor has gone back inside, and the speaker begins to think about what it would be like to call someone and be “certain the sounds I make are enough to call someone home.”

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

37

In "At Dusk," how does the shift that begins in line 21 affect the meaning of the poem? Use **two** details from the poem to support your response.

Line 21 changes the whole meaning and mood of the poem. Before line 21 everything was all happy and good. Then line 21 came and everything went dark and lonely and drastic. Line 21 states, "She's given up calling for now..." This shows that everything is falling apart and everyone is giving up. Line 17-18 states, "...of light, or stay where she is: luminous possibility." This shows that everything is happy and good, filled with limitless possibility. Then turns back to good. in the end.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain, in "At Dusk," how the shift that begins in line 21 affects the meaning of the poem (*Before line 21 everything was all happy and good, Then line 21 came and everything went dark and lonely and drastic*). The response provides evidence of analysis and a sufficient number of concrete details from the text for support as required by the prompt (*Line 21 states, "She's given up calling for now..." This shows that everything is falling apart and everyone is giving up and Line 17-18 states, "...of light, or stay where she is: luminous possibility." This shows that everything is happy and good, filled with limitless possibility*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

37

In "At Dusk," how does the shift that begins in line 21 affect the meaning of the poem? Use **two** details from the poem to support your response.

At line 21 the meaning is affected as the story gets sadder. The main character seems to get lonelier and feels left out. The author says "She's given up calling for now, left me to imagine her inside the house waiting...", she also says "my voice, sure of someone out there, send it over the lines stitching here to there...". Therefore at line 21 the story does change by getting sadder and lonelier.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain, in "At Dusk," how the shift that begins in line 21 affects the meaning of the poem (*the story gets sadder*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("She's given up calling for now, left me to imagine her inside the house waiting..." and "my voice, sure of someone out there, send it over the lines stitching here to there..."). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

37

In “At Dusk,” how does the shift that begins in line 21 affect the meaning of the poem? Use **two** details from the poem to support your response.

In the story, line 21 affects the meaning of the story because it changes how at first the speaker's neighbor was calling out for someone and on line 21 she stopped calling. The speaker's attention also changed and focused more on his or her neighbor. For example, it said "She's given up calling for now, left me to imagine her inside the house waiting, perhaps in a chair in front of the TV, or walking around, doing small tasks,..". This shows that after she gave up calling, the speaker was curious of what their neighbor was doing after they went back inside. Furthermore, it stated, "...left me to wonder that I too might lift my voice, sure of someone out there, send it over the lines stitching here to there, certain the sounds I make are enough to call someone home." This means that the speaker was wondering what it would be like to be the one calling out for someone knowing that there is someone out there. The neighbor stopped calling out and it changed the speaker's attention and focus onto his or her neighbor. Therefore,

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain, in “At Dusk,” how the shift that begins in line 21 affects the meaning of the poem (*The speaker's attention also changed and focused more on his or her neighbor*). The response provides evidence of analysis and a sufficient number of concrete details from the text for support as required by the prompt (“*She's given up calling for now, left me to imagine her inside the house waiting, perhaps in a chair in front of the TV, or walking around, doing small tasks,..*” *This shows that after she gave up calling, the speaker was curious of what their neighbor was doing after they went back inside and “...left me to wonder that I too might lift my voice, sure of someone out there, send it over the lines stitching here to there, certain the sounds I make are enough to call someone home.” [...] The neighbor stopped calling out and it changed the speaker's attention and focus onto his or her neighbor*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

37

In “At Dusk,” how does the shift that begins in line 21 affect the meaning of the poem? Use **two** details from the poem to support your response.

The shift in line 21 affects the meaning of the poem because it makes it sadder. In line 21 it says "She's given up calling me for now, left me to imagine her inside the house waiting perhaps in a chair in front of the tv or walking around doing task left me to wonder that I too might lift my voice, sure of someone out there!" that is how line 21 affects the meaning of the poem.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain, in “At Dusk,” how the shift that begins in line 21 affects the meaning of the poem (*it makes it sadder*); however, the response only provides one relevant fact from the text for support (“*She's given up calling me for now, left me to imagine her inside the house waiting perhaps in a chair in front of the tv or walking around doing task left me to wonder that I too might lift my voice, sure of someone out there.*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

37

In "At Dusk," how does the shift that begins in line 21 affect the meaning of the poem? Use **two** details from the poem to support your response.

The shift that begins in line 21 affects the meaning of the poem. This is because after line 21 the cat leaves which causes the author sadness and curiously to what the cat might be doing. The meaning of the story changes because in the beginning she calls but no one comes but at the end when the cat goes home from the owner's calling she believes someone will come to her calls. In lines 5 through 7 it states, "Then I hear

the high-pitched wheedling we send out

to animals who know only sound, not

the meanings of our words-here here-

nor how they sometimes fall short." This shows she believes she can call no one home. In lines 25 through 30 it states, "left me to wonder that I too might lift

my voice, sure of someone out there,

send it over the lines stitching here

to there, certain the sounds I make

are enough to call someone home." This statement shows when she sees the cat respond to the owner's call, she can call someone home. This is how the shift that begins in line 21 affect the meaning of the poem.

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 ("Then I hear the high-pitched wheedling we send out to animals who know only sound, not the meanings of our words-here here- nor how they sometimes fall short." and "left me to wonder that I too might lift my voice, sure of someone out there, send it over the lines stitching here to there, certain the sounds I make are enough to call someone home. "); however, the response does not provide a valid inference from the text to explain, in "At Dusk," how the shift that begins in line 21 affects the meaning of the poem. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

37

In “At Dusk,” how does the shift that begins in line 21 affect the meaning of the poem? Use **two** details from the poem to support your response.

The poet changed and affected the poem in a way to make people think. For example "She's given up calling for now"(21) show that many people have short attention spans or very little patience.

Score Point 1 (out of 2 points)

This response only provides one concrete detail from the text for support (“*She’s given up calling for now*”). The response does not provide a valid inference from the text to explain, in “At Dusk,” how the shift that begins in line 21 affects the meaning of the poem. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

37

In “At Dusk,” how does the shift that begins in line 21 affect the meaning of the poem? Use **two** details from the poem to support your response.

In line 21 it effects the meaning of the poem because in the text it states " that the words they are saying is matching to the sentences like its fitting in just right like they are saying whats happening."

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*In line 21 it effects the meaning of the poem because in the text it states “that the words they are saying is matching to the sentences like its fitting in just right like they are saying whats happening.”*).

GUIDE PAPER 8

Additional

37

In “At Dusk,” how does the shift that begins in line 21 affect the meaning of the poem? Use **two** details from the poem to support your response.

It affects the meaning of the poem because it really has nothing to do with it. and

Score Point 0 (out of 2 points)

This response is totally inaccurate (*It affects the meaning of the poem because it really has nothing to do with it. and*).

EXEMPLARY RESPONSE

38

In “At Dusk,” what do the speaker’s thoughts reveal about her ideas concerning home? Use **two** details from the poem to support your response.

Possible Exemplary Response:

The speaker’s thoughts about home are that it is often a pleasant place that is in competition with other, more appealing places. When the speaker thinks about the cat making the choice of whether to come home or stay outside, she thinks in terms of a choice between coming home or a “luminous possibility—all that would keep her away from home—flitting before her.” When the speaker thinks of calling to someone, the hope is that the call will be enough to entice them to come home. The speaker’s words give evidence to this as the speaker wonders if “the sounds I make are enough to call someone home.”

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

38

In “At Dusk,” what do the speaker’s thoughts reveal about her ideas concerning home? Use **two** details from the poem to support your response.

In “At Dusk” the speaker’s thoughts reveal that her ideas about home is comforting. The speaker believes that home is where you feel most comfortable. According to the text in verses 23-24, the speaker imagines her neighbor “perhaps in a chair in front of a TV, or walking around, doing small tasks;” This shows that the speaker believes that being home has a comforting feeling. In addition to this, verses 3-4 states, “leaning through her doorway at dusk, street lamps just starting to hum...” This shows that home is usually quiet and relaxing. In other words comforting.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain, in “At Dusk,” what the speaker’s thoughts reveal about her ideas concerning home (*that home is where you feel most comfortable*). The response provides evidence of analysis and a sufficient number of concrete details from the text for support as required by the prompt (*imagines her neighbor “perhaps in a chair in front of a TV, or walking around, doing small tasks;” This shows that the speaker believes that being home has a comforting feeling and “leaning through her doorway at dusk, street lamps just starting to hum...” This shows that home is usually quiet and relaxing In other words comforting*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

38

In “At Dusk,” what do the speaker’s thoughts reveal about her ideas concerning home? Use **two** details from the poem to support your response.

The speaker's thoughts reveal that she is lonely. The text states "... left me to wonder that I too might lift my voice, sure of someone out there..." This states that the speaker wants someone she can call home. The text also states "... certain the sounds I make are enough to call someone home." This explains that since the speaker is lonely, she tries to call someone home.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain, in “At Dusk,” what the speaker’s thoughts reveal about her ideas concerning home (*that she is lonely*). The response provides evidence of analysis and a sufficient number of concrete details from the text for support as required by the prompt (“*...left me to wonder that I too might lift my voice, sure of someone out there,...*” *This states that the speaker wants someone she can call home* and “*...certain the sounds I make are enough to call someone home.*” *This explains that since the speaker is lonely, she tries to call someone home*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3a

38

In “At Dusk,” what do the speaker’s thoughts reveal about her ideas concerning home? Use **two** details from the poem to support your response.

In the poem “At Dusk,” the speaker’s thoughts about her ideas concerning home reveal that she lives alone and that she would like it if someone would be with her i know this because on line 25 it says "left me to wonder that I too might lift

my voice, sure of someone out there,

send it over the lines stitching here

to there, certain the sounds I make

are enough to call someone home". Also that she can hear her neighbor i know this because on line 1 it says "At first I think she is calling a child,

my neighbor, leaning through her doorway

at dusk, street lamps just starting to hum

the backdrop of evening. Then I hear

the high-pitched wheedling we send out

to animals who know only sound, not

the meanings of our words-here here-

nor how they sometimes fall short." this tells me what the speakers thoughts reveal from home.

GUIDE PAPER 3b

Score Point 2 (out of 2 points)

This response provides valid inferences from the text to explain, in “At Dusk,” what the speaker’s thoughts reveal about her ideas concerning home (*that she lives alone and that she would like it if someone would be with her and that she can hear her neighbor*). The response provides evidence of analysis and a sufficient number of concrete details from the text for support as required by the prompt (“*left me to wonder that I too might lift my voice, sure of someone out there, send it over the lines stitching here to there, certain the sounds I make are enough to call someone home*” and “*At first I think she is calling a child, my neighbor, leaning through her doorway at dusk, street lamps just starting to hum the backdrop of evening. Then I hear the high-pitched wheedling we send out to animals who know only sound, not the meanings of our words- here here- nor how they sometimes fall short.*” *this tells me what the speakers thoughts reveal from home*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

38

In “At Dusk,” what do the speaker’s thoughts reveal about her ideas concerning home? Use **two** details from the poem to support your response.

the speakers thoughts reveal that its boring. the text states "left me to imagine her inside the house waiting perhaps in a chair in front of the tv or walking around doing small task.this quote shows that its boring around the house because she is imagining her around the house doing boring things.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain, in “At Dusk,” what the speaker’s thoughts reveal about her ideas concerning home (*that it's boring*); however, the response only provides one concrete detail from the text for support (*“left me to imagine her inside the house waiting perhaps in a chair in front of the tv or walking around doing small task.this quote shows that its boring around the house”*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

38

In “At Dusk,” what do the speaker’s thoughts reveal about her ideas concerning home? Use **two** details from the poem to support your response.

In at dusk the speakers thoughts show that she's concern that a intruder will come into her home if she makes a lot of sound.In the text it shows, "left me to wonder that I too might my voice,sure of someone out there".The text also shows "certain the sounds I make are enough to call someone home".This shows that the author wants to be careful with the amount of noise she makes.

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 (“*left me to wonder that I too might my voice,sure of someone out there*” and “*certain the sounds I make are enough to call someone home*”); however, the response does not provide a valid inference from the text to explain, in “At Dusk,” what the speaker’s thoughts reveal about her ideas concerning home. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

38

In “At Dusk,” what do the speaker’s thoughts reveal about her ideas concerning home? Use **two** details from the poem to support your response.

Her thoughts reveal about her ideas that her and her cat like to watch TV together and doing tasks. In the text it states “Perhaps in a chair in front of the TV, or walking around doing small tasks.”

Score Point 1 (out of 2 points)

This response only provides one concrete detail from the text for support (“*Perhaps in a chair in front of the TV, or walking around doing small tasks*”). The response does not provide a valid inference from the text to explain, in “At Dusk,” what the speaker’s thoughts reveal about her ideas concerning home. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

38

In “At Dusk,” what do the speaker’s thoughts reveal about her ideas concerning home? Use **two** details from the poem to support your response.

The speaker’s thoughts reveal about her ideal concerning home by how the cat ran away.

Score Point 0 (out of 2 points)

This response is totally inaccurate (*The speaker thoughts reveal about her ideas concerning home by how, the cat ran away*).

GUIDE PAPER 8a

Additional

38

In "At Dusk," what do the speaker's thoughts reveal about her ideas concerning home? Use **two** details from the poem to support your response.

They reveal that the firefly likes the cat. " Then I hear
the high-pitched wheedling we send out
to animals who know only sound, not
the meanings of our words-here here-
nor how they sometimes fall short.

In another yard, beyond my neighbor's
sight, the cat lifts her ears, turns first
toward the voice, then back
to the constellation of fireflies flickering
near her head." also they reveal "In another yard, beyond my neighbor's
sight, the cat lifts her ears, turns first
toward the voice, then back
to the constellation of fireflies flickering
near her head. It's as if she can't decide
whether to leap over the low hedge,
the neat row of flowers, and bound
onto the porch, into the steady circle
of light, or stay where she is: luminous1

possibility-all that would keep her
away from home-flitting before her.
I listen as my neighbor's voice trails off."

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*They reveal that the firefly likes the cat. "Then I hear the high-pitched wheedling we send out to animals who know only sound, not the meanings of our words-here here- nor how they sometimes fall short. In another yard, beyond my neighbor's sight, the cat lifts her ears, turns first toward the voice, then back to the constellation of fireflies flickering near her head." also they reveal "In another yard, beyond my neighbor's sight, the cat lifts her ears, turns first toward the voice, then back to the constellation of fireflies flickering near her head. It's as if she can't decide whether to leap over the low hedge, the neat row of flowers, and bound onto the porch, into the steady circle of light, or stay where she is: luminous! possibility-all that would keep her away from home-flitting before her. I listen as my neighbor's voice trails off."*). The copying of large portions of text, regardless of where in the text the portion comes from, does not demonstrate intent of providing one or more details relevant to the prompt.

EXEMPLARY RESPONSE

39

How does the section “Life in the wild” contribute to the author’s argument in “Excerpt from *Marine Mammals in Captivity*”? Use **two** details from the excerpt to support your response.

Possible Exemplary Response:

The section “Life in the wild” contributes to the author’s argument because it provides supporting facts about why marine mammals should not be kept in captivity. The Humane Society includes the section to highlight the idea that these marine mammals need a lot of space to live because “whales and dolphins live in large groups (called pods), often in tight family units,” so an aquarium could not create a tank big enough for them. Also, the Humane Society states that “Whales and dolphins travel long distances each day, sometimes swimming in a straight line for a hundred miles.” After presenting how far whales and dolphins swim, the Humane Society contrasts that with what the lives of marine mammals may be like in captivity by stating, “it is difficult to imagine the tragedy of life in no more than a tiny swimming pool.”

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

39

How does the section “Life in the wild” contribute to the author’s argument in “Excerpt from *Marine Mammals in Captivity*”? Use **two** details from the excerpt to support your response.

The section “Life in the Wild” contributes to the author’s argument in “Excerpt from Marine Mammals in Captivity” because it talks about why animals should stay in the wild and how it is unhealthy for mammals to stay in captivity. According to the text, “Excerpt from Marine Mammals in Captivity by The Humane Society of the United States” it states “They Spend only 10 to 20% of their time at the surface.” This shows that they do not come to the surface often and usually just stay underwater. It also states “Because tanks are shallow, the natural tendencies of whales and dolphins are reversed – they spend more than half their time at the tank’s surface. This unnatural situation can cause skin problems.” This shows that being in captivity is bad for the mammals since they don’t usually spend much time at the surface. In conclusion, that is how the section “Life in the Wild” contributes to the author’s argument in “Excerpt from Marine Mammals in Captivity.”

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the section “Life in the wild” contributes to the author’s argument in “Excerpt from *Marine Mammals in Captivity*” (*because it talks about why animals should stay in the wild and how it is unhealthy for mammals to stay in captivity*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*They spend only 10 to 20% of their time at the surface.*” and “*Because tanks are shallow, the natural tendencies of whales and dolphins are reversed – they spend more than half their time at the tank’s surface. This unnatural situation can cause skin problems.*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

39

How does the section “Life in the wild” contribute to the author’s argument in “Excerpt from *Marine Mammals in Captivity*”? Use **two** details from the excerpt to support your response.

This section contributes to the author's argument because he is arguing that marine mammals should not be held in confinement because they need to be in the ocean or there natural habitat. A quote from the text is, "The very nature of these animals makes them uniquely unsuited to confinement." This quote shows that marine mammals are not suited for living in a tank. They can not live in confinement they are not used to being in a small tank they are used to being the open ocean. Another quote from the text is, "They are always aware, and always moving. Understanding this, it is difficult to imagine the tragedy of life in no more than a tiny swimming pool." This quote represents how they are constantly moving and when they are in confinement they don't have much room to move around in so they have to stay still longer and they are not used to that.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the section “Life in the wild” contributes to the author’s argument in “Excerpt from *Marine Mammals in Captivity*” (*because he is arguing that marine mammals should not be held in confinement*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*The very nature of these animals makes them uniquely unsuited to confinement.*” and “*They are always aware, and always moving. Understanding this, it is difficult to imagine the tragedy of life in no more than a tiny swimming pool.*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

39

How does the section “Life in the wild” contribute to the author’s argument in “Excerpt from *Marine Mammals in Captivity*”? Use **two** details from the excerpt to support your response.

The section "Life in the wild" helps contribute by detailing what their life is like in the wild and then comparing it to life in captivity. The text evidence for this is, "The very nature of these animals makes them uniquely unsuited to confinement. In the wild, whales and dolphins live in large groups (called pods)" and, "They are always aware, and always moving. Understanding this, it is difficult to imagine the tragedy of life in no more than a tiny swimming pool."

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the section “Life in the wild” contributes to the author’s argument in “Excerpt from *Marine Mammals in Captivity*” (*by detailing what their life is like in the wild and then comparing it to life in captivity*). The response provides a sufficient number of concrete details from the text for support as required by the prompt [*“The very nature of these animals makes them uniquely unsuited to confinement. In the wild, whales and dolphins live in large groups (called pods)”* and *“They are always aware, and always moving. Understanding this, it is difficult to imagine the tragedy of life in no more than a tiny swimming pool.”*]. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

39

How does the section “Life in the wild” contribute to the author’s argument in “Excerpt from *Marine Mammals in Captivity*”? Use **two** details from the excerpt to support your response.

The section “Life in the wild” contributes to the Author’s argument in “Excerpt from marine mammals in Captivity” by stating that whales and dolphins live their lives better in an open ocean rather than being held in a tank with limited Room to swim. Lastly, The nature of these Animals makes them unsuited and Confinement to their Habitat.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how the section “Life in the wild” contributes to the author’s argument in “Excerpt from *Marine Mammals in Captivity*” (*that whales and dolphins live their lives better in an open ocean*); however, the response only provides one concrete detail from the text for support (*being held in a tank with limited Room to swim*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

39

How does the section “Life in the wild” contribute to the author’s argument in “Excerpt from *Marine Mammals in Captivity*”? Use **two** details from the excerpt to support your response.

The Section “Life in the wild” contribute to the authors argument in “Excerpt from Marine is first in the text it states that whales and dolphins are consious of every breath they take. Second understanding this is a difficult image the tregity of life no more then a tiny Swimming pool.

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 (“Whales and dolphins are consious of every breath they take” and “understanding this is a diffica image the tregity of life no more then a tiny Swimming pool); however, the response does not provide a valid inference from the text to explain how the section “Life in the wild” contributes to the author’s argument in “Excerpt from *Marine Mammals in Captivity*. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

39

How does the section “Life in the wild” contribute to the author’s argument in “Excerpt from *Marine Mammals in Captivity*”? Use **two** details from the excerpt to support your response.

The section “life in the wild” contributes to the Authors argument because his argument says that dolphins shouldn’t be captured for entertainment and he explains why they shouldn’t be.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how the section “Life in the wild” contributes to the author’s argument in “Excerpt from *Marine Mammals in Captivity*” (*because his argument says that dolphins shouldn’t be captured for entertainment and he explains why they shouldn’t be*); however, the response does not provide two concrete details from the text for support. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

39

How does the section “Life in the wild” contribute to the author’s argument in “Excerpt from *Marine Mammals in Captivity*”? Use **two** details from the excerpt to support your response.

The Section ~~to~~ Life in
the wild contributes because
it explains how hard it is
~~for Some animals~~ to live
in ~~the wild for Some animals~~.

Score Point 0 (out of 2 points)

This response is totally inaccurate (*The section Life in the wild contributes because it explains how hard it is for Some animals to live in the wild for Some animals*).

GUIDE PAPER 8

Additional

39

How does the section “Life in the wild” contribute to the author’s argument in “Excerpt from *Marine Mammals in Captivity*”? Use **two** details from the excerpt to support your response.

telling us how the people are putting marine mammals getting killed

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*telling us how the people are putting marine mammals getting killed*).

EXEMPLARY RESPONSE

40

Read this sentence from paragraph 7 of “Excerpt from *Marine Mammals in Captivity*. ”

Life for these animals is a mere shadow of what it was in the wild.

What does the author mean by this sentence? Use **two** details from the excerpt to support your response.

Possible Exemplary Response:

This sentence means that life for captive whales and dolphins is only a partially full life and emphasizes the sadness of the situation for marine mammals that live in captivity. Living a life that is “a mere shadow of what it was” emphasizes how much the marine mammals are losing when they are in captivity. The excerpt states that marine mammals “travel long distances each day, sometimes swimming in a straight line for a hundred miles.” In contrast, living “in no more than a tiny swimming pool” while in captivity creates a feeling of sadness about their situation.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

40

Read this sentence from paragraph 7 of “Excerpt from *Marine Mammals in Captivity*.“

Life for these animals is a mere shadow of what it was in the wild.

What does the author mean by this sentence? Use **two** details from the excerpt to support your response.

When the author says that, "Life for these animals is a mere shadow of what it was in the wild" they mean that animals in captivity are in confinement. They have less freedom than they do in the wild, and have many restrictions. According to the text, "Tanks only allow a few strokes in any direction before coming to a wall. Because tanks are shallow, the natural tendencies of whales and dolphins are reversed-they spend more than half their time at the tank's surface." The passage also states, " In perpetual motion, they are forced into literally endless circles." This shows that animals in captivity lose their natural instincts that they would normally have in the wild. In conclusion, the author is right when s/he says that "Life for these animals is a mere shadow of what it was in the wild."

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what the author means by this sentence from paragraph 7 of “Excerpt from *Marine Mammals in Captivity*” (*They have less freedom than they do in the wild, and have many restrictions*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*Tanks only allow a few strokes in any direction before coming to a wall. Because tanks are shallow, the natural tendencies of whales and dolphins are reversed-they spend more than half their time at the tank's surface.*” and “*In perpetual motion, they are forced into literally endless circles.*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

40

Read this sentence from paragraph 7 of “Excerpt from *Marine Mammals in Captivity*.”

Life for these animals is a mere shadow of what it was in the wild.

What does the author mean by this sentence? Use **two** details from the excerpt to support your response.

The author means that the animals could do much more and swim in the wild than in captivity were they are confined to a big box with water. The text says "In perpetual motion, they are forced into Liter endless Circles." Another quote is "The sea is to whales and dolphins much as the air is to bird ... where they can move up and down and side to side".

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what the author means by this sentence from paragraph 7 of “Excerpt from *Marine Mammals in Captivity*” (*that the animals could do much more and swim in the wild than in captivity were they are confined*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*In perpetual motion, they are forced into Liter endless circles.*” and “*The sea is to whales and dolphins much as the air is to bird ... where they can move up and down and side to side*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

40

Read this sentence from paragraph 7 of “Excerpt from *Marine Mammals in Captivity*.“

Life for these animals is a mere shadow of what it was in the wild.

What does the author mean by this sentence? Use **two** details from the excerpt to support your response.

its means that the animals dont have the freedom to roam around like they did in the wild before they came to the facility i know this because it says they are into literally endless circles and it also says the environment is monotonous and limited in space.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what the author means by this sentence from paragraph 7 of “Excerpt from *Marine Mammals in Captivity*” (*that the animals dont have the freedom to roam around like they did in the wild*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*they are into literally endless circles and the environment is monotonous and limited in space*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

40

Read this sentence from paragraph 7 of “Excerpt from *Marine Mammals in Captivity*.”

Life for these animals is a mere shadow of what it was in the wild.

What does the author mean by this sentence? Use **two** details from the excerpt to support your response.

The author means that they are like almost invisible and they are almost never seen. One example is, " In perpetual motion, they are forced into literally endless circles"(7). In addition, "However, they are observed in only about 1% of orcas in the wild"(6). These quotes show how these mammals hide and shadows meaning they are becoming extinct.

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 (“*In perpetual motion, they are forced into literally endless circles*” and “*However, they are observed in only about 1% of orcas in the wild*”); however, the response does not provide a valid inference from the text to explain what the author means by this sentence from paragraph 7 of “Excerpt from *Marine Mammals in Captivity*. ” This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

40

Read this sentence from paragraph 7 of “Excerpt from *Marine Mammals in Captivity*.“

Life for these animals is a mere shadow of what it was in the wild.

What does the author mean by this sentence? Use **two** details from the excerpt to support your response.

it means the life that
the animals is a small
shadow of what it is in the
wild because the sea is big
for dolphins and whales and other
fish

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain what the author means by this sentence from paragraph 7 of “Excerpt from *Marine Mammals in Captivity*” (*it means the life that the animals is a small shadow of what it is in the wild because the sea is big for dolphins and whales and other fish*); however, the response does not provide two concrete details from the text for support. This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 6

40

Read this sentence from paragraph 7 of “Excerpt from *Marine Mammals in Captivity*.”

Life for these animals is a mere shadow of what it was in the wild.

What does the author mean by this sentence? Use **two** details from the excerpt to support your response.

The author means like the animals are not use to being in the wilde. I know this because Oh like 31 it says "they are forced into literally endless circles.

Score Point 1 (out of 2 points)

This response only provides one concrete detail from the text for support (“*they are forced into literally endless circles*”). The response does not provide a valid inference from the text to explain what the author means by this sentence from paragraph 7 of “Excerpt from *Marine Mammals in Captivity*.” This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

40

Read this sentence from paragraph 7 of “Excerpt from *Marine Mammals in Captivity*.“

Life for these animals is a mere shadow of what it was in the wild.

What does the author mean by this sentence? Use **two** details from the excerpt to support your response.

This sentence from paragraph 7 of “marine mammals in Captivity” means that the line for the animals is a Just like what it was in the wild like it is similare to what it was like’

Score Point 0 (out of 2 points)

This response is totally inaccurate (*This sentence from paragraph 7 of “marine mammals in Captivity.” means that the line for the animals is a Just like what it was in the wild like it is similare to what it was like’*).

GUIDE PAPER 8

Additional

40

Read this sentence from paragraph 7 of “Excerpt from *Marine Mammals in Captivity*.”

Life for these animals is a mere shadow of what it was in the wild.

What does the author mean by this sentence? Use **two** details from the excerpt to support your response.

the environment is monotonous and limited in scope. sonar clicks, the method by which individuals define their surroundings, have limited utility in such and environment. they are forced into literally endless cicle. life for these animals is a mere shadow of what it was in the wild.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*the environment is monotonous and limited in scope. sonar clicks, the method by which individuals define their surroundings, have limited utility in such and environment. they are forced into literally endless cicle. life for these animals is a mere shadow of what it was in the wild*).

EXEMPLARY RESPONSE

41

In “Excerpt from *What Zoo Critics Don’t Understand*,” how does Jack Hanna distinguish his position about animals in captivity from Dr. Jane Goodall’s position about animals in captivity? Use **two** details from the excerpt to support your response.

Possible Exemplary Response:

Jack Hanna distinguishes his position about animals in captivity by providing responses to each of Dr. Goodall’s statements. Dr. Goodall argues that “two elephants at a Seattle zoo should be released to a sanctuary” and that SeaWorld should be closed. Jack Hanna shares his opinion that the animals face challenges, “including habitat loss, poaching, severe weather, and war” when releasing animals into the wild to places such as “national parks with guarded boundaries,” as Dr. Goodall is recommending. Jack Hanna also differs from Dr. Goodall because he thinks that zoos and aquariums can actually help keep animals safe. The statistics he provides state that “More than 25,000 animals owe their lives to SeaWorld animal rescue teams,” and “more than 500 sea lions on the West Coast” have been saved and returned to the wild by SeaWorld.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

41

In “Excerpt from *What Zoo Critics Don’t Understand*,” how does Jack Hanna distinguish his position about animals in captivity from Dr. Jane Goodall’s position about animals in captivity? Use **two** details from the excerpt to support your response.

Jack distinguishes his position about animals in captivity from Dr. Jane's position about animals in captivity by giving us firsthand evidence to what SeaWorld is actually all about. He explains to us that even though he can see why people like Dr. Jane Goodall have opinions about places like SeaWorld, he does not believe them to be valid. His rebuttle to Dr. Jane's claim that Elephants should be released to a sanctuary and SeaWorld should be shutdown was..."More than 25,000 animals owe their lives to SeaWorld animal rescue teams. Just this year, they have saved more than 500 sea lions on the West Coast. The SeaWorld team has worked around the clock to rehabilitate these animals, all with the goal of returning them to the wild." His confidence that SeaWorld is so capable is sure to make others feel the same way.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain, in “Excerpt from *What Zoo Critics Don’t Understand*,” how Jack Hanna distinguishes his position about animals in captivity from Dr. Jane Goodall’s position about animals in captivity (*He explains to us that even though he can see why people like Dr. Jane Goodall have opinions about places like SeaWorld, he does not believe them to be valid*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*Dr. Jane’s claim that Elephants should be released to a sanctuary and SeaWorld should be shutdown and “More than 25,000 animals owe their lives to SeaWorld animal rescue teams. Just this year, they have saved more than 500 sea lions on the West Coast. The SeaWorld team has worked around the clock to rehabilitate these animals, all with the goal of returning them to the wild.”*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

41

In “Excerpt from *What Zoo Critics Don’t Understand*,” how does Jack Hanna distinguish his position about animals in captivity from Dr. Jane Goodall’s position about animals in captivity? Use **two** details from the excerpt to support your response.

Jack Hanna and Dr. Jane Goodall's position about animals in captivity are very different. Dr. Jane Goodall thinks that animals should not be kept in captivity but Jack Hanna thinks they should. The text states, "Having traveled the world, the only places I consider truly “wild” are Antarctica, parts of the Amazon and some places in Africa." This quote demonstrates that Jack Hanna thinks there are no places you can consider "wild" anymore. Dr. Jane Goodall thinks that animals shold be released to the wild, but there is nowhere for them to go.

Animals in captivity are being saved from the dangers that the wild has. According to the author, "Poaching has decimated the northern white rhino population-the last known male has his own personal 24-hour security to ensure he isn't poached for his horn." This quote illustrates that when animals are in the wild, they could go extinct because of poaching. When animals are in captivity, they are protected to make sure they don't go extinct.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain, in “Excerpt from *What Zoo Critics Don’t Understand*,” how Jack Hanna distinguishes his position about animals in captivity from Dr. Jane Goodall’s position about animals in captivity (*Dr. Jane Goodall thinks that animals should not be kept in captivity but Jack Hanna thinks they should*). The response provides evidence of analysis and a sufficient number of concrete details from the text for support as required by the prompt (*Dr. Jane Goodall thinks that animals shold be released to the wild and “Poaching has decimated the northern rhino population-the last known male has his own personal 24-hour security to ensure he isn’t poached for his horn.” This quote illustrates that when animals are in the wild, they could go extinct because of poaching. When animals are in captivity, they are protected to make sure they don’t go extinct*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

41

In “Excerpt from *What Zoo Critics Don’t Understand*,” how does Jack Hanna distinguish his position about animals in captivity from Dr. Jane Goodall’s position about animals in captivity? Use **two** details from the excerpt to support your response.

Jack Hanna thinks that the animals should be kept in captivity and Dr. Jane Goodall wants to let the animals go. Jack Hanna says “I can tell you firsthand that the animals in SeaWorld’s parks receive world-class care.” Dr. Jane Goodall thinks “two elephants in a zoo in Seattle should be released to a sanctuary and the SeaWorld should be shut down.”

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain, in “Excerpt from *What Zoo Critics Don’t Understand*,” how Jack Hanna distinguishes his position about animals in captivity from Dr. Jane Goodall’s position about animals in captivity (*Jack Hanna thinks that the animals should be kept in captivity and Dr. Jane Goodall wants to let the animals go*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*I can tell you firsthand that the animals in SeaWorld’s parks receive world-class care.*” and *Dr. Jane Goodall thinks “two elephants in a zoo in Seattle should be released to a sanctuary and the SeaWorld should be shut down.*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

41

In “Excerpt from *What Zoo Critics Don’t Understand*,” how does Jack Hanna distinguish his position about animals in captivity from Dr. Jane Goodall’s position about animals in captivity? Use **two** details from the excerpt to support your response.

In “Excerpt from *What Zoo Critics Don’t Understand*,” Jack Hanna distinguishes his position about animals in captivity from Dr. Jane Goodall’s position about animals in captivity because some of them are at high risk of getting hurt. For example, More than 25,000 animals owe their lives to SeaWorld animal rescue teams. Just this year, they have saved more than 500 sea lions on the West Coast” (Jack Hanna). This shows that they saved a lot of sea lions. Also the narrator states “ I can tell you firsthand that the animals in SeaWorld’s parks receive world-class care”(Jack Hanna). This shows that this organization helps animals.

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 (*More than 25,000 animals owe their lives to SeaWorld animal rescue teams. Just this year, they have saved more than 500 sea lions on the West Coast*” and “ *I can tell you firsthand that the animals in SeaWorld’s parks receive world-class care*”); however, the response does not provide a valid inference from the text to explain, in “Excerpt from *What Zoo Critics Don’t Understand*,” how Jack Hanna distinguishes his position about animals in captivity from Dr. Jane Goodall’s position about animals in captivity. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

41

In “Excerpt from *What Zoo Critics Don’t Understand*,” how does Jack Hanna distinguish his position about animals in captivity from Dr. Jane Goodall’s position about animals in captivity? Use **two** details from the excerpt to support your response.

Jack Hanna distinguish his position about animals in captivity from Dr. Jane Goodall's position about animals in captivity by telling him how they going to help the animals grow before they let them out to the wilderness.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain, in “Excerpt from *What Zoo Critics Don’t Understand*,” how Jack Hanna distinguishes his position about animals in captivity from Dr. Jane Goodall’s position about animals in captivity (*by telling him how they going to help the animals grow before they let them out to the wilderness*); however, the response does not provide two concrete details from the text for support. This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 6

41

In “Excerpt from *What Zoo Critics Don’t Understand*,” how does Jack Hanna distinguish his position about animals in captivity from Dr. Jane Goodall’s position about animals in captivity? Use **two** details from the excerpt to support your response.

“the only place Anamal belong is in wild” I agree with that because animals don’t belong in case they belong in the wild in they habitats.

Score Point 1 (out of 2 points)

This response only provides one concrete detail from the text for support (“*the only Place Anamal belong is in wild*”). The response does not provide a valid inference from the text to explain, in “Excerpt from *What Zoo Critics Don’t Understand*,” how Jack Hanna distinguishes his position about animals in captivity from Dr. Jane Goodall’s position about animals in captivity. This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 7

41

In “Excerpt from *What Zoo Critics Don’t Understand*,” how does Jack Hanna distinguish his position about animals in captivity from Dr. Jane Goodall’s position about animals in captivity? Use **two** details from the excerpt to support your response.

jack hanna doesn't like how they keep animals in places instead of the wild.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt and is totally inaccurate (*jack hanna doesn't like how they keep animals in places instead of the wild*).

GUIDE PAPER 8

Additional

41

In “Excerpt from *What Zoo Critics Don’t Understand*,” how does Jack Hanna distinguish his position about animals in captivity from Dr. Jane Goodall’s position about animals in captivity? Use **two** details from the excerpt to support your response.

They think these zoos are
not good and animals
should not be under captivity.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*They think these zoos are not good and animals should not be under captivity*).

EXEMPLARY RESPONSE

42

What is a central idea in “Excerpt from *What Zoo Critics Don’t Understand*”? Use **two** details from the excerpt to support your response.

Possible Exemplary Response:

A central idea in this excerpt is that people have the wrong understanding of “the wild” and that most people think there are parts of the world where animals can roam free. Jack Hanna states that “The ‘wild’ is not necessarily the idyllic place people imagine,” and “Animals face many challenges, including habitat loss, poaching, severe weather, and war.” He also includes the idea that people who care for animals in zoos and aquariums do a really good job. In the text, Jack Hanna gives credit to the SeaWorld teams who have “worked around the clock to rehabilitate these animals, all with the goal of returning them to the wild.”

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

42

What is a central idea in “Excerpt from *What Zoo Critics Don’t Understand*”? Use **two** details from the excerpt to support your response.

The central idea of "Excerpt from *What Zoo Critics Don't Understand*," by Jack Hanna, is that the wild is not what it seems, and being held in captivity is actually saving animal wildlife. The author, Hanna, started off the article by saying how Jane Goodall disapproves with SeaWorld and other zoo environments, and how all of the animals should be released back into the wild. But Hanna strongly disagrees, thus coming into the central idea. Approved zoos and wildlife sanctuaries take in animals in, nurse them back to health, and release them if they are ready, or keep them, for their own safety. For example, the white rhino species was thriving in its environment, until poachers came and killed off the majority of the population. According to the text, "The 'wild' is not necessarily the idyllic place people imagine. Poaching has decimated the northern white rhino population—the last known male has his own personal 24-hour security to ensure he isn't poached for his horn. (Hanna, 2)" If those who protected the male rhino chose to release him back, poachers would undoubtedly come in and kill it, therefore leading to the extinction of the white rhinoceros. Also, SeaWorld has saved over thousands of animal lives, and even stopped one of its most productive shows to nurse sea lion and otter pups. The text states, "I witnessed SeaWorld's rescue teams in full swing. More than 25,000 animals owe their lives to SeaWorld animal rescue teams. Just this year, they have saved more than 500 sea lions on the West Coast. The team at SeaWorld San Diego even built two new pools to accommodate them, and closed its Sea Lion and Otter Show so that its staff could dedicate more time to nursing the pups back to health. (Hanna, 4)" This excerpt has a central idea, and it is that the wild isn't always the best place for an animal to be, and some organizations are just trying to save the wildlife.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what a central idea is in “Excerpt from *What Zoo Critics Don’t Understand*” (*the wild is not what it seems, and being held in captivity is actually saving animal wildlife*). The response provides a sufficient number of concrete details from the text for support as required by the prompt [*“The ‘wild’ is not necessarily the idyllic place people imagine. Poaching has decimated the northern white rhino population—the last known male has his own personal 24-hour security to ensure he isn't poached for his horn. (Hanna, 2)”* and *“I witnessed SeaWorld's rescue teams in full swing. More than 25,000 animals owe their lives to SeaWorld animal rescue teams. Just this year, they have saved more than 500 sea lions on the West Coast. The team at SeaWorld San Diego even built two new pools to accommodate them, and closed its Sea Lion and Otter Show so that its staff could dedicate more time to nursing the pups back to health. (Hanna, 4)”*]. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

42

What is a central idea in “Excerpt from *What Zoo Critics Don’t Understand*”? Use **two** details from the excerpt to support your response.

The central idea in this passage there are two sides to a story. the author explains that some people believe that zoos and aquariums should be shut down. But others think that zoos and aquariums are good for animals. At first the author shows how some people don't agree with captivity. He explains “Dr. Jane Goodall recently made two statements critical to zoos and aquariums. She said two elephants in a zoo should be released to a sanctuary and that seaworld should be shut down!” Then the author shows how some people do agree with zoos and aquariums. “I can tell you first-hand that the animals at Seaworlds parks receive world-class care.”

Score Point 2 (out of 2 points)

This response provides valid inferences from the text to explain what a central idea is in “Excerpt from *What Zoo Critics Don’t Understand*” (*some people don't agree with captivity and some people do agree with zoos and aquariums*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*Dr. Jane Goodall recently made two statements critical to zoos and aquariums. She said two elephants in a zoo should be released to a sanctuary and that seaworld should be shut down*” and “*I can tell you first-hand that the animals at Seaworlds parks receive world-class care.*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

42

What is a central idea in “Excerpt from *What Zoo Critics Don’t Understand*”? Use **two** details from the excerpt to support your response.

the main idea is that people are taking good care of animals know this because the article says that the last male white rhino has 24 hour security and that sea world closed its sea lion and otter show so its staff could take care of them

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what a central idea is in “Excerpt from *What Zoo Critics Don’t Understand*” (*people are taking good care of animals*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*the last male white rhino has 24 hour security and sea world closed its sea lion and otter show so its staff could take care of them*). This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 4

42

What is a central idea in “Excerpt from *What Zoo Critics Don’t Understand*”? Use **two** details from the excerpt to support your response.

the central idea of the artical “Excerpt from What Zoo Critics Don’t Understand” is that animles are under captivity jest to educat our future generation.the auther starts,” The animal care teams at SeaWorld understand the value of studying animals in zoological settings in order to save future generations.”

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain what a central idea is in “Excerpt from *What Zoo Critics Don’t Understand*” (*animles are under captivity jest to educat our future generation*); however, the response only provides one concrete detail from the text for support (“*The animal care teams at SeaWorld understand the value of studying animals in zoological settings in order to save future generations.*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

42

What is a central idea in “Excerpt from *What Zoo Critics Don’t Understand*”? Use **two** details from the excerpt to support your response.

The central idea is about how she is helping save animals and how she witnessed 25,000 animals get saved by the SeaWorld animal rescue and just this year they saved 500 sea lions and the work around the dock just to save them.

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 (*witnessed 25,000 animals get saved by the SeaWorld animal reascue and Just This Year they Saved 500 Sea lions and the work arond the cclock Just to save Them*); however, the response does not provide a valid inference from the text to explain what a central idea is in “Excerpt from *What Zoo Critics Don’t Understand*. ” This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 6

42

What is a central idea in “Excerpt from *What Zoo Critics Don’t Understand*”? Use **two** details from the excerpt to support your response.

The central idea in “Excerpt from *What Zoo Critics Don’t Understand*” is “I can only tell you firsthand that the animals in Seaworld park receive class care”. So this is saying that the workers are doing a great job at what they’re doing and that the animals don’t deserve to be in the wild.

Score Point 1 (out of 2 points)

This response only provides one concrete detail from the text for support (“I can only tell you firsthand that the animals in Seaworld park receive class care”). The response does not provide a valid inference from the text to explain what a central idea is in “Excerpt from *What Zoo Critics Don’t Understand*.” This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

42

What is a central idea in “Excerpt from *What Zoo Critics Don’t Understand*”? Use **two** details from the excerpt to support your response.

The central idea of this excerpt is...THat certain anmails SHould be realsed at a certain time Outta the zoo & certain sections of the zoo like sea world should be shut down . Because most of the anmails needed to be free ." Recently made two statements critial of zoos and Aquarimus.She said two elephants in a zoo in seattle should be relased to sanctuary."

Score Point 0 (out of 2 points)

This response is totally inaccurate (*The central idea of this excerpt is...THat certain anmails SHould be realsed at a certain time Outta the zoo & certain sections of the zoo like sea world should be shut down . Because most of the anmails needed to be free ." Recently made two statements critial of zoos and Aquarimus.She said two elephants in a zoo in seattle should be relased to sanctuary.*").

GUIDE PAPER 8

Additional

42

What is a central idea in “Excerpt from *What Zoo Critics Don’t Understand*”? Use **two** details from the excerpt to support your response.

The central idea in "Excerpt from What zoo Critics Don't understand" is that it's talking about animals

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt, and is considered too vague (*The central idea in “Excerpt from What zoo Critics Don’t understand” is that it’s talking about animals*).

EXEMPLARY RESPONSE

43

In “Excerpt from *Marine Mammals in Captivity*” and “Excerpt from *What Zoo Critics Don’t Understand*,” the authors present arguments about whether or not animals should be kept in captivity. What claims does each author make? What evidence do the authors use to support their claims? Which author’s argument is more convincing? Use details from **both** excerpts to support your response.

In your response, be sure to

- identify the claims that each author makes
- identify the evidence that the authors use to support their claims
- explain which author’s argument is more convincing
- use details from **both** excerpts to support your response

Possible Exemplary Response:

In “Excerpt from *Marine Mammals in Captivity*,” the Humane Society of the United States believes that animals should not be held in captivity to entertain people. In contrast, in “Excerpt from *What Zoo Critics Don’t Understand*,” Jack Hanna thinks that zoos and aquariums do a lot to save animals. Even though both authors present arguments to support their claims, the Humane Society of the United States presents a more convincing argument.

The Humane Society of the United States provides many facts in “Excerpt from *Marine Mammals in Captivity*. ” First, they explain that marine mammals in the wild “spend only 10 to 20% of their time at the surface.” This is important because when whales and dolphins are stuck in small tanks, they “spend more than half their time at the tank’s surface,” which is counter to their natural instincts. Being in a small aquarium makes whales and dolphins do things that they normally wouldn’t. For example, being on the surface often causes bad skin conditions and a condition called “dorsal fin collapse,” which is very common in captive marine mammals and very rare in wild marine mammals. Next, the excerpt includes other facts about how far marine mammals are likely to swim in the wild including “in a straight line for a hundred miles,” and how they “live in large groups (called pods), often in tight family units” that often “last for a lifetime,” all of which they cannot do in a tank. The Humane Society also plays on the reader’s emotions by describing the monotony of endlessly circling in a tank as opposed to exploring the wide open ocean. These facts help to support the claim that animals should not be kept in captivity to entertain people.

On the other hand, in “Excerpt from *What Zoo Critics Don’t Understand*,” Jack Hanna states that he has been all over the world and has found that there aren’t many places that are really “wild.” He explains that “The ‘wild’ is not necessarily the idyllic place people imagine.” Jack Hanna has seen many things harm wild places and animals in the wild, including “habitat loss, poaching, severe weather, and war.” Later on in the excerpt, he supports the work that zoos and aquariums do by stating that SeaWorld has saved “more than 25,000 animals” and “The SeaWorld team has worked around the clock to rehabilitate these animals, all with the goal of returning them to the wild.” Even though the author makes some good points, he doesn’t include as many facts to support his claims.

To conclude, “Excerpt from *Marine Mammals in Captivity*” provides many facts and specific examples to support the claims that animals should not be taken from the wild for the purpose of entertainment. Therefore, the Humane Society of the United States presents a more convincing argument than Jack Hanna in “Excerpt from *What Zoo Critics Don’t Understand*. ” If Jack Hanna had used more facts and statistics to support his claims instead of mostly sharing his opinions, he could have presented a more convincing argument.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 4-point holistic rubric.

GUIDE PAPER 1a

43

In “Excerpt from *Marine Mammals in Captivity*” and “Excerpt from *What Zoo Critics Don’t Understand*,” the authors present arguments about whether or not animals should be kept in captivity. What claims does each author make? What evidence do the authors use to support their claims? Which author’s argument is more convincing? Use details from **both** excerpts to support your response.

In your response, be sure to

- identify the claims that each author makes
- identify the evidence that the authors use to support their claims
- explain which author’s argument is more convincing
- use details from **both** excerpts to support your response

In “Excerpt from *Marine Mammals in Captivity*” and “Excerpt from *What Zoo Critics Don’t Understand*,” both authors express their claim on zoos. In the first text, the author presents the claim that animals should be in the wild rather than in captivity. The second text explains why animals in the zoo aren’t so bad and that the wild isn’t always a safe place to be. Despite their differing opinions and claims, they still both give valid reasoning on why they believe their claim is right.

Both of the text authors give evidence and reasoning to support their claim. In the first text, the author believes animals should be in the wild and gives various reasoning:

GUIDE PAPER 1b

The reasons the author gives are things like the marine life captured and put in zoos reverse their way of thinking and spend the majority of their time on the surface and not under water. The author also supports his claim by showing that captive orcas experience dorsal fin collapse, which a majority of wild orcas never experience in their lifetime. In the second text, the author says being in a zoo isn't that bad and that organizations like SeaWorld aren't just animal abusers. The author says that animals in the wild could be exposed to danger such as poachers and weather. Out of these two claims, I am more convinced by the second claim. I think this way because animals could be in a lot more danger in the wild because of things such as poaching, habitat loss, etc. Many animals are battling extinction or have become extinct due to these problems. It's overall safer in a place where the animals can't get killed due to these issues. Animals might not feel at home but it really is to ensure their own safety. Also,

GUIDE PAPER 1c

despite the controversy places like seaWorld might go through, it can't overshadow the good they've done.
In Conclusion, both of these texts have a claim and reasoning behind it. But, I am on Jack's side and I STOP believe that **Form 3** animals in the wild ■ SECURE MATERIALS ■ are not as safe as they would be in a sanctuary or zoo.

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Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that is compelling and follows logically from the task and purpose (*In “Excerpt from Marine Mammals in Captivity” and “Excerpt from What Zoo Critics Don’t Understand” both authors express their claim on zoo’s. In the first text, the author presents the claim that animals should be in the wild rather than in captivity. The second text explains why animals in the zoo aren’t so bad and that the wild isn’t always a safe place to be. Despite their differing opinions and claims, they still both give valid reasoning on why they believe their claim is right and Out of these two claims, I am more convinced by the second claim*). The response demonstrates insightful analysis of the texts (*the author believes animals should be in the wild and gives various reasoning. The reasons the author gives are things like the marine life captured and put in zoo’s reverse their way of thinking; The author also supports his claim by showing [...] which a majority of wild orcas never experience in their lifetime; the author says being in a zoo isn’t that bad and that organizations like SeaWorld aren’t just animal abusers; I think this way because animals could be in a lot more danger in the wild; Many animals are battling extinction or have become extinct due to these problems. It’s overall safer in a place where the animals can’t get killed due to these issues*). The topic is developed with the sustained use of relevant, well-chosen details from the texts (*spend the majority of their time on the surface and not under water; captive orcas experience dorsal fin collapse; animals in the wild could be exposed to danger such as poachers and weather; animals could be in a lot more danger in the wild because of things such as poaching, habitat loss*). Clear organization is exhibited, with the skillful use of appropriate and varied transitions to create a unified whole (*In excerpt, In the first text, The second text, Both of the text authors, also supports, Out of these two claims, I think this way because, but, Also, In conclusion*). A formal style is established and maintained through the use of grade-appropriate, stylistically sophisticated language and domain-specific vocabulary (*express their claim on zoo’s, a safe place to be, evidence and reasoning to support, organizations like SeaWorld, could be exposed, extinct due to these problems, controversy, overshadow the good they’ve done*). The response provides a concluding section that is compelling and follows clearly from the topic and information presented (*In conclusion, both of these texts have a claim and reasoning behind it. But, I am on Jack’s side and I believe that animals in the wild are not as safe as they would be in a sanctuary or zoo*). The response demonstrates grade-appropriate command of conventions, with few errors (*captured and sancutary*).

GUIDE PAPER 2a

Additional

43

In "Excerpt from *Marine Mammals in Captivity*" and "Excerpt from *What Zoo Critics Don't Understand*," the authors present arguments about whether or not animals should be kept in captivity. What claims does each author make? What evidence do the authors use to support their claims? Which author's argument is more convincing? Use details from **both** excerpts to support your response.

In your response, be sure to

- identify the claims that each author makes
- identify the evidence that the authors use to support their claims
- explain which author's argument is more convincing
- use details from **both** excerpts to support your response

In "Excerpt from Marine Mammals in Captivity" and "Excerpt from What Zoo Critics Don't Understand," the authors in both excerpts argue about whether or not animals should be kept in captivity. In the first excerpt, the authors believe that animals should live naturally and in the second excerpt, animals are taken care of in places like SeaWorld.

In "Excerpt from Marine Mammals in Captivity," the author claims that animals such as whales and dolphins should not be kept in tanks and should stay in the wild. In paragraph 5, it states "Life for Captive whales and dolphins is nothing like a life in the sea... because tanks are shallow, the natural tendencies of whales and dolphins are reversed - they spend more than half their time at the tank's surface." This evidence shows that whales and dolphins live in an unnatural environment compared to their life at sea. That is how the author believes that animals should not be kept in tanks and should stay in the wild.

In "Excerpt from What Zoo Critics Don't Understand," the author believes that places like SeaWorld help animals by caring for them and rehabilitating them. In paragraph 4, it states "More than 25,000 animals owe their lives to SeaWorld animal rescue teams... the SeaWorld team had worked around the clock to rehabilitate these animals, all with the goal of returning them to the wild." This evidence shows that SeaWorld does everything they can to protect the animals they get. That is how the author believes that SeaWorld helps animals.

The argument that is more convincing is from "Excerpt from Marine Mammals in Captivity." This is because the author states the living conditions and describes how it would affect the animal. In paragraph 5 and 6, it states "They spend more than half their time at the tank's surface... This unnatural situation can cause skin problems. In addition, in captive killer whales, it is the probable cause of dorsal fin collapse." That is why I believe the argument in "Excerpt from Marine Mammals in Captivity" is more convincing.

Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that is compelling and follows logically from the task and purpose (*In “Excerpt from Marine Mammals in Captivity” and “Excerpt from What Zoo Critics Don’t Understand,” the authors in both excerpts argue about whether or not animals should be kept in captivity. In the first excerpt, the authors believes that animals should live naturally and in the second excerpt, animals are taken care of in places lie SeaWorld and The arguement that is more convincing is from “Excerpt from Marine Mammals in Captivity”*). The response demonstrates grade-appropriate analysis of the texts (*This evidence shows that whales and dolphins live in an unnatural environment compared to their life at sea; THat is how the author believes that animals should not be kept in tanks and should stay in the wild; This evidence shows that SeaWorld does everythinf they can to protect the animals they get. That is how the author believes that SeaWorld helps animals; This is because the author states the living conditions and describes how it would affect the animal*). The topic is developed with the sustained use of relevant, well-chosen details from the texts (*“Life for Captive whales and dolphins is nothing like a life in the sea... because tanks are shallow, the natural tendencies of whales and dolphins are reversed - they spend more than half their time at the tank’s surface.”; “More than 25,000 animals owe their lives to SeaWorld animal rescue teams... the SeaWorld team had worked around the clock to rehabilitates these animals, all with the goal of returning them to the wild.”; “They spend more than half their time at the tank’s surface... This unnatural situation can cause skin problems. In addition, in captive killer whales, it is the probable cause or dorsal fin collapse.”*). Clear organization is exhibited, with the skillful use of appropriate and varied transitions to create a unified whole (*In Excerpt from, authors in both, In the first, and in the second, In paragraph 5, This evidence shows, THat is how, This is because, That is why*). A formal style is established and maintained through the use of grade-appropriate, stylistically sophisticated language and domain-specific vocabulary (*argue, kept in captivity, live naturally, taken care of, unnatural environment, rehabilitating, living conditions, affect the animal*). The response provides a concluding section that follows clearly from the topic and information presented (*That is why I believe the arguement in “Excerpt from Marine Mammals in Captivity” is more convincing*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*authors believes, lie SeaWorld, In [...] author, belives, places [...] helps, to rehabilitates these animals, everythinf, arguement, cause or dorsal, punctuation*).

GUIDE PAPER 3a

43

In “Excerpt from *Marine Mammals in Captivity*” and “Excerpt from *What Zoo Critics Don’t Understand*,” the authors present arguments about whether or not animals should be kept in captivity. What claims does each author make? What evidence do the authors use to support their claims? Which author’s argument is more convincing? Use details from **both** excerpts to support your response.

In your response, be sure to

- identify the claims that each author makes
- identify the evidence that the authors use to support their claims
- explain which author’s argument is more convincing
- use details from **both** excerpts to support your response

Both passages provide amazing arguments of their point of view. The passage “Excerpt from Marine Mammals in Captivity” by The Humane Society of the United States explains that animals shouldn’t live in captivity and should be set free to the wild where they belong. The passage “Excerpt from What Zoo Critics Don’t Understand” by Jack Hanna explains how animals should stay in captivity so humans don’t poach or kill them in the wild. Both passages explain their concern for the well-being of the animals.

The passage “Excerpt from Marine Mammals in Captivity” by The Humane Society of the United States provides amazing arguments of how mammals in captivity are in danger and that we need to get them back into the wild. One detail that explains this is “Life for captive whales and dolphins is nothing like a life in the sea. It is almost impossible to maintain a family group in captivity. Tanks only allow a few strokes in any direction before coming to a wall.” Another detail that explains this is “Because tanks are shallow, the natural tendencies of whales and dolphins are reversed—they spend more than half their time at the tank’s surface.” In both details this explains that the animals are restricted to limited moving in captivity and they can’t maintain a family group in captivity either. Overall, this shows that the passage “Excerpt from Marine Mammals in Captivity” by The Humane Society of the United States gives the reader reasons why animals shouldn’t be in captivity and rather they should be in the wild where they belong.

The passage “Excerpt from What Zoo Critics Don’t Understand” by Jack Hanna provides great arguments of how animals should live in captivity where it’s safer rather than the wild where humans could hurt or possibly kill them. One detail that explains this is “Poaching has decimated the northern white rhino population—the last known male has his own personal 24-hour security to ensure he isn’t poached for his horn.” Another detail that explains this is “Even in Africa, the “wild” places tend to be national parks with guarded boundaries. Animals face many challenges, including habitat loss, poaching,² severe weather, and war.” Both of these details show how life in the wild for animals can be very dangerous and deadly and that in captivity is a lot safer. Therefore, this shows that the passage “Excerpt from What Zoo Critics Don’t Understand” by Jack Hanna gives a really good argument of which it is safer for animals to live in captivity.

GUIDE PAPER 3b

In conclusion, both passages elucidate their point of views for the well-being of the animals lives and I believe the passage "Excerpt from What Zoo Critics Don't Understand" by Jack Hanna is more convincing out of the two. The reason I think this is because he provides what could happen to the animals on both sides not just his. He explains that if the animal wasn't captivity than humans could kill them but if they were than humans could protect them from dangerous humans and dangerous animals.

Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*Both passages provide amazing arguments of their point of view. The passage "Excerpt from Marine Mammals in Captivity" by The Humane Society of the United States explains that animals shouldn't live in captivity and should be set off to the wild where they belong. The passage "Excerpt from What Zoo Critics Don't Understand" by Jack Hanna explains how animals should stay in captivity so humans don't poach or kill them in the wild. Both passages explain their concern for the well-being of the animals*). The response demonstrates insightful analysis of the texts (*provides amazing arguments of how mammals in captivity are in danger and that we need to get them back into the wild; gives the reader reasons why animals shouldn't be in captivity and rather they should be in the wild where they belong; provides great arguments of how animals should live in captivity where it's safer rather than the wild where humans could hurt possibly kill them; Both of these details show how life in the wild for animals can be very dangerous and deadly and that in captivity is a lot safer; I believe the passage "Excerpt from What Zoo Critics Don't Understand" by Jack Hanna is more convincing out of the two. The reason I think this is because he provides what could happen to the animals on both sides not just his*). The topic is developed with the sustained use of relevant, well-chosen details from the texts (*"Life for captive whales and dolphins is nothing like a life in the sea. It is almost impossible to maintain a family group in captivity. Tanks only allow a few strokes in any direction before coming to a wall.";* *"Because tanks are shallow, the natural tendencies of whales and dolphins are reversed—they spend more than half their time at the tank's surface."*; *"Poaching has decimated the northern white rhino population—the last known male has his own personal 24-hour security to ensure he isn't poached for his horn."*; *"Even in Africa, the 'wild' places tend to be national parks with guarded boundaries. Animals face many challenges, including habitat loss, poaching, severe weather, and war."*). Clear organization is exhibited, with the skillful use of appropriate and varied transitions to create a unified whole (*Both passages, The passage, One detail, Another detail, this explains, Overall, this shows, Both of these, Therefore, In conclusion, The reason I think this is, but*). A formal style is established and maintained through the use of precise language and domain-specific vocabulary (*amazing, animals should stay in captivity, should live in captivity, dangerous and deadly, in captivity is a lot safer, elucidate*). The response provides a concluding section that is compelling and follows clearly from the topic and information presented (*In conclusion, both passages elucidate their point of views for the well-being of the animals lives and I believe the passage "Excerpt from What Zoo Critics Don't Understand" by Jack Hanna is more convincing out of the two. The reason I think this is because he provides what could happen to the animals on both sides not just his. He explains that if the animal wasn't captivity than humans could kill them but if they were than humans could protect them from dangerous humans and dangerous animals*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*arguments, set off to, belong, concern, into the wind, reserved, a lot, it is, of the animals lives, point of views, animal wasn't captivity than, form, punctuation*).

GUIDE PAPER 4a

43

In “Excerpt from *Marine Mammals in Captivity*” and “Excerpt from *What Zoo Critics Don’t Understand*,” the authors present arguments about whether or not animals should be kept in captivity. What claims does each author make? What evidence do the authors use to support their claims? Which author’s argument is more convincing? Use details from **both** excerpts to support your response.

In your response, be sure to

- identify the claims that each author makes
- identify the evidence that the authors use to support their claims
- explain which author’s argument is more convincing
- use details from **both** excerpts to support your response

The Humane Society of the United States and Jack Hanna both have completely different opinions on whether animals should be in captivity or not. The Humane Society says animals should not be kept in captivity, as it is harmful. "It is almost impossible to maintain a family group in captivity." The species of animal will not grow well in a small cage. Jack Hanna says that animals are perfectly fine in captivity. "The animal care teams at SeaWorld understand the value of studying animals in zoological settings in order to save future generations." Jack Hanna is saying that it is perfectly fine to study and possibly harm animals at SeaWorld.

GUIDE PAPER 4b

I believe that the Humane Society of the United States is more convincing. I think this because it is most definitely not OK to keep animals in captivity when they're supposed to be in the wild. Animals do not belong in captivity, or small cages that they can barely live in. Most sea animals live in giant families, but they have to be split up because they are being put in a zoo.

Score Point 3 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*The Humane Society of the United States and Jack Hanna both have completely different opinions on whether animals should be in captivity or not and I believe that the Humane Society of the United States is more convincing*). The response demonstrates grade-appropriate analysis of the texts (*The Humane Society says animals should not be kept in captivity, as it is harmful; The species of animal will not grow well in a small cage; Jack Hanna says that animals are perfectly fine in captivity; I think this because it is most definitely not OK to keep animals in captivity when they're supposed to be in the wild. Animals do not belong in captivity, or small cages that they can barely live in*). The topic is developed with relevant details from the texts (*"It is almost impossible to maintain a family group in captivity.";* "The animal care teams at SeaWorld understand the value of studying animals in zoological settings in order to save future generations."; *Most sea animals live in giant families, but they have to be split up because they are being put in a zoo*). The response exhibits some attempt at organization, with inconsistent use of transitions (*both have, Jack Hanna says, I believe that, I think this because*). A formal style is established and maintained through the use of precise language and domain-specific vocabulary (*different opinions, harmful, not grow well, perfectly fine to study, captivity, barely live in, split up*). The concluding section follows from the topic and information presented (*I think this because it is most definitely not OK to keep animals in captivity when they're supposed to be in the wild. Animals do not belong in captivity, or small cages that they can barely live in. Most sea animals live in giant families, but they have to be split up because they are being put in a zoo*). The response demonstrates grade-appropriate command of conventions, with few errors (*completely and definitely*).

GUIDE PAPER 5a

Additional

43

In “Excerpt from *Marine Mammals in Captivity*” and “Excerpt from *What Zoo Critics Don’t Understand*,” the authors present arguments about whether or not animals should be kept in captivity. What claims does each author make? What evidence do the authors use to support their claims? Which author’s argument is more convincing? Use details from **both** excerpts to support your response.

In your response, be sure to

- identify the claims that each author makes
- identify the evidence that the authors use to support their claims
- explain which author’s argument is more convincing
- use details from **both** excerpts to support your response

In “Excerpt from Marine Mammals in Captivity,” the author says that “The Humane Society of the United States believes that these animals should not be taken from the wild simply to entertain and amuse people for a number of reasons.” This tells you the “Excerpt from Marine Mammals in Captivity” doesn’t want animals in captivity. In “Excerpt from What Zoo Critics Don’t Understand,” the author says “...in the zoological setting in order to save future generations.” This shows the author thinks animals are better off in captivity. I think the author in “Excerpt from What Zoo Critics Don’t Understand” is more convincing because it shows how people help animals. For example the text says “Poaching has decimated the northern white rhino population – the last known male has his own personal 24-hour security to

GUIDE PAPER 5b

Additional

ensure he isn't poached for his horn.") One the other hand in "Excerpt from Marine Animals in Capt it says how bad humans are to animals. For exan the tank says "Because tanks are shallow, the natural tendencies of whales and dolphins are reversed they spend half of their time at the tanks surface."

Score Point 3 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*In "Excerpt from Marine Mammals in Captivity" the author says; In "Excerpt from What Zoo Critics Don't Understand" the author says; I think the author in "Excerpt from What Zoo Critics Don't Understand" is more convincing*). The response demonstrates grade-appropriate analysis of the texts (*This tells you the "Excerpt from Marine Mammals in Captivity" doesn't want animals in captivity; This shows the author thinks animals are better off in captivity; because it shows how people help animals; in "Excerpt from Marine Animals in Capt it says how bad humans are to animals*). The topic is developed with relevant details from the texts (*that "The Humane Society of the United States believes that these animals should not be taken from the wild simply to entertain and amuse people for a number of reasons."; "...in the zoological setting in order to save future generations."; "Poaching has decimated the northern white rhino population – the last known male has his own personal 24-hour security to ensure he isn't poached for his horn."; "Because tanks are shallow, the natural tendencies of whales and dolphins are reversed they spend half of their time at the tanks surface."*). The response exhibits clear organization, with the use of appropriate transitions to create a unified whole [*In Excerpt, the author says, This tells you, This shows, For example, One (On) the other hand*]. The response establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary (*captivity, better off, how people help animals, how bad humans are, the tank says*). The response does not provide a concluding statement. The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*This shows, more convincing, doesn't, Excerpt, northern, One the other hand, tendencies, dolphins, run-on sentence*).

GUIDE PAPER 6a

43

In “Excerpt from *Marine Mammals in Captivity*” and “Excerpt from *What Zoo Critics Don’t Understand*,” the authors present arguments about whether or not animals should be kept in captivity. What claims does each author make? What evidence do the authors use to support their claims? Which author’s argument is more convincing? Use details from **both** excerpts to support your response.

In your response, be sure to

- identify the claims that each author makes
- identify the evidence that the authors use to support their claims
- explain which author’s argument is more convincing
- use details from **both** excerpts to support your response

In “Excerpt from *Marine Mammals in Captivity*” the author is against the idea of having animals in captivity by giving examples of how captivity hurts animals. The text states, “In perpetual motion they are forced into literally endless circles.” The quote is saying they don’t have a fraction as much room as they do in the ocean and it’s cruel. But in “Excerpt from *What Zoo Critics Don’t Understand*,” the text states, “I can tell you firsthand that the animals in SeaWorld’s parks receive world class care.” The author is stating the animals are treated right, and for rehabilitation of animals. I think “Excerpt from *Marine Mammals in Captivity*,” was more convincing and used stronger details.

GUIDE PAPER 6b

Score Point 3 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*In “Excerpt from Marine Mammals in Captivity” the author is against the idea of having animals in captivity; But in Excerpt from What zoo Critics Don’t understand,” I think “Excerpt from Marine Mammals in Captivity,” was more convincing*). The response demonstrates grade-appropriate analysis of the texts (*by giving examples of how captivity hurts animals; the quote is saying they don’t have a fraction as much room as they do in the ocean and it is cruel; the author is stating the animals are treated right, and for rehabilitation of animals; I think “Excerpt from Marine Mammals in Captivity,” was more convincing and used stronger details*). The topic is partially developed with the use of relevant evidence from the texts, with inconsistency (*“In perpetual motion they are forced into literally endless circles.” and “I can tell you firsthand that the animals in Seaworld’s Parks receive world class care.”*). The response exhibits clear organization, with the use of appropriate transitions to create a unified whole (*In Excerpt, by giving, The text states, the quote is saying, But, the author is stating, I think*). The response establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary (*a fraction as much, treated right, stronger details*). The response does not provide a concluding statement. The response demonstrates grade-appropriate command of conventions, with few errors.

GUIDE PAPER 7a

43

In “Excerpt from *Marine Mammals in Captivity*” and “Excerpt from *What Zoo Critics Don’t Understand*,” the authors present arguments about whether or not animals should be kept in captivity. What claims does each author make? What evidence do the authors use to support their claims? Which author’s argument is more convincing? Use details from **both** excerpts to support your response.

In your response, be sure to

- identify the claims that each author makes
- identify the evidence that the authors use to support their claims
- explain which author’s argument is more convincing
- use details from **both** excerpts to support your response

Wild, animals... This is my essay, this essay is going to identify the claims that each author makes, what evidence they proof to support it and which is the best argument. With this clear, let's begin.

The claim that the author from “Excerpt from *Marine Mammals in Captivity*” do is that “she/he (the author) agree that animals need to be in their natural environment. This is show in page 3, p.3, when said that animals doesn't have the same things that they have in their n. environment, and the author from the 2nd ‘Excerpt Article’ agree that it is better for animals to live in zoos with guarded boundaries. This is demonstrate in p.5, paragraph 3. This answer explain which are the authors claims.

GUIDE PAPER 7b

The evidence that the authors from "Excerpt from Marine Mammals in Captivity" use to support his/her claim is showed in Page 2, section called "Life in Captivity", here he/she said that is unnatural and uncomfortable for animals to live in those places, and the evidence that the author from the 2nd "Excerpt Article" use is show in page 5, paragraph 2. This shows what evidence use the authors from both articles.

The author's argument that is more convincing is the argument from the author from the 2nd "Excerpt Article", this is because the evidence he/she use to support his/her agreement is more logical and important, for example: in paragraph 2 where he/she said that the white rhino population is in poaching and the last one is in 24-^{hours} secured.

I get a lot of information about this articles without forgetting that I answer all the questions, with all of this ready, I conclude with this essay.

GUIDE PAPER 7C

Score Point 2 (out of 4 points)

This response introduces a topic that follows generally from the task and purpose (*Wild , animals ... This is my essay, this essay is going to identify the claims that each author makes, what evidence they proof to support it ,and which is the best argument. With this clear, lets begin and The author's argument that is more convincing is the argument from the author from the 2nd "Excerpt Article"*). The response demonstrates grade-appropriate analysis of the texts [*The claim that the author from "Excerpt from Marine Mammals in Captivity". do is that she/he (the author) agree that animals need to be in their natural enviroment; and the author from the 2nd "Excerpt Article" agree that is better for animals to live in zoo's with guarded boundaries; this is because the evidence the he/she use to support his/her agreement is more logical and important*]. The topic is developed with relevant details from the texts (*animals doesn't have the same things that they have in their n. enviroment; his/her claim is showed in page 3 section called "Life in Captivity", here he/she said that is un natural and uncomfortable for animals to live in those places; that the white rhino population is in poaching and the last one is in 24-hours secured*). The response exhibits some attempt at organization, with inconsistent use of transitions (*the author from, This is show in page, the author from the 2nd "Excerpt Article", This is demostrate in, This shows, because, I conclud*). The response establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary [*This is my essay; that she/he (the author) agree; doesn't have the same things that they have in their n. environment; This answer explain which are the author's claims; I get a lot of information about this articles*]. The concluding statement follows generally from the topic and information presented (*I get a lot of information about this articles without forggetting that I answer all the questions , with all of this ready , I conclud with this essay*). The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*lets; she/he (the author) agree; enviroment; This is show; When said that animals; animals doesn't; n. environment; 2nd "Excerpt Article"; that is better demostrate; population is in poaching; this articles; without forggetting; I answer; punctuation; run-on sentences*).

43

In “Excerpt from *Marine Mammals in Captivity*” and “Excerpt from *What Zoo Critics Don’t Understand*,” the authors present arguments about whether or not animals should be kept in captivity. What claims does each author make? What evidence do the authors use to support their claims? Which author’s argument is more convincing? Use details from **both** excerpts to support your response.

In your response, be sure to

- identify the claims that each author makes
- identify the evidence that the authors use to support their claims
- explain which author’s argument is more convincing
- use details from **both** excerpts to support your response

In “Excerpt from *Marine Mammals in Captivity*” and “Excerpt from *What Zoo Critics Don’t Understand*,” the authors present arguments about whether or not animals should be kept in captivity. Claims that the author make are sympathetic. "Life for captive whales and dolphins is nothing like a life in the sea. It is almost impossible to maintain a family group in captivity. Tanks only allow a few strokes in any direction before coming to a wall. Because tanks are shallow, the natural tendencies of whales and dolphins are reversed—they spend more than half their time at the tank's surface." and "Dr. Jane Goodall recently made two statements critical of zoos and aquariums. She said two elephants in a zoo in Seattle should be released to a sanctuary¹ and that SeaWorld should be shut down.". The Humane Society Of the United States due to the fator that they have more describing detail about sympathetic detail.

Score Point 2 (out of 4 points)

This response introduces a topic that follows generally from the task and purpose (*In “Excerpt from Marine Mammals in Captivity” and “Excerpt from What Zoo Critics Don’t Understand,” the authors present arguments about whether or not animals should be kept in captivity*). The response demonstrates a literal understanding of the texts (*Claims that the author make are sympathetic* and *The Humane Society Of the United States due to the fator that they have more describing detail about sympathetic detail*). The topic is partially developed with the use of relevant evidence from the texts, with inconsistency (*"Life for captive whales and dolphins is nothing like a life in the sea. It is almost impossible to maintain a family group in captivity. Tanks only allow a few strokes in any direction before coming to a wall. Because tanks are shallow, the natural tendencies of whales and dolphins are reversed—they spend more than half their time at the tank's surface."* and *"Dr. Jane Goodall recently made two statements critical of zoos and aquariums. She said two elephants in a zoo in Seattle should be released to a sanctuary¹ and that SeaWorld should be shut down."*). The response exhibits little attempt at organization (*In “Excerpt from, whether or not, and, she said, due to*). The response establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary (*present arguments, kept in captivity, sympathetic*). The response does not provide a concluding statement. The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*author make are, fator, describing detail about sympathetic detail*).

GUIDE PAPER 9

43

In “Excerpt from *Marine Mammals in Captivity*” and “Excerpt from *What Zoo Critics Don’t Understand*,” the authors present arguments about whether or not animals should be kept in captivity. What claims does each author make? What evidence do the authors use to support their claims? Which author’s argument is more convincing? Use details from **both** excerpts to support your response.

In your response, be sure to

- identify the claims that each author makes
- identify the evidence that the authors use to support their claims
- explain which author’s argument is more convincing
- use details from **both** excerpts to support your response

both articles talked about animals in captivity and how it should stop. in " excerpt from marine animals in captivity" the author states," tanks only allow a few stroks in any direction before coming to the wall" a statement from," excerpt from what zoo critics dont understand" that also shows the oppiste argument is," i can tell you first hand that the animals in sea worlds parks receive world-class care". the evidence for the arguement that animals get world class care is,"their zoological team shares my commentment to protecting and preserving species" while the opposite argument is,"because their tanks are shallow the natrual tendincies of whales and dolphins are reversed.

Score Point 2 (out of 4 points)

This response introduces a topic that does not logically follow from the task and purpose (*both articles talked about animals in captivity and how it should stop*). The response demonstrates little understanding of the texts (*that also shows the oppiste argument and the evidence for the arguement that animals get world class care is*). The topic is partially developed with the use of relevant evidence from the texts, with inconsistency (“*tanks only allow a few stroks in any direction before coming to the wall*”; “*i can tell you first hand that the animals in sea worlds parks receive world-class care*”; “*their zoological team shares my commentment to protecting and preserving species*”; “*because their tanks are shallow the natrual tendincies of whales and dolphins are reversed*”). The response exhibits some attempt at organization, with inconsistent use of transitions (*both articles, and, in “ excerpt from marine animals in captivity”, the author states, a statement from, the evidence for, while the opposite argument is*). The response establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary (*talked about animals in captivity and opposite argument is*). The response does not provide a concluding statement. The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*excerpt, stroks, statment, oppiste, arguement, commentment, capitalization, punctuation*).

GUIDE PAPER 10

43

In “Excerpt from *Marine Mammals in Captivity*” and “Excerpt from *What Zoo Critics Don’t Understand*,” the authors present arguments about whether or not animals should be kept in captivity. What claims does each author make? What evidence do the authors use to support their claims? Which author’s argument is more convincing? Use details from **both** excerpts to support your response.

In your response, be sure to

- identify the claims that each author makes
- identify the evidence that the authors use to support their claims
- explain which author’s argument is more convincing
- use details from **both** excerpts to support your response

In the two excerpts 'Marine Mammals in Captivity' and 'What Zoo Critics Don't Understand' both have different point of view on the topic of animal captivity. In "Marine Mammals in Captivity" animal captivity is frowned upon were as in 'What Zoo Critics Don't Understand' it is greatly accepted.

'Marine Mammals in Captivity' animal captivity is bad.

Score Point 1 (out of 4 points)

This response introduces a topic that follows generally from the task and purpose (*In the two excerpts 'Marine Mammals in Captivity' and 'What Zoo Critics Don't Understand' both have different point of view on the topic of animal captivity*). This response demonstrates a literal comprehension of the texts (*In "Marine Mammals in Captivity" animal captivity is frowned upon were as in 'What Zoo Critics Don't Understand' it is greatly accepted* and *'Marine Mammals in Captivity' animal captivity is bad*). This response provides no evidence. The response exhibits some attempt at organization, with inconsistent use of transitions (*In the two excerpts, both have, In "Marine Mammals in Captivity", were as in 'What Zoo Critics don't Understand'*). The response lacks a formal style, using language that is imprecise or inappropriate for the texts and task (*animal captivity is frowned uponed* and *animal captivity is bad*). The response does not provide a concluding statement. The response demonstrates a lack of command of conventions, with frequent errors that hinder comprehension (*both have different point of view, frowned uponed, were as, punctuation*).

GUIDE PAPER 11a

Additional

43

In “Excerpt from *Marine Mammals in Captivity*” and “Excerpt from *What Zoo Critics Don’t Understand*,” the authors present arguments about whether or not animals should be kept in captivity. What claims does each author make? What evidence do the authors use to support their claims? Which author’s argument is more convincing? Use details from **both** excerpts to support your response.

In your response, be sure to

- identify the claims that each author makes
- identify the evidence that the authors use to support their claims
- explain which author’s argument is more convincing
- use details from **both** excerpts to support your response

The claim from “what zoo critics don’t understand,” is that Dr Jane Goodall wants some animals to go to a sanctuary so they don’t get hurt, die, or get extinguished, and the claim from “marine mammals in captivity,” is that they think the animals should stay where they are at zoos and at aquarium because the animals do the same thing they would normally do in the wild life.

Score Point 1 (out of 4 points)

This response introduces a topic that follows generally from the task and purpose (*The claim from “What Zoo cridicts don’t understand” is that Dr Jane goodall wants some aninaals to go to a sanquary; the claim from “marine mamals in captivity is, that they thinq the animals should stay where they are at zoo’s and at aquarium*). The response demonstrates little understanding of the texts (*so they dont get hurt, die, or get extinguished and becuase the animals do the same thing they would normally do in the wild Life*). The response demonstrates an attempt to use minimal evidence (*Dr Jane goodall wants some animals to go to a sanquary and animals should stay where they are at zoo’s and at aquarium*). The response exhibits little attempt at organization (*The claim from, so, and the claim from, becuase*). The response lacks a formal style, using language that is imprecise or inappropriate for the texts and task (*so they don’t get hurt, die, or get extinguished and same thing they would normally do*). No concluding statement is provided. The response demonstrates a lack of command of conventions, with frequent errors that hinder comprehension (*cridicts, goodall, aninaals, sanquary, dont, mamals, thinq, where they are at zoo’s and at aquarium, capitalization, punctuation*).

GUIDE PAPER 12

43

In “Excerpt from *Marine Mammals in Captivity*” and “Excerpt from *What Zoo Critics Don’t Understand*,” the authors present arguments about whether or not animals should be kept in captivity. What claims does each author make? What evidence do the authors use to support their claims? Which author’s argument is more convincing? Use details from **both** excerpts to support your response.

In your response, be sure to

- identify the claims that each author makes
- identify the evidence that the authors use to support their claims
- explain which author’s argument is more convincing
- use details from **both** excerpts to support your response

In both stores the authors show that they wanted to keep animals captive intel they could be relice to the wild. SHowing other people how they get cared by other marines.

Score Point 1 (out of 4 points)

This response introduces a topic that does not logically follow from the task and purpose (*In both stores the authors show*). This response demonstrates little understanding of the texts (*the authors show that they wanted to keep animals captive intel they could be relice to the wild*). This response demonstrates an attempt to use minimal evidence (*relice to the wild and how they get cared by other*). The response exhibits little attempt at organization (*In both and the authors show*). The response lacks a formal style, using language that is imprecise or inappropriate for the texts and task (*keep animals captive intel they could be relice to the wild, get cared, marines*). No concluding statement is provided. The response demonstrates a lack of command of conventions, with frequent errors that hinder comprehension (*stores, intel, relice to the wild, SHowing, get cared by other marines*).

GUIDE PAPER 13a

43

In “Excerpt from *Marine Mammals in Captivity*” and “Excerpt from *What Zoo Critics Don’t Understand*,” the authors present arguments about whether or not animals should be kept in captivity. What claims does each author make? What evidence do the authors use to support their claims? Which author’s argument is more convincing? Use details from **both** excerpts to support your response.

In your response, be sure to

- identify the claims that each author makes
- identify the evidence that the authors use to support their claims
- explain which author’s argument is more convincing
- use details from **both** excerpts to support your response

In my opinion I just feel like they both talk about the same thing how animals Should Stay in Captivity I think Animals Should stay in Captivity because if they don't some Animals can be really dangerous And want to hurt certain people that they feel is going to harm them And I'm talking About wild Animals like tigers, lions.

GUIDE PAPER 13b

Score Point 0 (out of 4 points)

This response demonstrates a lack of comprehension of the texts and task (*In my opinion I Just feel like they both talk about the same thing how animals Should Stay in Captivity In think animals Should Stay in captivity because if they don't some animals can be Really dangerous and want to hurt certain people that they feel is going to harm them and I'm talking about wild animals like tigers, lions*). No evidence is provided. This response exhibits no evidence of organization, and no concluding statement is provided. The response demonstrates a lack of command of conventions, with frequent errors that hinder comprehension.

GUIDE PAPER 14

Additional

43

In “Excerpt from *Marine Mammals in Captivity*” and “Excerpt from *What Zoo Critics Don’t Understand*,” the authors present arguments about whether or not animals should be kept in captivity. What claims does each author make? What evidence do the authors use to support their claims? Which author’s argument is more convincing? Use details from **both** excerpts to support your response.

In your response, be sure to

- identify the claims that each author makes
- identify the evidence that the authors use to support their claims
- explain which author’s argument is more convincing
- use details from **both** excerpts to support your response

jack hanna saysclaimd that antarctica is parts of amizon and some places in africa even in the "wild"

Score Point 0 (out of 4 points)

This response demonstrates a lack of comprehension of the texts and task (*jack hanna saysclaimd that antarctica is parts of amizon and some places in africa even in the “wild”*). No evidence is provided. This response exhibits no evidence of organization, and no concluding statement is provided. The response is minimal, making assessment of conventions unreliable.